NYC College of Technology

City University of New York

Department of Business

Major Curriculum Modification Proposal

Submitted: 2020-02-07

*Rev.* 2020-10-28

*Rev.* 2020-11-24

*Rev.* 2020-12-15

Department Chair: Dr. Lucas Bernard

Prepared by: Dr. Nazanin Munroe

Assistant Professor, Director of Textile Technology

Business & Technology of Fashion Program

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New York City College of Technology, CUNY

# CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **New Textiles Module for Business & Technology of Fashion** |
| **Date** | **February 7, 2020** |
| **Major or Minor** | **Major** |
| **Proposer’s Name** | **Dr. Nazanin Munroe** |
| **Department** | **Business** |
| **Date of Departmental Meeting in which proposal was approved** | **Departmental email thread, January 9-16, 2020 (please see attached)** |
| **Department Chair Name** | **Dr. Lucas Bernard** |
| **Department Chair Signature and Date** | ***Lucas Bernard* 10/22/2020** |
| **Academic Dean Name** | **Dr. David Smith** |
| **Academic Dean Signature and Date** | **2020-10-23** |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | **This proposal puts forth the courses for an area of specialization in Textiles, including fabrication, digital design, history, and industry research. It further changes the name of BUF 2246 to reflect the introductory nature of this course within the discipline.** |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | **The Textiles module has always been planned as an area of specialization within Fashion for B.Sc. students, but the department was lacking proper facilities.**  **Now that we are in the implementation stages of a Textiles Lab (forthcoming), we need to set up the module. Please see new course proposals, and minor curriculum change to BUF 2246 in this proposal.** |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | **This is a new submission** |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

**List of the programs that use this course as required or elective, and courses that use this as a prerequisite.**

The Textiles Module is proposed in conjunction with the other three areas of specialization for Fashion, with two 3000-level courses, one 4000-level course, and one advanced liberal arts course. These courses will be required for B.Sc. students specializing in Textiles, but the courses will also be optional for students pursuing a customized module, or taking elective credits.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

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**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | x |
| * Rationale for proposal | x |
| * Date of department meeting approving the modification | x |
| * Chair’s Signature | x |
| * Dean’s Signature | x |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | x |
| Documentation of Advisory Commission views (if applicable). |  |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | x |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | x |
| Detailed rationale for each modification (this includes minor modifications) | x |

# RATIONALE

## Brief Rationale of Proposal

The Textiles module has always been planned as an area of specialization within Fashion for B.Sc. students, but the department was lacking proper facilities. Now that we are in the implementation stages of a Textiles Lab (forthcoming), we need to set up the corresponding module. To create this area of specialization, the department seeks to add four new courses. The existing Textiles course (BUF 2246) will serve as a foundational course for the advanced-level classes and a required course for all B.S. Fashion students. In order to equip students with the proper skills, we propose adding one advanced liberal arts course and three new lecture/lab courses (3 credits each/12 credits total), listed below and shown in the flow chart:

**Textiles Module**

*2 BUF 3000-level courses:*

**BUF 3246** Advanced Textile Techniques (3 cr, 2 hrs lecture/2 hrs lab)

**BUF 3346** Textile Technologies (3 cr, 2 hrs lecture/2 hrs lab)

*1 advanced liberal arts course:*

**BUF 2204** Global Dress & Textiles (3 cr/3 hrs)

*1 4000-level Course:*

**BUF 4246** Future Fashion and Textiles (3 cr, 2 hrs lecture/2 hrs lab)

**New Courses for Textile Module**

**Required Course**

**(Existing)**

**AND**

**Advanced Textile Techniques**

**BUF 3246**

**Introduction**

**to Textiles**

**BUF 2246**

**Textile Technologies**

**BUF 3346**

**Future Fashion and Textiles**

**BUF 4246**

**Global History of Dress and Textiles**

**BUF 2204**

## Full Rationale of Proposal

Knowledge of textiles is a crucial component to understanding garment construction and merchandising. The fashion industry has always held close ties with textile manufacturers, whose technological advances can often determine new trends and changes in garment styles. Industry professionals with expertise in fabric construction and design are in high demand with both apparel and textile manufacturers, broadening employment options for students.

These positions require a working knowledge of woven and knit fabric construction, dye processes, printing processes, and basic garment construction. The technology required for most design-related jobs in the industry rely on Adobe Illustrator and Photoshop, which can feasibly be made available to our students. Acquiring skills in CAD opens doors to employment as technical designers, textile designers, and junior designers, yielding a higher salary than a position as a fashion assistant. As such, students with an area of concentration in Textiles in our Bachelor of Science (BS) program will enter the industry with tangible skills, yielding a broader range of job opportunities at a higher average salary rate. *Please see Appendix A for comparative salary information in the NYC area.*

In order to continue providing all fashion students with the foundation for textiles used in apparel, we will be changing the course name (not the number) of the existing Textiles course (BUF 2246) to reflect the introductory nature of this class. Students wishing to pursue this area of specialization will then move on to advanced courses in the module. Please see the four new course proposals, and minor curriculum change to BUF 2246, included in this proposal.

New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **Name change, Textiles (BUF 2246)** |
| **Date** | **February 7, 2020** |
| **Major or Minor** | **Minor** |
| **Proposer’s Name** | **Dr. Nazanin Munroe** |
| **Department** | **Business** |
| **Date of Departmental Meeting in which proposal was approved** | **Departmental email thread, January 9-16, 2020 (please see attached)** |
| **Department Chair Name** | **Dr. Lucas Bernard** |
| **Department Chair Signature and Date** |  |
| **Academic Dean Name** | **Dr. David Smith** |
| **Academic Dean Signature and Date** |  |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | **The current “Textiles” class (BUF 2246) will remain a required course for B.Sc. students, with a slight name change to “Introduction to Textiles” to reflect its function as a foundational course for the forthcoming module.** |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | **The Business & Technology of Fashion program is in the process of creating a Textile Lab which will house state-of-the-art equipment for textile design and fabrication. The number of student stations is 18 per section, and subsequent sections of BUF 2246 should reflect this change. In conjunction with the Lab, we will create a corresponding Textile module in the B.Sc. program in Business & Technology of Fashion.** |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | **This is a new submission** |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

**List of the programs that use this course as required or elective, and courses that use this as a prerequisite.**

This course is required for B.Sc. students in Business & Technology of Fashion and will remain as such.

It is a pre-requisite for SBS 3201 “Gender, Dress, and Society”, another required course for B.Sc. students in Business & Technology of Fashion.

**Please see enclosed documents for new courses proposed for the “Textile” module.**

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

New York City College of Technology, CUNY

# NEW COURSE PROPOSAL FORM: Global History of Dress and Textiles

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | **Global History of Dress and Textiles** |
| **Proposal Date** | ~~Jan. 28, 2020~~ Rev. 10-20-20 |
| **Proposer’s Name** | Dr. Nazanin Munroe |
| **Course Number** | BUF 2204 |
| **Course Credits, Hours** | 3 credits, 3 hours |
| **Course Pre / Co-Requisites** | Pre-requisite: ENG 1121, ARTH 1204 *or* ARTH 1103  or by departmental permission |
| **Catalog Course Description** | A survey of historic dress and textiles from pre-history to the Industrial era (c. 1800). Explores garment styles and fabrics from Asia, Europe, the Islamic World, the Americas, and Africa. Culminates in a research paper/presentation about garments or textiles from one of the areas studied. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | This course is critical for fashion students to understand the materials, techniques, and iconographic symbolism of historic dress. Lectures will incorporate developments in trade and technology leading up to the industrial revolution. Lectures, presentations, and research prepare students for graduate-level research or entry-level museum work with historic costume/textiles. |
| **CUNY – Course Equivalencies**  Provide information about equivalent courses within CUNY, if any. | Queens College  FNES 358 “Research in Historic Costume” |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | Yes – World Cultures and Global Issues (WCGI) |
| **Interdisciplinary Course** | N/A |
| **Intent to Submit as a Writing Intensive Course** | Possibly |

**NEW COURSE PROPOSAL CHECK LIST**

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | x |
| * Brief Rationale | x |
| * CUNY – Course Equivalencies | x |
| Completed [Library Resources and Information Literacy Form](https://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form-rev3F16.doc) | forthcoming |
| **Course Outline**  Include within the outline the following. |  |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | x |
| Prerequisites/Co- requisites | x |
| Detailed Course Description | x |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | x |
| Example Weekly Course outline | x |
| Grade Policy and Procedure | x |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | x |
| Library resources and bibliography | x |
| **Course Need Assessment.**  Describe the need for this course. Include in your statement the following information. |  |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | x |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | x |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | N/A |
| Where does this course overlap with other courses, both within and outside of the department? | x |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | x |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | x |
| **Course Design**  Describe how this course is designed. |  |
| Course Context (e.g. required, elective, capstone) | x |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | x |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | x |
| How does this course support Programmatic Learning Outcomes? | x |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | x |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) |  |
| Interdisciplinary Committee Recommendation (if applicable and if received)\*  \*Recommendation must be received before consideration by full Curriculum Committee |  |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | x |
| Writing Intensive Form if course is intended to be a WIC (under development) |  |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. |  |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). |  |
| Established Timeline for Curricular Experiment |  |

CUNY-NYC College of Technology

Department of Business, Business & Technology of Fashion

## Course Outline: Global History of Dress and Textiles (BUF 2204)

3 credits/3 hours (3 hours lecture)

*Required for B.S. Fashion students in Textile Module*

*Business Department Elective, all Fashion majors*

**Catalog Course Description:** A survey of historic dress and textiles from pre-history to the Industrial era (c. 1800). Explores garment styles and fabrics from Asia, Europe, the Islamic World, the Americas, and Africa. Culminates in a research paper/presentation about garments or textiles from one of the areas studied.

**COURSE CO/PREREQUISITE (S)**: ARTH 1204 *OR* ARTH 1103 or Departmental Permission

## LEARNING OUTCOMES: Course Specific

|  |  |
| --- | --- |
| OUTCOME | ASSESSMENT |
| Identify and describe textiles and dress styles in the geographic areas covered using appropriate terminology | Class discussion, homework & examinations |
| Recognize and discuss iconography, techniques and materials used for apparel | Class discussion, design-based homework & research project |
| Distinguish among the social, political, and economic cultural influences on fashion for each of the various periods | Class discussion, homework assignments, examinations & research project |
| Identify and explain direct and indirect influences of religious belief, trade, and technology on dress | Class discussion, examinations & research project |
| Assess the multiple explanations for the role of dress as identity throughout history | Class discussion, examinations & research project |
| Recognize and describe the diversity of culture in space and time and how it effects and influences fashion styles and trends | Class discussion, examinations & research project |

**LEARNING OUTCOMES: General Education**

|  |  |
| --- | --- |
| OUTCOME | ASSESSMENT |
| Foster an inquisitive mind that includes perspective taking and the ability to see relations in context | Class Discussion, Homework |
| Locate, interpret, and critically analyze appropriate resources | Class Discussion, Homework, & Research Paper |
| Understand and evaluate value/moral systems in a social structural context that are part of organization, institutions, and cultures | Class discussion, examinations |
| Compose and present an analysis of material culture as representation of specific cultural values, and as global commodities | Research Paper and Presentation |

Recommended Reading:

Harris, Jennifer Ed. *5,000 Years of Textiles.* Smithsonian Books, 2011: Washington D.C.

**ISBN-13:** 978-1588343079

Welters, Linda and Abby Lillethun. *Fashion History: A Global View*. Bloomsbury Academic, 2018: London and New York. **ISBN-13:** 978-1474253635

**Web Sites that may also be incorporated into the course reading:**

Oxford Art Online (City Tech Library Database):

Brief articles by leading scholars in the field; use your LIB number on your City Tech ID to access <https://library.citytech.cuny.edu/research/articles/letter/O>

Google: We Wear History: The Stories Behind What We Wear

Google has partnered with several cultural institutions to create a curated, thematic database for users. Permissions for image use is in accordance with each institution (for example, the Victoria and Albert museum) as the images are housed on the home institution of the art work, but the site is open domain

<https://artsandculture.google.com/project/fashion>

Metropolitan Museum: Heilbrunn Timeline of Art History

The TOAH is an educational resource that contains essays about works in The Met's collections, including works of art with chronologies and locations. You can search by subject, geographical region, key word, material, author, or other means. Each article is concise, and the works of art can be viewed on their own, also linking to the collection's database for full object information. <https://www.metmuseum.org/toah/>

**STUDENT TECHNOLOGY:** All students will be responsible for Blackboard access and participation. City Tech email is used for all announcements so please be sure this is active and functional. For student workshops and orientation to online learning, visit City Tech’s iTec page: <http://websupport1.citytech.cuny.edu/workshops.html>

**E-PORTFOLIOS/OPEN LAB:** CUNY-NYC College of Technology asks all students to participate in building a program-long ePortfolio of the work that they complete while taking classes at the College.  Through a process of *collect, select, reflect, and connect,* students learn to judge the quality of their own work, speak about their learning, and present evidence of their current knowledge and skills.  College faculty will assist with this process by recommending that you store at least one significant piece of work from each course in your Blackboard content collection.  For more information, see the **"ePortfolios at CUNY-College Technology" organization** in Blackboard.

For sample Open Lab portfolios, see: <https://openlab.citytech.cuny.edu/portfolios/>

**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.

SafeAssign™ anti-plagiarism software may be administered for the submission of assignments; students will have the opportunity to review their reports prior to submission.

**DISABILITY/MEDICAL ACCOMMODATIONS 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, please contact:

**Center for Student Accessibility** at 300 Jay Street room L-237

Telephone: (718) 260-5143

WEB: <http://www.citytech.cuny.edu/accessibility/>

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.

**ATRIUM LEARNING CENTER** The Atrium Learning Center at City Tech offers academic assistance to all students through the use of services including tutoring, workshops and access to computer-based programs. Both peer and faculty tutors are available for assistance. For further information, please visit: <https://www.citytech.cuny.edu/alc/>

**DIVERSITY STATEMENT**

The Business 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.

**GRADING**

**Grading and add/drop policies** are in accordance with University policies and are recorded as follows:

WU-Unofficial Withdrawal (attended at least once)

WF-Withdrew Failing

WN-Unofficial Withdrawal (never attended)

**MID-TERM REPORTS** All students will be notified through their CUNY- NYC College of Technology e-mail accounts and/or posted on Blackboard about their progress in this course by the mid-semester point.

**Midterm grades** are assessed as follows, per recommendation by the Office of the Provost:

P-Passing, BL-Borderline, U-Unsatisfactory, SA-Stopped Attending.

