

Debbie Shivel
Interior Design and Fashion Merchandising Program
Family and Consumer Sciences Department
Deborah.shivel@wku.edu

1. What course does the department plan to offer in the *Connections*?
IDFM 431: Clothing and Human Behavior

Which subcategory are you proposing for this course?

Social and Culture

2. How will this course meet the specific learning objectives of the appropriate subcategory?
IDFM 431 is an interdisciplinary course with a strong cross cultural and historical perspective in relation to clothing. The approach is made from the Clothing in Context Model which studies clothing in relation to the self, culture, the fashion business and globally. In response to the learning outcomes set by the Colonnade Program, please consider the following:

1. Analyze the development of self in relation to others and society.

This course uses the Symbolic Interaction Theory, the Looking Glass Self Theory, Role Theory, and the Collective Selection Theory in relation to defining the self and programs of dress. Individuals attempt to perceive themselves by imagining how others perceive them or by reflecting the reviews of others. Individuals may reject or accept other people's reflection of the self, but these reflections nevertheless have an impact. A discussion of self-esteem, self-identity, body cathexis, sexual identity kit, and cultural/ethnic assimilation is widely used in this course.

2. Examine diverse values that form civically engaged and informed members of society.

The global nature of our society lends itself to a need to understand challenges associated with ethnocentrism and assimilation. By examining various cultures of the world, students research and analyze forms of dress characteristic of a particular culture within its cultural context.

3. Evaluate solutions to real-world social and cultural problems.

This course includes modules that address various real-world challenges from an historical, cross cultural, interdisciplinary, multigenerational perspective.

Addressed in this course are:

- **Ethnicity and body image**
- **Eating disorders and body cathexis**
- **Modesty in post-modern world**
- **Aging and the double standard of gender**
- **Gay, lesbian, bisexual, and transgendered persons**
- **Race versus ethnicity**
- **Dress and religion**
- **Dress and stages of the family life cycle**
- **Fashion, dress and inequality in dress**
- **Dress in the workplace**
- **Dress and the media in relation to size, age ethnicity**
- **Technology and fashion**
- **Ethics of counterfeited goods**
- **Sweatshops**
- **Fashion and animal rights**

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the Connections category?

Clothing and Human Behavior requires a unique learning opportunity through the *Culture Sharing Project*. This project requires that students enrolled in IDFM 431 pair with another student on campus or from their community with whom to meet a minimum of four times. Their culture sharing partner should be with a student/individual who has been in the U.S. for less than one year. The purpose of this project is to further the understanding of the relationship between clothing and culture and to develop an appreciation of cultural diversity on campus and throughout the world. Students will gain concentrated exposure to a culture other than their own while assisting the international student in the assimilation process. The culture sharing partners are required to meet a minimum of four times throughout the semester. They are encouraged to participate in photo sharing, a discussion of cultural ideals and characteristics, and participation in activities that emphasize cultural differences and provide exposure to new experiences. This forces students to

get out of their comfort zones and promises to be one of the most enriching experiences of their college career.

4. Please identify any prerequisites for this course.

Prerequisites for this course are PSY 100 or SOC 100 and Jr. level status.

5. Syllabus statement of learning outcomes for the course.

COURSE OBJECTIVES AND OUTCOMES:

As a result of excelling in this course, students should be prepared to:

1. **Demonstrate awareness of a growing body of subject matter related to the cultural, social, psychological, physical, economic, and aesthetic aspects of clothing.**
 2. **Examine basic theories that contribute to understanding clothing and human behavior.**
 3. **Analyze findings on the role of appearance in group/organizational membership from the viewpoint of both participant and observer.**
 4. **Research and analyze a form of dress characteristic of a particular culture within its cultural context.**
 5. **Explore personal appearance and its modifications for social realities.**
 6. **Research and analyze the role of appearance management from the viewpoint of message(s) sent and message(s) received.**
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

Social and Cultural Objectives Subcategory 1:

*To analyze the development of self in relation to others and society, the students are required to participate in weekly discussion boards. Each discussion board requires participation on a minimum of three different days per week. The purpose of the discussion board forum is to encourage an exchange of ideas, information and opinions between class peers. Students are provided with a forum to share personal experiences and opinions **through critical thinking and concentrated discussion**. While a framework for thought is provided before each discussion week, students are encouraged to express their thoughts and ideas freely. A **framework for discussion boards** follows:*

