

## Faculty Senate Course Form

Effective Date: Fall 2025

Submission Date: 10/31/2024

Department: **Family and  
Consumer Sciences**

College of: Course **College of Education**

Prefix: **FCS**

Contact Person: **Sheila Cook**

Create New, Revise, Inactivate, or Reactivate: **Reactivate**

Course #: **FCS 455**

### Course Form:

- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes: This course is being reactivated to equip Family and Consumer Sciences teacher education students with a comprehensive understanding of how clothing styles have evolved through cultural, social, and economic influences. By examining historical costumes, students learn how fashion reflects societal values, technological advancements, and artistic trends over time. This foundational knowledge helps students in fields like fashion design, merchandising, and cultural studies to appreciate the origins of modern fashion, make informed design choices, and recognize recurring trends, ultimately enhancing their expertise and creativity in the fashion industry.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*

Yes

No

3. Is this course to be considered for General Education?

*If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.*

Yes

No

4. Will this course be required of any education majors?

If "yes," this requirement will need approval of the Council for Teacher Education before upload to "College Curriculum Legislation" in SharePoint.

Yes       No

5. Will additional resources or costs be required?

Yes       No

If so, what will be needed?

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6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)? If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.

Yes       No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:  
**Attach with upload.**

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:  
**Attach with upload.**

**Course Numbers cannot be changed, only created.**

	Existing	New/Proposed
Title:	History of Costume	
Course Number:	FCS 455	
Credits:	3 credit hours	

Grading System:	A-F, IN	
Pre/Co-Requisite(s):	FCS 104 – Fashion Fundamentals	
Course Description:	This course explores the evolution of costume and fashion from ancient civilizations to the present day, examining how clothing reflects cultural, social, and economic shifts. Students will analyze how historical events, technological advancements, and artistic movements have shaped fashion, from early textiles and silhouettes to contemporary designs. Through lectures, discussions, and visual analysis, students will gain a deep understanding of costume history's impact on modern design, as well as how past trends and cultural symbols influence today's fashion industry.	

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## Authorization Sign-Off

### Checklist

<input checked="" type="checkbox"/>	Required fields completed.
<input checked="" type="checkbox"/>	Syllabus attached for new courses
<input checked="" type="checkbox"/>	Assignment Strategies Attached

-Approved: Department Chair/Director

Date:

1/12/24

Signature, Chair/Director:



-Approved: College Curriculum Committee

Date:

2/4/25

Signature, Committee Chair:



-Approved: Dean of College

Date: 2/4/25

Signature, Dean:



-Approved: Council for Teacher Education (if applicable)

Date: 2/5/25

Signature, Council Chair:



-Approved: University Undergraduate Curriculum Committee

Date: \_\_\_\_\_

Signature, Committee Chair:

\_\_\_\_\_

-Approved: Faculty Senate

Date: \_\_\_\_\_

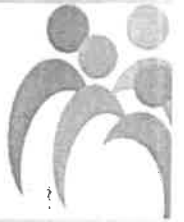
Signature, Recorder Faculty Senate:

\_\_\_\_\_

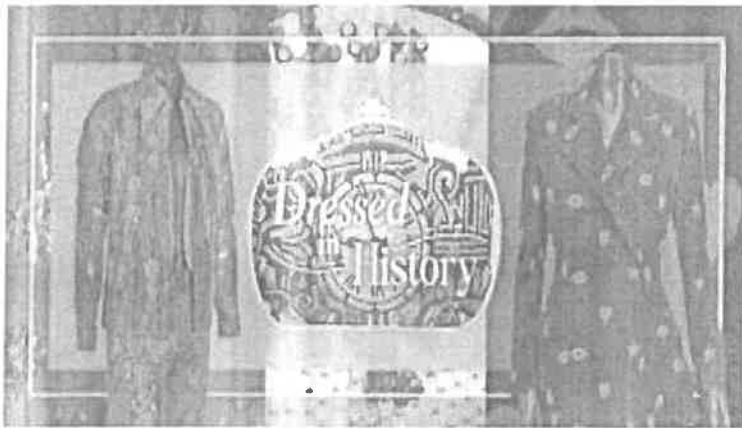
Originating Department(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

**FAMILY &  
CONSUMER  
SCIENCES**



## FCS 455 – History of Costume



Sheila Cook

Pittsburg State University

Family and Consumer Sciences

Spring Semester

**Pittsburg State University**  
**Department of Family and Consumer Sciences**  
**FCS 455-01 – History of Costume**  
**Spring Semester**

**Course:** FCS 455 -01

**Time:** Online

**Instructor:** Dr. Sheila Cook

**Location:** Online

**Office:** 113 FCS Building

**Email:** [skcook@pittstate.edu](mailto:skcook@pittstate.edu)

**Office Phone:** 620-235-4573

**Credit Hours:** 3

**Office Hours:**

**(Fall)** Wednesdays 9:00 a.m. – 12:00 p.m. & 12:30 p.m. – 2:30 p.m.

**(Spring)** Tuesdays: 9:00 a.m. – 11:00 a.m.

Thursdays: 9:00 a.m. – 12:00 p.m.

