

COURSE SYLLABUS TEMPLATE

Instructions:

In Sections I & II, please enter your information on the gray areas. In Sections III, IV & V, enter your information under each category title. The entry fields are expandable and some modifications are possible. (Address formatting questions to Jeannie So at extension 3744 or at provaa@pratt.edu). Please follow the guidelines in the “Course Syllabus Policy and Guidelines” document and refer to the “Frequently Asked Questions about Course Syllabus Policy and Guidelines” document for further clarifications. Check with your department chairperson about departmental policies and regulations prior to distributing your syllabus to students.

COURSE SYLLABUS

I. BASIC COURSE INFORMATION

Course Title: Interwoven - Textiles, Culture and Technology
Course No.: PIC3 Course Section:
School: SOD Department: PIC Program: na
Days: tbd Time: tbd Place of class meetings: tbd
Credit hours: 3
Course Coordinator or Chairperson (where applicable):
Prerequisite courses/skills/other restrictions: none/take semesters 5 or 6

II. INSTRUCTOR CONTACT INFORMATION

Name: Rebecca Pailes-Friedman Academic Title: Adjunct Professor
Office Location:
Contact Information:
Office hours:
Phone no(s): Appropriate times to call:
Email address: rpailes@pratt.edu Class listserv:
Special Instructions:

III. COURSE DESCRIPTION

Bulletin Description:

The Pratt integrated courses are designed as interdisciplinary explorations of a wide range of possible content, putting into practice multiple ways of thinking and ways of making. The courses will employ and integrate skills students have acquired in both studio and general education classes, recombining them in novel and unexpected ways that test, challenge, and expand the student's creative capacities.

These interdisciplinary courses allow students to explore themes and topics outside their majors, to delve deeply into areas of research that cross disciplinary boundaries, and to work with students in other departments on creative/critical and collaborative projects. They are taken by students during the period of their career when they have completed their Foundation courses and their general education core work, and are delving more deeply into the specialized training of their major disciplines and the post-core courses in liberal arts.

The overall objective of these courses is to provide a unifying moment in the educational experience of Pratt undergraduates and opportunities for them to work on integrative assignments and a culminating project.

Detailed Description:

The course is a hybrid between a lab and a seminar; combining research, making and critiquing while focusing on the diverse applications of textiles ranging from clothing, to products and architecture. The class is structured in four different yet interconnected phases that explore historical context, creation, innovation and application.

Each of these phases will examine the use and application of textiles while focusing on the relationships between body, object and space. Each phase incorporates a lab component including research, field trips and workshops. Simultaneously, the seminar component, includes lectures and group discussions on the given topics.

Reading will include excerpts from the following texts:

- Gordon, Beverly. *Textiles: the Whole Story*. Thames & Hudson, 2011.
- Hudson, Peyton B., et al. *Joseph's Introductory Textile Science*. HBJ, 1993.
- Quinn, Bradley. *Textile Futures: Fashion, Design and Technology*. Berg, 2010.
- Dunne, Anthony, and Fiona Raby. *Speculative Everything: Design, Fiction, and Social Dreaming*, MIT, 2014.

Students will be asked to research item made from textiles and trace it through history and across cultures. Iterations of both image and text will be used to tell a story of the object in historical and cultural context tracing the complexity of textiles that is woven into human history. From this research, students will progress into craft, where they will explore materiality and the creation of woven or knitted fabrics. From this foundation of research and craft, students will explore innovation in smart textiles and read *Textile Futures* to begin a speculative phase of exploration. The course will conclude with a self directed capstone project that uses the research, craft and speculation in a collaborative project that uses textiles.

Course Goals:

Pratt Integrative Course GOALS:

- To build integrative capacities;
- To prepare students to solve unscripted and complex problems both in teams and individually;
- To engage students in practices of making, thinking and doing that integrate multiple disciplinary knowledges and skills in ways that enhance collaborative work and self-knowledge;
- To instill a sense of agency in production of knowledge and creative work;
- To provide a platform for reflection and self-definition that spans majors and academic coursework;

OTHER GOALS:

- To gain a greater appreciation for the history, making of, and application of textiles;
- To become familiar with the methods and materials used in the creation of a handmade textile;
- To develop an understanding of future applications and the use of new materials in textiles.

Student Learning Objectives:

PRATT INTEGRATIVE COURSE OUTCOMES:

1. Students will be able to connect relevant experiences gained outside the classroom and academic knowledge.
2. Students will be able to make connections across disciplines and perspectives.
3. Students will be able to adapt and apply skills, abilities, theories and methodologies gained in one situation to new contexts and situations.
4. Students will be able to integrate modes of communication in ways that enhance meaning, making clear the interdependence of language—both visual and verbal—form, thought and expression.
5. Students will be able to self assess, track learning process, and demonstrate a developing sense of self as learner, building on prior experiences to respond to new and challenging contexts.

Course Calendar/Schedule:

Week 1: Introduction

- Introduction to the class
- Review goals and outcomes of class
- Lecture : From Techno Textiles to Hand Weaving — textiles everywhere
 - Homework - Reading for next week (see below)

Week 2-4: Unit 1 - Historical context

Reading: Gordon, Beverly. Textiles: the Whole Story. Thames & Hudson, 2011.

