1. Course Staff and Contact Details
2. Course Details
3. Course Schedule
4. Course Resources
5. Course Assessment
6. Learning and Teaching Rationale and Strategies
7. Extension of Time for Submission of Assessment Tasks
8. Attendance
9. Class Clash
10. Academic Honesty and Plagiarism
11. Course Evaluation and Development
12. Student Support
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14. Other Information
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Course Convenor

<table>
<thead>
<tr>
<th>Name</th>
<th>Professor Mina Roces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Morven Brown 359</td>
</tr>
<tr>
<td>Phone</td>
<td>93852348</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:m.roces@unsw.edu.au">m.roces@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Thursdays 10-12</td>
</tr>
</tbody>
</table>

2. Course Details

Units of Credit (UoC) | 6 uoc

Course Description

This course will focus on the many meanings of dress from daily attire, national dress and uniforms, to high fashion across a wide gamut of cultures. Specific topics include cloth and magic, inventing national dress, shaping the body (such as foot-binding and the corset), haute couture, and the politics of dress. 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), the links between dress and deportment, the debates on clothing and attire (such as the headscarf in a school uniform), and the history of the department store will also be explored.

It also examines 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. It defines dress to include not just clothing and adornment of the body but also deportment and etiquette, and the fashion system. The semiotics of dress or the analysis of the meanings and interpretation of dress is linked to individual self-representation and identities. Students will also be taught how to analyze visual sources such as photographs and paintings.

Learning Outcomes

1. At the completion of this course students will be able to: analyze paintings and photographs

2. write a research essay that interprets the history of dress using secondary sources, visual sources (especially paintings, sculpture and photography) and other primary sources

3. develop skills in oral presentation and writing

4. Understand recent scholarship that looks at the semiotics of dress interpreting it as a way of performing gender and identity

5. understand social and cultural constructions of gender, sexualities, nationality and ethnicity and how these are expressed through dress

6. and apply a feminist perspective in the analysis of dress and identity across differing cultural contexts and time periods.
3. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

COURSE SCHEDULE: LECTURE AND TUTORIAL SCHEDULE

Week 1: 28 July
Lecture Part 2: Dress as Text
No Tutorials

Week 2: 4 August
Lecture Part 1: Dress, Deportment, Adorning and Altering the Body
Lecture Part 2: Analyzing Photographs and Paintings
Tutorial: Introduction, how to write journals and Trivial Pursuit

Week 3: 11 August
Lecture Part 1: What Shall I Wear to the Revolution? (France)
Lecture Part 2: What Shall I Wear to the Revolution? (China)
Tutorial: Power, Magic and the Meaning of Cloth in India, Dress and Race in Spanish America

Week 4: 18 August
Lecture Part 1: Dress, Gender, Colonization and Empire: Dressing Masters and Subjects
Tutorial: Foot-binding in China, the Corset

Week 5: 25 August
Lecture Part 1: The Department Store: Fashioning the Bourgeoisie
Lecture Part 2: Haute Couture

Week 6: 1 September
Lecture Part 1: Religious Dress and Identity
Lecture Part 2: Islamic Fashion
Tutorial: The Zoot Suit

Week 7: 8 September
Lecture Part 1: Mid term class test
Lecture 2: Uniforms
Tutorial: The Headscarf Controversies

Week 8: 15 September
Lecture Part 1: 1950s-1970s: Breaking out for men and women?
Lecture Part 2: Feminisms and Fashion
Tutorial: Is there such a thing as National Fashion? Tutorial groups

Week 9: 22 September
Lecture Part 1: Fashion and Fascism/Socialism
Lecture Part 2: Documentary Film: The Life of Coco Chanel
Tutorial: Film UNSW Library Kanopy, the Documentary called “Seduction in the City The History of the Department Store”, episode 2 on the history of Myers in Australia. In the Library Search first type: 
*Seduction in the city : the birth of shopping. Episode 2, A modern game.*

**Essay Due this week**

**Semester Break: 26 September-3 October**

**Week 10: 6 October**  
Lecture Part 1: Cloth 1: Denim Jeans  
Lecture Part 2 Cloth 2: Pineapple Fiber Cloth, Fashion and Status in the Philippines  
Tutorial: Photo Exercise 1