NOTE: Office hours may change without notice.

**Department Policy for the First Day of Class:** Students in Family and Consumer Sciences courses are expected to attend class AND/OR log into Canvas regularly beginning on the first day of a scheduled class. If a student does not attend on the first scheduled class session or notify the instructor of an expected absence on the first day, the instructor will remove the student from the class roll to accommodate students who wish to take the course and/or have been on a waiting list. Students on class waiting lists are strongly advised to attend the first session of class. This will indicate interest and commitment on the part of the student as well as keeping the student current in the class with peers already enrolled. Instructors should be able to indicate to the student at the first meeting the likelihood of the student enrolling based on attendance.

**Course Information:** This course will be conducted online with the use of Canvas. Questions and concerns should be addressed by requesting a meeting with the instructor during office hours. Email is the preferred mode of contact as long as it does not pertain to grades. I check e-mails frequently and will respond to course related questions within 24 hours on weekdays and 78 hours on weekends. The

professor reserves the right to make changes in the course and course syllabus at any time during the semester.

**Pre-Requisite:** FCS 104 – Fashion Fundamentals

**Email Etiquette:** Please use respectful etiquette when using email by adding:

1. Include course number, day, and time in subject line.  
Example: FCS 455-01 – Online
2. A brief, respectful message using proper, professional address.
3. State just the facts and no long stories.
4. Use proper grammar, spellings, and no texting in your writings.

**Example:**

Subject line: FCS 455-01

Hello Dr. Cook,

I had a question concerning the discussion board for this week. Do you want us to use the information detail for all discussion responses or just the original 300+ comment? Thank you for your time.

Student A

**Instructional Resources / Books Required:** There is no required textbook for this course.

**Course Description:** 3 hours. Lecture and laboratory. This course explores the evolution of costume and fashion from ancient civilizations to the present day, examining how clothing reflects cultural, social, and economic shifts. Students will analyze how historical events, technological advancements, and artistic movements have shaped fashion, from early textiles and silhouettes to contemporary designs. Through lectures, discussions, and visual analysis, students will gain a deep understanding of costume history's impact on modern design, as well as how past trends and cultural symbols influence today's fashion industry.

**Course Objectives:**

- Identify key periods, styles, and trends in costume history from ancient times to modern-day fashion.
- Analyze how historical, cultural, social, and economic factors influence fashion and costume development.
- Recognize the evolution of textiles, silhouettes, and garment construction techniques across historical eras.
- Evaluate the relationship between costume history and contemporary fashion design, noting recurring themes.
- Apply historical knowledge to critique modern fashion, understanding its roots and historical references.
- Conduct visual and contextual analyses of historical costumes and fashion illustrations.
- Develop research skills to explore costume history through primary and secondary sources.

These objectives aim to build foundational knowledge in costume history and its impact on modern fashion.

#### **Teaching Strategies:**

- Lectures
- Textbook and printed materials
- Research/Investigation
- Instructional activities: individual and group
- Discussion groups
- Videos
- Student projects
- Student research projects

#### **Assessment:**

- Reflective Reading/Writing
- Exams
- Presentations
- Resource Notebook
- Other

#### **Exams and Final:**

- Instructional exams and skills exams will be given throughout the semester.
- Instructional exams will be timed and uploaded to Canvas.
- Skills exams will be conducted during laboratories.
- One final project will be given. Detailed information and instructions for the final project will be given later in the semester.
- **NO MAKE-UP EXAMS WILL BE GIVEN.**



## Grading:

Points will be updated throughout the semester and totaled at the end of the semester. Final grades will be determined using a percentage of total points possible. **Final grades will NOT be rounded up.**

Grading Scale: 90-100%= A

80-89%= B

70-79%= C

60-69%= D

<60%= F

## Online Course Interactions and Instructor's Policy:

- Online interactions are expected on a weekly basis.
- You are responsible for all material covered in the course.

