NEW YORK CITY COLLEGE OF TECHNOLOGY
THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF BUSINESS
SPRING 2023

SBS 3201:OL88 GENDER, DRESS, AND SOCIETY
Prerequisites: PSY 1101, BUF 2246 and (BTF Students only)
Credits: 3

INSTRUCTOR: Alyssa Dana Adomaitis, Ph.D.
Faculty Office: A-812A

Office Hours: T 11:30 – 2:30pm pm or appointment only
Office Phone: X-5757
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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 City Tech email 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 , *Cyber Bullying Assignment, Love, Lost &What I Wore Assignment*
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 Bulling 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, *Cyber Bullying Assignment*

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, *Cyber Bullying Assignment,* 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/REQUIRED 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.

TECHNOLOGY ENHANCEMENT:

- ❖ Blackboard Technology All students will be responsible for **Blackboard** access and participation

- ❖ SAFEASSIGN/TURNITIN Technology for the submission of papers
- ❖ ZOOM for online class lectures/cameras

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.**

Please be sure to login on ZOOM with camera ability to assure student visibility for online class. This creates a professional environment which assists in focus on class lectures, discussions, and participation.

Class starts promptly at 2:30pm.

Should a student be absent more than two days of a course, one must bring in documentation of the <u>day and time of absence on official letterhead</u> *the very day or at the latest, next class* session otherwise excused absence is not valid.

Students who are not present in class on the days of assignments will <u>NOT</u> be given the opportunity to make-up these activities unless recognized by CUNY-City Tech along with professional documentation.

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

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, <u>you</u> 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, SafeAssignments/Turnitin,** and homework as assigned and participate in class discussions to the extent that it is possible in a class setting. *Participation is very 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.

In a case of an emergency, you may e-mail your assignment / submit assignments early via SAFEASSIGN but it must be <u>*prior the start time of the class to get full credit.*</u> Documentation of the emergency on professional letterhead will be expected the day or very next day via email.

PARTICIPATION: *ONLINE*

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 10% of your final grade**. Coming to class is participation along with class discussions. Participation rubric is attached in your syllabus.

Participation involves:

- **Active Learning**. Taking notes, asking questions and taking responsibility for your own learning.

- **Working with others in group activities**: A chain is only as strong as its weakest link. Don't drag your team down by refusing to get involved.

- **Attending class regularly**. If you aren't here, you can't learn. That includes walking around, in a car, driving, or multi-tasking such as being at work while online in class.

<u>**ACADEMIC INTEGRITY**</u>:

The principles of academic integrity encompass simple standards of honesty and truth. Each member of the College community has a responsibility to uphold the standards of the

community and to take action when others violate them. *Faculty members have an obligation to educate students about the standards of academic integrity and to report violations of these standards to the Office of Student Development and Campus Life. Students are responsible for knowing what the standards are and for adhering to them. Students also should bring any violations of which they are aware to the attention of their instructors. Any breach of academic integrity is a serious offense that may result in disciplinary consequences.*

Plagiarism is a violation of the integrity of the academic community. *Representing someone else's work as one's own is a serious academic offense* and may result in failure, suspension, or dismissal.

"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.

STUDENT CONDUCT: ONLINE

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 <u>any</u> electronic device, especially cell phones. Please turn off your phone while in class to avoid distractions.*
2. *Talking amongst students or comments that are made to distract from the class.*
3. *Disrespectful comments to or about anyone or any group of people in class, online or within class chat room.*
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.*
7. *Should you have any questions to ask the professor, please do so, after class.*

Special Request:

As Fashion Marketing and Management students and instructors we should be proud and stand out in a crowd. Unfortunately not all fashions are tasteful. Please hold yourself to a higher standard. Please remember online is a professional setting, so please no tank tops, lingerie, or pajama like clothes. *Please sit up in the online classroom environment* as this is a professional setting. Please do not lie down in bed or on the couch.

INFORMATION 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.

ELECTRONIC DEVICES:

Many people in our society have not yet learned professional, considerate, behavior regarding electronic devices. Turn off all cellular telephones, beepers, wrist watch alarms, etc. before you enter class. **If your electronic device audibly activates during class, you will be deducted 5 points from your final grade every time the cell phone rings or one is texting.** If you are expecting a life and death announcement from an immediate family member—brother/sister/parent/spouse/child — please notify me *before* class of that situation.

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 the day of or the next class day sent to faculty)** need to contact the instructor prior to missing the quiz. Students can submit verification documents to the Center for Student Accessibility, which is authorized to receive and verify medical documentation. The Center for Student Accessibility is located in L-237 (the Library Building). Its director is John R. Currie (718-260-5143, JCurrie@CityTech.Cuny.Edu). More information is available at http://www.citytech.cuny.edu/accessibility/.

