

Bustles to Boardrooms, Dress from 1900 – Today

THEA 3403, Winter 2022 (3 credit hours)

Dalhousie University

Time: One module a week at your own pace, and weekly online meetings at 8:30 am Thursdays	Place: Brightspace and Microsoft Teams
Instructor: Hilary Doda	Email: hdoda@dal.ca
Virtual Office Hours: Thursdays, 2 pm – 4 pm Atlantic time at the following link: https://whereby.com/hilarydoda	

Course Description

This is a mixed lecture and seminar-style survey course which will trace the development of dress through the twentieth and early twenty-first centuries, showing its evolution from the end of the Victorian period to the rise of modern subcultures and style tribes.

Due to the vast breadth of the subject matter this class will focus primarily on Western Europe and the Americas, but students are encouraged to explore costume from other areas of the world as individual research topics. Our emphasis will be on using primary sources to gain a solid understanding not only of the visual and practical components of historical dress, but the social and cultural importance as well.

The bulk of the class will be modules that can be found in weekly segments on Brightspace. Each module will involve readings, a powerpoint, a discussion question, and a quiz. If there will be an issue with internet or tech access, please let me know immediately so that we can find other options.

Otherwise, points will be deducted for late assignments at 5% per day. **All assignments must be completed and handed in to the Instructor in order to pass the course.**

Electronic Submissions: When submitting assignments **it is the student's responsibility** to ensure that the assignment is saved in the correct format (docx, doc or pdf), and that the file is working. Corrupted files or unreadable formats will receive the usual late penalty.

Office Hours

Office hours will be held at the times listed above. To access office hours, go to <http://whereby.com/hilarydoda> (best on Chrome and Firefox; no other app download is needed). The room will be closed, and you must knock so that I can let you in – that is to ensure the privacy of others who may be in office hours already. If you don't receive an immediate response during listed office hours, please be patient and I'll admit you as soon as my previous meeting is concluded. If Whereby doesn't work for you or your tech, contact me privately and we'll work out another option.

Extension Policy:

I have a “life happens” three-day extension policy. This can be used **once** per student to receive an additional three days grace for any one assignment, no questions asked. This cannot be applied to quizzes.

Assessments

Assignment	Percent of final grade
Quizzes (best 10 of 12)	3% each (30%)
Met Gala Project	15%
Style Tribe Analysis Proposal	5%
STA Peer Review	15%
STA Final Draft	30%
Discussions (contribution and participation)	5%
Total	100%

Quizzes: There will be a quiz with each module worth 3%. The top ten quizzes will be kept, and the lowest two grades will be dropped when calculating your final grade. A missed quiz will be counted as a zero.

Resources

We will be making use of a few specific online resources during the course of the class. Please familiarize yourself with the following:

Artstor: https://library.artstor.org/	High-resolution images of artifacts and documents from museum collections worldwide.
Jstor: https://www.jstor.org/	A digital library of academic journals, books, and primary sources.
The Internet Archive: https://archive.org/	A free library of documents, books and multimedia materials, many of which are in the public domain.

Dalhousie has proxy logins on all these sites to gain access to the full collections.

Textbooks

Phyllis G. Tortora, Sara Marcketti, *Survey of Historic Costume (7th Edition)*. E-book.

<https://www.fairchildbooks.com/shop/survey-of-historic-costume/ebook-1>

Due Dates

Quizzes (best 10 of 12)	Every Sunday, by 11:30 pm (Atlantic)
Met Gala Project	February 21 st
Style Tribe Analysis Proposal	January 31 st
STA Peer Review	March 7 th (draft) and 14 th (reviews)
STA Final Draft	April 10 th

Met Gala Project – 15%

Due February 21, 2022.

The Met Gala, held annually on the first Monday in May, is an annual fundraising gala for the benefit of the Metropolitan Museum of Art's Costume Institute in New York City. The world-famous social event is invitation-only, and ties in with the opening of the Costume Institute's annual fashion exhibit.

Every year, the Institute's Chair decides on a theme for both exhibit and Gala. Those attending are strongly encouraged to dress according to that theme – however literally or figuratively they choose to interpret it. Descriptions of previous themes and fashions can be found here, along with extensive slide shows from each of the last 25 years of the event:

<https://www.vogue.com/article/met-gala-themes>

You have been asked to design a look for a celebrity to wear to the next Met Gala. The theme for the event is “Outbreak: The Fashion of Sickness and Wellness.”

You may choose any public figure, living or dead, as your ‘client’ for this project.

