

SPRING 2019
MID EAST 3880-090
ICONIC WEAR: RELIGION AND FASHION IN THE MIDDLE EAST
(3 credit hours; no pre- or co-requisites)

SYLLABUS

Instructor: Dr. Ewa Wasilewska, Middle East Center.

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Website: www.ewas.us

Class attribute: Online

Course Description:

Religion may define fashion but does fashion have any influence on religion? Is it possible that the same clothing, which is intended to project religious values, can transition to high fashion or even Haute Couture making its values more inclusive to others or expand on them?

This course is designed to introduce students to the intermingling and interdependency of religion and fashion as based on available records from the ancient and modern Middle East. The utilitarian aspect of religious requirements would be stressed and contrasted with its transformation into avant-garde haute couture of modern catwalks in the Middle East (and elsewhere) while taking inspiration from religions originating in this region.

Disclaimer:

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking.

Teaching and Learning Methods:

This course is designed as a sort of an online seminar for undergraduate students. Thus, there are several of short papers in this class with all topics listed under the first module under "Assignments." You should be well organized, have a lot of self-discipline, and often be self-directed in order to be successful in this class. Remember, you are expected to spend at least 9 hours per week on this class (i.e., 3 hours per every credit hour).

Course Communication:

The student-teacher communication will be via Canvas and the internal Canvas email. You can also contact me via my personal email address, which is Mruczek@aol.com. Remember, I don't use my U of U email address. It is YOUR responsibility to check the Canvas email as well as to provide the University of Utah with your private email

address if you are not using the U email address. Sending me your private email address will not do you any good because it is very difficult and time consuming for me to keep and figure out all private addresses of many students whom I teach.

Communication with the Instructor:

I will be checking the class email as well as my personal email on regular basis. The response time will be no more than 48 hours but usually I respond within 12 hours. If you don't hear from me within 48 hours, it means that I didn't get your message so send it again or contact me through other means. Face-to-face interaction with me is always possible by scheduling an appointment on campus; meetings can be arranged via phone or Skype.

Navigating Canvas:

Most of the information can be navigated by using the "Tabs"/navigation links on the left-hand side of the Canvas screen. ****Most information and materials are found in the "MODULES" section****, and are also broken down into a convenient week-by-week format. If you do NOT see any readings, pdfs, or materials that are in the syllabus, contact me immediately so that I can address the issue.

If you need support for learning Canvas, check this website:

http://support.instructure.com/index.php/Getting_Started_for_Students

Don't contact me with technical details since I am not very good with any technical explanations.

Electronic or Equipment Failure:

Electronic or equipment failure is NOT an acceptable excuse for late or absent assignments. You must maintain a working computer/Internet needed to participate in this course. Keep your flash-drive ready to back up your assignments BEFORE you lose any data as the result of a computer malfunction. Avoid submitting your assignments at the last minute – remember Murphy's Law! Know your options in case of electronic or equipment failure – use campus lab computers, check public libraries, and have as many friends as possible with working computers/Internet. Remember, your urgency is not my emergency!

Technological Help Through the U of U:

Canvas support: http://support.instructure.com/index.php/Main_Page#

UOnline:

Email: info@uonline.utah.edu

Phone: 801-585-5959

Campus IT Help Desk:

Phone: 801-581-4000

Deadlines:

Deadlines will be strictly enforced. Late work will not be accepted. However, unexpected things happen so if you have a legitimate excuse, let me know in advance, if possible. Legitimate excuses must be documented and verifiable. In case you have one, I will accept the late assignment at *my discretion* after I verify your excuse. Depending on circumstances, I may or may not grant you full credit, limited credit or no credit at all. I

will post course content and/or assignments at least one week in advance so you can plan accordingly.

Overview of Assignments and Grading:

All assignments are revealed in advance on the syllabus and under the first module on Canvas. However, you won't be able to turn them in earlier than the scheduled "unveiling." All dates are listed on the syllabus and on Canvas.

Grading:

Each assignment has a percentage value assigned to it: from 5% to 20%.

Each assignment will be graded using the Letter-Grade scale ("A" as the highest, "E" as the lowest [no-pass] grade). The final grade will be calculated accordingly by setting up values of the Letter-Grade scale using the 4-Point scale. Please, don't be concerned with the Canvas calculations of your grades – they are quite confusing so after each exam/assignment, I will be sending you an email with your grade as based on the letter and 4 point scales.