ASSIGNMENTS for HOMEWORKS and COURSEWORK:
All Assignments and projects are due at the very beginning of class/ or in SAFEASSIGN as scheduled. **NO LATE work will be accepted**. Please make sure your assignments are printed prior coming to class/ submitting online last minute. Please be sure to upload your assignments about 10-15 minutes early than the time-out that is in BB. You should note that SAFEASSIGN is not my personal time, but rather City Tech time. Leave early as trains are always late in NYC. Leave time for elevators. Assignments placed under the professor's door will *not* be accepted. It is the student's responsibility to submit their work on time.

All written work must be **word processed/typed** on standard size 8 1/2" by 11" white paper in Times New Roman 12 font with black ink. **All names must be typed on assignments to be**

accepted.

<u>**Process for Evaluation of Course Work:**</u>

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: Please use for Grading Expectations of Assignments

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.
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 advance work and planning.

Papers will be graded on the following criteria:

- **Clear and thorough application of direct and database** marketing concepts and principles (including material covered in the assigned reading, lectures, and discussions).
- **Demonstration of original, logical, strategic thinking including** a complete analysis of facts, logical synthesis, and persuasive 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 receive an A if your writing is awkward, contains grammatical or punctuation errors, or is disorganized.

<u>**ACADEMIC WRITING CENTER (AG-18)/Online:**</u>

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.

All term papers must be seen by ASC prior submission. Please have the appointment slip with edits attached to final submission of paper. There is an online writing center as well that is offered through City Tech to submit your best work. *You are to edit your own paper once edited by ASC.*

SAFEASSIGN / TURNITIN AS A LEARNING TOOL

SafeAssign helps prevent plagiarism by providing both the student and the professor 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** 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.

For any assignment requiring research and/or requiring more than two pages of writing, students will be expected to submit that assignment through **SafeAssign** 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** in order to get sufficient feedback from **SafeAssign** reports to help minimize the risk of plagiarism. *SAFEASSIGN must be less than 20% matching for credit work.*

> ❖ **If the assignment continues to have evidence of plagiarism (no APA) in the final draft of the assignment or matching is greater than 20%, the professor will file a report to the Department Chair documenting the use of the paper as an action of academic dishonesty.**

> ❖ **If a student fails to submit an assignment to SafeAssign, the professor will assign a grade of zero for that assignment.**

> ❖ **Please understand there are time limitations that must be met. Do not e-mail the professor that SAFEASSIGN was not accepting papers after submission time-out. It is then considered LATE, and NO LATE work is accepted.**

> ❖ **By submitting a paper to SafeAssign, that paper will become source material included in the SafeAssign database. Remember, more than 20% matching is considered plagiarized material.**

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 HOMEWORK 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.**

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 **"ePortfolios 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 matter 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
1 01/31	Classifications of dress; origins and functions of dress; where does info about dress come from?; mentifacts	Chapter 1: Why Study Dress?; Chapter 2: Origins and Functions of Dress	
2 02/07	How to study dress: experiments; field experiments; how to develop hypotheses; identifying IVs and DVs	Chapter 3: Conducting Research on Dress	Johnson, K. K. P., Crutsinger, C., & J. E. Workman (1994). Can professional women appear too masculine? The case of the necktie. *Clothing and Textiles Research Journal, 12*(2), 27-31.
3 02/14	How to study dress: fieldwork and content analysis		Kim, M., & Lennon, S. J. (2005). The effects of customers' dress on salesperson's service in large-sized clothing specialty stores. *Clothing and Textiles Research Journal, 23*(2), 78-87.
4 02/20 02/21	*College Closed* **Class follows Monday**	**Schedule**	
02/28	Content analysis, survey methodology; rating scales	Chapter 3: Conducting Research on Dress	Malkin, A. R., Wornian, K., & Chrisler, J. C. (1999). Women and weight: Gendered messages on magazine covers. *Sex Roles*, 40(7/8), 647-655.
	Social perception and dress	Chapter 4: Dress and Social Cognition	MacGillivray, M. S., & Wilson, J. D. (1997). Clothing and appearance among early, middle, and late adolescents. *Clothing and Textiles Research Journal, 15*(1), 43-49.

