

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: French Fashion

Originating Faculty: Jean X. Brager

Department/College: Languages & Cultures, A & S Chairperson: Eileen Doll

Contact Phone/Email: x 3844 jxbrager@loyno.edu

Type of Proposal (Check all that apply):

New Major⁵ New Minor New Concentration Revise Existing Program

New Course Change to Existing Course Discontinue Program

Undergraduate Graduate Online Professional & Cont. Studies Other

9. Resources and Fees:

If this is a proposed revision, are there existing fees? No Yes \$

Will course or program fees be required for this course/program? No Yes \$

Are new resources needed for implementing this proposal? No Yes

If yes, include complete description and dollar amount in proposal.

10. College Review and Approvals:

a. Department/School Eileen J. Doll (Chair) Date: 3/2/17
Approved Not Approved

b. College Curriculum Committee _____ (Chair) Date: _____
Approved Not Approved

c. College Dean _____ Date: _____
Supported Not Supported

11. Intercollegiate Review and Recommendations Required as applicable to proposal:

a. Online Education Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Professional and Continuing Studies Committee _____ (Chair) Date: _____
Recommended Not Recommended

c. Graduate Council _____ (Chair) Date: _____
Recommended Not Recommended

12. University⁶ Recommendations Required as applicable to proposal:

a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended Not Recommended

⁵ New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

⁶ Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.



COLLEGE COURSE PROPOSAL FORM

Instructions: Use this form for new college course proposals and substantial course revisions.

Department/College: Languages & Cultures, College of Arts and Sciences

Chairperson: Eileen Doll

Course Title: French Fashion (Limit
28 Characters or Less)

Course Number: FREN -A362

Term: Fall Spring Summer Credit Hours: 3 Major Required 3 Elective

Effective Term _____ Course I.D. (SUBJ-LEVL) _____ Contact Hours 3 hours/week

Grade Type (Normal or Pass/Fail) Maximum Capacity 25

Activity Type (LEC, STU, LAB, LLB...)

Inter-disciplinary Classification (s) _____

Common Curriculum Classification (s) _____

Pre-requisites/Registration Controls:

French 201 or equivalent level through placement

New Resources and Fees

a. If this is a revised course, was there a course fee? Yes _____ \$ _____

No X

b. Will a course fee be required for this course? Yes _____ \$ _____

No X

c. Are new resources needed for implementing this course? Yes _____ No X

If yes, provide descriptions and dollar amounts in Section V.

Course Description: (maximum 350 spaces)

Using scholarly and magazine articles, advertisements, commercials, interviews, and films, this course will explore the evolution of French fashion from the strict sartorial laws of the Middle Ages to the recent scandals around Dior's firing of former head designer John Galliano. Students will be introduced to the connections between the historical background and the emergence of trends and to the ethical challenges the globalized economy poses to large groups such as LVMH. The course will also offer a plunge into what makes French fashion unique- prêt-à-porter, haute-couture, and craftsmanship- and it will provide insight into legendary designers such as Chanel, Dior, St. Laurent and Gaultier.

Complete the following sections:

- i. Justification for the course: provide a clear and compelling rationale for any proposed curriculum modification, including additions and deletions to the course inventory, changes in degree/program requirement, new degree programs, and other major curriculum revisions. The justification should state explicitly and clearly how the changes relate to the college and department plans.

The French section of Languages & Cultures has been experimenting with new course offerings in order to attract students to our program. Our current students are more reluctant to take traditional coursework that they see as strongly focused on literature. We face the additional challenge of accommodating students of various levels within the same course. What seems to work best for us is a course centered on an interesting topic or theme that also incorporates some review of language skills and some study of literary texts.

"French Fashion" has been taught in English as an Honors seminar and proved to be very popular with students. We would like to offer it to our students in French. In addition to generating interest, the material works well for developing the French language skills of speaking, reading, and writing. Assignments will be modified to be appropriate for students in a language class. For example, the writing assignments may be briefer since they are in French, and homework will emphasize more grammar and vocabulary work.

ii. Impact on the Curriculum:

- A. Review your current course offerings and requirements in light of the proposed change. How will the proposed change or changes improve your program and enhance the educational outcomes you seek to accomplish?

We were due for some new courses of study, and "French Fashion" has proven immediate appeal in attracting students. The subject is rich, diverse, and well suited to language study for students of various levels of ability since the material is very adaptable. The theme lends itself perfectly to staged productions and cultural events such as runway shows, photo or art installations that allow students to showcase their newly acquired knowledge and skills.

