



**NEW YORK CITY COLLEGE OF TECHNOLOGY
THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF BUSINESS**

SBS 3201 GENDER, DRESS, AND SOCIETY

Prerequisites: PSY 1101, BUF 2246 and (BTF Students only)

Credits: 3

INSTRUCTOR: Alyssa Dana Adomaitis, Ph.D., MBA

Faculty Office: ACADEMIC 823A

Office Hours: TH 11:30-1:30 pm or appointment only

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Students can send emails to faculty with salutation of: Dear Dr. Adomaitis

Please do not use lower case "i's" and send emails from your citytech account for a response

COURSE DESCRIPTION:

The study of theories related to appearance, clothing, and fashion, and their influences on cultural identities, gender perceptions, and fashion product consumption. Examines contemporary dress from cultures outside and within the United States.

Dress is analyzed as a communication system that indicates individuality as well as position within specific social systems of kinship, economy, religion, and polity. Technologies and types of dress of a particular society are analyzed and understood as they link to patterns of behavior such as beliefs about morality, hygiene, ritual, and beauty.

LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to

Outcome	Assessment
Provide multiple explanations for the impact of dress and body images on human behavior	Class discussion, course assignments, quizzes, midterm examination , <i>Cyber Bullying Assignment, Love, Lost &What I Wore Assignment</i>
Relate concepts and theories of human behavior to marketplace interaction between fashion products and everyday life.	Class discussion, course assignments & Love, Lost & What I Wore Assignment, midterm and final examinations
Apply critical thinking, creativity, and problem-solving processes to issues and	Class discussion, & Cyber Bullying Assignments, Love Lost & What I Wore Assignment

concerns in psychology of appearance and dress	
Develop empowerment and a sense of social commitment that results in effective advocacy and influences positive change	Class discussion, course assignments, <i>Cyber Bullying Assignment</i>

GENERAL EDUCATION LEARNING OUTCOMES

Outcome	Assessment
Understand and evaluate value/moral systems in a social structural context that are part organization, institutions, and cultures.	Class discussion, <i>Cyber Bullying Assignment</i> , course assignments, quizzes
Develop professional level skills in the areas of comprehensive reading, writing and analytical skills.	Cyber Bullying Assignments & Love Lost & What I Wore Assignment

RECOMMENDED TEXTBOOK:

Lennon, S., Johnson, K., and Rudd, N. (2017). *Social Psychology of Dress* NY: Bloomsbury. ISB# 978-5013-3070-4

Beckerman, I. *Love, Loss, and What I Wore*. Chapel Hill, NC: Algonquin Books of Chapel Hill. 1995.

Grading Criteria for all Work

1. *Initiative* - Students must prove resourcefulness in presenting meaningful information in a well-structured package. Students must demonstrate inclusion of supporting information from course materials. Students must show evidence of adequate preparation in the presentation.
2. *Thoroughness* - Students must have covered all topic areas. Students should provide adequate coverage within each topic area.
3. *Accuracy* - Students must have reached appropriate conclusions from the information they received. Students must have applied course material accurately, reflecting knowledge and understanding of the material.
4. *Professionalism and Creativity* – The promotional package and presentation should reflect professionalism in preparation and clarity, and creativity. They should be attractive and eye-catching. The promotional package and presentation should show evidence of advanced work and planning.

COURSE POLICIES AND PROCEDURES:

ATTENDANCE:

Class attendance is expected. Although students are graded on academic achievement and performance rather than on attendance per se, **there are several in class activities, assignments, and quizzes that are completed and handed in during scheduled class times. These assignments are required and contribute to the final course grade.**

Attending class late/ excessively late or leaving early will effect grade, even online. Although students are graded on academic achievement and performance rather than on attendance per se, there are several in class activities, assignments, and quizzes that are completed and handed in during scheduled class times. These assignments are required and contribute to the final course grade. These quizzes cannot be made up should you come late or leave early.

Please enable ZOOM video camera as class will be held on ZOOM. Please enable so when you participate, you can earn class discussion points when camera is on as your voice is important to be heard and I like to see my students engage in the classroom setting. You are all important to me.