- How does the fashion system evolve through cultural, social and individual needs? How has fashion changed in order to produce functional garments for everyday consumers? What has the impact of technology been on fashion? Compare the distinctions of the Luxury consumer clients vs. the Hipster. Do your fashion choices fall amongst the majority?
- What is nonverbal communication and what role does dress play? Are there dress rules that are never broken? Can you provide examples? Describe how the Slut Walk helps women. Can you discuss or give examples of each of the five senses of the channels of communication system?
- What is body image? What is the difference between routine and non-routine appearance management behaviors? Explain how the perception of pregnancy has changes from the Middle Ages to today. Discuss how ethnocentrism can impede understanding of beauty. Consider how body dissatisfaction could be related to media images and fashion.
- Explain the difference between sex and gender. Is there a difference between androgyny and unisex in terms of dress? Does religion affect your values in regard to revealing or sexy dress? Do you believe modesty is returning in dress? Do you agree that gay men have impacted the way society views fashion for men?
- It has been said that fashion choices for children and tweens are too sexy. Do you agree? Would you intervene if your 11 year old brother or sister wanted to wear something you felt was too old or revealing for his/her age? Should apparel manufacturers and retailers be more socially aware and responsible for the clothing they produce, market and sell?
- Clothing styles and materials have been used through the ages to create status and to show inequality. Discuss examples provided in the text (EX. Zoot Suit). Why does fabric play such an important role in the indication of status? Can you think of examples within your family of status being represented by fabric? Consider the khanga, its purpose and origin. How do designer/brand logos impact status and equality today?
- How have recommendations for dressing for success changed from the 1920s to today? What social factors have driven these changes? Is it possible to be too sexy for the workplace? Should ethnic dress be a factor in determining dress codes in the workplace? Are those who ignore or deny their ethnicity more or less effective in the workplace?
- Should media have the responsibility to notify readers or viewers of digitally retouched images? Do you feel that one's body image and body cathexis are impacted by media

images that APPEAR flawless. Should media be more focused on featuring “real people” in their advertising?

- Identify and evaluate current or historical fantasy collaborations. Can you identify ways that you or others use apparel to assume another persona? Apply the concepts of anticipatory and fantastic socialization. Are you a hedonic or utilitarian shopper? Explain.
- Is it necessary for the fashion industry to be updated with the latest technology in order to be relevant to today’s consumer? Have you ever co-designed a garment? What was your experience? How much are you willing to pay to be environmentally friendly? Is eco-elitism a positive way to encourage being environmentally friendly?
- Cite some of the reasons you think people choose to purchase counterfeit products. Should there be penalties for people who purchase counterfeit products? Is so, what types of penalties? What impact does counterfeit production have on the fashion industry?

The grading rubric for discussion boards follows:

Depth of discussion and critical thinking skills based on framework questions	5 points
Application of textbook terminology, theories, and concepts	5 points
Ability of stimulate discussion	5 points
	15 points

Social and Cultural Objectives Subcategory 2:

- *To examine diverse values that form civically engaged and informed members of society, the students are required to engage an international student in a culture sharing project. The purpose of this project is to assist in the assimilation process of international students, while presenting a forum for relationship building with an individual from a different culture. **A comprehensive overview of this project is included.***

Social and Cultural Objectives Subcategory 3:

To evaluate solutions to real-world social and cultural problems, students are presented with an array of readings that present social and cultural challenges, such as:

- ***Ethnicity and body image***

- *Eating disorders and body cathexis*
- *Modesty in post-modern world*
- *Aging and the double standard of gender*
- *Gay, lesbian, bisexual, and transgendered persons*
- *Race versus ethnicity*
- *Dress and religion*
- *Dress and stages of the family life cycle*
- *Fashion, dress and inequality in dress*
- *Dress in the workplace*
- *Dress and the media in relation to size, age ethnicity*
- *Technology and fashion*
- *Ethics of counterfeited goods*
- *Sweatshops*
- *Fashion and animal rights*

These scenarios are cross cultural, historical, and multigenerational. Through weekly discussion boards, students have the task of discussing these issues and providing possible solutions to these challenges. Please refer to the discussion board framework and rubric presented in Item 6, Subcategory 1.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

The weekly Discussion Board Forum provides students with the opportunity to synthesize information from textbook learning and make it their own. During discussion, it is not uncommon for students to present conflicting ideas and experiences. This forum provides the opportunity not only to be heard, but to be understood.

