I. **INSTRUCTOR:** Jennifer M. Mower, Ph.D.
   Office: 326 Milam Hall

II. **CONTACT INFORMATION**

   mowerj@onid.orst.edu

   Please include DHE 463 in the subject line of the email message. I check my email regularly but you should hear a response within 24 hours.

   Virtual Office Hours via Skype: Jennifer.mower1

II. **COURSE DESCRIPTION:** Historic analysis of fashion change in men’s and women’s apparel from 1890 to the present. The influence of social and cultural factors upon Euro-American fashion. Suggested prerequisites DHE 461 or DHE 462.

III. **LEARNING OUTCOMES:** At the conclusion of this course, via a variety of learning activities, the intention is for you to demonstrate the following outcomes; you will be able to:

   - Identify and describe apparel of the twentieth century using the appropriate terms.
   - Identify and describe silhouettes of the 20th century and their evolution.
   - Identify and define 20th century apparel style terms.
   - For each 20th century style period identify and discuss the key apparel fashion leaders and/or designers and their contributions.
   - For each 20th century style period identify and discuss predominant influences on the design, manufacture, and use of 20th century dress including:
     - past styles
     - direct and indirect technological influences
     - key current events
     - economic influences
     - political influences
     - specific military/political conflicts
     - fine arts
     - fashion innovators and leaders
     - other cultures (cross cultural influences)
     - changing gender and other social roles
   - Discuss and describe merchandising/retailing of fashionable apparel for the style periods of the 20th century.
   - Discuss the relationship between the French haute couture and prêt-à-porter/ready-to-wear throughout the 20th century.
• Identify, describe, and discuss active sportswear during the 20th century – its relationship to fashionable styles and influences on the design, manufacture, and use.
• Define culture. Explain how U.S. cultural values, beliefs, attitudes, customs, and so forth influenced apparel styles and practices in each style period.

IV. REQUIRED TEXT:


Textbook Information: NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website (http://osubeaverstore.com/).

V. COURSE CONTENT:

Blackboard — This course is delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials and syllabus; discuss issues; submit assignments; take exams; email other students and the instructor; and display your projects. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Blackboard and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm.

VI. TOPICS AND READING ASSIGNMENTS:

WEEK ONE
Set-Up, Introduction.
New Century, New Fashions, 1898-1907
Farrell-Beck & Parsons, Chapter 1

WEEK TWO
1908-1918
Farrell-Beck & Parsons, Chapter 2

WEEK THREE
1919-1928
Midterm 1
Farrell-Beck & Parsons, Chapter 3

WEEK FOUR
1929-1938
Essay 1 due
Farrell-Beck & Parsons, Chapter 4

WEEK FIVE
1939-1946
Farrell-Beck & Parsons, Chapter 5

WEEK SIX
1947-1958
Midterm 2
Farrell-Beck & Parsons, Chapter 6

WEEK SEVEN
1959-1968
Farrell-Beck & Parsons, Chapter 7

WEEK EIGHT
Essay 2 due
VII. COURSE POLICIES, REQUIREMENTS, AND STUDENT RESPONSIBILITIES:

Basis of Course Grade:
- Exams (3) 150 (43%; 14.3% per exam)
- Essays (2) 100 (29%; 14.5% per essay)
- Discussion Board 100 (29%; 3% per week)
- TOTAL POINTS 350 (~100%)

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<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
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<tr>
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<td>100-93%</td>
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<tr>
<td>A-</td>
<td>98-90%</td>
<td>72-70%</td>
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<td>B</td>
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<td>B-</td>
<td>82-80%</td>
<td>62-60%</td>
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<tr>
<td>C+</td>
<td>79-77%</td>
<td>Below 60%</td>
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Assignments:

Readings. Required reading should be completed prior to the date of the lecture topic. You are responsible for all assigned readings.

Lectures. Recorded lectures will be made available each week by style period. It is asked that you delete any downloaded lectures after the end of the course since copyright access is allowed only during the summer session.

Exams. There will be three timed on-line exams. Exams will be accessible for a 24-hour period and you will be timed while taking exams. Exams will cover specific material as noted in the syllabus and are not cumulative. Exams will generally be composed of multiple choice questions. Exam questions will focus on all components of dress and influences on dress – its design, manufacture, merchandising, and use. In addition to the lectures there a number of books, online collections and other resources available on twentieth century dress to assist in your learning.

If for reasons of illness you are not able to take an exam at the scheduled time, you must contact the instructor PRIOR to the exam time. Your failure to notify the instructor in advance of the class and failure to contact the instructor as soon as possible after class to discuss your situation means you will forfeit the possibility of a grade adjustment. If you cannot take the final exam at the scheduled time due to circumstances defined by university policy you may petition the instructor for a change of examination time; NO final exam will be given early.

Essays. You are required to write two essays, double spaced with standard 1 inch
margins. You need to use traditionally published books and scholarly journal articles rather than, or in addition to, websites for writing these essays. If you use a website, it is your responsibility to make sure the content is accurate and reliable. We suggest limiting your use of online material to academic sites. Expect feedback on assignments within 7 days of their original due date.

