

The History of Fashion – THE 430

8/17/23-10/06/23

Professor: Connie Furr

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Office Hours: As this is an online class with students in many time zones around the world, office hours will be held by appointment via zoom. Please contact me to schedule a Zoom meeting.

Zoom: <https://asu.zoom.us/j/2309736719>

Web Site for the School of Music, Dance and Theatre:

<https://musicdancetheatre.asu.edu/>

COURSE DESCRIPTION:

Fashion is rarely set but rather evolves with eras of upheaval between one generation to the next. Clothes express the personality and rank of the individual creating an instantaneous and lasting impression. The History of Fashion will introduce the student to four hundred years of fashion history drawing parallels between the fashion and period that it existed.

STUDENT LEARNING OUTCOMES and COURSE OBJECTIVES:

- Develop an understanding of the historical events that shape the evolution of fashion
- Develop an understanding of the parallels that can be drawn between historical and modern garments
- Develop a vocabulary of historical garments worn between 1600-1900
- Develop an understanding of how the study of historical garments inspires contemporary fashion designers

SYLLABUS:

I understand that this is quite a lengthy document and I appreciate you taking the time to read it to curtail any misunderstandings in the future. The study of fashion is highly enjoyable, I look forward to sharing my enthusiasm for the topic.

STUDENT SUCCESS:

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- **create a study and/or assignment schedule to stay on track**
- access [ASU Student Resources](#)

IMPORTANT INFORMATION:

I will handle lecture material, course material, exam and exercise content, questions, and reviews. **However, I am unable to reset your computer or deal with computer technical issues. For all computer-related issues and technical questions including test resets and grade compilation you need to contact Herberger**

Online. Herberger Online can only be contacted via email. You may use the “Submit a Help Request” button on the course Help page or go directly to <https://herbergeronline.asu.edu/help> for assistance

TECHNICAL MINIMUMS:

This class is not accessible through Canvas. Please visit the class home page at <https://courses.hol.asu.edu/courses/historyfashion/> to begin the course. For information regarding your user name and password, please visit Herberger Online at <http://herbergeronline.asu.edu/services/accounts.php>.

A second option of entering the class is to visit your MyASU page. You will see a list of courses, clicking on the title of the class will provide you a drop down menu with two choices. Be sure to select the Herberger Online option as this class is not taught on Canvas.

You can also email the Herberger Online staff at <https://herbergeronline.asu.edu/help> for assistance with logging on or other technical issues. Because this course is delivered entirely via the internet, you are responsible for making sure that the computer you use to access all course materials meets or exceeds the specified computer minimum qualifications as listed on the course website. Due to the high media content of this course, you will be required to set up and configure a media player that will consistently play the mp3 files and the mp4 digital clips files delivered via the course web site. If your computer breaks at any time during the semester, it is your responsibility to locate internet access for all lectures, assignments, and exams. No make-up assignments or make-up exams will be given because your “computer doesn’t work or due to “operator error” on your part.

CLASS MAILBOX:

If you need to contact the professor regarding course content, please email cfurrdesign@asu.edu and include the class you are in (History of Fashion) and your email address as part of your signature to insure a response. Please email Herberger Online using the “Submit a Help Request” button on the course Help Page, or by going directly to <https://herbergeronline.asu.edu/help> with all computer-related or technical questions. All class communications will be handled via email, not on campus or by phone. **You must use your ASU email to ensure that it will be received.**

EXAMS and EXERCISES:

There will be four exams this semester; each exam is worth one hundred points for a total of four hundred. You should **NOT** use any written, online, or other notes during the exam itself, including opening any additional web pages from the course or other locations. This would be in direct violation of stated course policies. Students found cheating will be sanctioned in accordance with the student code of conduct and the rules against academic dishonesty upheld and enforced by Arizona State University. Please visit the following sites for detailed information: <https://www.asu.edu/studentaffairs/studentlife/judicial/>
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

The computer, from a large question bank for each exam, randomly chooses all exam questions, with content drawn directly from the lecture materials and readings. Each exam will be fifty questions worth 2 points each. No exam will be dropped. No early or late exams will be given. The exam will have a time limit of **60 minutes** in which to finish; you must keep track of your own time. The exam has NO built-in timer. You will lose .5 points as a penalty for every minute you go over sixty. With both the exam

entrance page and syllabus specifying timing requirements and restrictions, no overtime penalty points can be removed under any circumstances.

