Course Description
Throughout time and place, people have used textiles and fibers to clothe and adorn themselves, to keep warm, to mark status, to put a roof over their heads, to decorate, tell stories, carry things, to cook, and to fill other utilitarian roles (ropes, nets, bridges, quipus). Looking at the traditions of North and South Euro- and Native America, Europe, Asia and the Pacific Islands and Africa, this course seeks to consider those uses and their techniques, uncovering the commonalities among them.

Writing Fellows (WF):
This class has been selected to participate in a special College of Humanities and Social Sciences program designed to help students develop their writing skills with the help of specially trained fellow students.

Here's how the program works: for your first Out of Class Writing (OCW) and your final research paper, you will first submit a good draft to me for your WF. He will write comments on the paper, which will then be discussed during a conference with him. These comments will raise questions, suggest changes, and provide you with a valuable resource for revising your material for the final draft. You will then submit both the original draft (with the WF’s comments) and the final paper to me.
The WF will not grade your papers. His responsibility is to act as a reader—to make suggestions; you are still ultimately responsible for evaluating these suggestions, revising the draft, and putting it in its final form.

Students working in the WF program were nominated by faculty and come from a variety of majors. They have in common excellent writing skills plus a willingness to work closely with other students. In addition, they enroll in a special seminar that focuses on the theory, practice, and teaching of writing. WFs can help you improve the clarity and precision of your writing.

As assignment deadlines near, you will be given a sign-up sheet for arranging your individual conference. Keeping in mind the following guidelines will be helpful:

1. Think of the first submission of an assignment as if it were a final product. Papers should be typed (preferably word-processed), doubled-spaced, and complete. They should not be rough drafts but the best work that you can do. It is at this point that real revision can begin.

2. Assignments must be submitted on time as no extensions can be granted. I will collect and distribute them to the WFs.

3. Final papers to be evaluated will not be accepted unless accompanied by the original draft and the WF's comments.

4. Please note the time and place of your conference; remember that your WF is a student like yourself with a busy schedule.

Your evaluation and ideas for improvement will be appreciated. You can relay your concerns to me at any time during the semester or speak to the WF director, Julie Foust Andrew (797-3648; Julie.foust@usu.edu). At the end of the term, you will be asked to fill out a formal evaluation.

Your writing fellow for this course is Skyler Cowley. His email is s.cowley@aggiemail.usu.edu Skyler is an active part of the instructional team here. You will turn in a draft of your first writing (OCW 1, Personal Essay) to him on September 10 (tentative date; may change). Your initial due dates for your first draft are listed in the due dates section of this syllabus with a WF after the date; you will see the first draft due date and then the final due date, in which the assignment comes to me. Both drafts will be turned in in class, in person. NO electronic submissions please.
Course Objectives/IDEA Objectives

Through slide lectures, online video presentations, in-class discussions, field trips, guest lectures and other methods, the students will become knowledgeable about a wide variety of world fibers and textiles.

*Gaining factual knowledge about Fiber and Textile History (IDEA #1) Quizzes and Exam, Final Paper and Presentation of Project
*Developing creative capacities in at least one fiber technique (IDEA #6) Hands on Project
*Developing skill in expressing oneself orally or in writing and reading (IDEA # 8) Personal Essay, Quizzes and Exam, Proposals, Preliminary, Final Paper, Presentation
*Gain experience in art historical research
Learning how to find and use resources for answering questions or solving problems (IDEA #9) Quizzes, Exam, Proposals, Preliminary, Final Paper and Presentation

Required Texts:


These books can be purchased locally, online or found on reserve at the Merrill-Cazier Library.
*5000 Years of Textiles, Jennifer Harris, ed., Smithsonian Books, 2004. You will receive readings from this in handout form during the 1st 5 weeks of class; after that the Harris readings are optional and you may find them on reserve. If you would like to buy this book, contact your favorite local bookseller or search online.

Readings on Reserve:
All of your textbooks can be found on Reserve in Merrill Cazier Library, under the course number, ARTH 4310.

Weekly discussions:
Make certain that you have read the text and related readings before class; we will have class discussions at least once a week regarding the material in the readings and how they relate to the week’s lecture topic.

