

Course number – Handmade History
UB Seminar - 3 credits

Instructor Name: Carole Emberton

Office: Park 577

Office Hours: TBD

Email: emberton@buffalo.edu

COURSE DESCRIPTION:

Knitting! It's not just for grandmas anymore. More people knit or crochet than ever before — an estimated 53 million people worldwide. 1 in 3 women know how to knit, and men are joining those ranks everyday. Studies show that knitting lowers blood pressure and eases anxiety and depression. It's popularity among millennials has sparked a revolution in fiber production, technology, and technique. And recent political upheavals have inspired a craftivist movement. Now you can knit a sweater and save the world!

In this course, we will explore the history of knitting and other forms of textile production through readings, podcasts, and films.

Most importantly, we will KNIT!

NO EXPERIENCE NECESSARY!!

If you do not know how, you will learn how to read a pattern, choose the appropriate yarn for your project, cast on stitches, and create both functional and artistic handcrafted pieces.

If you have some experience knitting, this class will give you the opportunity to advance your skills and challenge your creativity.

STUDENT LEARNING OUTCOMES:

Having completed a UB Seminar, students will be able to:

Learning Outcomes	Student Achievement of This Learning Outcome will be Assessed by:
1. Think critically using multiple modes of inquiry.	Readings, reading journal, discussion, exams, presentation, knitting portfolio
2. Analyze disciplinary content to identify contexts, learn fresh perspectives, and debate and discuss problems in the field.	Readings, reading journal, discussion
3. Understand and apply the methods of close reading, note taking, analysis, and synthesis.	Readings, reading journal, discussion
4. Recognize and debate ethical issues and academic integrity in a variety of settings.	Academic Integrity Excercise - Week 4, Discussion, Exam
5. Demonstrate proficiency in oral discourse and written communication.	Class discussion, presentation, reading journal, portfolio
6. Develop essential research and study skills such as time management.	Time Management Exercises Week 2 + weekly check-ins
7. Use an ePortfolio for at least one assignment.	Knitting portfolio
8. Understand the academic expectations pertaining to student at the University at Buffalo and to higher learning at a research university.	Discussion, reading journal, exams, portfolio, presentation

COURSE MATERIALS:

Required Texts:

Stoller, *Stich 'n Bitch: The Knitter's Handbook* or *Son of a Stitch 'n Bitch*

Rowlandson, *The Sovereignty & Goodness of God*

Ulrich, *Age of Homespun*

Greer, *Craftivism*

Films:

Handmade Nation - Kanopy

Common Threads (Stories from the AIDS Quilt) - Kanopy

Other Required Materials: The basic supplies listed below should cost around \$20-25.

Size 7 or 8 needles (For Beginners - bamboo recommended, 10" straights)

Worsted (Medium) weight yarn (such as Lion Brand Wool-Ease or Paton's Classic Wool) - 2 skeins to start

Stitch markers

Needle caps

Darning Needle

Size G crochet hook

Project bag

Daily planner

COURSE REQUIREMENTS:

You will be evaluated based upon a combination of your level of participation in the class as well as your performance on a series of tasks, including the creation of knitted objects:

- | | |
|---|-----|
| 1. Class Participation | 20% |
| 2. Reading Journal (see Reading Journal Guidelines) | 15% |

*Reading Journals will allow students to register their responses to readings. There will be prompts or assigned questions for each assigned reading. Prompts & questions will be posted on Digation, where students will also post their responses.

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|-----------------------|-----|
| 3. Two in-class exams | 15% |
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*Exams will cover readings & handouts related to knitting instruction as well as other "skills" such as time management,

note-taking, etc.)

4. Library Assignment (research for Artistic/Historic object below) 15%

5. Presentation (on Artistic/Historic object) 15%

6. Knitting Portfolio 20%

-Two functional objects

-One object to donate to local charity

-One artistic/historic object

-Original swatch (for comparison)

-Notes on your knitting process

-Photographs or sketches

-UFOs or abandoned projects

-Ideas for future projects

A note on grades:

While some people will turn out to be better knitters than others by the end of the semester, the end products will only be a small part of your total grade. This course is not about judging talent. It IS about effort, creativity, engagement, and growth. If you demonstrate those four qualities in your work, they will be reflected in your final grade.

