

Social Psychology of Dress and Appearance
MDSE 3370.001 Fall 2021
T/TH 11:00 a.m. - 12:20 p.m.
Chemistry 109

INSTRUCTOR: Dr. Christy Crutsinger
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TEXT: Lennon, S. J., Johnson, K. K. P., Rudd, N. A. (2017). *The Social Psychology of Dress*. Fairchild: New York, NY. ISBN: 978-1-5013-1356

OFFICE HOURS			
Day	Time	Location	Meeting ID
Monday	1:30 – 3:30 p.m.	Chilton Hall 330P https://unt.zoom.us/j/89696878630	896 9687 8630
Tuesday	1:30- 3:30 p.m.	Chilton Hall 330P https://unt.zoom.us/j/89696878630	896 9687 8630

If the office hours listed above do not work with your class or work schedule, please let me know. I am MORE THAN happy to schedule an appointment time outside of these posted times.

COURSE DESCRIPTION

Theoretical frameworks are examined and used to interpret the meanings of dress in cultural patterns, social organizations, and personal identities. Current fashion trends are analyzed and interpreted through the study of popular culture and everyday life.

COURSE OBJECTIVES

1. Consider diverse experiences and points of view, both within and outside one's own cultural group.
2. Identify the role dress plays in the development and understanding of self and others.
3. Understand the role of psychological, socio-cultural, and global factors in aesthetic expression and appearance management.
4. Comprehend the role of the fashion industry in body image concerns of consumers.
5. Apply theories, concepts, and research regarding appearance and human behavior to industry, societal, and global problems.
6. Analyze how cultural, societal, and global factors influence appearance management.
7. Compare and contrast issues of dress and human behavior across local and global contexts.
8. Evaluate the impact of dress on human behavior life stage, time, and culture.
9. Develop an appreciation of how dress is influenced by globalization.

INSTRUCTOR COMMITMENT AND EXPECTATIONS

My teaching philosophy is one based upon mutual respect. I set high expectations, and I believe that every student has the ability to meet that standard. I am committed to your success and will respond promptly to emails, provide engaging classroom experiences, and offer clear instructions to guide your learning. On the flip side, I expect that you stay organized, turn in projects on time, arrive promptly to class, engage in the learning process, behave professionally, and submit quality work. The sky is the limit when we are all on the same page.

OUR APPROACH

From the Harajuku girls of Japan to toddler beauty pageants in Georgia; from the sworn virgins of Albania to the runway models on Seventh Avenue, we will learn how material and nonmaterial aspects of culture are learned and reinforced by those around us. In short, dress is an artifact of culture.

Dress varies depending upon time, geography, technical skills, and the underlying values, beliefs and mores of a given culture. Perhaps you have a preconceived notion of how certain people should look dress based on their position or social role. How would you respond to a medical doctor who was heavily tattooed or pierced? How does this preconceived notion differ for individuals living in Japan, Kenya, or the United States? We will use dress and appearance to learn about the practices of cultures in terms of cultural beliefs, aesthetic sensibilities, and lifestyle practices. Our end goal is for you to be knowledgeable, considerate, and inclusive of those in your own culture and other cultures. We will achieve this outcome through integrated learning activities called *GlobalConnects*, short media clips, speakers, panels, readings, lectures, in-class activities and discussion.

COURSE ASSIGNMENTS AND REQUIREMENTS

GLOBAL CONNECT (50 points; 5 @ 10 points each). The world will be our platform for applying the theoretical frameworks and concepts discussed in class through global connect assignments. In fact, our cultural frame of reference gives understanding to our dress and appearance actions.

DRESS FOR SUCCESS NEWS ARTICLE (50 points). You will submit a creative newspaper article for a targeted college newspaper, synthesizing both empirical research and trade information.

JUST LIKE YOU ANALYSIS (50 points). To analyze standards of ideal body image, you will complete a critical analysis of an episode of the Twilight Zone, Number 12 Looks Just Like You.

THEORY QUIZ (20 Points). Throughout the semester we will examine dress and appearance through the lens of various anthropological, psychological, and sociological perspectives. The theory quiz will test your ability to apply these theories to real world situations.

EXAMS (380 points). There will be four exams given during this course divided purposefully between items to assess experience with the reading material and familiarity with the materials presented.