8. How many sections of this course will your department offer each semester?

This course has offered from 1-3 sections in the spring and fall semesters and one section in the winter and summer terms.

**IDFM 431 – CLOTHING AND HUMAN BEHAVIOR.
ONLINE COURSE Spring 2014**

INSTRUCTOR

Debbie Shivel
Office: 410C Academic Complex
Email: Deborah.Shivel@wku.edu

COURSE REQUIREMENTS

1. A high-speed internet connection is required for this course.
The students must be proficient in the use of Blackboard. If this is the first attempt at an online course and using Blackboard, it is the responsibility of the student to be self-

trained in using the required software and tools. Blackboard provides excellent tutorials that will facilitate student training.

2. All assignments **MUST** be completed in Microsoft Word (.doc or .docx) NOTE: RTF and PDF files are not always Blackboard compatible.
3. The students are expected to use WKU email and it is recommended that students check their email on a daily basis.
4. The students must be organized and disciplined to complete assignments, exams and discussion boards in a timely manner.
5. Students must be informed. A full description of assignments and discussion boards, along with a course calendar, can be found under Course Information on Blackboard.

REQUIRED TEXT

Damhorst, M.L., Miller-Spillman, K.A., & Michelman, S.O. (2012). *The Meanings of Dress*. 3rd Edition. New York: Fairchild Publications, Inc. (ISBN 978-1-60901-278-6)

COURSE DESCRIPTION

This course is a study of dress and adornment in relation to human behavior. Clothing and appearance are explored in relation to the self, to interpersonal communication, and to collective behavior in social, cultural, and historical contexts.

PREREQUISITES

PSY100 or SOCL100 and junior standing or consent of instructor.

COURSE OBJECTIVES AND OUTCOMES:

As a result of excelling in this course, students should be prepared:

1. To become aware of a growing body of subject matter related to the cultural, social, psychological, physical, economic, and aesthetic aspects of clothing.
2. To examine basic theories that contribute to understanding clothing and human behavior.
3. To analyze findings on the role of appearance in group/organizational membership from the viewpoint of both participant and observer.
4. To research and analyze a form of dress characteristic of a particular culture within its

cultural context.

5. To explore personal appearance and its modifications for social realities.
6. To research and analyze the role of appearance management from the viewpoint of message(s) sent and message(s) received.

COURSE POLICIES

1. All students are expected to conduct themselves in a professional manner. When posting comments during the discussion board time, be respectful of others. As in all class discussions, diversity of opinions must be allowed. While it is appropriate to disagree with the thoughts of another student, do not insult or chide an individual for an idea that has been posted. Simply state that you disagree with an opposing opinion and explain why. Students who enter blatantly rude, abusive, insulting, racist, or sexually offensive comments will be barred from participating in discussion and will forfeit all points accordingly.
2. Ability to read Adobe PDF file. Download of Adobe Reader is free. See Helpful Links on Blackboard main course page or call Help Desk 745-7000 for directions on free downloads.
3. Your WKU email is the ONLY email address that I will use to contact you. Be sure that your WKU email address on TopNet is current and is one that you check daily. It is expected all communications are prepared and presented professionally. It is important that respect and manners be demonstrated through email messages. To communicate professionally and respectfully with the professor, your email should include an Email subject, clearly written messages, and include your full name at the close of the Email. All questions or comments needing the attention of the instructor should be sent via email.
4. Be sure to read the Announcements when logging into the class, which may include important information about the class materials, assignments or due dates.
5. Assignments will be posted in the “Assignments” section of the Blackboard main course page. Exams will be posted under “Tests and Quizzes”.
6. Discussion topics will be posted in the Discussion section of the Blackboard main course page, as scheduled. Students are required to participate in online discussions of course topics. E-mail to the instructor will NOT be considered class discussion. When a topic is proposed by the instructor, students will need to participate in discussion about that topic on a minimum of three different days within the dates posted. This participation will be tracked by the instructor. Your grade for discussions will be based on the frequency and quality of participation. Your discussion postings should

demonstrate thought and application of materials read in the chapter (or other resources) and should be respectful to peers.

