



Textiles in Contexts

Textiles in Context (Textil och omgivning)

5 credits

Ladok Code: AE1TC1

Version: 2.0

Established by: Committee for Education in Business and Working Life 2020-03-09

Valid from: Autumn 2020

Education Cycle: First cycle

Main Field of Study (Progressive Specialisation): Social Sciences (G1N)

Disciplinary Domain: Social sciences 60%, Technology 20%, Design 20%

Prerequisites: General requirements for university studies.

Subject Area: Social Studies

Grading Scale: Seven-degree grading scale (A-F)

Content

What are the functions of textiles in human society? This course introduces and investigates the roles of textiles – their origins, evolutions, design, modes of production and use -- in various socio-economic and cultural contexts including in the areas of ritual, craft, art, interior and fashion. Known to be at least 30,000 years old, textiles are, among other things and beyond their material aspects: important manifestations of status, belief and religious systems; agents of early and modern globalization; foundations for capitalism, industrialization, and economic development; political agents; treasuries of technological innovation; and artefacts of both mundane and sublime aesthetic expression.

Learning Outcomes

After completing the course the student should be able to:

Knowledge and understanding

1.1 Independently provide an overview statement and provide examples (per course literature) of how textiles have changed, and have been changed by, human develop in various local and global contexts,

Skills and Abilities

2.1 cooperatively find and analyse scholarly articles and popular science or commentary outside of course literature,

2.2 work with student-peers to discuss and report on the forms and meanings of a historical or contemporary instance of textile production and use in a particular time and place and

Evaluation ability and approach

3.1 critically reflect upon and express how one's own textile-related research, professional or personal practices, habits, or interests relate to own's social circumstances and with regard to contemporary issues such as identity politics, environmental sustainability, economic and social justice, or increasing aesthetic resonance.

Forms of Teaching

The teaching of the course consists of

- Online written and illustrated lectures
- Online discussions
- Online tutoring

The language of instruction is English.

Forms of Examination

The course is examined through the following examination:

Exam: Online

Learning Objective: 1.1

Credits: 2.0

Grading scale: Seven-grade (A-F)

Presentation: Group presentation online

Learning Objectives: 2.1-2.2

Credits: 2.0

Grading scale: Seven-grade (A-F)

Presentation: Online video or poster presentation

Learning Objectives: 3.1

Higher education credits: 1.0

Grading scale: Seven-grade (A-F)

If the student has received a decision/recommendation regarding special pedagogical support from the University of Borås due to disability or special needs, the examiner has the right to make accommodations when it comes to examination. The examiner must, based on the objectives of the course syllabus, determine whether the examination can be adapted in accordance with the decision/recommendation.

Student rights and obligations at examination are in accordance with guidelines and rules for the University of Borås.

Literature and Other Teaching Materials

This course will use a compilation of readings from various peer-reviewed journals, and sections from books including:

Anderson, Fiona (2016). *Tweed (Textiles that Changed the World)*. Bloomsbury Academic. (256 pages).

Barber, Elizabeth Wayland (1996). *Women's Work: The First 20,000 Years: Women, Cloth, and Society in Early Times*. Norton. (336 pages).

Beckert, Sven (2015). *Empire of Cotton: A Global History*. Vintage. (640 pages).

Burgess, Rebecca (2019) *Fibershed: Growing a Movement of Farmers, Fashion Activists, and Makers for a New Textile Economy*. Chelsea Green. (279 pages).

Essinger, James (2007) *Jacquard's Web: How a Hand-loom Led to the Birth of the Information Age*. Oxford. (316 pages).

Hemmings, Jessica, ed. (2019). *The Textile Reader*. Bloomsbury Visual Arts. (488 pages).

Kunz, Grace, Elena Karpova and, Myrna B. Garner (2016). *Going Global: The Textile and Apparel Industry*. Fairchild. (400 pages).

Peck, Amelia, et al. (2013). *Interwoven Globe: The Worldwide Textile Trade, 1500–1800*. Metropolitan Museum of Art. (360 pages)

Schoeser, Mary (2012). *Textiles: Art of Mankind*. Thames and Hudson. (568 pages).

St. Clair, Kassia (2019). *The Golden Thread: How Fabric Changed History*. Liveright. (368 pages).

Student Influence and Evaluation

The course is evaluated in accordance with current guidelines for course evaluations at the University of Borås in which students' views are to be gathered. The course evaluation report is published and returned to participating and prospective students in accordance with the above-mentioned guidelines, and will be taken into consideration in the future development of courses and education programmes. Course coordinators are responsible for ensuring that the evaluations are conducted as described above.

Miscellaneous