It is strongly suggested to not work while in class, as often students cannot take lecture notes which is part of Participation Points. In addition, for any class Presentation, it must be on Zoom, professionally dressed, and background must be professional and quiet. NO presentations can be given or EARN credit while walking around on the street, at work or driving in cars. It is unfair as it is difficult to grade, lacks respect for students in group work, and is considered unprofessional.

Should a student be absent more than two days of a semester course, one must bring in documentation of the day and time of absence on official letterhead and submit the day or the very next day of absence via email. Students who are not present in class on the days of these assignments will **NOT** be given the opportunity to make-up these activities unless *recognized by CUNY-The New York City College of Technology*.

It is recommended that a student's personal appointments (i.e., medical) be scheduled at other than class times (this includes job interviews).

If you are absent when an assignment is due, you are responsible for having the assignment turned in at the start of the class period should you want credit. If you are absent from class, you are responsible for the material covered. Please contact peers via Blackboard. Should you need further explanation, please make an appointment to see me.

In addition to class attendance, it is also expected that students **will complete readings** and homework as assigned and participate in class discussions to the extent that it is possible in a class setting. Participation is important in this course.

When students' share their thoughts and experiences, class concepts become concrete in their minds as well as in the minds of other students. It is the sharing of our experiences that helps us to learn from each other as well as about each other. Members of this classroom will practice inclusively. We will listen to one another's views with respect regardless of race, gender, sexual orientation, or disability.

ASSIGNMENTS/ NO LATE WORK POLICY:

Assignments and projects are due at the **very beginning of class** as scheduled or submitted via SAFEASSIGN prior it times out. **NO LATE work will be accepted.** Written work

must be **word processed/typed** on standard size 8 1/2" by 11" paper in black ink. **All names must be typed on assignments to be accepted. Please plan accordingly for all your assignment due dates. No assignments can be written within an email. Should one be requested, please submit in Word or PDF documents and submit early prior the City Tech time at least by 15 minutes.**

Suggestion, submit all assignments approximately 10-15 minutes earlier on SAFEASSIGN and double check that the assignments uploads in order to earn credit. City Tech clock may run faster or earlier than your personal clock or cell phone.

Process for Evaluation:

Outstanding (A) work went beyond the package and presentation requirements.

Good (B) work met all grading criteria, performed to top standards.

Average (C) work, met all but one or two of the grading criteria. Below

Average (D) work met only one or two of the grading criteria.

Project Grading Criteria:

- 1) *Initiative* - Students must prove resourcefulness in presenting meaningful information in a well-structured package. Students must demonstrate inclusion of supporting information from course materials. Students must show evidence of adequate preparation in the presentation.
- 2) *Thoroughness* - Students must have covered all topical areas. Students should provide adequate coverage within each topical area.
- 3) *Accuracy* - Students must have reached appropriate conclusions from the information they received. Students must have applied course material accurately, reflecting knowledge and understanding of the material.

Papers will be graded on the following criteria:

- Demonstration of original, logical, strategic thinking including a complete analysis of facts, logical synthesis, and persuasive in conclusion/recommendation. Specific examples should support the analysis. Address the specific requirements of the assignment.
- Quality of research (depth, breadth, appropriateness) and proper acknowledgement of references, including complete citations using APA style in-text notes, when appropriate.
- Appropriate language and tone, accurate spelling, correct grammar, appropriate punctuation, and logical organization. You will not earn an "A" if your writing is awkward, contains grammatical or punctuation errors, or is disorganized.

In a case of an emergency, you may e-mail your assignment to me prior the start time of the class to get full credit or submit in SAFEASSIGN EARLY. Documentation of the emergency will be expected on professional letterhead *the same day*. Please do not send me work if you are running late. It must constitute an emergency. If a letter is not submitted, no late work will be graded to be fair to all students in the course.

