



**Course Outline**

New York City College of Technology  
Department of Humanities

Course Number: ARTH1204, Section \_\_\_\_\_

Course Title: 20<sup>th</sup> CENTURY DRESS AND CULTURE

Course Credits: 3; Class Hours: 3

Prerequisites: ENG 1101 OR ENG1101CO OR ENG1101ML

Pathways: Creative Expression

Class Note: For online synchronous classes, a working camera and microphone are required.  
Students must switch both on at instructor’s request.

Instructor: \_\_\_\_\_

E-mail: \_\_\_\_\_

Phone: 718-260-5018 ext. \_\_\_\_\_

Office: Library Building L630

Office Hours:

Meeting Date/ Time: Room:

**NYCCT Catalogue Description**

A survey of fashion history, from the end of the 19<sup>th</sup> century to the present. It offers an overview of the many influences that have affected the development of clothing. Studies the effect of an historical period on the clothing of the time through analysis of its economics, politics, religion and culture. Issues affecting the industry are explored through readings, videos, discussions and links to local industry are made through field trips and guest speakers.

**DETAILED COURSE DESCRIPTION:**

It is essential to understand the interrelationship of fashion and culture, and how this developed over time. This course examines how historical periods effect the style and construction of clothing. Students are introduced to analytic techniques that evaluate how culture, economics, politics, and religion influence and shape the style of the time. Each student is assigned or selects specific items of clothing and then traces the development of style, trend and fashion. This course also introduces important terminology integral to the fashion industry and required to discuss all facets of its history. Issues affecting the fashion industry are explored through readings, videos, discussions and links to local industry are made through field trips and guest speakers.

**COURSE INTENDED LEARNING OUTCOMES AND ASSESSMENT METHODS**

Upon successful completion of this course, students will be able to:

LEARNING OUTCOME	ASSESSMENT METHODS
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Identify and describe apparel of the twentieth and twenty-first centuries using appropriate terminology Recognize and discuss key apparel fashion leaders and/or designers and their contributions	Class discussion, quizzes, examination & term paper/presentation  Class discussion, examinations & term paper
Distinguish among the social, political, and economic cultural influences on fashion for each of the various periods	Class discussion, research, development of timeline with term paper, & examinations
Identify and explain direct and indirect technological influences on dress	Class discussion, term paper and presentation, and examinations
Assess the multiple explanations for the impact of dress and body image on human behavior.	Class discussion, research, term paper & presentation
Analyze concepts and theories of and research in human behavior to market place interaction related to textile and apparel products of everyday life.	Class discussion & oral presentation
Recognize and describe the diversity of culture in space and time and how it effects and influences fashion style s and trends	Class discussion, term paper & presentation
Write a scaffolded research paper	Course assignments/ homework that comprise the term paper

#### GENERAL EDUCATION INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

LEARNING OUTCOME: <b>Creative Expression</b>	ASSESSMENT METHODS
Demonstrate expanded cultural global Class discussion, term paper, and examination awareness and sensitivity	Class discussion, term paper, and examination
Identify issues and problems, ask relevant questions, and link them with appropriate methods of inquiry	Research for term paper and oral presentation
Discern multiple perspectives of how the process of change (including fashion change) affects and is affected by dress across time and cultures.	Class discussions, research, term paper and presentation

#### RECOMMENDED TEXTBOOK:

English, Bonnie, and Munroe, Nazanin Hedayat, *A Cultural History of Western Fashion: From Haute Couture to Virtual Couture*, Bloomsbury Publishing, 2022, ISBN: 978-3501-5088-1

#### ASSESSMENT AND GRADING:

4 Quizzes (25 each) 100 points  
Term Project 200 points  
Midterm Exam 100 points

Final Exam                    100 points  
Total:                            500 points

**Process for Evaluation:**

Outstanding (A)            work goes beyond the package and presentation requirements.  
Good (B)                    work meets all grading criteria, performed to top standards.  
Average (C)                work meets all but one or two of the grading criteria.  
Below Average (D)        work meets only one or two of the grading criteria.

**Project Grading Criteria:**

- Initiative - Students must prove resourcefulness in presenting meaningful information in a well-structured package. Students must demonstrate inclusion of supporting information from course materials. Students must show evidence of adequate preparation in the presentation.
- Thoroughness - Students must have covered all topical areas. Students should provide adequate coverage within each topical area.
- Accuracy - Students must have reached appropriate conclusions from the information they received. Students must have applied course material accurately, reflecting knowledge and understanding of the material.
- Professionalism and Creativity – The promotional package and presentation should reflect professionalism in preparation and clarity, and creativity. They should be attractive and eye-catching. The promotional package and presentation should show evidence of advance work and planning.

**COURSE POLICIES AND PROCEDURES:**

GUIDELINES FOR WRITTEN ASSIGNMENTS:

All papers MUST be typed. A page is the equivalent of a 1.5 line-spaced 8.5 x 11-inch paper with one-inch margins using 12- point type. Follow the page length guidelines for each assignment and number each page. All work MUST contain the student name(s) and email address(es), the course name and number, the date the assignment is submitted, and the name of the assignment.

Effective writing helps clarify ideas and communicate those ideas to others. Be organized, clear, and succinct. Grammar, punctuation, style, and spelling count. Write in college-level American English that is appropriate to the business community.

Papers will be graded on the following criteria:

- Clear and thorough application of direct and database concepts and principles (including material covered in the assigned reading, lectures, and discussions).
- Demonstration of original, logical, strategic thinking including a complete analysis of facts, logical synthesis, and persuasive conclusion/recommendation. Specific examples should support the analysis. Address the specific requirements of the assignment.
- Quality of research (depth, breadth, appropriateness) and proper acknowledgement of references, including complete citations using APA style in-text notes, when appropriate.

