

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
 (Required)

Requested designation: Cultural Diversity in the United States–C **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.

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): 

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

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

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	syllabus

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

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)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
contributes to the understanding of cultural diversity in contemporary US society	This course identifies and discusses a wide range of issues related to culture, clothing and human behavior. Although Global examination is given, emphasis is placed on US society.	See syllabus weeks 3-12. Readings examine specific case studies. For example: 10.6 "Casino Gives Workers Look They Can, Must Live With"; 5.2 "Reveal or Conceal? Examining the Meaning of Modesty in Postmodern America"
A study of culture specific elements	Each week a different aspect of culture is addressed in relationship to dress and human identity	See syllabus weeks 5-10. Readings for these chapters examine specific case studies. 5.4 "Gay, Lesbian, bisexual and Transgendered Persons."; 7.6 From Habit to Fashion: Religious Dress of Catholic Women."
study of diverse cultural contributions	This course studies awareness of a diversity of cultural practices, traditions and contributions in relation to identity and dress	See syllabus weeks 5-10. Readings for these chapters examine specific case studies. 4.1 Clothing and Embodiment: Men Managing Body Image and Appearance"; 4.6 "A Quantitative Study of Females: Ethnicity and Its Influence on Body Image, Thin-Internalization and Social Comparison"
study of social, economic, political and phycological dimensions and relations	This course examines the social, economic, political and phycological aspects of dress and society.	See Syllabus. Readings examine case studies. 3.3 "Funny Kine Clothes: The Hawaiian Shirt as Popular Culture"; 8.2 "Parent Power: Raising Kate--One Mom's Fight for Her Child's Identity." 10.5 "Up the Career Lader, Lipstick in Hand"

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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[Feedback](#)

FSH 204 Social Aspects of Fashion

Three credits; 15 weeks

Tuesday and Thursday 9-10:15am

Room

Instructor: Dennita Sewell

dennita.sewell@asu.edu

School of Art, Room 253

Office Hours: Thursday 9-10am or 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 examines US society and global cultures in relation to identity, dress and fashion. This course compares culture specific elements and the role that dress plays in these cultural experiences. Diverse cultural perspectives and values including social, economic, political and psychological dimensions between and among different groups play a significant role in the way that people dress and value clothing. Cultural diversity and social behaviors among gender, racial, ethnic groups influence what dress is worn in different regions and among different groups. This course uses theories and critical analysis to generate empirical knowledge about human behavior and its relation to dress. Understanding the diverse nature of individuals and groups and their cultural and social values helps students gain valuable perspectives on cultural behaviors and their impact on dress.

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 across a broad range of cultural concepts.

Required reading:

The Meanings of Dress, 3rd edition, Reilly, Miller-Spillman and Hunt-Hurst,
ISBN 978-1609012786

Additional readings will 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.

Attendance and in-class participation: 75 points

Presentation—25pts X 2= 50 points

Cultural event Critical Analysis: 125 points

Final paper: 150 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

Class Presentation and Discussion Starter: 25 points each X 2 = 50 total points

Each student will sign up for two class presentations based on chapter readings. A sign up sheet will be circulated during the first week of class for you to choose the dates and readings to fulfill this requirement. All presentations take place on Thursdays. On your assigned date you will present to the class a summary of the selected article in your own words accompanied by 5 power point images. Prepare a series of points or questions to start the class discussion on this topic. Every student should read the articles for that week and will be expected to participate in the discussion.

Cultural Event Critical Analysis: 125 points

Due: April 11

Students will attend either a local fashion related cultural event exhibition or fashion related exhibition, lecture, special event, film or the like and write a 1,000 word paper that provides a critical analysis of the exhibition/event. The body of the paper will give a description of the cultural exhibition/event and find correlations between the event and topics covered in the course. Use the course materials to find the correct terms and theories for a detailed discussion and critique of the event in correlation to an idea/s presented in the course. This is a chance for you to demonstrate your understanding of the ideas and information in the course material by applying them to current events. Site sources and use at least two additional articles or readings in addition to the course textbook to support your points. Use the paper format outlined below.

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 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 points and theories. Choose a theme, focus or context that is important and is related to something covered in your readings and may be of particular interest to you.

Paper Format.

- Attach a cover sheet with your name and title
- Use Ariel or Calibri 12 point font. Single space.
- Only printed copies will be accepted.
- If you are writing about an article, photo or image please include that as an attachment to the paper.
- Use Chicago manual of style

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. If the 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. This course covers the General Studies Literacy requirement therefore editing and content will be part of your evaluation. After writing your paper, read it for content, flow and coherence. Correct spelling counts.

Weekly schedule

Week 1: Introduction to Dress, Culture and Theory.

Lecture presentation and in-class discussion

Course overview, introduction to syllabus, weekly writings, final paper and research methodology.

Reading-*The Meaning of Dress* Chapter 1

This chapter provides terms and explanations of theories and research methodologies that are fundamental to this course and assignments. The goal of this chapter is to connect theory to dress allowing the reader to make these connections throughout the course. One objective of this chapter is to challenge students to think about their own culture in relation to the understanding of another's cultural perspective. Abductive inference as a method of analysis is explained.

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

This chapter illustrates how fashion can be explained through theory. In this section students will learn why fashion is a social process manifested by human interaction, the complex interaction of cultural, industrial, group and individual factors that fuel fashion change, theories for explain the fashion change process and how fashion change impacts the meaning of styles. Readings includes a historic perspective of how the mechanics of fashion have changed over time, commentary about working in luxury sales, the hipster in western civilization and an analysis of street fashion in Tokyo.

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

This chapter presents the basic components of the structure of dress communication systems and the complexity underlying communication through dress. Examination of how people put together appearance according to rules or guidelines shaped by cultural, historical and group factors as well as personal tastes and preferences that include channels of transmission and context of use. Readings site examples of how messages are conveyed through the dress of Muslim women, kente cloth from Ghana, the Hawaiian shirt and a Japanese kimono. A model of clothing in context is illustrated along with the effect of postmodernism on dress.

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

This chapter examines different cultural views of the body and what is valued and prized by a group of people—from size to color to decoration. Frameworks for viewing the body and dress, how to critically analyze media images of the body and consequences of appearance-management behaviors are all explained. Topics include men's body image, skin bleaching, body image of Caucasian and African American women, and cultural alternatives to the American ideal of thinness.

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

This chapter examines diverse views on the cultural meaning of being a man or woman and the link of gender norms to appearance and how gender is socially and culturally determined, and how a diversity of human appearance is influenced by sexual orientation. Readings including articles on androgyny, the connection between gay men and the Mods of the 1960s, an issue of cross dressing in Afghanistan where girls dress like boys in order to attend school and considerations of gay, lesbian, bisexual and transgendered persons.

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

This chapter examines how people have culturally constructed categories of racial and ethnic identity affecting social issues and problems regarding appearance. It explores the relationship of race and ethnicity—in relation to dress—to gain an appreciation for the experience of those in the minority in American society as well as the impact that issues of race and ethnicity have on consumer culture. Readings on the Norwegian Bunad examines authenticity in manufacturing this folk costume while an editorial piece condemns the fashion industry for adopting cultural symbols for fashion purposes.

Week 7: Dress and Religion

Submit Final Paper Outline

Lecture presentation and in-class discussion

Considers the ideology of several religions and how that effects dress

Reading-*The Meaning of Dress* Chapter 7

This chapter considers the ideology of several religions and how these are reflected in dress including examples of dress in different regions, how ideology may be reflected in dress, how morality and sexuality are reflected through religious dress and how dress mirrors change in religions. Readings include France's ban on full-face veils in public, the business impact of a royal wedding, the appearance of the holy men of northern India and Nepal and modest clothing options for teens.

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

This chapter addresses issues related to childhood, adolescence and adulthood and how dress needs change through life including dressing for death with historic, cultural and contemporary examples. An understanding of how conformity and similarity in appearance can be positive or negative experiences. And how most of us learn about cultures from those close to use and those families impact how we feel about ourselves and the opinions of others.

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

This chapter examines how fashion, status and inequality interrelated and the relationship between fashion and status. Inequality in dress is documented by historic and cultural examples. Readings in this chapter focus on the use of dress and textiles to reflect fashion, status and inequality in Puerto Rico, Tanzania and Spain.

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

This chapter examines how dress facilitates or hinders human interaction in the workplace, why dress helps individuals acquire, learn and perform job roles and how dress affects specific jobs. It also looks at some recent controversies related to dress in the workplace and how specific dress may identify a person's status or rank, as in the case with military personnel. Readings examine women's rise up the career ladder, civil

rights claims of discrimination based on sexy dress, and pressures that push athletes to extremes for weight advantages.

Week 11: Dress and Media

Lecture presentation and in-class discussion
How media impacts the fashion industry

Reading-*The Meaning of Dress* Chapter 11

This chapter focuses on the fashion industry's use of technology changes as media opportunities change, how magazines retouch photographs to create a perfect image, how media images impact body image and how media responds to aging. Issues covered in the readings include airbrushing and body image, body image standards as presented in popular media, how models influence girls body image, how magazines such as Vogue discuss and portray age.

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

This chapter focuses on the many ways that fashion and fantasy are intertwined through the lens of the public, private and secret self model. Readings cover fantasy in runway shows, shopping behavior, advertising and design including the origins of Anime and manga cosplay, video game attire, the emergence of the Disney princess and the drag experience in the construction of alternative gendered appearances.

Week 13: Dress and Technology **Final paper due**

Lecture presentation and in-class discussion
Technology and its effect on the fashion industry and images

Reading-*The Meaning of Dress* Chapter 13

This chapter focuses on the relationship between technology, fashion and culture. An understanding is offered of where research on apparel technology is performed, the variety of innovation within the apparel industry, how technology status and time intersect, how tradition and technology are related to culture, and consumer preferences for apparel technology. The apparel industry's current disruption and transformation due to technology will also be discussed.

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

This chapter addresses the complex relationships between ethics and the fashion industry including how consumer demand for unique products can lead to unethical practices. Readings address issues such as sweatshops, child labor counterfeiting, animal by-products used as fashion and fair trade from US and global perspectives.

Week 15:

Papers returned. In class discussion about your papers.
What did you learn? What resources were most helpful in your research?
What application might this information have to the analysis of a current fashion event.

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, reducing your semester grade by as much as half a letter 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, pagers, and PDAs prior to coming to the face-to-face 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.

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