PARTICIPATION:

Your success in this class depends on your willingness to put effort into your work. You are expected to participate in all large and small group activities, exercises and discussions. Participation will help you understand the subject matter and will be considered when determining your final grade. **Participation is 20% of your final grade.** Coming to class is NOT participation. Class discussion will add points to your participants.

Participation involves:

- **Active Learning.** Taking notes, asking questions and taking responsibility for your own learning.
- **Working with others in group activities:** Everyone's learning is improved by individual contributions.
- **Attending class regularly.** If you aren't here, you can't learn.

Student Conduct Policy:

Loud, disruptive or inappropriate behavior is not permitted and will not be tolerated. Definition of such behavior is the sole judgment of the instructor. This will include, but is not limited to:

1. Use of or interruption by any electronic device, especially cell phones.
2. *Talking amongst students* or comments that are made to distract from the class or typing on WHATSAPP.
3. Disrespectful comments to or about anyone or any group of people. This is inappropriate of a professional setting whether about faculty or students. Comments are a reflection of the writer.
4. Food shall be permitted in the class unless it becomes a disruption to the classroom.
5. ***Do not attempt to discuss grades*** before, during or after class hours. Please make an office appointment for these discussions.
6. All rules of conduct in the Student Handbook apply.

Special Request:

As Fashion students and instructors we should take pride in our clothing choices and appearances. Please dress professionally within the classroom, online and all class field trips that you are representing The Department of Business, The Business & Technology of Fashion, The New York City College of Technology, CUNY.

Please **do not dress** in pajamas, sheer shirts, bathrobes, etc.... as this is a reflection of you in the classroom as it is inappropriate in a professional setting. Please avoid laying down on your beds, couches, walking around, standing outside, etc....as it is inappropriate for a classroom setting even online.

ELECTRONIC DEVICES:

Please silence all devices before class. If you use a computer, please sit in the *two front rows of the class.* **If you are using electronics inappropriately or if your device rings**

in class, there will be 5 points from your final grade each time. If you are expecting a life and death announcement from an immediate family member please notify me *before* class of that situation.

ACADEMIC INTEGRITY POLICY:

The value of an institution of higher education is dependent upon its ability to maintain the integrity of its academic environment. City Tech is committed to supporting its mission to provide an educational experience designed to Develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community - - students, faculty and staff - - to act honestly in all situations.

"Academic Dishonesty is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own."

All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code.

Academic misconduct is defined as any act that violates the rights of another student with respect to academic work or involves misrepresentation of a student's own work. Academic misconduct includes but is not limited to: cheating on assignments, quizzes, or examinations, plagiarizing pieces of work, depriving others of necessary course work, and sabotaging another's work.

Academic dishonesty on exams, quizzes, or any other graded assignment will result in a *zero* for that graded activity or assignment.

Academic dishonesty includes use of any unauthorized assistance in taking quizzes, tests, or exams; dependence upon the aid of sources beyond those authorized by the instructor, or the acquisition of tests or other material belonging to a faculty member.

Plagiarism includes the paraphrase or direct quotation of published or unpublished works without full and clear acknowledgment of the author/source.

Academic dishonesty will bring about disciplinary action, which may include expulsion from the university. This is explained in the College's online handbook:

Academic dishonesty (is any) form of cheating and plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. "(Kibler et. al. (1988), Academic integrity and student development: Legal issues and policy perspectives, Ashville, NC: College Administration Publications, Inc., p. 1.) All students are expected to agree to a pledge of honesty concerning their academic work, and faculty are expected to maintain the standards of that pledge.

INFORMATION (TECHNOLOGY) LITERACY STATEMENT

Information Literacy is a valuable set of skills that empowers students to become

agile information seekers who adapt to changing modes of information delivery and are selective, critical, ethical users of information in all formats. These skills are embedded within course work throughout academic programs.

ACADEMIC WRITING CENTER (AG-18):

Any student needing help will find an array of services such as study skills training; support for reading and writing skills; and assistance with mathematics, oral communication and computer applications. Both peer and faculty tutors are available for assistance. The Academic Support Center offers academic assistance to all students through the use of services including tutoring, workshops and access to computer-based programs. For further information, please visit the Academic Support Center on campus and on Blackboard for online courses.

