

## 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	This class is an intersectional study of race, ethnicity, and gender diversity while considering the roles that appearance and dress play. Within this context we will also consider individual and group behavior, social organization, and cultural norms through a lens of social justice.
<a href="#">Previous Value</a>	<a href="#">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.</a>
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  
*Previous Value* *General Studies Course*  
Intended Rank Sophomore, Junior, Senior  
*Previous Value* *Sophomore, Junior*

## Requirement/Elective Designation

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

General Education course:

Individual and Groups; Social and Behavioral Sciences; 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 concepts using social/psychological & fashion theories related to dress-identity-fashion-culture & their intersection w/ sex-gender-sexuality-beauty-attractiveness-disability-religion-race-ethnicity, with attention to marginalized communities
- Describe how clothing and appearance affect the presentation of the individual in society while considering factors such as gender, race, and ethnic diversity.
- Describe how clothing and appearance communicate and affect the perceptions of individuals in society while intersecting with factors such as gender, race, and ethnic diversity.
- Demonstrate and critique, through critical self-reflection their social positions and identities while also considering the lived experiences of others.

**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 GE Submison Form [Foundations].pdf: 1.30.24 GE Form  
*(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)*
- Memo 2372 Revision.pdf: 4.18.24 Memo for Revision  
*(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)*
- CSFRST 2372 Revised Syllabus.pdf: 4.18.24 Revised/Proposed Syllabi  
*(Syllabus. Owner: Tackett, Kimberly Ann)*

### Comments

- See feedback email sent to department 03-07-2024 RLS *(by Steele, Rachel Lea on 03/07/2024 09:58 AM)*

**COURSE CHANGE REQUEST**  
2372 - Status: PENDING

Last Updated: Bagent,Aaron Michael  
04/18/2024

**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
Revision Requested	Steele, Rachel Lea	03/07/2024 09:58 AM	ASCCAO Approval
Submitted	Tackett, Kimberly Ann	04/18/2024 12:16 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	04/18/2024 12:16 PM	Unit Approval
Approved	Bagent, Aaron Michael	04/18/2024 12:30 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/18/2024 12:30 PM	ASCCAO Approval

TO: Subcommittee (Race, Ethnicity and Gender Diversity), ASC Curriculum Committee  
FROM: Julie Hillery, Kim Tackett  
DATE: 4/16/2024  
SUBJECT: CSFRST 2372  
RE: Response to requested revisions on 2/23/2024

1. **Contingency:** The Subcommittee asks that the department amend the course description in curriculum.osu.edu (under "General Information") and in the syllabus (pg. 1) to include a mention of the course's focus on the intersectional study of race, ethnicity, and gender. They request the inclusion of this languages to help ensure that all future iterations of the course maintain this focus. They note that there is some excellent material in the GEN Submission Form that could be easily modified for these descriptions.

**Response: pg. 1**

Revised the course description on the syllabus and in curriculum.osu.edu.

2. **Contingency:** The Subcommittee asks that department remove from the course syllabus comments that are addressed to the reviewers rather than to students (syllabus pgs. 1, 6, 12-16, etc.) If the department would like to provide additional context for the reviewers, this can be done via an accompanying cover letter or via the GEN Submission Form.

**Response: pgs. 1, 6, 12-16, 15-26**

Removed language and remarks aimed at the committee from the syllabus. If you need all language removed, please let me know (Kim Tackett). Pages 15-26 were also removed (assignment examples and rubric information). Instead, a note is added directing students to refer to Carmen for specific readings, assignments, and rubrics (page 12).

3. **Contingency:** The Subcommittee requests that the department include in the syllabus a paragraph that explains how this course, in particular, meets the goals and ELOs of the REGD category, [per a requirement for all GEN course proposals](#). The Subcommittee notes that this paragraph should follow the listing of the GEN Foundations: REGD Goals and ELO's on pg. 2 of the syllabus.

**Response: pgs. 2 and 3**

Included a paragraph on how this course meets each set of ELO's in the GEN curriculum.

4. **Contingency:** The Subcommittee asks that the department clarify the Course Learning Outcomes, as the outcomes listed on pgs. 1-2 of the syllabus differ from those listed on GEN Submission Form as "CLOs". The reviewing faculty observe that the ELOs on the GEN Submission Form may be associated with the course's textbook. Should the unit wish to employ the textbook's learning outcomes as course learning outcomes on the syllabus, the reviewing faculty ask that the association with the textbook be made clear for students.