7. **All assignments, activities and exams must be completed according to the due date stated on the course calendar.** Grades will be recorded in a timely manner and instructor comments will be made. Always check instructor comments to receive appropriate feedback concerning your work.
8. Difficulty with technology will not be accepted as an excuse for late work. All assignments are posted well in advance of the due date. **Do not procrastinate.** Should your personal computer experience problems, there are several computer labs throughout campus available for use. In addition, you should contact the IT Helpdesk at 270-745-7000.
9. Students are responsible for the content of the text, which includes all chapters and supplemental readings following each chapter. This is an online course, so it is imperative that time be set aside to focus on the work. All written assignments must be turned in by the designated due dates.
10. All written work must be submitted in Microsoft Word. Please type your name at the top of each assignment. You also have the option of submitting the reading response papers in the Blackboard Assignment Submissions box. This will avoid technology problems that sometimes result with uploading files. NOTE: RTF and PDF files are not always Blackboard compatible.

GRADING POLICY

You are responsible for your own learning. Work with your own preferred style of learning to optimize your performance. We will make every effort to keep accurate records. However, it is also the students' responsibility to monitor grade reports and keep all materials related to the course. Your performance will be evaluated as follows:

Grading Systems	Points
Blackboard Discussions 11 Discussion Boards @ 15 points each	165
Forms of Dress Project	50

Culture Sharing Project 100

Two (2) examinations 200

Academic Honesty

Students will be expected to do his/her original work for projects and assignments. Students should NOT make, borrow, or “share” copies of their assignments or files with other students. Helping one another is allowed, but copying, even electronically, is cheating. Failure to comply with this policy will result in a failing grade for the exam/assignment and, perhaps, the course. Students should be aware of WKU’s academic dishonesty policy (WKU Student Handbook), which states: “Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions.” Therefore, **DO NOT JEOPARDIZE YOUR ACADEMIC FUTURE** by participating in, or facilitating, any act of academic dishonesty. Students are rarely remembered for their grades, but will be remembered for dishonesty.

Student Disability Services

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

CULTURE SHARING PROJECT

IDFM 431 Clothing and Human Behavior

Objective:

To further understand the relationship between clothing and culture and to develop an appreciation of cultural diversity on campus and throughout the world, you will meet with another person from a country different from your own. The purpose of the project is for you to gain as much exposure as possible to a culture other than your own and to share your own culture with someone who is not from your country. The benefits for both partners include the opportunity to develop more open-minded attitudes toward a culture different from their own and an opportunity to serve as an expert on their own culture.

Procedure:

You will pair up with another student on campus or individual from your community whom you will meet with four times during the semester. **If you are a United States citizen, you need a partner from a northwestern country (i.e. not the United States or Canada) who has been in the United States for one year or less. If you are an international student, you should pair with a student who is a citizen of the United States.**

You are responsible for securing a partner for yourself. Several possibilities are likely:

- 1) Pick a student from one of your other classes.
- 2) Contact an international student organization at the university for its meeting times so that you can attend a meeting and ask if there are any willing participants..
- 3) Post a notice in a dorm where international students live.
- 4) Contact the instructors of the English as a Second Language program.
- 5) Go to the library or student union cafeteria and pass out notices to international students.
- 6) Contact a refugee center.
- 7) Contact a church how hosts ministries for immigrants.

You should not choose a partner with whom you have a prior relationship. Your partner must be a complete stranger. In addition, no two students in this class can share the same partner. If you do not follow these guidelines for choosing a partner, your project will be less interesting and both you and your partner will experience fewer benefits. If you are a U.S. born citizen, you will be pleasantly surprised at how eager international students are to be your culture sharing partner!

The Meeting Process:

For each meeting with your partner, you will be given a list of questions to ask. The questions are intended to serve as a discussion **starter**; you need to move beyond and add to the given questions to achieve a good level of sharing of your respective cultures. **Provide your partner with a copy of the questions before each meeting to help him or her think ahead about what you want to share.** International student partners may still be working on learning English; providing the written questions in advance may give your partner more confidence in speaking. Some international students may speak English well, but slowly and with an accent unfamiliar to you. Have patience to listen carefully and give your partner time to formulate words and ideas. If your culture sharing partner appears shy or is not forthcoming with information, you may need to do some preliminary research to help direct the process.

