

Term Information

Effective Term Autumn 2024
Previous Value *Spring 2023*

Course Change Information

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

Add GE designation: Race, Ethnicity, and Gender Diversity

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

Course content already included so many of the required components to qualify in the REGD category.

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
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

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	52.1902
Subsidy Level	Baccalaureate Course
<i>Previous Value</i>	<i>General Studies Course</i>
Intended Rank	Sophomore, Junior, Senior
<i>Previous Value</i>	<i>Sophomore, Junior</i>

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups; Social and Behavioral Sciences; Race, Ethnicity and Gender Diversity

Previous Value

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

- Analyze how clothing communicates through the application of social/psychological and fashion theories for dress and adornment.
- Describe how clothing and appearance aid in identity development and presentation of the self to others.
- Analyze how clothing communicates through the application of social/psychological and fashion theories for dress and adornment.

Previous Value

- *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

- Dress, Appearance, and Identity
- Identity, Social Justice, and Dress
- Social Science Theories
- Culture
- Subculture and Group Membership
- Fashion Theories
- Sex and Gender
- Sexuality
- Beauty and Attractiveness
- (Dis)ability
- Religion
- Race and Ethnicity
- Aging and Beauty

Previous Value

- *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

Attachments

- CSFRST 2372 LOS.pdf: 1.30.24 Letter of Support
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)
- CSFRST 2372 CL.pdf: 1.30.24 Cover Letter
(Cover Letter. Owner: Tackett, Kimberly Ann)
- CSFRST 2372 Current Syllabi.pdf: 1.30.24 Current Syllabi
(Syllabus. Owner: Tackett, Kimberly Ann)
- CSFRST 2372 Proposed Syllabus.pdf: 1.30.24 Proposed Syllabi
(Syllabus. Owner: Tackett, Kimberly Ann)
- CSFRST 2372 GE Submison Form [Foundations].pdf: 1.30.24 GE Form
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Tackett, Kimberly Ann	01/30/2024 08:35 AM	Submitted for Approval
Approved	Tackett, Kimberly Ann	02/02/2024 12:25 PM	Unit Approval
Approved	Bagent, Aaron Michael	02/08/2024 02:03 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/08/2024 02:03 PM	ASCCAO Approval

Date: January 23, 2024

Chair: Sue Sutherland

To: Human Sciences Undergraduate Curriculum Committee

The Fashion Retail Studies (FRST) area in Consumer Sciences is requesting review and approval, to add a GE Foundation designation in the category of Race, Ethnicity, and Gender Diversity to an existing course (CSFRST 2372). Currently, the course meets the GEL Social Science and the GEN Foundation designation in the Social and Behavioral Sciences category, which we'd like to retain.

CSFRST2372: Appearance, Dress, and Cultural Diversity

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.

This proposal includes the following documentation: current and revised course syllabi and the GE Foundation Submission form. To aid in the committee review I noted additions made to the class as it pertains to Race, Ethnicity, and Gender Diversity (REGD). These changes are highlighted throughout the syllabus, notably the course schedule.

The revised syllabus also includes a link to the new textbook which illustrates the Social Justice emphasis of the course and is centered around Clothing, Culture, Gender, Race, Ethnicity, and Equity within the Social and Behavioral context. I chose this book because it is free to students and because it emphasizes topics that meet the intended Learning Objectives of both GE categories (REGD, Social and Behavioral Sciences). The textbook also contains excellent resources for students including videos and website links.

Lastly, the end of the syllabus exhibits two case study examples and the final student reflection required for the course. Additionally, all case studies are at the end of each chapter in the textbook. In summary, changes to meet the Race, Ethnicity, and Gender Diversity GE Foundation category include:

- New online open-source textbook
- Revised assignments including weekly case studies, weekly quizzes, and discussion boards based on the new textbook
- Student self-reflection
- Revised lectures and in-class discussions

The faculty in CS have voted and approved this proposal (Jan. 2024). Thank you to you and the committee for your review of this request. I look forward to hearing from you and am happy to answer any questions you may have.

Respectfully Submitted,

Julie Hillery

Julie Hillery
Associate Clinical Professor, FRST
Area Lead, FRST

PROPOSED SYLLABUS

CSFRST 2372

Appearance, Dress, and Cultural Diversity

SPRING 2024, 3 CREDIT HOURS

Class meets 11:10 – 12:30 on Tuesday and Online asynchronous on Thursday

For Tuesday's class: Mendenhall 100

Tophat Join Code: 980636

Instructor: Julie Hillery (Dr. Hillery)

Email: hillery.7@osu.edu

Class: Tuesday, 11:10 – 12:30 (in-person)/Thursday, scheduled class time not applicable (online-asynchronous)

Location: Mendenhall 100

Mode of Instruction: Hybrid

Office: Our Consumer Sciences building, Campbell Hall, is being renovated for the next two years so during that time much of my work will be done from home. However, I have office space in Ramseyer Hall where we can meet, and am happy to meet there in person.

ZOOM Office Hours: Wednesday 11 – 12. Here is the Link and information needed for Zoom office hours:

<https://osu.zoom.us/j/92404323344?pwd=RG9pakV6eDhzNURJSnp2djJlDWFJKUT09>

Meeting ID: 924 0432 3344

Password: 171695

ZOOM office hours have a waiting room enabled for optimum one-on-one student engagement. If you get placed in the waiting room, it means I am meeting with another student and will meet with you shortly.

I am also available in person via Zoom at other times, with an appointment. Please email me to schedule.

COURSE DESCRIPTION

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 of lecture, and approximately 10 hours outside work for readings, papers, and research projects.

CSFRST 2372 is one of the required fundamental core courses in the Fashion and Retail Studies major and is a prerequisite to other upper-level courses within the FRST program. This course meets the requirement to fulfill a GE Foundation requirement for Social and Behavioral Sciences OR the Race, Ethnicity, and Gender Diversity categories. GE Learning Outcomes for both categories are met through the study of human behavior and the understanding of dress as a medium of communication and expression used by individuals, human societies, and cultures. Social Justice is the overall framework for this course.

GEN Foundations Goals: Social and Behavioral Sciences

1. Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.
2. Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

GEN Foundations Expected Learning Outcomes: 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 Explain and evaluate differences, similarities and disparities among institutions, organizations, cultures, societies and/or individuals using social and behavioral science.
- 2.1 Analyze how political, economic, individual or social factors and values impact social structures, policies and/or decisions.
- 2.2 Evaluate social and ethical implications of social scientific and behavioral research.
- 2.3 Critically evaluate and responsibly use information from the social and behavioral sciences.

GEN Foundations Goals: Race, Ethnicity, and Gender Diversity

1. Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
2. Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

GEN Foundations Expected Learning Outcomes: Race, Ethnicity, and Gender Diversity

Successful students are able to:

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.
- 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Course Expected Course Learning Outcomes

By the end of this course, students should successfully be able to:

1. Analyze how clothing communicates through the application of social/psychological and fashion 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.

How this course works

Mode of delivery: This course is a hybrid. We meet on Tuesdays for required sessions. Thursday sessions are asynchronous meaning you not required when you must be logged in to Carmen at a scheduled time. You are expected to meet all deadlines for assignments, quizzes and any other time-sensitive material required.

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: Your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

Major Core Requirement: As a core course in the FRS curriculum, FRST students must earn a C- or better to count this course toward their major and to move on to other FRST courses.