The final project can be put together in many different ways – collage, pinboard, original art, digital cut-and-paste, etc. Include a 500-750 word (2-3 page) writeup of the design, your inspirations, and how each of the elements connects to the theme. Any external sources used must be properly referenced and included in a bibliography.

Grading will be based on:

- Visual and thematic coherence (does this fit the brief, and does it make sense as a total look?)
- Incorporation of class material (have you considered theories and trends we've discussed, or integrated material from the readings?)
- Written section — content, grammar, and style
- Demonstration of understanding of the themes of the class and the assignment
- Organization and presentation
- Citations and bibliography (present and complete?)

I cannot read Mac-only files. Please submit in formats which can be accessed on a Windows or Linux computer (pdf, doc, or docx preferred).

Term Paper – Style Tribes

A paper of 2500 – 3000 words (no leeway), due **April 10th, 2022**. Late papers will be penalized 5% per day. There are three sections to this assignment, and all of them must be completed in order to pass the class.

Choose a subculture that arose within the time frame of this class (1900 CE – modern day). Explore their engagement with fashion, dress and adornment as part of their expression of group and individual identity.

How can their fashion choices be understood, both in terms of individual expression and the greater societal context?

Consider the following questions as you research:

What demographic groups were most likely to be involved in that subculture? Is the membership predominantly from one socioeconomic group / race / gender / sexual orientation / geographical location? How might that affect their choices and the responses of outsiders?

Who made the fashion decisions? Is this a grass-roots evolution or a top-down imposition?

What kind of imagery were/are they drawing upon? What was the context in which those images were formed?

Are these fashions rebellions, or in line with mainstream culture for the place/time?

Are these fashions entirely new, fashion revivals, or in continuity with fashion's evolution? Is that deliberate?

How was dress and body adornment being used for communication? Was it purely internal, purely for the benefit of outside viewers, or a combination?

How have their symbols changed over time? Do we still read the same meanings into their dress choices as they did?

Does the mainstream have a different take on their symbols than those inside the subculture? Is that disjunction on purpose? Is it helpful or a hinderance to the group's goals?

In summary: What does fashion mean to that group, and how do they engage with it?

The Proposal (5%):

You must turn in a one-page proposal for this paper **by January 31st, 2022**. That proposal should be approximately 300 – 400 words (not including the bibliography), and include

- 1) The style tribe or group you intend to discuss
- 2) A thesis statement that you will be attempting to prove and
- 3) A basic lit review (one paragraph) including three secondary sources.
- 4) A tentative bibliography including the sources referenced in your lit review, **as well as at least one primary source of relevance to your topic.**

The proposals will be returned to you with suggestions to help you refine or redirect your paper.

This is not intended to be a final, locked-down version of your thesis – ideas will always grow and change as you do further reading. Any changes that will result in an entirely new topic, however, must be signed off on by the instructor.

Peer Review (10%):

March 7th and March 14th, 2022.

You will be required to submit a complete first draft of your paper to a peer review group consisting of yourself and two fellow students. You will each read and write a short, constructive and helpful response to the drafts of the other two members of your group and discuss those critiques with the same small group in class.

Participating in peer review is intended to help you:

- Learn how to read carefully, with attention to the details of a piece of writing (your own or someone else's);
- Learn how to strengthen your writing by taking into account the responses of actual and anticipated readers;
- Make the transition from writing for yourselves or for a teacher into writing for a broader audience;
- Learn how to formulate and communicate constructive feedback on a peer's work;
- Learn how to gather and respond to feedback on your own work.

A peer edit is not a list of complaints and spelling errors, but should represent real and sympathetic engagement with the text you are reading. You have the opportunity to help your fellow students refine their discussions and strengthen their arguments, making way for everyone to succeed at the top of their ability. At the same time, you will be developing your own skills in tact, diplomacy, and providing helpful critique.

You must submit a rough draft of your paper to both members of your review group and to me by **March 7th, 2022**. This may be either on paper or electronic, your choice. You will read both papers from your other team members and craft thoughtful, helpful responses to the review questions. One-line answers are not sufficient for feedback and will not earn marks.

A form for the peer review will be available on Brightspace. The assignment will be assessed as to whether the review clearly provided the author with specific, constructive written feedback, and on active participation in the in-class discussion.

Term Paper (30%):

April 10th, 2022

Your paper must be structured as a proper research paper, meaning full sentences, clear paragraphs, footnotes or endnotes, and with an appropriate bibliography. Chicago / Turabian Style is preferred. Visuals are encouraged but not mandatory and should be properly captioned, sourced and placed in an appendix.