You will be issued a unique receipt number for every successfully submitted exam. Please retain that number through the semester as proof of your completed submission. Your scores will be posted on the course grades page within 28 hours after the exam window closes.

NOTE:

No course content will be available to students while they are taking an exam. Once you enter the exam, you will NOT be able to access course materials on the website. Please refrain from opening any additional tabs/windows on your browser while taking an exam, as this could cause your submission to be unsuccessful. **I suggest you completely log out of your browser prior to taking the test, that will clear your computer's cache.** Thank you in advance for your cooperation in this matter.

TECHNICAL SUPPORT:

Please do not contact me with technical questions. Herberger Online handles all technical questions and issues that may arise in this course. Contact Herberger Online's support team right away if you encounter technical issues while completing an assignment and you are unable to resolve the problem and reset your work.

Technical support is available 24/7 at:

- holsupport@asu.edu
- 1-888-298-4117
- 480-965-3057 (International)

When contacting support, please provide:

- The full name of this course (ABC 123: Long Name)
- The title(s) of any assignment(s) you're having trouble with*
- A brief overview of the problem*
- Step-by-step instructions to reproduce the problem

RESETS and MAKEUP EXAMS:

If you experience computer or technical problems during an exam, DO NOT JUST GUESS, OPEN ADDITIONAL WINDOWS, OR SUBMIT IT, as that grade will stand as posted! Instead, exit your browser, fix the problem (move to a different computer or contact technical support. The system will allow you to reset your own exam if you have not already submitted or reset that exam. The recommendation, in these cases, is that you restart your browser before you try to reset the exam. During exams only, you can reset exams by yourself by logging back into the exam as you normally would. When you go back to the exam's page, the system will know that you need a reset, follow the links provided.

Resetting the exam does not extend the deadline. You still must begin and end your exam before the scheduled closing time. Resetting any exam means the computer will be creating a new exam for you. Any answers you provided before are already lost; you will be starting over again. All exams draw random questions from a question bank, so you will not get the same exact questions in the same order again.

If you experience personal, medical, or other unforeseen problems during the exam period, **DO NOT TAKE OR SUBMIT AN EXAM**, as that grade must stand as posted! Exams that have been submitted **CANNOT** be reset, and those grades will stand as posted. There are no retakes on submitted exams under any circumstances.

LIFE HAPPENS PASS:

Because “life happens,” each student is granted a Life Happens Pass to use as they wish at any point in the semester on **one** assignment. The assignments **not available** to be extended, due to the timing in the semester, are the Final Exam, Blog #8, Extra Credit Exercise, and Exam 4. This pass will allow the student an automatic one-week extension without penalty and without needing to explain why the extension is needed. To use your Life Happens Pass, you must email the instructor no later than 24 hours past the original due date of the assignment. Please put “THE 430 Life Happens Pass” in the subject line and in the email indicate for which assignment you are using the Life Happens Pass. Please make sure to use your ASU email account as it is likely I will not receive the request otherwise.

TESTS and EXERCISES:

There will be four tests worth 100 points each.

- Test 1: Elizabethan
- Test 2: Baroque through Rococo Period
- Test 3: The Directoire through Romantic Period
- Test 4: The Victorian Period (Crinoline and Late Victorian)

There will also be a final cumulative exam worth one hundred points.

Exercises: There will be eight exercises where you will match the name of the garment to an image of the garment. Each exercise is worth fifty points.

Discussion Board: A question will be posted for each era. Below is a rubric that will be helpful in discerning how you can earn full points for each era. Each era earns 12.5 points for a combined total of one hundred points.