<u>Letter Scale</u>	<u>4 Point Scale</u>
A	4
A-	3.7
B+	3.3
B	3
B-	2.7
C+	2.3
C	2
C-	1.7
D+	1.3
D	1
D-	0.7
E	0

Expectations:

Your assignments must demonstrate not only acquired knowledge but also your ability to analyze, synthesize and think both critically and creatively. Always pay attention to organization of your answers, chronological outline, logic (make sure you understand the concept before you start "connecting" words), and your audience (pretend that I know very little about the topic). The writing must be very clear.

Discussions:

I have opened a discussion forum for students enrolled in this course. This is a forum where you can help each other with your individual presentations by posting, for example, interesting articles and pictures that you come across when studying for your assignments. This is also a forum for me where I can help you with whatever you may need.

While you won't be graded on participation in these discussions, I will consider your participation in these discussions for increasing your final grade at the end of the semester.

When participating in these discussions you must remain respectful of all classmates and the instructor at all times: no shouting, no swearing, no name calling, etc.

Required Readings:

Tarlo, Emma (2010): *Visibly Muslim: Fashion, Politics, Faith*. Bloomsbury Academic. Reprinted in 2014.

This book is to be read in its entirety. On or before March 14, 2018 you need to send me (by email) a proposal for your final paper, which is to be based on this book. This paper is to focus on one theme from this book, which you would like to explore in more details.

<https://www.britannica.com/topic/dress-clothing>

This is just a simple outline for some topics covered in this class. Not a requirement.

All other required articles, chapters from different books, etc., are listed under specific topics discussed during the semester. All of them are available at Marriott Library Reserve Desk through electronic reserve or as hard copies. All electronic copies will be online and linked to or provided via Canvas. Hard copies are available only through the Reserve Desk at Marriott Library.

Readings for Week #16 are not required but you may want to glance through them when writing your final paper or other assignments in this class.

Disclaimer: *The selected readings are basis for understanding of general issues in the area, not an update on its politics, etc.*

The instructor's pdfs:

They are available on Canvas under proper modules. They are all copyrighted. These pdfs are often inclusive and detailed – use them wisely since they provide you with both outline and content of specific “meetings.” Under no circumstances plagiarize any part of them. I remember them very well and will disqualify your assignment immediately (for more about plagiarism see the end of this syllabus). I am very strict with students who plagiarize.

Suggested – interesting and fun but not required – readings for the future:

Arnold, R. (2009): *Fashion. A Very Short Introduction*. Oxford University Press.

This is a very short book with history of modern fashion providing basic but also very informative discussions of its numerous aspects.

Entwistle, J. (2015): *The Fashioned Body: Fashion, Dress & Modern Social Theory*. Polity Press. Cambridge.

This book represents a very interesting approach to the topic promoting “examining the way in which fashion gets translated into dress, the way in which the textual body of the fashion magazine is interpreted and embodied in the practical experience of ‘getting dressed.’” (P. 247).

Leventon, M. (Consultant Editor) (2008): *What People Wore When. A Complete Illustrated History of Costume from Ancient Times to the Nineteenth Century for Every Level of Society*. The Ivy Press Limited. St. Martin's Griffin. New York.

A very valuable book because of many illustrations but some fashions (especially from the Middle East) are missed.

WEEKLY SCHEDULE OF TOPICS:

WEEK # 1: Of January 7, 2019

Introduction to the course.

From body lice to fashion. Basic terminology.

Readings for Week #1:

Toups, Melissa A., Kitchen, Andrew, Light, Jessica E. and David L. Reed: Origin of Clothing Lice Indicates Early Clothing Use by Anatomically Modern Human in Africa. In *Molecular Biology and Evolution* (2011) 28 (1): 29-32.

Doi:10.1093/molbev/msq234

A shorter and easier description of this discovery – see at:

<http://news.ufl.edu/archive/2011/01/uf-study-of-lice-dna-shows-humans-first-wore-clothes-170000-years-ago.html>

A short video on the importance of body lice:

https://www.nsf.gov/news/special_reports/science_nation/lice.jsp

Tranberg Hansen K.: The World in Dress: Anthropological Perspectives on Clothing, Fashion, and Culture. In *Annual Review Anthropol.* 2004: 369-92.