It is recommended, for the sake of convenience, that you meet at DUC or Garrett over a soft drink to complete your first two reports. Please realize that some cultures and religious groups hold taboos against

drinking alcohol, smoking, and/or eating certain meats. Take great care not to put your new friend in an awkward or offensive situation by requesting that you meet together in a bar or any venue deemed questionable.

Reporting:

Each meeting should be represented as a section of your report. Questions asked should be listed with the answers following. Upon completion of this project, you will submit a completed project, which will include the four reports and a summary paper of your experience. Do not delay looking for a partner or choosing an activity. And do not expect your partner to meet with you at a moment's notice just because you feel the urgent need to meet. Plan your meetings and activities **now** allowing yourself plenty of time to arrange meetings at **mutually** convenient times. Be considerate of your partner's time needs. Recognize that this project will likely take most of the 15 week semester to complete.

The emphasis for the reports is on mutual **participation**. You are required to report your experiences for each question clearly and thoroughly. To earn a superior grade your report must go beyond the minimum questions to learn extensively about your partner's culture and provide a thoughtful, reflective approach rather than mere description. On the cover page of the report, list your name and country origin and the name of your partner along with their country of origin and **contact information**. The body of the paper should be broken into five sections (Report 1, Report 2, Activity 1, Activity 2 and Summary Paper). Carefully follow the format provided for reporting information by listing the question being asked followed by the answer. The emphasis of the summary paper is a **synthesis** of your reports and experiences. (See the questions for thought in the description of the summary paper.)

Points:

Report 1: First Meeting and Photo Sharing	20
Report 2: Cultural Ideals and Characteristics	20
Report 3: First Activity	25
Report 4: Second Activity	25
Summary Paper	10

Points will be deducted for failure to follow the set format of the paper.

Report 1: First Meeting and Photo Sharing

1. Describe your partner according to age, gender, length of time in the United States, nationality and length of time at this university, school, or community. Provide an atlas so that your partner can locate their country of origin, while allowing them to describe the size of their city of origin, climate, terrain...etc...
3. How did you meet your partner? What was your partner's reaction to being asked to participate in the project (surprised, interest, curiosity, etc.)?
4. Ask about your partner's family. How many brothers and sisters does he or she have? Are his or her parents alive, and if so, married, divorced, or remarried? Do members of your partner's extended family (aunts, uncles, cousins, grandparents) live in the same home or close to each other? Does your partner have a close relationship to any or all family members? Your partner will probably want to know the same information about you.
5. Exchange photos that show your respective countries and family and friends at events such as weddings, reunions, vacations, festivals, celebrations, or funerals. Special occasions will illustrate cultural dress expectations. Ask your partner why people in the photos are wearing what they are wearing. Describe the photos you and your partner shared. **Include copies of photographs shared in your culture sharing notebook.**
6. Describe your experience of sharing photos with your partner. What surprised you most? What were the similarities between your photos and your partner's? What were the differences? Summarize this information for your report.
7. Add questions of your own and describe your partner's answers.
8. In summary, what information did you share with your partner about your culture?
9. Are there any comments or concerns you have after your first meeting with your partner?
10. **Take photographs of your culture sharing partner with you to include in the report.**

Report 2: Cultural Ideals and Characteristics

1. In Chapter 2 of *Meanings of Dress* we discussed the cultural ideals in the United States for men and women's appearances. Ask your partner to describe the cultural ideals of beauty for men and women in his or her country. Include discussion of body type (fat, thin), hairstyle (color, texture, length) color of eyes, and types of clothing (western, traditional).
2. Ask your partner about past and present body adornment. What was practiced by men or women? Is it still practiced today? Are certain practices associated with different types of

people (for example, married or single, occupational groups, social class groups)? Compare practices with those in your country. You might want to discuss the growing acceptance and changing meanings of tattooing in the United States.

