

COURSE OUTLINE

FOLKLORE OF DRESS: THEORETICAL AND APPLIED ASPECTS

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	8TH
COURSE TITLE	FOLKLORE OF DRESS: THEORETICAL AND APPLIED ASPECTS		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>																
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • understand the social role of clothing and its contribution to the creation of identities • apply new theoretical approaches to the study of clothing • distinguish its material, aesthetic, social, economic and symbolic dimensions • recognise the typological and morphological characteristics of local costumes • consider clothing as a testimony to culture. 																
<p>General Skills <i>Name the desirable general skills upon successful completion of the module</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information, ICT Use</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td></td> </tr> </table>	<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management</i>	<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Sustainability</i>	<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Critical thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>	<i>Production of new research ideas</i>	
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<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information using the necessary technologies, as well as archival and bibliographic material • Autonomous work • Demonstration of social, professional and moral responsibility and sensitivity to gender issues • Adaptation to new situations, in order to recognize and study modern folklore elements, which appear daily. • Promoting free, creative and inductive reasoning 																

3. COURSE CONTENT

1	Introduction to the content of the course. What we call dress and what is the purpose of its study. Costume research in Greece and abroad. Social and cultural theories of dress.
2	The non-academic research and study of traditional dress. Aggeliki Chatzimihali – Dimitrios Loukopoulos –Ioanna Papandoniou.
3	The contribution of G. Megas and the “Folklore School of Ioannina” to the folkloric approach of traditional dress.
4	The local traditional costumes. Morphology and social character. Their semiotic function. Their typological classification.
5	The local costumes as a meeting point of different folk arts: Painting – Weaving. Cottage industry and workshop production (kazazides, abatzides, kapotades). The woven textiles of the dress - Embroidery. Cottage industry and workshop production (terzides, syrmaesides). The embroidery of the dress.
6	Shoemaking - Silversmithing. The habit of ornamenting certain parts of the human body. Symbolical content. The use of jewellery as a means of social and economic statement. Their decorative, protective and preservative character.
7	Transformations and evolution of traditional dress. The turn to the West – urban European dress. The role of Queen Amalia and Queen Olga. The introduction of the sewing machine. Fashion journals.
8	The local costumes today. New uses – new forms. Local costumes and international fashion (20 th - early 21 st). Local costumes in the cloakrooms of dance clubs. Visit to local cultural associations.
9	The interdisciplinary approach to traditional and contemporary dress. The conversation of folklore with social-cultural anthropology and sociology.
10	The modern dress and its “narrative”. Its material dimension. Its social role and its relation to the body.
11	The contribution of dress in the creation of identities through consumption practices. The role of fashion.
12	The symbolic use of dress on the Greek and international political scene. Loincloth (Gandhi), Turtleneck (Papandreou), No tie (Tsipras)
13	Museum visit

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	Face to Face	
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	Use of ICT in teaching and communication with students - PPT presentations - Teaching materials, announcements and communication through the eClass platform - Study by students of supporting material relevant to the course content - Communication with students via email	
<p style="text-align: center;">TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	Activity	Workload/semester
	Lectures	39
	Interactive learning	20
	Study and analysis of bibliography	57
	Essay	10
	Exam	14
	Museum visits	10
	Total	150

<p style="text-align: center;">STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Study visits: 15%</p> <p>Group work (compulsory): 30%.</p> <p>Oral examination: 55%.</p> <p>Oral examination in Greek, which includes topic development questions, based on a good knowledge of the subject "Dress" and its theoretical and methodological approaches, as taught during the semester.</p>
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5. SUGGESTED BIBLIOGRAPHY

Course book: Βιβλίο [94690896]: ΜΑΧΑ-ΜΠΙΖΟΥΜΗ, Ν. 2020. «Φουστάνια» αναγεννησιακού τύπου στο ενδυματολογικό σύστημα της Χίου (16^{ος} αιώνας - αρχές 20ού). Μια τυπολογική προσέγγιση στη λαογραφική μελέτη του παραδοσιακού ενδύματος. Αθήνα: εκδ. ΠΙΟΠ.

Other suggested bibliography:

Entwistle, J. (2000). *The fashioned body: fashion, dress and modern social theory*. Cambridge: Polity.

Rubinstein, R. (1995). *Dress Codes. Meanings and messages in American Culture*. Westview Press.