Rubric

Written Response	<ul style="list-style-type: none"> • Respond to each portion of the prompt • Please proofread your response, poorly written submissions will result in a two point reduction. • A minimum of 300 words is required to adequately respond to the prompt. 	6.5 Points
3 Support Images	<ul style="list-style-type: none"> • Submit three images that support your statements. • Discuss why they are pertinent to the discussion. 	2 Points for each image for a total of 6 points

	<ul style="list-style-type: none"> • Identify the designers whose work you submit. • The images must be saved as jpeg or png – others are not visible. 	
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Extra Credit: There will be one extra credit assignment prior to the final. It is your option whether to take this quiz; however, I highly recommend taking it, as it is a valuable study guide. It will be worth twenty-five points.

REQUIRED READING:

Survey of Historic Costume, 7th Edition by Phyllis G. Tortora and Sara B. Marketti. On your MYASU page you will see a blue icon textbook on the line with the class title, click upon that and it will take you to the ASU bookstore where the book can be purchased.

It is also available through Amazon and other online vendors for purchase or rental; however, I suspect you will find the price from the bookstore to be the same or cheaper.

Please know that we will be using this textbook for THE 431, Fashion History II; thus, you might decide to purchase the book versus renting it.

SCHEDULE

Era 1

Elizabethan Fashion Videos	Opens at 8:00 AM on 8/17/23	Closes at 11:59 PM on 10/06/23
EXERCISE #1	Opens at 8:00 AM on 8/17/23	Closes at 11:59 PM on 8/24/23
EXAM 1	Opens at 8:00 AM on 8/17/23	Closes at 11:59 PM on 8/24/23
Discussion Board Question	Participation Due by 11:59 PM on 8/23/23	
<p>"Magnificence before Comfort" is a quote describing the Elizabethan fashion. Prove, using three visual examples of contemporary fashion (20th-21st century) that this comment is still relevant. Be sure to post your argument supporting your case.</p> <p>*Be sure your images are saved as jpeg or png</p>		
<p>READINGS</p> <p>I. Read Chapter 12–Later Sixteenth Century 1560-1599, excerpt from <i>The History of Costume, From Ancient Mesopotamia Through the Twentieth Century</i>, 2nd edition, by Blanche Payne, Geitel Winakor, and Jane Farrell-Beck. (This was emailed to you.) Pages 303-325</p> <p>II. Read Chapter 7- The Northern Renaissance 1500-1600 from your textbook. Pages 143-162</p>		

Era 2

Early Baroque Fashion Videos	Opens at 8:00 AM on 8/22/23	Closes at 11:59 PM on 10/06/23
EXERCISE #2	Opens at 8:00 AM on 8/22/23	Closes at 11:59 PM on 9/12/23
EXAM 2	Opens at 8:00 AM on 9/02/23	Closes at 11:59 PM on 9/12/23
Discussion Board Question	Participation Due by 11:59 PM on 8/30/23	


Compare and contrast the silhouette of the late Elizabethan period with the early baroque. How might the Thirty Years War, a struggle between the Protestants and Catholics inform that aesthetic? Is there a time within the last one hundred and twenty years that wartime affected fashion? Post **three** visual examples and discuss.

***Be sure your images are saved as jpeg or png**

READINGS

- I. Read **Part Four**, Baroque and Rococo from your textbook. Pages 163-167
- II. Read **Chapter 8** - The 17th Century, 1600-1700 from your textbook. Page 168-190

Era 3

Late Baroque Fashion Videos	Opens at 8:00 AM on 8/28/23	Closes at 11:59 PM on 10/06/23
EXERCISE #3	Opens at 8:00 AM on 8/28/23	Closes at 11:59 PM on 9/12/23
EXAM 2	Opens at 8:00 AM on 9/02/23	Closes at 11:59 PM on 9/12/23
Discussion Board Question	Participation Due by 11:59 PM on 9/05/23	
	These 21 st Century shoes, designed by Alexander McQueen, have a "baroque aesthetic". What are the characteristics of this shoe that lends itself to that presumption? Now identify and post three more images that reflect contemporary baroque fashion. *Be sure your images are saved as jpeg or png	

READINGS

- I. Review **Part Four**, Baroque and Rococo from your textbook. Pages 163- 167
- II. Review **Chapter 8**- The 17th Century, 1600-1700 from your textbook. Page 168-190

