

ARTS2904

Dressed to Kill: Dress and Identity in History

Term 2, 2022



Course Overview

Staff Contact Details

Convenors

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Tutors

Name	Email	Availability	Location	Phone
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School Contact Information

School of Humanities & Languages

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Summary of the Course

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 term 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. File on Seminar-- this is the file that lets you know the reading required for each seminar and the questions for discussion. While no assessment is due for the seminars, the reading and discussion will be in the class test.
3. 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 site for the Essay Marking Rubric.
4. Lecture handouts: this file has lecture handouts which summarise each lecture in detail for you- --very useful also for reviewing for the class test.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Test	20%	01/08/2022 01:00 PM	1, 2, 5
2. Individual exercise	20%	18/07/2022 05:00 PM	1, 4, 6
3. Response to readings	20%	15/06/2021 06:00 PM	1, 2, 3, 4, 5
4. Research essay	40%	08/07/2022 05:00 PM	1, 3, 4, 5, 6

Assessment 1: Test

Start date: 01/08/2022 11:00 AM

Due date: 01/08/2022 01:00 PM

Students complete a test (ca. 2 hours) answering questions based on the lectures, seminars and tutorials.

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Additional details

The class test should be completed at the normal lecture time of Monday, August 1, 2022 between 11am-1pm. It will be done online. The test questions will be released at 11am in the Moodle site. Students are required to write their response and upload it by the end of the second hour (the test should be completed in 1 hour and 50 minutes so there is a ten minute leeway). The test will be based on material from the lectures, seminars, and tutorials.

Assessment 2: Individual exercise

Start date: 30/05/2022 01:00 PM

Assessment length: c600 words

Due date: 18/07/2022 05:00 PM

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).

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

Additional details

Refer to the lecture on analysing the photograph for how to do this. There is a group exercise in week 3 during the seminar where students practice analysing photographs.

Students have to submit a 600 word analysis as well as a one page annotated bibliography uploaded through Turnitin. The annotated bibliography just means students write a sentence or two after each reference consulted to let us know how the source helped them in their analysis. You should as much as possible use scholarly work on your person (ie consult biographies if possible or history textbooks) as well as material on the political context of the time. In some cases scholarship on constructions of ideal femininities/masculinities/gender of the particular country/culture may also be very important.

The assessment is due on the Monday of week 8, July 18, 2022 at 5pm. At tutorials from week 8-10 we will ask for volunteers to present their analysis at tutorials to share with classmates and get feedback.

Assessment 3: Response to readings

Start date: 30/05/2022 01:00 PM

Assessment length: c600 words

Due date: 15/06/2021 06:00 PM

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

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

Additional details

See the file on Tutorial readings and questions for discussion (in the Moodle site) for week 3 (the Zoot suit) for the questions you need to answer for this assessment.

Assessment 4: Research essay

Start date: 30/05/2022 01:00 PM

Assessment length: c3000 words

Due date: 08/07/2022 05:00 PM

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

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

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.

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: 30 May - 3 June	Lecture	Part 1: The Problem of What to Wear: Dress as Text, Theoretical Considerations in the Study of Dress History and the Approach Used in this Course Part 2: Dress and Gender Example: Defining the Feminine in Coming of Age Celebrations
	Seminar	Trivial Pursuit: Dress, Gender and Historical Time Students will be divided into groups and group leaders assigned for weekly discussions throughout the term
	Tutorial	Introduction and explanation of the assessments including the response to readings due in Week 3.
Week 2: 6 June - 10 June	Lecture	Part 1: Dress and Department Part 2: Analyzing Paintings and Photographs
	Seminar	Fashioning the Feminine in Coming of Age Celebrations 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 for this course outline is a photograph I took of a debutante party for a Filipina migrant coming of age in Padova Italy in August 2018 where the family spent over 5000 euros for one night.
	Tutorial	The meaning of cloth in India and/or Dress and Race in Spanish America
Week 3: 13 June - 17 June	Lecture	It is a public holiday on June 13 so there are no

June		lectures
	Seminar	Practice Analyzing photographs
	Tutorial	The Zoot Suit and Pachuco/a identities: Response to readings due at 6pm on Wednesday, June 15, 2022
Week 4: 20 June - 24 June	Lecture	What Shall I Wear to the Revolution? Part 1: France Part 2: China
	Seminar	Moustaches and Masculinities
	Tutorial	The corset.
Week 5: 27 June - 1 July	Lecture	Part 1: The Politics of Dress (including couture and Nation) Part 2: Fascism and Fashion I will include discussion of the uniform
	Seminar	Cute Fashion: Kawaii Fashion and the Feminine in Japan
	Tutorial	The Keffiyeh: Political Statement or Fashion Trend?
Week 6: 4 July - 8 July	Lecture	There are no lectures in Week 6 to enable students to focus on their essays due Friday July 8, 2022 at 5pm.
	Seminar	There is no seminar in week 6 to enable students to focus on their essays which are due on Friday July 8, 2022 at 5pm.
	Tutorial	There is no tutorial on week 6 to enable students to focus on their essays which are due on Friday, July 8, 2022 at 5pm.
	Assessment	Research essay
Week 7: 11 July - 15 July	Lecture	Part 1: Fashioning the Bourgeoisie: A History of the Department Store Part 2: Haute Couture
	Seminar	Cosmetic Surgery in Korea
	Tutorial	National Fashion: Is there such a thing as Australian fashion?