SAFEASSIGN AS A LEARNING TOOL

SafeAssign/TURN-It-In helps prevent plagiarism by providing both the student and the professor with a feedback report that compares any student work submitted through the software with a comprehensive database of books, journals, websites and papers written by other students. Some of the writing assignments in this course will use Blackboard's **SafeAssign/Turn-it-In** software to help students improve their skill at paraphrasing statements contained in research on a topic and to help increase awareness of the proper use of citation when a student writes a paper using ideas or statements taken from a research source. *SafeAssignment/Turn-it-In should not match more than 20% for acceptable collegiate work. Assignments that have higher than 20% matching, will be graded lower or fail due to plagiarism. Higher than 50% will earn a zero.*

For any assignment requiring research and/or requiring more than two pages of writing, students will be expected to submit that assignment through **SafeAssign/Turn-It-In** in Blackboard, following the submission guidelines given with the assignment instructions. Prior to submitting a final draft of an assignment, students will have the opportunity to submit several drafts of that assignment to **SafeAssign/Turn-It-In** in order to get sufficient feedback from **SafeAssign/Turn-It-In** reports to help minimize the risk of plagiarism.

- ❖ If the assignment continues to have evidence of plagiarism in the final draft of the assignment, the *professor will file a report to the Department Chair* documenting the use of the paper as an action of academic dishonesty.
- ❖❖ If student *fails to submit an assignment to SafeAssign/Turn-It-In*, the professor will assign a grade of zero for that assignment. You must meet the time criteria set at City Tech.
- ❖ Submitting a paper to SafeAssign/Turn-It-In, that paper will become source material included in the SafeAssign-Turn-It-In database to check for plagiarism.
- ❖❖ Please understand there are time limitations that must be met. Do not e-mail the professor that SAFEASSIGN/Turn-It-In was not accepting papers after submission time-out. It is then considered LATE, and NO LATE work is accepted. Submit your work early; consider time management. I cannot accept assignments via email as it can cause viruses in the computer.

Remember you can always submit early as it is part of preparing for industry standards.

QUIZZES, EXAMINATIONS, AND GRADING:

In-class learning assignments are given and completed during class time. These are *unscheduled* but occur frequently. In-class assignments may consist of group activities, short reaction papers and so forth. QUIZZES are in the format of problem solving questions and given at the start of the class. Should you arrive late on that day, you risk missing the quiz. **There are no make-ups on quizzes.** Students who miss any quiz for reasons that are recognized by City Tech (*e.g., documented family emergencies, documented illness and the like the day of absence or the very next class day sent to faculty*) need to contact the instructor prior to missing the quiz.

ASSESSMENT AND GRADING:

Grading and add/drop policies are in accordance with University policies. Students need to submit assignments *on or before the due date*.

Grades are assigned based on total points earned in the course. The total number of points a student earns is divided by the total number of possible points. The total possible points are 600. Two hundred points can be earned through examinations and 100 points through quizzes. A student's score is converted into a percentage and grade will be assigned using the scale listed below. **Excessive absence/lateness will affect your grade.**

The course evaluation will consist of the following:

Active Participation	10% of grade
Midterm Exams (2)	100 points
Love Lost	100 points
Final Exam - Cumulative	100 points
TOTAL	440 points

ALL GROUP PROJECTS will present their work to the class.

At the end of the term, **points will be totaled** and grades will be assigned as follows:

GRADING SCALE:

GRADE	POINTS	PERCENTAGE
A	414- 440	94 – 100%
B	370- 413	84 - 93%
C	326 -369	74 - 83%
D	282 -325	64 - 73%
F	0 – 281	0 - 63 %

CREDIT HOUR ASSIGNMENT POLICY:

Course work performed outside of the classroom (such as reading, studying, writing papers, doing projects or receiving tutoring) is critical to academic success. **While**

the time requirements for individual students may vary somewhat, a general rule of thumb is that students should spend about two hours outside the classroom for every hour required in it. In this course, that means about 5 hours for this course, not including internship hours.