3. Ask your partner to describe a holiday celebrated in his or her country. What customs are involved? Is special dress worn to indicate that a person is mourning? Compare this with customs in your culture.
4. Ask your partner to describe a funeral and a wedding in his or her country. What customs are involved? Is special dress worn to indicate that a person is mourning? Compare this with customs in your culture.
5. Ask your partner to describe the educational system in his or her country. Is education funded by the government? At what age did your partner begin school? What are expectations for teachers in his or her country? How competitive are colleges and universities in his or her country? At what age do most people stop going to school?
6. Add your own questions and describe your partner ' s answers.
7. What new information did you share with your partner about your own culture?
- 8. Take pictures of you with your partner to include in the report.**

Report 3: First Activity

Plan an activity with your partner that emphasizes cultural differences. Have some fun! Be sure to confer with your partner about what to do. Suggestions to choose from include:

- *Rent a video or go to a current movie that addresses cultural differences. Take care not to expose your new friend to any matter that they may find inappropriate or that may cause them to feel uncomfortable.
- *Go out for lunch or dessert. Try an ethnic restaurant and discuss the food types.
- *Go to a historical park or exhibit at a museum or cultural center.
- *Go to a musical event featuring ethnic music or music from another culture.
- *Attend an event on campus sponsored by an international student organization or held by several organizations, such as an international fair.
- *Attend a church service and discuss religion & ceremonial differences & similarities.

1. Write a three (or more) paragraph summary of your activity together. What did you do and where did you go?

2. Include a receipt, movie ticket stub, or something to document what you did together.
3. What, during your activity, made the biggest impression on you? Why?
4. What types of things did your partner notice and ask about?
5. Also ask your partner to compare the consumption patterns of your respective countries. (You may ask specifically about dress, jewelry, make-up, automobiles, etc.). Are the consumption patterns of the two cultures similar or different? Why?
6. What new information did you share about your respective cultures?
7. Add your own questions and describe your partner's answer.
8. **Take pictures to include in your project!**

Report 4: Second Activity and Culture Comparisons

Plan a second activity with your partner that emphasizes cultural differences and that is different from the activity you selected for Report 3.

1. Answer questions 1-4 from report 3 in relation to your second activity together.
2. Also ask your partner to compare the politics and government of his or her country to systems in yours. Are the laws and policies created to maintain order in your partner's similar to those in your country? Why or why not? Are elections and campaigns similar? Why or why not?
3. Ask your partner to compare the youth-oriented culture in the United States to the other culture. How are youth and old age regarded in both cultures? Are young people in each culture concerned with presenting an image? What images are desirable and why?
4. What new information did you share about your respective cultures?
5. Add your own questions, and describe your partner's answers.
6. Take pictures!

Summary Paper for the Notebook:

Consider these questions prior to preparing your final summary report:

*What was the high point of the project? What was the low point?

*What was the most surprising thing you learned from your partner?

*What were some of the similarities in your dress and the dress of your partner? What were some of the differences? This analysis should be done from a personal and

cultural

perspective.

Also consider a collective view of the four reports:

*As you look back over the four reports, what themes emerged? **Identify concepts from textbook chapters and readings** that have helped you understand these themes? How do these themes help you understand your partner's culture and the dress of that culture?

*What, in your opinion, was the **main benefit** of the project?

*How do you plan to build on the knowledge you gained from this experience and apply it to the future experiences?

*Do you intend to stay in touch with your new friend once the class is over?

Forms of Dress and Body Modification

DMT 431: Clothing and Human Behavior

(50 points)

Purpose

The purpose of this project is to research and analyze a form of dress or body modification characteristic of a certain culture, group, organization, or ritualistic custom. The topic you choose to study should be one with which you are not currently familiar.

Preparation

1. Select a topic of interest.
2. Complete background research on the topic. Of the three sources that are required, no more than two should be from the internet. The Ky. Museum Library and the Visual and Performing Arts Library (Cravens) are highly recommended.
3. If possible, interview a person in relation to this topic. For example, if you choose the kimono, interview a Chinese person; a priest about the ceremonial dress..etc.. An interview should be included on the works cited page in accordance with APA.
4. Obtain a minimum of two photographs or illustrations, with complete citations, of the item being researched. Photograph citations should not be included in the minimum of three research sources.