Course related expenses
In addition to buying textbooks for the class, you will be purchasing materials for your hands on project. Because everyone’s project will differ, it is hard to say how much you will spend; I would estimate anywhere between 10 - 40 dollars. I encourage you to borrow, trade, shop local and inexpensive or online, use found objects including Grandma’s fabric stash, etc.
Attendance and participation:

Required and expected. A good record here will help in determining borderline grades for the better; I tend to develop an attitude problem towards people who skip. If you are ill, or an emergency arises, please call the FAV Office (435-797-1560) and leave a message for me. At the end of the semester, I will count up the absences for each student; each absence after the first 3 will result in one point per absence being deducted from your point total. Absences add up quickly; also, I have always found that classes are much more stimulating if there is a fair amount of discussion - if you have a question or comment, SPEAK UP!!!

Students with Special Needs:

Please let me know of any needs in particular you have or anything I can assist you with in making the classroom as “user-friendly” as possible for you. The earlier I know what you need, the better I can help.

Requirements, Grade Point Breakdown and Due Dates:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Personal Essay (OCW 1)</td>
<td>15 pts</td>
<td>SEPT 10 WF; Sept 15</td>
</tr>
<tr>
<td>Quiz 1 (OCW 2)</td>
<td>15 pts</td>
<td>SEPT 17</td>
</tr>
<tr>
<td>*IRO Proposal #1</td>
<td>10 pts</td>
<td>SEPT 24, emailed</td>
</tr>
<tr>
<td>Exam 1 (OCW 3)</td>
<td>30 pts</td>
<td>SEPT 29</td>
</tr>
<tr>
<td>*IRO Proposal #2</td>
<td>30 pts</td>
<td>OCT 6</td>
</tr>
<tr>
<td>*IRO Preliminary</td>
<td>40 pts</td>
<td>OCT 20</td>
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<tr>
<td>Quiz 2 (OCW 4)</td>
<td>15 pts</td>
<td>OCT 22</td>
</tr>
<tr>
<td>Quiz 3 (OCW 5)</td>
<td>15 pts</td>
<td>NOV 5</td>
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<tr>
<td>*IRO Final Paper</td>
<td>60 pts</td>
<td>NOV?? TBA; WF</td>
</tr>
<tr>
<td>*IRO Final Pres/Project/Exhibit</td>
<td>100 pts</td>
<td>NOV 17-DEC 1</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>25 pts</td>
<td>Daily</td>
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<td>400 points Total</td>
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Grades are assigned based on the University’s criteria as follows:

A* 100% to 94%  A- <94% to 90%  A- <94% to 90%
B+ <90% to 87%  B <87% to 84%   B- <84% to 80%
C+ <80% to 77%  C <77% to 74%   C- <74% to 70%
D+ <70% to 67%  D* <67% to 60%
F <60%

*USU does not recognize A+ or D- as grades.

Due dates are your responsibility – jot these dates down on your academic datebook (get one now and get organized!) and plan your life accordingly.
As far as grading methods, each of your assignments will come with a grading rubric.

**Student Work:**
Any work turned in after the due date will be graded down one grade level, unless prior arrangements have been made directly with me. Any missed assignments will result in a zero in the gradebook unless you have made prior arrangements directly with me. You must complete all work, and complete it on time, in order to pass. Zeroes in the gradebook make a big difference. Pay attention to due dates.

**Extra Credit Policy:**
I believe that extra credit is extra work and that is the LAST thing you need. Put all of your valuable time into working extra hard on your existing assignments.

**Attendance and participation:**
Required and expected. A good record here will help in determining borderline grades for the better; I tend to develop an attitude problem towards people who skip. If you are ill, or an emergency arises, please call the FAV Office (435-797-1560) and leave a message for me. At the end of the semester, I will count up the absences for each student; each absence after the first 3 will result in one point per absence being deducted from your point total. Absences add up quickly; also, I have always found that classes are much more stimulating if there is a fair amount of discussion - if you have a question or comment, SPEAK UP!!!