Doi:10.1146/annurev.anthro.33.070203.143805.

••• Don't stress over this article. Don't try to memorize anything. Just enjoy a wealth of information and general concepts.

Websites on history of fashion: known and unknown. Just browse through them in case you need any further references.

<http://www.fashionintime.org>

<http://fashion-history.lovetoknow.com>

Assignment #1 - Available on Friday, January 11, 2019 at 11:59 p.m. Due on Saturday, January 19, 2019 at 11:59 p.m.:

Select any **iconic image**, which is related to fashion and explain your selection. One image only. Text: 1 page.

(5% of your final grade).

WEEK #2: Of January 14, 2019

From function to identity.

Readings for Week #2:

Hill, R., Donovan S., and N.F. Koyama: Female sexual advertisement reflects resource availability in twentieth-century UK society. In *Human Nature*, September 2005, Vol. 16, Issue 3, pp. 266-277.

McGuinness R. and A. Foster: What is the burkini? Why have French towns banned the full-body swimsuit? In *Express* (August 18, 2016 and updated on August 26, 2016). <http://www.express.co.uk/news/world/701626/Burkini-what-is-full-body-swimsuit-Muslim-swimmers-French-ban-towns-France-fine-burka>

Monet, D.: *History of Clothing – Why We Wear Clothes*. Updated on December 13, 2016. <https://bellatory.com/clothing/History-of-Clothing-Why-We-Wear-Clothes>

Rubin, A. J: Fighting for the Soul of France. More Towns Ban a Bathing Suit: The Burkini. In *NY Times*, August 17, 2016. <http://www.nytimes.com/2016/08/18/world/europe/fighting-for-the-soul-of-france-more-towns-ban-a-bathing-suit-the-burkini.html>

Watson K.: Dubai dress code: “Cover up,” UAE women tell foreigners. July 5, 2012. At <http://www.bbc.com/news/world-middle-east-18720920>

Assignment #2 - Available on Friday, January 18, 2019 at 11:59 p.m. Due on Saturday, January 26, 2019 at 11:59 p.m.:
Beach clothing controversy: function, fashion, and identity. Text: 1 to 2 pages.
(5% of your final grade).

WEEK #3: Of January 21, 2019:
From nakedness to...? The first inventions in clothing. Part 1.

Readings for Weeks #3 and #4:
Barber Wayland, E.: Chapter 2. The String Revolution. In *Women’s Work: The First 20,000 years. Women, Cloth, and Society in Early Times*. W.W.Norton & Company. New York. London. 1994. Pp. 42-70.

Shpancer, N.: Red Alert: Science Discovers the Color of Sexual attraction. 2013. At <https://www.psychologytoday.com/blog/insight-therapy/201301/red-alert-science-discovers-the-color-sexual-attraction>

Movies (to be found on youtube)/not required but helpful and interesting:
Becoming Human – Episode 2 – Birth of Humanity (Homo Erectus). NOVA see youtube at <https://www.youtube.com/watch?v=kuT7N5aoP48>
Check on episode 3 too.

The Diva Mummy. Youtube. At <https://www.youtube.com/watch?v=asHq9ECCzWM>

WEEK #4: Of January 28, 2019
From nakedness to...? The first inventions in clothing. Part 2.

Readings for Week #4: see #3.

WEEK #5: Of February 4, 2019

Ancient Egypt: “Fashion statements” into the 21st century.

Did religion dictate fashion in Ancient Egypt? Gender-specific or gender-less?

Egyptomania: Modern fashion inspired by Ancient Egypt.

Readings for Week #5:

Dhwty (2017): High Fashion of Ancient Egypt: The Bead-Net Dress. <http://www.ancient-origins.net/history-ancient-traditions/high-fashion-ancient-egypt-bead-net-dress-007661>

Herslund, O. (2010): 5. Cloths – Garments – and Keeping Secrets. Textile classification and cognitive chaining in the ancient Egyptian writing system. In *Textile Terminologies in the Ancient Near East and Mediterranean from the Third to the First Millennia B.C.*

Marie-Louise Nosch and C. Michel. Oxbow Books. Pp. 68-80.

