



## **ARTS2904**

Dressed to Kill: Dress and Identity in History

Term Two // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Mina Roces	m.roces@unsw.edu.au	Wednesdays 11-12, Thursdays 10-11	Morven Brown 359	93852348

### School Contact Information

School of Humanities and Languages

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## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *Women's and Gender Studies*

This course can also be studied in the following specialisation: *History*

In *Dressed to Kill*, you will explore the links between dress and gendered identities using a number of case studies from Europe, Asia, Australia and the Americas over the last four hundred years. This course will focus on the many meanings of dress from daily attire, to national dress and uniforms, to high fashion across a wide gamut of cultures. We will use photographs, paintings and readings to cover topics as diverse as shaping the body (such as foot-binding and the corset), deportment, haute couture, and even the meaning of cloth. Women's dress as the Other of men's dress, the manipulation of costume for political agendas (including fashion and fascism and feminism and fashion), current debates about veiling, and the history of the department store will also be explored.

### Course Learning Outcomes

1. Recognize where and in what ways dress is an expression of gendered identities
2. Analyse course themes through the lens of gender and feminist scholarship
3. Construct arguments using interdisciplinary scholarship—for example from history and gender studies- in written or verbal form
4. Analyse the semiotics of dress through visual primary sources such as photographs and paintings
5. Answer questions posed using argument and evidence
6. Conduct independent scholarly research

### Teaching Strategies

This course is designed to develop your critical analysis of non-textual material such as photographs and paintings and to help you understand the semiotics of dress using a gender perspective. The lectures provide background information and introduce theoretical and analytical perspectives and debates that are explored in or exemplified by the specialised weekly readings. My teaching strategy is to help you learn the skills of critical analysis. These skills need to be developed regularly over time and tutorials are a fundamental part of this learning process. Weekly responses to the readings trains you to reflect and analyse academic scholarship on gender and dress and enables everybody to participate in class discussions. By the end of the semester you will not only develop critical skills but also a mature confidence in presenting your ideas in public. The Photographic Exercise assignment is an opportunity for you to have your own original research project using and analysing photographs as a main primary source, while the essay develops your research, analytical and writing skills furthering your development as a scholar of gender and dress studies. Engagement with the course content is further encouraged and assessed by an end-of-term test.

## Assessment

Please check the Moodle site for the files on:

1. Tutorial readings and questions for discussion including the questions for the responses to readings assessment
2. List of essay questions and bibliographies which gives you the list of questions for the essays including relevant bibliographies.
3. Marking rubric for the essays.

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Class test	20%	07/08/2019 01:00 PM	1,2,5
Individual exercise	20%	At tutorials from weeks 8-10	1,4,6
Responses to readings	20%	on Wed June 12 and Wed, June 26	1,2,3,4,5
Research essay	40%	12/07/2019 05:00 PM	1,3,4,5,6

## Assessment Details

### Assessment 1: Class test

#### Start date:

**Details:** Students complete at test (ca. 2 hours) answering questions based on the lectures. Feedback will be given through in-class discussion.

#### Additional details:

The class test will be held at the lecture theatre at the usual lecture time in week 10 on August 7 Wednesday from 1-3pm.

The test will be based on material from the lectures and tutorials.

**Turnitin setting:** This is not a Turnitin assignment

### Assessment 2: Individual exercise

#### Start date:

**Details:** Students choose a public figure (e.g., president, prime minister, monarch) and assemble photographs from newspapers, magazines and the web, and analyze their self-representation in their dress, deportment and consumption practices. Feedback is by individual comments given on the day of the presentation as well as written comments on the bibliography submitted (returned the following

week).

**Additional details:**

Refer to the lecture on Analyzing the photograph for how to do this including the group exercise.

You need to submit a one page annotated bibliography on what sources you consulted for this exercise and a one sentence description on how each source helped you in your analysis.

The weekly readings and the way visual sources are analysed in the lectures should give you tips on how to do this as well.

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 3: Responses to readings**

**Start date:**

**Details:** Students submit a response (ca. 500-600 words) to set questions on a weekly reading before two tutorials. Feedback is via individual comments and in-class discussion.

**Additional details:**

Response no. 1 is due on Wed June 12 by 5pm and Response no. 2 is due on Wednesday June 26, by 5pm.

See the file on Tutorial readings and questions for discussion (in the Moodle site) for the questions you need to answer for the responses to readings and the reading required.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

**Assessment 4: Research essay**

**Start date:**

**Details:** Research Essay broken down into—bibliography, abstract and final essay. Students write an essay (ca. 3000 words) in response to one of the questions using scholarship in dress history. Feedback is by individual comments and a rubric

**Additional details:**

See the file on Essay questions and bibliographies uploaded in the Moodle site. This has the list of essay questions and recommended bibliographies for this assignment.