Pages: 18-57, 60-113, 202-245

- WEEK 2 - Lecture: Textiles and Historical Context — textiles in different geographic locations, historical epochs and cultural groups
- WEEK 3 - Field trip (TBA, textile museum exhibit)
- WEEK 4 - Presentations - Re-Discover slide presentations
 - Homework - Reading for next week (see below)

Assignment #1: **Re-Discover**

Students will choose an item made from textiles, an item of clothing, fine art, an object from the home, a tool, a shelter or building material, anything that is of interest and research the same or similar items across cultures and trace it's history from inception. The goal of this exercise is to discover the depth and breadth of textiles throughout history and to study how different culture have used, created, and applied textiles in different ways. Students will create a detailed slide presentation explaining the historical context of the work or object, and the and transformations the work or object has undergone across cultures and time that have lead different experiences. Students will analyse and understand the work or object through

multiple angles, all of which generate a reflection upon the effects textiles have had on our lives. The presentations should reflect a thesis of understanding the effect that your textile object has had over the course of time and across cultures. Each student lecture/presentation should be 12 minutes in length and supported with a well designed and engaging slide presentation.

The goal of this assignment is for each student to achieving a greater appreciation for the history, making of, and application of textiles. Students will also be able to make connections across disciplines and perspectives as they research a particular type of product throughout history and across cultures.

Week 5-7: Unit 2 - Making

Reading: Hudson, Peyton B., et al. Joseph's Introductory Textile Science. HBJ, 1993.
Fibers pages: 11-15, Yarns pages: 155-162, Woven Fabric pages: 188-208

- WEEK 5 - Lecture: Textiles 101 — How textiles are made
- WEEK 6 - Workshop: Hand weaving or hand knitting (details TBD)
- WEEK 7 - Critique - Presentation of handmade textile examples and experiments
 - Homework - Reading for next week (see below)

Assignment #2: Craft

Students will explore the creation of handmade textiles. The objective of this “making” assignment is to introduce the crafting of fibers into yarns and then into woven or knit experimental swatches. Each swatch crafted by the students or student groups will explore materials, texture, handfeel, stitch pattern and color. This exercise will allow students to reflect upon the various ways the same project can be approached from multiple disciplines and perspectives. Using various materials and processes, different outcomes will be achieved. In turn, they will see how each example reflects different approaches and experiences and could be applied to disciplines. Each student will present for class critique a minimum of 3 textile swatches 12” x 15” mounted on a header with spec information recorded.

This assignment’s goal is for each student to become familiar with the methods and materials used in the creation of a handmade textile. Students will also learn to connect relevant experiences gained outside the classroom and apply these skills to with academic knowledge in a self directed design assignment.

Week 8-10: Unit 3 - Innovation

Reading:

1. Quinn, Bradley. *Textile Futures: Fashion, Design and Technology*. Berg, 2010. pages: 1-30, 35-56, 61-79, 85-104

2. Dunne, Anthony, and Fiona Raby. *Speculative Everything: Design, Fiction, and Social Dreaming*. MIT, 2014. Pages 1-9, 11-21, 28-31, 33-45

- WEEK 8 - Lecture: Smart Textiles
- WEEK 9 - Guest lecture or panel* - Introduction to Speculative Design — imagine possible futures.
- WEEK 10 - Proposals for Culminating Project Due
- WEEK 10 - Presentations - Storytelling exercises

Assignment #3: **Storytelling**

Students will research innovations in smart textiles that may or may not yet be available in the market and begin to imagine applications for these materials for the future. From this jumping off point student will create concept products that use these materials. These products concepts can be drawings, fast prototypes, renders, or written descriptions with supporting visuals for explanation. Each student will then create a speculative future scenario in which their concept product is used. The final presentation is a narrative piece that tells the story of the future in which this product is used, how it is used and why it is important. Slide presentation, short films or creative writing are all possible media for final presentation.

The goal of this assignment is to develop an understanding of future applications and the use of new materials in textiles. Students will also be able to integrate different modes of communication in ways that enhance meaning, making clear the interdependence of language—both visual and verbal—form, thought and expression.

*Each student or student team will submit a proposal for the final project in Week 9 for review and revision by Week 11.

Week 11-15: Application

- WEEK 11 - Revised Design Proposal due followed by in class work time design and making with individual desk crits
- WEEK 12 - Design and making with individual desk crits
- WEEK 13 - Design and making with individual desk crits
- WEEK 14 - Design and making with individual desk crits
- WEEK 15 - Final presentations

Assignment #4: **Culminating Projects**

The next 4 weeks are spent working on the culminating project.* This is the student's proposal and work on the final project. Students will integrate their learning from the earlier assignments, along with the methods, approaches, and research they have undertake in textiles. This assignment can also be done in collaboration. (There must be a rationale given for the choice of doing the individual or collaborative work.) This project is a more amplified

and deliberate version of the earlier assignments, although students can also integrate their previous work into the final piece.

