Department of: Human Environmental Studies  
Title of Course: Social Psychological Aspects of Dress  
Perspective: Natural Systems  
Category: Behavioral Systems

I. Catalogue Description and Credit Hours of Course

An examination of social, psychological, economic, political, religious, and cultural factors that influence dress and human behavior. (3)

II. Prerequisite(s)
Junior or senior standing and completion of University Studies Core Curriculum, or consent of instructor.

III. Purposes or Objectives of the Course

1) Students will locate and gather print and multimedia evidence connecting an array of issues about dress and related human behavior.

2) Students will apply critical thinking skills by analyzing the influence of dress and human behavior on appearance management.

3) Students will build effective oral and written communication skills in presentations that highlight the roles and meanings of dress and related human behavior.

4) Students will demonstrate the ability to describe and explain the historical context of dress changes, specifically, how gender, the economy, the media, and culture contribute to changes in dress and the process of managing appearance.

5) Students will demonstrate the ability to identify and explain how culture influences on dress choices and appearance management behavior.

6) Students will integrate new understandings about the dress experience with traditional and contemporary paradigms from economic, political, social, and behavioral perspectives.

7) Students will demonstrate the ability to identify how pluralism and ethnocentrism affect dress choices and a process for developing new designs and to describe various values involved in the complex nature of dress and related human behavior.

8) Students will demonstrate the ability to identify the relation of products to culture and to individual and group values by understanding the aesthetic response and to describe professional roles in aesthetics.

9) Students will demonstrate the ability to analyze the relation between dress and relevant standards in different environments.
IV. Student Learning Outcomes

1) Students will be able to outline social, psychological, cultural, and economic factors that influence dress and human behavior in society.

2) Students will synthesize individuality, social roles, stereotyping, and identity in the context of dress.

3) Students will be able to analyze consumer behavior toward dress and appearance management related to social, psychological, cultural, and economic factors.

V. Expectations of Students

The students will show progress in meeting course objectives by:

1) Leading a class discussion on one of the course topics. Each student will lead the class discussion of one of the course topics and bring one current news article that addresses a social or cultural issue relevant to the topic along with three discussion questions as a stimulus for discussion.

2) Preparing an oral presentation and written report on one of the course topics (the “Movie” project). Each student will select one chapter of the textbook and two movies relevant to the topic to understand the roles of dress and human behavior within a situation, will provide a minimum of two papers on the topic for class members to read before the presentation, will bring/develop a short dilemma/valuing exercise relevant to the topic to act as a stimulus for discussion, and will lead the class discussion of the topic.

3) Observing a group of people (the “Paparazzi” project), writing a paper and preparing an oral presentation on the experience and analysis of the observation to share with the class.

4) Attending class regularly and actively participating in class discussions.

5) Completing assigned readings and turning in assignments on time.

VI. Course Outline

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Hours</th>
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<tbody>
<tr>
<td>1. <strong>Introduction to Dress, Culture, and Theory</strong></td>
<td>3</td>
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<tr>
<td>1. Content, assignments, expectations for students, for instructor</td>
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<tr>
<td>2. Majors, personal experiences, interests of students</td>
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<tr>
<td>3. Overview of dress and culture and definitions of terms</td>
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<tr>
<td>2. <strong>Fashion as a Dynamic Process</strong></td>
<td>3</td>
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<tr>
<td>1. How fashion can be explained through theory</td>
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<tr>
<td>2. A historic perspective of how the mechanics of fashion have changed over time</td>
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<td>2. The basic components of the structure of dress communication systems</td>
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<tr>
<td>3. The characteristics of the present era that influence the way consumers “produce” Appearance</td>
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<tr>
<td>4. <strong>The Body</strong></td>
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<td>2. How to critically analyze media images of the body</td>
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<tr>
<td>3. Potentially negative consequences of appearance-management behaviors</td>
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<td>4. Cultural alternatives to the American ideal of thinness</td>
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</tbody>
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5. **Appearance for Gender and Sexual Identity**  
   1. The comparison of the cultural meaning of being a man or woman, and the link of gender norms to appearance  
   2. How gender is socially and culturally determined and is a significant component in the study of appearance  
   3. The diversity of human appearance that may be influenced by sexual orientation  