- B. How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program?

This course adds new variety to the program but does not change the major or minor degrees. It will rotate among advanced-level courses that already exist.

iii. Impact of a new course on frequency of course offerings:

- A. Specify whether or not the offering of the new course will increase the number of courses or sections offered by the department during the semester in which this course is offered or during the following year;

The new course will not alter the number of courses offered during a semester.

- B. Specify, if there is no increase in the number of courses offered, which course(s) or section(s) will be dropped in a given semester to accommodate the frequency with which this course will be offered;

We offer two advanced-level courses each semester. The new course will have some effect on the frequency of offerings in a positive way. We are trying not to duplicate the teaching of courses too often so that our students are able to complete majors and minors within the department if they do not study abroad.

- B. Specify what effect the new course will have on enrollments in other courses or sections within the department and whether or not offering this course will prevent an important or required course from being offered in a given semester.

There will be no effect other than to be an attractive offering.

- C. Is there a service learning component? If yes, please attach a memo from the director of service learning describing this component.

There is no service-learning component.

- D. Explain how this proposal does or does not impact other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program.

There will be no impact on other departments.

- E. Attach a complete functional syllabus for the course as outlined in the Syllabus Template & Policy Undergraduate and Non-Law Graduate Courses

- IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:
A. Student learning outcomes for this course that are tied to course content and assignments.
B. Key Question: What do you want student to know or be able to do at the end of this course?

1-Increasing students' insight into French fashion through the study of its idiosyncrasies, the analysis of form and content, and the discussion of aesthetics, genres, fashion theory, major designers, and trends.

2-Empowering students in their understanding of past and present major economic, social, political, historical, and cultural issues related to France, as featured in the French fashion industry.

3-Enhancing students' critical and analytical thinkings by comparing French fashion's communicative patterns and artistic productions to those from the U.S.

4-Encouraging students to engage in writing about fashion (reviews, designer interviews, fashion blogs, etc.) and to familiarize themselves with the specifics of fashion production.

- C. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What are the indicators of learning and course effectiveness?

1-Assessment for insights: In-class discussion, oral presentations, homework and exams.

2-Assessment for understanding issues: Students discuss regularly and give oral presentations on designers, trends and films related to fashion.

3-Assessment for reading and analyzing the films and texts on fashion: In-class discussion, homework assignments, and the final project.

4-Assessment for writing: Homework assignments, the midterm article, the final questionnaire and projects.

- D. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?

Students will answer two diagnostic questions concerning what they know about fashion in French society at the beginning of the course in order to establish their initial competency. The same questions will be asked on the final exam, allowing the professor to gauge how students have progressed in their knowledge and analytical skills as well as in their use of the French language.

- E. Frequency and schedule of assessment of student learning in this course.

Bi-weekly quizzes or homework assignments help prepare students for the exams. Students tend to do better in foreign language classes when we assess regularly and frequently. The exam schedule is shown on the syllabus.

- F. Describe mechanisms that will be in place to ensure continuous improvement of course.

Professor will seek student evaluations of the course and will discuss any issues with other faculty members in the department.

- G. Structure and process for administrative and academic oversight of course.

The Department Chair will monitor grade distribution.

- H. Impact of course on accreditation or certification.

This is not applicable to the course.

V. Impact on the budget:

- A. Staffing. Is current staffing sufficient or will new faculty be needed (whether full-time or part-time)?

Current staffing is sufficient.

- B. Library Support. Describe how library support will be affected by this proposal. Include name of library liaison and date this proposal was discussed with liaison.

Current library support is sufficient. Our library liaison is Bea Calvert.

- C. Support services. Will the proposed change require additional support services (Media Services audio/visual: typing/secretarial, computer services, computer time)?

No additional support services are required.

- D. New equipment. Does the proposed change presuppose the purchase of new equipment or software, whether for support or instruction?

No.

- E. Is a student fee requested? If yes, provide justification and basis for amount.