Mark, J.J. (2017): Fashion & Dress in Ancient Egypt. In *Ancient History Encyclopedia*. <https://www.ancient.eu/article/1037/fashion--dress-in-ancient-egypt>

Raven van M. J. (2016): Jewelry from ancient Egypt. Team Farlang website at <http://farlang.com/ancient-egyptian-jewelry-and-amulets>

Ravilious, K. (2010): Cleopatra’s Eye Makeup Warded Off Infections? In *National Geographic News*. <https://news.nationalgeographic.com/news/2010/01/100114-cleopatra-eye-makeup-ancient-egyptians/>

Riefstahl, E. (1970): A Note on Ancient Fashions: Four Early Egyptian Dresses in the Museum of Fine Arts, Boston. In *Boston Museum Bulletin*, Vol. 68, No.354, pp. 244-259. Stable URL: <https://www.jstor.org/stable/4171540>

Seawright, C. (2001): Egyptian Women: Life in Ancient Egypt. http://www.thekeep.org/~kunoichi/kunoichi/themestream/women_egypt.html#.Wele2xNSxuU

Basic introductions to Ancient Egyptian garments, etc.:

<http://www.reshafim.org.il/ad/egypt/timelines/topics/clothing.htm>

Fazreen, M. (2017): Infusing Ancient Egyptian Fashion Into Modern Day. In “Maghrebi.” <https://www.maghrebi-sf.com/ancient-egyptian-fashion-modern-day/>

Hays, J (2008; updated 2012): Clothes, Fashion, Hygiene and Sex in Ancient Egypt. <http://factsanddetails.com/world/cat56/sub365/item1939.html>

Fascinating:

2009 “mummification” Collection. https://www.irisvanherpen.com/haute-couture/mummification?fbclid=IwAR0pd4zu_LBbahK42Lt24WlvBIDEOMVVmn8Mb-UgrgtOqnQj-sqg8WmSASw

Assignment #3 - Available on Friday, February 8, 2019 at 11:59 p.m. Due on Saturday, February 16, 2019 at 11:59 p.m.:

While daily and “earthly” clothing in Ancient Egypt was simple, functional, and not really that remarkable, Ancient Egypt has been an inspiration to many fashion designers and other artists. Why? (Hints: accessories and beliefs). Text: 2 to 3 pages.
(10% of your final grade).

WEEK #6: Of February 11, 2019

Simple, Sassy, and Sexy: Inana and her love of fringe.

(Much Ado About Nothing: An unmanageable goddess and manageable clothing).

Readings for Week #6:

Foster, B. R. (2010): Clothing in Sargonic Mesopotamia: Visual and written evidence. In *Textile Terminologies in the Ancient Near East and Mediterranean From the Third to the First Millennia BC*. Edited by M-L Nosch and C. Michel. Oxbow Books. Pp. 110-145

Harris, R. (1991): Inanna-Ishtar as Paradox and a Coincidence of Opposites. In *History of Religions*, Vol. 30, No. 3, pp. 261-278.

Jones, B. (2013): The Costumes of Inanna/Ishtar. In *Textile Production and Consumption in the Ancient Near East: archaeology, epigraphy, iconography*. Edited by M-L Nosch, H. Koefoed, and E. Andersson Strand. Oxbow Books. Pp. 107-124.

Stol, M. (2016): 1.4 – 1.5. Women Clothing. Cosmetics and Beauty. In *Women in the Ancient Near East*. De Gruyter Inc. Pp. 17 - .

This is a very important reading: It is relevant for lectures #6, 8, 9, and... The references in pdfs to this reading start with lecture 8.

I was able to download a whole book from

<https://oapen.org/download?type=document&dpcod=613276> , which I uploaded for this class.

Basic introductions:

Ishtar. <https://www.britannica.com/topic/Ishtar-Mesopotamian-goddess>

Mesopotamian clothing.

http://www.fashionencyclopedia.com/fashion_costume_culture/The-Ancient-World-Mesopotamia/Mesopotamian-Clothing.html

Mesopotamian food, clothes, hairstyles and sex.

<http://factsanddetails.com/world/cat56/sub363/item1521.html>

WEEK #7: Of February 18, 2019

Sexy, Sassy, and Not-So-Simple: The Ancient Minoan Daily Wear and Divine Fashion.

Readings for Week #7:

Barber, E.J.W. and B. Jones (2000): Minoan Fashion: Skin Deep? In *Archaeology*, Vol. 53, No. 6, pp. 6-7.