**Remember:**
"Teachers don't GIVE grades, students EARN them."

**Communications Intensive (CI)**
ARTH 4310 is a CI course and meets these criteria:
1. Is an upper division course. ARTH 4310

2. Requires both written and oral communication.
   * Final paper (IRO) and the preliminary assignments leading up to it (Paper Proposals 1 & 2, Preliminary);
   * Out of Class Writings;
   * In-class individual 15 minute presentation with follow-up Q & A;
   * weekly in-class discussion over textbook and lectures

3. Requires a significant quantity of written and oral communication as demonstrated by the outcomes, assignments, and assessment in the course.
   * Final paper (IRO) and the preliminary assignments leading up to it (Paper Proposals 1 & 2, Preliminary);
   * Out of Class Writings;
* In-class individual 15 minute presentation with follow-up Q & A;
* weekly in-class discussion over textbook and lectures

4. Has an individual writing component.
* Final paper (IRO) and the preliminary assignments leading up to it (Paper Proposals 1 & 2, Preliminary);
* Out of Class Writings

5. Incorporates communication/learning components that reinforce effective two-way communication skills appropriate for discipline-specific audiences.
* Preliminary assignments leading to final paper (Paper Proposals 1 & 2, Preliminary) which include written teacher/student commentary;
* In-class individual 15 minute presentation with follow-up Q & A;
* weekly in-class discussion over textbook and lectures
* conferences with WF

6. Allow for continued improvement through opportunities for revision, and/or multiple assignments.
* Preliminary assignments leading to final paper (Paper Proposals 1 & 2, Preliminary) which include written teacher/student commentary;
* Chance to revise papers after WF conference

ASSIGNMENT INFORMATION
You will turn all of your assignments to me in class on the due date; no emailed assignments please

Assignment Descriptions:

Out of Class Writings (OCW’S):

I firmly believe that writing is one of the skills you should develop in an art history course. Thus, you have a book on writing about art and we will have a mid-semester review session on information from it that I think is most pertinent to writing your final research paper. Everyone will do the assigned readings in the writing text and attend the session; even if you write well, there is nothing wrong with a little review.

In your “OCW’s”, you will be asked to think and write about terminologies and issues significant to learning about fiber arts and, at the same time, gain more experience in writing. One of your OCW’s is a personal essay, one is an exam (short answer and essay; take home) over class content; three are quizzes (essay; take home) over the textbook. See the schedule above for due dates.

DON’T freak out over the number of exams and quizzes; you’ll be fine, I promise.

INDEPENDENT RESEARCH OPPORTUNITY
A major portion (240 out of 400 points, that is) of your grade in this class will be based upon assignments all of which relate to independent hands on and writing research that you will conduct. The IRO consists of the following:

- Paper Proposal #1
- Paper Proposal #2
- IRO Preliminary
- In Class Presentation
- Final Paper and Project

*IRO Assignment descriptions:

**Proposal #1:** you will state what you would like to focus upon in your research. If you need to, you may turn in 2-3 proposals and I can help you choose. Due on Thursday, September 24th (via email).

**Proposal #2:** having decided through proposal #1 what you are going to research, you will then come up with specific questions that are relevant to your topic and that we agree upon as the focus of your research. Due in class on Tuesday, October 6th.

**IRO Preliminary:** This assignment, while not being exactly a first draft of your paper, will be a detailed description of your paper and project. This “prelim” will include a thesis statement, an abstract (we’ll define those later), annotated bibliography and an outline of what your end product will look like. Due in class on Tuesday, October 20.

**End Product (3 PARTS – Paper, Project, Presentation):**

- **Research Paper, Hands-On Project, In Class Presentation and Gallery Exhibit:** You will be required to do an 8-12 page historical research paper (typed, double-spaced) on your chosen topic, along with a hands-on piece. The tentative due date for the paper is Tuesday, November 24.
  
  We will talk more about this in class as the semester progresses and you become more familiar with what you would like to research. The paper must be based on ORIGINAL, scholarly research. If you cover a topic that I do in class, you must not simply repeat what I said. In any case, you need to ask the right questions and delve into your topic thoroughly.