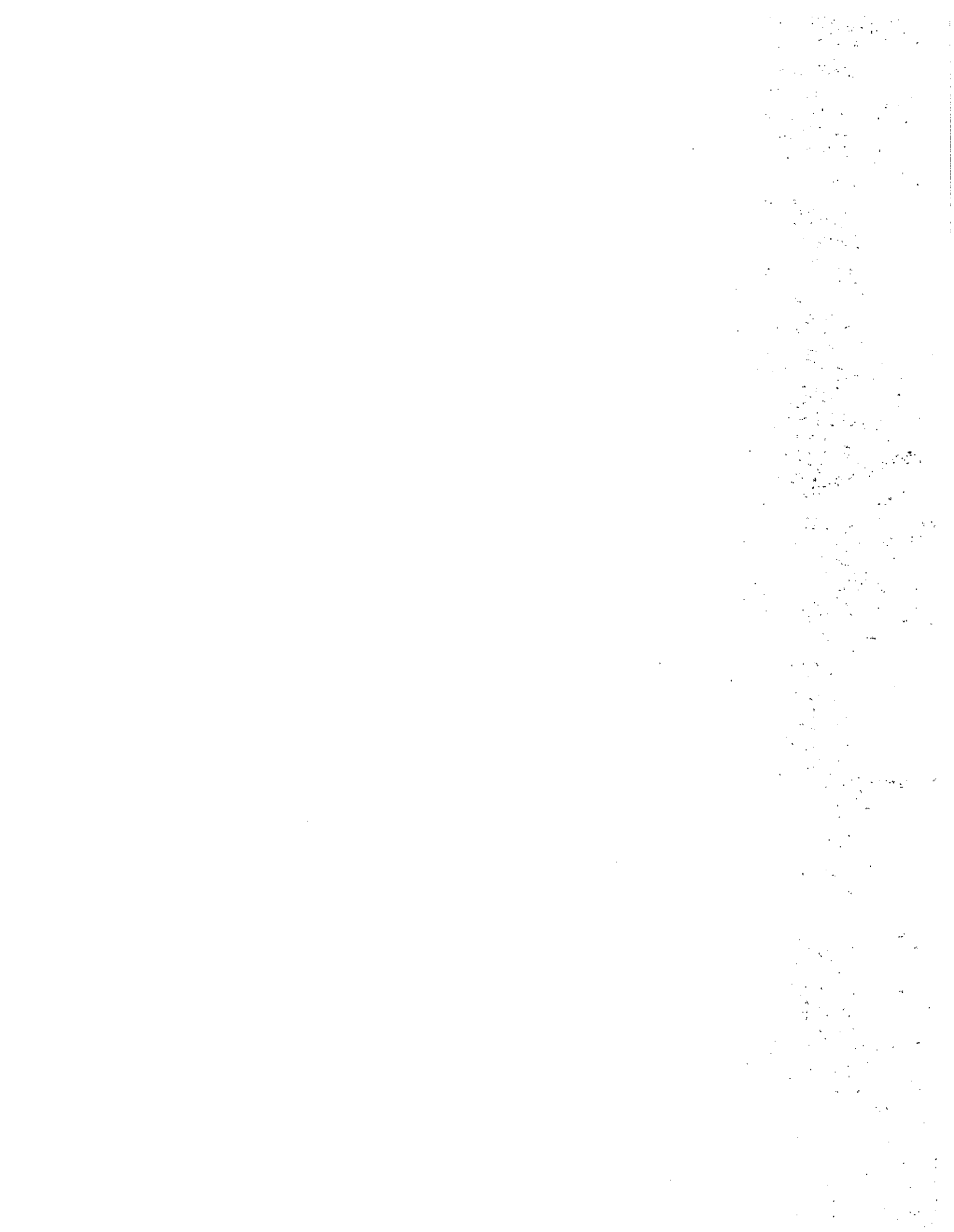
No.

- F. Additional physical space. Does the proposed change require additional physical space (for classes or labs) or modifications of existing physical plant space?

No.

- G. Impact on other departments. How will the proposed change impact the staffing, equipment, and service budgets of other departments,

There should be no impact at all on other departments.



FRENCH FASHION
FREN-H295-034
Spring 2017/ MW 3:30-4:45 AM

Instructor: Jean Xavier Brager, Ph.D.

Contact: jxbrager@loyno.edu

Office Hours: MWF (1:30-2:20PM) in Bobet 309

Course Materials

- No textbook will be required.
- Reading assignments, such as scholarly articles, book chapters, will be available on Blackboard (or online) to be printed and brought to class according to syllabus.
- Links to commercials and films will be available via streaming on blackboard, online, and/or on reserve at Monroe Library for on-site viewing.