**Response: pg. 3**

You are correct in that the CLOs listed on the GEN Ed Submission form are from the textbook used. After further review, I've implemented the textbook learning outcomes as the course learning outcomes on the syllabi. The CLOs

in the weekly schedule have been updated to reflect that each CLO is touched on each week, as each week, social justice is interwoven into the content of the course.

5. **Recommendation:** The reviewing faculty recommend that the department consider moving the discussions about race and ethnicity to the opening weeks of the course, so that students have an established academic framework for engaging with intersectional topics throughout the course.

**Response: pgs. 5, 12-13**

I have revised the weekly course schedule based on your recommendation. I will continue to look for ways to implement race and ethnicity topics in the opening weeks of the course. The revised schedule shows an illustration for now, which will be solidified before teaching the course.

6. **Recommendation:** The reviewing faculty offer the friendly suggestion that the department correct the name of Kimberlé Crenshaw (referred to on pg. 13 of the syllabus as “Kate Krenshaw”).

**Response: pg. 12**

Revised to correct name.

7. **Recommendation:** The Subcommittee recommends that all courses seeking approval in the GEN Foundations: REGD category include a Land Acknowledgement. A sample Land Acknowledgement, information about the purpose of such a statement, and further action steps can be found here: <https://cbsc.osu.edu/about-us/land-acknowledgement>.

**Response: pg. 1**

Added OSU Land Acknowledgement

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



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**

**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](mailto: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 I am happy and more than willing to meet you 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=RG9pakV6eDhzNURJSnp2djlDWFJKUT09>

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 an intersectional study of race, ethnicity, and gender diversity while considering the roles that appearance and dress play. Within this context, we will also consider individual and group behavior, social organization, and cultural norms through a lens of social justice. 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 a required fundamental core course in the Fashion and Retail Studies major and is a prerequisite to other upper-level courses within the FRST program. This course also meets the requirement to fulfill a GE Foundation requirement for Social and Behavioral Sciences OR the Race, Ethnicity, and Gender Diversity categories.

## **Land Acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

## **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.

This course satisfies the Social and Behavioral Sciences GE Learning Outcomes 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: 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.

This course satisfies the Race, Ethnicity, and Gender Diversity GE learning outcomes as we consider social justice from an intersectionality lens; through the examination of race, ethnicity, and gender diversity, and the exploration of the various ways dress and appearance influence perceptions of us and others in a cultural context. Through this lens, we study how race, ethnicity, and gender diversity function within complex systems of power and the impact on individual lived experiences, broader societal issues, social/ethical implications, and how cultural differences can shape one's beliefs and behavior. The course lectures, readings, discussions, and assignments are designed to enhance students' critical thinking abilities as they relate to perceptions of dress and appearance in the REGD context and within an overall framework of social justice.

### Course Expected Course Learning Outcomes

By the end of this course, as associated with the textbook used, students should successfully be able to:

1. 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.
2. CLO 2: Describe how clothing and appearance affect the presentation of the individual in society while considering factors such as gender, race, and ethnic diversity.
3. CLO 3: Describe how clothing and appearance communicate and affect the perceptions of individuals in society while intersecting with factors such as gender, race, and ethnic diversity.
4. CLO 4: Demonstrate and critique, through critical self-reflection their social positions and identities while also considering the lived experiences of others.

### 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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto: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](https://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.odee.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

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

### Course Evaluation

Course Requirements	Weight (%) for each Course Requirement Category	Points Possible
<b>All course requirements are completed by each student as an individual, not in a group.</b>		
<b>Weighted Category 1: Quizzes (2.5% or 100 pts/quiz)</b> Introduction to Class Quiz <b>Module 01 Identity, Social Justice, and Dress Quiz</b> Module 02 Dress, Appearance, and Identity Quiz <b>Module 03 Race and Ethnicity Quiz</b> Module 04 Social Science Theories Quiz Module 05 Culture Quiz Module 06 Subculture and Group Membership Quiz Module 06 Fashion Theories Quiz Module 08 Sex and Gender Quiz Module 09 Sexuality Quiz Module 10 Beauty and Attractiveness Quiz Module 11 (Dis)ability Quiz Module 12 Religion Quiz Module 13 Aging and Beauty Quiz	32.5%	1300 points
<b>Weighted Category 2: Final Exam (12.5% or 100 pts/exam)</b>	12.5%	100 points
<b>Weighted Category 3: Case Studies (3% or 100 pts/case study)</b> <b>Module 01 Identity, Social Justice, and Dress Case Study</b> Module 02 Dress, Appearance, and Identity Case Study <b>Module 03 Race and Ethnicity Case Study</b> Module 04 Social Science Theories Case Study Module 05 Culture Case Study Module 06 Subculture and Group Membership Case Study Module 07 Fashion Theories Case Study Module 08 Sex and Gender Case Study Module 09 Sexuality Case Study Module 10 Beauty and Attractiveness Case Study Module 11 (Dis)ability Case Study Module 12 Religion 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
<b>Weighted Category 5: Discussion (1.5% or 100 pts/discussion)</b> Introduction and Community Discussion Board Module 01 Identity, Social Justice, and Dress Discussion Board Module 08 Sex and Gender Discussion Board Module 11 (Dis)ability Discussion Board	6%	400 points
<b>TOTAL</b>	<b>100%</b>	<b>3200 points</b>