  In addition to the written research, you will complete a hands-on fiber piece which directly reflects the topic of your paper. Doing this research paper/project is about the research and the process, not about taking the easy way out. I.E., your project must be based on historical research. *This is an opportunity to learn something new,* to try something you haven’t done before! Obviously, you need to discuss and clear the project with me BEFORE you start. The project piece itself will be due on the day you present. Also, we will do a group exhibit of
your fiber pieces during the last week of class.

Doing research into an area of your interest can be really exciting, given that you think about what you want to do and do the preliminary work needed.

Some suggestions:
Methods: Spinning, ply and weaving, knit, knot, tat, crochet, lace, net, braid, plait, felt and bark
Materials used – animal, plant, mineral, synthetic
Tools of the trade – looms, hook, needle, spindle, wheel, shuttle
Color and design, embellishing: dyes, embroideries, (additive techniques), printing (resist, batik), stamping, patchwork, piecing quilts, beadwork; tapestry, rug weaving
Context, meaning and use of fiber pieces
Earliest fiber techniques
Utilitarian fiber arts
Contemporary fiber artists

These are just a few ideas (we will cover these themes throughout the course of the semester also) - use one of them or come up with something of your own - there's lots to explore!!!

*In class presentation: Weeks 12 through 14 (November 17-December 1) of the semester are reserved for each of you to share your research with your classroom colleagues in a 15-20 minute presentation. We will choose presentation dates out of a hat in the 3rd week of class, so that you can plan your research timing accordingly.

**Classroom information:**

**Plagiarism** Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, referral to psychological counseling and other appropriate disciplinary actions.

If you still have questions about what constitutes plagiarism, see me or your Barnet book [http://catalog.usu.edu/content.php?catoid=3&navoid=265](http://catalog.usu.edu/content.php?catoid=3&navoid=265)
**Academic Integrity** – "The Honor System" Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

• Espouses academic integrity as an underlying and essential principle of the Utah State University community;
• Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
• Is a welcomed and valued member of Utah State University

http://www.usu.edu/studentservices/studentcode/article6.cfm

In addition, no student is permitted to create a threatening, or harassing environment in this course. Classroom civility is a part of the Student Code and infractions will be pursued through the Student Conduct Coordinator. This course will be conducted in a safe and tolerant environment, and any person who detracts from that environment will be instructed to leave without the ability to make up coursework.

**Grievance Process (Student Code)** Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

(Article VII. Grievances, pages 25-30).

**Sexual Harassment** Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

https://hr.usu.edu/files/policies/339.pdf
**Students with Disabilities** The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

[http://www.usu.edu/drc/students/handbook/](http://www.usu.edu/drc/students/handbook/)

**Withdrawal Policy and "I" Grade Policy** Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.


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**Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

The first link below takes you to USU's emergency procedures page. The least you should do is to register yourself with Code Blue, so that in the event of an emergency, you hear directly from the University (see the second link).


For Code Blue:

[https://ssb.banner.usu.edu/zprod/z_bwkgogad.P_DispAddrUpdate](https://ssb.banner.usu.edu/zprod/z_bwkgogad.P_DispAddrUpdate)
Cell phones/laptops:

My main concern here is distraction. Please be responsible and considerate with your use of cellphones, laptops and the like. As a courtesy to all in the class, generally I’d like you to turn your cell phones off or to silent before entering. If you are in the midst of an emergency in which you might need to be reached, please advise me of this before class. A word on texting: I would really prefer you not text during class. In a classroom as small as this, it can be really distracting to both teacher and student (especially you!!). I heavily discourage the use of laptops in class – it is far too easy to disengage. Instead, be engaged in the living realities right in front of you!

LECTURE TOPICS AND READING LIST:

(Subject to change at the whim of the instructor and the progression of the course; pages you need to read are listed after the author’s name)

WEEK ONE Sept 1,3:
-Introductory Meeting: Syllabus and Expectations
-Introduction: What are Fiber Arts? Terms, Techniques and Geography
Readings: Gordon, Preface; Harris HO, pp. 8-13 (intro), 54-56 (intro); Glossary, pp. 312-314; skim pp. 306-311
Barnet, Preface and Ch 1
ASSIGNMENT, 9/3: OCW # 1

