

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School Herberger Institute for Design and the Arts Department/School School of Art  
 Prefix: FSH Number: 204 Title: Social Aspects of Fashion Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_  
 Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials [Signature] (Required)

**Requested designation:** Cultural Diversity in the United States—L **Mandatory Review** (Choose one)

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
  - [Mathematics core courses \(MA\)](#)
  - [Computer/statistics/quantitative applications core courses \(CS\)](#)
  - [Humanities, Arts and Design core courses \(HU\)](#)
  - [Social-Behavioral Sciences core courses \(SB\)](#)
  - [Natural Sciences core courses \(SQ/SG\)](#)
  - [Cultural Diversity in the United States courses \(C\)](#)
  - [Global Awareness courses \(G\)](#)
  - [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Dennita Sewell E-mail dennita.sewell@asu.edu Phone 602-738-2833

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Dennita Sewell Date: 3/10/18

Chair/Director (Signature): [Signature]

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">Syllabus</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">Syllabus</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">Syllabus</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p>C-3</p>		

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-4</b>".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
FSH	204	Social Aspects of Fashion	L

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	in class presentations, in-class writing and out of class writing make up the assignments for this course	300 of 400 points are based on writing assignments 50% of the remaining 100 points are based on prepared in class presentations that involve providing a powerpoint image, summarizing a reading and starting a class discussion
C2	The writings for this course involve research and evaluation of sources as well as critical opinion. Theories and criteria for critical opinion are set up in week 1	The exhibition or event review involves critical evaluation of an experience. The final paper involves critical evaluation of primary source material.
C3	in class presentations, in-class writing and out of class writing make up the assignments for this course	Fashion Exhibition or Event Review, 2page double spaced. Final paper 1,500-1,800 words
C4	a series of due dates for aspects of the final paper allow for feedback throughout the course. Weekly in class writings prepare students for advancing their critical writing skills. These are collected and commented on weekly.	Outline for final paper is due during week 7. Final paper is due week 15. Event review is due week 13. These were graded and returned by the next class period. *this syllabus reflects the first time teaching this class. In future I plan to adjust the schedule to not have so much due at the end and spread the feedback out over the semester. This will be effective Fall 2018.

# FSH 204 - Social Aspects of Fashion

## Course Description

Introduces ways of examining clothing and fashion in context. How do we read images and representations of clothing and how do they manipulate the meaning of the garment and its wearer? In what ways is this visual language used to select and produce fashion? What influences how we dress on a daily basis and over time? These are just some of the questions about appearance, clothing and culture that are used to embark on a participatory research project and as a point of departure for class discussions and related readings.

## Enrollment requirements

Prerequisite(s): ENG 101, 102, 105, 107, or 108; FSH 125

## Offered by

Herberger Institute for Design and the Arts

## Additional Class Details

**General Studies:** No

**Component:** Lecture

**Units:** 3

**Instruction Mode:** In-Person

**Repeatable for credit:** No

## Important Deadlines

**Last day to enroll:** January 14, 2018

**Drop deadline:** January 14, 2018

**Course withdrawal deadline:** April 01, 2018

## Spring 2018 | Class # 31346

**Seats Open:** 0 of 40 ✕

[Add Class](#)

Days	Dates	Start	End	Location	Instructor
TTh	01/08 - 04/27	10:30 AM	11:45 AM	Tempe - BA241	Ellis

**Fees:** \$30 course fee

## Book List

### Required Items

**Title:** Meanings of Dress

**Author:** Miller-Spillman

**Edition:** 3rd

**Copyright Year:** 2012

**Publisher:** Fairchild Books/Bloomsbury Publishing

**ISBN:** 9781609012786

**Price New:** \$96.25

**Price Used:** \$72.25

**Rental Price Used:** \$38.50



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## **FSH 204 Social Aspects of Fashion**

Three credits; 15 weeks

Tuesday and Thursday 9-10:15am

Location: Design South 234

Instructor: Dennita Sewell

dennita.sewell@asu.edu

Office School of Art, Room 253

Office Hours: by appointment

### **Syllabus**

*Fashion is not in dresses only. Fashion is in the sky, in the street,  
fashion has to do with ideas, the way we live what is happening.*

*Coco Chanel*

**Course Description:** This course is an introduction to ways of examining clothing and fashion in context. How do we read images and representations of clothing and how do they manipulate the meaning of the garment and its wearer? In what ways is this visual language used to select and produce fashion? What influences how we dress on a daily basis and over time? These are just some of the questions about appearance, clothing and culture that will be used as a point of departure for class discussions and related readings and as a basis for a final paper.