**Week 11: 13 October**  
Lecture Part 1: Hollywood and Bollywood  
Lecture Part 2: Soap as Civilization  
Tutorial: Photo Exercise 2

**Week 12: 20 October**  
Lecture Part 1: The Sewing Machine and Sweat shops including film Hecho en Los Angeles (Made in Los Angeles)  
Lecture Part 2: Final Class test  
Tutorial: Photo Exercise 3

**Week 13: 27 October**  
No Lectures  
Tutorial: Group Exercise
TUTORIAL READINGS AND JOURNAL QUESTIONS

Week 2: Introduction and How to Write a Journal as well as Trivial Pursuit

Week 3: Power, Magic and the Meaning of Cloth in India, Dress and Race in Spanish America

Readings:


Jennifer Craik, Fashion The Key Concepts, (Oxford: Berg, 2009), pp. 1-17. This last reading by Jennifer Craik is optional but it is a good idea to skim it.

Journal Questions: What do cloth and clothing mean in Indian society? How was dress linked to race in Spanish America? What does the popularity of the huaso and the china poblana signify about how national dress and identity was assigned in Spanish America? (What do you think about Miss Peru’s choice of indigenous dress?).

*The photo of Miss Peru will be put up in the Moodle site under Course resources.

Week 4: The Corset in the 19th century and in the present

Readings:


Journal Questions: How does the corset reflect Victorian England’s views on cultural constructions of the feminine (including notions of class and status)? Why did women have to be beautiful? How would you analyse the use of the corset today?

Week 5: Inventing National Dress

Readings:


Journal Questions: How did Gandhi link Khadi, cloth and dress to the nationalist movement in India? How is Tarlo’s argument different from Bayly’s (week 3 reading). Do you think that going to see George V in a loincloth was ‘power dressing’? Why did Gandhi fail? Is the Scottish kilt Scottish? Why was it adopted by the Scots?
Week 6: The Zoot Suit and Pachuco/a Identity
Readings:


Journal Question: What did the zoot suit symbolize to the men and the women who wore it? (Did it hold a different meaning when women wore it? Why?)

Week 7: The Headscarf Controversies
Readings:


Journal Questions: Should Shabina have been permitted to wear her attire (including the coat) as part of her school uniform? Why or why not? Why do you think the wearing of the headscarf has sparked such controversies in France and the UK?

Week 8: Is there such a thing as national fashions?
Reading:
Each group will be assigned one nation or group:
Choose from: Australian fashion, British fashion, Islamic fashion, Japanese fashion, and American fashion.

Students read the appropriate reading for their group:

For Australian Fashion

For Islamic Fashion

For American Fashion

For British Fashion

For Japanese Fashion

Groups will talk about whether there is such a thing as Japanese fashion, Australian fashion, etc.?

**Week 9 Film no readings**

**Essay Due This Week**

**Weeks 10, 11 and 12: Photo Analysis Exercise Presentations**

**Reading:**


**Week 13: Group Exercise**

Each group will be asked to do a critical analysis of one item of clothing or a particular dress practice. Some examples could be: wigs, belts, shoes, headbands, legwarmers, sunglasses, gloves, stockings, parasols, hats, turbans, tattoos, cravats, neckties, sailor caps, boots, jewelry, handbags, etc… The group will analyze the many meanings of the item in historical context including the gendered implications. At the same time, they can critique the dress practices. Students are encouraged to be creative in their presentations from using powerpoint slides, to a fashion show for example. The presentations should be no longer than 6 minutes. Students should do their own research on their choice of item (ideally they can divide the research and presentation tasks among themselves).

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### 4. Course Resources

**Course ‘Textbook’.** All readings for the tutorials have been digitised by the UNSW library and are available by typing ‘ARTS2904’ in the Library Search Engine. You will need to find the authors for the readings through their surnames. Readings that are journal articles can be found by searching using the Journal's title.