## Course Notes:

- Online participation in all activities is expected. You are responsible for turning in your own work.
- The preferred mode of communication for this class is e-mail at [skcook@pittstate.edu](mailto:skcook@pittstate.edu). Grades WILL NOT be discussed over email. I check my email daily.
- All assignments must be turned in on or before, the specified date.
- **No Late Work Will Be Accepted.**

## Submitting Assignments:

- All assignments will be submitted through the PSU Canvas management system and through Turnitin.
- Unless otherwise specified, all written assignments are to follow General APA Guidelines:
- Assignments must be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides.
- **12 pt. Times New Roman font must be used for ALL assignments.**
- Unless otherwise specified, assignments should be at least one- and one-half pages in length, but no more than two pages.
- Always use correct grammar and word choice conducive for a college-level course.
- Always include a reference page written in APA 7<sup>th</sup> edition format for EACH assignment.
- Formatting papers: <https://www.ivcc.edu/stylebooks/stylebook4.aspx?id=14574> or <https://owl.english.purdue.edu/owl/resource/747/0>
- **ALWAYS SPELL CHECK, GRAMMAR CHECK, AND PROOF READ!**
- All students are expected to use the PSU Canvas system to keep up with class events, assignments, to view weekly announcements, etc.

- Please note: ALL assignments are required to include an APA 7<sup>th</sup> edition style cover page. The following is an example of the information needed for your cover page. It should be centered and half-way down the middle of the page.

**Title of Assignment in BOLD Text**

Student's First and Last Name

Pittsburg State University

FCS 455 – History of Costume

Dr. Sheila Cook

August 15, 2024 (Current Date)

**Setting Up Your Reference Page(s):**

- Your reference page(s) must follow the references example below:
- References in alphabetical order.
- First line 1-inch tab
- Second and any additional lines tabbed over once.
- All single space for each reference and double spaced between each new reference.
- All references in alphabetical order.

The following is an example an APA 7<sup>th</sup> edition reference page included with EACH assignment:

## References

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.).
- Bloom, B. S. (Ed.). (1974). *Taxonomy of educational objectives*. McKay.
- Brown, G. (2009). The ontological turn in education: The place of the learning environment. *Journal of Critical Realism*, 8(1), 5-34. <https://doi.org/10.1558/jocr.v8i1.5>
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42. <http://www.jstor.org/stable/1176008>
- Collins, A., & Greeno, J. G. (2011). Situative view of learning. In V. G. Aukrust (Ed.), *Learning and cognition in education* (pp. 64-68). Elsevier.
- Collins, S. (2016). *Neuroscience for learning and development: how to apply neuroscience and psychology for improved learning and training*. Kogan Page.
- Cooling, T. (2015, August 2015). The Bible in education. *The Christian Teachers Journal*, 23(3).
- Cooling, T. (2017a). Children's spiritual development in school. *Transmission*, 18-20.
- Cooling, T. (2017b). The threat to better learning in Christian education. In K. Goodlet, J. Collier, & T. George (Eds.), *Better learning: Trajectories for educators in Christian schools* (pp. 107-116). St Mark's NTC.
- Damasio, A. R. (1994). *Descartes' error: Emotion, reason, and the human brain*. G. P. Putnam's Sons.
- Dewey, J. (1938). *Experience and education*. Collier.
- Institute for American Values. (2003). *Hardwired to connect: The new scientific case for authoritative communities*. <http://americanvalues.org/catalog/pdfs/hwexsumm.pdf>
- Loughland, T., & Matthews, R. (2016). *Using the AITSL standards to assess graduate teacher performance*. Criterion Conferences. Retrieved 18 January, 2018 from <https://www.criterionconferences.com/blog/education/using-aitsl-standards-assess-graduate-teacher-performance/>

**Student Assistance:** Students seeking assistance with academic programs because of handicap should contact the Center for Student Accommodations, 216 Russ Hall, 235-4309. Please inform the instructor if you have a handicap or a disability that the instructor needs to know about.

**Student Responsibility:** It is the student's responsibility to seek out faculty members for information regarding the course. Students who have problems in courses typically wait too long to contact their instructor.