Macha-Bizoumi, N. 2012. «Amalia Dress: The Invention of a New Costume Tradition in the Service of Greek National Identity», *Catwalk: The Journal of Fashion, Beauty and Style* 1/1, p. 65-90. Inter-Disciplinary Press.

Macha-Bizoumi, N. (2020). «Preindustrial techniques and consumption practices: Fashioning the makramé technique of Pomaks», στο Μ. Γ. Βαρβούνης – Αντ. Μπαρτσιώκας – Ν. Μαχά-Μπιζούμη (επιμ.), *Οι Πομάκοι της Θράκης: πολυεπιστημονικές και διεπιστημονικές προσεγγίσεις*. Θεσσαλονίκη: εκδοτικός οίκος Κ. & Μ. Αντ. Σταμούλη, σ. 587-608.

Miller, D. (2010). «Why clothing is not superficial». *Stuff*. Cambridge: Polity: 12-41.

Ελληνόγλωσση:

Βρέλλη-Ζάχου, Μ. (1989). «Κοινωνική διαστρωμάτωση στην ελληνική κοινότητα. Αντικατοπτρισμοί στον υλικό πολιτισμό. Το παράδειγμα του ενδύματος», *Δωδώνη*, 18, σ.177-189.

Βρέλλη-Ζάχου, Μ. (1991). «Νόμοι και κανονιστικές διατάξεις για την πολυτέλεια και τις ενδυματολογικές δαπάνες στη Δυτική Ευρώπη κατά το Μεσαίωνα και τους Νεώτερους Χρόνους», *Δωδώνη*, 20, σ.227-263 (και σε ανάτυπο).

Βρέλλη-Ζάχου, Μ. (1991). *Τα τσαρούχια και οι τσαρουχάδες στην Ήπειρο. Συμβολή στη μελέτη της λαϊκής υπόδησης*. Ναύπλιο: ΠΛΙ.

Μαχά-Μπιζούμη, Ν. (2016). «Το ενδυματολογικό σύστημα των Μαστιχοχωρίων και οι κώδικές του», στο Σταυρούλα Φωτοπούλου (επιμ.) *Όψεις της Άυλης Πολιτιστικής Κληρονομιάς στη Χίο*. Αθήνα: έκδοση του Πολιτιστικού Ιδρύματος Ομίλου Πειραιώς (ΠΙΟΠ), σ. 59-81.

Μαχά-Μπιζούμη, Ν. (2018). «Η συμβολή του Γεωργίου Α. Μέγα στην έρευνα και μελέτη των τοπικών ενδυμασιών», στον τόμο Μ. Γ. Βαρβούνης - Γ. Χ. Κούζας (επιμ.), *Ο Γεώργιος Α. Μέγας και η Ελληνική Λαογραφία*. Αφιέρωμα στα 40 χρόνια από την εκδημία του (1996 - 2016), *Πρακτικά Ημερίδας* (Σάββατο, 2 Απριλίου 2016), Αθήνα: εκδ. Ελληνική Λαογραφική Εταιρεία - *Λαογραφία*. Δελτίον της Ελληνικής Λαογραφικής Εταιρείας, παράρτημα αρ. 19), σ. 257-272.

Μαχά-Μπιζούμη, Ν. (2018). «Χωρίς γραβάτα. Η πολιτική χρήση του ενδύματος ως μέσου αντίστασης σε ηγεμονικούς λόγους», στον τόμο Μ. Γ. Βαρβούνης – Μ. Γ. Σέργης (επιμ.), *Πλάτανος Ευσκιόφυλλος*, Τιμητικός τόμος για τον καθηγητή Μηνά Αλ. Αλεξιάδη, Δημοκρίτειο Πανεπιστήμιο Θράκης, Σχολή Κλασικών και Ανθρωπιστικών Σπουδών, Τμήμα Ιστορίας και Εθνολογίας, Εργαστήριο Λαογραφίας και Κοινωνικής Ανθρωπολογίας, 3- Μελέτες Λαογραφίας και Κοινωνικής Ανθρωπολογίας -3. Θεσσαλονίκη: εκδ. οίκος Κ. & Μ. Αντ. Σταμούλη, σ. 511-531.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	A. MACHA
Contact details:	amacha@he.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Essay (optional): 20% Oral final exam: 80%.
Implementation Instructions: (3)	Oral examinations will be conducted via eClass at a date and time to be announced together with their duration and content at a reasonable time before they are held. The essay will be submitted via eClass on a specified date.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.