Detailed information and requirements will be distributed throughout the semester for the projects listed above.

ASSIGNMENT		POINTS	DUE DATE
Global Connect Assignments		50	Multiple Dates
Writing Assignment #1: Dress for Success		50	September 28, 11:59 p.m. (CST)
Writing Assignment #2: Number 12 Looks Just Like You		50	October 21, 11:59 p.m. (CST)
Theory Quiz		20	November 23, 11:59 p.m. (CST)
Exams	Exam 1	80	September 9, 11:00 a.m. (CST)
	Exam 2	100	October 14, 11:00 a.m. (CST)
	Exam 3	100	November 11, 11:00 a.m. (CST)
	Final Exam	100	December 7, 10:30 a.m. (CST)
TOTAL POINTS		550	

EVALUATION/GRADING:

Rubrics for each of the assignments will be posted in Canvas throughout the semester. The final semester grade will be determined as follows:

A = 90-100%

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F = 59.9% or below

ATTENDANCE EXPECTATIONS AND CONSEQUENCES (UNT Policy 06.039)

You are responsible for attending each class meeting and securing your own lecture notes should you miss. You are expected to be professional and respectful when attending class. Here are a few rules of engagement for our class.

- Sign in with your full first name and last name (legibly) as listed on the class roster.
- Stay engaged in class activities.
- Be respectful.

FINAL EXAM POLICY

Final exams will be administered at the designated time, December 7, 2021, 10:30 a.m. Should you have more than two finals on one day, you may request to reschedule one of these exams on another day during the final exam period. Please check the course calendar early in the semester to avoid any schedule conflicts. I'm here to help!

ADA ACCOMMODATION STATEMENT

The University of North Texas and the College of Merchandising, Hospitality and Tourism make reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to discuss their accommodations with faculty. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Access website at disability.unt.edu. You may also contact them by phone at 940.565.4323.

EMERGENCY NOTIFICATION AND PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in an event of emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at <https://my.unt.edu>. Should you be on campus this semester, some helpful emergency preparedness actions include: 1) ensuring you know the evacuation routes and severe weather shelter areas, determining how you will contact family and friends if phones are temporarily unavailable, and identifying where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, your instructor will communicate with you through Canvas regarding assignments, exams, field trips, and other items that may be impacted by the closure.

ACADEMIC INTEGRITY EXPECTATIONS AND CONSEQUENCES (UNT Policy 06.003)

A range of disciplinary actions may result from any finding of academic dishonesty (i.e., admonition, class failure, expulsion) depending upon the severity of the misconduct. At a minimum for this class, any finding of academic misconduct on exams, writing assignments, or any other graded assignment will result in a "0" for that graded activity or assignment. Specific deductions for Turnitin violations will be available on your assignment rubrics within Canvas. For additional information, please refer to UNT Policy 06.003 and the CMHT Syllabus Addendum.

COURSE RECORDINGS

Class recordings are the intellectual property of the university/ instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

COVID-19

While physical (in class, on campus) attendance is not required for this course, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to complete coursework (exams, project, writing assignment, or applied learning activities) because you are ill, or unable to participate due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused. If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center 940-565-2333 or askSHWC@unt.edu or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

OTHER IMPORTANT INFORMATION

Can I turn in assignments late?

Late work is downgraded at the rate of 10% for each calendar day late. **After one week late, papers will not be accepted.**

Do I have to buy the textbook?

Class lectures and other activities are intended to enrich or supplement the assigned readings. They are not intended to summarize or substitute for the readings. You will not be successful in this course without the textbook!

What happens if I have an excused absence and need to make-up an exam?

You are responsible for taking all exams at the scheduled times. Makeup exams are given only in *extreme cases* (i.e., illness or death in family). **Please email me prior to the exam if you believe you have an excused absence.**

Can I contact the professor directly or should I work with the TA?

I will be glad to meet individually with you to discuss materials presented in the readings or the class lectures, to help you determine your progress in the class, or other relevant purposes. There may be times when the TA can assist with certain tasks.

If I miss class, how do I get important information that was shared?

Detailed requirements for projects, guest speakers, and special events will be distributed throughout the semester. If you are absent on the day an assignment is distributed and discussed, please check with a class member to see what you missed.