**PSU Syllabus Supplement:** <https://www.pittstate.edu/office/registrar/syllabus-supplement.dot>

### **Academic Integrity / Plagiarism Policy:**

According to PSU's Academic Integrity Policy in Article 30 of the Code of Student's Rights and Responsibilities, academic dishonesty by a student includes, but not limited to:

- Giving or receiving unauthorized aid on examinations.
- Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers, or any other assignments.
- Submitting the same work for more than one course without the instructor's permission.
- Plagiarism. Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material IS plagiarism. Plagiarism also includes paraphrasing another individual's ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered.

All work you submit for this course must be completed solely by you, without unauthorized collaboration with others (e.g. don't ask your roommate, your parents, or your significant other to help you with your assignments. Instead, go to the Writing Center or come to me for help). When you complete your work, you must do so without neglecting to attribute information or ideas you have borrowed from other sources using APA style.

If you fail to cite information, it is viewed as intentional plagiarism. If I see intentional plagiarism, I will give the assignment a grade of F or a 0 for the assignments. If I see repeated cases of intentional plagiarism, I may fail you for the course and the instances will be reported.

For information regarding the university-wide policies on student behavior and the consequences of misconduct or plagiarism, and for information about your rights as a student, please see:

<https://registrar.pittstate.edu/catalog/archive/2019-2020/student-rights-and-responsibilities.html>

**Concealed Carry Weapons Policy at PSU:** It is recommended you review the syllabus supplement found at: <http://www.pittstate.edu/dotAsset/6c552e9b-8c3c-415e-b874-15006b8d85d0.pdf>

## **FCS 455 – History of Costume Tentative Course Schedule:**

This is a tentative course schedule to help you keep pace and submit all assignments on time.

**Course Schedule: Faculty reserves the right to make changes in this schedule.**

### **Week 1: Introduction to Costume History**

- Overview of the course objectives, structure, and expectations
- Introduction to key concepts and terminology in costume history
- Discussion of the importance of studying costume as a reflection of social, cultural, and political contexts

### **Weeks 2-3: Prehistoric and Ancient Costume**

- Exploration of early forms of dress and adornment in prehistoric societies
- Study of clothing styles, materials, and techniques in ancient civilizations such as Mesopotamia, Egypt, Greece, and Rome
- Analysis of archaeological evidence, artistic representations, and written sources on ancient costume

### **Weeks 4-5: Medieval and Renaissance Costume**

- Examination of clothing styles in medieval Europe, including the influence of religion, class, and trade on fashion
- Study of the transition from medieval to Renaissance costume, exploring the revival of classical forms and the emergence of new silhouettes and textiles
- Analysis of key developments in Renaissance costume, such as the rise of tailoring and the introduction of fashion accessories

### **Weeks 6-7: Baroque and Rococo Costume**

- Exploration of the fashion trends of the Baroque and Rococo periods in Europe
- Study of the elaborate clothing styles of the aristocracy and bourgeoisie, including the use of luxury textiles, decorative embellishments, and exaggerated silhouettes
- Analysis of the social and cultural significance of fashion in the Baroque and Rococo eras

### **Weeks 8-9: Neoclassical and Romantic Costume**

- Examination of the transition from the Rococo to the Neoclassical and Romantic styles in the late 18th and early 19th centuries
- Study of the influence of political events, social movements, and cultural ideals on fashion, including the impact of the French Revolution and Napoleonic Wars

- Analysis of key developments in Neoclassical and Romantic costume, such as the adoption of classical drapery and the popularity of historical revivalism

### **Weeks 10-11: Victorian Costume**

- Exploration of the fashion trends of the Victorian era in Europe and America
- Study of the changing roles of women and men in society and their influence on clothing styles
- Analysis of key developments in Victorian costume, such as the invention of the sewing machine, the rise of department stores, and the spread of fashion magazines

### **Weeks 12-13: Modern and Contemporary Costume**

- Examination of the evolution of fashion from the early 20th century to the present day
- Study of the impact of world wars, technological innovations, and social movements on clothing styles
- Analysis of key developments in modern and contemporary costume, such as the rise of ready-to-wear fashion, the influence of designers and celebrities, and the globalization of fashion markets

### **Weeks 14-15: Global Perspectives on Costume**

- Exploration of the diversity of clothing traditions and styles around the world
- Study of dress practices in different cultures and regions, including indigenous communities, ethnic minorities, and diaspora populations
- Analysis of issues of cultural appropriation, globalization, and identity in the study of costume history

### **Week 16: Conclusion, Review, and Final Project**

- Review of key concepts, themes, and periods covered in the course
- Discussion of the relevance of costume history to contemporary fashion and society
- Reflection on the importance of understanding the cultural and historical context of clothing in shaping individual and collective identities