E-PORTFOLIOS/OPEN LAB

CUNY-College of Technology asks all students to participate in building a program-long e-Portfolio of the work that they complete while taking classes at the College. Through a process of *collect, select, reflect, and connect*, students learn to judge the quality of their own work, speak about their learning, and present evidence of their current knowledge and skills. College faculty will assist with this process by recommending that you store at least one significant piece of work from each course in your Blackboard content collection. For more information, see the "**e-Portfolios at CUNY- College Technology**" organization in Blackboard.

MIDTERM REPORTS

At the end of Week all students will be notified through their CUNY- College of Technology e-mail accounts and/or posted on Blackboard about their progress in this course.

COMPLIANCE WITH AMERICAN DISABILITIES ACT:

Any student who seeks a reasonable accommodation of a disability with respect to an academic matters should obtain a CUNY City Tech College Request for Accommodation of Disability Form, as soon as the need becomes apparent, from one of the ADA Coordinators. The ADA Coordinators can be reached in person or by phone at:

Room A-237 Student Support Services.

Phone # 1.718. 260.5143

Fax: # 1.718. 254-8539

SCHEDULE OF TOPICS:

The following is a schedule of topics that will guide the course. How much time is spent on each topic will depend on student's interest and involvement therefore, students will need to be flexible in terms of timing their reading of the assigned materials. When reviewing for an examination be certain to review end of chapter questions in addition to lecture notes and questions.

Course Schedule: Readings not in the text are located in library.

WEEK	TOPIC	CHAPTER READINGS	SUPPLEMENTARY READINGS
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<p>1 8/29</p>	<p>Classifications of dress; origins and functions of dress; where does info about dress come from?; mentifacts</p>	<p>Chapter 1: Why Study Dress?; Chapter 2: Origins and Functions of Dress</p>	
<p>2 9/5</p>	<p>How to study dress: experiments; field experiments; how to develop hypotheses; identifying IVs and DVs</p> <p>How to study dress: fieldwork and content analysis</p>	<p>Chapter 3: Conducting Research on Dress</p>	<p>Johnson, K. K. P., Crutsinger, C., & J. E. Workman (1994). Can professional women appear too masculine? The case of the necktie. <i>Clothing and Textiles Research Journal</i>, 12(2), 27-31.</p> <p>Kim, M., & Lennon, S. J. (2005). The effects of customers' dress on salesperson's service in large-sized</p>

			clothing specialty stores. <i>Clothing and Textiles Research Journal</i> , 23(2), 78-87.
3 9/12	Content analysis, survey methodology; rating scales Social perception and dress	Chapter 3: Conducting Research on Dress Chapter 4: Dress and Social Cognition	Malkin, A. R., Wornian, K., & Chrisler, J. C. (1999). Women and weight: Gendered messages on magazine covers. <i>Sex Roles</i> , 40(7/8), 647-655. MacGillivray, M. S., & Wilson, J. D. (1997). Clothing and appearance among early, middle, and late adolescents. <i>Clothing and Textiles Research Journal</i> , 15(1), 43-49. Workman, J., & Johnson, K.K.P. (1991). The role of cosmetics in impression formation. <i>Clothing and Textiles Research Journal</i> , 10(1), 63-67.
4 9/ 19	Three variables that affect social perception; social cognition and dress; categorization and stereotyping Review for exam 1	Chapter 4: Dress and Social Cognition	Lennon, S. J. (1990). Effects of clothing attractiveness on perceptions. <i>Home Economics Research Journal</i> , 18, 303-310.
5 10/ 3	Exam 1 over chapters 1 through 4 Research project info and searching for scholarly info Attributions, attribution theory, and impression formation; implicit	Chapter 5: Dress, Attributions, and Impression Formation	Workman, J. E. (1988). Trait inferences based on perceived ownership of designer, brand name, or store brand jeans. <i>Clothing and Textiles Research Journal</i> , 6(2), 23-29.