Your bibliography must include a **minimum of two primary sources and three secondary sources.**

No more than 25% of your sources may be from the web, not including texts that appeared in print originally and have been archived online. (Eg, *The Journal of Contemporary History* online database would not count as a 'web source')

Wikipedia is not a legitimate secondary source for an academic paper, and will not be accepted.

Your work will be assessed on clarity of language, research content and knowledge of your subject, paper organization and flow, and depth of engagement with the material. You must have a strong thesis at the beginning of your paper followed by an outline of your argument, and a strong conclusion at the end which summarizes the paper.

Recommended reference books: Strunk and White, *The Elements of Style, Fourth Edition*; Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers*

FSPA uses the official Dalhousie University Grade Scale.

Grade	GPA		Definition	
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		
B+	3.30	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		
D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Schedule

Class 1: Thursday, January 6	Soft start - introductions, syllabus, overview. Tech issues, Brightspace.
Synchronous meeting: 8:30 AM Atlantic Time	
Module 1: Week of January 10	1900 – 1910: The Edwardian World
	Reading: <i>Survey of Historic Costume</i> , pp. 417-438
Module 2: Week of Jan 17	The 19-teens / WWI – The Great War
	Reading: <i>Survey of Historic Costume</i> , pp. 438-453
Module 3: Week of Jan 24	1920s: The Jazz Age
	Reading: <i>Survey of Historic Costume</i> , pp. 454 – 480
Module 4: Week of Jan 31	1930s: The Dirty Thirties
	Reading: <i>Survey of Historic Costume</i> , pp. 480-503
Module 5: Week of Feb 7	WWII: Rationing and the war years
	Reading: Ramírez, Catherine S. "Crimes of Fashion: The Pachuca and Chicana Style Politics." <i>Meridians</i> 2, no. 2 (2002): 1-35.
	Link: https://www.jstor.org/stable/40338497
Module 6: Week of Feb 14	Post-WWII / late 1940s: The New Look
	Reading: <i>Survey of Historic Costume</i> , pp. 504 - 539
Feb 21 – 27: Reading Week, no classes	
Module 7: Week of Feb 28	1950s: The Conformist Modern
	Reading: Helman, Anat. "Kibbutz dress in the 1950s: Utopian equality, anti fashion, and change." <i>Fashion Theory</i> 12, no. 3 (2008): 313-339. On Brightspace.
Module 8: Week of March 7	1960s: The Youthquake
	Reading: <i>Survey of Historic Costume</i> , pp. 540 - 589

Module 9: Week of March 14	1970s: Revolution and Resistance
	Reading: Kim, Suk-Young. "Dressed to Kill: Women's Fashion and Body Politics in North Korean Visual Media" (1960s – 1970s). <i>positions</i> February 2011; 19 (1): 159–191. On Brightspace.
Module 10: Week of March 21	1980s: Greed is Good
	Reading: <i>Survey of Historic Costume</i> , pp. 590 - 649
Module 11: Week of March 28	1990s: The Great Recession
	Reading: Akou, Heather Marie. "Building a new "world fashion": Islamic dress in the twenty-first century." <i>Fashion Theory</i> 11, no. 4 (2007): 403-421. On Brightspace.
Module 12: Week of April 4	The 21 st Century: Millennials and Zoomers
	Reading: <i>Survey of Historic Costume</i> , pp. 650 – 686

SECTION B: UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the program at elders@dal.ca.

University Statements

Academic Integrity http://www.dal.ca/dept/university_secretariat/academic-integrity.html

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Accessibility https://www.dal.ca/campus_life/academic-support/accessibility.html

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Student Code of Conduct

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).
(read more: <http://www.dal.ca/cultureofrespect.html>)

University Policies and Programs

Important Dates in the Academic Year (including add/drop dates)

http://www.dal.ca/academics/important_dates.html

University Grading Practices: Statement of Principles and Procedures

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Scent-Free Program

<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

General Academic Support – Advising

https://www.dal.ca/campus_life/academic-support/advising.html

(Halifax)

<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>

(Truro)

Fair Dealing Guidelines

<https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>

Dalhousie University Library <http://libraries.dal.ca>

Indigenous Students

https://www.dal.ca/campus_life/communities/indigenous.html

Black Students

https://www.dal.ca/campus_life/communities/black-student-advising.html

International Students

https://www.dal.ca/campus_life/international-centre.html

Student Health Services

https://www.dal.ca/campus_life/health-and-wellness.html

Counselling

https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html

Copyright Office

<https://libraries.dal.ca/services/copyright-office.html>

E-Learning website

<http://www.dal.ca/dept/elearning.html>

Dalhousie Student Advocacy Services

<http://dsu.ca/dsas>

Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Faculty or Departmental Advising Support: Studying for Success

Program: http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html