6. **Race and Ethnicity**  
   1. That people have culturally constructed categories of race and ethnicity affecting social issues and problems regarding appearance  
   2. The relationship of race and ethnicity – particularly as they affect issues of appearance – to gain an appreciation for the experience of those in the minority in American society  
   3. The impact that issues of race and ethnicity have on consumer culture  

7. **Dress and Religion**  
   1. Examples of dress in different religions  
   2. How ideology in religion may be reflected through dress  
   3. How morality and sexuality are reflected through religious dress  

8. **Dressing for Life and Death**  
   1. Dress and appearance as an important part of life and death  
   2. The impact of relationships and culture on dress and appearance  

9. **Fashion, Status, and Inequality in Dress**  
   1. The interrelationship among fashion, status, and inequality  
   2. Historic and cultural examples of inequality in dress  

10. **Dress in the Workplace**  
    1. How dress facilitates or hinders human interaction in the workplace  
    2. Why dress helps individuals acquire, learn, and perform job roles  
    3. How dress affects and reflects specific jobs in business, sports, and the military  

11. **Dress and Media**  
    1. The fashion industry’s use of technology changes as media opportunities change  
    2. Impact of media images on body image  
    3. Media and the aging of the population  

12. **Fashion and Fantasy**  
    1. The relationship between fantasy and fashion  
    2. Public, private, and secret levels of fantasy and dress  

13. **Dress and Technology**  
    1. Research on apparel technology  
    2. The variety of innovation within the apparel industry  

14. **Ethics in Fashion**  
    1. The complex relationships between ethics and the fashion industry  
    2. Types of ethical dilemmas in the fashion industry  

**Total class hours = 45**
VII. Textbook(s) and/or Other Required Materials or Equipment:


VIII. Basis for Student Evaluation:

A. Discussion leadership 20%
B. “Paparazzi” project 20%
C. “Movie” project 20%
D. Two exams – midterm and final 20%
E. Class participation 20%

100%

Discussion leadership: Discussion leadership will require a brief lecture of one of the course topics with three discussion questions based on one current newspaper article relevant to the topic assigned to a student. The rest of students fill out a self-evaluation form in order to motivate them to participate in discussions.

Paparazzi project and Movie project: The papers for the two projects should be 10 pages, double-spaced, 12 point type, and Times New Roman font and the oral presentations should be 10-15 minutes.

Exams: There will be two exams. All exams will take the format of multiple choice, true/false, short answer, and/or short essay. Exams will cover all information from readings and class materials.
US 1. Extensive Course Description:
Students in the course will critically examine, analyze, and discuss the meanings of dress and related human behavior from a variety of disciplines, including sociology, psychology, politics, and biology. In studying the topic of dress and behavior, students will explore theoretical perspectives as well as empirical work from these disciplines.

US 2. Interdisciplinary Nature of the Course:
This course will integrate knowledge and awareness from several categories including behavioral systems, social systems, economic systems, and political systems. The study of the meanings of dress and human behavior crosses many boundaries and encompasses all races, all countries, all social arenas, and most geopolitical issues. The extensive course outline will allow students to integrate knowledge gained from professional works, everyday life and social interactions, and theoretical viewpoints identified in these scientific fields. The content of this course includes the following topics: the body in different demographics (gender, ethnicity, race, and religion) and across the lifespan; arts and the media; the economy; various cultures; and spirituality. In addition, many of the course assignments have been constructed in such a way as to accentuate the critical thinking needed to develop a deep understanding of the integrated nature of the study of the everyday dress experience.

US 3. Proposes or Objectives of the Course:

1) Students will locate and gather print and multimedia evidence connecting an array of issues about dress and related human behavior (US objective 1).

2) Students will apply critical thinking skills by analyzing the influence of dress and human behavior on appearance management (US objective 2).

3) Students will build effective oral and written communication skills in presentations that highlight the roles and meanings of dress and related human behavior (US objective 3).