<p>7</p> <p>10/10</p> <p>10/17</p>	<p>NO Class</p> <p>Personality theory, stimuli used; impression management,</p> <p>REPORT 1 DUE</p>	<p>Monday Schedule</p>	
<p>8/9</p> <p>10/24-31</p>	<p>Casual business dress, dress codes, role theory, behavioral consequences of social perception; model of body aesthetics, facial attractiveness, facial manipulations</p>	<p>Chapter 5: Dress, Attributions, and Impression Formation</p> <p>Chapter 6: Dress and Physical Appearance</p>	<p>Lennon, S., & Davis, L. (1989). Customer service as a function of customer appearance and salesperson goals. <i>Home Economics Forum</i>, 9, 9-11, 18.</p> <p>MacPherson, S. (2005). Self-esteem and cosmetic enhancement. <i>Surgical Nursing</i>, 25(1), 5-20.</p>
<p>10/11</p> <p>11/7-14</p>	<p>Body attractiveness, body type, overweight discrimination, inscribed bodies, aging bodies, cosmetic surgery for faces/bodies</p> <p>Body image in women, how body image is measured</p>	<p>Chapter 6: Dress and Physical Appearance</p> <p>Chapter 7: Dress and Body Image</p>	<p>Swami, V., Taylor, R., & Carvalho, C. (2009). Acceptance of cosmetic surgery and celebrity worship: Evidence of associations among female undergraduates. <i>Personality and Individual Differences</i>, 47(8), 869-872.</p> <p>Frith, H., & Gleeson, K. (2004). Clothing and embodiment: Men managing body image and appearance. <i>Psychology of Men & Masculinity</i>, 1(5), 40-48.</p> <p>Online Assignment</p>

<p>12 11/24-28</p>	<p>Media, theories of body image, social comparison, body image in men and children</p> <p>Dress and Personality;</p>	<p>Chapter 7: Dress and Body Image</p> <p>Chapter 8: Dress and Personality</p>	<p>Grogan, S. & Richards, H. (2002). Body image: Focus groups with boys and men. <i>Men and Masculinities</i>, 4, 219-233.</p> <p>Online Assignment Due:11/8</p> <p>Nathanson, C., Paulhus, D. L., & Williams, K. M. (2006). Personality and misconduct correlates of body</p>
	<p>Theories used to study dress</p>		<p>modification and other cultural deviance markers. <i>Journal of Research in Personality</i>, 40, 779-802.</p>
<p>13 11/22-26 11/28</p>	<p>Thanksgiving</p> <p>Dress and trait perspective of personality; review for exam 2</p> <p>Exam 2: over chapters 5 through 8</p>	<p>Holiday</p> <p>Chapter 8: Dress and Personality</p>	<p>Johnson, T., Francis, S., & Burns, L. (2007). Appearance management behavior and the five-factor model of personality. <i>Clothing and Textiles Research Journal</i>, 25(3), 230-243.</p>
<p>14 12/5</p>	<p>Dress and symbolic self-completion, interpersonal aspects of the self</p> <p>Dress and changes to the self; dress and congruity theory</p>	<p>Chapter 9: Dress and the Self</p>	<p>Calogero, R. (2004). A test of objectification theory: The effect of the male gaze on appearance concerns in college women. <i>Psychology of Women Quarterly</i>, 28, 16-21.</p> <p>Michelman, S. (1997). Changing old habits: Dress of women religious and its relationship to personal and social identity. <i>Sociological Inquiry</i>, 67(3), 350-363.</p>