Era 4

Rococo Fashion Videos	Opens at 8:00 AM on 9/02/23	Closes at 11:59 PM on 10/06/23
EXERCISE #4	Opens at 8:00 AM on 9/02/23	Closes at 11:59 PM on 9/12/23
EXAM 2	Opens at 8:00 AM on 9/02/23	Closes at 11:59 PM on 9/12/23
Discussion Board Question	Participation Due by 11:59 PM on 9/11/23	
The brilliance and excess of the rococo period has been re-examined during the 20 th and 21 st century. Identify and post three modern fashion examples discussing the characteristics that demonstrate that the rococo inspired it. To do this you must first identify the characteristics that define rococo. *Be sure your images are saved as jpeg or png		

READINGS

- I. Read **Chapter 9**, The 18th Century from your textbook. Pages 191-215

Era 5

Neoclassical and Directoire Fashion Videos	Opens at 8:00 AM on 9/08/23	Closes at 11:59 PM on 10/06/23
EXERCISE #5	Opens at 8:00 AM on 9/08/23	Closes at 11:59 PM on 9/24/23
EXAM 3	Opens at 8:00 AM on 9/13/23	Closes at 11:59 PM on 9/24/23
Discussion Board Question	Participation Due by 11:59 PM on 9/16/23	

The Incroyables and Merveilleuses reflected the turmoil of their time. Discuss the fashions and circumstances of an instance in the 20th or 21st century that resulted in extreme fashion evolution. Include **three** visual examples illustrating your statement.

***Be sure your images are saved as jpeg or png**

READINGS

- I. Read **Part 5**, The 19th Century, 1800-1900, in your textbook. Pages 216-221
- II. Read **Chapter 10**, The Directoire Period and the Empire Period, 1790-1820 in your textbook. Pages 222-238

Era 6

Romantic Fashion Videos	Opens at 8:00 AM on 9/13/23	Closes at 11:59 PM on 10/06/23
EXERCISE #6	Opens at 8:00 AM on 9/13/23	Closes at 11:59 PM on 9/24/23
EXAM 3	Opens at 8:00 AM on 9/13/23	Closes at 11:59 PM on 9/24/23
Discussion Board Question	Participation Due by 11:59 PM on 9/16/23	

Beau Brummel, a dandy of the Romantic Era, established the rules of being a fashionably dressed man. Is there an individual today who is a trendsetter in fashion? Perhaps it is a musician, a royal, an influencer or an actor. Select **three** images of the contemporary icon picked and discuss their impact.

***Be sure your images are saved as jpeg or png**

READINGS

- I. Read **Chapter 11**, The Romantic Period, 1820-1850, in your textbook. Pages 239- 259

Era 7

Crinoline Fashion Videos	Opens at 8:00 AM on 9/17/23	Closes at 11:59 PM on 10/06/23
EXERCISE #7	Opens at 8:00 AM on 9/17/23	Closes at 11:59 PM on 10/05/23
EXAM 4	Opens at 9:00 AM on 9/21/23	Closes at 11:59 PM on 10/05/23
Discussion Board Question	Participation Due by 11:59 PM on 9/23/23	

Queen Victoria influenced fashion greatly. Submit **three** images and discuss the fashion trends that were inspired by **rulers/presidents/spouses of rulers**, they must have served between 1900 until present time.

***Be sure your images are saved as jpeg or png**

READINGS

- I. Read **Chapter 12** The Crinoline Period, 1850-1870 in your textbooks. Pages 260-283

Era 8

Late Victorian Fashion Videos	Opens at 8:00 AM on 9/21/23	Closes at 11:59 PM on 10/06/23
EXERCISE #8	Opens at 8:00 AM on 9/21/23	Closes at 11:59 PM on 10/05/23
EXAM 4	Opens at 9:00 AM on 9/21/23	Closes at 11:59 PM on 10/05/23
Discussion Board Question	Participation Due by 11:59 PM on 10/01/23	

In the twentieth and twenty first centuries we have seen women make great strides in sports. What effect did the participation of women in sports have on women's clothing styles between 1870 and 2023? To what extent was clothing designed and worn for specific sports? Please post **three** visuals with your written analysis.