**FINAL GRADE FOR THE COURSE** Descriptions for each category are included in the following pages:

|  |  |  |
| --- | --- | --- |
| **CATEGORY** | **DESCRIPTION** | **% FINAL GRADE** |
| **Participation** | Discussions and in-class work | (10%) |
| **Homework** | Completed outside of class and submitted on Blackboard | (15%) |
| **Module 1 exam** | In-class closed book exam | (15%) |
| **Module 2 exam** | In-class closed book exam | (15%) |
| **Module 3 exam** | In-class closed book exam | (15%) |
| **Research Paper and Presentation** | Oral presentation of research and formal paper submission (see details following) | (30%) |

**Grading System:** All grades will be based in proportion to the following scale: A = 93 - 100 A- = 90 - 92 B+ = 87 - 89 B = 83 - 86 B- = 80 - 82 C+ = 77 - 79 C = 70 - 76 D = 60 - 69 F = 59 and below. If a final grade is not a whole number, any decimal greater than .5 will be rounded up (e.g. 82.51 becomes an 83). Each assignment includes a clear rubric. If the rubric for an assignment is not clear, discuss with professor during office hours or via email. Students need to submit assignments *on or before the due date.*

**PARTICIPATION & IN-CLASS WORK** Active participation includes taking notes during lecture and participating in classroom discussions, including group work. Any online portion of the coursework will be documented through participation in discussion boards and other online forums. You will receive a participation grade for each meeting. If you are preoccupied, using your cell phone, chatting with others, dozing off, or otherwise distracted from the lecture or discussion taking place, **you will receive a 0** **for that day.**

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. Any online participation is evidenced by comments and threads in discussion boards, wikis, or chats. Differing opinions should be regarded with a high level of respect and reflection.

**STUDENT CONDUCT POLICY** Students must use commonly accepted standards of courtesy, cooperation, consideration and mutual respect at all times. Any conduct that interferes with the educational process is prohibited in classes at NYCCT. This includes any behaviors that are dangerous, disruptive, disrespectful or disorderly, as well as: making rude or sarcastic comments towards the instructor or other students; speaking out of turn; speaking while the instructor or another student is speaking; or otherwise showing a lack of mutual respect for the instructor or peers in the classroom.

**Please silence your cell phones** Talking on cell phones, checking or sending text messages, listening to music, and otherwise using your cell phone during class is prohibited. Please do not wear headphones during class. Laptops are permissible for taking notes if you are seated in the first row. If you need to check your cell phone for an emergency situation, please inform me before class, leave your cell phone face down on your desk in silent mode, and take the emergency call or text outside the classroom. No audio recording, photos, or video of lecture materials is permitted. Your best learning will happen when you are actively taking notes, looking at images, and listening to lecture—taking photos is a passive experience.

**HOMEWORK** is expected to be turned in on time and completed. Partial homework will be reflected in the grade for the assignment. Late homework defaults to a 0 for that assignment, and is only accepted on an individual basis on the approval of the instructor, accompanied by documentation that demonstrates an emergency situation approved by the college. If you have questions or issues with the homework, you are responsible for contacting the instructor during office hours, or via email at least 24 hours before the start of class, for assistance. If your homework will be late due to a personal issue or other emergency, please email the professor BEFORE the start of class. **See the section on “Disability/Medical Conditions” in this syllabus for details on how to make up work missed due to medical illness or emergency.**

**READINGS AND DISCUSSION** Prepare for weekly lecture by completing the readings prior to class (readings are generally short, so there will be a few). Complete weekly Discussion Questions found on Blackboard before class and submit through Blackboard—this is counted towards the Homework grade. Bring a hard copy or laptop for in-class discussion of the homework, which goes towards the Participation grade. *Any additional in-class work administered on any lecture day counts towards participation.*

**EXAMS** This course includes 3 exams, each worth 15% of the overall course grade. Each exam will consist of a combination of image identification, essays and additional sections as listed below:

* **Slide Identification** Recognition of specified images, to be identified by: Culture or geography, time period, materials/technique and the significance of the garment/textile in the context of fashion history. Usually 10-12 slides/exam.\*

*\*This information will be specified on study slides provided, and covered in review sessions*

* **Matching AND/OR Fill in the Blank** These are primarily terminology or garment styles pertaining to the Module; a review sheet will be posted before each exam with these terms included.
* **Multiple Choice** A section of the exam with multiple-choice questions pertaining to lectures and readings
* **Essay** Short essay sections require writing a paragraph or two and includes compare/contrast discussions of the aesthetics and subject matter of the works studied. Long essay questions require 3-5 paragraphs and focus on important concepts presented throughout the course. Each exam will have ~3 short essays and 1 long essay, with prompts provided based on the review sheet topics.

**Extra credit** will also be offered on exams based on independent museum visits or online exhibition reviews. These must include a written submission through Blackboard, with proof [ticket stub or personal gallery photo] for in-person visits.

**RESEARCH PROJECT RUBRIC:** The research project is a major assignment that will allow students to research in depth an area of historic dress and textiles, as introduced in the lectures. Students will be provided with a list of suggested topics; topics not included in the list will be considered on a case-by-case basis. The grade breakdown is as follows:

**Research paper:** 20% of total course grade

**Oral Presentation:** 10% of total course grade

**Research Paper:** The paper must be min. 5 full pages of text-7 pages max., not including title page, bibliography, or images. Students will be assessed as follows:

**60 points-Content** This includes organization of material, literature review with references, and quality of original research. This includes proper use of citations for referenced and quoted materials.

**25 points-Written Communication Skills** The ability to communicate ideas in a clear and concise manner, including proper use of accurate historical and contemporary terminology (with translation or definitions, as needed), grammar, syntax, and spelling.

**10 points-Bibliography** Bibliographic sources must be scholarly, peer-reviewed works by experts in the field; minimum of 5 scholarly sources; at least 1 source must be a print source from a peer-reviewed journal or academic publisher.

**5 points-Images**  3-5 images recommended, with captions and figure numbers citing the following information: Title or object type, maker (if known), culture, date/time period, materials, and museum or photo collection.

**Oral Presentation:** Students will be assessed as follows on their in-class oral presentation:

* **70 points-Content** This includes: organization of slide notes; inclusion of key points; and organization of images with proper image information
* **30 points-Presentation Skills** Preparation, familiarity with topic, and presentation skills, including: ability to engage the audience, answers questions, and foster interest in their topic

**EXAMS** In this class, we will study dress and textiles as a reflection of historical, political, cultural, and religious beliefs. Each class will include slide lectures with images demonstrating and summarizing the main points in the lecture. The images you need to know for exams will be supplied on Blackboard.

The course will be divided into three Modules, each followed by a non-cumulative examination. Review sessions will take place during the classes preceding the exams. Students are responsible for recording additional information presented during lecture, reading and taking notes on required textbook readings, and reviewing online sources as indicated to prepare for exams. Please see additional information below.

**STUDY TECHNIQUES**

**Flashcards:** Art history is partly about image recognition and identification. The objects you need to be able to recognize will be listed by name and image in your study guide for mid-term and final study. Making flashcards is the best tool for learning information pertaining to images.

**Course Schedule**

*Notes on the readings:* Harris’ *5,000 Years of Textiles* is divided into three Modules (Module I, II or III) each with chapter numbers (1, 2, 3, etc.) and listed as such (e.g. II: 1). Welters & Lillethun is likewise divided into Modules (One and Two) and successive chapter numbers (1-10) and listed as such (e.g. Two: 5). Please complete readings in the order they are listed.

*Preparing for class:* Prepare for each week’s lecture by completing the readings prior to class, and submitting your completed weekly discussion questions in Blackboard by the start of class--these are Homework grades. Bring a hard copy or e-copy for in-class discussion of the homework, which goes towards the Participation grade. Any additional in-class work administered on any lecture day counts towards participation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Session/Date** | **LECTURE TOPIC** | **Reading & HW due** | **In-Class Participation** |
| WEEK 1 | **Introduction to Fashion Systems** | Welters & Lillethun (One: 4) | Group work |
| WEEK 2 | **Ancient Textiles**  Europe and The Mediterranean;  Pre-colonial North America, Mesoamerica & South America | Harris (II: 1-3)  Welters & Lillethun (Two: 5)  **HW:** Discussion Q’s Week 1 | Review Discussion Questions #1 |
| **Session/Date** | **LECTURE TOPIC** | **Reading & HW due** | **In-Class Participation** |
| WEEK 3 | **Near Eastern Empires**  Sasanian Iran  Early Islamic Period  Byzantine Silks | Harris (II: 4-6)  Welters & Lillethun (Two: 6 up to p.110)  **HW:** Discussion Q’s #2 | Review Discussion Questions #2 |
| WEEK 4 | **Module Test 1** |  |  |
| WEEK 5 | **Central /South Asia**  South/Southeast Asian Textiles  (ancient-medieval periods)  Central Asian Silks (Medieval-early modern periods) | Dhamija (See Blackboard)  Harris (16)  Welters & Lillethun (Two: 140-143)  Harris (II: 9)  **HW:** Discussion Q’s #3 | Review Discussion Questions #3 |
| WEEK 6 | **Far Eastern Empires**  China (Han-Qing dynasties)  Korean *Hanbok* (all periods)  Japan (Kofun-Late Edo periods) | Harris (II: 14, 15)  Welters & Lillethun (Two: 7, pp.123-140)  **HW:** Far Eastern Garment Designs | Design your kimono/robe/hanbok  Peer review in class |
| WEEK 7 | **Early Modern Islamic Textiles**  Ottoman, Safavid and Mughal silk and cotton textiles and trade networks | Harris (II: 7,8, 11)  Welters & Lillethun (Two: 6, pp.110-118) HW:  **HW:** Discussion Q’s #4 | Review Discussion Questions #4 |
| WEEK 8 | **Medieval & Renaissance Silks from Europe**  Sicilian, Italian, Spanish, and French Silk textile and trade networks | Harris (II: 17-22)  **HW:** Discussion Q’s #5 | Review Discussion Questions #5 |
| WEEK 9 | **Module Test 2** |  |  |
| WEEK 10 | **The Americas**  Post-colonial & Native N. America  Mesoamerica & S. America | Harris (II: 29-31)  *Additional reading on Blackboard*  **HW:** Discussion Q’s #6 | Review Discussion Questions #5 |
|  | **African Textiles**  Sub-Saharan and North African textiles and garments | Harris (II: 32-33)  **HW:** Discussion Q’s #7 | Group work and Review, Discussion Q’s #7 |
| WEEK 11 | **Post-Colonial fashion**  Africa, Polysenia, Cambodia  Globalism in modern fashion | Welters & Lillethun (Two: 9-10) **HW:** Global-Inspired Garments in Western Dress | Peer Review of Global-inspired garments |
| WEEK 12 | **Module Test 3** | Work on Research presentations |  |
| WEEK 13 | Research Presentations | Work on final research paper |  |
| WEEK 14 | Research Presentations | Work on final research paper |  |
| WEEK 15 | Research Presentations | Work on final research paper |  |
| FINALS WEEK | **FINAL RESEARCH PAPERS DUE** |  |  |

**Bibliography**

Barber, Elizabeth. *Women’s Work: The First 20,000 Years.* Norton, 1994: New York.\*

*Available in City Tech Library*

Gromer, Karina et al. *The Art of Prehistoric Textile Making: The Development of Craft Traditions and Clothing in Central Europe*. Natural History Museum, 2016: Vienna.\*

LaGamma, Alisa and Giuntini, Christine. *The essential art of African Textiles.* The Metropolitan Museum of Art, 2008: New York.\*

Peck, Amelia et al. *Interwoven Globe: The Worldwide Textile Trade, 1500-1800.* The Metropolitan Museum of Art, 2013: New York.

Schoeser, Mary. *World Textiles: A Concise History.* Thames & Hudson, 2003: New York.\*

St. Clair, Kassia. *The Golden Thread: How Fabric Changed History.*  Liveright Publishing Corporation, 2019: London and New York.

*\*available at the City tech Library as print or e-book*

**Modification of Curriculum**

This is a new course. It will be one in a series of four courses in the Textiles module as part of the Business & Technology of Fashion (B.S.) curriculum.

In addition to BUF 2204, this series of courses will include:

* BUF 3246 Advanced Textile Techniques
* BUF 3346 Textile Technologies
* BUF 4246 Future Fashion and Textiles

**Justification**

This curriculum is being created to support students who want to pursue a career in textile manufacturing, design and related positions in the apparel industry. The “Global History of Dress and Textiles” (BUF 2204) course will allow the students to learn the history of textile fabrication, trade networks, and uses in apparel from a global historical perspective. This course functions as a counterpart to 20th century Dress & Culture (ARTH 1204), which focuses on the contemporary Western fashion system from the 19th-21st centuries. This course will balance that material by building their intercultural awareness, helping students recognize iconography, garment styles, and textiles with historical and cultural significance.

**Course Need Assessment**

BUF 2204 will be a required course for Fashion (B.S.) students who are specializing in Textiles. This course will serve as a Business department elective for all Fashion students. There has been a great deal of student interest about a course that focuses on global dress during lectures and discussions in ARTH 1204 “20th c. Dress and Culture,” which is the only fashion history course in the program. We hope to offer this course as a counterpart for that course, as explained in the rationale. At a minimum, we hope to offer the course once per academic year. As this is a lecture course, no additional facilities are needed, and the course can be offered in-person, online or in hybrid format. This course expands upon techniques studied in BUF 2246 Textiles [requested change: Introduction to Textiles], which reviews textile fabrication rooted in historic techniques from around the globe. The Business department has a full-time faculty member qualified to teach the course.

**Projected Head Count:** 34

**Projected Timeline:** Spring or Fall 2022

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | **Advanced Textile Techniques** |
| **Proposal Date** | ~~Jan. 28, 2020~~ Rev. 10-20-20 |
| **Proposer’s Name** | Dr. Nazanin Munroe |
| **Course Number** | BUF 3246 |
| **Course Credits, Hours** | 3 credits, 2 hours lecture/2 hours lab |
| **Course Pre / Co-Requisites** | Pre-requisite: Introduction to Textiles BUF 2246 |
| **Catalog Course Description** | An exploration of advanced techniques in analysis and fabrication of fabrics. Laboratory work concentrates on cloth construction, hand-printing techniques, machine sewing and stitching techniques, natural and synthetic dye processes and experimentation with sustainable fibers and fabrics. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | This course will utilize all the equipment in the forthcoming Textile Lab in order to give Fashion students hands-on experience with textiles for apparel and other industries |
| **CUNY – Course Equivalencies**  Provide information about equivalent courses within CUNY, if any. | Queens College FNES 226 “Apparel Science II”  (also listed as FNES 226 “Clothing Construction II”) |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | N/A |
| **For Interdisciplinary Courses:**   * Date submitted to ID Committee for review * Date ID recommendation received   - Will all sections be offered as ID? Y/N | N/A |
|  |
|  |
| **Intent to Submit as a Writing Intensive Course** | No |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

**NEW COURSE PROPOSAL CHECK LIST**

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | x |
| * Brief Rationale | x |
| * CUNY – Course Equivalencies | x |
| Completed [Library Resources and Information Literacy Form](https://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form-rev3F16.doc) | forthcoming |
| **Course Outline**  Include within the outline the following. |  |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | x |
| Prerequisites/Co- requisites | x |
| Detailed Course Description | x |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | x |
| Example Weekly Course outline | x |
| Grade Policy and Procedure | x |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | x |
| Library resources and bibliography | x |
| **Course Need Assessment**  Describe the need for this course. Include in your statement the following information. |  |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | x |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | x |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | x |
| Where does this course overlap with other courses, both within and outside of the department? | x |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | x |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | x |
| **Course Design**  Describe how this course is designed. |  |
| Course Context (e.g. required, elective, capstone) | x |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | x |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | x |
| How does this course support Programmatic Learning Outcomes? | x |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | x |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) |  |
| Interdisciplinary Committee Recommendation (if applicable and if received)\*  \*Recommendation must be received before consideration by full Curriculum Committee |  |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) |  |
| Writing Intensive Form if course is intended to be a WIC (under development) |  |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. |  |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). |  |
| Established Timeline for Curricular Experiment |  |

CUNY-NYC College of Technology

Department of Business, Business & Technology of Fashion

**Course Outline: Advanced Textile Techniques (BUF 3246)**

3 credits/4 hours (2 hours lecture/2 hours lab)

**COURSE DESCRIPTION**

An exploration of advanced techniques in analysis and fabrication of fabrics. Laboratory work concentrates on cloth construction, hand-printing techniques, machine sewing and stitching techniques, natural and synthetic dye processes and experimentation with sustainable fibers and fabrics.

