



**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

<b>Outcome</b>	<b>Assessment</b>
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 &amp;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 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, <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.**

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 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.

#### **ACADEMIC INTEGRITY:**

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:**

**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.*
3. *Disrespectful comments to or about anyone or any group of people.*
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 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.

### **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.

## **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 10% of your final grade. Coming to class is NOT participation.**

## **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.

## **ASSIGNMENTS for HOMEWORKS and COURSEWORK:**

**All Assignments and projects are due at the very beginning of class as scheduled. NO LATE work will be accepted.** Please make sure your assignments *are printed* prior coming to class. 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.**

## **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
<u>Final Exam - Cumulative</u>	<u>100 points</u>
<b>TOTAL</b>	<b>440 points</b>

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 %

**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
<b>1</b> <b>8/30</b>	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	
<b>2</b> <b>9/6</b>	How to study dress: experiments; field experiments; how to develop hypotheses; identifying IVs and DVs  How to study dress: fieldwork and content analysis	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. <i>Clothing and Textiles Research Journal</i> , 12(2), 27-31.  Kim, M., & Lennon, S. J. (2005). The effects of customers' dress on salesperson's service in large-sized

			clothing specialty stores. <i>Clothing and Textiles Research Journal</i> , 23(2), 78-87.
<b>3</b> <b>9/13</b>	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.
<b>4</b> <b>9/ 20</b>	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.
<b>5</b> <b>9/27</b>	<b>No Class</b>		
<b>6</b> <b>10/4</b>	<b>No Class</b>		

<p><b>6</b> <b>10/3</b></p>	<p><b>Exam 1</b> over chapters 1 through 4</p> <p>Research project info and searching for scholarly info</p> <p>Attributions, attribution theory, and impression formation; implicit</p>	<p>Chapter 5: Dress, Attributions, and Impression Formation</p>	<p>Workman, J. E. (1988). Trait inferences based on perceived ownership of designer, brand name, or store brand</p>
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<p>7 10-11</p>	<p>Personality theory, stimuli used; impression management,</p> <p><b>REPORT 1 DUE</b></p>		<p>jeans. <i>Clothing and Textiles Research Journal</i>, 6(2), 23-29.</p>
<p>8/9 10/8-25</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., &amp; 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 11/1-8</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., &amp; 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., &amp; Gleeson, K. (2004). Clothing and embodiment: Men managing body image and appearance. <i>Psychology of Men &amp; Masculinity</i>, 1(5), 40-48.</p> <p><b>Online Assignment</b></p>
<p>12 11/15-22</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. &amp; Richards, H. (2002). Body image: Focus groups with boys and men. <i>Men and Masculinities</i>, 4, 219-233.</p> <p><b>Online Assignment Due:11/8</b></p> <p>Nathanson, C., Paulhus, D. L., &amp; Williams, K. M. (2006). Personality and misconduct correlates of body</p>

	Theories used to study dress		modification and other cultural deviance markers. <i>Journal of Research in Personality</i> , 40, 779-802.
<b>13</b> <b>11/24-</b> <b>11/29</b>	<b>Thanksgiving</b>  Dress and trait perspective of personality; review for exam 2  <b>Exam 2:</b> over chapters 5 through 8	<b>Holiday</b>  Chapter 8: Dress and Personality	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.
<b>11</b> <b>12/6</b>	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. <i>Psychology of Women Quarterly</i> , 28, 16-21.  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.
<b>12</b> <b>12/</b>	Identity negotiation process and dress; identity theory; identity construction and dress  Online identities; identity and stigma; consumption events; identity development; gendered aspects of dress	Chapter 10, Dress and Identity	O'Neal, G. S. (1998). African-American aesthetic of dress: Current manifestations. <i>Clothing and Textiles Research Journal</i> , 16(4), 167-175.  Arthur, L. (1998). Dress and the social construction of gender in two sororities. <i>Clothing and Textiles Research Journal</i> , 17(2), 84-93.
<b>13</b> <b>12/13</b>	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

	<p>informal socialization; identification; social learning theory</p> <p>How we are socialized about dress; consumer socialization; fashion therapy</p> <p><b>Online Assignments</b></p>	Socialization	<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., &amp; 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>
<b>14</b>	<p>Social groups, subcultures, cosplay; cause-related dress</p> <p>Reference groups, dress codes and uniforms, social stratification; organizations</p>	Chapter 12, Dress and Social Organizations	<p>Hethorn, J., &amp; Kaiser, S. (1999). Youth style: Articulating cultural anxiety. <i>Visual Sociology</i>, 14(1), 109-125.</p> <p>Lennon, S.J., Schulz, T.L., &amp; 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>
<b>15</b>	<p>How to make research presentations; Review for exam 3</p> <p>Research presentations</p>		
<b>12/20</b>	<b>FINAL EXAMINATION</b>		<b>Dec. 20</b>

**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 2<sup>nd</sup> 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, 21<sup>st</sup> 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
<b>Content</b>		(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
<b>Structure</b>						
	Introduction (purpose statement, topic), body (supporting material, logical organization, flow), and conclusion					10 pts
<b>Mechanics</b>						
	On time, three to five pages, 12-pt font, double spaced, cite references correctly, grammatically correct					10 pts
<b>Total</b>						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