Course Materials: Textbooks, Readings and Online Resources

Textbooks: We will use an open-access textbook this semester that is available [here](#):

Kelly I. Reddy-Best, Abbey K. Elder and Lesya Hassall, [Dress, Appearance, And Diversity In U.S. Society](#), Iowa State University Digital Press, Ames, IA.

Readings: Additional readings will be posted in the weekly modules in Carmen Canvas.

Course Technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

Required Technology skills that may be specific to this course

- [Carmen Zoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

Required equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

Required software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).
- Carmen Canvas access: You will need to use [buckeyepass](#) multi-factor authentication to access your courses in carmen. To ensure that you are able to connect to carmen at all times, it is recommended that you take the following steps:
 - **Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device help article for step-by-step instructions](#).**
 - Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
 - Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.
 - If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.
 - Here is a guide for using Carmen Canvas:
<http://resourcecenter.odde.osu.edu/canvas/getting-started-canvas-students>
- **Proctorio. Students are expected to take the final exam via Proctorio.** Proctorio must be downloaded on the device that will be utilized for the exam. Failure to do so will result in a zero. Students are required to have a webcam (usb or internal) with a microphone and a strong, stable internet connection for Proctorio. Proctorio only works on the **Chrome** browser. [Click here to get started](#).
- **Sophat Account:** Throughout the semester we will be using TopHat for attendance on Tuesdays and occasionally for discussions or in-class quizzes. It is available free to all OSU students. Here is a link to get you started: <https://teaching.resources.osu.edu/toolsets/top-hat>

Grading Scale

93% or higher = 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

Course Evaluation

Course Requirements	Weight (%) for each Course Requirement Category	Points Possible
All course requirements are completed by each student as an individual, not in a group.		
Weighted Category 1: Quizzes (2.5% or 100 pts/quiz) Introduction to Class Quiz Module 01 Dress, Appearance, and Identity Quiz Module 02 Identity, Social Justice, and Dress Quiz Module 03 Social Science Theories Quiz Module 04 Culture Quiz Module 05 Subculture and Group Membership Quiz Module 06 Fashion Theories Quiz Module 07 Sex and Gender Quiz Module 08 Sexuality Quiz Module 09 Beauty and Attractiveness Quiz Module 10 (Dis)ability Quiz Module 11 Religion Quiz Module 12 Race and Ethnicity Quiz Module 13 Aging and Beauty Quiz	32.5%	1300 points
Weighted Category 2: Final Exam (12.5% or 100 pts/exam)	12.5%	100 points
Weighted Category 3: Case Studies (3% or 100 pts/case study) Module 01 Dress, Appearance, and Identity Case Study Module 02 Identity, Social Justice, and Dress Case Study Module 03 Social Science Theories Case Study Module 04 Culture Case Study Module 05 Subculture and Group Membership Case Study Module 06 Fashion Theories Case Study Module 07 Sex and Gender Case Study Module 08 Sexuality Case Study Module 09 Beauty and Attractiveness Case Study Module 10 (Dis)ability Case Study Module 11 Religion Case Study Module 12 Race and Ethnicity Case Study Module 13 Aging and Beauty Case Study	39%	1300 points
Weighted Category 4: Reflections (10% or 100 pts/reflection) Final Student Reflection	10%	100 points
Weighted Category 5: Discussion (1.5% or 100 pts/discussion) Module 01 Introduction and Community Discussion Board	6%	400 points

Module 03 Identity, Social Justice, and Dress Discussion Board		
Module 08 Sex and Gender Discussion Board		
Module 11 (Dis)ability Discussion Board		
TOTAL	100%	3200 points

A detailed explanation of each assignment will be provided in the modules in Carmen, along with the due date.

Examples are provided to illustrate a typical case study. Self-reflection assignment provided which gives an overview of course topics.

Course Requirements, Weighted Grades, Points

Big Picture

In this course, you will learn and engage with 15 modules.

(The first module is an orientation module.) You will complete a quiz that is auto-graded. Then, you will apply your knowledge in a case study for this module; this is graded using the rubric provided on the case-study instruction sheet.

Modules 2 through 7 are related to dress theories and concepts. In modules 8 through 13, you will engage with dress theories and concepts for specific marginalized communities.

For modules 2 through 13, you will first learn and engage with the materials for each module. Then, you will complete an auto-graded quiz for each module. Then, you will apply your knowledge in a case study for each module; these are graded using the rubric provided on each case-study instruction sheet. In a few modules, you will also complete a discussion board.

In modules 14 and 15, you will engage with all the course material and complete a final reflection and a final exam. The final reflection is graded using the rubric provided in the instruction sheet. The final exam is auto-graded.

Weighted Grades

Grades in this course are weighted according to the percentages below. The “total” column on Canvas indicates your current weighted grade in the course. Email me or your TA(s) anytime for clarity in your grade.

There is a wonderful feature on Canvas called “What If.” This allows you to make grade projections by entering possible grades. Another way to think about it is, “What if I got this grade on XYZ assignment? What would my final grade in the course be?”

Points

All the course requirements are graded out of 100 total points. But each is weighted differently toward the final grade. It is important to pay attention to the weight of each course requirement, as some are weighted more heavily than others.

Watch this 3-minute video to understand how weighted grades work.

Policies for Missed Exam(s):

Generally, I do not give Make-up exams and will be given only when all 3 of these conditions are met:

1) the student notifies the instructor **within 24 hours of the scheduled exam time** that the exam will be/was missed (except in extreme emergencies),

2) the circumstances are extenuating, and

3) the student presents proof of the circumstances (original documents, no copies).

When the instructor deems that it is not practical to offer a make-up exam in the case of a documented excused situation, the student's missed exam will be exempted, and the final course grade adjusted accordingly.

Student Conduct and Participation

NO LATE ASSIGNMENTS are accepted unless there are extenuating circumstances and documentation for such. Below are situations NOT acceptable for taking a late assignment, quiz, or exam. If you email us with one of these, we will refer to this section of the syllabus.

- forgot
- busy/stressed
- computer died or internet crashed
- working/called into work
- was absent during explanation in class
- busy with extra-curricular activities
- slept through the due date
- my other classes take up a lot of my time
- thought it was due on a different day
- logged in a minute late
- internet problems
- stuck in traffic
- rushed
- submitted wrong file and went to submit again, but was after due time
- going home early

It is expected that you will turn in assignments early when the following occurs.

- Jury duty
- court appearances
- observing a religious holiday
- job interview
- OSU related activity
- Games for athletes

Participation and in-class attendance are required— some course points are awarded in class. **If you miss a day, you miss any points awarded (regardless of the reason). Everyone gets 1 absence excused when points are awarded.** All class meetings will enhance your learning of this material.

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. When emailing, **please put course number in Subject line, FRST 2372.**

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 shelp@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**.
- **E-mail:** I will reply to e-mails within **48 hours on school days** when classes are in session.
- **There is also a Discussion Board in Carmen Canvas where you should post general questions about the class.** I will check the board every few days. In the meantime, please answer other students' questions if you know the answer.

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 colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- 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.

Institutional Policies

Academic Integrity

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)

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Specific policies for this course:

- **Quizzes and exams:** You must complete the weekly quizzes by yourself, without any external help or communication. You can use your course notes for the 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.

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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 Ave.

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 outlined 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.**

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, mental 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

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled. Please visit the Weather or Other Short-Term Closings website to learn more about preparing for potential closings and planning ahead for winter weather.

Course Schedule

Please note: The schedule below lists the general topics we will cover each week. **Please refer to Carmen Canvas for specifics including Readings and Assignments.** In addition, the schedule is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or announced in class).

