

Module Title Contextual & Critical Studies - Fashion & Textile Design Contexts	Reference AA2501
	SCQF Level SCQF 8
Keywords Fashion, Textiles, Research, Communication, Culture, Theory, Context.	SCQF Points 30
	ECTS Points 15
	Created March 2012
	Approved August 2012
	Amended
	Version No. 1

This Version is No Longer Current

The latest version of this module is available [here](#)

Prerequisites for Module

None.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

This module will build upon students' introduction to Contextual and Critical Studies in stage 1. The core skills of research, analysis, synthesis and communication will be expanded upon, further enabling students to communicate effectively, textually and orally, the critical position of their evolving

Indicative Student Workload

Contact Hours Full Time

Assessment 5

Lecture, seminar, group tutorial 40

Directed Study

Seminar tasks, forum contribution, directed reading 90

Private Study

Individual research and written assignment 165

Mode of Delivery

The module is lecture and seminar based, with allocated time for private and directed study and further reading. Group discussion and

practice within contemporary and historical themes related to design culture.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Demonstrate the ability to research using methods appropriate to the critical themes, theories and concepts in contemporary practice.
2. Analyse and discuss historical and contemporary themes, theories and concepts in the context of contemporary practice.
3. Apply critical and analytical thinking to the enquiry and exploration of ideas in relation to critical themes, theories and concepts within historical and contemporary practice.
4. Synthesise information related to the contexts of historical and contemporary practice and communicate effectively both orally and in writing.

Indicative Module Content

The module will build upon the interdisciplinary themes from Visual Culture introduced in

critical debate will be facilitated through seminar and on-line forums. Visits from professional in the field, and national and international study visits may form part of the curriculum.

Assessment Plan

	Learning Outcomes Assessed
Component 1	1,2,3,4

Students are required to submit two assignments: one formative (feedback provided and fed forward to students) at the end of semester 1; the other summative (formally assessed) at the end of semester 2.

Indicative Bibliography

1. BRADDOCK-CLARKE, S. and O'MAHONY, M., 2007. *Techno textiles 2*. London: Thames and Hudson.
2. BREWARD, C., 2003. *Fashion*. Oxford: Oxford University Press.
3. HEMMINGS, J. 2012. *The Textile Reader*. Oxford: Berg.
4. LEES-MAFFEI, G. and HOUZE, R., eds., 2010. *The Design History Reader*. Oxford: Berg.
5. QUINN, B. 2010. *Textile futures: fashion, design and technology*. Oxford: Berg.
6. *Fashion Theory: The Journal of Dress, Body and Culture*, Berg

Visual Culture introduced in stage 1, and enable students to develop a greater critical and contextual awareness specific to the subject of Fashion and Textiles. Students will be introduced to aspects of design context, theory and culture (contemporary and historic), through lectures, seminars and online media, which will serve to underpin students' developing studio practice in Fashion and Textiles. Themes might include cultural representations of Fashion and Textiles, particularly the body, meaning and making, cultural identity, fashion on the page and new media, globalism, the cultural significance of materials, technology and textiles, sustainable design, consumer culture, gender and advertising. This module develops critical thinking and research, whilst encouraging students to explore various writing styles appropriate to a particular theme and/or their professional context.

7. Textile: The Journal of Cloth and Culture, Berg
8. Fashion Practice: The Journal of Design, Creative Process and the Fashion industry, Berg.