MDSE 3370 TENTATIVE COURSE CALENDAR

DATES	TOPIC	Readings	DUE DATES
Aug. 24	Course Introduction		
Aug. 26	Why Study Dress?	Chapter 1	Global Connect 1: Global Standards of Contemporary Dress <i>U.S. vs. Other Country</i>
Aug. 31	Origins & Functions of Dress	Chapter 2	
Sept. 2	Origins & Functions of Dress	Chapter 2	Global Connect 2: Extreme Adornment around the World
Sept. 7	Conducting Research on Dress	Chapter 3	
Sept. 9	Exam 1		Exam 1 (Chapters 1, 2 3)
Sept. 14	Dress & Social Cognition	Chapter 4	
Sept. 16	Dress & Social Cognition	Chapter 4	Global Connect 3: The Red Carpet, Harajuku Girls, and Cultural Appropriation
Sept. 21	Dress & Social Cognition Dress & Impression Formation	Chapter 4 & 5	
Sept. 23	Dress & Impression Formation	Chapter 5	
Sept. 28	Dress & Physical Appearance	Chapter 6	
Sept. 30	Dress & Body Image	Chapter 7	
Oct. 5	Panel, Global Discussions		Class meets in Union 314
Oct. 7	Dress & Body Image	Chapter 7	Global Connect 4: Cultural Differences in Body Image
Oct. 12	Speaker, International Model	Chapter 7	
Oct. 14	Exam 2		Exam 2 (Chapters 4, 5, 6, 7)
Oct. 19	Dress & Personality	Chapter 8	
Oct. 21	Dress & the Self	Chapter 9	Writing Assignment #2: Number 12 Looks Just Like You
Oct. 26	Dress & the Self	Chapter 9	
Oct. 28	Dress & Identity	Chapter 10	

DATES	TOPIC	Readings	DUE DATES
Nov. 2	Dress & Identity	Chapter 10	
Nov. 4	Dress & Socialization	Chapter 11	
Nov. 9	Dress & Socialization	Chapter 11	
Nov. 11	Exam 3		Exam 3 (Chapters 8, 9, 10, 11)
Nov. 16	Dress & Social Groups	Chapter 12	
Nov. 18	Panel, Traditional Dress		
Nov. 23	Dress & Cultural Aesthetics	Chapter 13	Theory Quiz
Nov. 30	Speaker, Amish Dress		Global Connect 5: Local and Global Rites of Passage
Dec. 2	Dress & Cultural Rituals	Chapter 14	
Dec. 7	Final Exam		Final Exam (Chapters 12, 13, 14)

ALL DUE DATES/EXAM DATES AND ASSIGNED READINGS ARE SUBJECT TO CHANGE

Social Psychology of Dress and Appearance
MDSE 3370
Global Connect Activities

The world will be our platform for applying the theoretical frameworks and concepts discussed in class. In fact, our cultural frame of reference gives understanding to our dress and appearance behaviors. Since most of these activities will occur during class, your attendance and engagement is critical to your success. There are no make-ups for these points (5 @ 20 points each).

Objective:

- To understand how cultural, society, and global factors influence appearance management.
- To develop an appreciation of how dress is influenced by globalization.
- To compare and contrast issues of dress and human behavior across local and global contexts.

Global Connect 1: Contemporary Standards of Women's Dress: United States vs. Other Country

In groups of three or four, research the contemporary standards of women's dress in the United States and one other country. Complete the chart below. Write a 200 word response that compares and contrasts the contemporary standards of dress. Post your analysis and completed chart. Be prepared to discuss results share in class.

	United States	Other Country
Body		
Cosmetic (hair, head, body)		
Dress (fit, amount of skin revealed)		

Global Connect 2: Extreme Adornment

Adornment is one of the most widely adopted theories of dress. Search the Internet and find one extreme example of adornment practiced outside the United States. Upload the image and in the text indicate where this form of adornment is practiced and what does it represent? What is your response to this form of adornment? Do you believe it would be an acceptable form of adornment in the United States. Provide the link to your reference and be prepared to discuss in class.