Module Number and Name	Learning Materials	Objectives Met	Assessments (see Modules on Canvas for Instructions and Due Dates)
Week 1: Module 1 Orientation and Course Review In class Jan 9 - 11	<ul style="list-style-type: none"> • Course Syllabus • Course Assignments • Class Discussion 		<ul style="list-style-type: none"> • Module 01 Orientation / Syllabus Quiz • Module 01 Introduction and Community Discussion Board
Module 2 Dress, Appearance, and Identity Jan 16 - 18	<ul style="list-style-type: none"> • Chapter 2 Dress, Appearance, and Identity [Reddy-Best E-book chapter] • Chapter 10 Dress and Identity [PDF on Canvas] 	CLO 1,2,3 BS ELO 1.1, 2.1, 2.2, 2.3 RGE ELOs 1.1, - 1.4, 2.1, 2.2, 2.3	<ul style="list-style-type: none"> • Module 02 Dress, Appearance, and Identity Quiz • Module 02 Dress, Appearance, and Identity Case Study 1 <p>Note: I have given you a sample of the case study here to see how I incorporate factors such as RGE into the assignment and course materials</p>
Module 3 Identity, Social Justice, and Dress Jan 23 - 25	<ul style="list-style-type: none"> • Chapter 3 Identity, Social Justice, and Dress [Reddy-Best E-book chapter] <p>In this module I have now added the concepts of Intersectionality, Oppression and Social Injustice which we talk about in “general” such as unequal pay by gender, and specifically in the fashion industry such as the majority of CEOs being men while the majority of workers are female. Other examples we discuss are the lack of black women in advertisements and fashion shows, the “white beauty ideal”, and the “light-skin” black ideal.</p>	CLO 1,2,3 BS ELO 1.1, 2.1, 2.2, 2.3 RGE ELOs 1.1, - 1.4, 2.1, 2.2, 2.3	<ul style="list-style-type: none"> • Module 03 Identity, Social Justice, and Dress Quiz • Module 03 Identity, Social Justice, and Dress Case Study • Module 03 Identity, Social Justice, and Dress Discussion Board



Module Number and Name	Learning Materials	Objectives Met	Assessments (see Modules on Canvas for Instructions and Due Dates)
	We also discuss a video in the textbook of Kate Krenshaw who coined the term intersectionality.		
Module 4 Social Science Theories Jan 30 – Feb 1	<ul style="list-style-type: none"> Chapter 4 Social Science Theories [Reddy-Best E-book chapter] Chapter 9 Dress and the Self [PDF on Canvas] We discuss several theories used to research clothing and appearance. To add GRE topics, we talk about how the development of self is affected by race and gender and how clothing can be used to aid to boost self image and self esteem.	CLO 1,2,3 BS ELO 1.1, 2.1, 2.2, 2.3 RGE ELOs 1.1, - 1.4, 2.1, 2.2, 2.3	<ul style="list-style-type: none"> Module 04 Social Science Theories Quiz Module 04 Social Science Theories Case Study
Module 5 Culture Feb 6 - 8	<ul style="list-style-type: none"> Chapter 5 Culture [Reddy-Best E-book chapter] 	CLO 1,2,3 BS ELO 1.1, 2.1, 2.2, 2.3 RGE ELOs 1.1, - 1.3, 2.2, 2.3	<ul style="list-style-type: none"> Module 05 Culture Quiz Module 05 Culture Case Study Example of Case Study included to illustrate how GRE fits.
Module 6 Subculture and Group Membership Feb 13 - 15	<ul style="list-style-type: none"> Chapter 6 Subculture and Group Membership [E-book chapter] Chapter 12 Dress and Social Organizations [PDF on Canvas] I have added topics of group membership based on race and gender and the desire to belong or differentiate oneself from groups and subcultures. We put this in the context of clothing and how it can be used to “belong” or “separate” from	CLO 1,2,3 BS ELO 1.1, 2.1, 2.2, 2.3 RGE ELOs 1.1, - 1.3, 2.2, 2.3	<ul style="list-style-type: none"> Module 06 Subculture and Group Membership Quiz Module 06 Subculture and Group Member Case Study

Module Number and Name	Learning Materials	Objectives Met	Assessments (see Modules on Canvas for Instructions and Due Dates)
	those groups. We also examine stereotypes here.		
Module 7 Fashion Theories Feb 20 - 22	<ul style="list-style-type: none"> Chapter 7 Fashion Theories [Reddy-Best E-book chapter] 	CLO 1,2,3 BS ELO 1.1, 2.1, 2.2, 2.3 RGE ELOs 1.2, 2.2,	<ul style="list-style-type: none"> Module 07 Fashion Theories Quiz Module 07 Fashion Theories Case Study
Module 8 Sex and Gender Feb 27 - 29	<ul style="list-style-type: none"> Chapter 8 Sex and Gender [Reddy-Best E-book chapter] Last year I had a panel of Drag performers in my class to talk about how clothing and appearance helps them to express their drag personas and their gender identity. 	CLOs 1,2,3 BS ELOS 1.2, 2.1 – 2.3 RGE ELOs 1.2, 1.3, 2.2, 2.3	<ul style="list-style-type: none"> Module 08 Sex and Gender Quiz Module 08 Sex and Gender Case Study Module 08 Sex and Gender Discussion Board
Module 9 Sexuality March 5 - 7	<ul style="list-style-type: none"> Chapter 9 Sexuality [Reddy-Best E-book chapter] Chapter 5 Appearance for Gender and Sexual Identity [Reilly text] The relationship of gender expression, sexual identity, distress, appearance, and clothing choices for queer women by Kelly L. Reddy-Best and Elaine L. Pedersen [PDF on Canvas] Resisting and Conforming to the 'Lesbian Look': The Importance of Appearance Norms for Lesbian and Bisexual Women by Caroline Huxley, Victoria Clarke, and Emma Halliwell [PDF on Canvas] 	CLOs 1, 2, 3 BS ELOs 1.2, 2.1, 2.2 RGE ELOs 1.1 – 2.3	<ul style="list-style-type: none"> Module 09 Sexuality Quiz Module 09 Sexuality Case Study
March 11 – 15: Spring Break – Enjoy, Relax, Be Safe!			
Module 10 Beauty and	<ul style="list-style-type: none"> Chapter 10 Beauty and Attractiveness [E-book chapter] 	CLOs 1 – 3 ELOs 1.1 –	<ul style="list-style-type: none"> Module 10 Beauty and Attractiveness Quiz Module 10 Beauty and



