USC School
of Dramatic Arts

THTR 433B – Costume Design II
Units: 3
Fall 2025   Thursday 2-4:50p
Location: PED 114E

Instructor: Samantha C. Jones
Office: PED 114F inside the Costume Shop
Office Hours: Thursday 12-2:00p by appointment
Contact Info: jonessam@usc.edu
Cell phone: (202)746-1126

IT Help: Prakash Shirke. Director of Information Technology, SDA
Contact Info: sdait@usc.edu

Course Description

In this class we will deepen our understanding of Costume Design and the various ways it can function as an artistic discipline. Moving through a variety of genres we will explore culture, form and function while working on practical skills like paperwork specifics and tactile craft elements. We will deepen the exploration into story and character analysis, while continuing to polish presentation and speaking skills.

Learning Objectives

- To further the understanding of the art and labor of Costume Design and skills necessary to succeed in a variety of design genres.
- To build observational skills that lead to a deeper understanding of character in storytelling.
- To recognize universal similarities in human nature and how that is reflected in dress throughout time.
- To build stronger understanding of the nuances between artistic desire/input and artistic responsibility.
- To build initial tactile skill in bring a vision to life.
- To further solidify an individual artistic style that successfully represents the artist's point of view.
- To gain confidence in presenting an artistic vision to peers and collaborators.

Required Readings and Supplementary Materials

- Required readings will be listed as applicable and provided on the class Blackboard.
- 9"X12" sketch book
- Sketch pencils
- Pinterest Account

Description and Assessment of Assignments

- Point values are assigned to individual projects & assignments listed below.
- Detailed descriptions of each project can be found in the Project Guidelines section of Blackboard
- The final course grade is earned on the accumulated points for all assignments based on the following scale:
  - A= 100--94, A-= 93--90, B+= 89--87, B= 86--84, B-= 83--80, C+= 79--77, C= 76--74, C-= 73--70, D= 69--60, F= below 59
- Assignments turned in late will have 10 points per day deducted from the possible maximum earned, unless advance arrangements have been made between the student and teacher or in the case of exceptional circumstances.
- The Final Assignment will not be accepted late for any reason.

Grading Breakdown

ASSIGNMENT	POINTS	% of GRADE
Paperwork and Documentation	100	10
Super-Secret Surprise *Snow White* design project	100	10
Haute Couture Designer inspiration ballet project	100	15
Performance Art project	100	25
Large Scale Live Performance project	100	30
Presentation and Engagement	100	10
TOTAL	600	100%

Grading Scale (Example)
Course final grades will be determined using the following scale

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59 and below

Assignment Submission Policy
There will be both digital and physical submissions as best suit the work of the various projects in this course. Specific submission requirements will be outlined in the project guidelines of each assignment. A digital reference of all project work, even physical, is required to be submitted to receive a grade.

Grading Timeline
Best efforts will be made to have assignment grades posted within one week of the due date. Grades will be recorded via Blackboard and can be monitored there.

Sharing of course materials outside of the learning environment
USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (SeeSection C.1 Class Notes Policy).

Course evaluation
Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. You should expect to receive an email update once the system has launched to

provide your feedback on this course. In addition, you are always welcome to connect with with me as the instructor to offer any feedback on the course.

Additional Policies

This syllabus is a living document and may be adjusted or changed as deemed appropriate for the successful learning experience of the students enrolled in this course.

There are no excused absences recognized by USC outside of those qualifying for religious exemption (https://orsl.usc.edu/life/calendar/), however students will be allowed two personal health days to be taken at their discretion throughout the quarter without penalty.
This class requires active participation, so a pattern of continued absence will require a re-evaluation of the students continued involvement in the course.

The official USC COVID-19 policy can be found here https://coronavirus.usc.edu/

Course Schedule: A Weekly Breakdown

WEEK1	
1/16	**In Class**: Welcome! Review of syllabus. Outline goals and objective of this semester. Honing an individual artistic voice and design practice. Read *Snow White* by the Brothers Grimm (a copy is available in Brightspace) **Assignment**: Complete research for a Super-Secret Surprise *Snow White.* Please see project guidelines on Brightspace for project details. Bring art supplies to next session.
WEEK 2	
1/23	**DUE**: Super-Secret Surprise *Snow White* research **In Class**: Cultural appropriation v. appreciation v. interpretation Present Super-Secret Surprise *Snow White* research for group comment and observations. Begin work on initial sketches for Snow White. **Assignment**: Initial sketches *Snow White*. Bring art supplies to next session.
WEEK 3	
1/30	**DUE**: Super-Secret Surprise *Snow White* initial sketches **In Class**: Present Super-Secret Surprise *Snow White* initial sketches for group comment and observations. Work session on final sketches for *Snow White* with instructor input. **Assignment**: Final sketches for *Snow White*
WEEK 4	
2/6	**DUE**: Indigenous *Snow White* final sketches **In Class**: Present indigenous *Snow White* final sketches for group comment and observations. Discussing designing for movement. **Assignment**: Couture inspired *Midsummer Night's Dream* ballet project initial research. Bring drawing supplies to the next session.
WEEK 5	
2/13	**DUE**: Couture inspired *Midsummer Night's Dream* ballet project initial research. **In Class**: Present Couture inspired *Midsummer Night's Dream* ballet project initial research for group comment and observations. **Assignment**: Initial sketches Couture inspired *Midsummer Night's Dream* ballet project. Bring art supplies to next session.
WEEK 6	
2/20	**DUE**: Couture inspired *Midsummer Night's Dream* ballet project initial sketches.