- Appropriate language and tone, accurate spelling, correct grammar, appropriate punctuation, and logical organization. You will not receive an A if your writing is awkward, contains grammatical or punctuation errors, or is disorganized. Written work must be word processed/typed on standard size 8 1/2" by 11" paper in black ink in Times New Roman font. **All names must be typed on assignments to be accepted. Please plan accordingly for all your assignment due dates.**

In a case of an emergency, you may submit your assignment the following class day. For once a week courses you may e-mail your assignment to me prior the start of the class to get full credit. Documentation on Professional Letterhead of the emergency will be expected. Coming late to class does not constitute an emergency.

SCHEDULE OF TOPICS:

SESSION	TOPIC	ASSIGNMENT
1	Overview of Historic Dress; What is Dress? What are the Functions of Dress? Class Hand-out: Dress & Identity	Chapter 1
2	The Bustle Period and the Nineties	Chapter 14
3	The Edwardian Period and World War I Class Hand-out: American Decades 1910-1919	Chapter 15 Paper #1 Assigned: Movie Critique
4	The Twenties, Thirties, and World War II Class Hand-out: American Decades 1920-1929 American Decades 1930-1939 Video: Last Days of WWII	Chapter 16
5	The Twenties, Thirties, and World War II (cont.) Review for Midterm Exam Video: A & E's Top 10 Fashion Designers	Paper #1 Due
6	Midterm Exam	
7	The New Look 1947-1960 Class Hand-out: American Decades 1940-1949	Chapter 17
8	The Fifties Class Hand-out: American Decades 1950-1959 Video: Biography: Calvin Klein A Stylish Obsession	Chapter 17
9	The Sixties Class Hand-out: American Decades 1960-1969 Video: The Versace Family	Chapter 18 Project #2 assigned: Designer Press
10	The Seventies Class Hand-out: American Decades 1970-1979 Video: Biography Vera Wang	Library: Group Work on Press Release
11	The Eighties and Nineties	Chapter 19

	Video: <i>The Rise and the Fall of the Berlin Wall</i>	
12	The Twenty-first Century	
13	Class Presentations	
14		
15	Final Exam	

**BIBLIOGRAPHY:**

Benbow-Pfalzgraf and Richard Martin, eds. Contemporary Fashion. 2<sup>nd</sup> Ed. Detroit: St. James Press, 2002

Black, Sandy, ed. Fashioning Fabrics: Contemporary Textiles in Fashion. London, Black Dog, 2006.

Braddock, Sarah and Marie O’Mahony. Techno Textiles 2, rev. ed. London: Thames & Hudson, 2005.

Elsasser, Virginia H. Textiles: Concepts and Principles, 2<sup>nd</sup> ed. New York: Fairchild, 2005.

Gale, Colin. Fashion and Textiles: An Overview. New York: Berg, 2004

Gigi Ekstrom, Margaret. Fashion Marketing. New York: McGraw Hill/Glencoe, 2006. Goworek, Helen. Careers in Fashion and Textiles. Ames, IA: Blackwell Pub., 2006.

Laver, James. Costume and Fashion: A Concise History. New York: Thames & Hudson, 2002.

Mauro, Lucia and Kathy Siebel. Careers for Fashion Plates & Other Trendsetters. Blacklick, OH: McGraw Hill, 2002.

Rosenau, Jeremy A. and David Wilson. Apparel Merchandising: The Line Starts Here. New York: Fairchild Publications, 2001.

Steele, Valerie. Fifty Years of Fashion: New Look to Now. New Haven: Yale University Press, 2006.

Tortora, Phyllis G. Understanding Textiles, 6<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2000.

**COLLEGE AND DEPARTMENT POLICIES**

NYCCT ACADEMIC INTEGRITY POLICY

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the Student Handbook.)

ACCESSIBILITY STATEMENT

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek

accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send an email to [Accessibility@citytech.cuny.edu](mailto:Accessibility@citytech.cuny.edu) or visit the Center's website <http://www.citytech.cuny.edu/accessibility/> for more information.

N.B., Students who miss a scheduled presentation or exam due to illness or medically-related emergencies will be referred to the Center for Student Accessibility. The CSA will review any documentation requested and give the student a letter to share with the relevant instructor if accommodations need to be made.

#### HUMANITIES DEPARTMENT ATTENDANCE POLICY

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

#### SCHOOL OF ARTS & SCIENCES ATTENDANCE STATEMENT

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

#### HUMANITIES DEPARTMENT COMMITMENT TO STUDENT DIVERSITY

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

#### ARTH COURSE AI POLICY

This course permits the thoughtful and ethical use of artificial intelligence (AI) as a learning tool to complete writing assignments such as museum papers and essay exams. AI can be a valuable resource for learning, research, and gaining different perspectives. However, it is crucial to understand the boundaries of its appropriate use. Examples of licit use are brainstorming and idea generation, research assistance (i.e. finding images and recommendation of sources to explore certain topics) and writing support, especially for students in need of proofreading a text before final submission. Students can also use AI ethically to obtain a clear description of an image or explanation of a difficult topic or to auto quiz their own understanding of a topic. Conversely, unacceptable use of AI is the submission of AI-generated work presented as your own original creation, including essays and museum papers. Likewise, the use of AI to complete assessments, answer exam questions, complete quizzes, or solve any type of assignments without demonstrating your own understanding is considered cheating.

Failure to adhere to these guidelines will be considered a breach of academic integrity and will be addressed according to university policies. When in doubt about the appropriate use of AI, please consult with your instructor.

Update March 2021  
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