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

## 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):

Make-up exams are not guaranteed and only potentially granted if all 3 conditions are met:

- 1) you notify me **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) you are able to present proof of the circumstances (original documents, no copies).

If I, as the instructor, deem it 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 [8help@osu.edu](mailto:8help@osu.edu) at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **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](http://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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> 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 outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

### Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

### Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th floor of the Younklin 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](mailto: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](mailto:lewis.40@osu.edu) or visit [odi.osu.edu/ccampis](http://odi.osu.edu/ccampis)

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

### 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 specific readings, detailed assignment descriptions including examples, and grading rubrics.** 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)
<b>Orientation and Course Review</b>  <b>Jan 9 - 11</b>	Course Syllabus Course Assignments Class Discussion		Orientation / Syllabus Quiz Introduction and Community Discussion Board
<b>Module 1</b> <b>Identity, Social Justice, and Dress</b>  <b>Jan 16 - 18</b>	Chapter 3 Identity, Social Justice, and Dress [Reddy-Best E-book chapter  Concepts of Intersectionality, Oppression, and Social Injustice: Unequal pay, Lack of Black Women in Advertisements, Watch Video on The term Intersectionality, coined by Kimberlé Crenshaw	CLO 1 - 4  BS ELO 1.1, 2.1 - 2.3  RGE ELO 1.1, 1.4, 2.1 - 2.3	Module 01 Identity, Social Justice, and Dress Quiz  Module 01 Identity, Social Justice, and Dress Case Study  Module 01 Identity, Social Justice, and Dress Discussion Board
<b>Module 2</b> <b>Dress, Appearance, and Identity</b>	Chapter 2 Dress, Appearance, and Identity [Reddy-Best E-book chapter]  Chapter 10 Dress and Identity	CLO 1 - 4  BS ELO 1.1, 2.1, 2.2, 2.3	Module 02 Dress, Appearance, and Identity Quiz

<b>Module Number and Name</b>	<b>Learning Materials</b>	<b>Objectives Met</b>	<b>Assessments (see Modules on Canvas for Instructions and Due Dates)</b>
<b>Jan 23 - 25</b>	[PDF on Canvas]	RGE ELO 1.1, 1.4, 2.1, 2.2, 2.3	Module 02 Dress, Appearance, and Identity Case Study 1
<b>Module 3 Race and Ethnicity Jan 30 - Feb 1</b>	Chapter 13 Race and Ethnicity [Reddy-Best E-book chapter]	CLO 1 - 4 BS ELO 1.2, 2.1 - 2.2 RGE ELO 1.1 - 2.3	Module 3 Race and Ethnicity Quiz Module 3 Race and Ethnicity Case Study
<b>Module 4 Social Science Theories Feb 6 - 8</b>	Chapter 4 Social Science Theories [Reddy-Best E-book chapter] Chapter 9 Dress and the Self [PDF on Canvas]	CLO 1 - 4 BS ELO 1.1, 2.1 - 2.3 RGE ELO 1.1 - 1.4, 2.1 - 2.3	Module 04 Social Science Theories Quiz Module 04 Social Science Theories Case Study
<b>Module 5 Culture Feb 13 - 15</b>	Chapter 5 Culture [Reddy-Best E-book chapter]	CLO 1 - 4 BS ELO 1.1, 2.1 - 2.3 RGE ELO 1.1 - 1.3, 2.2 - 2.3	Module 05 Culture Quiz Module 05 Culture Case Study
<b>Module 6 Subculture and Group Membership Feb 20 - 22</b>	Chapter 6 Subculture and Group Membership [E-book chapter] Chapter 12 Dress and Social Organizations [PDF on Canvas]	CLO 1 - 4 BS ELO 1.1, 2.1 - 2.3 RGE ELO 1.1 - 1.3, 2.2 - 2.3	Module 06 Subculture and Group Membership Quiz Module 06 Subculture and Group Member Case Study
<b>Module 7 Fashion Theories Feb 27 - 29</b>	Chapter 7 Fashion Theories [Reddy-Best E-book chapter]	CLO 1 - 4 BS ELO 1.1, 2.1 - 2.3 RGE ELO 1.2, 2.2	Module 07 Fashion Theories Quiz Module 07 Fashion Theories Case Study
<b>Module 8 Sex and Gender</b>	Chapter 8 Sex and Gender [Reddy-Best E-book chapter]	CLO 1 - 4 BS ELO 1.2,	Module 08 Sex and Gender Quiz Module 08 Sex and Gender Case