Also check the Moodle file on the Essay Marking rubric.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Lecture	Part 1: The Problem of What to Wear: Dress as Text, theoretical considerations in the study of dress history  Part 2: Dress and Gender example: Defining the feminine in Coming of Age celebrations  Part 3: CLASS interactive discussion: Trivial Pursuit in dress history (done in groups)
	Group Activity	Third hour of the lecture: Trivial Pursuit: Dress, gender and historical time
	Tutorial	Tutorials start in week 1: The tutor will explain the assessments especially the response to reading assessment due in week 2.
Week 2: 10 June - 14 June	Lecture	Part 1: Dress and Deportment-- including altering the body (footbinding, the corset)  Part 2: Analyzing paintings and photographs
	Group Activity	The third hour of the lecture is a group activity:  Debates about whether or not girls should have coming of age celebrations. (look into debutantes and quinceañeras. What does the coming of age ritual mean? How is it connected to fashioning the feminine? Do you think families should spend huge sums of money for this event? Would you give your daughter a debutante ball? The cover photograph of this course outline is a photograph I took of a debutante party of a Filipina (daughter of a domestic worker) in Padova taken in August 2018 where the family spent over 5000 euros for this one night.
	Tutorial	The meaning of cloth in India, Dress and race in Spanish America
Week 3: 17 June - 21 June	Lecture	The Politics of Dress including national dress
	Group Activity	Analzying photographs and paintings.

		Each group will get a painting or photograph and will practice analyzing and interpreting each one. Presentations will be by group after the group discussion.
	Tutorial	The corset
Week 4: 24 June - 28 June	Lecture	What shall I wear to the revolution? France and China
	Group Activity	Should Australia have a national dress? If so, what should it be? How should nation be inscribed in dress?  We can also discuss possibilities for national dress in the US, and the UK, others?  Is there such a thing as a national fashion?
	Tutorial	The Zoot suit
Week 5: 1 July - 5 July	Lecture	Part 1: Religious dress  Part 2: Uniforms
	Group Work	Debates about dress and beauty contests. Use the reading in week 2 that mentioned Miss Peru. Do you think beauty contests propagate a feminine ideal? Do you think they are anachronistic? Are they dangerous?
	Tutorial	Should Shabina Begum have the right to wear a jilbab and coat as part of her school uniform?
Week 6: 8 July - 12 July	Homework	There are no lectures in Week 6 which is a designated reading week so that students can work on their essay which is due on Friday, 12, July 2019 at 5pm.
	Group Activity	There is no group activity in week 6 which is a designated reading week so that students can work on their essay which is due on Friday, 12 July 2019 at 5pm.
	Tutorial	There are no tutorials in week 6 which is a designated reading week so that students can work on their essay which is due on Friday 12 July 2019 at 5pm.
Week 7: 15 July - 19 July	Lecture	Part 1: The Department Store: Fashioning the Bourgeoisie  Part 2: Haute Couture
	Group Activity	Debates about fashion, the end of fashion, anti-

		fashion, globalisation. Are those who follow fashion- fashion victims?
	Tutorial	Sneakers: Fashion, Gender, Subculture
Week 8: 22 July - 26 July	Lecture	Part 1: The 1960s-present: breaking out for men and women?  Part 2: Feminisms and Fashion
	Group Activity	Class debate on second wave feminisms' attitude towards women's dress: le no make-up, don't wear a bra, don't shave your legs etc. and its implications
	Tutorial	Individual photographic analysis exercise
Week 9: 29 July - 2 August	Lecture	Cloth and Status  Part 1: Denim Jeans  Part 2: Pineapple Fiber cloth
	Group Activity	The Jeaning of America and the world: What are the many meanings of blue jeans today? Is it gendered? Analyse the commercials and advertisements on jeans.  How do you feel about your jeans? What meanings do you associate with wearing them? How different is it from the 1960s?
	Tutorial	Individual photographic analysis exercise
Week 10: 5 August - 9 August	Assessment	Class test. The class test will happen during the last lecture in the usual lecture theatre: Week 10: August 7, 2019 from 1-3pm
	Group Activity	How have you changed your views on dress because you have done this course?
	Tutorial	Individual photographic analysis exercise



## Resources

### Prescribed Resources

**Course Readings.** Readings for the tutorials can be accessed through the Moodle Site under the heading “Course Resources”—look for the green link entitled: Required Readings for the Course.

### Recommended Resources

**Recommended Text:** Mina Roces and Louise Edwards (eds.),

*The Politics of Dress in Asia and the Americas* (Brighton: Sussex Academic Press, 2007).

### Suggested References.

Journals:

*Fashion Theory*

*Textile: A Journal of Cloth and Culture*

I recommend using these journals that the library holds in electronic form. You will find lots of readings you could mine for your essays. See also the bibliography provided in the essay list. If a book is held at the College of Fine Arts (we share sources with them), just request it using the tab, and it will be sent to Kensington campus in a day or two.

### Websites

I recommend checking Bloomsbury press’ dress and fashion series. They published most of the books on dress (so it is called the dress press).

## Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s myExperience. Teaching Evaluations conducted in 2011 suggested a slight deduction in the number of responses to tutorial questions. I reduced them from 7 to 6 in 2013, then from 6 to 5 in 2015, from 5 to in 2018, and from 4 to 2 for 2019. Students enjoyed the Photographic exercise which is their chance to do original research.

On the whole, evaluations for the course have been very positive. Most of the comments like the tutorial responses and many found the diversity of topics and case studies interesting.

## **Submission of Assessment Tasks**

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### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Image Credit

This is a photo I took of a coming of age celebration in Padova.

## CRICOS

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