Tortora,P, Marcketti,S (2022)Survey of Historic Costume, 7th Edition. NY, NY:Fairchild Press,308.

***Be sure your images are saved as jpeg or png**

READINGS

I. Read **Chapter 13** The Bustle Period and the 1890s, 1870-1900 in your textbook. Pages 284-308

Extra Credit Opportunity (This can earn you an additional 25 points)

Extra Credit Opportunity	Opens at 8:00 AM on 9/21/23	Closes at 11:59 PM on 10/06/23
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The Final

Cumulative Final Exam	Opens at 8:00 AM on 9/21/23	Closes at 11:59 PM on 10/06/23
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GRADING

There are 1000 points possible in this class. Grades are not rounded up.

980-100=A+
950-979.9=A
900-949.9=A-
880-899.9=B+
850-879.9=B
800-849.9=B-
770-799.9=C+
740-769.9=C
680-739.9=D
0-679.9=F

8 Discussion Board Questions @ 12.5 each for a total of 100 Points

4 Exams @ 100 Pts each for a total of 400 Points

8 Exercises @ 50 Pts each for a total of 400 Points

Cumulative Exam @ 100 Points for a total of 100 Points

ACADEMIC DISHONESTY:

Academic dishonesty is unacceptable. Attempting to gain unfair advantage over other students using unauthorized materials or information on quizzes or examinations is cheating. Cheating includes (but is not limited to) crib sheets, copying answers from another student's exam, and gaining unauthorized prior access to current exams, old exams, or answers. It can be generally defined as giving or receiving aid in examinations or on assignments which are intended to be done individually or the presentation of the work of other persons as one's own. A student who has assisted another in any of the abovementioned violation of standards shall be considered equally guilty. For more information, please see the ASU Student Academic Integrity Policy

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Lecture I: The Elizabethan Period

Objectives

- I. Identify the signature looks that comprise the Elizabethan fashion.
- II. Develop the vocabulary that identifies the various garments
- III. Develop an understanding of the impact that Elizabeth the 1st had on fashion.

Assignment Lecture I:

- I. Read **Chapter 12–Later Sixteenth Century 1560-1599**, excerpt from *The History of Costume, From Ancient Mesopotamia Through the Twentieth Century*, 2nd edition, by Blanche Payne, Geitel Winakor, and Jane Farrell-Beck. **(This was emailed to you.)** Pages 303-325
- II. Read **Chapter 7- The Northern Renaissance 1500-1600** from your textbook. Pages 143-162
- III. Using the vocabulary list given find an example depicting each term.

ELIZABETHAN TERMS (1558-1620)

Atitifet, Baldric, Bavolet, Bombast, Bum Roll, Busk, Canions or Upper Stocks, Caul, Cartwheel Farthingale or Wheel or French, Codpiece, Coif, Gorget, Panes, Ruff, Gauntlets, Jerkin, Marlotte, Mandilion Medici Collar, Mule, Neck Whisk, Panes, Partlet, Peascod Belly, Piccadil, Plunderhose, Pumpkin Breeches, Shoulder Wings or Crescents, Underproper or Rebato (Define), Slashing, stomacher, Toque, Spanish Farthingale, Venetians

TEST #1 – The Elizabethan Period

Lecture II: The Early Baroque Period (Flamboyant)

Objectives

- I. Identify the signature looks that comprise the early baroque fashion.
- II. Develop the vocabulary that identifies the various garments
- III. Develop an understanding of the impact that Charles I of England and Louis the 13th of France had on fashion.

Assignment Lecture II:

- II. Read **Part Four**, Baroque and Rococo from your textbook. Pages 163-167
- III. Read **Chapter 8-** The 17th Century, 1600-1700 from your textbook. Page 168-190
- IV. II. Using the vocabulary list given find an example depicting each term.