**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).
### 5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals Total of 5</td>
<td>500-600 words</td>
<td>5 % each total of 25%</td>
<td>1,3,4,5,6</td>
<td>4pm on Thursday tutorials in week 3, 4, 5, 6, 7</td>
<td>Yes</td>
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<tr>
<td>Research Essay*</td>
<td>3000 words</td>
<td>35%</td>
<td>1,2,3,4,5,6</td>
<td>Week 9 Friday, September 23, 2016</td>
<td>Yes</td>
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<tr>
<td>Photographic Exercise</td>
<td>Oral presentation and bibliography</td>
<td>15%</td>
<td>1,3,5,6</td>
<td>Student present in either week 10, 11 or 12</td>
<td>No</td>
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<tr>
<td>Mid-term Class test</td>
<td>A couple of hand written pages in the exam booklet</td>
<td>10%</td>
<td>1,3,4,5,6,7</td>
<td>Week 7 first hour of the lecture, Thursday 8 September, 2016</td>
<td>No</td>
</tr>
<tr>
<td>Final class test</td>
<td>A couple of hand written pages in the exam booklet</td>
<td>10%</td>
<td>1.3.4.5.6.7</td>
<td>Last hour of the lecture in Week 12, Thursday, 20 October, 2016</td>
<td>No</td>
</tr>
<tr>
<td>Group Exercise</td>
<td>Group oral presentation</td>
<td>5%</td>
<td>1.3.5.6</td>
<td>Tutorials in week 13, Thursday, 27 October, 2016</td>
<td>No</td>
</tr>
</tbody>
</table>

* This is the final assessment task for attendance purposes.

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

Students must attend 80% of lectures (10 out of 12 lectures). Students must attend 80% of tutorials (10 out of 12 tutorials).

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: [https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/)
ASSESSMENTS EXPLAINED

Journal

The journal is an extremely important component of the assessment. Tutorials will only work if students come to the class prepared for discussion. Students should do the required reading for the week and contribute to the class discussion in an informed manner. The submission of the journal assignment each week ensures that students will come to class prepared. All tutorial readings have been digitised by the library and can be accessed through typing “ARTS2904” in the library search engine. Students are then required to answer the journal questions and submit them at the end of each tutorial. The journal should be used as the basis for your participation. The tutor will collect the journals at the end of each session and return them to the students the following week with a mark from 0-5 (each journal assessment is worth 5%, the total of all journals is 25%). (There will be no comments given from the instructor on the weekly journal because the answers to all questions will be discussed at the tutorial—you will however receive long comments on your essays). The marks will be based on students written work plus the oral participation. This is the section of the assessment where the instructor is the most generous in awarding marks for effort (the essays are graded on brilliance and not just effort). Please upload the journals on the Moodle Site in the relevant file (ie Journal 1. Week 3 etc.)

Class Tests: Midterm and Final

There will be two class tests: a midterm held in the first part of the lecture in week 7 and a final one at the end of the lecture in week 12. Students will be answer two questions in an essay format of a few paragraphs each. The questions will be based on the lectures and are to test student comprehension of the lecture material. I suggest reviewing the lecture handouts. Tests will be held in the usual lecture theatre. Each is worth 10%.

Photograph Exercise in Weeks 10, 11 and 12

Select 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. Prepare a handout listing your main points and include your annotated bibliography. Be prepared to discuss your photographs (3 minutes). The focus here is on analysis rather than just a description of the person’s dress. This is worth 15%.

There is an assigned reading that week by Verity Wilson, "Dressing for Leadership in China: Wives and Husbands in an Age of Revolutions (1911-1976), in Gender and History, Vol 14, Issue 3, November 2002: 608-628. Read this article because it will give you ideas on how to do this assignment. Wilson analyzes how Chinese leaders Sun Yat-Sen Mao Zedong and Chiang Kai-shek represented themselves in photographs of the era. This reading can be accessed also by searching ARTS2904 in the UNSW library search engine. I intended this article to be the 'model' for your photographic exercise presentations.

Group Exercise in Week 13

The class will be divided into 5 groups of around 5 members each for a collaborative assignment. Each group will be asked to do a critical analysis of one item of clothing or a particular dress practice. Some examples could be: wigs, belts, shoes, headbands, legwarmers, sunglasses, gloves, stockings, parasols, hats, turbans, tattoos, cravats, neckties, sailor caps, boots, jewelry, handbags, etc… The group will analyze the many meanings of the item in historical context including the gendered implications. At the same time, they can critique the dress practices. Students are encouraged to be creative in their presentations from using powerpoint slides, to a fashion show for example. The
presentations should be no longer than 5 minutes. The entire presentation should be a group effort. Students will need to do a little bit of research on their item of choice.