With the culminating project, students are encouraged to connect their personal poetics and interests, along with their research, with specific problems and issues, and propose solutions, something they will also have thought about in their smaller assignments. They will also have to effectively select and develop examples of life experiences to illuminate concepts/theories/frameworks and infuse their own poetics. Students are also encouraged to incorporate new directions and approaches to using textiles and skills gained from other fields and to seek out and follow through in untested directions.

The goal of the culminating project is to engage students in practices of making, thinking and doing that integrate multiple disciplinary knowledges and skills in ways that enhance collaborative work and self-knowledge. Students will be able to adapt and apply skills, abilities, theories and methodologies gained in one situation to new contexts and situations. And students will also be able to self assess, track learning process, and demonstrate a developing sense of self as learner, building on prior experiences to respond to new and challenging contexts.

IV. COURSE REQUIREMENTS

Textbooks, Readings, and Materials:

Required Reading:

1. Gordon, Beverly. *Textiles: the Whole Story*. Thames & Hudson, 2011.
2. Hudson, Peyton B., et al. *Joseph's Introductory Textile Science*. HBJ, 1993.
3. Quinn, Bradley. *Textile Futures: Fashion, Design and Technology*. Berg, 2010.
4. Dunne, Anthony, and Fiona Raby. *Speculative Everything: Design, Fiction, and Social Dreaming*. MIT, 2014.

Suggested Reading:

1. Braddock, Sarah, and Marie O'Mahony. *Techno Textiles: Revolutionary Fabrics for Fashion and Design*. Thames & Hudson, 2002.
2. Braddock, Sarah E., and Marie O'Mahony. *Techno Textiles: Revolutionary Fabrics for Fashion and Design*. Thames and Hudson, 1998.
3. *Fiber Futures: Japan's Textile Pioneers*. Japan Society, 2011.
4. Harper, Catherine, and Doran Ross. *Textile: the Journal of Cloth & Culture*. Berg Pub Ltd, 2009.
5. Hatch, Kathryn L. *Textile Science*. Tailored Text Custom Publishing, 2006.
6. McQuaid, Matilda, and Philip Beesley. *Extreme Textiles: Designing for High Performance*. Smithsonian Cooper-Hewitt, National Design Museum, 2005.

7. O'Mahony, Marie, and Sarah E. Braddock. *Sportstech: Revolutionary Fabrics, Fashion and Design*. Thames & Hudson, 2002.
8. Pailes-Friedman, Rebeccah. *Smart Textiles for Designers: Inventing the Future of Fabrics*. Laurence King Publishing, 2016.
9. Quinn, Bradley. *Textile Visionaries: Innovation and Sustainability in Textile Design*. Laurence King, 2013.

Project(s), paper(s), assignment(s):

Week 4 - Re-discover Research Lecture and slice presentation due. Each student lecture/presentation should be 12 minutes in length and supported with a well designed and engaging slide presentation.

Week 7 - Craft Assignment Due - Each student will present for class critique a minimum of 3 textile swatches 12" x 15" mounted on a header with spec information recorded.

Week 10 - Storytelling Assignment Due - slide presentation, short films or creative writing are all possible media for final presentation.

Week 15 - Culminating Project Due - Presentation and Documentation

Assessment and Grading:

This course requires a commitment from you: a responsibility to prepare for, attend class and participate in it, and to submit assignments on time. Simply coming to class will NOT assure you a passing grade.

Participation:

You will be evaluated on your participation in class. This includes individual, group and public critiques, readings, lectures and discussions of research, design process, design analysis, and final project/review. This assessment could mean the difference of a full letter grade. Please speak freely, thoughtfully, and often. You should make at least one contribution to each class dialog.

Projects will be assessed on the following

Quality and Presentation of work

Quality and Documentation of all research (including bibliography and citing in written and slide presentations)

Challenge the work presents to the particular student

Your grade will be based on the following:

Re-discover Lecture/Presentation	20%
Craft Assignment	20%
Storytelling - Speculative product	20%
Culminating Project	25%
Professionalism and class engagement	15%

- A = sustained level of superior performance demonstrated in all areas of Course Requirements

- B = consistent level of performance that is above average in a majority of the Course Requirements
- C = performance that is generally average and Course Requirements are achieved
- D = below average performance and achievement of the Course Requirements
- F = accomplishment of the Course Requirements is not sufficient to receive a passing grade

(Pratt Institute's Grading System can be found in the Undergraduate and Graduate Bulletins).

V. POLICIES

Institute-wide policies listed in the "Community Standards" section of the bulletin:

This course adheres to all academic integrity, plagiarism, computer and network use policies, listed in the bulletin.

Pratt Attendance Policy: There are no excused absences or cuts. Students are expected to attend all classes. Any absences may affect the final grade. Three absences may result in course failure at the discretion of the instructor. The attendance policy for this course will be: {Each instructor can specify the attendance policy for the specific course}. Attendance policies may be dependent on School or departmental policies as well as individual instructors determination.

Policy on students with disabilities:

This course adheres to all Pratt policies on students with disabilities as listed in the bulletin. Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. They should contact Elisabeth Sullivan, Director of Learning Access Center, 718-636-3711.

Any additional applicable school, departmental, or personal course policies: