# UNIVERSIDADE DA CORUÑA

| **Teaching Guide** | | | | |
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| **Identifying Data** | | | | **2024/25** |
| **Subject (*)** | Anthropology of Clothing and Fashion | | **Code** | 710G03007 |
| **Study programme** | Grao en Xestión Industrial da Moda | | | |
| **Descriptors** | | | | |
| **Cycle** | **Period** | **Year** | **Type** | **Credits** |
| Graduate | 2nd four-month period | First | Basic training | 6 |
| **Language** | Spanish | | | |
| **Teaching method** | Face-to-face | | | |
| **Prerequisites** | | | | |
| **Department** | Humanidades | | | |
| **Coordinador** | | **E-mail** | | |
| **Lecturers** | , | **E-mail** | | |
| **Web** | | | | |
| **General description** | Se promoverá la reflexividad del alumno en torno al ser humano, su diversidad cultural y biológica, etc. en el marco de la "moda" como fenómeno sociocultural y económico complejo. La "moda" como lenguaje para la construcción social de la identidad (género; clase; etnia; grupo; etc) así como los impactos sociales, económicos y ambientales de la industria de la moda en los países y regiones pobres, productoras y transformadoras de las materias primas. | | | |

| **Study programme competences / results** | |
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| **Code** | **Study programme competences / results** |
| A2 | To know the aspects of the environment that shape the evolution of the fashion industry and its firms, with particular focus on the impact of economic and legal trends |
| A4 | To master the fundamentals of design in general and fashion design in particular, and to frame them in their historical context, both specific and general |
| A5 | To develop the necessary skills to generate creative and innovative ideas |
| A7 | To know the reality and social conditions that influence fashion, with a perspective of its historical development |
| A8 | To be able to design and implement efficient marketing strategies from knowledge of the social environment, with a focus on communication and distribution: messages, media, channels, customer relationships, etc? |
| A13 | To know the impact of technology on the different processes of the textile industry |
| A15 | To know and to commit to the ethical perspective and values that the fashion industry and its firms must rest upon |
| A16 | To apply sustainability criteria to decision making in the fashion firm (and generally to the fashion industry) |
| A17 | To know how to implement Corporate Social Responsibility programs (in fashion markets) |
| A18 | To know the plastic and visual languages in the realm of fashion industry design, in order to understand and interpret the artistic creations of fashion garments |
| B1 | That students demonstrate that they acquired and understood knowledge in a study area that originates from general secondary education and that can be found at a level that, though usually supported by advanced textbooks, also includes aspects implying knowledge from the avantgarde of its field of study |
| B2 | That students know how to apply their knowledge to their job or vocation in a professional form, and have the competencies that are usually demonstrated through elaboration and advocacy of arguments and problem resolution within their field of study |
| B3 | That students have the capacity to collect and interpret relevant data (normally within their field of study) in order to issue judgements that include a reflection upon relevant topics in the social, scientific or ethical realm |
| B4 | That students may convey information, ideas, problems and solution to the public, both specialized and not |
| B5 | That students develop those learning skills that are needed to undertake ulterior studies with a high degree of autonomy |
| B6 | Capacity for cooperation, team-work and collaborative learning in interdisciplinary settings |
| B7 | Capacity to analyse trends (critical thinking) |
| B8 | Capacity to plan, organize and manage resources and operations |
| B9 | Capacity to analyse, diagnose and take decisions |
| B10 | Capacity to understand the social and historical-artistic dimension of fashion design and industry, as vehicle for creativity and the quest for new and effective solutions |

| C1 | Adequate oral and written expression in the official languages. |
|---|---|
| C3 | Using ICT in working contexts and lifelong learning. |
| C4 | Acting as a respectful citizen according to democratic cultures and human rights and with a gender perspective. |
| C6 | Acquiring skills for healthy lifestyles, and healthy habits and routines. |
| C7 | Developing the ability to work in interdisciplinary or transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development. |
| C8 | Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society. |

| Learning outcomes | | |
|---|---|---|
| Learning outcomes | Study programme competences / results | |
| To know the main concepts of Social Anthropology. Knowing cultural diversity and understanding the role of cultures and social change as complex systems of adaptation to a globalized environment. To know the analytical potential of the anthropological approach to address the knowledge of the transcultural reality of human societies. To use the basic tools and instruments of social research of a quantitative and qualitative nature, and very specifically ethnographic, for their application in areas of intervention. To understand the role of fashion as a behavioural expression associated with the construction of individual and/or collective identity. To identify stereotypes and attitudes of rejection or cultural discrimination. Manage the basic bibliographic and documentary resources of social anthropology. | | B1 B2 B3 B4 B5 B6 B10 |
| To assimilate and apply the basic concepts of social anthropology, especially those that allow us to understand cultural diversity and the processes of transmission and change in culture. To approach the analysis of the different logics of social construction of reality. To make possible the acquisition of conceptual and methodological instruments useful for the future performance of their professional task. To manage basic bibliographic and documentary resources of anthropology | A2 A4 A5 A7 A8 A13 A15 A16 A17 A18 | B7 B8 B9 | C7 C8 |
| To develop an anthropological and reflective look at the issues addressed. Cultivate the criticism of one's own cultural categories, deconstructing ethnocentric positions from the recognition of the diversity of cultural responses and constructions. | | | C1 C3 C4 C6 |

| Contents | |
|---|---|
| Topic | Sub-topic |
| What is Sociocultural Anthropology | Concept of culture Cultural Diversity |
| Methodologies in Sociocultural Anthropology to address the understanding of fashion as a cultural phenomenon | Fieldwork and social research techniques Case Studies |
| Fashion, gender and social structure | The role of fashion in shaping gender roles and identities Fashion, gender and social change Fashion as a marker in the social hierarchy |
| Clothing and apparel in indigenous communities vs. developed societies | Previous conceptual issues Tradition and the re-signification of tradition in the dynamics of modernization Acculturation, Westernization and Resistance in Ancestral Peoples The cultural appropriation of local traditions from the political periphery in Western society Case Studies |

| Fashion as a language | Anthropological analysis of cultural meanings and their application to fashion analysis Dress and other accessories as a non-verbal system of communication |
|---|---|
| Fashion as a construction of identity models | The dynamics of the construction of individual and collective identities in the field of fashion |
| Fashion in its expression of power | Fashion and processes of consolidation of power and resistance to power (fashion as a mechanism of authority formation and as a strategy of opposition to authority). Fashion, cosmovision and ritual. Neocolonialism and fashion. |
| Fashion as economics. Production and consumption logic of fashion | Local production, local consumption Vs Local production, global consumption. Impacts and proposals for mitigating impacts |

| Planning | | | | |
|---|---|---|---|---|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A2 A4 A5 A7 A8 A13 A15 A16 A17 A18 B1 B2 B3 B4 B5 B6 B9 B10 C1 C3 C4 C6 C7 C8 | 6 | 48 | 54 |
| Supervised projects | A2 A4 A5 A7 A8 A13 A15 A16 A17 B1 B2 B3 B4 B5 B6 B7 B8 B10 C1 C3 C4 C6 C7 C8 | 2 | 40 | 42 |
| Objective test | C1 C3 C4 C6 | 2 | 0 | 2 |
| Directed discussion | A2 A5 A7 A8 A13 A15 A16 A17 B1 B2 B3 B4 B5 B6 B7 B8 B10 C1 C3 C4 C6 C7 C8 | 6 | 36 | 42 |
| Personalized attention | | 10 | 0 | 10 |

**(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.**

| Methodologies | |
|---|---|
| Methodologies | Description |
| Guest lecture / keynote speech | Masterly presentation of the topics associated with the subject's program |
| Supervised projects | Individual or group choice of topics related to the subject and execution of the work by the students |
| Objective test | Written test |
| Directed discussion | Written test of topics covered in class, to be developed by the student |

| Personalized attention | |
|---|---|
| Methodologies | Description |
| Supervised projects | Choice of themes/structure of work/field work/results and conclusions

You can consider a classroom presentation of the work done |

| Assessment | | | |
|---|---|---|---|
| Methodologies | Competencies / Results | Description | Qualification |

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|---|---|---|---|
| Directed discussion | A2 A5 A7 A8 A13 A15 A16 A17 B1 B2 B3 B4 B5 B6 B7 B8 B10 C1 C3 C4 C6 C7 C8 | Degree of participation and quality of interventions in the discussion process of any of the topics developed in class | 10 |
| Guest lecture / keynote speech | A2 A4 A5 A7 A8 A13 A15 A16 A17 A18 B1 B2 B3 B4 B5 B6 B9 B10 C1 C3 C4 C6 C7 C8 | Maximum oral session with the support of readings, graphic documents, ethnographic documentaries, etc. Class attendance is valued | 10 |
| Supervised projects | A2 A4 A5 A7 A8 A13 A15 A16 A17 B1 B2 B3 B4 B5 B6 B7 B8 B10 C1 C3 C4 C6 C7 C8 | When choosing a topic, the structure, the ethnographic fidelity of the story and the analytical capacity to discuss results and draw conclusions will be particularly valued | 10 |
| Objective test | C1 C3 C4 C6 | written test | 70 |

| Assessment comments |
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| Students who fail or do not show up at the first convocation, may present themselves at the second convocation which may consist of a new exam or new tutored work. This question will be raised in due course by either of the two teachers who teach the subject. <br> Students who are recognised as having a part-time job and who do not need to attend class must talk to the teachers who teach the subject in order to establish a proposal for evaluation and monitoring. In any case, these students will have the obligation to carry out, like the rest of the students, the most relevant activities (supervised work, seminars, etc.) to be evaluated and marked by the teachers of the subject. |

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|---|

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| Complementary | |
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| Recommendations |
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| **Subjects that it is recommended to have taken before** |
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| **Subjects that are recommended to be taken simultaneously** |
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| **Subjects that continue the syllabus** |
| Art and Fashion History/710G03001 |
| Corporate and Professional Ethics in the Fashion Industry/710G03011 |
| Global Trends in Fashion: Digital Transformation and Sustainability/710G03008 |
| **Other comments** |
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