4) Students will demonstrate the ability to describe and explain the historical context of dress changes, specifically, how gender, the economy, the media, and culture contribute to changes in dress and the process of managing appearance (US objective 4).

5) Students will demonstrate the ability to identify and explain how culture influences on dress choices and appearance management behavior (US objective 5).

6) Students will integrate new understandings about the dress experience with traditional and contemporary paradigms from economic, political, social, and behavioral perspectives (US objective 6).

7) Students will demonstrate the ability to identify how pluralism and ethnocentrism affect dress choices and a process for developing new designs and to describe various values involved in the complex nature of dress and related human behavior (US objective 7).

8) Students will demonstrate the ability to identify the relation of products to culture and to individual and group values by understanding the aesthetic response and to describe professional roles in aesthetics (US objective 8).

9) Students will demonstrate the ability to analyze the relation between dress and relevant standards in different environments (US objective 9).
US 4. Student Learning Outcomes:

1) Students will be able to outline social, psychological, cultural, and economic factors that influence dress and human behavior in society. (US Objectives 1, 2, 3, 4, 5, 6, 7)

2) Students will synthesize individuality, social roles, stereotyping, and identity in the context of dress. (US Objectives 1, 2, 3, 4, 6, 7)

3) Students will be able to analyze consumer behavior toward dress and appearance management related to social, psychological, cultural, and economic factors. (US Objectives 1, 2, 3, 4, 5, 6, 7)

US 5. Course Outline:

Chapter | Hours
---|---
1. **Introduction to Dress, Culture, and Theory** (Objectives 3, 8) | 3
   1. Content, assignments, expectations for students, for instructor
   2. Majors, personal experiences, interests of students
   3. Overview of dress and culture and definitions of terms

2. **Fashion as a Dynamic Process** (Objectives 1, 2, 3, 6, 8) | 3
   1. How fashion can be explained through theory
   2. A historic perspective of how the mechanics of fashion have changed over time

3. **Dress as Nonverbal Communication** (Objectives 1, 2, 3, 5, 6, 8) | 3
   1. The substantial complexity underlying communication through dress
   2. The basic components of the structure of dress communication systems
   3. The characteristics of the present era that influence the way consumers “produce” Appearance

4. **The Body** (Objectives 1, 2, 3, 6, 7, 8) | 3
   1. Frameworks for viewing the body and dress
   2. How to critically analyze media images of the body
   3. Potentially negative consequences of appearance-management behaviors
   4. Cultural alternatives to the American ideal of thinness

5. **Appearance for Gender and Sexual Identity** (Objectives 1, 2, 3, 5, 6, 7) | 3
   1. The comparison of the cultural meaning of being a man or woman, and the link of gender norms to appearance
   2. How gender is socially and culturally determined and is a significant component in the study of appearance
   3. The diversity of human appearance that may be influenced by sexual orientation

6. **Race and Ethnicity** (Objectives 1, 2, 3, 4, 5, 6, 7, 9) | 3
   1. That people have culturally constructed categories of race and ethnicity affecting social issues and problems regarding appearance
   2. The relationship of race and ethnicity – particularly as they affect issues of appearance – to gain an appreciation for the experience of those in the minority in American society
   3. The impact that issues of race and ethnicity have on consumer culture

7. **Dress and Religion** (Objectives 1, 2, 3, 5, 6, 7, 9) | 3
   1. Examples of dress in different religions
2. How ideology in religion may be reflected through dress
3. How morality and sexuality are reflected through religious dress

8. Dressing for Life and Death (Objectives 1, 2, 3, 4, 5, 6) 3
   1. Dress and appearance as an important part of life and death
   2. The impact of relationships and culture on dress and appearance

9. Fashion, Status, and Inequality in Dress (Objectives 1, 2, 3, 6) 3
   1. The interrelationship among fashion, status, and inequality
   2. Historic and cultural examples of inequality in dress