**COURSE CO/PREREQUISITE (S)** Introduction to Textiles (BUF 2246)

**RECOMMENDED TEXTBOOK AND MATERIALS**

Shenton, Jan. *Woven Textile Design.* Laurence King, 2014: London. **ISBN-13:** 978-1780673370

Wisbrun, Laurie. *Mastering the Art of Fabric Printing and Design.* Chronicle Books, 2012: San Francisco. **ISBN-13:** 978-1452101156

*Compliance with Federal Law: For information on the authors, titles, retail prices, ISBN numbers, and other details regarding the text books, please visit the college website*

Materials: Fabric and yarn skeins as needed for projects

***LEARNING OUTCOMES: Course Specific***

|  |  |
| --- | --- |
| OUTCOME | ASSESSMENT |
| Identify the optimal techniques for creating apparel fabrics based on design motifs | Class discussions, lab work, and fabric samples |
| Gain proficiency in planning and fabrication of printed, woven and knitted apparel | Class discussions and peer reviews, lab work, and presentation of final portfolio |
| Understand the components that alter finished cloth, including yarn type/size, printing inks, and embellishment materials | Class discussion, lab work, and fabric samples |
| Understand the relationship between hand-made and mass-produced textiles, and how these processes compare | Class discussion, lab work, online assessments of industry trends, and portfolio |
| Interpret the current textile trends, techniques, and how textiles play a role in apparel design | Class discussions, lab work and final portfolio materials |

***LEARNING OUTCOMES: General Education***

|  |  |
| --- | --- |
| OUTCOME | ASSESSMENT |
| Employ scientific reasoning and logical thinking | Lab work and documentation |
| Derive meaning from experience as well as gather information from observation | Class discussions, lab work, and final project materials |
| Show curiosity and the desire to experiment with materials | Class discussion, lab work, and fabric samples |
| Gather, interpret, evaluate, and apply information discerningly from a variety of sources. | Lab work, library research, online textile assessments, and museum visits |

**TECHNOLOGY**

All students will be responsible for arranging reliable access to internet and computer for online assignments including submissions, discussion boards, blogs, and related materials. Primary platforms used will be Blackboard and Open Lab; any online synchronous meetings will take place using Blackboard Collaborate or Zoom.

**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/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please contact:

[**Student Accessibility Center (SAC)**](http://www.citytech.cuny.edu/accessibility/)at **300 Jay Street,** room**L-237**

Telephone:**718-260-5143**

**WEB:** <http://www.citytech.cuny.edu/accessibility/>

**COMPLIANCE WITH AMERICAN DISABILITIES ACT**

Any student who seeks a reasonable accommodation of a disability with respect to an academic matter should obtain a CUNY City Tech College Request for Accommodation of Disability Form, as soon as the need becomes apparent, from one of the ADA Coordinators. The ADA Coordinators can be reached in person or by phone at the information listed above.

**ATRIUM LEARNING CENTER** The Atrium Learning Center at City Tech offers academic assistance to all students through the use of services including tutoring, workshops and access to computer-based programs. Both peer and faculty tutors are available for assistance. For further information, please visit: <https://www.citytech.cuny.edu/alc/>

**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.

SafeAssign anti-plagiarism software may be administered for the submission of assignments; students will have the opportunity to review their reports prior to submission.

**CREDIT HOUR ASSIGNMENT POLICY**

Course work performed outside of the classroom (such as reading, studying, writing papers, doing projects or receiving tutoring) is critical to academic success. While the time requirements for individual students may vary somewhat, a general rule of thumb is that students should spend about **two hours outside the classroom for every hour required in it.** Assigned homework such as creating original fabric samples, researching methods, and becoming familiar with materials and lab equipment, is expected to take up to 6-8 hours weekly. Please plan accordingly.

**Student conduct policy** Any conduct that interferes with the educational process is prohibited in classes at NYCCT. This includes any behaviors that are dangerous, disruptive, disrespectful or disorderly. Students must use commonly accepted standards of courtesy, cooperation, consideration and mutual respect at all times.

**Please silence your cell phones** When in class, please turn your cell phones off and put them out of sight.Talking on cell phones, checking or sending text messages, listening to music, and reading material not connected to this class is prohibited. Please do not wear headphones during class. Laptops are permissible for taking notes in the first row of the classroom. No video or audio recording permitted during lectures. If you need to check your cell phone for an emergency situation, please inform me before class.

**Grading System:** All grades will be based in proportion to the following scale: A = 93 - 100 A- = 90 - 92 B+ = 87 - 89 B = 83 - 86 B- = 80 - 82 C+ = 77 - 79 C = 70 - 76 D = 60 - 69 F = 59 and below. If a final grade is not a whole number, any decimal greater than .5 will be rounded up (e.g. 82.51 becomes an 83). Each assignment includes a clear rubric. If the rubric for an assignment is not clear, discuss with professor during office hours or via email. Students need to submit assignments *on or before the due date.*

**MIDTERM REPORTS:** All students will be notified through their CUNY- NYC College of Technology e-mail accounts and/or posted on Blackboard about their progress in this course by the mid-semester point.

Mid-term grades are assessed as follows, per recommendation by the Office of the Provost: P-Passing, BL-Borderline, U-Unsatisfactory, SA-Stopped Attending

**FINAL GRADE FOR THE COURSE** The Course grade is calculated as follows.Descriptions for each category are included in the following pages:

|  |  |  |
| --- | --- | --- |
| **CATEGORY** | **DESCRIPTION** | **% FINAL GRADE** |
| **Participation** | Class Discussions and Peer Reviews | (10%) |
| **Module 1** | Knitted Fabric samples | (15%) |
| **Module 2** | Woven Fabric samples | (15%) |
| **Module 3** | Printed Fabric samples | (15%) |
| **Module 4** | Dye Process samples | (15%) |
| **Final Project** | Choose one process to produce a finished garment or textile | (10%) |
| **Final e-Portfolio** | e-Portfolio on Open Lab showcasing best work, including final project | (10%) |
| **Blogs** | Process Summaries for all 4 Modules | (10%) |

**PARTICIPATION** Active participation includes taking notes during lecture and participating in classroom discussions, peer critiques, and labs. Online participation includes participation in discussion boards or commenting on peer web sites/blogs. Please check Blackboard regularly for updates to assignments and postings. All changes to the schedule will be posted in the Announcements section; emails will also be sent for urgent items.

Although students are not graded on attendance, 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 (e.g. discussions, lectures, or labs). In-class activities including quizzes and tests that are completed during class time will result in a 0, unless the absence is excused. Missed class time includes not just absences but also late arrivals, early departures, and time outside the classroom taken by students during class meeting periods.

Students who are not present in class are responsible for turning in assignments *before* the start of class on the due date via Blackboard. Exceptions will only be made for medical or family emergencies provided on official letterhead, as approved and documented through the Center for Student Accessibility (see previous section).

**Online participation:** For any online portion of this course, attendance is documented by your participation online in discussion boards and participation during synchronous sessions using chat or audio. All due dates for online work, including time of day, are noted on the course schedule. All submitted assignments are time/date stamped through Blackboard.

**LECTURES and LABS** This course includes a lecture component as well as a lab component. Lectures and labs will take place during the in-person portion of the class. In some cases, students will be responsible for bringing materials to complete the lab, and will be notified ahead of time on the syllabus, in class, and through reminders announced on Blackboard. Labs are assessed and calculated as explained below. The weight of each Module is based on the amount of time involved in the lab. Open lab hours will vary each semester and per Module; please check Blackboard for updates.

**LAB MODULES:** Each Module includes lab work to produce samples in each category (knits, wovens, prints, dyes). Being present for demonstrations and lab work is an important aspect of learning these techniques, and as such, is included in your participation grade. The fabric samples completed during labs and outside of class comprises your Module grade.

**All fabric samples produced will be graded on the following:**

Originality 25 points

Craftsmanship 25 points

Employment of Technique 25 points

Application to Apparel 25 points

**Module 1: Knitted Fabrics** Students will learn the basics of machine knitted fabrics by using a manual circular knitting machine and a flat-bed knitting machine with digital interface.

Fabric Samples: Weft knits (jersey, purl, rib, etc.)

Peer Critique: Mood Board demonstrating use of knits in apparel

**Module 2: Woven Fabrics** Students will learn the basics of weaving on a manual loom with digital interface, including setting up the warp and hand-weaving samples from digital file.

Fabric Samples: Dobby Weaves

Peer Critique: Mood Board demonstrating use of wovens in apparel

**Module 3: Printed Fabric** Students will learn two types of printing in this Module: block printing and screen printing. They will carve and print individual blocks, as well as create a screen, based on original designs. These 2 projects include printing repeat patterns on cloth.

Fabric Samples: Block-printed cloth; screen-printed cloth

Peer Critique: Mood Board demonstrating use of prints in apparel

**Module 4: Dye Processes** Students will learn natural and synthetic dye processes including hand-painted and vat dyeing techniques, and resist-dyeing.

Fabric Samples: Natural dyes using vat-dyeing technique; resist-dyed natural dye sample; hand-painted synthetic dye sample

Peer Critique: Mood Board demonstrating use of dyes in apparel

**BLOGS**  As students learn about each process, they will keep a real-time blog documenting their learning experience. Blogs should be written using appropriate industry terminology describing materials and techniques. Each Module should include one blog entry, therefore there should be 4 posts by the end of the semester; students will also respond to peer blogs. Each blog entry must include at least one image, be time and date stamped before the end of the Module. This grade is calculated separately from online participation; all 4 blogs will count towards 10% of final course grade as indicated in preceding table.

**Final Project:** Choosing one or more of the processes explored in the course, students will create one finished piece of fabric. Techniques should be combined, such as using hand-dyed yarns for a woven sampler, or overdyeing printed fabric.

All lab samples are expected to be executed at least partly during class time. This allows for in-progress assessments and a better result for student output. Module samples should be turned in on time and complete. Partial work will be reflected in the grade for the assignment. Late work is only accepted on an individual basis upon the approval of the instructor. If you have questions or issues with the lab, or if you will be missing a lecture or lab, you are responsible for contacting the instructor during office hours, or via email 4-5 hours before the start of class for assistance. This includes online assignments, such as discussion board questions. Students need to submit assignments *on or before the due date.*

**ONLINE PORTFOLIO** Each student is responsible forcreating a web-based portfolio showcasing their work.Completion of the e-Portfolio is 10% of your final grade. Students will have the option of using Open Lab to post their portfolio and/or create a web site to promote their work. Alternative web-based platforms will also be discussed at the beginning of each semester. *See next section for more on e-Portfolios.*

**E-PORTFOLIOS/OPEN LAB:**

We will be creating online portfolios for the work created in this course. CUNY-College of Technology asks all students to participate in building a program-long ePortfolio of the work that they complete while taking classes at the College.  Through a process of *collect, select, reflect, and connect,* students learn to judge the quality of their own work, speak about their learning, and present evidence of their current knowledge and skills.  College faculty will assist with this process by recommending that you store at least one significant piece of work from each course in your Blackboard content collection.  For more information, see the **"ePortfolios at CUNY-College Technology" organization** in Blackboard.

For sample Open Lab portfolios, see: <https://openlab.citytech.cuny.edu/portfolios/>

**Extra Credit** assignments will be optional throughout the course. Example: a museum visit to analyze an object or exhibition in a written response. Guidelines will be given for each extra credit opportunity. These are worth up to 10 points towards the mid-term or final exams, or towards homework grades as noted.

**Grading System:** All grades will be based in proportion to the following scale: A = 93 - 100 A- = 90 - 92 B+ = 87 - 89 B = 83 - 86 B- = 80 - 82 C+ = 77 - 79 C = 70 - 76 D = 60 - 69 F = 59 and below. If a final grade is not a whole number, any decimal greater than .5 will be rounded up (e.g. 82.51 becomes an 83). Each assignment includes a clear rubric.

WU-Unofficial Withdrawal (attended at least once)

WF-Withdrew Failing

WN-Unofficial Withdrawl (never attended)

*Grading and add/drop policies are in accordance with University policies.*

**COURSE SCHEDULE** This course includes a combination of OERs, listed in the Course Reader, and textbooks.The Reader includes videos, readings, and other demonstrative tools to help with understanding and completing fabrication.Materials for Module 1 will be in included in the course reader. We will use two textbooks in this course: woven design (Shenton) for Module 2, and print design (Wisbrun) for Module 3, listed by author and Chapter. Module 4 materials will be in the course reader.

|  |  |  |
| --- | --- | --- |
| **CLASS SCHEDULE and TOPIC** | **Lecture/Lab information** | **Read & Review** |
| **Week 1: Module 1**  **Knit structures** | Lecture: History of Knitting  Lab: Machine-made knits with the Addi Express | Course Reader Week 1 |
| **Week 2: Module 1**  **Knit fabrication** | Lecture: Knitted/knotted structures  Lab: Identifying knit/knot types & creating samples | Course Reader Week 2 |
| **Week 3: Module 1**  **Knit Fabrics in Apparel** | Lecture: Knits in Apparel  Lab: Create sample board with knitted fabrics & review in class | Course Reader Week 3 |
| **Week 4: Module 2**  **Weaving on the Dobby LW loom** | Lecture: Woven Textiles in Apparel  Lab: Warping the Little Weaver loom | Shelton: Ch. 1  Course Reader Week 4 |
| **Week 5: Module 2**  **Weaving on the Dobby LW loom** | Lecture: Weaving history: loom types and basic weave structures  Lab: Basic weaves (Tabby, Twill, Satin) | Shelton: Ch. 2 and 3  Course Reader Week 5 |
| **Week 6: Module 2**  **Weaving on the Dobby LW loom** | Lecture: Color in Woven Design  Lab: Using color to create pattern; Double-weave techniques | Shelton: Ch. 4 and 5  Course Reader Week 6 |
| **Week 7: Module 2**  **Weaving on the Dobby LW loom** | Lecture: Complex weaves  Lab: Dobby Weave Variations | Shelton: Ch. 6 and 7  Course Reader Week 7 |
| **Week 8: Module 3**  **Textile Printing techniques** | Lecture: Hand-Printing techniques I  Lab: Block printing project | Wisbrun: Ch. 1, 2 and 5  Course Reader Week 8 |
| **Week 9: Module 3**  **Textile Printing techniques** | Lecture: Hand-Printing techniques II  Lab: Screen Printing | Wisbrun: Ch. 3  Course Reader Week 9 |
| **Week 10: Module 3**  **Textile Printing techniques** | Lecture: Resist-dyeing techniques  Lab: Shibori/resist-dyeing | Wisbrun: Ch. 4  Course Reader Week 10 |
| **Week 11: Module 4**  **Sustainability in Fashion** | Lecture: Sustainable Design  Lab: Vat dyeing with natural dyes | Course Reader Week 11 |
| **Week 12: Module 4**  **Basic garment design** | Lecture: Creating a garment  Lab: Sewing a simple garment with printed fabrics from the course | Course Reader Week 12 |
| **Week 13: Final Project**  **Marketing your textiles** | Lecture: Marketing your work  Lab: Begin final project in desired technique(s) from course | Wisbrun: Ch. 7  Course Reader Week 13 |
| **Week 14: Final Project**  **Marketing your textiles** | Peer presentations and review of WIP  Lab: Continue working on final projects | Course Reader Week 14 |
| **Week 15: Final Project**  **Marketing your textiles** | Lecture: Creating a web-based platform for your textile collection  Lab: Continue working on final projects |  |
| **Week 16: Final Review** | Final materials due; Peer and Instructor Review |  |

**Bibliography:**

Fletcher, Kate and Lynda Grose. *Fashion & Sustainability: Design for Change.* Laurence King Publishing, 2012: London. **ISBN-13:** 978-1856697545

Gullingsrud, Annie. *Fashion Fibers: Designing for Sustainability.* Fairchild Books, 2017: London and New York. **ISBN-13:** 978-1501306648

Interweave Editors. *100 Knits: Interweave’s Ultimate Pattern Collection.* Interweave Press, 2018: Blue Ash, OH. **ISBN-13:** 978-1632506474

Kight, Kim. *A Field Guide to Fabric Design.* C & T Publishing, 2011: Lafayette. **ISBN-13:** 978-1607053552

Meller, Susan and Joost Elfers. *Textile Designs: Two Hundred Years of European and American Patterns Organized by Motif, Color. Layout, and Period.* Harry N. Abrams, 2002: New York. **ISBN-13:** 978-0810925083

**Modification of Curriculum**

This is a new course. It will be one in a series of four courses in the Textiles module as part of the Business & Technology of Fashion (B.S.) curriculum.

In addition to BUF 3246, this series of courses will include:

* BUF 2204 Global History of Dress and Textiles
* BUF 3346 Textile Technologies
* BUF 4246 Future Fashion and Textiles

**Justification**

This curriculum is being created to support students who want to pursue a career in textile manufacturing, design and related positions in the apparel industry. “Advanced Textile Techniques” (BUF 3246) will equip students with hands-on experience of textile fabrication, including history of techniques and uses in apparel. Online portfolios and blogs function as materials that students can use to apply for textile-related jobs in apparel. This course functions as a hands-on, advanced counterpart to Introduction to Textiles (BUF 2246), which provides an overview of fiber and textile processes.

**Course Need Assessment**

BUF 3246 will be a required course for Fashion (B.S.) students who are specializing in Textiles. This course will serve as a Business department elective for all Fashion students. This course functions as an advanced course offering students hands-on experience with techniques studied in BUF 2246 Textiles [requested change: Introduction to Textiles], which reviews textile fabrication and surface design techniques. As the program grows, we hope to offer the course once per academic year at student cap of 18. The Business department has a full-time faculty member qualified to teach the course.

**Projected Head Count:** 18 (due to lab equipment)

**Projected Timeline:** Spring or Fall 2022

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | **Textile Technologies** |
| **Proposal Date** | ~~Jan. 28, 2020~~ Rev. 10-20-20 |
| **Proposer’s Name** | Dr. Nazanin Munroe |
| **Course Number** | BUF 3346 |
| **Course Credits, Hours** | 3 credits,2 hours lecture/2 hours lab |
| **Course Pre / Co-Requisites** | Pre-requisite: Advanced Textile Techniques BUF 3246 |
| **Catalog Course Description** | Introduction to software for textile design, including digital interfaces for woven and knitted fabrics and digital surface design techniques. Laboratory work concentrates on computer-aided design (CAD) for weft knits, Dobby and Jacquard-woven textiles and repeat pattern design for digital fabric prints. Students test their designs for viability using lab equipment. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | This course will introduce students to current technology used in the fashion and textile industries to prepare them for work as designers or design assistants for apparel |
| **CUNY – Course Equivalencies**  Provide information about equivalent courses within CUNY, if any. | Queens College FNES 322 Survey of Recent Developments in Textiles |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | N/A |
| **For Interdisciplinary Courses:**   * Date submitted to ID Committee for review * Date ID recommendation received   - Will all sections be offered as ID? Y/N | N/A |
|  |
|  |
| **Intent to Submit as a Writing Intensive Course** | No |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

**NEW COURSE PROPOSAL CHECK LIST**

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | X |
| * Brief Rationale | X |
| * CUNY – Course Equivalencies | X |
| Completed [Library Resources and Information Literacy Form](https://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form-rev3F16.doc) | X |
| **Course Outline**  Include within the outline the following. |  |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | X |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | X |
| Example Weekly Course outline | X |
| Grade Policy and Procedure | X |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | X |
| Library resources and bibliography | X |
| **Course Need Assessment.**  Describe the need for this course. Include in your statement the following information. |  |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | X |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | X |
| Where does this course overlap with other courses, both within and outside of the department? | X |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | X |
| **Course Design**  Describe how this course is designed. |  |
| Course Context (e.g. required, elective, capstone) | X |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | X |
| How does this course support Programmatic Learning Outcomes? | X |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | X |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) |  |
| Interdisciplinary Committee Recommendation (if applicable and if received)\*  \*Recommendation must be received before consideration by full Curriculum Committee |  |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) |  |
| Writing Intensive Form if course is intended to be a WIC (under development) |  |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. |  |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). |  |
| Established Timeline for Curricular Experiment |  |

CUNY-NYC College of Technology

Department of Business, Business & Technology of Fashion

**Course Outline: Textile Technologies (BUF 3346)**

3 credits/4 hours (2 hours lecture/2 hours lab)

**COURSE DESCRIPTION**

Introduction to software for textile design, including digital interfaces for woven and knitted fabrics and digital surface design techniques. Laboratory work concentrates on computer-aided design (CAD) for weft knits, Dobby and Jacquard-woven textiles and repeat pattern design for digital fabric prints. Students test their designs for viability using lab equipment.

**COURSE CO/PREREQUISITE (S)** Advanced Textile Techniques (BUF 3246)

**RECOMMENDED TEXTBOOK AND MATERIALS**

Hume, Robert. *Fashion and Textile Design with Photoshop and Illustrator: Professional Creative Practice (2nd Edition).* Bloomsbury Visual Arts, 2020: London and New York.

**ISBN-13:** 978-1350090125

Peterc, Dusan and Anton Gregorcic. *Arahweave User Manual (9).* 1992-2020.

Free download: <http://www.arahne.eu/pdf/aweave-EN.pdf>

Web site: <https://www.arahne.si/products/arahweave/>

***LEARNING OUTCOMES: Course Specific***

|  |  |
| --- | --- |
| OUTCOME | ASSESSMENT |
| Employ computer-aided design (CAD) to produce samples of printed, woven and knitted fabrics for apparel | Class discussions, lab fabric samples, and case study analyses |
| Demonstrate proficiency in CAD for printed, woven and knitted apparel | Class discussions and peer reviews, lab CAD samples, and presentation of final portfolio |
| Compare and contrast the components that alter finished cloth, including yarn type/size, printing inks, and embellishment materials | Class discussion and case study analyses |
| Understand the manufacturing process for mass-produced textiles, and how these processes relate to computer-aided designs submitted to mills | Class discussion, peer reviews, case studies, and final project |
| Identify and assess current textile trends, techniques, and how textiles play a role in apparel design | Lab work, Tutorial Vlogs/Blogs, and final portfolio materials |

***LEARNING OUTCOMES: General Education***

|  |  |
| --- | --- |
| OUTCOME | ASSESSMENT |
| Employ critical thinking skills | Lab work and documentation |
| Derive meaning from experience as well as gather information from observation | Class discussions, lab work, and final project materials |
| Show curiosity and the desire to experiment with materials | Peer Reviews, lab work, and Tutorial Vlogs/Blogs |
| Gather, interpret, evaluate, and apply information discerningly from a variety of sources. | Tutorial Vlogs/Blogs and Final portfolio |

**TECHNOLOGY** All students will be responsible for arranging reliable access to internet and computer for online assignments including submissions, discussion boards, blogs, and related materials. Primary platforms used will be Blackboard and Open Lab; any online synchronous meetings will take place using Blackboard Collaborate or Zoom.

**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/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please contact:

[**Student Accessibility Center (SAC)**](http://www.citytech.cuny.edu/accessibility/)at **300 Jay Street,** room**L-237**

Telephone:**718-260-5143**

**WEB:** <http://www.citytech.cuny.edu/accessibility/>

**COMPLIANCE WITH AMERICAN DISABILITIES ACT**

Any student who seeks a reasonable accommodation of a disability with respect to an academic matter should obtain a CUNY City Tech College Request for Accommodation of Disability Form, as soon as the need becomes apparent, from one of the ADA Coordinators. The ADA Coordinators can be reached in person or by phone at the information listed above.

**ATRIUM LEARNING CENTER** The Atrium Learning Center at City Tech offers academic assistance to all students through the use of services including tutoring, workshops and access to computer-based programs. Both peer and faculty tutors are available for assistance. For further information, please visit: <https://www.citytech.cuny.edu/alc/>

**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.

SafeAssign anti-plagiarism software may be administered for the submission of assignments; students will have the opportunity to review their reports prior to submission.

**CREDIT HOUR ASSIGNMENT POLICY**

Course work performed outside of the classroom (such as reading, studying, writing papers, doing projects or receiving tutoring) is critical to academic success. While the time requirements for individual students may vary somewhat, a general rule of thumb is that students should spend about **two hours outside the classroom for every hour required in it.** Assigned homework such as creating original fabric samples, researching methods, and becoming familiar with materials and lab equipment, is expected to take up to 6-8 hours weekly. Please plan accordingly.

**Grading System:** All grades will be based in proportion to the following scale: A = 93 - 100 A- = 90 - 92 B+ = 87 - 89 B = 83 - 86 B- = 80 - 82 C+ = 77 - 79 C = 70 - 76 D = 60 - 69 F = 59 and below. If a final grade is not a whole number, any decimal greater than .5 will be rounded up (e.g. 82.51 becomes an 83). Each assignment includes a clear rubric. If the rubric for an assignment is not clear, discuss with professor during office hours or via email. Students need to submit assignments *on or before the due date.*

**MIDTERM REPORTS:** All students will be notified through their CUNY- NYC College of Technology e-mail accounts and/or posted on Blackboard about their progress in this course by the mid-semester point.

Mid-term grades are assessed as follows, per recommendation by the Office of the Provost: P-Passing, BL-Borderline, U-Unsatisfactory, SA-Stopped Attending

**FINAL GRADE FOR THE COURSE** The Course grade is calculated as follows.Descriptions for each category are included in the following pages:

|  |  |  |
| --- | --- | --- |
| **CATEGORY** | **DESCRIPTION** | **% FINAL GRADE** |
| **Participation** | Class Discussions and Peer Reviews | (10%) |
| **Module 1** | Textile Design for Apparel using  Adobe Photoshop | (15%) |
| **Module 2** | Textile Design for Apparel using  Adobe Illustrator | (15%) |
| **Module 3** | CAD for Woven Textiles | (15%) |
| **Module 4** | CAD for Knitted Fabrics and embellishment | (15%) |
| **Final Project** | Create 4-5 fashion flats showcasing a design from each Module | (10%) |
| **Final e-Portfolio** | e-Portfolio on Open Lab showcasing best work, including final project | (10%) |
| **Tutorials** | Process Explanations for all 4 Modules, created as Vlogs or Blogs | (10%) |

**PARTICIPATION** Active participation includes taking notes during lecture and participating in classroom discussions, peer critiques, and labs. Online participation includes participation in discussion boards or commenting on peer web sites/blogs. Please check Blackboard regularly for updates to assignments and postings. All changes to the schedule will be posted in the Announcements section; emails will also be sent for urgent items.

Although students are not graded on attendance, 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 (e.g. discussions, lectures, or labs). In-class activities including quizzes and tests that are completed during class time will result in a 0, unless the absence is excused. Missed class time includes not just absences but also late arrivals, early departures, and time outside the classroom taken by students during class meeting periods.

Students who are not present in class are responsible for turning in assignments *before* the start of class on the due date via Blackboard. Exceptions will only be made for medical or family emergencies provided on official letterhead, as approved and documented through the Center for Student Accessibility (see previous section).

**STUDENT CONDUCT POLICY** Any conduct that interferes with the educational process is prohibited in classes at NYCCT. This includes any behaviors that are dangerous, disruptive, disrespectful or disorderly. Students must use commonly accepted standards of courtesy, cooperation, consideration and mutual respect at all times.

**Please silence your cell phones** When in class, please turn your cell phones off and put them out of sight.Talking on cell phones, checking or sending text messages, listening to music, and reading material not connected to this class is prohibited. Please do not wear headphones during class. Laptops are permissible for taking notes in the first row of the classroom. No video or audio recording permitted during lectures. If you need to check your cell phone for an emergency situation, please inform me before class.

**Online participation:** For any online portion of this course, attendance is documented by your participation online in discussion boards and participation during synchronous sessions using chat or audio. All due dates for online work, including time of day, are noted on the course schedule. All submitted assignments are time/date stamped through Blackboard.

**LECTURES and LABS** This course includes a lecture component as well as a lab component. Lectures and labs will take place during the in-person portion of the class. In some cases, students will be responsible for bringing materials to complete the lab, and will be notified ahead of time on the syllabus, in class, and through reminders announced on Blackboard. Labs are assessed and calculated as explained below. The weight of each Module is based on the amount of time involved in the lab. Open lab hours will vary each semester and per Module; please check Blackboard for updates.

**LAB MODULES:** Each Module includes lab work to produce samples in each category (CAD for knits, wovens, prints, embroidery/embellishment). Being present for demonstrations and lab work is an important aspect of learning these techniques, and as such, is included in your participation grade. The fabric samples completed during labs and outside of class comprises your Module grade.

**All fabric samples produced will be graded on the following:**

Originality 25 points

Craftsmanship 25 points

Employment of Technique 25 points

Application to Apparel 25 points

**Module 1: Textile Design with Adobe Photoshop and Illustrator** Students will learn the basics of CAD using Photoshop and Illustrator. Focus will be on surface design for textiles.

**Module 2: CAD for Basic Weaves** Students will learn multiple types of weave design in this Module. Beginning with basic weaves (Tabby, Twill, Satin), students will learn to manipulate the software to represent a woven textile by altering the elements of weave structure and yarn size, and to create colorways.

**Module 3: CAD for Figured Weaves** Students will advance to figured weaves in order to design more complex textiles with pictorial elements. Dobby weaves will be studied first, followed by Jacquard weaves.

**Module 4: CAD for Knits and Embellishment** Students will learn the basics of CAD for designing knitted fabrics. Students will also learn how to use CAD for embellishments such as embroidery, needlepoint/cross-stitch, and applique.

**Tutorials:** Students will create a blog or vlog entry for each Module, demonstrating their knowledge of CAD. Images or live video of in-progress work should be included with audio or written narration explaining the process in a step-by-step manner.

**Final Project:** Students will create a small collection using their designs from the course, including creating fashion flats to show placement and scale of motifs. The final project will be presented in class for peer review.

