Term Information

Effective Term   Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add hybrid and distance learning mode of instruction.

What is the rationale for the proposed change(s)?

Increased flexibility within student scheduling.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Consumer Sci: Fashion & Retail
Fiscal Unit/Academic Org	Department of Human Sciences - D1251
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2372
Course Title	Appearance, Dress, and Cultural Diversity
Transcript Abbreviation	Appr, Dress, Cult
Course Description	A cross-cultural study of the diversity and meaning of appearance and dress as manifestations of individual and group behavior, social organizations, and cultural norms.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
	Greater or equal to 50% at a distance
	Less than 50% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Previous Value   *Columbus*

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Previous Value   Not open to students with credit for CSFsnRtS 372.
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   52.1902
Subsidy Level   General Studies Course
Intended Rank   Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Individual and Groups; Social and Behavioral Sciences

Course Details

Course goals or learning objectives/outcomes

- Evaluate the effects of clothing and adornment on human behavior, including impression formation, social comparison, and categorization
- Generate examples through which appearance communicates both across individuals and across cultures characteristics such as personality, role, status, values, and attitudes
- Apply social/psychological theories to dress and adornment (social comparison theory, identity theory, social identity theory, symbolic interaction, role theory)
- Explore the viability of race, gender, and attractiveness as social constructions evidenced through dress and appearance
- Use the following methods of social science research to study the effects of dress on communication and behavior: non reactive research (e.g., content analysis), experimentation (e.g., field experiment), and fieldwork (observation, interview)
- Evaluate the contributions of clothing and appearance to identity development and presentation of the self to others
- Examine the influence of cultural identity on appearance management practices
- Discuss acculturation as reflected in the adoption of clothing items and grooming rituals
- Analyze the clothing requirements of consumer cultures with specific needs and determine feasible solutions
- Examine social responsibility in apparel/beauty product brands manufacturing and advertising

Content Topic List	• Patterns of culture (forms of dress, supplements and modifications); Normative patterns
	• Mentifacts: values, beliefs, attitudes, ideologies; Levels of cultural development
	• Analyzing artifacts of dress; The use of textiles in the study of past cultures; Symbolic interaction; Identity theory
	• Applications of Identity theory; branding, celebrity apparel lines; Ethnic identity and appearance construction
	• Religious identity, related appearance management practices. Cultural comparison; in class paper; Gender identity
	• Dress as nonverbal communication
	• Dress, sexual harassment, sexual assault, and the law
	• Dress codes and the law
	• Social cognition and dress
	• Role theory, impression formation, and dress
	• Conducting research about dress and appearance; Semiotic codes in dress- Gay Communities, Amish Communities
	• Cultural categories, attractiveness, social stratification
	• Dress and self-concept
	• Body image
	• Post mastectomy issues

Sought Concurrence No
Previous Value

Attachments

• CL 2372-4576.pdf: Cover Letter

(Cover Letter. Owner: Tackett,Kimberly Ann)

• QM Final 2372.pdf: QM Final Report

(Other Supporting Documentation. Owner: Tackett,Kimberly Ann)

• QM Letter of Approval 2372.pdf: QM Approval Letter

(Other Supporting Documentation. Owner: Tackett,Kimberly Ann)

• Syllabus 2372.pdf: Syllabus

(Syllabus. Owner: Tackett,Kimberly Ann)

• Final 2372 Syllabus Sp 2020 with tentative schedule.pdf: In-Person Syllabus

(Syllabus. Owner: Brown,Danielle Marie)

• ASC DL Cover Sheet for online 2372 course.docx: ASC Distance Approval Cover Sheet

(Other Supporting Documentation. Owner: Brown,Danielle Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Tackett,Kimberly Ann	03/16/2022 12:55 PM	Submitted for Approval
Approved	Tackett,Kimberly Ann	03/24/2022 02:15 PM	Unit Approval
Approved	Brown,Danielle Marie	04/01/2022 01:27 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/01/2022 01:27 PM	ASCCAO Approval

3/16/2022

Dear Sue,

The Fashion and Retail Studies faculty would like to seek approval to add both hybrid and distance learning modes of instruction for the courses below; this will give faculty more flexibility with delivery and opportunities to increase enrollment. Necessary documents have been uploaded accordingly. The proposed changes were approved by FRST faculty in March 2022.

Current Item Course or Program	Request	Effective Term	Quick Rationale
CSFRST 2372	Add: Hybrid and DL mode of instruction	AU22	Increases flexibility within student scheduling.
CSFRST 4576	Add: Hybrid and DL mode of instruction	AU22	Increases flexibility within student scheduling.

If you have any questions or comments, please don't hesitate to contact me at hillery.7@osu.edu. Many thanks for your time and consideration.

Respectfully Submitted,

Julie Hillery

Julie Hillery
Associate Clinical Professor, FRST
Curriculum Lead, FRST

CSFRST 2372 – Dress, Appearance, & Cultural Diversity
Fall 2022 - Online, 3.0 Credit Hours

Instructor: Julie Hillery, Ph.D. (Dr. Hillery)
Email: Hillery.7@osu.edu
Phone: *Please use email.*
Office Hours: Over Zoom (Link posted to Carmen) on Monday and Wednesday from 9a-10a, and by appointment

Course Information

Course times and location: This course will be conducted using distance learning technologies.
Mode of delivery: Distance Learning. This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. You will, however, be expected to meet all deadlines for assignments, quizzes and any other time-sensitive material required.

Course Overview

Description / Rationale
CSFRST 2372 will be conducted entirely online. All material will be accessed through Carmen Canvas and any changes or announcements will be facilitated there. This class is a cross-cultural study of the diversity and meaning of appearance and dress as manifestations of individual and group behavior, social organization, and cultural norms. The 3 credit hours will be earned through the following breakdown: 3 hours lecture, approximately 10 hours outside work for readings, papers, research project.