10. Dress in the Workplace (Objectives 1, 2, 3, 5, 6, 7, 9) 5
    1. How dress facilitates or hinders human interaction in the workplace
    2. Why dress helps individuals acquire, learn, and perform job roles
    3. How dress affects and reflects specific jobs in business, sports, and the military

11. Dress and Media (Objectives 1, 2, 3, 6, 7, 8) 4
    1. The fashion industry’s use of technology changes as media opportunities change
    2. Impact of media images on body image
    3. Media and the aging of the population

12. Fashion and Fantasy (Objectives 1, 2, 3, 6, 9) 3
    1. The relationship between fantasy and fashion
    2. Public, private, and secret levels of fantasy and dress

13. Dress and Technology (Objectives 1, 2, 3, 6) 3
    1. Research on apparel technology
    2. The variety of innovation within the apparel industry

14. Ethics in Fashion (Objectives 1, 2, 3, 5, 6, 7, 9) 3
    1. The complex relationships between ethics and the fashion industry
    2. Types of ethical dilemmas in the fashion industry

Total class hours = 45

US 6. Justification for Inclusion in the University Studies Program:

Objective 1: Demonstrate the ability to locate and gather information.
Emphasis: Significant
Content: Students will have experience in locating and gathering information. Instruction on general resources for studying dress issues will be given to the class. The instructor will assist the students in identifying and obtaining sources of information specific to their topics.
Teaching Strategies: The course will place heavy emphasis on student-generated information and will be based on student oral presentations, discussion, and debate for which the students must locate and gather information.
Student Assignments: The students will complete library research for two papers. The major effort will be preparing for the papers and the accompanying class presentations. Research will be needed to obtain background information and locate articles to provide to the class as background reading. Students will also need to do library research to provide background information to support their position in leading the class discussion of a topic and in their reports on dress and human behavior (the “Paparazzi” and “Movie” projects).
**Student Evaluation:** Students will be evaluated on their ability to gather and organize information for each topic. Students will be expected to accurately complete all assignments and activities based on the specific criteria of the instructor.

**Objective 2:** Demonstrate capabilities for critical thinking, reasoning, and analyzing.

**Emphasis:** Significant

**Content:** Critical thinking will be the essential component of this course. Course projects have been developed to cultivate the students’ ability to critically analyze all issues on dress and relevant human behavior.

**Teaching Strategies:** Students will complete assignments that give them opportunities to employ and increase their critical thinking, reasoning, and analyzing skills: oral presentations, discussion of material from student presentations, class discussion of assigned topics, debates, and written exercises. Students will be encouraged by faculty feedback to present their arguments with increasing analysis and support.

**Student Assignments:** While students will apply their critical thinking, reasoning, and analyzing skills in every assignment, the major opportunity to showcase these skills will come in the form of their research papers. For the “Paparazzi” project, students will observe the dress of a group of people on campus, analyze it, and write their observations, along with the social, psychological, economic or cultural factors that may influence a group’s dress. The “Movie” project will also offer an opportunity for students to improve their critical thinking and reasoning and analyzing skills. They will choose one chapter of the textbook and two movies relevant to the topic. Students will identify what facts influenced the dress and human behavior within the movies and analyze the issue from several perspectives, for example, economic and psychological implications or cultural factors.

**Student Evaluation:** Students will demonstrate critical thinking in the analysis, oral presentations, and written assignments that will constitute part of their “Paparazzi” and “Movie” projects; therefore the analysis will count for a portion of the grade for both exercises. The major criterion used in evaluating the project papers and oral presentations will be growth in their critical thinking and an increased ability to support their position with reasoned arguments.

**Objective 3:** Demonstrate effective communication skills

**Emphasis:** Significant

**Content:** Effective written and oral communication skills will be required. Students will receive a rubric for evaluating their presentations of their major topic. The rubric highlights the basics of effective communication that they will be expected to apply during their presentation. Rules for reasoned responses and effective debate will be shared and enforced during classroom discussions.

**Teaching Strategies:** The class will be taught primarily in a seminar format. In most sessions, the instructor will open the topic with a general overview, followed by a student oral presentation on an aspect of the topic at hand. Students will gain experience in presentation as well as group discussion. In addition, each student will have one chance to open a topic with a summary of the chapter, followed by a class discussion based on 3 discussion questions. A debate will offer students the opportunity to communicate orally in class discussions.