**Research Essay**

The essay is worth 35% of the mark and should be around 3000 words in length. It must be typed and double spaced with ample margins for the marker to make comments. See instructions for assignment submission below.

The essay is due on **Week 9 Friday September 23, 2016 at 4pm**. Students should see their tutor regarding the essay topics. There is a recommended bibliography included here after each essay question. Students should consult this bibliography in the first instance as these are the leading scholars writing on the topic but are encouraged to explore other material as well. The recommended readings are the established works on that topic. Students are also encouraged to explore recent issues of *Fashion Theory* or *Textile: Journal of Cloth and Culture*.

What about the web or internet? Remember secondary sources on the web may not be refereed so be careful (but of course articles from electronic journals available from the internet are fine). Anyone can put any article on the web. Books and journals have a rigid refereeing process. I usually recommend the web for primary sources such as images including photographs or paintings that are held at museums and libraries that have open access to their digital collections. Students are encouraged to access this material and to include photographs in their essay submissions. Students may also use photographs from magazines including fashion magazines relevant to the essay topic. These photographs can be included in the essay and named as Figure 1.1 etc. and captions should be provided.

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: [https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html)

**Submission of Assessment Tasks**

Assignments must be submitted electronically through Moodle ([http://moodle.telt.unsw.edu.au/](http://moodle.telt.unsw.edu.au/)). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

**Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:
I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@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 telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

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

Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- Work submitted less than 10 days after the stipulated deadline is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

  Task with a non-percentage mark

  If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student’s mark is therefore 17 – [25 (0.05 x 5)] = 13.25.

  Task with a percentage mark
If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student’s mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

### 6. Learning and Teaching Rationale and Strategies

My teaching philosophy is to make students enthusiastic about the subject matter and equip them with the skills to then research and learn on their own. It is important that students learn in particular the skills of critical analysis where they develop a questioning mind when they approach primary and secondary sources. These skills need to be developed regularly over time and tutorials are a fundamental part of this learning process. The reason why journal weekly assessments are a major part of the assessment component is because this ensures that students come to tutorials prepared. They would have done the readings and reflected on the issues raised by the literature. Writing a weekly journal then allows them to participate in an informed manner and debate with their colleagues who have thought and reflected on the reading matter as well. This task is rewarded with a 25% component (5 journals). There is a group assessment in week 13. Students therefore are required to give their arguments orally each week and defend these arguments. By the end of the semester they not only develop critical skills but also a mature confidence in presenting their ideas in public.

The essay is the one assessment that develops an individual’s research, analytical and writing skills in an in depth manner. It is this assignment that highlights one’s development as a scholar.

The Photo analysis exercise is for students to learn to analyze visual sources (photographs and paintings) and interpret one political figure’s self-representation. This oral presentation will help give them confidence to present their analysis and to receive feedback from their peers in a collegial environment. This assessment is an opportunity for students to have their own original analytical research project.

My teaching strategy is to get students to do all the readings and reflect on them and then reward them for this weekly effort. The journal assessment component ensures that this outcome is achieved. Tutorial time is for students to discuss their ideas so the tutor merely chairs discussions. An important teaching strategy is to ensure students do all the readings for the subject and get them to think about the issues raised by the discussion question each week. This assessment task is for the development of Graduate Attributes that have to do with developing critical and analytical skills.

Lectures are used to provide the background material for the specialized readings in tutorials. Documentary and feature films are used as points for discussion with some excerpts shown in the middle of lectures. The class tests examine the student’s comprehension of class lectures and are designed to develop interpretative and analytical
skills. Tests work to make sure that students absorb the lecture material. If they are majoring in women and gender studies they would be able to look at dress as part of performing gender identities.

Mina Roces was the recipient of the FASS Dean’s Award for Excellence in Teaching in 2012 and the UNSW’s Vice Chancellor’s Award for Excellence in Teaching in 2013.
7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.
Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf
11. 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 Course and Teaching Evaluation and Improvement (CATEI) process.

Teaching Evaluations conducted in 2011 suggested a slight deduction in the number of journals. I've reduced them from 7-6 in 2013 and then from 6-5 in 2015. In 2015 introduced instead a group exercise (not assessed) in week 8 which is intended to be enjoyable and should build rapport with group members in preparation for the week 13 group exercise which will be assessed (5%). The week 8 group exercise on whether there is such a thing as national fashion worked very well in 2015 so I am using it again in 2016.