Research

1. The body of research should be 2-3 pages in length, to exclude the cover page, outline, reference list, or appendix.
2. Develop an outline using headings and subheadings used in the research body.
3. Include a reference sheet, using the APA Style for reporting research, with a minimum of three sources. Pictures or other illustrations should be cited, but should not be included as one of the three required research sources.
4. The research body should include:
 - The history and purpose of the item
 - A description of the garment/body modification to include silhouette, fabrications, methods, and /or any other appropriate detail
 - Country/culture from which the form of dress/body modification originated and evolved to include information on geography, climate, inhabitants, customs, ceremonies, ..etc..

Discussion Boards

The purpose of discussion board forums is to encourage an exchange of ideas, information and opinions between class peers. Eleven discussion boards, worth 15 points each, have been set up throughout the semester. Each discussion board is seven days long, beginning at midnight on Monday and extending until 11:59 p.m. on the following Sunday. Each student is required to post on a **minimum** of three different days during the discussion board week. Students will be graded based on depth of discussion, critical thinking, **use of textbook terminology and ideas**, and the ability to stimulate discussion among peers. The dates for each of the forums have been set with questions to **consider** before beginning. **It is not the intention of the instructor that students state and answer these questions. Instead, these questions are to be studied and considered prior to beginning your discussion.**

Dates: **Questions for consideration:**

2/3-2/9	How does the fashion system evolve through cultural, social and individual needs? How has fashion changed in order to produce functional garments for everyday consumers? What has the impact of technology been on fashion? Compare the distinctions of the Luxury consumer clients vs. the Hipster. Do your fashion choices fall amongst the majority?
2/10-2/16	What is nonverbal communication and what role does dress play? Are there dress rules that are never broken? Can you provide examples? Describe how the Slut Walk helps women. Can you discuss or give examples of each of the five senses of the channels of communication system?
2/17-2/23	What is body image? What is the difference between routine and non-routine appearance management behaviors? Explain how the perception of pregnancy has changes from the Middle Ages to today. Discuss how ethnocentrism can impede understanding of beauty. Consider how body dissatisfaction could be related to media images and fashion.
2/24-3/2	Explain the difference between sex and gender. Is there a difference between androgyny and unisex in terms of dress? Does religion affect your values in regard to revealing or sexy dress? Do you believe modesty is returning in dress? Do you agree that gay men have impacted the way society views fashion for men?
3/24-3/30	It has been said that fashion choices for children and tweens are too sexy. Do you agree? Would you intervene if your 11 year old brother or sister wanted to wear something you felt was too old or revealing for his/her age? Should apparel manufacturers and retailers be more socially aware and responsible for the clothing they produce, market and sell?

<p>3/31-4/6</p>	<p>Clothing styles and materials have been used through the ages to create status and to show inequality. Discuss examples provided in the text (EX. Zoot Suit). Why does fabric play such an important role in the indication of status? Can you think of examples within your family of status being represented by fabric? Consider the khanga, its purpose and origin. How do designer/brand logos impact status and equality today?</p> <p>How have recommendations for dressing for success changed from the 1920s to today? What social factors have driven these changes? Is it possible to be too sexy for the workplace? Should ethnic dress be a factor in determining dress codes in the workplace? Are those who ignore or deny their ethnicity more or less effective in the workplace?</p>
<p>4/7-4/13</p>	<p>Should media have the responsibility to notify readers or viewers of digitally retouched images? Do you feel that one's body image and body cathexis are impacted by media images that APPEAR flawless. Should media be more focused on featuring "real people" in their advertising?</p>
<p>4/14-4/20</p>	<p>Identify and evaluate current or historical fantasy collaborations. Can you identify ways that you or others use apparel to assume another persona? Apply the concepts of anticipatory and fantastic socialization. Are you a hedonic or utilitarian shopper? Explain.</p>
<p>4/21-4/27</p>	<p>Is it necessary for the fashion industry to be updated with the latest technology in order to be relevant to today's consumer? Have you ever co-designed a garment? What was your experience? How much are you willing to pay to be environmentally friendly? Is eco-elitism a positive way to encourage being environmentally friendly?</p>
<p>4/28-5/4</p>	<p>Cite some of the reasons you think people choose to purchase counterfeit products. Should there be penalties for people who purchase counterfeit products? Is so, what types of penalties? What impact does counterfeit production have on the fashion industry?</p>

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