**Student Assignments:** The students will prepare two papers communicating their positions on topics related to apparel studies. Students will be expected to make three oral presentations to the class and to participate in class discussions on a daily basis.

**Student Evaluation:** Students must demonstrate successful completion of oral and written communication assignments. Written assignments will be evaluated based on predetermined criteria including quality of the content. Oral presentations will be evaluated by both instructor and peers according to a rubric given to the students in advance.

**Objective 4:** Demonstrate an understanding of human experiences and the ability to relate them to the present.

**Emphasis:** Some
Content: Much of our understanding of dress choices and behavior will be addressed based on the historical context of dress changes, specifically, how gender, the economy, the media, and culture contribute to changes in dress and the process of managing appearance.

Teaching Strategies: The instructor will deliver information about the historical changes in gender roles, the economy, and the standards of beauty, which are linked to various human experiences related to dress choices.

Student Assignments: The objective will be addressed but will not be directly assessed.

Student Evaluation: The objective will be addressed but will not be directly evaluated.

Objective 5: Demonstrate an understanding of various cultures and their inter-relationships.
Emphasis: Some
Content: How the race, gender, and ritual behaviors in various cultures affect dress choices and appearance management behavior will be discussed.
Teaching Strategies: The instructor will lead discussions to evoke diverse opinions about how race, gender, and ritual behaviors can be inter-related in dress choices and appearance management behavior.
Student Assignments: The objective will be addressed but will not be directly assessed.
Student Evaluation: The objective will be addressed but will not be directly evaluated.

Objective 6: Demonstrate the ability to integrate the breadth and diversity of knowledge and experience.
Emphasis: Significant
Content: Everyday dress and behavior experiences are not uni-dimensional. Each facet is affected by a combination of social, economic, and political forces. All of the learning experiences in the course will provide opportunities to integrate the breadth and diversity of knowledge and experience.
Teaching Strategies: Faculty will stress the need to correlate and synthesize disparate knowledge into a coherent understanding of the human experience and to perceive connections and relevancies within the multiplicity of factors that determine the human experience when assisting the students in preparing their major presentations and during class discussions.
Student Assignments: In all written and oral exercises, including class discussion, students will be asked to correlate and synthesize disparate knowledge of the experiences of everyday dress into a coherent understanding of human behavior to perceive connections and relevancies within the multiplicity of factors that determine the roles and meanings of dress.
Student Evaluation: Students will be evaluated on their ability to synthesize disparate knowledge of the human experience of dress. They will be expected to participate in class discussions every week and lead a discussion on one topic within the textbook. Moreover, students will work on their major papers and presentation, the “Paparazzi” and “Movie” projects.

Objective 7: Demonstrate the ability to make informed, intelligent value decisions
Emphasis: Some
Content: Pluralism and ethnocentrism will be addressed in order to understand the effects of social and cultural changes on dress changes and a process for developing new designs. The values involved in the complex nature of dress choice are critical points in this course.
Teaching Strategies: Students will be instructed to understand pluralism and ethnocentrism. They will learn that society and culture become complicated and diverse and as the world becomes flat, they are linked to debates between many choices in the selection of textiles and apparel goods and have opportunities to participate in a dilemma exercise.
Student Assignments: The objective will be addressed but will not be directly assessed.
Student Evaluation: The objective will be addressed but will not be directly evaluated.

Objective 8: Demonstrate the ability to make informed, sensitive aesthetic responses.
Emphasis: Some
Content: In a broad sense, aesthetics is the reaction of pleasure and satisfaction derived from human sensations through sight, smell, touch, hearing, and taste. By understanding the aesthetic response, students can better understand the critical relation of products to culture and to individual and group values. Overall, the class will provide opportunities for students to understand professional roles in aesthetics, such as designing and producing products or creating consumption niches for the marketplace.