Jones, B. R. (2000): Revealing Minoan Fashions. In *Archaeology*, Vol. 53, No. 3, pp. 36-41.

Smith, J.S. and I. Tzachili (2012): Cloth in Crete and Cyprus. In *British School at Athens Studies*, Vol. 20, Parallel Lives: Ancient Island Societies in Crete and Cyprus. Pp. 141-155.

Basic introductions/general:

Ancient Minoan dress.

http://www.nmia.com/~jaybird/ThomasBakerPaintings/ancient_minoan_costumes.html

Minoan Culture and its Women. <http://www.rwaag.org/minoan>

Minoan dress. http://www.fashionencyclopedia.com/fashion_costume_culture/The-Ancient-World-Greece/Minoan-Dress.html

2018 Chanel Resort Collection – Ancient Greece timeless looks?

<https://www.vogue.com/fashion-shows/resort-2018/chanel>

Assignment #4 - Available on Friday, February 22, 2019 at 11:59 p.m. Due on Saturday, March 2, 2019 at 11:59 p.m.:

Compare and contrast not so modest clothing of Inana (ancient Mesopotamia of the Sumerian and Akkadian traditions) and her counterparts in the Minoan culture. What seems to have been the feminine beauty ideal in these cultures? (Hints: freedom, equality, sexuality, and don't forget "red color!").

Text: 3 to 4 pages.

(15% of your final grade).

WEEK #8: Of February 25, 2019

Covering up: The Semitic Laws.

Women know your place... Why did men care when deities didn't?

Readings for Week #8:

Lawler, A. (2002): Bringing a Long-Lost Library Back to Life. In *Science, New Series*, Vol. 296, pp. 834-835.

Stol, M. (2016): 31 The Middle Assyrian law-book about women. In *Women in the Ancient Near East*. De Gruyter Inc. Pp. 662-682. **Review Chapters from Lecture #6.**

Ancient Assyrian clothing. http://www.fashion-era.com/ancient_costume/assyrian_clothing_pictures_assur.htm

WEEK #9: Of March 4, 2019

"Fashion" Dos and Don'ts of the Old Testament. Modesty rules but why?

Readings for Week #9:

Review chapters from Stol's book.

Cohn, N.S. (2014): What to Wear: Women's Adornment and Judean Identity in the Third Century Mishnah. In *Dressing Judeans and Christians in Antiquity*. Edited by Kristi Upson-Saia, et al. Taylor and Francis. Pp. 21-36.

Gordan, R. (2014): "What a Strange Power There Is in Clothing": Women's Tallitot. In *Fashioning Jews*. Edited by Leonard J. Greenspoon. Purdue University Press. Pp. 167-176.

Silverman, E.K. (2014): Aboriginal Yarmulkes, Ambivalent Attire, and Ironies of Contemporary Jewish Identity. In *Fashioning Jews*. Edited by Leonard J. Greenspoon. Purdue University Press. Pp. 177-204.

Wallah, K. (2014): Weimar Jewish Chic: Jewish Women and Fashion in 1920s Germany. In *Fashioning Jews*. Edited by Leonard J. Greenspoon. Purdue University Press. Pp. 113-135.

Jewish Henna Traditions in Yemen, Aden, and the Hadhramaut. At <http://www.hennabysienna.com/yemen.html>

What's So Wrong with Mixing Wool & Linen? At <http://ourrabbijesus.com/articles/whats-so-wrong-with-mixing-wool-linen/> (an explanation and discussion from a point of view of a religious functionary – similar to views of many others, scholars and laymen alike)

Assignment #5 - Available on Friday, March 8, 2019, at 11:59 p.m. Due on Saturday, March 23, 2019, at 11:59 p.m.:

"Jesus saves, Moses invests" as "we are what they are not." What are elements of Jewish clothing, which must be used in fashion in order to convey the Jewish identity? (Hints: the Torah (= the Pentateuch of the Old Testament); check on readings from other lectures too). Text: 2 to 3 pages.

(15% of your final grade).