Relation to Other Courses
This course is one of the fundamental core courses in the CSFRST program that is required prior to other upper-level courses. It is also a general education course that counts for any OSU student in the social science category.

This course meets the learning outcomes stated below because it is a study of human behavior and understanding of dress as a medium of communication and expression used by individuals, human societies, and cultures. Students also explore related social/psychological theories and conduct social scientific inquiry on a given research topic. Moreover, students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Prerequisites: N/A
Prerequisite Knowledge: Students should have a general understanding of how different cultures, ethnic groups, races, religions, and the general population use fashion to express themselves and how certain types of fashion are perceived.

Learning Objectives

By the end of this course, students will be able to:
1. Analyze how clothing communicates through the application of social/psychological theories for dress and adornment.
2. Describe how clothing and appearance aids in identity development and presentation of the self to others.
3. Provide examples of the role culture, dress and gender, plays in our perceptions of dress and adornment.

Expected Learning Outcomes for Social Sciences GE

Goals	Expected Learning Outcomes (ELOs)
GOAL 1: Successful students will engage in theoretical and empirical study within one field of the social and behavioral sciences, while gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the social and behavioral sciences.	Successful students are able to … 1.1 Explain basic facts, principles, theories and methods of social and behavioral science.
	1.2 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.	2.1 Analyze how political, economic, individual, or social factors and values impact the way policies and/or decisions are made.
	2.2 Evaluate social, ethical, and/or philosophical implications of social scientific and behavioral research.
	2.3 Critically evaluate and responsibly use information about the social and behavioral sciences

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to approximately 10 hours outside work for readings, papers, and other activities.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:
- **Participating in online activities for attendance**:
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*
- Office hours and live sessions:
  All live, scheduled events for the course, including our office hours, are optional.

However, I encourage you to take advantage of office hours when you have questions or if you simply want to "stop by" to say hi!
- **Participating in discussion forums**: **2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. You will have a post due by Thursday of each week and Sunday evening of each week. One post will be your reaction to a given topic; the second post will be a response to at least one of your classmates.

Course Materials
Required
THE MEANINGS OF DRESS (2019, 4th edition) by Kimberly A. Miller-Spillman and Andrew Reilly. New York: Fairchild. – available in Barnes & Noble Bookstore or online. https://www.bloomsburyfashioncentral.com/products/fairchild-books/shop/the-meanings-of-dress/studio

> *I would suggest you buy a copy with access to Studio because you will have study guides and practice test questions to review the material. Paperback or e-book format, however, either is fine. I will also post articles on Carmen for class discussion.*

Supplemental / Optional
Current items in the news related to appearance – internet, television nightly news, magazines & newspapers. Additional materials, such as films and videos will be made available via Carmen Canvas.

Course Requirements/Evaluation
Grades

Assignment / Category	Points / %
*Discussion Board Assignments (10 X 40 points each)	400
Quizzes (10 X 30 points each)	300
*Film Reviews (6 X 50 points each)	300
TOTAL	**1000 / 100%**

There is a reference guide and description for all assignments at the end of the syllabus including due dates.

Late Assignments
Late submissions will not be accepted, unless accommodations are already in place – NO EXCEPTIONS.

Please refer to Carmen for due dates.

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

Assignment Descriptions

<u>Overview of Discussion Board Assignments:</u>
This semester you will have 10 discussion assignments relating to the class material. For each discussion, you will have 2 posts: 1) that reflects on the given prompt, and 2) a reply to a classmate. Each assignment will be due on **Sunday evening at midnight and** is worth **40 points for a total of 400 points**.

For Part 1 of the post, you will be given **specific terms to incorporate into your answer.** This will illustrate your understanding of those terms as related to everyday culture and will require you to recall the class material. and your reply to a fellow student will allow you to reflect on both your opinions and observations as well as theirs. In your reply, you should make reference to **specific class materials** rather than simply saying "I agree/disagree with you".

Part 1 (your original post) is worth 20 points; Part 2 (your reply to a peer) is worth 15 points; 5 points will also be given for the post being well-written and proofread.

Here's the rubric we will use when grading:
    Evidence of Accomplishing Activity (eg, incorporates class terms, materials):   /10
    Unique Insights provided: /10
    Response to Class Mate: /15
    Both posts proofread, well-written: /5
    Total points available =   /40

<u>Film Review Assignments:</u>
About every other week in then class you will watch an assigned film (available online) and have an assignment examining how the film relates to class topics. Specifics of each assignment will be posted at least a week prior to the due date. There are 6 film assignments/reviews will be due on **SPECIFIC Mondays at Midnight** with each being worth **50 points** for a total of **300 points**.

<u>Quizzes:</u>
There are 10 quizzes in this course that will be posted on Carmen. You will have 20 minutes to complete the quizzes. They will be due on **Sunday evening at midnight**. Each quiz is worth **30 points** for a total of **300 points.**

Please note that your FILM REVIEWS are due on certain MONDAYS and DISCUSSION POSTS and QUIZZES are due on respective SUNDAYS. Detailed dates provided at end of Syllabus.