EARLY BAROQUE TERMS (1620-1660)

Boot hose, Buffcoat, Cravat, Love-lock/Cadanette, Casque/Cassock, Falling Band. Baldric/Bandoleer or Bandolier, Bucket top Boots

Lecture III: Late Baroque (Classic)

Objectives

- I. Identify the signature looks that comprise the late baroque and rococo fashion.
- II. Develop the vocabulary that identifies the various garments

- III. Develop an understanding of the impact that Louis the 14th and 15th had on fashion.

Assignment Lecture III:

- I. Review **Part Four**, Baroque and Rococo from your textbook. Pages 163-167
- II. Review **Chapter 8-** The 17th Century, 1600-1700 from your textbook. Page 168-190
- III. Using the vocabulary list given find the object depicting the garment.

LATE BAROQUE (1660-1700)

Culotte, Echelon (Same as Bows as la echelle), Casaque or cassock, Fontanges, Habit a la francaise, Justaucorps, Lavalliere, Mante, Manteau, Mouches, Muff, Periwig OR peruque, Petticoat/Rhinegrave Breeches, Rabat, Steinkirk, Galants/Favors

Lecture IV: THE ROCOCO PERIOD (1700-1774)

Objectives

- I. Identify the signature looks that comprise rococo fashion.
- II. Develop the vocabulary that identifies the various garments
- III. Develop an understanding of the impact that the royals and various archeological discoveries had on fashion.

Assignment Lecture IV:

- I. Read **Chapter 9**, The 18th Century from your textbook. Pages 191-215
- II. Using the vocabulary list given find the object depicting the garment.

Rococo Terms (1700-1774)

Bicorne, Calash, Caraco Gown, Culottes, Festoons, Fichu, Gainsborough Hat, Mobcap, Pelisse, Panier, Polonaise, Pouf

TEST #2 – The Baroque and Rococo Periods

Lecture V: The Directoire and Empire Period (1774-1815)

Objectives

- I. Identify the signature looks that comprise the Romantic Period.
- II. Develop the vocabulary that identifies the various garments
- III. Develop an understanding of the impact that the French Revolution had on fashion.

Assignment Lecture V:

- I. Read **Part 5**, The 19th Century, 1800-1900, in your textbook. Pages 216-221
Read **Chapter 10**, The Directoire Period and the Empire Period, 1790-1820 in your textbook. Pages 222-238
- II. Using the vocabulary list given find the object depicting the garment.

Directoire and Empire Terms (1774-1820)

Carrick Greatcoat, Garrick, or Capote, Clawhammer Tails, Hessian Boots, Incroyables and Merveilleuses, Spencer Jacket, Redingote, Reticule, Pantaloons, Poke Bonnet/ Coal Scuttle Bonnet, Quizzing Glass

Lecture VI: The Romantic Period 1815-1848

Objectives

- I. Identify the signature looks that comprise the romantic period.
- II. Develop the vocabulary that identifies the various garments
- III. Develop an understanding of the impact that Queen Victoria and the Industrial Revolution had on fashion.

Assignment Lecture VI:

- I. Read **Chapter 11**, The Romantic Period, 1820-1850, in your textbook. Pages 239-259
- II. Using the vocabulary list given find the object depicting the garment.

Romantic Terms (1820-1848)

Bishop Sleeve, Bertha, Crinoline, Frock Coat/Prince Albert (later called), Opera Cloak, Pantalettes, Pelerine, Stocks, Leghorn Bonnet, Top Hat

TEST #3 – The Directoire, Empire and Romantic Period

Lecture VII: The Crinoline (1848-1870)

Objectives

- I. Identify the signature looks that comprise the Victorian Period
- II. Develop the vocabulary that identifies the various garments
- III. Develop an understanding of the impact that Victoria's reign and the industrial revolution had on fashion.

Assignment Lecture VII:

- I. Read **Chapter 12** The Crinoline Period, 1850-1870 in your textbooks. Pages 260-283
- II. Using the vocabulary list given find the object depicting the garment.