Module Number and Name	Learning Materials	Objectives Met	Assessments (see Modules on Canvas for Instructions and Due Dates)
Attractiveness March 19 – March 21	<ul style="list-style-type: none"> Chapter 6 Dress and Physical Appearance [PDF on Canvas] Gender and Race are two major factors that affect how we see ourselves and how others see us. We discuss the roles that are ascribed concerning gender what is considered physically attractive. Based on these two factors many perceptions are formed which can lead to privilege or oppression. 	2.3 RGE ELOs 1.1 – 2.3	Attractiveness Case Study
Module 11 (Dis)Ability March 26 - 28	<ul style="list-style-type: none"> Chapter 11 (Dis)ability [Reddy-Best E-book chapter] Adolescents’ Aesthetic and Functional View of Hearing Aids or Cochlear Implants and Their Relationship to Self-Esteem Levels by Tameka Ellington and Stacey Lim [PDF on Canvas] Clothing-related barriers experienced by people with mobility disabilities and impairments by Allison Kabel, Jessica Dumka, and Kerri McBee-Black [PDF on Canvas] 	CLOs 1,2,3 ELOs 2.1 – 2.2 RGE ELOs 1.2, 2.1, 2.2	<ul style="list-style-type: none"> Module 11 (Dis)ability Quiz Module 11 (Dis)ability Case Study Module 11 (Dis)ability [Discussion Board]
Module 12 Religion April 2 - 4	<ul style="list-style-type: none"> Chapter 12 Religion [Reddy Best E-book chapter] Here I have added a discussion on fundamentalist beliefs and how those center around misogynistic power (e.g, modesty for women’s dress as not to tempt men). Also, women are viewed in subordinate and submissive roles to males in most fundamentalist religions. 	CLOs 1, 3 ELOs 2.3 RGE ELOs 2.1, 2.2, 2.3	<ul style="list-style-type: none"> Module 12 Religion Quiz Module 12 Religion Case Study
Module 13 Race and Ethnicity April 9 - 11	<ul style="list-style-type: none"> Chapter 13 Race and Ethnicity [Reddy-Best E-book chapter] 	CLOs 1, 2, 3 BS ELOs 1.2, 2.1, 2.2 RGE ELOs 1.1 – 2.3	<ul style="list-style-type: none"> Module 13 Race and Ethnicity Quiz Module 13 Race and Ethnicity Case Study
Module 14	<ul style="list-style-type: none"> Review of Course and for Final 	CLOs 1, 2, 3	<ul style="list-style-type: none"> Final Student Reflection Due

Module Number and Name	Learning Materials	Objectives Met	Assessments (see Modules on Canvas for Instructions and Due Dates)
Final Student Reflection April 16 - 18	Exam	BS ELOs 1.2, 2.1, 2.2 RGE ELOs 1.1.- 2.3	I have included a sample of this reflection. This is new to incorporate GRE.
Module 15	Final Exam ONLINE	CLOs 1 – 3 BS ELOs 1.1 – 2.3 RGE ELOs 1.1.- 2.3	

Examples of 2 Case Studies and Final Student Self-Reflection

Case Study 1: CSFRST 2372

Dress Appearance and Identity – 100 points
Post on Canvas by Thursday (Week 2) at 11:59

This document provides you will all the instructions you need to complete your assignment including the format for turning it in. Read through the entire document before starting your assignment. Make sure you refer to the rubric as you complete your paper to make sure you meet the requirements. The rubric should be turned in with your Case Study so that it may be easily used to grade your paper.

Purpose of Case Study:

In this case study, you will interview a person who has different identities from you and record their responses. Then you will answer questions about the interviewee’s experience while drawing on concepts and theories learned in the module.

In this case study you will

- Summarize the role of dress in identity development.
- Explain the ways individuals learn about how to dress.
- Explain various motivations for dress.
- Analyze the relationship between stigma, stigma management, identity, and dress.
- Deconstruct your own perspectives and approach to understanding the dress of others.

Find an interviewee

First, find a person to interview in person, over the phone, or via video chat, You will ask the person the questions, not give them the questions to fill out on their own. The person must have *at least two* "points of diversity" from yourself using two of the following characteristics:

- Age (must be at least twenty years older or younger, but, no one under eighteen is allowed to be interviewed for the project)



- Physical disabilities (wheelchair user, cochlear implant, glasses)
- Gender identity (man, woman, transgender)
- Race (e.g., Asian, Black/African American, White, Pacific Islander)
- Religious Beliefs (Jewish, Christian, Buddhist)
- Sexual Identity (heterosexual, bisexual, gay, queer, lesbian, polyamorous)

You can interview someone you know. Or use your extended network or social media to find a person to interview. Some students express difficulty in finding a person to interview. You need **to start early to find someone**.

Example script to help find an interviewee

You could post the following script on your social media:

Hi! I'm doing a class project and I need to interview someone who has two points of difference from me in either age (by twenty years), physical disability, gender identity, race, religion, or sexual identity. If you think you are different from me in two of these categories, I'd love to do an interview with you. It lasts about an hour, and I will share your answers only with my professor in a summary format for this project. I also won't share your personal details ,such as first and last name.

Criteria	Proficient	Developing	Emerging
Interviewee responses	31 to 45 points Provided summary for almost all or all interviewee responses using full sentences or short phrases where appropriate.	16 to 30 points Provided summary of most interviewee questions using mostly full sentences or short phrases where appropriate.	0 to 15 points Provided summary of few interviewee questions. Responses had mostly short phrases and largely did not include full sentences.
Formatting	7 to 10 points Followed all formatting requirements	4 to 6 points Followed most formatting requirements	0 to 3 points Missing most or almost all formatting requirements
Criteria for questions 30 to 34	Proficient <i>Correctness:</i> Questions are answered correctly and in accordance with the information presented in the reading. <i>Evidence/evaluation/analysis:</i> Information is taken from source(s) in modules	Developing <i>Correctness:</i> Questions are mostly answered correctly in accordance with some information presented in the reading. <i>Evidence/evaluation/analysis:</i> Information is taken from source(s) in modules with enough interpretation or	Emerging <i>Correctness:</i> Questions are not answered correctly or in accordance with information presented in the reading. <i>Evidence/evaluation/analysis:</i> Information is taken from source(s) in modules without interpretation/evaluation; answer is not organized and does not reveal patterns, differences, and/or similarities related to the focus.



Criteria	Proficient	Developing	Emerging
	<p>with enough interpretation/ or evaluation to develop a comprehensive analysis or synthesis to reveal insightful patterns, differences, and/or similarities related to the focus.</p> <p><i>Reflection/cultural self-awareness:</i> Reviews prior learning (experiences inside and outside of the classroom) in depth to reveal perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</p>	<p>evaluation to develop a coherent analysis or synthesis, but the organization is not effective in revealing important patterns, differences, and/or similarities related to the focus.</p> <p><i>Reflection/cultural self-awareness:</i> Reviews prior learning (experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.</p>	<p><i>Reflection/cultural self-awareness:</i> Reviews prior learning (experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events; shows minimal awareness of own cultural rules and biases.</p>
Question 30: Correctness; evidence/evaluation /analysis	8 to 9 points	4 to 7 points	0 to 3 points
Question 31: Correctness; evidence/evaluation /analysis	8 to 9 points	4 to 7 points	0 to 3 points
Question 32: Correctness; evidence/evaluation /analysis	8 to 9 points	4 to 7 points	0 to 3 points
Question 33: Correctness; evidence/evaluation /analysis	8 to 9 points	4 to 7 points	0 to 3 points
Question 34: Reflection/cultural self-awareness s	8 to 9 points	4 to 7 points	0 to 3 points

Tips for conducting the interview.

- Audio-record the interview (use a phone app), or take notes during the interview



- You will not turn in the audio recording; this recording makes it easier to do the interview than trying to write or type their answers as they are talking. Audio recording can also make the interview more comfortable as you are paying more attention to the person, not your note-taking.
- Share the questions listed below with the person beforehand to make sure they are comfortable answering them.
- Read through the questions yourself before doing the interview.
- If you interview someone who is different from you in as many ways as possible, you will learn a lot.