WEEK TWO Sept 8,10:
-Terms, Techniques and Geography continued
- Early threads: Spin, Ply, Weave
Readings: Gordon, Chapter 1 (Human Consciousness) Harris HO, pp. 14-30 (weaving and tapestry), 188-199 (tapestry)
Barnet Ch. 6
DUE Thursday 9/10 and Tuesday, 9/15: OCW 1
ASSIGNMENT: Text Quiz 1

WEEK THREE Sept 15,17:
-Spin, Ply, Weave continued
-Threads and Yarns: Knit, crochet, net, lace, braid, plait
Readings Gordon, Chapter 2 (Human Survival)
Harris HO, pp 34-35 (lace), 46-49 (knitting), 217-223 (lace);
Barnet, Ch 8
DUE Thursday, 10/17: Text Quiz 1
ASSIGNMENT: Exam 1 (OCW 2); Proposal # 1
SIGN UP FOR PRESENTATIONS
WEEK FOUR Sept 22, 24:
- Guest speaker tentative
Threads and Yarns continued
- Smashing Fibers! Felt and bark cloth
Readings: Gordon, Chapter 2; Harris HO, pp. 50-51, (felt)
NO CLASS SEPT 24: TAKE-HOME ASSIGNMENT
DUE Thursday 9/24 VIA email: Proposal # 1

WEEK FIVE Sept 29, Oct 1:
- Felt continued
- Embellishments: dyes, embroideries, printing, stamping, beadwork; patchwork and piecing
Readings: Gordon, Chapter 3 (Social Meaning)
Harris HO, pp. 31-33(embroidery), 36-45 (dyes), 200-216 (embroidery), 224-235; Barnet, Ch 5
DUE Tuesday, 9/29: Exam 1 (OCW 2)
DUE Thursday, 10/1: TAKE-HOME ASSIGNMENT
ASSIGNMENT, 10/1: Proposal # 2

WEEK SIX Oct 6, 8:
- Show and Tell: Get in touch with your inner kindergartener! Bring in pieces you’ve made or own somehow to share inspiration~ 😊
Readings: Gordon, Chapter 4 ($, status and control)
- Research Review Day
DUE Thursday, 10/8: Proposal # 2
IRO Prelims

WEEK SEVEN Oct 13, 15:
- The Subversive Stitch: Hidden Messages in Fiber or, How Women (and Men) Have Rebelled with Fiber Arts!
Readings: Gordon, Chapter 4
Barnet Ch 9;
ASSIGNMENT: Text Quiz 2
WEEK EIGHT Oct 20, 22:
Utilitarian Fiber Arts;
Fiber as architecture

**Guest speaker tentative**

**Readings:** Gordon, Chapter 5 (Communication)

**DUE Tuesday, 10/20: IRO Prelims;**

**DUE Thursday, 10/22: Text Quiz 2**

**ASSIGNMENT: Text Quiz 3**

WEEK NINE Oct 27, 29:
Fiber artists of the 20-21st C

**Readings:** Gordon, Chapter 6 (Spiritual Significance)
Barnet, Ch 12, 4

**Museum visit tentative**

WEEK TEN Nov 3, 5:
Famous and Infamous Fiber Art Works

**Readings:**
-Barnet, Chs. 10, 11 (possibly 2,3,7 also)

**DUE Thursday, 11/5: Text Quiz 3**

WEEK ELEVEN and TWELVE Nov 10, 11, 17, 19:
Fiber Arts Goes to the Movies: Lord of the Rings

**Readings:** Hand out
Catch up, Wrap up and Conclusions

WEEKS 12, 13, 14 15 (Nov 17, 19, 24, Dec 1, 3):

**STUDENT PRESENTATIONS**
(Nov 17, 19 and 24 and Dec 1)

**FINAL PAPERS DUE in class:**
Due date TBA

***WEEK 15: Gallery Exhibit: Set up Saturday, December 5***
FINAL WEEK

Our scheduled final exam time is Tuesday, 12/15 11:30-1:20
We will meet for presentations, conclusions and evaluations.

Final exam schedule found at:
http://catalog.usu.edu/content.php?catoid=8&navoid=2549

GOOD LUCK ON EXAMS AND HAVE A GREAT HOLIDAY!!!