**WEEK #10: Of March 11, 2019
SPRING BREAK! ENJOY!**

**WEEK #11: Of March 18, 2019
Persian clothing – loving nomads!**

Readings for Week #11:

Clothing: Chapters from I to X. In *Encyclopaedia Iranica*. (1992; updated in 2011). <http://www.iranicaonline.org/articles/clothing-index>

Clothing xxvii. Historical lexicon of Persian clothing. (1992; updated in 2011). In *Encyclopaedia Iranica*. <http://www.iranicaonline.org/articles/clothing-xxvii>

Ancient Costumes of the Persians. <http://world4.eu/ancient-costumes/>

Modern Iran: <https://www.pinterest.com/katayoonmm/iranian-persian-women-style/?lp=true>

MARCH 23, 2019, 11:59 P.M. DEADLINE for selection of a topic for your final paper. Topics will be approved before or on March 23, 2019, at 11:59 p.m. Topics are to be selected as based on **Tarlo, Emma (2010): *Visibly Muslim: Fashion, Politics, Faith*. Bloomsbury Academic. Reprinted in 2014.**

Exploration of one theme/issue from the book – additional research is welcomed if class material does not cover your needs. You may want to glance through the readings listed under Week #16. 2-3 pages.

WEEK #12: Of March 25, 2019
Modesty Rules! Byzantine “Awakening.”

Readings for Week #12:

Dawson, T. (2006): Oriental Costumes at the Byzantine Court. A Reassessment. In *Byzantion Revue Internationale Des Etudes Byzantines*. Vol. LXXVI. Pp. 97-115.

Labatt, A. (2012): Costume Styles.

<https://www.metmuseum.org/exhibitions/listings/2012/byzantium-and-islam/blog/topical-essays/posts/costume-styles>

Munrot, N. H. (2012):

Fashion and Style in Byzantium.

<https://www.metmuseum.org/exhibitions/listings/2012/byzantium-and-islam/blog/topical-essays/posts/fashion>

Christian Imagery on Silk Textiles: The Annunciation Silk.

<https://www.metmuseum.org/exhibitions/listings/2012/byzantium-and-islam/blog/looking-closer/posts/annunciation-silk>

Woodfin, W. T. (2015): Why Vestments? An Introduction to Liturgical Textiles of the Post-Byzantine World. <https://www.metmuseum.org/blogs/now-at-the-met/2015/why-vestments>

WEEK #13: Of April 1, 2019

Islam. The Qur'an and hadiths on clothing.

Readings for Week #13:

Huda (2017): Islamic Clothing Requirements, In *ThoughtCo*. At

<https://www.thoughtco.com/islamic-clothing-requirements-2004252>

Clothing. In *Oxford Islamic Studies Online*. At

<http://www.oxfordislamicstudies.com/article/opr/t243/e75>

Clothing from an Islamic Perspective. In *New Muslim Guide*. At

<http://www.newmuslimguide.com/en/your-dress-code/108>

Hijab. In *Religions*. BBC. 2009. At

http://www.bbc.co.uk/religion/religions/islam/beliefs/hijab_1.shtml

Niqab. In *Religions*. BBC. 2011. At

http://www.bbc.co.uk/religion/religions/islam/beliefs/niqab_1.shtml

Quraishi-Landes, A. (2016): Five Myths About Sharia. In *The Washington Post*. At

<https://www.washingtonpost.com/opinions/five-myths-about->

sharia/2016/06/24/7e3efb7a-31ef-11e6-8758-d58e76e11b12_story.html?utm_term=.69719781bbbe

Middle Eastern Dress Vocabulary

http://www.csames.illinois.edu/documents/outreach/Middle_Eastern_Dress_Vocabulary.pdf

WEEK #14: Of April 8, 2019

Mediaeval Times: Rules set up to break.

Readings for Week #14:

Al-Kaslaania, S.S. (2010): Medieval Islamic cloak-type wraps: Material Culture fourteen:A&S 50 Challenge. <http://idlelion.blogspot.com/2010/03/50-challenge-material-culture-fourteen.html>

Clothing in al-Maghrib (the Muslim West) in the Medieval and Renaissance Periods.

<http://home.earthlink.net/~lilinah/Costuming/MaghribiCostume.html>

Clothing of the Middle Ages. In *Encyclopedia of Fashion*.

http://www.fashionencyclopedia.com/fashion_costume_culture/Early-Cultures-Europe-in-the-Middle-Ages/Clothing-of-the-Middle-Ages.html

Medieval Nun's Clothing. <http://www.medieval-life-and-times.info/medieval-clothing/medieval-nuns-clothing.htm>

Assignment #6 - Available on Friday, April 12, 2019 at 11:59 p.m. Due on Saturday, April 20, 2019 at 11:59 p.m.:

What do Byzantine, Islamic, and Mediaeval rules of fashion have in common? (Hints: divine guidance (Holy Books), revelations or religious functionaries in charge?). 4 to 5 pages.