Teaching Strategies: Class activities will be given that provide students with opportunities to study the nature of beauty, how the aesthetics of dress has changed, and what factors can influence the perception of beauty and its role in the fashion industry. These include an analysis of movies, an analysis of fashion magazines and fashion blogs, and class discussions of lecture materials.

Student Assignments: The objective will be addressed but will not be directly assessed.

Student Evaluation: The objective will be addressed but will not be directly evaluated.

Objective 9: Demonstrate the ability to function responsibly in one’s natural social and political environment

Emphasis: Some

Content: Students will learn about the critical relation between dress and relevant standards in different environments.

Teaching Strategies: Current newspapers and other publications will be read and students will identify how dress behavior is affected by individuals’ awareness of different value systems based on readings.

Student Assignments: The objective will be addressed but will not be directly assessed.

Student Evaluation: The objective will be addressed but will not be directly evaluated.

US 7. Background:

One faculty member will be responsible for the overall management of the course. She/he should be skilled at organization and administration and meet the non-academic criteria outlined below. The instructor should have an advanced degree in textile and apparel studies, human environmental studies, psychology, or sociology. A strong commitment to University Studies Objectives and strengths in written and verbal communication is required.

Faculty should possess appropriate academic credentials and be able to contribute insight and information from diverse life experiences to the course. Experience in apparel studies is desirable.

US 8. Class Size

Due to the nature of the course and the emphasis placed on classroom discussion, the recommended class size is 15 students.
Instructor: Dr. HJ (Hyeon Jeong) Cho
Email: hjcho@semo.edu
Office: Scully 101A
Office Phone: (573) 986-4964
Office Hours: M/W 1pm – 4pm & T/TH 8am – 9:00am, and by appointment

COURSE DESCRIPTION:
An examination of social, psychological, economic, political, religious, and cultural factors that influence dress and human behavior.

PREREQUISITE:
Junior or senior standing and completion of University Studies Core Curriculum, or consent of instructor.

REQUIRED TEXTBOOK AND READING:

Additional required readings will be available electronically on Moodle.

OBJECTIVES OF COURSE:
- Locate and gather print and multimedia evidence connecting an array of issues about dress and related human behavior.
- Apply critical thinking skills by analyzing the influence of dress and human behavior on appearance management.
- Build effective oral and written communication skills in presentations that highlight the roles and meanings of dress and related human behavior.
- Describe and explain the historical context of dress changes, specifically, how gender, the economy, the media, and culture contribute to changes in dress and the process of managing appearance.
- Demonstrate the ability to identify and explain how culture influences on dress choices and appearance management behavior.
- Integrate new understandings about the dress experience with traditional and contemporary paradigms from economic, political, social, and behavioral perspectives.
- Identify how pluralism and ethnocentrism affect dress choices and a process for developing new designs and to describe various values involved in the complex nature of dress and related human behavior.
- Build the ability to identify the relation of products to culture and to individual and group values by understanding the aesthetic response and to describe professional roles in aesthetics.
- Analyze the relation between dress and relevant standards in different environments.
STUDENT LEARNING OUTCOMES:
4) Students will be able to outline social, psychological, cultural, and economic factors that influence dress and human behavior in society.
5) Students will synthesize individuality, social roles, stereotyping, and identity in the context of dress.
6) Students will be able to analyze consumer behavior toward dress and appearance management related to social, psychological, cultural, and economic factors.

Grading Policies

1. Class Participation (100pts):
This is an upper level course, designed to be a discussion class. To that end, students who enroll should expect to spend a significant amount of time reading, analyzing, giving an oral presentation, and writing, but it will be quite insightful and fun! Class attendance and class participation are essential to students’ success in this course.
   • Your active participations in course activities through the semester are expected. Arriving late, leaving early or missing classes will affect the instructor’s evaluation of your performance in this course.
   • Cell phone use for the purposes of texting, email, or social media is not allowed in class.