	In Class: Present Couture inspired *Midsummer Night's Dream* ballet project initial sketches for group comment and observations. Work session on final sketches for ballet with instructor input. **Assignment**: Couture inspired *Midsummer Night's Dream* ballet project final sketches.
WEEK 7	
2/27	**DUE**: Couture inspired *Midsummer Night's Dream* ballet project final sketches. **In Class**: Present Couture inspired *Midsummer Night's Dream* ballet project final sketches for group comment and observations. How to break down design for film vs live performance. **Assignment**: Large Scale Performance project research.
WEEK 8	
3/6	**DUE**: Large Scale Performance project research **In Class**: Present Large Scale Performance project research for group comment and observations. Discuss building a successful adaptation and potential pitfalls. Discuss PAPERWORK! It's important. **Assignment**: Large Scale Performance initial character imagery. First draft of Large Scale Performance production paperwork
WEKK 9	
3/13	**DUE**: Large Scale Performance initial character imagery. First draft of adaptation production paperwork. **In Class**: Present Large Scale Performance project initial character imagery for group comment and observations. Work session on final character imagery for Large Scale Performance project with instructor input. **Assignment**: Large Scale Performance final character imagery and paperwork.
WEEK 10	
3/20	**NO CLASS – HAPPY SPRING BREAK!**
WEEK 11	
3/27	**DUE**: Large Scale Performance final character imagery and paperwork. **In Class**: Present Large Scale Performance project final character imagery for group comment and observations. Discuss designing for a performance art experience. Highlighting an individual moment vs a character filled production. **Assignment**: Performance Art costume project initial ideas
WEEK 12	
4/3	**DUE**: Performance Art costume project initial ideas **In Class**: Discuss initial thoughts for Performance Art project Work session to further solidify Performance Art project **Assignment**: Project plan and materials list for Performance Art project
WEEK 13	
4/10	**DUE**: Project plan and materials list for Performance Art project **In Class**: Work session for Performance Art project with instructor input.
WEEK 14	
4/17	**In Class:** Progress check-in on Performance Art project. Should be solidly into assembling the physical elements of the project. Work session for Performance Art project with instructor input. Please bring appropriate materials required.
WEEK 15	
4/24	**In Class**: Progress check-in on Performance Art project. Should be solidly into assembling the physical elements of the project. Work session for Performance Art project with instructor input. Please bring appropriate materials required. **Assignment**: Complete work on Performance Art project

WEEK 16	
5/1	**DUE**: Performance Art Final Project **In Class**: Present Performance Art project final; should include complete design prompt, project plan, materials list, and physical element.
FINAL	
5/8	**2-4:00p DUE**: Semester review

SDA PRODUCTIONS, ISPS, AND EXTRACURRICULAR ACTIVITIES

SDA productions, ISPs and Extracurricular Activities* will not excuse you from any class work. There will be no exceptions made for absences in class, missed or delayed assignments, homework or lack of class participation resulting from your involvement in any of the above. Your grade will reflect your work in this class, independent from work in any other class or activity.

*Activities that have been officially sanctioned by the larger university (such as marching band, song girls, or varsity sports) are exempt. You must submit official documentation to your professor regarding your participation in an event prior to your absence.

Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. OSAS is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for OSAS and contact information: (213) 740-0776 (Phone), (213) 814-4618 (Vidoe Phone), (213) 740-8216 (FAX) ability@usc.edu.

Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.

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Equity, Diversity & Inclusion + Intimacy in Theater Consent Culture Statement:

Through our pluralistic approach of diverse pedagogies, methodologies, ideologies, and modalities of artistic expression, we invite(engage) and challenge students to expand their breadth and depth of knowledge, complexity, and range of the human experience. Even though we nurture, guide, and challenge our students to embrace the unknown or unfamiliar and step outside of their comfort zones through storytelling/art, we aim to practice effective strategies and offer tools to students mindful of their physical, psychological, social, and emotional wellbeing. In alignment with professional and industry standards, we will integrate core principles and techniques of Intimacy in Theater and Building Cultures of Affirmative Consent. This will provide agency, offer resources and support to the teachers, students, directors, and staff to

establish healthy boundaries of consent when working on material that is physically, intimately, or emotionally charged content in both the classroom and production.

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SDA Student Support & Reporting Form:

To facilitate a supportive environment of accountability, SDA has created an internal system of reporting for students to address issues/concerns and to offer feedback or suggestions for improvement. This mechanism provides a pathway for reporting and offering feedback without fear of retaliation or judgment. Any submission filed through this form will be reviewed and processed accordingly through SDA Office of Equity, Diversity, and Inclusion.

To file a report, please visit: https://bit.ly/SDAstudentreporting

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Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services - (213) 740-0776
https://osas.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.