ACADEMIC CONTENT:

Week 1: Casting On

This week will meet each other and our needles & yarn.

Assignments:

*Watch: *Handmade Nation*

*Purchase supplies (We will arrange a time to meet at a local craft store, or you can go on your own.)

*Sign up for a free Ravelry account at www.ravelry.com

Week 2: Is knitting art? Is knitting political?

Assignments:

Read: Kate Daley, "Crafty Entanglements: Knitting and Hard Distinctions in Aesthetics and Political Theory,"

Contemporary Aesthetics (2012) **on UB Learns

-Reading journal

-Time Management Exercises (Fill out planner with due dates for classes, etc.; [168 Hours Exercise](#); Make a Distractions List & Discuss how to minimize them; talk about how knitting can improve concentration; also check-in each week to see how students are doing with time management, minimizing distractions, etc.)

Knit: Start your scarf

Week 3: Art vs. Craft

Assignments:

Read: Risatti, *A Theory of Craft* (excerpts) on UB Learns

-Reading Journal

Knit: Keep working on your scarf. Come to class having made significant progress.

Field Trip: Burchfield Penny Art Center (This week the class will meet at the museum to discuss Risatti and view the museum collections, including quilts and many mixed media works that include textiles, fabrics, beads, and other “craft” objects.)

Week 4: Workshop Week

Assignments:

This week we will work on our projects together.

-Academic Integrity Exercise (In-class quiz where students identify different forms of academic dishonesty, followed by discussion)

Week 5: Exam 1 (In-class) & Library tour

Knit: Begin hat

Week 6: The Age of Homespun

Assignments:

Read: *The Age of Homespun*, intro-ch. 2

Read: excerpts of Mary Rowlandson, *Sovereignty and Goodness of God* (1682)

-Reading Journal

Knit: Finish your scarf & bring it to class

Week 7: The Legacy of Homespun

Assignments:

Read: *The Age of Homespun*, ch. 5 & ch. 11

-Reading Journal

Knit: Cont. hat

Week 8: Gendered Technology I: Medieval Guilds

Assignments:

Read: Karras, "This Skill in a Woman is By No Means to be Despised: Weaving & the Gendered Division of Labor in the Middle Ages" on UB Learns

-Reading Journal

Library Assignment due

Knit: Finish hat & bring it to class

Week 9: Gendered Technology II: Industrialization

Assignments:

Read: Oldenziel, *Making Technology Masculine* (excerpt of Ch. 1) on UB Learns

-Reading Journal

Knit: Begin your final project if you haven't already

Week 10: In-Class Exam & Workshop Day (work on your final project)

Week 11: Health Benefits of Fiber Arts

Assignments:

Read: Barron, *The Creativity Cure* (excerpts on UB Learns)

-Reading Journal

In-class visit from Health & Wellness folks at UB

Knit: Work on final project

Week 12: Craftivism

Assignments:

Read: Greer, *Craftivism*

-Reading Journal

View: *Common Threads* (Kanopy)

Knit: Work on final project

Week 13: Workshop Week

Week 14: Presentations

Week 15: Presentations

GRADING POLICY:

- | | |
|---|-----|
| 1. Class Participation | 20% |
| 2. Reading Journal (see Reading Journal Guidelines) | 15% |
| 3. Two in-class exams | 15% |
| 4. Library Assignment (research for Artistic/Historic object below) | 15% |
| 5. Presentation (on Artistic/Historic object) | 15% |
| 6. Knitting Portfolio | 20% |

A note on grades:

While some people will turn out to be better knitters than others by the end of the semester, the end products will only be a small part of your total grade. This course is not about judging talent. It IS about effort, creativity, engagement, and growth. If you demonstrate those four qualities in your work, they will be reflected in your final grade.

Final Grades:

Grade	Quality Points	Percentage (EXAMPLE)
A	4.0	93.0% -100.00%
A-	3.67	90.0% - 92.9%
B+	3.33	87.0% - 89.9%
B	3.00	83.0% - 86.9%
B-	2.67	80.0% - 82.9%
C+	2.33	77.0% - 79.9%
C	2.00	73.0% - 76.9%
C-	1.67	70.0% - 72.9%

* Undergraduate Only

Grade	Quality Points	Percentage (EXAMPLE)
D+	1.33	67.0% - 69.9%
D	1.00	60.0% - 66.9%
F	0	59.9 or below

ATTENDANCE:

Students will receive 3 “free” absences. These absences do not require any kind of documentation. Students may use these for sickness or just to catch up on other things. However, students are still responsible for any assignments due on days they are absent. Additional absences will result in a reduction in a student’s final grade by 1/3 of a letter.