Course Objectives

1. Increasing students' insight into French fashion through the study of its idiosyncrasies, the analysis of form and content, and the discussion on aesthetics, genres, fashion theory, major designers, and trends.
2. Empowering students in their understanding of past and present major economic, social, political, historical, and cultural issues related to France, as featured in the French fashion industry.
3. Enhancing students' critical and analytical thinking by comparing French fashion's communicative patterns and artistic productions to those from the U.S.
4. Encouraging students to engage in writing about fashion (reviews, designer interviews, fashion blogs, etc.) and to familiarize themselves with the specifics of fashion production.

Assessment

Preparation/Participation	20% (based on 30 regular class days)
Quizzes (4)	10% (lowest grade will be dropped/no make-up)
Midterm Article	15%
Final Questionnaire	10%
Capsule Project	15%
Final Project	30%

Grading scale

A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 60-66
B- = 80-82	F = 59 & below
C+ = 77-79	

FRENCH FASHION
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Preparation/Participation (20% of course grade)

Attendance and active participation are the keys to success in this course. Each student is expected to actively participate each day of the course. Full participation credit will be granted provided you are present, interact with your classmates, respond to questions posed by your instructor, and complete the daily homework.

After three tardies, each subsequent tardy will be counted as an absence. For each of the first three absences (excused- meaning, previously discussed with instructor- or not), you will lose **one (1) possible percentage point** from your final grade. After more than three absences, each subsequent absence will cost 3% of your final possible grade.

Midterm Article (15% of course grade)

This written assignment to be completed at home consists of a ten-page scholarly article (with at least five bibliographical sources) about a comprehensive theme related to the world of French fashion. Students are expected to refrain from being merely descriptive and organize their ideas in a formal yet engaging progression around a clearly stated theme/argument (introduction, thesis, antithesis, synthesis, and conclusion.)

Capsule Project (15% of course grade)

The Capsule Project (CP) will take the form of a personal product(ion) related to the field of fashion.

Final Project (30% of course grade)

The tentative final project will consist of a fashion-related soirée, i.e. a fashion show and/or an exhibit/installation based on a French fashion-related concept. The soirée will be scheduled on May 3, after 5 p.m., and open to Loyola faculty/students and the general public.

Students are encouraged to collaborate with Les Tricolores French Club, with Loyola students at large, and with Louisiana's growing fashion community.

As this course is not a technique-based fashion course per se, students do not have to actually create garments themselves. Rather, they will be judged on their resourcefulness to identify local talent, on their organization skills, and on their promotional skills (i.e., seeing to it that the soirée is well-attended).

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CLASS SCHEDULE

Jan 9	Introduction to French Fashion/ The Specifics of French Fashion
Jan 11	A History Line of French Fashion
Jan 16	Art & Photography: The Masters & the Iconoclasts
Jan 18	17 th Century: Louis XIX, Versailles & Paris
Jan 23	The Invention of Luxury Living
Jan 25	18 th Century: The (R)evolution of Rococo
Jan 30	Marie-Antoinette against Les Sans-Culottes
Feb 1	19 th century: Napoleon's Neoclassic Empire
Feb 6	Les Incroyables, les Merveilleuses & the Revival of Greek Style
Feb 8	19 th -20 th century: La Belle Epoque and the Birth of Couturiers
Feb 13	Coco Chanel
Feb 15	Coco Chanel
Feb 20	The War Look
Feb 22	Christian Dior and the Post War New Look
Mar 6	Midterm article or Capsule Project
Mar 8	1960s: Haute couture vs Prêt-à-Porter/ Paco Rabanne & Pierre Cardin
Mar 13	Yves Saint-Laurent and the 1971 collection
Mar 15	Yves Saint-Laurent (biopics)
Mar 20	France's Foreign Designers
Mar 22	Karl Lagerfeld & Alexander McQueen
Mar 27	Subversion of Gender From Joan of Arc to Coco Chanel
Mar 29	Subversion of Gender From Marlene Dietrich to Jean-Paul Gaultier
Mar 30	Male Fashion in France
Apr 3	Male Imagery in Commercials and Ad Campaigns
Apr 19	La Parisienne: Myth or Marketing?

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- Apr 24** **Midterm article or Capsule Project**
LVMH: The Globalizing Trunk
- Apr 26** **Emerging markets, trends, and concepts**
- May 1** **Final Questionnaire**
- May 3** **Final Project**

If you have a disability and wish to receive accommodations, please contact Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:

1. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension.
2. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
3. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....

1. Log on to university Web site within 48 hours of an evacuation/suspension.
2. Monitor the main university site (www.loyno.edu) for general information.
3. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
4. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
5. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site:
<http://academicaffairs.loyno.edu/students-emergency-responsibilities>