Formatting

- Turn in Microsoft Word document or PDF.
- Use this document as the template, and save it as “Name_of_Case_Study_firstname_lastname.”
- Put your name at the top of the first page of the paper.
- Record responses below each question.
- Type answers.
- Single-space your document.
- Use 10- or 12-point font.
- Do not create a cover page for your document.
- Use full sentences in all responses.
- Use 1" document borders.
- Keep all of the assignment instructions and questions in your document.
- Answer the questions beneath each question; that is, keep the questions in your document.
- Answer the questions by using the materials in the module.
- Be sure to cite or reference the reading when paraphrasing or using a direct quote. In this assignment, do not use or refer to other sources that discuss similar topics.

What to Turn In

- Turn in the document titled “Name_of_Case_Study_firstname_lastname.”
- You do not turn in the audio recording if you recorded the interview.

EVALUATION CRITERIA

The case study is worth 100 total points. Please check the syllabus for the weight assigned to this case study.

TEMPLATE

Example script of how you might start the interview

“Thanks for agreeing to do this interview. I am doing this for an assignment in a course at school. The purpose is to interview someone about their dress, appearance, and identity in order to understand the experiences of someone who is different than myself. You can spend as much or little time as necessary answering each question, and there are no wrong answers. Depending on the length of your answers, the interview can take up to about an hour. If you want to skip a question and come back to it, that is completely okay. So I don’t miss anything that you say, I’m going to [audio-record or take notes] the interview. But after I complete the assignment, I will promptly erase the interview files from my computer. Is it okay if I audio-record the interview? Do you have any questions for me? Okay, let’s get started.”

Example script to transition into personal characteristics interview questions

In the first section, I am going to ask you a few questions about your personal characteristics.

1. What is your age?



2. What sex were you assigned at birth (male, female, intersex)?
3. Which gender pronouns do you use (he/she/ze/they)?
4. Have the gender pronouns you use changed at all throughout your life?
5. What do you do for a living?
6. Where do you live? What type of place is that—small town, big city?
7. What is your race or ethnicity?
8. What is your sexual orientation?
9. Have the words or phrases you use to describe your sexual orientation changed throughout your life at all?
10. Do you have any physical disabilities?

Example script to transition into dress and appearance practices and attitudes interview questions

In this next set of questions, I am going to ask you about your *dress and appearance practices and attitudes*.

11. What types of grooming products or makeup do you use (if any)?
12. When you are getting ready every day, what does that look like and how long does it take you?
13. Overall, how do you feel about your appearance and clothing style?
14. Would you want to change anything about your style or appearance if you could? Why or why not?
15. Have you ever been involved in any rites of passage or ceremony that marked a change in life stage? If yes, what ceremonies were these, and did you wear any special attire?

Example script to transition into dress and identity interview questions

In my class, I'm learning about identities and how they can influence how people appear or dress. These questions are meant to help me understand these ideas as they relate to your experience.

16. Do you think your age influences your style of clothing or your overall appearance? Why or why not?
17. Do you think your gender identity (woman, man, genderqueer, et cetera) influences your style of clothing and appearance? Why or why not?
18. Do you think your race or ethnicity influences your style of clothing and appearance? Why or why not?
19. Do you think your sexual orientation or sexual identity influences your style of clothing and appearance? Why or why not?
20. Do you think your religious beliefs or absence of religious beliefs influences your style of clothing and appearance? Why or why not?



21. [if applicable] Do you think your physical disabilities influences your style of clothing and appearance? Why or why not?
22. Do you think your body size and shape influences your style of clothing? Why or why not?
23. Do you think people ever treat you negatively based upon any of these identities? (age, gender, race/ethnicity/sexual orientation, religion, physical disability, or body size and shape?) If yes, can you give an example?

Example script to transition into representation in the media interview questions

Next, I am going to ask you questions about representation in the media as they relate to your identities.

24. When you look at the media (TV, advertisements, magazines). do you see people who look like you? Have you ever thought about this before?
25. What parts of yourself do you see represented or not see represented in advertisements or commercials? How does that make you feel? [If they don't see themselves represented] Do you wish there was more representation? Why or why not?

Example script to transition into shopping-related interview questions

Next, I am going to ask you questions about shopping as it relates to your identities.

26. What is your experience like when shopping for garments or accessories? Can you find stuff that fits you or that you like?
27. What do you think influences what you buy? Is there someone or something you look to for advice?

Example script to transition into other people's responses to dress and appearance interview questions

Next, I am going to ask you questions about other people's responses to your dress and appearance.

28. Do you think people ever treat you negatively based on the way you look or dress? If yes, can you share an example?
29. Is there anything else that would be important for me to know about how you dress and the way you look so that I can learn about identity and clothing?

Example script to end the interview

Thanks for doing this interview with me. Again, I will only share the answers with my professor and teaching assistant in class.

Case study analytical questions

In these questions, be sure to provide significant evidence in your answer that demonstrates you understand the concepts from materials provided in this module.

30. Describe one *collective identity* that your interviewee described and how their dress reflected this collective identity.
31. Throughout the interview, did your interviewee have one identity that seemed to be most *salient* to how they appeared or what they wore? If yes, what was that identity, and describe why it was most salient throughout the interview. If no, describe why one identity did not appear to be most salient for your interviewee.
32. What were some of your interviewee's *motivations of dress*?



33. Did your interviewee discuss any *stigma* related to any of their identities? If yes, describe which identity. Then, describe how they talked about how they resisted or embraced this identity through their dress or appearance.
34. Reflect on your experience with the interview. What did you *learn*? What was *most surprising*? Were any of your assumptions about dress challenged in this interview?

Case Study Module 4: CSFRST 2372

Culture Case– 100 points

Post on Canvas by due date given on Carmen

This document provides you will all the instructions you need to complete your assignment including the format for turning it in. Read through the entire document before starting your assignment. Make sure you refer to the rubric as you complete your paper to make sure you meet the requirements. The rubric should be turned in with your Case Study so that it may be easily used to grade your paper.

The purpose of this case study is to:

- MLO 5.4 Explain the role of dress in identity development. [CLO 1]
- MLO 5.5 Examine how marginalized communities in the United States use dress and appearance to negotiate their identities. [CLO 2]
- MLO 5.6 Deconstruct your own perspectives and approach to understanding the dress of others. [CLO 4]

Formatting

- Use this document as the template, and save it as “Culture Case Study your first and last name”
- Record responses below each question
- Type answers
- Single space your document
- Use 12-point font
- Do not create a cover page for the document you turn in
- Turn in Microsoft word document or PDF
- Use full sentences in all responses.
- Use 1” document borders
- Keep all of the assignment instructions and questions in your document
- Answer the questions beneath each question, meaning keep the question in the document.
- Answer the questions by using the materials in the module.
- Be sure to cite or reference the reading when paraphrasing or using a direct quote. Do not use or reference other sources that refer to similar topics when completing this assignment.

What to Turn In

- Turn in this document to Canvas. Rename it as “Culture Case Study your first and last name”

EVALUATION CRITERIA

The case study is worth 100 total points. Please check the syllabus for the weight assigned to this case study.