Week 8: 18 July - 22 July	Lecture	Part 1: The 1960s: Breaking Out for Men and Women? Part 2: Feminisms and Fashion
	Seminar	The Politics of High Heels
	Tutorial	Individual Photograph Analysis Presentations
	Assessment	Individual exercise
Week 9: 25 July - 29 July	Lecture	Cloth, Status and Identities: Part 1: Piña (Pineapple Fibre Cloth, Identity and Status in the Philippines) Part 2: Denim
	Seminar	Fashion and Second-Wave Feminisms
	Tutorial	Individual Photographic Analysis Presentations Continued.
Week 10: 1 August - 5 August	Lecture	Online Class Test
	Seminar	Reflections on the course. How have you changed your views about dress because you have done this course?
	Tutorial	Individual Photographic Exercise Presentations Continued
	Assessment	Test

Resources

Prescribed Resources

Course Readings. Readings for the tutorials can be accessed through the Moodle Site under the Leganto 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

International Journal of Fashion Studies

Luxury: History, Culture, Consumption

Vestoj: The Journal of Sartorial Matters

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.

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, from 4 to 2 for 2019, and from 2 to 1 in 2021. 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. In 2019 the course received a mark of 5.2/6 for overall satisfaction with the course (The School of Humanities and Languages' average mark was 5.03 and so ARTS2904 received a mark that was higher than the average). The teaching evaluation mark was higher at 5.55 compared the the school's 5.36 . The instructor got a 6/6 for encouraging student participation.

In 2020 when the course had to be taught fully online because of Covid-19, the course received a 5.55 in

response to the question: "Overall I was satisfied with the quality of the course" where the School of Humanities and Languages' average was 4.92. In 2020 the instructor received the score of 5.64 for the question "Overall I was satisfied by the quality of this person's teaching) compared to the School of Humanities and Languages' average of 5.37.

In 2019 the course was only available as F2F and I took attendance at lectures, seminars and tutorials. I mention this because the result in terms of grades was spectacular-- no one failed the course and the marks were high.

Here is a comment from students in 2019 about the course: "This had to be the best learning environment I have been in at uni. Everyone who stay enrolled in the course was passionate about actively learning and we all felt comfortable contributing in class. The course was very well structured, particularly the third hour of the lecture that was dedicated to group activities which created a better learning environment. I've never taken a course like this before or learnt anything like this before and I really enjoyed the content that was provided to us. All the readings were very interesting and sparked great discussions. I also really appreciated the lecture handouts."

And another: "I really enjoyed the 3hr group talks, since we get to be together and discuss a topic and also be closer with each other as peers."

Here is a comment about the course in 2020 when it was first taught online: "It was easily transitioned to an online learning environment. It was impressive to see discussion still happening via the online learning environment, with a lot of participation in the tutorials and the seminars".

In 2020, the instructor received a 6/6 for encouraging online student participation in class. Here is one comment: "Mina has been an amazing teacher, unlike any I have had before. She was so engaging and always kept me interested. Her energy and liveliness was really appreciated in the online environment. She was really good at initiating class/group discussion and the class activities were always super fun."

I have **reduced** the assessment for this course from 2021. Instead of two responses to readings. From 2021, students only submit one response to readings.

2021 MyExperience Scores: In answer to the question: Overall I was satisfied with the quality of this person's teaching? the score was 5.82 (the school average was 5.51 and the Faculty was 5.34.

Comments shared: "Undoubtedly her enthusiasm, encouragement, extensive knowledge on all topics in the course and her wonderful sense of humour. She has to be the most hardworking and generous course conveynor I've come across. Her feedback is second to none – both verbally and written. The workload was demanding but Mina made sure that we were well supported so that we could give our best and she congratulated our successes. She handled us well as a class yet made each one of us feel empowered and capable. She encouraged everyone equally."

"Mina is going to be one of the most memorable lecturers of my uni career. She was so passionate about the content she was teaching and provided so much advice, guidance and support throughout the term. I also enjoyed the readings that she assigned as they covered such a wide range of topics that forced me to research outside my comfort zone. Thanks for a great term Mina!"

Submission of Assessment Tasks

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 . 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

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.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

Image Credit

This is a photograph I took of a coming of age celebration (debut) of a Filipina migrant in Padova Italy

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