2. Discussion Leadership (100pts):
   • This discussion leadership will begin Week 6. A student will be assigned a chapter and week to lead a class discussion.
   • Read the recent real-life case articles that are related to the chapter assigned. You will apply concepts in analysis and interpretations of readings and extend those applications to real-life situations.
   • Among them, choose one news article and raise 3 discussion questions related to the article for evoking critical thinking by the class.
   • One week before the presentation you will post on Moodle: 1) a brief one-page overview with three discussion questions you would like to ask to the entire class and an original article’s website link and 2) Lecture PPT.

3. Exams (50pts x 2 = 100pts): There will be two (2) exams. All exams will take the format of multiple choice, true/false, short answer, and/or short essay. Exams will cover all information from readings and class materials.

4. Paparazzi Project (paper + oral presentation, 100pts):
This assignment is designed to develop skills in systematic and objective observation of dress. The paper should be 10 pages, double-spaced, 12 point type, and Times New Roman font and the oral presentations should be 10-15 minutes. Submit your final oral presentation PowerPoint and paper on the Moodle course page. The detail instructions for the project will be provided on the course site and discussed in class.
5. **Movie Project (paper + oral presentation, 100pts):**

Students will choose a chapter that they mostly enjoyed this semester and a movie to apply concepts in analysis and interpretation of the meanings of dress in a movie. The paper should be 10 pages, double-spaced, 12 point type, and Times New Roman font and the oral presentations should be 10-15 minutes. The detail instructions for the project will be provided on the course site and discussed in class. Submit your final oral presentation PowerPoint and paper on the Moodle course page. The instructions for the project will be provided on the course site and discussed in class.

Grading scale policy is as follows:

- 90% – 100% = A
- 80% – 89% = B
- 70% – 79% = C
- 60% – 69% = D
- 50% – 59% = F

The final grade in this course will be a composite of the grades obtained in each of the following areas.

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<thead>
<tr>
<th>Area</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>100 pts</td>
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<tr>
<td>Discussion Leadership</td>
<td>100 pts</td>
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<tr>
<td>Exams (50pts x 2)</td>
<td>100 pts</td>
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<tr>
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<td>100 pts</td>
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<tr>
<td>Movie Project</td>
<td>100 pts</td>
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<tr>
<td>Total points</td>
<td>500 pts</td>
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**Expectations of Students: Classroom Etiquette and Academic Honesty**

**Professionalism:**
E-mail is a valuable communication tool in academic and business settings. Therefore, writing an email professionally is important because it successfully conveys messages to the intended audience. To increase professionalism when communicating via email, the content below, at a minimum, is required:

- Subject
- Person to whom the message is addressed
- Your name and course number
- Question and content
- Closing

**Exam and Course Activity Policy:**

- Students who do not participate on a course activity on the scheduled date will receive a grade of 0.
- There will be no early and makeup course activities (e.g., oral presentations, exams).
- Professor may grant exceptions via advance arrangements for University-approved excused absence (e.g., family death, illness with doctor’s note, legal issue).

**Department’s Phone Policy:**
Cell phones and electronic devices of all kinds, including ear buds, are to be turned off/removed prior to entering the classroom/lab and left off the entire class period. During exams/quizzes, failure to follow this policy will result in an automatic “F” for the exam/quiz. Exemptions agreed upon are at the discretion of the professor. If a student fails to follow this policy, class points may also be deducted upon the professor’s discretion.

If you are waiting for an emergency call, please notify the professor before class starts and you will be given instructions. A professor can instruct you to turn on your cell phone or electronic device for a specific teaching purpose.
Academic Honesty:
Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to: http://www6.semo.edu/judaffairs/code.html

Student with Disabilities Statement:
If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to: http://www.semo.edu/ds/

Academic Integrity Statement:
“Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Shelba Branscum.”

COURSE SCHEDULE

Each class will be a combination of lecture, activities, discussions, films, and/or class projects. Please read the chapter before class to be able to participate in the class discussions and activities.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic</th>
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<td>Tokyo A-Go-Go: Cool teens in Harajuku make a fashion assault from their imaginations (p.72)</td>
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<td>Skin bleaching: The complexion of identity, beauty, and fashion (p.154)</td>
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<td>“Look like a lady, act like a man, work like a dog”:</td>
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