Criteria	Proficient	Developing	Emerging
	<p><i>Correctness:</i> Questions are answered correctly and in accordance with the information presented in the module.</p> <p><i>Evidence/evaluation/analysis:</i> Information is taken from source(s) in modules with enough interpretation/evaluation to develop a comprehensive analysis or synthesis to reveal insightful patterns, differences, and/or similarities related to the focus.</p> <p><i>Reflection/cultural self-awareness:</i> Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</p>	<p><i>Correctness:</i> Questions are mostly answered correctly in accordance with some information presented in the reading.</p> <p><i>Evidence/evaluation/analysis:</i> Information is taken from source(s) in modules with enough interpretation/evaluation to develop a coherent analysis or synthesis, but the organization is not effective in revealing important patterns, differences, and/or similarities related to the focus.</p> <p><i>Reflection/cultural self-awareness:</i> Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.</p>	<p><i>Correctness:</i> Questions are not answered correctly or in accordance with information presented in the reading.</p> <p><i>Evidence/evaluation/analysis:</i> Information is taken from source(s) in modules without interpretation/evaluation; answer is not organized and does not reveal patterns, differences, and/or similarities related to the focus.</p> <p><i>Reflection/cultural self-awareness:</i> Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events; Shows minimal awareness of own cultural rules and biases.</p>
Question 1: Correctness; evidence/evaluation/analysis	15 to 20 points	9 to 14 points	0 to 8 points
Question 2: Correctness; evidence/evaluation/analysis	15 to 20 points	9 to 14 points	0 to 8 points
Question 3: Correctness	15 to 20 points	9 to 14 points	0 to 8 points
Question 4: Correctness; evidence/evaluation/analysis	15 to 20 points	9 to 14 points	0 to 8 points
Question 5: Reflection/cultural self-awareness	15 to 20 points	9 to 14 points	0 to 8 points



TEMPLATE

1. According to Sunita Puri's article "*Ethnic Fashion*" *Obscures Cultural Identity*, what is a bindi and why does Sunita wear one?
2. According to Sunita Puri's article "*Ethnic Fashion*" *Obscures Cultural Identity*, what does Sunita mean when she says she has a "hyphenated existence?"
3. According to Sunita Puri's article "*Ethnic Fashion*" *Obscures Cultural Identity*, how does Sunita feel about people "outside" of her culture adopting and wearing the bindi and why?
4. What are some other ethnic styles that you have seen throughout your life that have become fashions or fashionable? Be specific: describe the culture that the style emerged from and include an image. (there are many examples)
5. After reading Sunita's perspective and watching the short film by [Amandla Stenberg](#),
 - a. From your perspective do you think it is acceptable to adopt ethnic styles from outside your own culture for fashionable purposes? Why or why not?
 - b. What influences, values, and beliefs from your upbringing informed your perspective?
 - c. Describe if your perspective is coming from an ethnocentric, holistic, or cultural relativism perspective and why.

Final Case Study: CSFRST 2372

Final Student Reflection– 100 points

Post by Due date provided on Canvas

This document provides you will all the instructions you need to complete your assignment including the format for turning it in. Read through the entire document before starting your assignment. Make sure you refer to the rubric as you complete your paper to make sure you meet the requirements. The rubric should be turned in with your Case Study so that it may be easily used to grade your paper.

The purpose of this assignment is to:

- CLO 1 Analyze foundational concepts and theories related to dress, identity, fashion, and culture and how they intersect with sex, gender, sexuality, beauty, attractiveness, disability, religion, race, and ethnicity with heightened attention to marginalized communities in the United States.
- CLO 2: Analyze the experiences and the role of fashion, clothing, dress, and/or accessories for identity development with heightened attention to marginalized communities within social contexts in the United States.
- CLO 3: Critique the social justice issues within the fashion system in the United States for marginalized communities.
- CLO 4: Deconstruct one's personal values and positionalities in relation to fashion, clothing, dress, and/or accessories with heightened attention to marginalized communities in the United States society to be able to live in and collaborate with others in the United States.
- CLO 5: Identify the driving forces of transformative social justice change in the fashion system.



Formatting

- Use this document as the template, and save it as “Final Student Reflection your first and last name”
- Record responses below each question
- Type answers
- Single space your document
- Use 12-point font
- Do not create a cover page for the document you turn in
- Turn in Microsoft word document or PDF
- Use full sentences in all responses
- Use 1” document borders
- Keep all the assignment instructions and questions in your document
- Answer the questions beneath each question, meaning keep the question in the document.
- Answer the questions by using the materials in the module.
- Be sure to cite or reference the modulate materials when paraphrasing or using a direct quote. Do not use or reference other sources that refer to similar topics when completing this assignment.

What to Turn In

- Turn in this document to Canvas. Rename it as “Final Student Reflection your first and last name”

EVALUATION CRITERIA

The case study is worth 100 total points. Please check the syllabus for the weight assigned to this case study.



Criteria	Proficient	Developing	Emerging
	<p><i>Correctness:</i> Questions are answered correctly and in accordance with the information presented in the module.</p> <p><i>Evidence/evaluation/analysis:</i> Information is taken from source(s) in modules with enough interpretation/evaluation to develop a comprehensive analysis or synthesis to reveal insightful patterns, differences, and/or similarities related to the focus.</p> <p><i>Reflection/cultural self-awareness:</i> Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</p>	<p><i>Correctness:</i> Questions are mostly answered correctly in accordance with some information presented in the reading.</p> <p><i>Evidence/evaluation/analysis:</i> Information is taken from source(s) in modules with enough interpretation/evaluation to develop a coherent analysis or synthesis, but the organization is not effective in revealing important patterns, differences, and/or similarities related to the focus.</p> <p><i>Reflection/cultural self-awareness:</i> Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.</p>	<p><i>Correctness:</i> Questions are not answered correctly or in accordance with information presented in the reading.</p> <p><i>Evidence/evaluation/analysis:</i> Information is taken from source(s) in modules without interpretation/evaluation; answer is not organized and does not reveal patterns, differences, and/or similarities related to the focus.</p> <p><i>Reflection/cultural self-awareness:</i> Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events; Shows minimal awareness of own cultural rules and biases.</p>
Question 1: Correctness; evidence/evaluation/analysis	15 to 20 points	9 to 14 points	0 to 8 points
Question 2: Correctness; evidence/evaluation/analysis	15 to 20 points	9 to 14 points	0 to 8 points
Question 3: Correctness; evidence/evaluation/analysis	15 to 20 points	9 to 14 points	0 to 8 points
Question 4: reflection/cultural self-awareness	15 to 20 points	9 to 14 points	0 to 8 points
Question 5: reflection/cultural self-awareness	15 to 20 points	9 to 14 points	0 to 8 points



TEMPLATE

1. Summarize 5 ways that dress and appearance practices play a role in the development of different identities for different marginalized communities. Cite relevant readings from relevant modules in FRST 2372. Be specific. Every sentence needs an in-text citation.
2. Explain at least 5 social justice issues within the fashion system in the United States for marginalized communities. Explain What type of oppression these social justice issues fall under. Cite relevant readings from relevant modules in FRST 2372. Be specific. Every sentence needs an in-text citation.
3. Explain at least 5 driving forces of transformative social justice change that could be implemented within the fashion system to reduce justice issues for marginalized communities in the United States.
4. In this course, we learned about different communities that experience oppression or marginalization as related to their dress and appearance practices (e.g. transgender or gender non-conforming people; lesbian, gay, bisexual, or queer people; overweight/fat people; people with disabilities; Muslim women; people of color). Reflect on your development of empathy towards people in these communities. A) Do you feel you like you developed an attitude of understanding for some, all, or none? Why or why not? b) Did your attitudes towards these communities change at all after taking the course? Why or why not?
5. Describe your field of study or the discipline you plan to go into in the future. Describe how what you learned in this course is relevant to your future career or your role as a person in society to help you live, work, and collaborate with others.