Crinoline Terms (1848-1868)

Bowler/Derby, Bloomers, Braces, Dundreary Whiskers, Morning Coat, Paisley Shawl, Pagoda Sleeve, Port Jupe or Dress Elevator, Sack Suit, Stovepipe Hat, Zouave

Lecture VIII: Late Victorian – 1870-1901

- I. Identify the signature looks that comprise the Victorian Period
- II. Develop the vocabulary that identifies the various garments
- III. Develop an understanding of the impact that Victoria's reign and the industrial revolution had on fashion

Assignment Lecture VII:

- I. Read **Chapter 13** The Bustle Period and the 1890s, 1870-1900 in your textbook. Pages 284-308
- II. Using the vocabulary list given find the object depicting the garment

Late Victorian Terms (1868-1890)

Ascot Tie, Dog Collar Dust Ruffle, Balayouse, or Street Sweeper, Bustle, Dolman, Fedora, Homburg, Inverness Coat, Knickerbockers, Shirtwaist Bodice, Mother

Hubbard, Norfolk Jacket, Spats, Tuxedo, Straw Boater/Skimmer, Leg-of-Mutton Sleeve

TEST #4 – The Crinoline and Victorian Periods (1848-1901)

WITHDRAWAL FROM CLASS:

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit:

<https://students.asu.edu/drop-add>

No late W grades are available, as the Herberger Institute does not allow for withdrawals after the official university deadlines. The grade of I (Incomplete) is not an option for this course.

CLASS PROCEDURES:

- 1) Cheating of any type will not be tolerated. At the start of the semester, you will be provided with Academic Integrity Information when you initially login to this course. You will be asked to “accept” that you have read and will comply with the policy. If you do not agree, you will be referred to the ASU Course withdrawal page. This is ASU policy as established by the Herberger Institute. Please note that Herberger Online retains complete and accurate records of all your activities while logged on to this course. Students found cheating on an Exercise or Exam will be sanctioned in accordance with the student code of conduct and the rules against academic dishonesty as upheld and enforced by ASY. Please visit the following sites for detailed information:
http://www.asu.edu/studentaffairs/studentlife/judicial/http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm
- 2) Please allow at least 24-48 hours for email responses from Herberger Online. Emails received by Herberger Online or the instructor after 5:00pm on Friday may not be answered until after 8:00am the following Monday. We also reserve the right to not answer any rude, argumentative, or repetitive emails, and to forward them to the proper authorities when necessary. If our reply to you bounces back as: Undeliverable: Returned mail: and/or with “the message could not be delivered because the recipient’s mailbox is full” we will not make a second attempt. This includes all course communications, such as make-up verifications and make-up exams. It is your responsibility to make sure you can receive ASU emails by clearing your mailbox and allowing ASU emails to be received unblocked and not marked as spam.
- 3) A list of recognized religious holidays may be found at:
www.asu.edu/studentaffairs/studentlife/interfaith/religious_holiday.htm
Students who will experience exam conflicts while observing any of these holidays must notify the professor within the first three weeks of class to arrange for accommodation.
- 4) Please refer to this site for missed Classes Due to University Sanctioned Activities:
<http://www.asu.edu/aad/manuals/acd/acd304-02.html>
- 5) Please remember that once an exam or assignment has been submitted, that grade must stand as posted, without exception. Due to the large number of students

- enrolled, please allow between three and five days for the grading and posting of all exercises and exams.
- 6) Herberger Online handles all technical aspects of this course. Students and the instructor must abide by their decisions in this area. Herberger Online makes no decisions regarding course content, and the instructor makes no decisions regarding computer-related and technical aspects of this course.
 - 7) Due to the compact nature of this course schedule, this class moves quite quickly. Please note that not make-ups or extensions can be given due to the accelerated nature of this abbreviated schedule. Please commit to completing your course work in a timely manner.

UNIVERSITY POLICIES:

COPYRIGHT

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. The course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see [ACD 304-06](#), "Commercial Note Taking Services" for more information). **THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.**

<http://www.openwa.org/attrib-builder/>

- ABOR Resolution: In the wake of the incidents at Penn State, The Arizona Board of Regents reaffirms its commitment to safety on our campuses. Our policies prohibit intimidation, harassment, threats, and acts of violence. All incidents and allegations of violent or threatening conduct must be immediately reported to law enforcement. We are resolved that there will be zero tolerance of abusive and violent conduct at Arizona's Universities.