#### **Enrollment Requirements**

Students must have completed their Freshman Composition requirements and ARS 101: Art-Prehistory thru Middle Age or ARS 102: Art from Renaissance to Present or ARS 201: Art of Asia or ARS: 202 Art of Africa Oceania and the Americas.

**Course Goals:** At the conclusion of this course you will be able to identify and discuss a wide range of issues related to culture, clothing and human behavior. The process will prepare you to examine and construct your own critical views based on scholarly research and critical analysis preparing you to be conscious and innovative fashion/image makers.

#### **Learning Outcomes:**

Upon completion of this course, students will be able to:

- Use key research methods and concepts in fashion theory, and present critical analyses in written and oral form.
- Demonstrate an awareness of how meaning is constructed in fashion and the ability to apply these concepts to situations.

**Required reading:**

*The Meanings of Dress, 3<sup>rd</sup> edition*, Reilly, Miller-Spillman and Hunt-Hurst,  
ISBN 978-1609012786

Additional readings will occasionally be provided

**Requirements and assessment:**

This course is made up of a series of weekly lecture/discussions building on the assigned readings. A final paper is required.

Reading response, Class discussion starter and participation in discussion: 100 points

Fashion exhibition or event review: 100 points

Final paper: 200 points

Total: 400 points

Your semester grade is based on the following scale:

390 or higher = A+

370-389.9 = A

360-369.9 = A-

350-359.9 = B+

330-349.9 = B

320-329.9 = B-

310-319.9 = C+

280-309.9 = C

260-279.9 = D

0-259.9 = E

**Reading Response and Discussion: 100 Total points**

**DUE: each week from week 2 through 14**

**Reading Response-** Each Thursday, class will begin with a 15-minute handwritten response to 1-2 questions based on the weekly reading assignment. This response will be used as a foundation for the in-class recitation activity each week and turned in to the instructor as evidence of attendance and participation at the end of each class. The length of this written material will vary on a weekly basis (1/2 page-1 pages).

**Discussion-** Each Thursday the class will consist of a discussion, as a group, that reflects upon and critically analyzes the lecture themes and readings.

**Class Discussion Starter:**

Each student will sign up for two dates for the responsibility of starting the class discussion on that Thursday class day. A signup sheet will be circulated on the first day of class for you to pick the dates you will fulfill this requirement. On your assigned date, Discussion Starters will present to the class your ideas on the readings in your own words and indicate how it relates to current topics or jobs in the fashion industry. You can also bring in images to share with the class as appropriate to the reading. Every student should read the readings listed for that week and will be expected to participate.





**Fashion Exhibition or Event Review: 100 points**

**DUE: April 11**

Students will attend either a local fashion exhibition or a fashion-related talk/lecture/special event and compose a typed, 2-page double-spaced review. The review should include the following: a summary of the exhibition/event, a critique of the event (what did you enjoy? What was missing? Etc) and a question or reflection that the exhibition/event instigated related to the topics in this class. Please include proof of attendance (photo, pamphlet, receipt).

**Final paper: 200 points**

**DUE: February 21      Submit outline for final paper**

**March 25      Submit Final paper**

You will write a 1,500-1,800 word paper that provides an analysis of a cultural aspect that impacts fashion. Choose a current fashion topic or image and analyze the cultural factors behind its creation and its meaning in contemporary society. Even though the paper will be short, you will be able to fit in a lot of information, write clearly, and use at least 5 library resources to back up your theories. Please use the following guidelines.

- attach a cover sheet
- use Ariel or Calibri 12 point font. Single space.
- Only printed copies will be accepted unless permission is given for a special circumstance.
- If you are writing about an article, photo or image, please include the image in the paper.

**Assessment and Grading:**

All assignments are due on the due date on the syllabus, regardless of your attendance on the day the assignment was given. It is the student's responsibility to get the assignment to the professor if you will not be in class to hand it in. Make certain to contact the professor to set up an appointment in the event of a problem.

Assignments are graded on different criteria depending on the project. Each project has different guidelines so following the instructions is very important to the overall grade. If a paper is turned in late the grade will be lowered by an entire letter grade for each week. The final paper will not be accepted late.

**Grade Criteria:**

There are no unexcused absences or tardies. Students are expected to attend all classes. Any unexcused absences may affect the final grade. Three unexcused absences may result in course failure at the discretion of the instructor.

## **Weekly schedule**

### **January 10 & 12**

#### **Week 1: Introduction to Dress Culture and Theory.**

Lecture presentation and in-class discussion

Course overview, introduction to syllabus, and assignments

Reading-*The Meaning of Dress* Chapter 1

-*Dress and Identity*, Roach-Higgins & Eicher (1992)

### **January 15 Course Drop/Add deadline**

### **January 17 & 19**

#### **Week 2: Fashion as a Dynamic Process**

Lecture presentation and in-class discussion

How fashion can be explained as theory.

Reading-*The Meaning of Dress* Chapter 2

### **January 22 Tuition 100% refund deadline**

### **January 24 & 26**

#### **Week 3: Dress as nonverbal communication**

Lecture presentation and in-class discussion

The cultural rules that shape what we wear

Reading-*The Meaning of Dress* Chapter 3

### **January 31 & February 2**

#### **Week 4: The Body**

Lecture presentation and in-class discussion

Examines different cultural views of the body and what is valued

Reading-*The Meaning of Dress* Chapter 4

### **February 7 & 9**

#### **Week 5: Appearance for Gender and Sexual Identity**

Lecture presentation and in-class discussion

Diverse views on the cultural meaning of being a man or woman

Reading-*The Meaning of Dress* Chapter 5

### **February 14 & 16**

#### **Week 6: Race and Ethnicity**

Lecture presentation and in-class discussion

How racial and ethnic identity are manifested in dress and fashion

Reading-*The Meaning of Dress* Chapter 6

**February 21 & 23**

**Week 7: Dress and Religion**

Lecture presentation and in-class discussion

Considers the ideology of several religions and how that effects dress

Reading-*The Meaning of Dress* Chapter 7

**Submit Final Paper Outline**

**February 28 & March 2**

**Week 8: Dress for Life and Death**

Lecture presentation and in-class discussion

Dress over the course of a lifetime

Reading-*The Meaning of Dress* Chapter 8

**March 5-12 Spring Break**

**March 14 & 16**

**Week 9: Fashion, Status and Inequality in Dress**

Lecture presentation and in-class discussion

The interrelationship between dress and status

Reading-*The Meaning of Dress* Chapter 9

**March 21 & 23**

**Week 10: Dress in the Workplace**

Lecture presentation and in-class discussion

How dressing for work has changed and remained the same

Reading-*The Meaning of Dress* Chapter 10

**March 28 & 30**

**Week 11: Dress and Media**

Lecture presentation and in-class discussion

How media impacts the fashion industry

Reading-*The Meaning of Dress* Chapter 11

**April 4 & 6**

**Week 12: Fashion and Fantasy**

Lecture presentation and in-class discussion

How fashion and fantasy are intertwined in the public and private self

Reading-*The Meaning of Dress* Chapter 12

**April 11 & 13**

**Week 13: Dress and Technology**

Lecture presentation and in-class discussion

Technology and its effect on the fashion industry and images

Reading-*The Meaning of Dress* Chapter 13

**April 18 & 20**

**Week 14: Ethics in Fashion**

Lecture presentation and in-class discussion

Fashion industry issues from sweatshops to fur

Reading-*The Meaning of Dress* Chapter 14

**April 25 & 27**

**Week 15:**

**Final Paper Due.** In class discussion about your papers.

What is your topic? What resources were most helpful in your research?

Current fashion events discussion.

**Course policies**

You are expected to attend all class sessions. Because attendance counts for 100 of the total 400 points for the course, a single absence will lower your point total and can reduce your final grade.

**Absence Due to University Sanctioned Activities or Religious Observances**

If you need to miss class due to a religious observance or a university-sanctioned activity, please inform the instructor at the beginning of the semester. In the event of a medical emergency, please email the instructor when able and provide documentation if requested.

**Academic Integrity**

ASU expects and requires its students to act with honesty, integrity, and respect.

Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), Computer, Internet, and Electronic Communications policy, [ASU Student Academic Integrity Policy](#), and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

**Violent or Threatening Behavior**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students, who will determine the appropriate disciplinary action.

**Accommodation for a Disability**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified participants with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Participants who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified participants with disabilities.

Qualified participants who wish to request an accommodation for a disability should contact <http://www.asu.edu/studentaffairs/ed/drc/>480-965-1234 (Voice) 480-965-9000 (TTY)

**Please turn off or silence cell phones,** prior to coming to class sessions. If you have an emergency and need to keep in communication with someone, please inform your instructor ahead of time. Also, laptops are not required for this course. You may use your laptop to take notes. Please do not use class time for emails, chats, web browsing, or other non-class related activities.

# CONTENTS

Preface xiii

Acknowledgments xvi

Chapter 1

**Introduction to Dress, Culture, and Theory**

*Kimberly A. Miller-Spillman* 1

1.1 **“Undercover” in Hijab: Unveiling One Month Later**

*Cassidy Herrington* 14

1.2 **On Native Ground**

*Wade Davis* 17

1.3 **Etiquette 101: Dress Codes**

*Condé Nast Traveler* 22

1.4 **How Dress Means: Abductive Inference and the Structure of Meanings**

*Marcia A. Morgado* 27

1.5 **Shades of Chanel**

*Tracy Jennings* 32

1.6 **Body Ritual among the Nacirema**

*Horace Miner* 34

1.7 **Etiquette 101: What the World Thinks about Us**

*Boris Kachka* 37

Chapter 2

**Fashion as a Dynamic Process**

*Andrew Reilly* 43

- 2.1 **What Happened to Fashion?**  
*Teri Agins* 52
- 2.2 **The Role of the Fashion System in Fashion Change: A Response to the Ka Nagasawa and Hutton Model**  
*Rita C. Kean* 59
- 2.3 **In Tehran, Boutiques Stock Hot Outerwear under the Counter**  
*Farnaz Fassihi* 67
- 2.4 **Tips for Working in Luxury Sales**  
*Patric Richardson* 69
- 2.5 **Tokyo A-Go-Go: Cool Teens in Harajuku Make a Fashion Assault from Their Imaginations**  
*Beth Hughes* 72
- 2.6 **Hipster: The Dead End of Western Civilization**  
*Douglas Haddow* 74

Chapter 3

**Dress as Nonverbal Communication**

*Kimberly A. Miller-Spillman* 79

- 3.1 **Historical Background of Kente**  
*Docea A. G. Fianu* 91
- 3.2 **Manja Weinstein's Halloween Kimono**  
*Marcia Morgado, Alexandra Shields, Sophie Sun, and Cindy Urbane* 94
- 3.3 **Funny Kine Clothes: The Hawaiian Shirt as Popular Culture**  
*Marcia Morgado and Andrew Reilly* 100
- 3.4 **Saudi Women with "Sexy Eyes" Will Have to Cover Them Up in Public**  
*John Thomas Didymus* 114
- 3.5 **South Africa: Semantics of the Slut Walk**  
*Gillian Schutte* 116
- 3.6 **Identity, Postmodernity, and the Global Apparel Marketplace**  
*Susan B. Kaiser* 118

Chapter 4

**The Body**

*Andrew Reilly* 129

- 4.1 **Clothing and Embodiment: Men Managing Body Image and Appearance**  
*Hannah Frith and Kate Gleeson* 142



- 4.2 **Beauty and Hygiene, XV—Concerning the Ear**  
*Harper's Bazaar* 152
- 4.3 **Boytox: Botox for Men**  
*Joel Stein* 152
- 4.4 **Skin Bleaching: The Complexion of Identity, Beauty, and Fashion**  
*Christopher A. D. Charles* 154
- 4.5 **Even More Visible Ink**  
*Guy Trebay* 161
- 4.6 **A Quantitative Study of Females: Ethnicity and Its Influence on Body Image, Thin-Internalization, and Social Comparison**  
*Aquiashala S. Brantley, Vanessa Jackson, and Min-Young Lee* 164
- 4.7 **The Enigma of Beauty**  
*Cathy Newman* 171

Chapter 5

**Appearance for Gender and Sexual Identity**

*Andrew Reilly* 179

- 5.1 **Afghan Boys Are Prized, So Girls Live the Part**  
*Jenny Nordberg* 189
- 5.2 **Reveal or Conceal? Examining the Meaning of Modesty in Postmodern America**  
*Susan O. Michelman* 195
- 5.3 **Lifestyle and Politics of Fashion and Gender in 1960s Sweden: Unisex Fashion in Theory and Practice**  
*Patrik Steorn* 200
- 5.4 **Gay, Lesbian, Bisexual, and Transgendered Persons**  
*Andrew Reilly* 206
- 5.5 **Queers and Mods: Social and Sartorial Interaction in London's Carnaby Street**  
*Shaun Cole* 214

Chapter 6

**Race and Ethnicity**

*Andrew Reilly* 223

- 6.1 **Why Michelle Obama's Hair Matters**  
*Jenee Desmond-Harris* 231
- 6.2 **Japanese Kind of Whiteness: Women's Face-Whitening Practice and the Contemporary Japanese Identity**  
*Mikiko Ashikari* 233
- 6.3 **Cultural Markers in Dress: Decoding Meanings and Motivations of College Students**  
*Veena Chattaraman* 241



- 6.4 "Tastily Bound with Ribands": Ribbon-Bordered Dress of the Great I  
1735–1839  
*Rachel K. Pannabecker* 245
- 6.5 "Ethnic Fashion" Obscures Cultural Identity  
*Sunita Puri* 256
- 6.6 Dress between the Sacred and the Commercial: The Case of the Norw  
*Thomas Hylland Eriksen* 257

Chapter 7

Dress and Religion

*Kimberly A. Miller-Spillman* 265

- 7.1 Afghan Women and the Return of the Taliban  
*Aryn Baker* 277
- 7.2 Hair, Beards, and Power: Taking It on the Chin  
*The Economist* 281
- 7.3 France Enforces Ban on Full-Face Veils in Public  
*Steven Erlanger* 283
- 7.4 Dress Properly, No Swearing, and Maintain Gender Separation: How S  
"Welcome" Visitors to a Small U.S. Community  
*Daily Mail Reporter* 285
- 7.5 The Business Impact of the Royal Wedding  
*Women's Wear Daily Reporter* 286
- 7.6 From Habit to Fashion: Dress of Catholic Women Religious  
*Susan O. Michelman* 289
- 7.7 In Buddhist Bhutan, Happiness Counts  
*Vishal Arora* 295
- 7.8 When a Holy Man's Skin Is the Canvas  
*Stan Sesser* 297
- 7.9 Economic Downturn May Be Pulling Necklines Up: Struggling Retailers  
Options for Teens; Tweens to Include More Modest Clothes  
*Jayne O'Donnell* 298

Chapter 8

Dressing for Life and Death

*Patricia Hunt-Hurst* 303

- 8.1 A Cheeky New Business: Lexington Mom Starts Cloth Diaper Company  
*Laura Soldato* 318
- 8.2 Parent Power: Raising Kate—One Mom's Fight for Her Child's Identity  
*Connie Matthiessen* 319



- 8.3 **The Mary Jane Shoe: A Return to Innocence**  
*Mary Thompson and Susan O. Michelman* 322
- 8.4 **Is Tween Fashion Too Sexy?**  
*M. B. Sammons* 332
- 8.5 **Put This on a Billboard: Droopy Pants Can Kill**  
*Clyde Haberman* 333
- 8.6 **Dressing the Deceased in Nineteenth-Century America**  
*Jenna Tedrick Kuttruff* 335

Chapter 9

**Fashion, Status, and Inequality in Dress**

*Patricia Hunt-Hurst* 341

- 9.1 **The Campus as Runway**  
*Ruth La Ferla* 350
- 9.2 **Asante *Hightimers* and the Fashionable Display of Women's Wealth in Contemporary Ghana**  
*Suzanne Gott* 352
- 9.3 **Female Tradition in a New Context: The Case of the *Khanga***  
*Katalin Medvedev and Lioba Moshi* 374
- 9.4 **Dressing the *Jíbaros*: Puerto Rican Peasants' Clothing through Time and Space**  
*José F. Blanco and Raúl J. Vázquez-López* 379
- 9.5 **Costume and the Play of Social Identities in an Andalusian Pilgrimage**  
*Michael D. Murphy and J. Carlos González-Faraco* 386

Chapter 10

**Dress in the Workplace**

*Patricia Hunt-Hurst* 395

- 10.1 **"Look like a Lady, Act like a Man, Work like a Dog": Dressing for Business Success**  
*Sara B. Marcketti and Jane Farrell-Beck* 406
- 10.2 **Lessons from *Ugly Betty*: Business Attire as a Conformity Strategy**  
*Barbara Burgess-Wilkerson and Jane Boyd Thomas* 422
- 10.3 **How Black Can You Be?**  
*Audrey Edwards* 424
- 10.4 **Too Sexy for My Bosses: Why Lawsuits Based on Looks Discrimination—Even Good Ones—Are a Bad Idea**  
*Richard Thompson Ford* 429
- 10.5 **Up the Career Ladder, Lipstick in Hand**  
*Catherine Saint Louis* 431

- 10.6 **Casino Gives Workers Look They Can, Must Live With**  
*Darlene Gavron Stevens* 433
- 10.7 **Health to Pay: Pressures Push Jockeys to Extremes for Weight Loss**  
*Maryjean Wall* 436

Chapter 11

**Dress and Media**

*Patricia Hunt-Hurst* 441

- 11.1 **I Don't Want to Be Perfect!**  
*Aisha Tyler* 449
- 11.2 **The Two Faces of Twiggy at 59: How Airbrushing in Olay Ad Hides Truth of the Skin She's In**  
*Richard Simpson* 451
- 11.3 **Australia Pushes New Body Image Standard**  
*Patty Huntington* 453
- 11.4 **Do Thin Models Warp Girls' Body Image?**  
*Nanci Hellmich* 454
- 11.5 **How Does Vogue Negotiate Age?: Fashion, the Body, and the Older Woman**  
*Julia Twigg* 457

Chapter 12

**Fashion and Fantasy**

*Kimberly A. Miller-Spillman* 469

- 12.1 **Fantasy Fashion Collaborations**  
*Kate Carter* 487
- 12.2 **Fantasy Fashion: Avatar's Look Is Influencing Designers—Whether They Are Aware of It or Not**  
*Laurie Pike* 488
- 12.3 **"What Disney Says": Young Girls, Dress, and the Disney Princesses**  
*Jeanne Marie Iorio* 489
- 12.4 **Much More Than Plastic: Reflections on Building Star Wars Stormtroopers**  
*Eirik Saethre* 495
- 12.5 **Costuming the Imagination: Origins of Anime and Manga Cosplay**  
*Theresa Winge* 500
- 12.6 **A Drag Experience: Locating Fantasy in the Construction of Alternative Gendered Appearances**  
*John Jacob* 508
- 12.7 **Video Game Attire**  
*Keoni Rivera* 514



Chapter 13

**Dress and Technology**

*Kimberly A. Miller-Spillman* 521

- 13.1 **Haute Technology: A New Wave of Designers Is Experimenting with Electronic Textiles, Reactive Fashion and Wearable Computers for a Generation that Grew Up Wired**  
*David Graham* 530
- 13.2 **New UGA Technology Makes Textiles Germ-Free**  
*UGA News Service* 531
- 13.3 **Swinging for the Fences with Evoshield**  
*Denise Horton* 533
- 13.4 **Prints for the Cyberage**  
*Suzy Menkes* 536
- 13.5 **Excuse Me, but My Dress Is Ringing: Technology Gives Fabrics Greater Function as the Daily Demands of Everyday Life Are Met in Style**  
*The Toronto Star* 538
- 13.6 **The Shirt You Spray On: For Clothes That Fit like a Second Skin, Try Instant Fabric in a Can**  
*Tamara Cohen* 539
- 13.7 **It Costs More to Save: Eco-elitism Comes with a Price Tag. That Dress Made of Leaves and Flowers Will Be Dead by Morning**  
*Sameer Reddy* 541
- 13.8 **Kente as an Indigenous Ghanaian Textile**  
*Docea A. G. Fianu* 543
- 13.9 **Shifting the Dominant Social Paradigm in the Apparel Industry: Acknowledging the Pink Elephant**  
*Cosette M. Armstrong and Melody L. A. LeHew* 544
- 13.10 **Twilight of the Tribes: Ethiopia's Omo River Valley**  
*Susan Hack* 552

Chapter 14

**Ethics in Fashion**

*Andrew Reilly, Kimberly A. Miller-Spillman, and Patricia Hunt-Hurst* 561

- 14.1 **The Ethics of Counterfeiting in the Fashion Industry: Quality, Credence, and Profit Issues**  
*Brian Hilton, Chong Ju Choi, and Stephen Chen* 569
- 14.2 **Secrets, Lies, and Sweatshops**  
*Dexter Roberts and Pete Engard* 578
- 14.3 **Diamonds Aren't Forever**  
*Vivienne Walt* 584

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•

- 14.4 Feather Hair Extensions: Fashion without Compassion  
*Elizabeth Neville* 588
- 14.5 Rationalizing Circumcision: From Tradition to Fashion, from Public Health to Individual Freedom—Critical Notes on Cultural Persistence of the Practice of Genital Mutilation  
*S. K. Hellsten* 589
- 14.6 Are Required Cross-Cultural Courses Producing Pluralistic Students?  
*Kimberly A. Miller-Spillman, Susan O. Michelman, and Nicole Huffman* 590

Credits 613

Index 615