Essay 1 (14.5%) Due Friday at 9 p.m. of Week 4

A. Interview your grandparent or any person over the age of 60 about their memories of fashion and dress from their youth. Please include images of the individual you are interviewing to illustrate your report (does not contribute to page count).

B. Use this primary source information along with other primary source information (e.g., extant garments, newspapers, magazines, photographs and so forth) along with secondary source information (e.g., scholarly journal articles and books) to write about a specific style period (i.e., each style period is approximately 10 years in length). You should discuss style influences, economy, culture, and any other social and political influences of the period.

Essay 2 (14.5%) Due Friday at 9 p.m. of Week 8

Titanic (1997)
The Great Gatsby (1974)
Coco Before Chanel (2009)
Flashdance (1983)
Annie Hall (1977)
Casablanca (1942)

Select one of the above movies to view and write about the costumes. You may discuss the costume design, the influence of culture, economy, socio-political influences on apparel worn during that style period, how the costume reveals character in the movie, to name a few of the things you could discuss. Stills from the movie may be included as illustrations (does not contribute to page count). Please write your report from the perspective that your reader (i.e., the instructor) has seen the movie. These films are all available on Netflix.

Discussion board. The Blackboard DHE 463 Web site provides an opportunity for you to learn by discussion; this is active learning. You will be assigned to a discussion group on the DHE 463 Blackboard Discussion Board. Each week the instructor will provide you with a question or questions to facilitate discussion based on the assigned weekly readings, but you also need to address your own questions and respond to others in your group.

Participation throughout the week and term enhances your learning more than participation at the end of each week and the end of the term. How well you use this resource to learn the course material is up to you. However, active and meaningful participation will not only help you in learning the course material but will positively contribute to your final course grade. See “Blackboard Group Discussion Board” on Blackboard for a discussion of the grading criteria.
Weekly participation on Discussion Board will end each week on Friday night, midnight and the next week’s discussion will begin at 12:01 a.m., Saturday day morning. Let the instructor know if you cannot access your Blackboard Discussion Group. If you do not know how to access Blackboard set up an appointment to meet with the instructor during office hours, or by appointment, for instruction on the system.

Blackboard Group Discussion Rules: The class policy of mutual respect needs to be part of your discussion. This is a state institution with a diverse student body, and we all need to be respectful of each others’ values and beliefs. Use discussion board only for 463 materials. It is not the appropriate site for expression of personal values and beliefs not directly related to this class. Be respectful of all group members’ comments.

VII. COURSE POLICIES, REQUIREMENTS, AND STUDENT RESPONSIBILITIES:

A. Honesty in Academic Work: Students are expected to be honest and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas: cheating, plagiarism, fabrication, assisting, and tampering. All are subject to the disciplinary process as outlined by the University Code. NOTE: All work, unless otherwise stated is expected to be individual.

Cheating is the use or attempted use of unauthorized materials, information or study aids. This means, unless specified otherwise, work should be done individually. This also means that you will not plagiarize any one else’s work -- another student’s, a written work, a web source or any source not your own.

Plagiarism includes: 1. Student work that quotes directly from a source and does not acknowledge the source by correct use of quotation marks and reference citation in the text and 2. Student work that paraphrases closely from a source and does not acknowledge the source by reference citation in the text. See The Design and Human Environment learning and style guide for a full discussion on plagiarism and how to avoid it.

Fabrication is falsification or invention of any information.

Assisting is helping another commit an act of academic dishonesty.

Tampering is altering or interfering with evaluation instruments and documents.

Any of these can result in expulsion from the university at worst; it will, at minimum, result in a lower grade in the course.

B. Documented Disabilities: Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098. Students who have any emergency medical information the instructor should
know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term. Class materials will be made available in accessible format upon request.

C. **Diversity and Mutual Respect:**

*DHE Diversity Statement* -- The Department of Design and Human Environment and I strive to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

*Mutual Respect* – Recognizing the importance of diversity and of education, the goal of Oregon State University and the DHE Department is to provide students with the knowledge, skill, and wisdom they need to contribute to society. Our rules are formulated to guarantee each student’s freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning will not be tolerated and will be referred to the Student Conduct Program for Disciplinary Action. Any behaviors which create a hostile, intimidating, or offensive environment whether based on gender, race, ethnicity, color, religion, age, disability, marital status, or sexual orientation will be referred to the Affirmative Action Office.

D. **Student Assistance:**

♦ **Contacting the instructor** — Feel free to email me questions. I will conduct both in-person and virtual office hours (refer to Blackboard for times and locations). No appointment is needed for my in-person office hours. If these designated times do not fit your schedule, please email me to set up a time convenient for you. Regarding virtual office hours, you can reach me via Skype during the designated virtual office hours. You can always post questions in the “Student Questions” board on Blackboard.

♦ **Technical Assistance** — If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

**Student Evaluation of Teaching**

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.