5 03/07	Three variables that affect social perception; social cognition and dress; categorization and stereotyping	Chapter 4: Dress and Social Cognition	Lennon, S. J. (1990). Effects of clothing attractiveness on perceptions. *Home Economics Research Journal, 18*, 303-310.
6 03/014	**Midterm 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
	personality theory, stimuli used; impression management,		jeans. *Clothing and Textiles Research Journal, 6*(2), 23-29.
7 03/21	Casual business dress, dress codes, role theory, behavioral consequences of social perception; model of body aesthetics, facial attractiveness, facial manipulations	Chapter 5: Dress, Attributions, and Impression Formation Chapter 6: Dress and Physical Appearance	Lennon, S., & Davis, L. (1989). Customer service as a function of customer appearance and salesperson goals. *Home Economics Forum, 9*, 9-11, 18. MacPherson, S. (2005). Self-esteem and cosmetic enhancement. *Surgical Nursing, 25*(1), 5-20**.**

8-9 **03/28-04/04**	Body attractiveness, body type, overweight discrimination, inscribed bodies, aging bodies, cosmetic surgery for faces/bodies	Chapter 6: Dress and Physical Appearance Chapter 7: Dress and Body Image	Swami, V., Taylor, R., & Carvalho, C. (2009). Acceptance of cosmetic surgery and celebrity worship: Evidence of associations among female undergraduates. *Personality and Individual Differences*, *47*(8), 869-872. Frith, H., & Gleeson, K. (2004). Clothing and embodiment: Men managing body image and appearance. *Psychology of Men & Masculinity, 1*(5), 40-48.
	Body image in women, how body image is measured		
04/5-16	*SPRING RECESS*		
10 **04/18**	Media, theories of body image, social comparison, body image in men and children Dress and Personality;	Chapter 7: Dress and Body Image Chapter 8: Dress and Personality	Grogan, S. & Richards, H. (2002). Body image: Focus groups with boys and men. *Men and Masculinities, 4*, 219-233. ***Online Assignment Due:11/*** Nathanson, C., Paulhus, D. L., & Williams, K. M. (2006). Personality and misconduct correlates of body
	Theories used to study dress		modification and other cultural deviance markers. *Journal of Research in Personality, 40*, 779-802.
11 **04/25**	Dress and trait perspective of personality; review for exam 2	Chapter 8: Dress and Personality	Johnson, T., Francis, S., & Burns, L. (2007). Appearance management behavior and the five-factor model of personality. *Clothing and Textiles Research Journal, 25*(3), 230-243.

12 05/02	Dress and symbolic self-completion, interpersonal aspects of the self Dress and changes to the self; dress and congruity theory	Chapter 9: Dress and the Self	Calogero, R. (2004). A test of Objectification theory: The effect of the male gaze on appearance concerns in college women. *Psychology of Women Quarterly, 28*, 16-21. Michelman, S. (1997). Changing old habits: Dress of women religious and its relationship to personal and social identity. *Sociological Inquiry, 67*(3),
13 05/09	Identity negotiation process and dress; identity theory; identity construction and dress Online identities; identity and stigma; consumption events; identity development; gendered aspects of dress **11/25-28**	Chapter 10, Dress and Identity **College Closed**	O'Neal, G. S. (1998). African-American aesthetic of dress: Current manifestations. *Clothing and Textiles Research Journal, 16*(4), 167-175. Arthur, L. (1998). Dress and the social construction of gender in two sororities. *Clothing and Textiles Research Journal, 17*(2), 84-93. *Thanksgiving*
14 04/16	Roles, status, social position, social structure; formal and	Chapter 11, Dress and	Dittmar, H., Halliwell, E., & Ive, S. (2006). Does Barbie make girls want to be thin? The effect of experimental
	informal socialization; identification; social learning theory How we are socialized about dress; consumer socialization; fashion therapy	Socialization	exposure to images of dolls on the body image of 5- to 8-year old girls. *Developmental Psychology, 42*(2), 283-292. Mackey, E., & Greca, A. (2007). Adolescents eating, exercise, and weight control behavior: Does peer crowd affiliation play a role? *Journal of Pediactric Psychology, 32*(1), 13-23.

15 04/16	Social groups, subcultures, cosplay; cause-related dress	Chapter 12, Dress and Social Organizations	Hethorn, J., & Kaiser, S. (1999). Youth style: Articulating cultural anxiety. *Visual Sociology, 14*(1), 109-125.
	Reference groups, dress codes and uniforms, social stratification; organizations		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. *Clothing and Textiles Research Journal, 17*(3), 157-167.
15 04/23	FINAL EXAM *Who am I?* presentations	2:30- 5pm	
	FINAL EXAMINATION	*MAY 23*	

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

<div align="center">**WRITING ASSIGNMENT**</div>

<u>Assignment</u>: (200 points)

<u>Read</u>: 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 *in detail* such as:

- Who? Names of people, relationship
- What was the event? Address, place, *and details…….find the address*
- When did it occur? Give the date
- Why? Why did you select this dress? What was the event?"
- How was this event marked? How did you feel?
- Discuss the dress you wore according to Roach-Higgins & Eicher (1992) using terms of modifications in detail, taste, touch, sound, smell….. Italicize terms.
- 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, identity, 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 times 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

	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 *and* is executed with a high level of neatness and technical skill.**	**Presentation conforms to the parameters of the assignment *but is not* 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.**