All lab samples are expected to be executed at least partly during class time. This allows for in-progress assessments and a better result for student output. Module samples should be turned in on time and complete. Partial work will be reflected in the grade for the assignment. Late work is only accepted on an individual basis upon the approval of the instructor. If you have questions or issues with the lab, or if you will be missing a lecture or lab, you are responsible for contacting the instructor during office hours, or via email 4-5 hours before the start of class for assistance. This includes online assignments, such as discussion board questions. Students need to submit assignments *on or before the due date.*

**ONLINE PORTFOLIO** Each student is responsible forcreating a web-based portfolio showcasing their work.Completion of the e-Portfolio is 10% of your final grade. Students will have the option of using Open Lab to post their portfolio and/or create a web site to promote their work. Alternative web-based platforms will also be discussed at the beginning of each semester. *See next section for more on e-Portfolios.*

**TUTORIALS** As students learn about each process, they will keep a real-time blog documenting their learning experience. Blogs or vlogs should be created using appropriate industry terminology describing materials and techniques. Each Module should include one tutorial, therefore there should be 4 posts by the end of the semester; students will also respond to peer vlogs/blogs. Blog entry must include at least one image, vlogs should run ~3 minutes. All tutorials must be time and date stamped before the end of the Module. These are collectively worth 10% of the final course grade.

**E-PORTFOLIOS/OPEN LAB:**

We will be creating online portfolios for the work created in this course. CUNY-College of Technology asks all students to participate in building a program-long ePortfolio of the work that they complete while taking classes at the College.  Through a process of *collect, select, reflect, and connect,* students learn to judge the quality of their own work, speak about their learning, and present evidence of their current knowledge and skills.  College faculty will assist with this process by recommending that you store at least one significant piece of work from each course in your Blackboard content collection.  For more information, see the **"ePortfolios at CUNY-College Technology" organization** in Blackboard.

For sample Open Lab portfolios, see: <https://openlab.citytech.cuny.edu/portfolios/>

**Extra Credit** assignments will be optional throughout the course. Example: a museum visit to analyze an object or exhibition in a written response. Guidelines will be given for each extra credit opportunity. These are worth up to 10 points towards the mid-term or final exams, or towards homework grades as noted.

**Grading System:** All grades will be based in proportion to the following scale: A = 93 - 100 A- = 90 - 92 B+ = 87 - 89 B = 83 - 86 B- = 80 - 82 C+ = 77 - 79 C = 70 - 76 D = 60 - 69 F = 59 and below. If a final grade is not a whole number, any decimal greater than .5 will be rounded up (e.g. 82.51 becomes an 83). Each assignment includes a clear rubric.

WU-Unofficial Withdrawal (attended at least once)

WF-Withdrew Failing

WN-Unofficial Withdrawal (never attended)

*Grading and add/drop policies are in accordance with University policies.*

**Course Schedule:** Note that reading for lesson topics may correspond with textbook or course reader, as noted. Hume textbook is set up as Levels with Sections; e.g. Level One, Section One will be indicated as (1:1); each section includes a case study for review. Arahweave User Manual (AUM) will be used in conjunction with demo and file preparation. Course Reader materials include video tutorials and other demonstrative materials.

|  |  |  |
| --- | --- | --- |
| **CLASS SCHEDULE** | **Lecture/Lab information** | **Read & Review** |
| **Week 1: Module 1**  **Photoshop for Textile Design** | Lecture: Introduction to Photoshop  Lab: Layers, brushes, drawing | Hume: 1:1-1:5  Course Reader Week 1 |
| **Week 2: Module 1**  **Photoshop for Textile Design** | Lecture: Repeat pattern design and colorways  Lab: Create colorways and repeat pattern design in *Photoshop* | Hume: 2:6, 2:7 and 2:8  Course Reader Week 2 |
| **Week 3: Module 1**  **Illustrator for Textile Design** | Lecture: Motif types in textile design  Lab: Creating a motif and repeat pattern in *Illustrator* | Hume: 2: 9, 2:10, 2:11  Course Reader Week 3 |
| **Week 4: Module 1**  **Illustrator for Textile Design** | Lecture: Color theory basics; Colorways in print design  Lab: Create colorways of your motif with backgrounds | Hume: 2:12, 2:13  Course Reader Week 4 |
| **Week 5: Module 2**  **CAD for Basic Weaves** | Lecture: Intro to *Arahweave*  Lab: Designing basic weaves | Arahweave Basics and  fabric simulation setup  AUM: 1-2  Course Reader Week 5 |
| **Week 6: Module 2**  **CAD for Basic Weaves** | Lecture: *Arahweave*  Lab: Basic weaves II | AUM: 3-5  Course Reader Week 6 |
| **Week 7: Module 2**  **CAD for Basic Weaves** | Lecture: Color in woven design  Lab: Basic weave colorways | AUM: 7-8  Course Reader Week 7 |
| **Week 8: Module 3**  **CAD for wovens** | Lecture: Dobby weaves & design basics  Lab: Design a Dobby weave sampler | AUM: 9-10  Course Reader Week 8 |
| **Week 9: Module 3**  **CAD for wovens** | Lecture: Jacquard weaves & Design Basics  Lab: Weave a sample from your CAD file | AUM: 11-13  Course Reader Week 9 |
| **Week 10: Module 3**  **CAD for knits** | Lecture: Intro to CAD for knits  Lab: Design a weft knit with a color pattern | Course Reader Week 10 |
| **Week 11: Module 3**  **CAD for knits** | Lecture: CAD for knits: weft knits with texture  Lab: Fabricate your design samples by machine | Course Reader Week 11 |
| **Week 12: Module 3**  **CAD for embellishment** | Lecture: CAD for embellished fabrics  Lab: Design an embroidery or other embellishment | Course Reader Week 12 |
| **Week 13: Module 3**  **Fashion Flats** | Lecture: Applying textile designs to Fashion flats  Lab: Work with flats to create a small collection | Hume: 3:14, 3:15  Course Reader Week 13 |
| **Week 14: Portfolio Preparation** | Lecture: e-Portfolio preparation  Lab: Optimizing files; start assembling an organized portfolio on Open Lab | Hume: 3:16, 3:17 and Level 4 (Sharing Files, Comm. & Output)  Course Reader Week 14 |
| **Week 15: Portfolio Preparation** | Lab: Peer presentations of in-progress final projects and e-portfolios |  |
| **Week 16: Final Review** | Final materials due; Peer and Instructor Review |  |

**Modification of Curriculum**

This is a new course. It will be one in a series of four courses in the Textiles module as part of the Business & Technology of Fashion (B.S.) curriculum.

In addition to BUF 3246, this series of courses will include:

* BUF 2204 Global History of Dress and Textiles
* BUF 3246 Advanced Textile Techniques
* BUF 4246 Future Fashion and Textiles

**Justification**

This curriculum is being created to support students who want to pursue a career in textile manufacturing, design and related positions in the apparel industry. “Textile Technologies” (BUF 3346) will equip students with critical digital skills in textile design, including fabric design and surface design for apparel. Online portfolios and blogs function as materials that students can use to apply for textile-related jobs in apparel. This course functions as a digital component for Advanced Textile Techniques (BUF 3246), which provides a more experiential understanding of the processes used for textile design.

**Course Need Assessment**

BUF 3346 will be a required course for Fashion (B.S.) students who are specializing in Textiles. This course will serve as a Business department elective for all Fashion students. This course functions as a course offering students critical skills in computer-aided design (CAD) for textile design for knitted, woven, printed and embellished fabrics. This course follows BUF 3246 “Advanced Textile Techniques” in which students gain hands-on experience with fabrication techniques; this is helpful to understanding the interface between digital design and physical materials. As the program grows, we hope to offer the course once per academic year at student cap of 18. The Business department has a full-time faculty member qualified to teach the course.

**Projected Head Count:** 18 (due to lab capacity)

**Projected Timeline:** Spring or Fall 2022

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | **Future Fashion and Textiles** |
| **Proposal Date** | ~~Jan. 28, 2020~~ Rev. 10-20-20 |
| **Proposer’s Name** | Dr. Nazanin Munroe |
| **Course Number** | BUF 4246 |
| **Course Credits, Hours** | 3 credits, 2 hours lecture/2 hours lab |
| **Course Pre / Co-Requisites** | Pre-requisite: Textile Technologies BUF 3346  Or by departmental permission |
| **Catalog Course Description** | Students investigate topics related to recent developments in the industry, including: Ethics/Fair trade, sustainability issues, and smart textiles. Topics such as fair trade practices in fashion, sustainable alternatives for apparel production, and the future of interactive e-garments will be explored. Research, discussion, and lab-based experimentation culminate in a final project, paper and presentation. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | This course will introduce students to the latest research and development in textile and apparel technology, giving them a solid understanding sustainable alternatives and how interactive conductive surfaces can be integrated with microprocessors and other hardware to become “Smart” garments |
| **CUNY – Course Equivalencies**  Provide information about equivalent courses within CUNY, if any. | N/A |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | N/A |
| **For Interdisciplinary Courses:**   * Date submitted to ID Committee for review * Date ID recommendation received   - Will all sections be offered as ID? Y/N | N/A |
|  |
|  |
| **Intent to Submit as a Writing Intensive Course** | No |

**NEW COURSE PROPOSAL CHECK LIST**

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | X |
| * Brief Rationale | X |
| * CUNY – Course Equivalencies | X |
| Completed [Library Resources and Information Literacy Form](https://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form-rev3F16.doc) | X |
| **Course Outline**  Include within the outline the following. |  |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | X |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | X |
| Example Weekly Course outline | X |
| Grade Policy and Procedure |  |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | X |
| Library resources and bibliography | X |
| **Course Need Assessment.**  Describe the need for this course. Include in your statement the following information. |  |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | X |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | X |
| Where does this course overlap with other courses, both within and outside of the department? | X |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. |  |
| **Course Design**  Describe how this course is designed. |  |
| Course Context (e.g. required, elective, capstone) | X |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | X |
| How does this course support Programmatic Learning Outcomes? | X |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | X |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) |  |
| Interdisciplinary Committee Recommendation (if applicable and if received)\*  \*Recommendation must be received before consideration by full Curriculum Committee |  |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) |  |
| Writing Intensive Form if course is intended to be a WIC (under development) |  |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. |  |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). |  |
| Established Timeline for Curricular Experiment |  |

CUNY-NYC College of Technology

Department of Business, Business & Technology of Fashion

**Course Outline: Future Fashion and Textiles (BUF 4246)**

3 credits/4 hours (2 hours lecture/2 hours lab)

**COURSE DESCRIPTION**

An investigation of topics related to technological developments in the industry, specific to textiles and apparel. Topics such as conductive textiles and interactive garments are explored in conjunction with uses in the apparel industry. Research, discussion and lab-based experimentation culminate in a final project, paper and presentation.

**COURSE CO/PREREQUISITE (S)** Textile Technologies (BUF 3346) or by departmental permission

**REQUIRED TEXTBOOK AND MATERIALS**

Genova, Aneta and Katherine Moriwaki. *Fashion and Technology.* Bloomsbury, 2016: London and New York. **ISBN-13:** 978-1501305085

**OERs** as listed in the course Open Lab site: these will include current articles and open source textbook readings as listed.

Online Video tutorials will be a significant part of the lab portion of this course, e.g.

Adafruit Tutorials <http://learn.adafruit.com>

Materials: Digital components, fabrics and mixed media as needed for projects

Materials cost: ~$100

***LEARNING OUTCOMES: Course Specific***

|  |  |
| --- | --- |
| OUTCOME | ASSESSMENT |
| Identify current trends in the apparel industry with regard to smart/interactive textiles, biosynthetic fiber development, and new garment forms | Class discussions, homework and final paper |
| Research and understand the role of technology in the contemporary textile and apparel industries | Class discussions, homework, lab work, and presentation of final project |
| Analyze challenges presented by non-traditional textile and garment-making techniques, and consider solutions or alternatives | Class discussion, online assessments of industry trends, lab work,  sample production and projects |
| Understand the relationship between electronic components and textiles/apparel | Class discussion, lab work, and final paper/presentation |
| Interpret the current trends, techniques, and future direction of the industry, and create original response | Class discussions, lab work and final paper/presentation |

***LEARNING OUTCOMES: General Education***

|  |  |
| --- | --- |
| OUTCOME | ASSESSMENT |
| Employ scientific reasoning and logical thinking | Lab experiments and documentation |
| Derive meaning from experiential learning as well as gather information from observation | Class discussions, lab experiments, and final project materials |
| Show curiosity and the desire to experiment with software to alter the results of textiles/apparel | Class discussion, samples produced, and final project materials |
| Gather, interpret, evaluate, and apply information discerningly from a variety of sources. | Lab experiments, library research, homework assignments |
| Demonstrate intellectual honesty and personal responsibility | Online discussions, written demeanor, final paper & presentations |
| Gather, interpret, evaluate, and apply information discerningly from a variety of sources | Final paper & presentation |
| Demonstrate expanded cultural and global awareness and sensitivity | Class discussion, final paper & presentation |

**TECHNOLOGY** All students will be responsible for arranging reliable access to internet and computer for online assignments including submissions, discussion boards, blogs, and related materials. Primary platforms used will be Blackboard and Open Lab; any online synchronous meetings will take place using Blackboard Collaborate or Zoom.

**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/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please contact:

[**Student Accessibility Center (SAC)**](http://www.citytech.cuny.edu/accessibility/)at **300 Jay Street,** room**L-237**

Telephone:**718-260-5143**

**WEB:** <http://www.citytech.cuny.edu/accessibility/>

**COMPLIANCE WITH AMERICAN DISABILITIES ACT**

Any student who seeks a reasonable accommodation of a disability with respect to an academic matter should obtain a CUNY City Tech College Request for Accommodation of Disability Form, as soon as the need becomes apparent, from one of the ADA Coordinators. The ADA Coordinators can be reached in person or by phone at the information listed above.

**ATRIUM LEARNING CENTER** The Atrium Learning Center at City Tech offers academic assistance to all students through the use of services including tutoring, workshops and access to computer-based programs. Both peer and faculty tutors are available for assistance. For further information, please visit: <https://www.citytech.cuny.edu/alc/>

**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.

SafeAssign anti-plagiarism software may be administered for the submission of assignments; students will have the opportunity to review their reports prior to submission.

**CREDIT HOUR ASSIGNMENT POLICY**

Course work performed outside of the classroom (such as reading, studying, writing papers, doing projects or receiving tutoring) is critical to academic success. While the time requirements for individual students may vary somewhat, a general rule of thumb is that students should spend about **two hours outside the classroom for every hour required in it.** Assigned homework such as creating original fabric samples, researching methods, and becoming familiar with materials and lab equipment, is expected to take up to 6-8 hours weekly. Please plan accordingly.

**MIDTERM REPORTS:** All students will be notified through their CUNY- NYC College of Technology e-mail accounts and/or posted on Blackboard about their progress in this course by the mid-semester point.

Mid-term grades are assessed as follows, per recommendation by the Office of the Provost:

P-Passing, BL-Borderline, U-Unsatisfactory, SA-Stopped Attending

**Grading System:** All grades will be based in proportion to the following scale: A = 93 - 100 A- = 90 - 92 B+ = 87 - 89 B = 83 - 86 B- = 80 - 82 C+ = 77 - 79 C = 70 - 76 D = 60 - 69 F = 59 and below. If a final grade is not a whole number, any decimal greater than .5 will be rounded up (e.g. 82.51 becomes an 83). Each assignment includes a clear rubric.