SYLLABUS

CSFRST 2372

Dress, Appearance, & Cultural Diversity
Spring 2021 – Online

COURSE OVERVIEW

Instructor: Julie Hillery, Ph.D. (Dr. Hillery)

Email address: Hillery.7@osu.edu

Phone number: Please use email

Office hours: Zoom open M and W 9 – 10,
and by appt.

Teaching Assistant: Shanvanth Arnipalli

Email address: Arnipalli.1@osu.edu

Phone number: Please use email

Office hours: By appointment

Course description

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.

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.

Course learning outcomes

By the end of this course, students should successfully 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

HOW THIS COURSE WORKS

Mode of delivery: 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.

As a result of the ongoing pandemic, to ensure maximum safety for our students, we are delivering this course online with no in-person component. All assignments and examination materials will be made available online and facilitated on Carmen Canvas until the end of the semester. For all office hours, questions, and anything else you may need please email Dr. Hillery (Hillery.7@osu.edu) or your TA (Arnipalli.1@osu.edu).

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 AND TECHNOLOGIES

Textbooks

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.

RECOMMENDED/OPTIONAL

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

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [Carmen Zoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

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

**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. Please refer to Carmen for due dates.

Grading scale

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	

Instructor feedback and response time

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** at any time if you have a technical problem.)

- **Grading and feedback:** 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 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.

- **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, *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!).

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:** Shanvanth or I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

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. A more conversational tone 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.

Academic integrity policy

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)**

Ohio State's academic integrity policy

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)

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.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Your mental health

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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. 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 Prevention Hotline at 1-

(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

SLDS COVID Process and Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If students anticipate or experience academic barriers based on their disability (including mental health, chronic, or temporary medical conditions), please have them let the instructor know immediately so that they can privately discuss options. If an accommodation is required, the ADA coordinator's office will facilitate an interactive process that includes Student Life Disability Services, the instructor, and the department/college. To establish reasonable accommodations, the instructor may request that students register with Student Life Disability Services. After registration, make arrangements with the instructor as soon as possible to discuss student accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; [614-292-3307](tel:614-292-3307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online 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.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

SPECIAL COVID-19 STATEMENT

Syllabus Statement via Safe and Healthy Buckeyes:

"Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses."

The following learning objectives are outlined in the weekly schedule below:

Course Learning Objectives (CLOs)

1. Analyze how clothing and fashion communicate and change 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.

ELOS for Social Sciences

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

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	<ul style="list-style-type: none"> • Post intro slide on discussion board • Read article "Dress as Collective Behavior" posted on Carmen 	<ul style="list-style-type: none"> • Introduction to the Class and Intro to Carmen - Video lecture • Discussion of Reading on Carmen

Week	Topic	Module-Level Objectives	Assignments/ Assessments	Activities	Instructional Materials
					for - 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: <ul style="list-style-type: none"> • “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 <ul style="list-style-type: none"> • Hedi Slimane and the Reinvention of Menswear • Style and Substance: The Information Seeking Behavior of Fashion Bloggers • Attention Deficit Fashion 	Power point slides with video lecture

Week	Topic	Module-Level Objectives	Assignments/ Assessments	Activities	Instructional Materials
4	Dress as Nonverbal communication	CLOs 1,2,3 ELOs 2.1 – 2.3	Discussion Board Assignment 3 Quiz 3	Chapter 3: Dress as Nonverbal Communication <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Lifestyle and Politics of Fashion and Gender in 1960s' Sweden • Female Tradition in a New Context: The Case of the <i>Khanga</i> • A Comparative Analysis of Hijras and Drag Queens: The Subversive Possibilities and Limits of Parading Effeminacy and 	Power point slides with video lecture

Week	Topic	Module-Level Objectives	Assignments/ Assessments	Activities	Instructional Materials
				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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Cosmetic Counter Connotations: Black Millennial Women and Beauty • Dressing the <i>Jíbaros</i>: 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\
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	Power point slides with video lecture

Week	Topic	Module-Level Objectives	Assignments/ Assessments	Activities	Instructional Materials
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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 	Power point slides with video lecture

Week	Topic	Module-Level Objectives	Assignments/ Assessments	Activities	Instructional Materials
13	Fashion and Fantasy	CLOs 1 – 3 ELOs 1.1 – 2.3	Discussion Board Assignment 9 Quiz 9	Chapter 11: Fashion and Fantasy <ul style="list-style-type: none"> • “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 <ul style="list-style-type: none"> • 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 1.1 – 2.3	Quiz 10	Chapter 13: Ethics in Fashion <ul style="list-style-type: none"> • Eco-fashion, Sustainability and Ethics • Secrets, Lies, and Sweatshops • Is ‘Ethical Fur’ the Fashion Industry’ 	Power point slides with video lecture

Week	Topic	Module-Level Objectives	Assignments/ Assessments	Activities	Instructional Materials
16	Finals Week		Final Film Assignment 6 due		

CSFRST 2372: ASSIGNMENTS AND DUE DATES FOR SPRING SEMESTER

Overview of Discussion Board Assignments:

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

Film Review Assignments:

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**.

Quizzes:

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**.

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

Week	Dates	Topics, Readings, Assignments, Deadlines
1	January 11th-15th	Introduction Slide assignment due Sunday midnight
2	January 18th-22nd	Discussion Board Assignment 1 due Sunday at midnight Quiz 1 due Sunday at midnight
3	January 25th-29th	Discussion Board Assignment 2 due Sunday at midnight Quiz 2 due Sunday at midnight
4	February 1st-5th	Discussion Board Assignment 3 due Sunday at midnight Quiz 3 due Sunday at midnight
5	February 8th-12th	Film Assignment 1 due Monday at midnight Discussion Board Assignment 4 due Sunday at midnight Quiz 4 due Sunday at midnight
6	February 15th-19th	Discussion Board Assignment 5 due Sunday at midnight Quiz 5 due Sunday at midnight
7	February 22nd-26th	Film Assignment 2 due Monday at midnight
8	March 1st-5th	Discussion Board Assignment 6 due Sunday at midnight Quiz 6 due Sunday at midnight
9	March 8th-12th	Film Assignment 3 due Monday at midnight Discussion Board Assignment 7 due Sunday at midnight
10	March 15th-19th	Quiz 7 due Sunday at midnight
11	March 22nd-26th	Film Assignment 4 due Monday at midnight Discussion Board Assignment 8 due Sunday at midnight
12	March 29th-April 2nd	Discussion Board Assignment 9 due Sunday at midnight Quiz 8 due Sunday at midnight
13	April 5th-9th	Film Assignment 5 due Monday at midnight Quiz 9 due Sunday at midnight
14	April 12th-16th	No assignments!

15	April 19th-23rd	Discussion Board Assignment 10 due Sunday at midnight Quiz 10 due Sunday at midnight
16	Finals Week	Final Film Assignment 6 Due Monday at midnight

January 30, 2024
Aaron Bagent
Curriculum Specialist
EHE Office of Undergraduate Education

Dear Aaron:

I am writing in support of the following change in course requests, **effective Autumn 2024**:

1. **CSFRST 2372 Appearance, Dress, and Cultural Diversity**
 - a. Add GE designation: Race, Ethnicity, and Gender Diversity while retaining the already existing GE designation in the Social and Behavioral Science category.

Attached you will find the necessary documentation from Julie Hillery. These changes have been approved by the faculty in the Consumer Sciences program. Review of and approval from members of the Department of Human Sciences Undergraduate Studies Committee has also been obtained.