<p>12/12</p> <p>14</p>	<p>Reading Day</p> <p>Identity negotiation process and dress; identity theory; identity construction and dress</p> <p>Online identities; identity and stigma; consumption events; identity development; gendered aspects of dress</p>	<p>Chapter 10, Dress and Identity</p>	<p>O'Neal, G. S. (1998). African-American aesthetic of dress: Current manifestations. <i>Clothing and Textiles Research Journal</i>, 16(4), 167-175.</p> <p>Arthur, L. (1998). Dress and the social construction of gender in two sororities. <i>Clothing and Textiles Research Journal</i>, 17(2), 84-93.</p>
<p>15</p>	<p>Roles, status, social position, social structure; formal and</p>	<p>Chapter 11, Dress and</p>	<p>Dittmar, H., Halliwell, E., & Ive, S. (2006). Does Barbie make girls want to be thin? The effect of experimental</p>
	<p>informal socialization; identification; social learning theory</p> <p>How we are socialized about dress; consumer socialization; fashion therapy</p> <p>Online Assignments</p>	<p>Socialization</p>	<p>exposure to images of dolls on the body image of 5- to 8-year old girls. <i>Developmental Psychology</i>, 42(2), 283-292.</p> <p>Mackey, E., & Greca, A. (2007). Adolescents eating, exercise, and weight control behavior: Does peer crowd affiliation play a role? <i>Journal of Pediatric Psychology</i>, 32(1), 13-23.</p>
<p>15</p>	<p>Social groups, subcultures, cosplay; cause-related dress</p> <p>Reference groups, dress codes and uniforms, social stratification; organizations</p>	<p>Chapter 12, Dress and Social Organizations</p>	<p>Hethorn, J., & Kaiser, S. (1999). Youth style: Articulating cultural anxiety. <i>Visual Sociology</i>, 14(1), 109-125.</p> <p>Lennon, S.J., Schulz, T.L., & Johnson, K. K. P. (1999). Forging linkages between dress and the law in the U.S., Part 2: Dress codes. <i>Clothing and Textiles Research Journal</i>, 17(3), 157-167.</p>

15	How to make research presentations; Review for exam 3 Research presentation		
12/ 19	<i>FINAL EXAMINATION</i>		

REFERENCES:

Breward, C. *The Culture of Fashion*. NY: Manchester University Press, 1995

Flugel, J. C. *The Psychology of Clothes* (2nd paperback ed.) New York: International Universities Press. 1971

Kaiser, S. *The Social Psychology of Clothing* (Revised 2nd ed.). NY: Fairchild Publications. 1997.

Kennett, F. *Ethnic dress*. NY: Facts on File. 1995.

Sproles, G., & Burns, L. *Changing Appearances: Understanding Dress In Contemporary Society*. NY: Fairchild Publications, 1994

Storm, P. *Functions of dress: Tool of culture and the individual*. Englewood Cliffs, NJ: Prentice-Hall. 1987

WRITING ASSIGNMENT

Assignment: (200 points)

Read: Beckerman, I. (1995) Love, Loss, & What I Wore Chapel Hill, NC: Algonquin Books of Chapel Hill.

The goal of this assignment is to develop an understanding of your consumption patterns throughout your life thus far. After reading *Love, Loss & What I Wore* you should be able to recall different fashions/ fashion styles/ fads that emotionally marked a time in your life.

Create a book of your own that recalls 10-12 times in your life when dress was used a visual marker for the event. For example, you may recall the outfit you wore on your first date, high school graduation, 21st birthday, a death, attending camp, first job, a celebration, etc. Make certain to include who or what influenced your particular dress for that occasion. Influences can come from many aspects of your life – your parents, siblings, friends, peers, television, movies, celebrities, books, etc.

You should be able to recall certain facts of the event such as:

- Who?
- What was the event?
- When did it occur?
- Why?
- How was this event marked?
- Discuss the dress you wore.
- Who or what influenced your dress for that event.
- Diagram the dress

Presentation of the book, diagrams, and writing style and grammar will be graded in accordance with APA in-text citations and references. Please keep in mind that even though the assignment may appear enjoyable, professionalism in presentation counts.

TERM PROJECT

Read Chapters 11 and 12.

Term Project: Movie Character Analysis

Description: In this assignment, you are to view a contemporary film, identify, and discuss the socio-cultural influences on the dress of one of the main characters in the movie.

Objectives: Identify the context of the movie and the social roles played by the main character. Consider social organizations and social roles that the individual plays and how they influence the character's appearance. Consider the impact of the movie on consumption of current consumers.