On the whole, evaluations were very positive. Most of the comments like the journals and many found the diversity of topics and case studies interesting.

ESSAY QUESTIONS AND BIBLIOGRAPHIES

Choose one of the following questions. A suggested bibliography is provided and students are encouraged to consult this bibliography. It is also good to consult the Berg Fashion Library and the two journals (Fashion Theory and Textile: A Journal of Cloth and Culture).

Some of the books are held at the COFA library but you can simply click request in the library site, and they will deliver the books to the Kensington Campus library in a day or so. If you are from COFA then you have the advantage here!

1. In what way was the French Revolution expressed in dress?


2. How has the regime of Mao Tse Tung redefined Chinese dress? How is this linked to the Communist Party's axiom that there is gender equity in China since 1949?


3. How has the identification of women with national dress affected women's status or how women were defined? You may choose one or two countries ----and you can do an in depth study of one country or a comparative one.


4. How do uniforms express identity? (This includes gender as well and you can talk about femininity or masculinity) You may focus on military uniforms, scouts, police uniforms, school uniforms or else you can do a comparative study.


Hardy, Susan and Anthony Corones, on Nurses Uniforms forthcoming in Fashion Theory (let Mina know if you want a copy of this or email Anthony Corones at a.corones@unsw.edu.au).


5. How does dress reflect society’s constructions of the feminine or masculine?

*See also the bibliography for the question women and national dress.

Alistair O'Neill "John Stephen: A Carnaby Street Presentation of Masculinity 1957-1975"


Craik, Jennifer, *The Face of Fashion*, (London: Routledge, 1993), chapters on Fashioning Women; Techniques of Femininity and Fashioning Masculinity; Dressed for Comfort or Style”.


Fiona Anderson "Fashioning the Gentleman: A Study of Henry Poole and Co., Saville Row Tailors 1861-1900"


There is a special issue on Masculinities In *Fashion Theory Journal* Vol 4, Issue 4, 2000. These are the articles there:

Ulrich Lehmann” Language of the Pursuit: Cary Grant’s Clothes in Alfred Hitchcock’s ‘North by Northwest’"
6. What interpretations have been advanced for why Muslim women wear the veil since the 1970s?

* See also the special issue on Islamic Fashion in *Fashion Theory*.  


7. Compare the ways elites of Siam/Thailand, Russia or India have used dress in
order to present their nation as 'modern' or as Westernized and 'civilised'.


8. **Discuss links between colonizer’s dress and masculinity in the colonies.**


9. **What does fashion under Nazi/Fascist regimes and the Socialist Regime of East Germany reveal about the nation’s construction of gender (especially masculinity) and identity? What messages do they send to the world?**
Bartlett, Djurdja *Fashion East The Spectre that Haunted Socialism*, (Massachusetts: Massachusetts Institute of Technology, 2010).


10. How have feminists used dress as a political strategy to extend citizenship rights to women? In your answer compare case studies from two regions (Europe, the US or Asia).

Edwards, Louise and Mina Roces (eds), *Women’s Suffrage in Asia: Gender, Nationalism and Democracy*, (London: Routledge Curzon, 2004. (text contains many case studies from various Asian countries, see especially those by Mina Roces and Louise Edwards)


Root, Regina, Couture and Consensus Fashion and Politics in Postcolonial Argentina, (Minneapolis: The University of Minnesota Press, 2010).


11. Is there such a thing as a ‘national’ fashion; that is, British fashion, American fashion, Australian fashion, Japanese fashion and so on? Why or why not? Discuss. * Note that this question is about a national fashion NOT necessarily about national dress although in some cases it can be argued that a type of national dress is used as a national fashion.

Breward, Christopher and David Gilbert (eds.), Fashion’s World Cities, (Oxford: Berg, 2006)


12. In what ways did the Zoot suit become semiotics for pachuco/a identity or Ethnic identity (if you want to include African Americans) in 1940s America? In what ways did the wearing of the flamboyant apparel signify rebellion?


12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

13. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:
https://student.unsw.edu.au/guide

14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au

OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:
https://student.unsw.edu.au/guide

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course
convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.