WU-Unofficial Withdrawal (attended at least once)

WF-Withdrew Failing

WN-Unofficial Withdrawal (never attended)

*Grading and add/drop policies are in accordance with University policies.*

**FINAL GRADE FOR THE COURSE** The Course grade is calculated as follows.Descriptions for each category are included in the following pages:

|  |  |  |
| --- | --- | --- |
| **CATEGORY** | **DESCRIPTION** | **% FINAL GRADE** |
| **In-class and online Participation** | Class Discussions and Peer Reviews | (10%) |
| **Online Participation** | Discussion Boards and Blogs | (10%) |
| **Module 1** | Fair Trade/Ethics in Fashion | (15%) |
| **Module 2** | Sustainable Alternatives | (15%) |
| **Module 3** | Smart Textiles & Technology in Fashion | (15%) |
| **Final Project** | Create an apparel collection or product based on the Modules studied, including samples | (25%) |
| **Final e-Portfolio** | e-Portfolio on Open Lab showcasing best work, including final project | (10%) |

**PARTICIPATION** Active participation includes taking notes during lecture and participating in classroom discussions, peer critiques, and labs. Online participation includes participation in discussion boards or commenting on peer web sites/blogs. Please check Blackboard regularly for updates to assignments and postings. All changes to the schedule will be posted in the Announcements section; emails will also be sent for urgent items.

Although students are not graded on attendance, 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 (e.g. discussions, lectures, or labs). In-class activities including quizzes and tests that are completed during class time will result in a 0, unless the absence is excused. Missed class time includes not just absences but also late arrivals, early departures, and time outside the classroom taken by students during class meeting periods.

Students who are not present in class are responsible for turning in assignments *before* the start of class on the due date via Blackboard. Exceptions will only be made for medical or family emergencies provided on official letterhead, as approved and documented through the Center for Student Accessibility (see previous section).

**STUDENT CONDUCT POLICY** Any conduct that interferes with the educational process is prohibited in classes at NYCCT. This includes any behaviors that are dangerous, disruptive, disrespectful or disorderly. Students must use commonly accepted standards of courtesy, cooperation, consideration and mutual respect at all times.

**Please silence your cell phones** When in class, please turn your cell phones off and put them out of sight.Talking on cell phones, checking or sending text messages, listening to music, and reading material not connected to this class is prohibited. Please do not wear headphones during class. Laptops are permissible for taking notes in the first row of the classroom. No video or audio recording permitted during lectures. If you need to check your cell phone for an emergency situation, please inform me before class.

**Online participation:** For any online portion of this course, attendance is documented by your participation online in discussion boards, blogs, and participation during synchronous sessions using chat or audio. All due dates for online work, including time of day, are noted on the course schedule. All submitted assignments are time/date stamped through Blackboard.

**LECTURES and LABS** This course includes a lecture component as well as a lab component. Lectures and labs will take place during the in-person portion of the class. In some cases, students will be responsible for bringing materials to complete the lab, and will be notified ahead of time on the syllabus, in class, and through reminders announced on Blackboard. Labs are assessed and calculated as explained below. The weight of each Module is based on the amount of time involved in the lab. Open lab hours will vary each semester and per Module; please check Blackboard for updates.

**LAB MODULES:** Module 1 will focus on ethical production processes, and will culminate in a short student presentation for the peer critique portion. Module 2 (Sustainable alternatives) and Module 3 (Smart/Techno Textiles) include lab work to produce samples; mood boards will be created for peer critiques. Being present for demonstrations and lab work is an important aspect of learning these techniques, and as such, is included in your participation grade. The fabric samples completed during labs and outside of class comprise your Module grade.

**Module 1: Ethics and Fair Trade in Fashion** Students will research Fair Trade companies and present to the class on a company of their choice from a list provided. The analysis will include pros and cons of global outsourcing, including environmental issues, as well as the economic viability of reorganizing apparel industry practices towards more ethical practices. This unit is worth 15% of the course grade calculated.

**Module 2: Sustainable Alternatives** Students will research companies creating sustainable fiber alternatives and environmentally-friendly processes, and create samples based on one of these processes. This unit is worth 15% of the course grade.

**Module 3: Smart Textiles & Technology in Fashion** Students will research fashion designers and companies using technology to create interactive textiles and garments, and create samples based on one of these processes. This unit is worth 15% of the course grade calculated.

**Final Project:** Students will create an apparel collection or product based on the Modules studied, including samples, e.g.: Creating an interactive textile for apparel, and presenting this with supporting research, marketing plan, consumer demographic, price point for the finished product, and plans for upscaling.

All lab samples are expected to be executed at least partly during class time. This allows for in-progress assessments and a better result for student output. Module samples should be turned in on time and complete. Partial work will be reflected in the grade for the assignment. Late work is only accepted on an individual basis upon the approval of the instructor. If you have questions or issues with the lab, or if you will be missing a lecture or lab, you are responsible for contacting the instructor during office hours, or via email 4-5 hours before the start of class for assistance. This includes online assignments, such as discussion board questions. Students need to submit assignments *on or before the due date.*

**ONLINE PORTFOLIO** Each student is responsible forcreating a web-based portfolio showcasing their work.This can be added to your existing online portfolio.Completion of the e-Portfolio is 10% of your final grade. Students will have the option of using Open Lab to post their portfolio and/or create a web site to promote their work. Alternative web-based platforms will also be discussed at the beginning of each semester. *See next section for more on e-Portfolios.*

**E-PORTFOLIOS/OPEN LAB:**   
We will be creating online portfolios for the work created in this course. CUNY-College of Technology asks all students to participate in building a program-long ePortfolio of the work that they complete while taking classes at the College.  Through a process of *collect, select, reflect, and connect,* students learn to judge the quality of their own work, speak about their learning, and present evidence of their current knowledge and skills.  College faculty will assist with this process by recommending that you store at least one significant piece of work from each course in your Blackboard content collection.  For more information, see the **"ePortfolios at CUNY-College Technology" organization** in Blackboard.

For sample Open Lab portfolios, see: <https://openlab.citytech.cuny.edu/portfolios/>

**COURSE SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **Week/ Topic** | **Lecture/Lab** | **Assigned Reading & Homework** |
| WEEK 1:  **Module 1:** Introduction to Ethics/Fair trade in Apparel | Lecture: Introduction to Global practices in Fashion: history of sweatshops; Discussion of Fair Trade  Lab: Group work: Analyze manufacturing practices in a case study | **READ**: Mod 1, Week 1: Sweatshop & Labor history  **Discussion Board** topic: [“Wage Theft Plagues L.A. Garment Workers…”](https://www.latimes.com/business/story/2020-08-17/fashion-brands-garment-workers-sb1399-joint-liability-piece-rate) in the L.A. Times (Aug. 17, 2020)  **HW:** Post your thread |
| WEEK 2:  Fair Trade Practices in Fashion | Lecture: Discussion of how the industry is changing  Lab: Presentation of ethical trade example from list | **READ:**  Mod 1, Week 2: Labor laws & corporate responsibility  **HW:** Comment on at least2 peer postings |
| WEEK 3: Ethics and Sustainability | Lecture: Sustainability issues and environmental impact  Lab: Group work: Analyze industry solutions using case studies | **HW:** Write your essay on sweatshop practices and CSR in fashion |
| WEEK 4:  **Module 2:** Sustainable alternatives in Fashion  Review articles, choose blog topic | Lecture: Introduction to synthetic textile production  Lab: Fabric tests with natural v. synthetic fabrics | **READ** Mod 2, Week 4: Intro to Sustainable Fashion [article](https://www.nytimes.com/2020/08/19/fashion/mens-wear-the-birth-of-a-cult.html)  and **REVIEW** [The Good Trade](https://www.thegoodtrade.com/features/fair-trade-clothing)  **BLOG:** Choose one company from and blog about their sustainable business model on Open Lab |
| WEEK 5:  Biosynthetic production- Dyes | Lecture: Sustainable dye processes  Lab: Create samples using biodegradable dyes | **REVIEW:** Module 2, Week 6:  Take notes on materials and techniques used in sustainable dye and textile production |
| WEEK 6:  Biosynthetic production- Fabrics | Lecture: Biosynthetic textile production  Lab: Examine and compare different biosynthetic textile samples | **REVIEW:** web sites listed in Module 2, Week 7  Take notes on materials and techniques used in sustainable dye and textile production |
| WEEK 7: 10/6-10/13  Biosynthetic production- Fabrics | Lecture: Use of biosynthetic fabrics in the apparel industry | **HW:** Write a paper analyzing two different types of biosynthetic textile production or dye processes |
| WEEK 8:  Biosynthetics in the industry | Lab: Design a sustainable product (Garment or accessory) | Complete sustainable product and prepare for presentation |
| WEEK 9: | Presentations | **REVIEW:** Mod 3, Week 10:Introduction toSmart Textiles |
| WEEK 10:  **Module 3:** Intro to Smart Textiles and Future Fashion | Lecture: Introduction to Smart textiles  Lab: Creating a circuit for a Smart textile | **READ:** Fashion & Technology, Ch. 1 **HW:** Analyze types of e-textiles (passive v. active/smart)using examples from Module 3 |
| WEEK 11:  Interactive surfaces | Lecture: Interactive surfaces and uses in apparel  Lab: Working with sensors | **READ:** Fashion & Technology Ch. 2  **REVIEW:** Mod 3, Week 11:Fashion Designers using technology |
| WEEK 12:  Smart Garments in practice | Lecture: Fashion Designers using technology  Lab: Group discussion: Talk about how Smart textiles can improve or degrade quality of life for users | Complete samples of smart textiles for presentations |
| WEEK 13:  **Final Module begins** | Presentation of Smart Textile samples; brainstorming for final project | **HW:** Develop and Submit Idea for final project, with timeline |
| WEEK 14: | Lecture: How to create a collection and pitch an idea to investors  Lab: Independent lab work | **HW:** Put together the components for your collection  Put together your PowerPoint presentation for investors |
| WEEK 15: | Lab: Presentations and peer reviews | **HW:** Complete final project materials and update e-portfolio |
| WEEK 16: **FINALS** | Final materials due |  |

**Bibliography**

Banzo, Massimo and Michael Shiloh. *Getting started with Arduino.* Maker Media, 2014: Sebastopol.

Barela, Mike. *Getting Started with Adafruit Circuit Playground Express (1st edition).* Maker Media, 2018: San Francisco.

Brownie, Barbara. *Spacewear: Weightlessness and the Final Frontier of Fashion.* Bloomsbury Visual Arts, 2019: London and New York. **ISBN-13:** 978-1350000322

Clarke, Sarah E. Braddock and Jane Harris. *Digital Visions for Fashion and Textiles: Made in Code.* Thames & Hudson, 2012: New York. **ISBN-13:** 978-0500516447

Fletcher, Kate and Lynda Grose. *Fashion & Sustainability: Design for Change.* Laurence King Publishing, 2012: London. **ISBN-13:** 978-1856697545

Gullingsrud, Annie. *Fashion Fibers: Designing for Sustainability.* Fairchild Books, 2017: London and New York. **ISBN-13:** 978-1501306648

Hartman, Kate. *Make: Wearable Electronics: Design, Prototype and Make your own interactive Garments.* Make Community, LLC, 2014. **ISBN-13:** 978-1449336516

Jiminez, Guillermo C. and Elizabeth Pulos. Good Corporation, Bad Corporation: Corporate Social Responsibility in the Global Economy.  Open SUNY: 2016. ISBN 13: 9781942341253

Pailes-Friedman, Rebecca. *Smart Textiles for Designers: Inventing the Future of Fabrics.* Laurence King, 2016: London. **ISBN-13:** 978-1780677323.

Torvalds, Mark. *Arduino: A Step-by-Step Guide to Master Arduino Hardware and Software.* CreateSpace Independent Publishing Platform. **ISBN-13:** 978-1976097713

**Modification of Curriculum**

This is a new course. It will be one in a series of four courses in the Textiles module as part of the Business & Technology of Fashion (B.S.) curriculum.

In addition to BUF 4246, this series of courses will include:

* BUF 2204 Global History of Dress and Textiles
* BUF 3246 Advanced Textile Techniques
* BUF 3346 Textile Technologies

**Justification**

This curriculum is being created to support students who want to pursue a career in textile manufacturing, design and related positions in the apparel industry. “Future Fashion and Textiles” (BUF 4246) provides students with a think tank environment to learn, experiment, and contemplate the frontier of textile and apparel manufacturing. Online portfolios and blogs function as materials that students can use to apply for textile-related jobs in apparel. This course functions as a capstone course for the Textiles Module.

**Course Need Assessment**

BUF 4246 will be a required course for Fashion (B.S.) students who are specializing in Textiles. This course will serve as a Business department elective for all Fashion students. This course functions as a course offering students critical skills in computer-aided design (CAD) for textile design for knitted, woven, printed and embellished fabrics. This course follows BUF 3346 “Textile Technologies” in which students gain skills in digital design. Combining their technology experience with materials, students work develop protoypes and experiment with materials to address important concepts challenging the old models of manufacturing in the fashion industry. As the program grows, we hope to offer the course once per academic year at student cap of 18. The Business department has a full-time faculty member qualified to teach the course.

**Projected Head Count:** 18 (due to lab capacity)

**Projected Timeline:** Spring or Fall 2022

**Business Department**

Thursday, February 28th, 2020: Department Meeting

Present: Alyssa Adomaitis, Lucas Bernard, Stanley Carroll, John Dixon, Roy Iraggi, Letitia McNeil, Nazanin Munroe, Kara Pasner, Rachel Raskin, Elizabeth Rohan, Gerald Singh, Joseph Sollecito, Kimberly Strickler, & Anne Zissu

Excused: Denise Sutton & David Zimmerman

1. **New Textiles Module**

* In the Business Department we have been busy building out our Textiles Lab (expected opening 2020-2021 academic year) for the Business & Technology of Fashion program. In doing so, we've also been creating an area of specialization (aka "module") for fashion students, which consists of four courses: 2 3000-level courses, 1 4000-level course, and 1 advanced liberal arts course. The courses are proposed and we are awaiting feedback. The proposed courses are: BUF 3246 "Advanced Textile Techniques"; BUF 3346 "Textile Technologies"; BUF 4246 "Future Fashion & Textiles" & BUF 2204 "Global Dress & Textiles".
* **Vote to add the proposed 4 Textiles Module Courses to BTech in Fashion curriculum**

Vote Results: 13 Yes, 0 No, 0 Abstain

1. **New Faculty Release Time**

* Be sure to use your Faculty Release Time and as a reminder it is for you to use for your research. There is a 5 year limit on using your hours and if you do not use them within this time period, you will lose it.

1. **Directorship**

* In order to be paid for your directorship, a copy of your deliverables should be attached and submitted with your PDP. It will need to be signed and approved by the faculty member, chair and dean.

1. **Records Retention**

* Be sure to keep copies in the department of files for each member of the faculty, both full-time and adjunct. In that file, we should have copies of SETs, classroom observations, letters/communications, student complaints, official communiques from OFSR, annual reviews, CV etc. parse

1. **Business Department College Website** – [www.citytech.cuny.edu/business](http://www.citytech.cuny.edu/business)

* There are many helpful areas on our website for students, staff, faculty and other individuals who may be looking for information ranging from Payroll, Grade Changes, Office Hours, Financial Aid, PSC Contracts etc. Be sure to refer to this page for many of the answers to common college questions.

1. **Good and Welfare**

* Congratulations to Denise Sutton who has been awarded a Fulbright Fellowship!