Activities:

In this essay, you will cover the following topics:

1. Select and view a film from the following list: (*Insert A list here*). Select one main character for your analysis. Describe the film and the social role(s) of the main character briefly. Describe the context of the characters.
2. In class, ideals for beauty were identified that can influence why a person presents a specific appearance or tries to achieve a specific appearance. In addition to following cultural ideals for beauty, determine other influences that shaped the appearance of the main character in the film you have selected to analyze. How did the costume designer use the appearance of the character to communicate information about this character? What social roles, age, group memberships, and other social group influences were signified by the dress of the character? (Do not forget the definition of dress as both body modifications and body supplements). Did the character undergo any role change? Status change? If yes, how was this change signified through dress? Include appropriate course concepts, theories, and references to readings in support of your analysis. Include a photograph of the character.

Evaluation Form:

		Exemplary	Quality	Adequate	Needs improvement	Comments
Content		(72-80pts) (64-71pts) (56-63 pts) (<56pts)				
	Description of the movie and the characters					20 pts
	Analysis of appearance of the main character (cultural ideals, social roles, gender, and other relevant variables)					30 pts
	Photographs of character					10 pts
	Use of references/course concepts					20 pts
Structure						
	Introduction (purpose statement, topic), body (supporting material, logical organization, flow), and conclusion					10 pts
Mechanics						
	On time, three to five pages, 12-pt font, double spaced, cite references correctly, grammatically correct					10 pts
Total						100 pts

In-class Activity: Body Modification/Body Supplement Bingo

Find an individual in class that has or does each of the following body modifications/body supplements. Have that individual sign the appropriate square. To get full credit you must obtain two bingos either across, down, or diagonally.

Makes changes to skin color	Wearing an inserted attachment to the body	Wearing a preshaped enclosure	Has scented breath	Straightened teeth (wore/wearing braces)
Does a modification to nails	Wears hand lotion	Shaves skin	Wears glasses	Has had cosmetic surgery
Gets pedicures	Makes changes to hair color	Any body modification or body supplement of your choosing	Wearing a wrapped enclosure	Has multiple piercings
Wearing something that makes noise	Wears something adhered to the body	Wearing something that alters the body's shape	Makes changes to teeth color	Makes changes to hair texture
Wearing something that is suspended from the body	Has piercing of body other than ears	Wearing something that changes eye color	Makes changes to skin texture	Makes changes to body taste

Participation will be assessed as follows:

	Exemplary (90-100%)	Proficient (80-90%)	Developing (70-80%)	Unacceptable (>70%)
Frequency of Participation on Class	Student initiates contributions more than three in each recitation.	Student initiates contributions more than twice in each recitation.	Student initiates contributions more than once in each recitation.	Student does not initiate contribution & needs instructor to solicit input.
Quality of Comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.

GRADING RUBRIC for ASSIGNMENTS with/Without APA

	Excellent	Good	Poor
Clarity of Concept/Initiative	Trend / Concept is clearly articulated in all aspects of the work.	Trend / Concept is articulated in some aspects of the work.	Trend /Concept is not articulated.
Thoroughness	Aesthetic is clearly expressed, and the project details strongly support the aesthetic	Aesthetic is expressed, and the project details somewhat support the aesthetic	Aesthetic is not expressed, and the project details do not support the aesthetic
Accuracy	Concepts and all statements are factually accurate and demonstrate clear understanding of the material and the ability to apply the material to additional use-case scenarios	Concepts and all statements are factually accurate and demonstrate a working understanding of the material	Concepts and all statements are factually inaccurate and do not demonstrate a working understanding of the material or are not present at all.
Professionalism/ Technique and Skill	Presentation conforms to the parameters of the assignment <i>and</i> is executed with a high level of neatness and technical skill.	Presentation conforms to the parameters of the assignment <i>but is not</i> executed with a high level of neatness and technical skill.	Presentation fails to conform to the parameters of the assignment and is not executed with a high level of neatness and technical skill.