There are currently no negative budgetary implications and no additional funds or human resources necessary for the execution of this course change. Thus, I am in support of the proposed changes as outlined by Julie Hillery in the attached documents.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,



Sue Sutherland, PhD

Pronouns: she/her/hers

Professor, Associate Department Chair

College of Education and Human Ecology

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills all the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

This course offers an introduction to the intersectional study of Clothing and Behavior, and considers our beliefs and ideologies of gender, sexuality, race, and ethnicity in various contexts. The course is built on the idea that clothing communicates the identity of the wearer, or a group of wearers, but it is always considered in the context of many other factors including race, culture, ethnicity, and gender. For example, a dress on a woman communicates something very different than a dress on a man. Gender plays the most important role as we consider the meaning of that dress.

When considering the “whole” of clothing, we construct ideas and stereotypes about race, gender, and ethnicity. Together these factors shape our communication, or lack of communication, with others in everyday life. The course material is introductory and interdisciplinary and gives students from all disciplines a chance to explore the meaning of clothing, and how identities are constructed, reflected, and embodied in the clothing we wear. We also explore how clothing can be used to enhance the lives of those in underserved populations such as individuals with (dis)Abilities or impoverished communities.

The textbook is an open-source textbook that is free to students and is written by Kelly Reddy-Best who is one of the foremost scholars in our field on the topics we discuss. It provides readings, assignments, videos, and social media sites to introduce students to the weekly modules. Here is the citation for the text, along with a link for accessing it:

Kelly I. Reddy-Best, Abbey K. Elder and Lesya Hassall. [Dress, Appearance, and Diversity in U.S. Society](#), Iowa State University Digital Press, Ames, IA.

In the course, students are required to consider each week’s materials and write weekly reflections on the topic through a case study, complete a review quiz, and complete 5 discussion boards with their peers. The final assignment is a self-reflection on the materials presented over the semester. Students also take a comprehensive final exam.

Course Learning Objectives for this course are below:

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

CLO 1: Analyze foundational concepts using social/psychological and fashion theories related to dress, identity, fashion, and culture as to their intersection with sex, gender, sexuality, beauty, attractiveness, disability, religion, race, and ethnicity, with heightened attention to marginalized communities in the United States.

CLO 2: Describe how clothing and appearance affects the presentation of the individual in society while considering factors such as gender, race, and ethnic diversity.

CLO 3: Describe how clothing and appearance communicates and affects the perceptions of individuals in society while intersecting with factors such as gender, race, and ethnic diversity.

CLO 4: Demonstrate and critique, through critical self-reflection their social positions and identities while also considering the lived experiences of others.

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

This relates to the following Course Goal:

CLO 1: Analyze foundational concepts using social/psychological and fashion theories related to dress, identity, fashion, and culture as to their intersection with sex, gender, sexuality, beauty, attractiveness, disability, religion, race, and ethnicity, with heightened attention to marginalized communities in the United States.

The overriding theme of this course is Social Justice considering Race Gender and Ethnicity through the lens of Clothing, Appearance, and Behavior. We draw upon the theories from the Social Sciences and Clothing and Textiles disciplines. Students complete weekly case studies on given topics along with a weekly quiz.

Weekly Case studies examine how clothing and appearance are co-mingled with Race, Gender, and Ethnicity in creating perceptions, stereotypes, and judgments against others. From that intersectionality lens, we also examine how clothing can be used to affect one's attitudes and behavior more positively, especially when first meeting someone. Clothing can be used to positively affect both the wearers and the perceivers' attitudes. For example, an under-represented individual can dress in a way that elevates his/her status which makes them feel more positive about themselves and will positively affect the perceptions of others.

I am attaching examples of the case studies to demonstrate the types of relevant topics we examine in this class.

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

See 1.3 below.

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Both, ELO 1.2 and 1.3 are related to the following course learning outcomes:

CLO 1: Analyze foundational concepts using social/psychological and fashion theories related to dress, identity, fashion, and culture as to their intersection with sex, gender, sexuality, beauty, attractiveness, disability, religion, race, and ethnicity, with heightened attention to marginalized communities in the United States.

CLO 2: Describe how clothing and appearance affects the presentation of the individual in society while considering factors such as gender, race, and ethnic diversity.

In the class we discuss how our perceptions of others are affected by their dress and appearance along with other intersecting factors such as gender, race, and ethnic diversity. We also discuss what types of clothing are considered “male” vs. “female” and how those beliefs affect our perceptions of the people wearing them. For example, our perception of a male in a dress is very different than seeing a female in a dress based on cultural beliefs.

For one assignment, students complete a case study interviewing a person who is “different” from them in two ways (e.g, age, gender, ethnicity, and race) to analyze the experiences of that person as it relates to their identity in given situations. Students then draw from that interview to summarize the concepts we discuss in class as related to the identity development and lived experiences based on appearance, age, race, and ethnicity. A copy of this case study is provided along with the interview schedule.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)

All of the course learning objectives focus, either indirectly or directly, on this expected learning objective. The learning outcomes are met through the overall course focus on social justice.

Students are presented with concepts, theories, facts, and considerations surrounding race, gender, and ethnicity, dress, culture and appearance. They also reflect on their weekly learning through relevant case studies asking them to analyze course materials with social implications considered. The self-reflection at the end of the course also probes students for their evaluation of the materials presented by asking them to consider how the concepts presented apply to social change and social justice.

Course Subject & Number: **CSFRST 2372**

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

This is related to the following two course objectives:

CLO 3: Describe how clothing and appearance communicates and affects the perceptions of individuals in society while intersecting with factors such as gender, race, and ethnic diversity.

CLO 4: Demonstrate and critique, through critical self-reflection their social positions and identities while also considering the lived experiences of others.

Class topics provided in the book, through research articles, videos, and current news articles include people with disabilities, race and ethnicity, religion, gender, diversity, theories for dress, attractiveness, beauty ideals, and identity development, and culture. All of these are discussed through the lens of Social Justice.

One specific activity related to this outcome is the final project in the class that requires students to complete a self-reflection examining their understanding of the course topics covered, and how their social position and identity affects their beliefs. I also ask them to reflect on the learning that has taken place (or not) over the course of the semester, and how their attitudes toward others different from themselves changed (or not). I am providing a copy of the final reflection assignment for your review. This assignment also provides a good summary of the topics we address in this class.

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

See ELO 2.3 below.

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Both, ELO 2.1 and 2.2 are related to the following three course learning outcomes:

CLO 2: Describe how clothing and appearance affects the presentation of the individual in society while considering factors such as gender, race, and ethnic diversity.

CLO 3: Describe how clothing and appearance communicates and affects the perceptions of individuals in society while intersecting with factors such as gender, race, and ethnic diversity.

CLO 4: Demonstrate and critique, through critical self-reflection their social positions and identities while also considering the lived experiences of others.

Each week we talk about specific groups of people who can be perceived as “different” whether that be a subculture such as “Goths” or someone who is transexual. Students are provided with relevant textbook and research articles. In class, and through the weekly case studies, and review quizzes, these groups are discussed by examining how the intersectionality of race, gender, ethnicity, dress, appearance, and other factors affect our perceptions. We also talk about “privilege” and how that affects our perceptions of others and others’ perceptions of us. Consideration is also given to the lived experiences of others and the self-presentation of individuals in a specific culture and situation.

Please Note: At the end of the syllabus I am submitting, I have included examples of 2 case study assignments; one on Identity, and one on Culture. Additionally, I have included the final Student Reflection which gives an overview of the course, the topics, and how the course meets the Learning Objects of Race, Gender, and Ethnicity.