Course Policies

Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
  - Grades will be posted using the Carmen gradebook. If you notice that a grade is not recorded, or not recorded correctly, see or email the instructor immediately. You will have only <u>one week</u> after the grades are posted to notify the instructor of errors or missing grades. If you have not notified the instructor of the problem by that time, <u>you forfeit your opportunity</u> for investigation or grade change.
  - Final grades in the course are based on the total number of points accumulated throughout the semester. **I do not curve grades and generally do not provide extra credit**. I also do not take attendance or give you credit for coming to class. I have found that extra credit is actually a disadvantage to some students since most times it is given for attending events outside of regular class times. For those of you who work, this means you can be put at a disadvantage (compared to students who do not work) when extra credit activities are given outside of class time.
  - To determine your grade at any time in the course, you can simply add up the points you have earned and divide those by the points that were available. The chart above provides you with a breakdown of the points for each activity in the course. Grades posted in Carmen are done in order for you to review your points and have a record of those.
  - The grade of Incomplete (I) will be assigned only if an extended illness or other extenuating circumstances prevents the completion of the course work, and the student has already completed a substantial portion of the work in the course. The student must initiate the request for the grade of incomplete. University policy requires that the incomplete grade be made up no later than the end of the sixth week of the following semester.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
  - Please use your OSU email account to email questions or set up appointments. To make sure I know which class you are in, and to best answer your questions, please use the following in your subject line of the email: your name and class name (e.g, *Julie Hillery, culture class).* Please do the same with your TA so that he knows your email is from someone in the class.
  - You should expect to hear back from us within 24 hours during the week and 48 hours on the weekend. If you don't, please send your email again because it means I didn't receive

> your initial message. I do answer emails (actually I am somewhat obsessed with emails so you will usually hear back from me right away!).
> o Please note that students in the past often misspell my last name when sending emails – make sure you don't make this mistake. My last name is spelled with an "e" (*Hillery*) rather than an "a" (*Hillary*) as ones' first name often is.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines: Honor people's rights to their opinions; respect the right for people to disagree.

- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support**: http://ocio.osu.edu/selfservice
- **Phone**: 614-688-HELP (4357)
- **Email**: 8help@osu.edu
- **TYY**: 614-688-8743

Baseline technical skills necessary for online/hybrid courses: Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

Student Resources
Technology:
  EHE Tech Help   OSU Tech Support

Academics:
  EHE Homepage   EHE Advising
  OSU Advising   OSU Library
  Dennis Learning Center   EHE Office of Research
  OSU Office of Research

Student Life:
  OSU Student Health Services   EHE Undergraduate Student Services
  OSU Student Life   OSU Student Advocacy Center
  OSU Student Financial Aid   EHE Career Services

Course Assignments and Academic Integrity

Institutional Policies

Academic Integrity

Policies for this online course

- **Quizzes and exams**: You must complete the weekly quizzes by yourself, without any external help or communication. We will not be having online exams but will have weekly quizzes.
- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** (Not applicable for this class)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic

misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:
- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. Carmen (Canvas) accessibility documentation.

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor***. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- **Course Audio and Video Recording**: Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials**: Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials**: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack

of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org**.

Trigger Warning: Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different, as discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit **odi.osu.edu/ccampis**

Week	Topic	Module-Level Objectives	Assignments/ Assessments	Activities	Instructional Materials
1	**Intro to class** **Dress as Collective Behavior**	CLO 1,2 ELO 1.1, 1.2, 2.3	Introduction Slide	Post intro slide on discussion board Read article "Dress as Collective Behavior" posted on Carmen	Introduction to the Class and Intro to Carmen - Video lecture Discussion Posts about Readings and Video lecture with Power Points
2	Introduction to Dress, Culture, and Theory	CLO 1,2,3 ELO 1.1, 2.1 2.2, 2.3	Discussion Board Assignment 1 Quiz 1 online	Chapter 1: Introduction to Dress, Culture, and Theory Read Chapter 1 and the articles at the end of the chapter: • "Undercover" in Hijab: Unveiling One Month Later • Etiquette 101: Dress Codes • Uncovered Butts & Recovered Rules: Sagging Pants and the Logic of Abductive Inference • Cargo Pants: The Transnational Rise of the Garment That Started a Fashion War • Online articles posted in Carmen	Power point slides with video lecture
3	Fashion as a Dynamic Process	CLO 1,2,3	Discussion Board Assignment 2 Quiz 2 online	Read Chapter 2: Fashion as a Dynamic Process • Heidi Slimane and the Reinvention of Menswear • Style and Substance: The	Power point slides with video lecture

Week	Topic	Module-Level Objectives	Assignments/ Assessments	Activities	Instructional Materials
				• Information Seeking Behavior of Fashion Bloggers • Attention Deficit Fashion	
4	Dress as Nonverbal communi-cation	CLOs 1,2,3 ELOs 2.1 – 2.3	Discussion Board Assignment 3 Quiz 3	Chapter 3: Dress as Nonverbal Communication • Power, Pride and Kente Cloth • The First Crime of Fashion: Eighteenth-Century English Clothing Theft and Emergence of Fashionability • Who Gets to Wear Shredded Jeans? Watch Bill Cunningham New York documentary	Power point slides with video lecture
5	The Body and its Appearance	CLOs 1,2,3 ELOS 1.2, 2.1 – 2.3	Film Assignment 1 Due Monday Discussion Board Assignment 4 Quiz 4	Chapter 4: The Body • The Enigma of Beauty • Bottoms Up: Why Butt Lifts are Big Business in Parts of Africa • Expanding the Theory of Shifting Erogenous Zones to Men's Tattoos	Power point slides with video lecture
6	Gender and Appearance	CLOs 1,2,3 ELOS 1.2, 2.1 – 2.3	Film Assignment 2 Due Discussion Board Assignment 5 Quiz 5	Chapter 5: Appearance for Gender • Lifestyle and Politics of Fashion and Gender in 1960s' Sweden • Female Tradition in a New Context: The Case of the *Khanga*	Power point slides with video lecture

Week	Topic	Module-Level Objectives	Assignments/ Assessments	Activities	Instructional Materials
				• A Comparative Analysis of Hijras and Drag Queens: The Subversive Possibilities and Limits of Parading Effeminacy and Negotiating Masculinity	
7	Appearance for Sexuality and Sexual Identity	CLOs 1, 2, 3 ELOs 1.2, 2.1, 2.2	Discussion Board Assignment 6 Quiz 6	Chapter 6: Appearance for Sexuality and Sexual Identity • Is Tween Fashion Too Sexy? • Queer Women's Experiences Purchasing Clothing and Looking for Clothing Styles • Butch Queens in Macho Drag: Gay Men, Dress, and Subcultural Identity	Power point slides with video lecture
8	Race and Ethnicity	CLOs 1, 2, 3 ELOs 1.2, 2.1, 2.2	Film Assignment 3 due	Read Chapter 7: Race and Ethnicity • Cosmetic Counter Connotations: Black Millennial Women and Beauty • Dressing the *Jíbaros*: Puerto Rican Peasants' Clothing through Time and Space • Cultural Markers in Dress: Decoding Meanings and Motivations of College Students • The Modern Chola	Discussion Board Assignment 6 Film Assignment 3 Due\