If you are experiencing medical issues or other difficulties, please see Prof. Emberton to discuss strategies for success in the course. You need not divulge any personal information, but there are resources to help, including:

ACCESSIBILITY RESOURCES:

Accessibility Resources coordinates reasonable accommodations for equitable access to UB for students with disabilities. Visit 60 Capen Hall, North Campus, call (716) 645-2608, or email at stu-accessibility@buffalo.edu. Additional information is located at the Office’s website: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

AVAILABLE RESOURCES ON SEXUAL ASSAULT:

UB is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. You may call [UB’s Office of Equity, Diversity and Inclusion](#) at (716) 645-2266 for more information. <https://www.buffalo.edu/equity.html>

COUNSELING SERVICES:

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services, and Health Promotion are here to help with these or other concerns. You learn can more about these programs and services by contacting:

Counseling Services: 120 Richmond Quad (North Campus), phone 716-645-2720

202 Michael Hall (South Campus), phone: 716-829-5800

Health Services: Michael Hall (South Campus), phone: 716- 829-3316

Health Promotion: 114 Student Union (North Campus), phone: 716- 645-2837

ACADEMIC INTEGRITY:

Students must be familiar with and abide by the University’s policies and procedures on Academic Integrity, available at the following link: *Academic Integrity:* <https://catalog.buffalo.edu/policies/integrity.html>

CONTROLLED ENROLLMENT COURSES:

The UB Seminar is a [Controlled Enrollment Course \[CEC\]](#). Enrollment in a CEC is restricted by the available student positions, and self-registration for a CEC in any fall or spring semesters is available only to students taking that course for the first time. Repeat enrollment may be difficult or impossible in a fall or spring semester; a student seeking to repeat a CEC should plan to register for and do this in a UB summer session. Repeat enrollment is enrollment by a student who previously enrolled in the course at UB or transferred an equivalent course to UB and for which course the student has a grade of 'A', 'B', 'C', 'D', 'F' or qualified value thereof [e.g., 'A-', 'D+'], or a grade of 'P', 'S', 'U', 'I', 'J', 'N', or 'R'. A student

may self-register to repeat a CEC in a fall or spring term only if the student's grade of record for the previous enrollment is 'W', i.e., administrative withdrawal. Students may petition for enrollment in such a designated spring course by the third week of the preceding fall semester, and in a fall course by the third week of the preceding spring semester.

UB CURRICULUM CAPSTONE:

You are completing this course as part of your UB Curriculum requirements, therefore please select an 'artifact' from this course that is representative of your learning and upload it to your UBPortfolio account. Templates have been created for this purpose. Artifacts include homework assignments, exams, research papers, projects, lab reports, presentations, and other course materials. Your final UB Curriculum requirement, UBC 399: UB Curriculum Capstone, will require you to submit these 'artifacts' as you process and reflect on your achievement and growth through the UB Curriculum. For more information, see the UB Curriculum Capstone website: <https://www.buffalo.edu/ubcurriculum/capstone.html>.

Optional Components

ATTENDANCE POLICY:

May include reference to:

- *Attendance issues related to religious observances*
- *University sanctioned events*
- *Athletic commitments*
- *Family/Work obligations/emergencies*
- *Course Cancellation/ Emergency Planning*
- *Reference the university website for cancellations/delays due to weather or other unforeseen events at the [UB Alert page](#).*

INSTRUCTOR AND COURSE SUPPORT STAFF INFORMATION:

- *Relevant professional information and/or teaching philosophy.*
- *Roles and responsibilities of course support staff (i.e., TAs/GAs).*

CLASSROOM DECORUM:

Discussion of classroom expectations, for example tardiness, and/or use of cell phones and laptops.

UNIVERSITY SUPPORT SERVICES:

Students are often unaware of university support services. For example, the Center for Excellence in Writing provides support for written work, and several tutoring centers on campus provide academic success support and resources.