**FORMAT FOR a New course**

**Section AIV: New Courses**

**AIV.1**

|  |  |
| --- | --- |
| **CUNYfirst Course ID** | **BUF 2204** |
| **Department(s)** | **Business** |
| **Career** | **[ x ] Undergraduate  [ ] Graduate** |
| **Academic Level** | **[ x ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial** |
| **Subject Area** | **Business & Technology of Fashion** |
| **Course Prefix** | **BUF** |
| **Course Number** | **2204** |
| **Course Title** | **Global History of Dress and Textiles** |
| **Catalogue Description** | A survey of historic dress and textiles from pre-history [ds1] to the Industrial era (c. 1800). Explores garment styles and fabrics from Asia, Europe, the Islamic World, the Americas, and Africa. Culminates in a research paper/presentation about garments or textiles from one of the areas studied. |
| **Pre/ Co Requisites** | **ARTH 1204** or **ARTH 1103** |
| **Credits** | **3 credits** |
| **Contact Hours** | **3 hours** |
| **Liberal Arts** | **[ x ] Yes  [   ] No** |
| **Course Attribute (e.g. Writing Intensive, Honors, etc)** | **N/A** |
| **Course Applicability** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **[ X ] Major** |  |  |  | | | **[ ] Gen Ed Required** | | **[ x ] Gen Ed - Flexible** | | **[ ] Gen Ed - College Option** | | **[ ] English Composition** | | **[ x ] World Cultures** | | **College Option Detail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **[ ] Mathematics** | | **[ ] US Experience in its Diversity** | |  | | **[ ] Science** | | **[ ] Creative Expression** | |  | |  |  | **[ ] Individual and Society** | |  | |  |  | **[ ] Scientific World** | |  | |
| **Effective Term** | **Spring or Fall 2022** |

Rationale:  This course is critical for fashion students to understand the materials, techniques, and iconographic symbolism of historic dress. Lectures will incorporate developments in trade and technology leading up to the industrial revolution. Lectures, presentations, and research prepare students for graduate-level research or entry-level museum work with historic costume/textiles. For Gen Ed credit, this course will provide a fascinating overview of global styles.

NOTE: At least one Title and IRP code of a program to which the new course is applicable, as per SED regulation.

**Section AIV: New Courses**

**AIV.1**

|  |  |
| --- | --- |
| **CUNYfirst Course ID** | **BUF 3246** |
| **Department(s)** | **Business** |
| **Career** | **[ x ] Undergraduate  [ ] Graduate** |
| **Academic Level** | **[ x ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial** |
| **Subject Area** | **Business & Technology of Fashion** |
| **Course Prefix** | **BUF** |
| **Course Number** | **3246** |
| **Course Title** | **Advanced Textile Techniques** |
| **Catalogue Description** | An exploration of advanced techniques in analysis and fabrication of fabrics. Laboratory work concentrates on cloth construction, hand-printing techniques, machine sewing and stitching techniques, natural and synthetic dye processes and experimentation with sustainable fibers and fabrics. |
| **Pre/ Co Requisites** | **Pre BUF 2246** |
| **Credits** | **3** |
| **Contact Hours** | **4** |
| **Liberal Arts** | **[ ] Yes  [  x ] No** |
| **Course Attribute (e.g. Writing Intensive, Honors, etc)** | **N/A** |
| **Course Applicability** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **[ x ] Major** |  |  |  | | | **[ ] Gen Ed Required** | | **[ ] Gen Ed - Flexible** | | **[ ] Gen Ed - College Option** | | **[ ] English Composition** | | **[ ] World Cultures** | | **College Option Detail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **[ ] Mathematics** | | **[ ] US Experience in its Diversity** | |  | | **[ ] Science** | | **[ ] Creative Expression** | |  | |  |  | **[ ] Individual and Society** | |  | |  |  | **[ ] Scientific World** | |  | |
| **Effective Term** | **Spring or Fall 2022** |

Rationale:  This course introduces students to current technology used in the fashion and textile industries to prepare them for work as designers or design assistants for apparel. “Advanced Textile Techniques” (BUF 3246) will equip students with hands-on experience of textile fabrication, including history of techniques and uses in apparel. Online portfolios and blogs function as materials that students can use to apply for textile-related jobs in apparel. This course functions as a hands-on, advanced counterpart to Introduction to Textiles (BUF 2246), which provides an overview of fiber and textile processes.

NOTE: At least one Title and IRP code of a program to which the new course is applicable, as per SED regulation.

**Section AIV: New Courses**

**AIV.1**

|  |  |
| --- | --- |
| **CUNYfirst Course ID** | **BUF 3346** |
| **Department(s)** | **Business** |
| **Career** | **[  x ] Undergraduate  [ ] Graduate** |
| **Academic Level** | **[ x ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial** |
| **Subject Area** | **Business & Technology of Fashion** |
| **Course Prefix** | **BUF** |
| **Course Number** | **3346** |
| **Course Title** | **Textile Technologies** |
| **Catalogue Description** | Introduction to software for textile design, including digital interfaces for woven and knitted fabrics, and digital surface design techniques. Laboratory work concentrates on computer-aided design (CAD) for weft knits, Dobby and Jacquard-woven textiles, and repeat pattern design for digital fabric prints. Students will test their designs for viability using lab equipment. |
| **Pre/ Co Requisites** | **BUF 3246** |
| **Credits** | **3** |
| **Contact Hours** | **4** |
| **Liberal Arts** | **[ ] Yes  [ x  ] No** |
| **Course Attribute (e.g. Writing Intensive, Honors, etc)** | **N/A** |
| **Course Applicability** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **[ x ] Major** |  |  |  | | | **[ ] Gen Ed Required** | | **[ ] Gen Ed - Flexible** | | **[ ] Gen Ed - College Option** | | **[ ] English Composition** | | **[ ] World Cultures** | | **College Option Detail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **[ ] Mathematics** | | **[ ] US Experience in its Diversity** | |  | | **[ ] Science** | | **[ ] Creative Expression** | |  | |  |  | **[ ] Individual and Society** | |  | |  |  | **[ ] Scientific World** | |  | |
| **Effective Term** | **Spring or Fall 2022** |

Rationale:  This course will introduce students to current technology used in the fashion and textile industries to prepare them for work as designers or design assistants for apparel.

NOTE: At least one Title and IRP code of a program to which the new course is applicable, as per SED regulation.

**Section AIV: New Courses**

**AIV.1**

|  |  |
| --- | --- |
| **CUNYfirst Course ID** | **BUF 4246** |
| **Department(s)** | **Business** |
| **Career** | **[ x ] Undergraduate  [ ] Graduate** |
| **Academic Level** | **[ x ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial** |
| **Subject Area** | **Business & Technology of Fashion** |
| **Course Prefix** | **BUF** |
| **Course Number** | **4246** |
| **Course Title** | **Future Fashion and Textiles** |
| **Catalogue Description** | An investigation of topics related to technological developments in the industry, specific to textiles and apparel. Topics such as conductive textiles and interactive garments are explored in conjunction with uses in the apparel industry. Research, discussion and lab-based experimentation culminate in a final project, paper and presentation. |
| **Pre/ Co Requisites** | **BUF 3346** |
| **Credits** | **3** |
| **Contact Hours** | **4** |
| **Liberal Arts** | **[ ] Yes  [  x ] No** |
| **Course Attribute (e.g. Writing Intensive, Honors, etc)** | **N/A** |
| **Course Applicability** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **[ x ] Major** |  |  |  | | | **[ ] Gen Ed Required** | | **[ ] Gen Ed - Flexible** | | **[ ] Gen Ed - College Option** | | **[ ] English Composition** | | **[ ] World Cultures** | | **College Option Detail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **[ ] Mathematics** | | **[ ] US Experience in its Diversity** | |  | | **[ ] Science** | | **[ ] Creative Expression** | |  | |  |  | **[ ] Individual and Society** | |  | |  |  | **[ ] Scientific World** | |  | |
| **Effective Term** | **Spring or Fall 2022** |

Rationale:  This course will introduce students to the latest research and development in textile and apparel technology, giving them a solid understanding sustainable alternatives and how interactive conductive surfaces can be integrated with microprocessors and other hardware to become “Smart” garments.

NOTE: At least one Title and IRP code of a program to which the new course is applicable, as per SED regulation.

**LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION**

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new courses/programs.

Consult with your library faculty subject specialist (<http://cityte.ch/dir>) **3 weeks before the proposal deadline**.

**Course proposer:** please complete boxes 1-4. **Library faculty subject specialist:** please complete box 5.

|  |  |  |
| --- | --- | --- |
| **1** | **Title of proposal**  **New Textiles Module for Business & Technology of Fashion** | **Department/Program**  Business Department  Business & Technology of Fashion |
|  | **Proposed by** (include email & phone)  Prof. Nazanin Munroe  [nmunroe@citytech.cuny.edu](mailto:nmunroe@citytech.cuny.edu)  718-260-5773 | **Expected date course(s) will be offered**  Spring or Fall 2022  **# of students**  BUF 2204 : 34 students  BUF 3246, 3346, and 4246: 18 students |

|  |  |
| --- | --- |
| **2** | **The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website (**[**http://cityte.ch/curriculum**](http://cityte.ch/curriculum)**) for articles and ebooks for your courses, or our open educational resources (OER) guide (**[**http://cityte.ch/oer**](http://cityte.ch/oer)**). Have you considered using a freely-available OER or an open textbook in this course?**  Yes, OERs are integrated into the reading materials for most courses in this proposal. |

|  |  |
| --- | --- |
| **3** | **Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link.**  I believe that the holdings at the City Tech library are sufficient for the course assignments. |

|  |  |
| --- | --- |
| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**  For BUF 2204 “Global History of Dress and Textiles” I have already reviewed City Tech library resources as my starting point for student research projects. I will be happy to continue building the Fashion collection with the specialist, and to collaborate with Library faculty in order to help students utilize the resources available to their full extent.  For the additional courses, BUF 3246, 3346, and 4246, these are lecture/lab courses. The available materials in the City Tech library are a good complement to the work we will be completing in labs. |

|  |  |
| --- | --- |
| **5** | **Library Faculty Subject Specialist \_\_Professor Wanett Clyde\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Comments and Recommendations**  Professor Munroe has a history of working thoughtfully with the library to make selections for her department. I look forward to continuing our efforts to ensure that library collections support the goals of the curriculum and our students.  **Date10/23/2020** |

*See: Letter of support from School of Arts & Sciences Dean, following page*







*---EXAMPLE---*

**Course Reader** BUF 4246: Future Fashion and Textiles

**MODULE 1:** **Fair Trace and Ethics in Apparel Manufacturing**

**WEEK 1:** **Introduction to Issues in RTW Apparel Manufacturing**

We will start the semester with a series of readings about the foundations of the Ready-to-Wear (RTW) industry in the US, especially New York City’s garment industry.

**READ:** Article series by the Smithsonian Institution’s National Museum of American History:

1. History of sweatshops: <https://americanhistory.si.edu/sweatshops/history>
2. Sweatshops 1820-1880: <https://americanhistory.si.edu/sweatshops/history-1820-1880>
3. Sweatshops 1880-1940: <https://americanhistory.si.edu/sweatshops/history-1880-1940>
4. Sweatshops 1940-1997: <https://americanhistory.si.edu/sweatshops/history-1940-1997>

**REVIEW: Historic Photographs of Sweatshop Labor**

In the late 19th/early 20th c., journalists and social reformers took issue with tenement sweatshops and factory conditions. Jacob Riis and Lewis Hine photographed many of the appalling conditions faced by the labor force, especially women and children working in textile mills and garment factories. View some of those photographs here in the digital collections of the New York Public Library (click arrows or select photo from drop-down menu):

<https://digitalcollections.nypl.org/items/510d47d9-aa01-a3d9-e040-e00a18064a99/book?parent=a675d330-c6cc-012f-0cfa-58d385a7bc34#page/3/mode/2up>

**Discussion Board (DB) #1:** Read this article and post a reply to the Discussion Board. You will create and name your own thread. See below for assignment details.

**READING:**

Article: “The Ladies Who Launch: The Rise of the Resistance Socialite”

<https://www.thecut.com/2020/01/lingua-franca-and-the-rise-of-the-resistance-socialite.html>

Discussion Board Questions to ponder: Writing in a narrative format, consider these issues in your post:

* At first glance/shop, what do you think about the Lingua Franca line? <https://linguafranca.nyc/collections/shop>
* Spend some time on the web site and read up on the company. What do you think about their mission as a company that “cares a lot”? Based on the readings, is Lingua Franca a company engaged in fair trade practices? Cite or quote the web site to support your opinion <https://linguafranca.nyc/pages/about-us>
* How does this article frame the larger issue of fair trade, and what are the issues in this particular case?
* What do you envision as a solution to the problem(s) that McPherson mentions in the article?
* Would you buy Lingua Franca clothes? Why or why not?

Thread posting: **200-word minimum**/**350-word maximum**. See course syllabus for detailed information on the rubric for discussion boards.

Comments to peer postings: **35-word min.-100 words max.** Please write in complete sentences; do not reply “I agree” or “Great comment” as these do not count as postings.

*Additional assignment details on Blackboard*

**WEEK 2: Labor Laws and Corporate Responsibility** The Development of “Fair Trade” has evolved as a 21st century response to an old problem: how do companies earn a profit without exploiting the working class? Read about the definition of “Fair Trade” and how the shortcomings in modern-day industry has led corporations to become more socially responsible. Readings listed below.

*A close up of a sign

Description automatically generated* **TEXTBOOK READING:** Jiminez, Guillermo C. and Elizabeth Pulos. Good Corporation, Bad Corporation: Corporate Social Responsibility in the Global Economy.  Open SUNY: 2016. ISBN 13: 9781942341253

1. [Ch. 8: “Fair Trade”](https://milnepublishing.geneseo.edu/good-corporation-bad-corporation/chapter/8-fair-trade/) Read the first two sections of this chapter, “Fair Trade: Conscious Consumerism Comes to Coffee” and “The Origins of Fair Trade”
2. [CH. 9: “CSR and Sweatshops”](https://milnepublishing.geneseo.edu/good-corporation-bad-corporation/chapter/9-csr-and-sweatshops/) Read this chapter in its entirety to gain an understanding of corporate social responsibility (CSR) and how fashion industry practices contribute to global concerns about sweatshops

More information about the principles of today’s Fair Trade movement are available here: <https://www.fairtradecertified.org/why-fair-trade>

<https://www.fairtradecertified.org/why-fair-trade/our-global-model>

**Week 3: Complete your essay on Sweatshops then and now**

*See Blackboard for assignment details on the Sweatshop Analysis*

**MODULE 2:** **Sustainability Issues and Biosynthetic Alternatives**

This module examines materials and processes in the Textile and Fashion industries that harm the environment, and new solutions being developed.

**WEEK 4: INTRODUCTION TO SUSTAINABLE FASHION   Fashion’s contribution to environmental issues is over-production and over-consumption. Read about some alternatives to this old industry model.**

1. **READ:**[“Want to Make it Big in Fashion? Think Small.”](https://www.nytimes.com/2020/08/19/fashion/mens-wear-the-birth-of-a-cult.html) By Guy Trebay, *The New York Times*(August 19, 2020).
2. **REVIEW:** Check this list about fashion companies making a difference from [The Good Trade](https://www.thegoodtrade.com/features/fair-trade-clothing)and choose one to blog about on Open Lab.

**WEEK 5:** *Homework: Analyze of the practices and collections of a sustainable company and write an original blog to post on the Open Lab. See Blackboard Module 2 for details.*

**WEEK 6: DYES** Color is a major factor in creating and marketing a desirable line of apparel. All dyes were made from [natural sources](https://maiwa.com/pages/natural-dyes) (animal, plant and mineral) until the mid-19th century, when William Henry Perkin created the first chemical dye from coal tar, a purplish color he called “Mauveine.” Synthetic dyes are toxic and cause great harm to the environment. Review the content below sequentially.

1. Watch this TEDx Talk by Susan Clark [“A Brief History of the Invention of Modern Color”](https://youtu.be/TM4HiNOhkM0)  (~10 min. long)
2. Read this article by Esha Chhabra [“Natural v. Synthetic Dyes: Which is more sustainable?”](https://www.theguardian.com/sustainable-business/sustainable-fashion-blog/2015/mar/31/natural-dyes-v-synthetic-which-is-more-sustainable)  The Guardian (Mar. 31, 2015)
3. Watch this meditative film about a return to historic natural dyeing[“In Search of Forgotten Colors: Sachio Yoshioka and the Art of Natural Dyeing”](https://youtu.be/7OiG-WjbCQA)(~18 min) Victoria & Albert Museum
4. Watch this [video](https://www.youtube.com/watch?v=zF36Kt08iro) summarizing how the [Colorifix Company](https://colorifix.com/)is working on eliminating water pollution and usage issues Company video (~4 min)
5. Read this article by Emma Woollacott [“Making Beautiful Colors Without Toxic Chemicals”](https://www.bbc.com/news/business-51007426) BBC  (Jan. 31, 2020)

**WEEK 7: BIOSYNTHETIC MATERIALS**Synthetic fibers are not biodegradable, meaning that they will sit in a landfill for hundreds of years before they fully decompose. Although the development of synthetic polymers was revolutionary for fashion, eco-conscious companies are now developing biosynthetic fibers for the industry.

1. [Intro: What are Biosynthetics?](https://aboutbiosynthetics.org/) Read this article by Textile Exchange to gain a better understanding of these innovative materials
2. Watch this video about [The Future of Fashion: Bolt Threads](https://www.youtube.com/watch?v=eOT4mvO1a3M) (~4 min)
3. Review the [Bolt Threads](https://boltthreads.com/) company website
4. The industry questions biosynthetics. Read [“Is Faux Leather Better than the Real Thing? These 3 Designers Say Yes”](https://www.vogue.com/article/faux-leather-bags-shoes-accessories-designers-vegan) by Emily Farra Vogue (Nov. 8, 2018)

**Transforming the Environment**Moving in a more proactive direction, forward-thinking designers are creating fabrics that use waste product as fiber, and some can actually clean the air we breathe by eliminating CO2 emissions.

1. Read this article [“Do you Have it in Green? Living fabrics that can help clean the air”](https://www.theguardian.com/environment/2020/feb/08/fashion-living-garments-suck-carbon-from-air) The Guardian (Feb. 8, 2020)
2. Read more about [Charlotte McCurdy](http://www.charlottemccurdy.com/about) and [Post Carbon Labs](https://www.postcarbonlab.com/post-carbon-fashion)
3. Review the [2019 Cooper-Hewitt Triennial](https://www.cooperhewitt.org/channel/nature/) exhibition, featuring the work of McCurdy and the latest experimental design and biosynthetic fabrics

**Using Waste**Other design companies are creating more sustainable fabrics by manufacturing biodegradable fibers from food waste. Here are a few products that have gained traction in the last few years:

1. [Orange Fiber](http://orangefiber.it/en/how-to-turn-citrus-waste-into-a-sustainable-fabric/) Review “Fabrics” and “Collections”
2. [Ferragamo’s Orange Fiber Capsule Collection](https://wwd.com/fashion-news/designer-luxury/exclusive-salvatore-ferragamo-launches-capsule-collection-made-orange-fiber-10868843/)
3. [Piñatex](https://www.ananas-anam.com/) Pineapple fiber material
4. [Duedilatte](https://www.trtworld.com/business/italian-designer-turns-milk-waste-into-wearable-fabric-21287)  Milk Fabric  [Company Video](https://youtu.be/d6RUh7PGnUM)
5. [Micro ‘be’ Fabric](https://www.fibre2fashion.com/industry-article/3278/microbe-fermented-fashion-a-fabric-that-grows?page=1) Fermented wine fabric created by Donna Franklin & Gary Cass (2012), also featured in [WIRED UK.](https://www.wired.co.uk/article/bacteria-wine-dress)The [“Beer Dress”](https://www.cnet.com/news/beer-wear-dress-made-from-bacterial-fermented-brew/) is a later version by the same design team, Donna Franklin & Gary Cass (2015)

**Cellulosic Fibers**  Review the [Fashioned from Nature](https://www.vam.ac.uk/exhibitions/fashioned-from-nature) Exhibition at the V & A Museum, London (April 2018-January 2019)

1. Watch the “Fashioned from Nature” [Exhibition Trailer](https://youtu.be/1PaCzbe_gsU)(~1 min.)
2. [Diana Scherer, Artist](https://youtu.be/ySuzQ5TE3Eo) creates plant roots for 3-d textiles (~4 min.)
3. [Pulp-it video](https://youtu.be/45966sBSMv0) summarizing the processes used by [Pulp-it](https://youtu.be/45966sBSMv0) to create Wearable nonwoven “paper” made from cellulosic fibers (~4.5 min.)

[“Environmentalists sound alarm about Biotech fabrics”](https://www.innovationintextiles.com/environmentalists-sound-alarm-about-biotech-fabrics/) Innovation in Textiles-Editorial by Jana Bukolovska (9/17/18)

**WEEKS 8-9: Sustainable Dye and BioSynthetic Exploration***See Blackboard for assignment details*

**MODULE 3: Technology in Fashion**

**WEEK 10: INTRODUCTION TO SMART TEXTILES**This module will address another movement in futuristic fashion: using technology to create garments and related apparel from Smart textiles. Become acquainted with the basic types of Smart textiles and how they can be used practically and metaphorically to improve quality of life for its wearers by being fashioned into garments.Smart textiles or garments are sometimes called “e-Textiles” (although they are slightly different) and can be considered part of the larger category of “Wearables” (any technology you can wear).

1. Read this [Overview of Smart textiles](https://risnews.com/report-smart-textiles-are-fashions-fourth-industrial-revolution)
2. Read explanation of Smart Textile classifications (posted on Blackboard)
3. Evaluate the Smart garments and textiles being produced in the list below to complete the Homework assignment
4. Read about [MIT’s partnership with AFFOA](http://news.mit.edu/2017/affoa-launches-state-art-facility-protoyping-advanced-fabrics-0619)
5. Review [Moore’s Law](http://go.affoa.org/moores-law/) on the AFFOA web site
6. Watch this [lecture by Yoel Fink](http://go.affoa.org/moores-law/) about the history of technology (~23 min.)
7. Review [Google’s Project Jacquard](https://atap.google.com/jacquard/) on the web site
8. Watch video of [collaborations](https://youtu.be/qObSFfdfe7I) with Levi’s, Adidas, and Saint Laurent (~1 min)
9. Watch video of how the [Levi’s Commuter Jacket](https://www.youtube.com/watch?v=grKHwQIaiaA) is made (~4 min)
10. [Review the technology behind it](https://atap.google.com/jacquard/technology/)
11. Read [“Loomia’s Electronic Jacket heats up the e-textile market”](https://www.voguebusiness.com/technology/loomia-heated-electronic-jacket-e-textiles) by Maghan McDowell in Vogue Business (March 14, 2019)
12. Review [LOOMIA’s web site](https://www.loomia.com/) about the company’s products
13. Read the [LOOMIA blogs](https://www.loomia.com/blog)to get a sense of how smart textiles can be used in clothing
14. Read [“Ministry of Supply will Tailor this Sweater to Your Body While you Wait”](https://www.fastcompany.com/90281007/ministry-of-supply-will-tailor-this-sweater-to-your-body-in-minutes) by Katharine Schwab in Fast Company (December 18, 2018); watch the video(~2 min) demonstrating the technology
15. Review the [Ministry of Supply web site](https://ministryofsupply.com/)
16. Review the [Knit-Yak web site](https://knityak.com/) and the [“Cyber Scarf”](https://knityak.com/products/cyber-scarf-bright-green-and-black-acrylic-scarf?variant=12987080605719) and other products knitted using algorithmic code
17. Review and watch video of this [bike-powered scarf knitter](https://boingboing.net/2018/06/14/this-indoor-bike-can-knit-a-sc.html)
18. Read about this [Active User-Controlled color changing fabric](https://www.wearabletechnologyinsights.com/articles/14373/active-user-controlled-color-changing-fabric) being developed as University of Central Florida

See Blackboard for the assignment on identifying passive smart, active smart, and very smart textiles, due at the end of WEEK 8

**WEEK 11:** **Fashion Designers Using New Technologies**

This section highlights the Dutch Amsterdam-based designer Iris van Herpen, and the Turkish-Cypriot London-based designer Hussein Chalayan as the avant-garde of future fashion. Both designers use new technologies such as 3-d printing, laser cutting, LEDs and microcontrollers to realize new and highly conceptual forms, merging art, garment design, and engineering. Both designers work with collaborative teams of specialist in order to realize their visions. Chalayan’s collections feature a RTW line and special effect finale garment in collection; van Herpen focuses on Haute Couture.

**Iris van Herpen**<https://www.irisvanherpen.com/about> Read more about van Herpen’s process and vision, viewing the videos successively about how the collections were made.

1. [The Importance of Couture](https://en.vogue.me/fashion/designers/iris-van-herpen-importance-of-couture/)Van Herpen’s Interview with Vogue Arabia (September 5, 2019)
2. [“Examining the anatomy of air”](https://www.innovationintextiles.com/iris-van-herpen-examining-the-anatomy-of-air/) Iris van Herpen’s collaboration with longtime collaborator and architect, Philip Beesley (read article + watch video of ‘Dome” dress, ~2 min)
3. [Sustainability and Haute Couture](https://www.vogue.com.au/fashion/trends/why-couture-could-be-the-most-sustainable-fashion-week-of-all/news-story/fae1dabfd72a99ca82966e7fdf224dcc) Van Herpen’s interview with Vogue Australia (July 2019)
4. Hypnosis Collection: July 2019 (~6 min) <https://youtu.be/72yAm_csi20>
5. Hypnosis Process Film: July 2019 (~5 min) <https://youtu.be/xp5h3y0LE-M>
6. Shift Souls Collection: January 2019 (~8.5 min) <https://youtu.be/xwJb0-20Ad4>
7. Shift Souls Process Film: February 2019 (~6 min) <https://youtu.be/gKb0v5J_wTE>
8. Sensory Seas Collection: January 2020 (~8.5 min) <https://youtu.be/pGxia4hkTyc>
9. Sensory Seas Process film: February 2020 (~5.5 min) <https://www.youtube.com/watch?v=f30Qj_fogXU>

**Hussein Chalayan**<https://chalayan.com/pages/the-studio> While Chalayan regularly creates a sensible, urban RTW collection, featured garments experiment with technology to express concepts. Watch his TED Talk and videos for highlights from 2000 to the present day.

1. [My Life as an Outsider](https://www.youtube.com/watch?v=-gMZeql_3Uw) TED Talk (~16 min) A lecture by the designer about his working methods as the navigates the realms between the worlds of art and fashion
2. [After Words (2000)](https://www.youtube.com/watch?v=qsNLsnnAY8Q&feature=youtu.be&t=452)What can you take when you have to leave your home in a time of war? Watch a table transform into a dress (This is also featured briefly in the Ted Talk)
3. [Remote controlled “airplane” dress](https://youtu.be/Xm1-gv_cytE?t=670) (2007) (~2 min)
4. [LED Dress with Swarovski](https://youtu.be/c0IyDWm_bSo) (2007)(~3 min)
5. [Kaikoku: The Floating Dress](https://www.youtube.com/watch?v=TiFIx4ZkRDM&feature=youtu.be) (2011)(~3 min)
6. [Pasatiempo: Dresses dissolve with water](https://youtu.be/beOFenB2qkg?t=395) (2016)(watch ~2 min)

Check Blackboard Module 3 for the Discussion Board topic on Smart Textiles and “Virtual” Fashion. How do we analyze the growth of fashion as a digital commodity?

**WEEK 12: Complete your smart textiles samples**  In addition to the class demonstrations, the following links feature Tutorials by Adafruit to help you construct your samples.

eTextiles: Sewing machines and conductive thread

<https://www.youtube.com/watch?v=G33nkPVcZRA>

Adafruit: Conductive thread, 10 tips

<https://www.youtube.com/watch?v=XT5ygUt8Cbk>

eTextiles: How to sew LEDs and resistors to fabric

<https://www.youtube.com/watch?v=YpmBh-jlkm4>

Sewable LED sequins (soldering and sewing)

<https://www.youtube.com/watch?v=XpwL71IiPXM>

Adafruit: Introducing Gemma

<https://www.youtube.com/watch?v=t0yEjVjvXxE>

Adafruit: Flora v. Gemma, which board should I use?

<https://www.youtube.com/watch?v=bGVBR4BwIPs>

Adafruit: How to sew the perfect NeoPixel circuit

<https://www.youtube.com/watch?v=eGtGoPhjmcc>

Adafruit: Flora with Snaps

<https://www.youtube.com/watch?v=dDwmnfpjlno>

Adadfruit: Flora Pixel brooch

<https://youtu.be/JgF_Cb8p_C0>

Adadfruit: Flora sensors

<https://www.youtube.com/watch?v=R5swa3C7OIY>

Adafruit: Washing wearable electronics

<https://www.youtube.com/watch?v=nkvHjZhROEg>

About Adafruit Circuit Playground

<https://www.youtube.com/watch?v=jKUf5wBq2Xk>

eTextiles: How to choose conductive fabric

<https://www.youtube.com/watch?v=UA9iR8CZlX4>

eTextiles: Sewing Hardware to fabric

<https://www.youtube.com/watch?v=YpmBh-jlkm4>

**MODULE 4:** **Final Project** In this final module, you will design, market and pitch a product or collection grounded in one or more of these emerging areas of the fashion industry: Fair Trade, Sustainability, and/or Smart textiles. Read these articles to help you get started.

1. Review a summary of the [SWOT Analysis for Fashion Industry](https://smallbusiness.chron.com/swot-analysis-fashion-industry-3295.html) by Jennifer Williams for Small Business-Chron.com (February 12, 2019)
2. Read [“5-Stage Digital Marketing Plan to a Successful Product Launch”](https://www.digitalcurrent.com/blog/plan-successful-product-launch/) by digital current.com (September 12, 2019)
3. Read  [“7 Tips to Pitching Your Entrepreneurial idea, Whether to Angels or Sharks”](https://www.forbes.com/sites/mattsymonds/2013/10/24/7-tips-for-pitching-your-entrepreneurial-idea-whether-to-angels-or-sharks/#490d085f35a2) by Matt Symonds, Forbes (October 24, 2013)

**WEEK 13: Work out the logistics of your Idea**  Homework: Begin researching and brainstorm ideas for your sustainable and/or Smart textile business concept. Post your original idea in the Group Discussion Board.

**WEEK 14:** **Rough Draft of Paper**  Homework: Complete and submit rough draft paper for feedback

**WEEK 15:** **Presentation**  Work on the slide presentation of your idea for a potential funding source

**FINAL WEEK:** **Final Presentation and Paper**