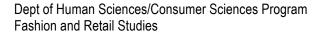| Week	Topic	Module-Level Objectives	Assignments/ Assessments	Activities	Instructional Materials
9	Race and Ethnicity (cont'd)	CLOs 1, 2, 3 ELOs 1.2, 2.1, 2.2	Discussion Board Assignment 7 Quiz 7	Read articles on Cultural Appropriation (Carmen)	Power point slides with video lecture
10	Dress and the Workplace	CLOs 1, 2, 3 ELOs 1.2, 2.1, 2.2	Film Assignment 4 Due	Chapter 9: Dress in the Workplace • Sheryl Sandberg's Shoes Perfectly Illustrate the Hypocrisy of Tech's 'Casual' Dress Code • How your Physical Appearance Impacts Your Career • 3"Having It All" on Social Media: Entrepreneurial Femininity and Self Branding Among Fashion Bloggers	Power point slides with video lecture
11	Dress and Religion	CLOs 1, 3 ELOs 2.3	Discussion Board Assignment 8 Quiz 8	Chapter 8: Dress and Religion • Amish and Mormon Sacred Dress • Fashion and Gender in the Middle East • Sikhs: Religious Minority Target of Hate Crimes	Power point slides with video lecture
12	Dress and the Media	CLOs 1 – 3 ELOs 1.1 – 2.3	Film Assignment 5	Chapter 10: Dress and Media • The Two Faces of Twiggy at 59: How Airbrushing in Olay Ad Hides Truth of the Skin She's In • Why Do Ads and Editorials Depicting	Power point slides with video lecture

Week	Topic	Module-Level Objectives	Assignments/ Assessments	Activities	Instructional Materials
				Violence Keep Happening? • Do Thin Models Warp Girl's Body Images	
13	Fashion and Fantasy	CLOs 1 – 3 ELOs 1.1 – 2.3	Discussion Board Assignment 9 Quiz 9	Chapter 11: Fashion and Fantasy • "What Disney Says": Young Girl, Dress, and the Disney Princesses • Costuming the Imagination: Origins of Anime and Manga Cosplay • Balancing Personal Needs and Authenticity When Designing Historic Styles of Dress	Power point slides with video lecture
14	New Technology and Dress	CLOs 1 – 3 ELOs 1.1 – 2.3	Discussion Board Assignment 10	Chapter 12: Dress and Technology • Technology Trends Transforming the Fashion Industry • Middle School Kids, Sewing, and STEM • For Dignity and Development, East Africa Curbs Used Clothes Imports • Shifting the Dominant Social Paradigm in the Apparel Industry: Acknowledging the Pink Elephant	Power point slides with video lecture
15	Ethics in the Fashion Industry	CLOs 1 – 3 ELOs	Quiz 10	Chapter 13: Ethics in Fashion	Power point slides with video lecture

Week	Topic	Module-Level Objectives	Assignments/ Assessments	Activities	Instructional Materials
		1.1 – 2.3		- Eco-fashion, Sustainability and Ethics - Secrets, Lies, and Sweatshops - Is 'Ethical Fur' the Fashion Industry'	
16	Finals Week		Final Film Assignment 6 due		

Here's an easy reference guide to assignment due dates as listed on your syllabus schedule:

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/23-8/28	Introduction Slide assignment due Sunday midnight
2	8/29-9/4	Discussion Board **Assignment 1** due Sunday at midnight **Quiz 1** due Sunday at midnight
3	9/5-9/11	Discussion Board **Assignment 2** due Sunday at midnight **Quiz 2** due Sunday at midnight
4	9/12-9/18	Discussion Board **Assignment 3** due Sunday at midnight **Quiz 3** due Sunday at midnight
5	9/19-9/25	**Film Assignment 1** due Monday at midnight Discussion Board **Assignment 4** due Sunday at midnight **Quiz 4** due Sunday at midnight
6	9/26-10/2	Discussion Board **Assignment 5** due Sunday at midnight **Quiz 5** due Sunday at midnight
7	10/3-10/9	**Film Assignment 2** due Monday at midnight
8	10/10-10/16 (Fall Break)	Discussion Board **Assignment 6** due Sunday at midnight **Quiz 6** due Sunday at midnight

9	10/17-10/23	**Film Assignment 3** due Monday at midnight Discussion Board **Assignment 7** due Sunday at midnight
10	10/24-10/30	**Quiz 7** due Sunday at midnight
11	10/31-11/6	**Film Assignment 4** due Monday at midnight Discussion Board **Assignment 8** due Sunday at midnight
12	11/7-11/13 (11th – Veteran's Day)	Discussion Board **Assignment 9** due Sunday at midnight **Quiz 8** due Sunday at midnight
13	11/14-11/20	**Film Assignment 5** due Monday at midnight **Quiz 9** due Sunday at midnight
14	11/21-11/27 (Thanksgiving Break)	No assignments!
15	11/28-12/8 (Long Week due to Finals Week)	Discussion Board **Assignment 10** due Sunday at midnight **Quiz 10** due Sunday at midnight
16	12/9-12/15	Final **Film Assignment 6** Due Monday at midnight

CS Fashion & Retail Studies 2372 Dress, Appearance, & Cultural Diversity (3 cr.)
Spring 2020
Class Lecture: M/W/F 1:50-2:45
(NOTE: We will not meet in the class on Friday; online assignments will be given)

Professor: Julie Hillery, Ph.D. (Dr. Hillery)
*E-mail (preferred and best communication): Hillery.7@osu.edu
Office: 231 Campbell Hall
Open Office Hours: Thursday, 11 - 12, and lots of other times by appointment;
please email me to set a time.

Undergraduate TA:
Shanvanth (Arnipalli.1@buckeyemail.osu.edu)

Your undergraduate TA has taken this class last spring and was also a TA last semester. He can more than likely answer any questions you have. Please email him with concerns about grades and assignments before emailing Dr. Hillery. He will be a good resource for you.

Course Description
A cross-cultural study of the diversity and meaning of appearance and dress as manifestations of individual and group behavior, social organization, and cultural norms.
Credits: 3 credits (3 hours lecture, approximately 10 hrs outside work for readings, papers, research project)

Relation to other courses
This course is one of the fundamental core courses in the CS:FRST program that is required prior to other upper level courses. It is also a Gen Ed course that counts for any OSU student in the Social Science Category.

Course Objectives
Following successful completion of this course, the student should be able to:

1. Analyze how clothing communicates through the application of social/psychological theories for dress and adornment.

2. Describe how clothing and appearance aids in identity development and presentation of the self to others.

3. Provide examples of the role culture plays in our perceptions of dress and adornment.

Social Science GE goals (This course satisfies the Social Science category under Individuals & Groups).
Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Individuals and Groups: Expected Learning Outcomes
Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Consumer Sciences: Fashion & Retail Studies 2372 is a GE course under Individuals and Groups. This course meets the learning outcomes stated above because it is a study of human behavior and understanding of dress as a medium of communication and expression used by individuals, human societies, and cultures. Students also explore related social/psychological theories and conduct social scientific inquiry on a given research topic.

Required Course Materials: Textbook:

THE MEANINGS OF DRESS (2019, 4th edition) by Kimberly A. Miller-Spillman and Andrew Reilly. New York: Fairchild. – available in Barnes & Noble Bookstore or online.
https://www.bloomsburyfashioncentral.com/products/fairchild-books/shop/the-meanings-of-dress/studio

I would suggest you buy a copy with access to Studio because you will have study guides and practice test questions to review the material. Paperback or e-book format.. either is fine.

I will also post articles on Carmen for class discussion.

Recommended Course Materials: Current items in the news related to appearance – internet, television nightly news, magazines & newspapers.
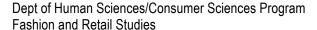
Course Arrangements: Class meetings will include lecture, discussion, and small group activities. Each assigned reading will relate to class; therefore, readings should be completed before class. Students are encouraged to raise questions and are expected to participate voluntarily in class discussion. Course requirements include 3 exams, 10 online assignments, and in-class activities/discussions. *On Fridays you will have online assignments rather than attending class or you will have an in-class exam. See the attached class schedule for assignment due dates and exam dates.*

COURSE POLICIES AND OTHER FUN FACTS

Academic Integrity (Academic Misconduct): Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by

University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e. committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages   http://oaa.osu.edu/coam.html
- Ten Suggestions for Preserving Academic Integrity
  http://oaa.osu.edu/coamtensuggestions.html

Eight Cardinal Rules of Academic Integrity http://www.northwestern.edu/provost/policies/academic-integrity/index.html

Assignments: Forms and directions for the homework assignments will be posted on Carmen. All assignments will be listed on your syllabus and posted on Carmen. One thing you should know about my assignments: **I do not accept late assignments.**

Attendance: Students are expected to attend <u>all</u> lectures. Attendance is defined as: 1) Being in class, 2) Being on time, and 3) Staying for the entire period. Tardiness and early departure is disruptive to the class. Please be respectful to all. I do not take attendance because I believe it is your responsibility to come to class.

We will complete in-class activities and discussions. If you miss class, you miss information that will be important for exams and other assignments. There <u>may be</u> times when I give you some extra points for in-class activities and if you are not in class (for whatever reason) you will not get the points.

Diversity Statement: The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gende8r identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

Email: Please use your OSU email account to email questions or set up appointments. To make sure I know which class you are in, and to best answer your questions, please use the following in your **subject line** of the email: your name and class name (e.g, *juliehillery, culture class).*

You should expect to hear back from me within 24 hours during the week and 48 hours on the weekend. If you don't please send your email again because it means I didn't receive your initial message. I do answer emails (actually I am somewhat obsessed with emails so you will usually hear back from me right

away!).

Please note that students in the past often misspell my last name when sending emails – make sure you don't make this mistake. My last name is spelled with an "e" (*Hillery*) rather than an "a" (*Hillary*) as ones' first name often is.

Examinations: Students are expected to take exams when scheduled. Early exams will be given only when all 3 of the following conditions are met:
- Student notifies the instructor within 24 hours of the scheduled exam time (before or after depending on the emergency)
- Circumstances are justifiable. For example, going on vacation or oversleeping are NOT justifiable.
- Student presents proof of the circumstances - with written documentation such as a medical excuse or obituary/funeral program.

In case of unforeseen circumstances the day of the exam, **you have 24 hours (2 pm day of exam – 2pm the next day) to notify the instructor** in order to be considered to receive a makeup exam. Email is the best way to contact Dr. Hillery since both you and her will have documentation that you did so within the required timeframe.

Grades and Evaluation: Grades will be posted using the Carmen gradebook. If you notice that a grade is not recorded, or not recorded correctly, see or email the instructor immediately. You will have only **one week** after the grades are posted to notify the instructor of errors or missing grades. If you have not notified the instructor of the problem by that time, **you forfeit your opportunity** for investigation or grade change.
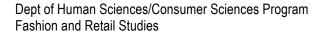
Final grades in the course are based on the total number of points accumulated throughout the semester. **I do not curve grades and generally do not provide extra credit**. I also do not take attendance or give you credit for coming to class. I have found that extra credit is actually a disadvantage to some students since most times it is given for attending events outside of regular class times. For those of you who work, this means you can be put at a disadvantage (compared to students who do not work) when extra credit activities are given outside of class time.

To determine your grade at any time in the course, you can simply add up the points you have earned and divide those by the points that were available. The chart below provides you with a breakdown of the percentage and the associated grade with each. Grades posted in Carmen are done in order for you to review your points and have a record of those.

Evaluation	Points	Due Date
Midterm Exam #1	100	February 7
Midterm Exam #2	100	March 3
*Online Assignments	200 (10 X 20 points each)	Various dates on class schedule
Midterm Exam #3	100	April 20

*Online assignments will be posted on Carmen weekly as due. Further instructions will be provided in class.

Grades will be assigned as follows:

93% or higher=A	77-79.9%=C+	below 60%=E
90-92.9%=A-	73-76.9%=C	
87-89.9%=B+	70-72.9%=C-	
83-86.9%=B	67-69.9%=D+	
80-82.9%=B-	60-66.9%=D	

Grievances and Solving Problems: According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, **"You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor**. Please speak to the instructor in person if you have a grievance. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department."

Intellectual Property/Audio and Video Recoding: Video or audio recording of classes without the explicit written permission of the instructor is a violation of the Code of Student Conduct. Also please do not take pictures of the presentation slides in class. Most of these will be posted on Carmen so you will have easy access to the information.
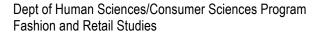
Incompletes: The grade of Incomplete (I) will be assigned only if an extended illness or other extenuating circumstances prevents the completion of the course work, and the student has already completed a substantial portion of the work in the course. The student must initiate the request for the grade of incomplete. University policy requires that the incomplete grade be made up no later than the end of the sixth week of the following semester.

Laptops, Tablets, and Phones in-class: If you would like to take notes in class on your tablets or notebooks, that's fine. If being online becomes a distraction to you or other students, or I see that you are doing other things besides taking notes, I will revoke this policy. During class time, **no ear buds, headphones or IPhones are allowed.**

Mental Health Statement: A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free and confidential.

Repetition of Course: Faculty Rule 3335-7-28, Repetition of Courses was revised, effective Summer 2000. Undergraduate students may repeat a course for credit upon the recommendation of the authorized representative of their enrollment unit. Students may repeat the course only once (additional repeats must be for audit) and the credit hours received will not be counted more than once toward meeting graduation requirements. It is important to note that both grades will appear on the student's record and both grades are used in computing the point-hour ratio, except as modified by the Freshman Forgiveness Rule #3335-7-271.

Students with disabilities: Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability to coordinate reasonable accommodations for students with documented disabilities.

"The student has the responsibility for making his/her accommodation needs known to the faculty… If a student with a disability does not request accommodations, the instructor of the class is under no obligation to provide accommodations."

If you are registered with the SLDS office for special class accommodations (e.g., extra time for exams and assignments), you must meet with me during the first two weeks of class to discuss these. I am happy to work with you!

Technology: For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.
- Self-Service and Chat support: http://ocio.osu.edu/selfservice
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu, TYY: 614-688-8743

Trigger Warning: Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

TENTATIVE SCHEDULE for 2372
Please note that this is provided as a brief overview of the class. Specifics of the weekly schedule, including additional readings will be posted on Carmen.

Always follow Carmen for the latest class materials, updates and any changes to due dates!

Week 1: **January 6 - 10**	• Introduction to the Class on **Monday** • Discussion of Reading on Carmen on **Wednesday:** "Dress as Collective Behavior" • No class meeting on Friday (read Chapter 1 in your book)
Week 2 **January 13 - 17**	**Chapter 1: Introduction to Dress, Culture, and Theory** Read introductory pages to the chapter for Monday. On Wednesday we will discuss the articles at the end of the chapter: • "Undercover" in Hijab: Unveiling One Month Later • Etiquette 101: Dress Codes • Uncovered Butts & Recovered Rules: Sagging Pants and the Logic of Abductive Inference • Cargo Pants: The Transnational Rise of the Garment That Started a Fashion War **Assignment 1 due Friday at midnight (see assignments in Carmen)**
Week 3 **January 20 - 24**	**No class on Monday – MLK day** Chapter 2: Fashion as a Dynamic Process • Hedi Slimane and the Reinvention of Menswear • Style and Substance: The Information Seeking Behavior of Fashion Bloggers • Attention Deficit Fashion **Assignment 2 due Friday (see assignments in Carmen)**
Week 4 **January 27 - 31**	Chapter 3: Dress as Nonverbal Communication • Power, Pride and Kente Cloth • The First Crime of Fashion: Eighteenth-Century English Clothing Theft and Emergence of Fashionability • Who Gets to Wear Shredded Jeans? **Assignment 3 due Friday** **Review for Exam 1 during Friday class time with TA – attendance encouraged.**
Week 5 **February 3- 7**	Chapter 4: The Body • The Enigma of Beauty • Bottoms Up: Why Butt Lifts are Big Business in Parts of Africa • Expanding the Theory of Shifting Erogenous Zones to Men's Tattoos **EXAM 1 on Friday IN CLASS**
Week 6 **February 10 –14**	Chapter 5: Appearance for Gender • Lifestyle and Politics of Fashion and Gender in 1960s' Sweden • Female Tradition in a New Context: The Case of the *Khanga* • A Comparative Analysis of Hijras and Drag Queens: The Subversive Possibilities and Limits of Parading Effeminacy and Negotiating Masculinity **Assignment 4 due**
Week 7	Chapter 6: Appearance for Sexuality and Sexual Identity

February 17 - 21	• Is Tween Fashion Too Sexy? • Queer Women's Experiences Purchasing Clothing and Looking for Clothing Styles • Butch Queens in Macho Drag: Gay Men, Dress, and Subcultural Identity **Assignment 5 due Friday**
Week 8 February 24- 28	Chapter 7: Race and Ethnicity • Cosmetic Counter Connotations: Black Millennial Women and Beauty Dressing the *Jíbaros*: Puerto Rican Peasants' Clothing through Time and Space • Cultural Markers in Dress: Decoding Meanings and Motivations of College Students • The Modern Chola **Assignment 6 due Friday –** **Review for Exam 2 during Friday class time with TA – attendance encouraged.**
Week 9 March 2 - 4	Chapter 9: Dress in the Workplace • Sheryl Sandberg's Shoes Perfectly Illustrate the Hypocrisy of Tech's 'Casual' Dress Code • How your Physical Appearance Impacts Your Career • "Having It All" on Social Media: Entrepreneurial Femininity and Self Branding Among Fashion Bloggers **EXAM 2 Wednesday** **No class on Friday – Enjoy Spring Break!!**
Week 10: No class	Spring Break
Week 11: March 16 - 20	Chapter 8: Dress and Religion • Amish and Mormon Sacred Dress • Fashion and Gender in the Middle East • Sikhs: Religious Minority Target of Hate Crimes **Assignment 7 due Friday**
Week 12: March 23 - 27	Chapter 10: Dress and Media • The Two Faces of Twiggy at 59: How Airbrushing in Olay Ad Hides Truth of the Skin She's In • Why Do Ads and Editorials Depicting Violence Keep Happening? • Do Thin Models Warp Girl's Body Images **Assignment 8 due Friday**
Week 13: March 30 – April 3	Chapter 11: Fashion and Fantasy • "What Disney Says": Young Girl, Dress, and the Disney Princesses • Costuming the Imagination: Origins of Anime and Manga Cosplay • Balancing Personal Needs and Authenticity When Designing Historic Styles of Dress **Assignment 9 due Friday**
Week 14: April 6 - 10	Chapter 12: Dress and Technology • Technology Trends Transforming the Fashion Industry • Middle School Kids, Sewing, and STEM

	• For Dignity and Development, East Africa Curbs Used Clothes Imports • Shifting the Dominant Social Paradigm in the Apparel Industry: Acknowledging the Pink Elephant **Assignment 10 due Friday**
Week 15 : **April 13 - 17**	Chapter 13: Ethics in Fashion • Eco-fashion, Sustainability and Ethics • Secrets, Lies, and Sweatshops • Is 'Ethical Fur' the Fashion Industry' **Friday class – Review for Exam 3 with TA – attendance encouraged**
Week 16: **April 20**	Last day of class: **EXAM 3 during class time on Monday**

03-15-2022

Dear Dr. Hillery,

Please find attached your completed QM Rubric showing **all items met for** your **CSFRST 2373** syllabus.

For your next steps, your course change request should be submitted to begin the curriculum review process. That process starts with a department review, and when approved will be sent to the EHE Curriculum Committee for the college review. Once the EHE Curriculum Committee approves the request it will be sent on for the university-level approvals (grad school, OAA, etc.).

You can begin the process by submitting your course change request for the departmental review on the curriculum site: https://curriculum.osu.edu. On that site you will upload your final syllabus and final QM review documents (attached here) when submitting your course change request. Access to the curriculum site is limited, if you find that you do not have access to that site we recommend connecting with your department's Associate Chair.

If you have any additional questions, please feel free to reach out.

Best,

Christy McLeod, MLT

Instructional Designer
College of Education and Human Ecology

196 Arps Hall, 1945 N High St., Columbus, OH 43210
614-306-3128

mcleod.53@osu.edu

Met	See Notes	Rubric Standards	QM Standard
		Heading of Syllabus • School/Academic Area • Course Number, Title, level, and credit hr. • Instructor Name • Instructor Contact Information • Office Hours (Location/Days/Times)	
		Description/Rationale • Is there a description of the course that explains the need for and purpose of the course?	QM 1.2
		Relationship to Other Courses/Curricula • Does the syllabus explain how this course relates to other courses in the curriculum? • Are the prerequisites and prerequisite knowledge requirements listed?	QM 1.6
		Learning Objectives • Are the course objectives listed? • Do the course objectives describe measurable outcomes? • Are the learning objectives are suited to the level of the course? • Are all course objectives are clearly stated? • Are all course objectives written from the learner's perspective? • Is the relationship between learning objectives and assignments or course activities clearly stated or marked?	QM 2.1 QM 2.3 QM 2.4 QM 2.5 QM 4.5
		Text/Reading List/Bibliography (Course Materials) • Is the purpose for instructional materials, and how they are to be used, clearly explained? • Are all materials appropriately cited? • Are all materials current? • Is the distinction between required and optional materials clearly explained?	QM 4.2 QM 4.3 QM 4.4 QM 4.6
		Course Evaluation/Assessments and Grading Policy • Are the Letter Grades/Grading Breakdowns included and clearly stated? • Is the Late Work policy included and clearly stated? • Are the assessments are explicitly connected to the course objectives? • Do the assessments (assignments, tests and quizzes) measure the stated learning objectives or competencies? • Are the assessment types varied? • Do the assessments build on one another and/or increase in complexity?	QM 3.1 QM 3.2 QM 3.4
		Assignment Descriptions • Are there clear instructions for how students can get started and where to find course components? • Are there detailed descriptions of all assignments with an explanation of how the work will be assessed? • Are the assignments tied to the grading policy?	QM 1.1 QM 3.3

Met	See Notes	Rubric Standards	QM Standard
		Communication and Course Policies • Is there a communication policy – how to reach the instructor, the expected turnaround on replies, how soon to expect feedback on assignments? • Are the requirements for learner interaction, via email, discussion boards and in synchronous sessions, laid out clearly (Netiquette)? • Is there a statement of online communication etiquette expectations (Netiquette)?	QM 1.3 QM 5.3 QM 5.4
		Technology • Are minimum technology requirements clearly stated and instructions provided for use? • Are the minimum technical skills for students clearly stated? • Is information about Technology Accessibility provided? • Is information about Technical Support offered along with links or instructions for how to access it?	QM 1.5 QM 1.7 QM 7.1 QM 8.2

		Institutional Policies
		• Does the syllabus contain all of the following policies?
		   • Academic Integrity
		   • Office of Disability Services Statement (Accessibility Accommodations)
		   • Title IX
		   • Grievances Statement
		   • Intellectual Property (Copyright Disclaimer)
		   • Mental Health Statement
		   • Diversity Statement
		Optional Statements:
		   • Trigger Warning
		   • Off-Campus Field Experiences
		The following polices can be links, rather than statements:
		   • Academic Support Services and Resources
		   • Explanation of how student support can help
			QM 1.4
			QM 7.2
			QM 7.3
			QM 7.4

		Topical Outline • Is there a list of topics to be covered in each of the sixteen weeks of the Semester (or eight weeks of the session)?	

		Any Applicable Appendices
		   • NCATE Standards
		   • ISLLC Standards
		   • Other
		   • Not Applicable	

QUALITY MATTERS
QM

For more information visit www.qualitymatters.org or email info@qualitymatters.org

Quality Matters™ Rubric Standards
Fifth Edition, 2014, with Assigned Point Values ■ ■ ■

Standards   Status

Course Overview and Introduction

1.1 Instructions make clear how to get started and where to find various course components.
1.2 Learners are introduced to the purpose and structure of the course.
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
* 1.5 Minimum technology requirements are clearly stated and instructions for use provided.
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
1.7 Minimum technical skills expected of the learner are clearly stated.
1.8 The self-introduction by the instructor is appropriate and is available online.
1.9 Learners are asked to introduce themselves to the class.

Learning Objectives (Competencies)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
2.5 The learning objectives or competencies are suited to the level of the course.

Assessment and Measurement

3.1 The assessments measure the stated learning objectives or competencies.
3.2 The course grading policy is stated clearly.
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
3.5 The course provides learners with multiple opportunities to track their learning progress.

Instructional Materials

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
4.3 All instructional materials used in the course are appropriately cited.
4.4 The instructional materials are current.
4.5 A variety of instructional materials is used in the course.
4.6 The distinction between required and optional materials is clearly explained.

Learner Activities and Learner Interaction

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
5.2 Learning activities provide opportunities for interaction that support active learning.
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.
5.4 The requirements for learner interaction are clearly stated.

Course Technology

6.1 The tools used in the course support the learning objectives and competencies.
6.2 Course tools promote learner engagement and active learning.
* 6.3 Technologies required in the course are readily obtainable.
6.4 The course technologies are current.
* 6.5 Links are provided to privacy policies for all external tools required in the course.

Learner Support

* 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
* 7.2 Course instructions articulate or link to the institution's accessibility policies and services.
* 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.
* 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

Accessibility and Usability

8.1 Course navigation facilitates ease of use.
* 8.2 Information is provided about the accessibility of all technologies required in the course.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability.
8.5 Course multimedia facilitate ease of use.

The highlighted standards above indicate standards that could be present in your syllabus. Non-highlighted standards are important, but would be present in the course. Standards preceded by an asterics indicates the standard would be met if the LOR is added to your course.

Distance Approval Cover Sheet
For Permanent DL/DH Approval

Course Number and Title: CSFRST 2372 Dress, Appearance and Cultural Diversity

Faculty Preparer Name and Email: Julie Hillery, Hillery.7@osu.edu

Carmen Use

For more on use of Carmen: https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. yes

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. yes

Syllabus is consistent and is easy to understand from the student perspective. yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. yes

If there are required synchronous N/A

Additional comments (optional):
Went through the QM Approval Process to update course syllabi for DL mode of instruction.

Instructor Presence

For more on instructor presence: https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☒ Regular instructor communications with the class via announcements or weekly check-ins

☒ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

☒ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

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⊠ Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
Enter comments, 1-3 sentences...

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: https://teaching.resources.osu.edu/toolsets

The tools used in the course support the learning outcomes and competencies. yes

Course tools promote learner engagement and active learning. yes

Technologies required in the course are current and readily obtainable. yes

Links are provided to privacy policies for all external tools required in the course. yes

Additional technology comments:

None

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)
All asynchronous

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:
Enter comments...

Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation

Course credit hours align with estimated average weekly time to complete the course successfully. Yes

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. Yes

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:
Quiz – 30 minutes, Readings = 2 – 3 hours, Discussion posts and Replies = 2hour, Movie reviews, 3 hours (some weeks), Videos, PPt lectures 1.5 hour,

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Yes

Accessibility

For tools and training on accessibility: Digital Accessibility Services

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Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. yes

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. yes

Description of any anticipated accommodation requests and how they have been/will be addressed. I work with SLDS for any accommodations and often work with students that aren't registered with SLDS to make sure they have the tools they need to be successful.

Additional comments:
Enter any additional comments about accessibility...

Academic Integrity

For more information: https://go.osu.edu/teaching-resources-academic-integrity

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: yes

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: yes

Additional comments:
Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☒ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

☒ Variety of assignment formats to provide students with multiple means of demonstrating learning

☒ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):
as noted

Community Building

For more information: https://teaching.resources.osu.edu/teaching-topics/student-interaction-online

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Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☒ Opportunities for students to interact academically with classmates through regular class discussion or group assignments

☒ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

☒ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):
Enter comments, 1-3 sentences...

Transparency and Metacognitive Explanations

For more information: https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☒ Instructor explanations about the learning goals and overall design or organization of the course

☒ Context or rationale to explain the purpose and relevance of major tasks and assignments

☒ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

☒ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

☒ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

☒ Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):
Enter comments, 1-3 sentences...

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
None

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