(20% of your final grade).

WEEK #15: Of April 15, 2019

Veil Controversy: See Nothing or See through?

Readings for Week #15:

Review Stol's readings.

Amer, S. (2014): Introduction: What is Veiling? In *What is Veiling?* Chapel Hill: The University of North Carolina Press. Pp. 1-18.

Dashu, M. (2006): Some Thoughts on the Veil. At

<http://www.suppressedhistories.net/articles/veil.html>

Reese, L. (no date): Historical Perspective On Islamic Dress. At

<http://www.womeninworldhistory.com/essay-01.html>

Restrictions on Women's Religious Attire (2016). In *Pew Research Center. Religion and Public Life*. At <http://www.pewforum.org/2016/04/05/restrictions-on-womens-religious-attire/>

Wilson, E. (2003): Chapter 12. Changing Times/Altered States. In *Adorned in Dreams: Fashion and Modernity*. I.B. Tauris. Pp.148-177.

Assignment #7 - Available on Wednesday, April 17, 2019 at 11:59 p.m. Due on Tuesday, April 23, 2019 at 11:59 p.m.:

What is veiling? Purity or seduction? Status or sin? (Hints: use Semitic laws as your starting point). 2 to 3 pages.

(15% of your final grade).

WEEK #16: Of April 22, 2019

Review. Finishing last assignments.

Final paper: Due April 30, 2019. 2-3 pages.

(15% of your final grade).

Supplemental readings:

The readings below are not required. You may want to glance through them before you write your final paper.

Akou, H. M. (2007): Building a New “World Fashion”: Islamic Dress in the Twenty-first Century. In *Fashion Theory*, Volume 11, Issue 4, pp. 403-422. Berg.

Anijar, K. (2000): Jewish Genes, Jewish Jeans: A Fashionable Body. In *Religion, Dress and the Body*. Edited by Linda B. Arthur. Berg. Oxford. New York. Pp. 181-200.

Edwards, T. (2011): Chapter 4. The Woman Question. Fashion, feminism and fetishism. In *Fashion in Focus. Concepts, practices and politics*. Routledge. London and New York. Pp. 67- 85.

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ADA Statement:

“The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.” (www.hr.utah.edu/oeo/ada/guide/faculty)

Faculty Responsibilities:

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from a class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.” (www.admin.utah.edu/ppmanual/8/8-12-4.html)

Academic Misconduct:

Please familiarize yourself with the University of Utah CODE OF STUDENT RIGHTS AND RESPONSIBILITIES (“STUDENT CODE”) at <http://www.admin.utah.edu/ppmanual/8/8-10.html>

The following is an excerpt from this CODE explaining specific actions that won’t be tolerated in this class.

“2. “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

- a. “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.
- b. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.
- c. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
- d. “Fabrication” or “falsification” includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.”

The following sanctions will be imposed in this class for a student engaging in academic misconduct:

1. A failing grade for a specific assignment, paper, exam, etc., without possibility to re-write it, re-take it, etc. The instructor will make an attempt (through an email and/or a note on the assignment/exam/paper, etc.) to contact a student to discuss the student's conduct before granting an "E." It is the student's responsibility to respond to the instructor.
2. The second offense will be sanctioned with a failing grade for the whole course. In such a case, the following rule of the University of Utah **CODE OF STUDENT RIGHTS AND RESPONSIBILITIES** is applicable and will be followed: "If the faculty member imposes the sanction of a failing grade for the course, the faculty member shall, within ten (10) business days of imposing the sanction, notify in writing, the chair of the student's home department and the senior vice president for academic affairs or senior vice president for health sciences, as appropriate, of the academic misconduct and the circumstances which the faculty member believes support the imposition of a failing grade."
3. For more information concerning sanctions for academic misconduct (additional sanctions might be imposed) and your rights and procedures to appeal these sanctions please refer to the aforementioned **CODE**.

If you need more information and/or explanations please don't hesitate to contact the instructor.

Non-Contract Note:

This syllabus is not a binding legal contract. It may be modified by the instructor when the student is given a reasonable notice of the modification.