SPECIAL ACCOMMODATIONS:

Your instructor will make any reasonable adaptations for limitations due to any disability documented with the DRC, including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the Disability Resource Center to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/#> ; Phone: (480) 965-1234; TDD: (480) 965-9000). Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website for eligibility and documentation policies (<https://eoss.asu.edu/drc>). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

TITLE IX and MANDATED REPORTER POLICY:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education

program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/fags/students> As an employee of ASU, I am a mandated reporter and obligated to report instances of reported or suspected incidences of sexual harassment.

POLICY on SEXUAL DISCRIMINATION:

Policy on sexual discrimination as described in ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

ANTI DISCRIMINATION STATEMENT:

*Authored by Olivia Hernandez, MFA Theatre, Interdisciplinary Digital Media
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Milla Nguyen, BA Filmmaking Practices
Sloane McFarland, BA the Arts, Arts Administration
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The Herberger Institute of Design and the Arts at Arizona State University upholds, values, and cherishes student and faculty diversity, no matter the circumstance. As members of the ASU community, we are charged with challenging injustices and social inequities of any kind through education. These values are an integral part of our standing as an institution and must be upheld by all members of the ASU community, including but not limited to all Herberger Institute of Design and the Arts staff, faculty and students. The call is clear and present at ASU for every member of our community to do their part in fostering a culture of Inclusive Excellence that contributes meaningfully to lasting equity for all. For students and faculty alike, this culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping and enables artists, designers and makers of the 21st century to think creatively, critically and, above all, compassionately about our impact on the world at large.

This course and Arizona State University welcomes all students regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. Each of us bear intersectional perspectives that are born out of our backgrounds and identities, and each of us has a contribution to make towards our culture of Inclusive Excellence. As your instructor, I expect that all my students abide by the following community agreements:

- to bring a willingness to deeply inspect your own assumptions about the world, identifying areas in which you may need to unlearn implicit biases and behaviors
 - to help others learn by respectfully voicing your thoughts and reactions, acknowledging that they are partial to and shaped by the way you make sense of the world
 - to demonstrate a curious and eager inquiry into how others make sense of the world
- Diversity of experiences, backgrounds and opinions are essential to cultivating a rich academic environment which in turn strengthens our capacity to be ethical and empathetic creative-thinkers. I aim for students of all backgrounds to be well served by this course and that the diversity students bring to this class be viewed as a resource, strength and benefit. The materials of this course, including readings and assignments, will reflect this commitment to diverse and inclusive knowledge. If a student feels that there has been a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, you are encouraged to discuss your concerns directly with me. I value your learning experience and welcome all opportunities to enrich the efficacy of this course for all student groups. Here are resources available to all students to report incidents of bias, harassment, and other forms of discrimination inside and outside the classroom:
- Unsure of whether the concern you experience, or witness falls under the criteria of bias, harassment, and other forms of discrimination? You can fill out the Herberger Institute Community of Care form at herbergerinstitute.asu.edu/caring describing the situation. One of the members of the Herberger Institute Behavioral Response Team will connect with you.
 - Anyone who believes that they have been subjected to discrimination, harassment, or retaliation in violation of this policy, or who believes that this policy has been violated, should report the matter immediately to the Office of University Rights and Responsibilities or the Dean of Students office or directly fill out an incident report.
 - Unless a person is restricted by law from doing so, any employee who is informed of or has a reasonable basis to believe that sexual harassment has occurred, shall immediately report all information regarding the occurrence(s) to the Office of University Rights and Responsibilities or the Title IX Coordinator or the Dean of Students office.
 - More reporting pathways are available to students on the University's Prohibition Against Discrimination, Harassment, and Retaliation policy page.

IMPORTANT PHONE NUMBERS

- Counseling Services (Tempe Campus) (480) 965-6146
- Empact 24 Hour Crisis Line (480) 921-1006
- Health Services (480) 965-3349
- Student Success Center (480) 965-9072
- Student Rights and Responsibilities (480) 965-6547