UNIVERSITY OF BORÅS

Textiles in Contexts
Textilier och deras kontexter
7.5 credits

Ladok Code: AE1TC2
Version: 3.0
Established by: Committee for Education in Business and Working Life 2021-06-09
Valid from: Autumn 2021

Education Cycle: First cycle
Main Field of Study (Progressive Specialisation): Textile Management (G1N)
Disciplinary Domain: Social sciences 60%, Technology 20%, Design 20%
Prerequisites: General entry requirements for university studies.
Subject Area: Leadership, Organisation and Management
Grading Scale: Seven-degree grading scale (A-F)

Content
Human-made textiles are documented to be at least 30,000 years old and speculated to be several million years old. This course begins with a brief overview of the physical properties of fibers and fabrics but focuses on how textiles have shaped human development and functioned in various social, economic, and cultural contexts from pre-history to today. Textiles have been and remain important manifestations of status, belief and religious systems; agents of technological innovation and globalization; foundations for capitalism, industrialization, and modern economic development; political agents for transformation; and treasuries of both mundane and sublime aesthetic expression.

Learning Outcomes
After completing the course, the student should be able to:

Knowledge and understanding
1.1 With the help of relevant literature, independently explain and exemplify how textiles have changed and been changed by human development,
1.2 describe the fundamental physical components and structures of textiles,

Skills and Abilities
2.1 independently search for and select scientific articles and other relevant literature on the basis of a given issue,
2.2 from a contemporary or historical perspective discuss different forms and meanings for the production and use of textiles at a particular time and place,

Evaluation ability and approach
3.1 with clear support in relevant theory critically reflect on how one's own professional or personal practice, textile-related research, habits or interests can be related to issues such as identity, sustainability, economics, social progress, or cultural 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:

Paper: individual written assignment
Learning Objective: 1.1, 1.2, 2.1, 3.1
Credits: 3,0
Grading scale: A-F

Presentation: oral presentation in groups
Learning Objectives: 1.1, 1.2, 2.1, 2.2
Credits: 1,5
Grading scale: A-F

Interactive Poster: group task
Objectives: 1.1, 1.2,2.1, 2.2
Credits: 3,0
Grading scale: A-F

For the grade E on full course, at least E is required for each form of examination. The grade on the individual paper determines the individual grade on the full course (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

St Clair, K. (2019). *The golden thread: how fabric changed history.* London: John Murray.

Students additionally self-select 10 peer-reviewed articles and chapters (c. 300 pages), such as:

Adamson, G. (ed.) (2010). *The craft reader.* Oxford: Berg.

Anderson, F. (2016). *Tweed*. London: Bloomsbury Academic.

Angier, N. (1999). Furs for evening, but cloth was the stone age standby. *New York Times*, 14 December.

Barber, E. J. W. (1994). *Women's work: the first 20,000 years: women, cloth, and society in early times.* New York: Norton.

Beckert, S. (2014). *Empire of cotton: a global history.* New York: Knopf.

Bender Jørgensen, L. (2007). The world according to textiles. Ancient Textiles. Production, Craft and Society. *Proceedings of the First International Conference on Ancient Textiles.* Oxford: Oxbow Books. pp. 7-12.
Burgess, R. (2019). *Fibershed: growing a movement of farmers, fashion activists, and makers for a new textile economy*. White River Junction, VT: Chelsea Green.

Dower, J. W., Atkins, J. M., Bard Graduate Center & Allentown Art Museum. (eds.) (2005). *Wearing propaganda: textiles on the home front in japan, britain, and the united states*, 1931-1945. New Haven: Yale University Press.

Essinger, J. (2007). *Jacquard's web: how a hand-loom led to the birth of the information age.* Oxford: Oxford University Press.

Fletcher, K. & Tham, M. (eds.). (2015). *Routledge handbook of sustainability and fashion.* London: Routledge.

Frick, C. C. (2005). The florentine rigattieri: second hand clothing dealers and the circulation of goods in the renaissance. In Clark, H. & Palmer A. (eds.). *Old clothes, new looks: second hand fashion*. Oxford: Berg. pp 13-28.

Goldsmith, D. (2012). The worn, the torn, the wearable: textile recycling in union square. *Nordic Textile Journal, 1.*

Gonsalves, P. (2019). Half-naked fakir: The story of gandhi’s personal search for sartorial integrity. *Gandhi Marg*, 31(1), pp.

5-30.

Gordon, B. (2011). *Textiles: the whole story: uses, meanings, significance*. London: Thames & Hudson.

Harper, C. & McDougall, K. (2012). The very recent fall and rise of harris tweed. *Textile: the journal of cloth and culture*, 10(1), pp. 78-98.

Hemmings, J. (ed.). (2019). *The textile reader.* London: Bloomsbury Visual Arts.

Kirkham, P. (2000). *Women designers in the USA, 1900-2000: diversity and difference*. New York: Bard Graduate Center.

Kunz, G., Karpova, E, & Garner, M.B. (2016). *Going global: the textile and apparel industry*. New York: Fairchild.

Marx, K. (1887). *Capital (excerpts)*. In Adamson, G. (ed.) The craft reader. Oxford: Berg. pp.69-77.

Peck, A. (ed.). (2013). *Interwoven globe: the worldwide textile trade, 1500–1800*. London: Thames and Hudson.

Rivoli, P. (2015). *The travels of a t-shirt in the global economy: an economist examines the markets, power, and politics of world trade.* Hoboken: Wiley.

Schoeser, M. (2012). *Textiles: art of mankind.* London: Thames and Hudson.

Tortora, P. G. (2015). *Dress, fashion, and technology: from prehistory to the present.* London: Bloomsbury.

Viklund, K. (2011). Flax in sweden: the archaeobotanical, archaeological and historical evidence: flax - new research on the cultural history of the useful plant linum usitatissimum L. *Vegetation history and archaeobotany*, 20(6), pp. 509-515.

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

This syllabus is a translation from the Swedish original.