Module Number and Name	Learning Materials	Objectives Met	Assessments (see Modules on Canvas for Instructions and Due Dates)
March 5 - 7		2.1 - 2.3  RGE ELO 1.2- 1.3, 2.2 - 2.3	Study  Module 08 Sex and Gender Discussion Board
<p><b>Module 9 Sexuality</b></p> <p><b>March 12 - 14</b></p>	<p>Chapter 9 Sexuality [Reddy-Best E-book chapter]</p> <p>Chapter 5 Appearance for Gender and Sexual Identity [Reilly text]</p> <p>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]</p> <p>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]</p>	<p>CLO 1 - 4</p> <p>BS ELO 1.2, 2.1 - 2.2</p> <p>RGE ELO 1.1 - 2.3</p>	<p>Module 09 Sexuality Quiz</p> <p>Module 09 Sexuality Case Study</p>
<b>March 18 – 22: Spring Break – Enjoy, Relax, Be Safe!</b>			
<p><b>Module 10 Beauty and Attractiveness</b></p> <p><b>March 26 - 28</b></p>	<p>Chapter 10 Beauty and Attractiveness [E-book chapter]</p> <p>Chapter 6 Dress and Physical Appearance [PDF on Canvas]</p>	<p>CLO 1 - 4</p> <p>ELOs 1.1 - 2.3</p> <p>RGE ELOs 1.1 - 2.3</p>	<p>Module 10 Beauty and Attractiveness Quiz</p> <p>Module 10 Beauty and Attractiveness Case Study</p>
<p><b>Module 11 (Dis)Ability</b></p> <p><b>April 2 - 4</b></p>	<p>Chapter 11 (Dis)ability [Reddy-Best E-book chapter]</p> <p>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]</p> <p>Clothing-related barriers experienced by people with mobility disabilities and impairments by Allison Kabel,</p>	<p>CLO 1 - 4</p> <p>ELO 2.1 - 2.2</p> <p>RGE ELO 1.2, 2.1 - 2.2</p>	<p>Module 11 (Dis)ability Quiz</p> <p>Module 11 (Dis)ability Case Study</p> <p>Module 11 (Dis)ability [Discussion Board]</p>

<b>Module Number and Name</b>	<b>Learning Materials</b>	<b>Objectives Met</b>	<b>Assessments (see Modules on Canvas for Instructions and Due Dates)</b>
	Jessica Dumka, and Kerri McBee-Black [PDF on Canvas]		
<b>Module 12 Religion April 9 - 11</b>	Chapter 12 Religion [Reddy Best E-book chapter]	CLO 1, 3  ELO 2.3  RGE ELO 2.1 - 2.3	Module 12 Religion Quiz  Module 12 Religion Case Study
<b>Module 13 Aging and Beauty April 16 -18</b>	Materials provided on Carmen	CLO 1 - 4  RGE ELO 1.1 - 1.2, 2.2 - 2.3	Module 13 Aging and Beauty Quiz  Module 13 Aging and Beauty Case Study
<b>Module 14 Final Student Reflection April 23 - 25</b>	Review of Course and for Final Exam	CLO 1 - 4  BS ELO 1.2, 2.1 - 2.2  RGE ELO 1.1 - 2.3	Final Student Reflection Due
<b>Module 15 April 30 – May 2</b>	Final Exam ONLINE	CLO 1 - 4  BS ELO 1.1 - 2.3  RGE ELO 1.1 - 2.3	Final Exam



## **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](mailto: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.

Course Subject & Number: **CSFRST 2372**

**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.