Global Connect 3: The Red Carpet, Harajuku Girls, and Cultural Appropriation

Cultural appropriation is the adoption of an element or elements of one culture or identity by members of another culture, typically a more dominant people or society. In 2004, Gwen Stefani posed on the red carpet with the Harajuku Girls. Almost 17 years later, she vehemently denies any claims of cultural appropriation. Stefani is just one name among many celebrities who have used other cultures to draw inspiration for their work. Search for two examples of stereotypes (from US and another country) that currently exists in the media. Remember to focus on appearance-related stereotypes. Post the images to Canvas. Write a 200 word response addressing the following: identify the positive and the negative

effects of each stereotype. Compare and contrast the two stereotypes. How do your examples refute, support or contribute to cultural appropriation (if at all)? Be prepared to discuss in class.

Global Connect 4: Cultural Differences in Body Image

Interview someone from a different country. Maybe someone in our class, a friend, or a new acquaintance. Ask them to describe the 'ideal' body (male or female) in their country using the characteristics listed below:

Characteristic	Response
Interviewee name	
Date and time of interview	
Identify age category for reference	
Identify gender for reference	
Identify country	
Hair (color, length, texture, style)	
Facial features (nose, eyes, lips)	
Breasts/chest (size, shape)	
Stomach (size, shape)	
Hips/buttocks (size, shape)	
Legs (length, shape)	
Weight	
Height	
Muscle tone	

Upload the completed chart, along with your analysis (200 words) of how this ideal image varies from the U.S. standard of ideal body. What was most surprising in your discovery? What new information did you learn? Please use at least one reference in your response. Be prepared to discuss in class.

Global Connect 5: Local and Global Rites of Passage

Rites of passage are commonplace across all cultures. Think of one rite of passage that you have participated in that was important to you. Provide a 100 word response to the following prompts: Describe the rite of passage and the dress that you wore. What stage(s) of transition did the rite highlight? How was dress used in the rite of passage? How did the dress reflect your culture, personality, identity, and social roles?

Identify a rite of passage from another country (different than the one mentioned above) that reflects a similar transition to the one described above (i.e., separation, transition, reincorporation). Provide a 100 word response to the following prompts: Describe the rite of passage. How is dress used in the rite of passage? How does this rite compare to the U.S. tradition? Use at least one term or concept discussed in class to demonstrate your understanding. Upload response and corresponding images from each rite. Be prepared to discuss in class.

Global Connect Rubric				
	Proficient 5-3	Needs Work 3-2	Insufficient 2>0	Total
Considers global frame of reference	Response clearly addresses each prompt and provides insight into cultural/global frame of reference	Shows minimal awareness of cultural/global preferences and biases.	Provides no evidence of cultural/global influences, diverse viewpoints, or experiences.	10
Communication	No typos or grammatical errors; appropriately referenced; connects to course content	Inaccuracies make paper moderately difficult to read; referencing is incomplete; minimal connection to course content.	Grammatical and/or spelling errors make paper difficult to read; did not include references; no connection to course content.	10
Total Points				20

In-Class Integrated Global Activities, Readings, Media

Why Study Dress?

Chapter 1: Reading

Read 'Sarkozy Bans Burqas' (textbook, p. 11). Why would a secular government want to become involved in religious socio-facts or the mentifacts influencing these symbols? Be prepared to discuss this question in class.

Chapter 1: Reading

Read 'Dubai' (textbook, pg. 12). How do international employees relocated to Dubai know what can and cannot be work in the workplace or in social venues? How can companies wanting to locate here understand what product assortment can reasonably be marked to both citizens and internationals?

Chapter 1, Reading

Read 'In the U.K., a Muslim Student was Sent Home Repeatedly for Her Skirt Being Too Long'
[In the U.K., a Muslim Student Was Sent Home Repeatedly for Her Skirt Being 'Too Long' | Vogue](#). When can dress be wrong or right? Immodest or modest? Improper or proper? How do these concepts relate to school dress codes in the UK?

Chapter 1, Media

Watch 'Banned Practice of Foot Binding Blighting China's Oldest Women.' Describe the type of adornment and the primary purpose of the adornment. What U.S. current practice compares with this form of adornment?

<https://www.youtube.com/watch?v=NuuloJGPjBA>

Origins & Functions of Dress

Chapter 2, Media

Watch, 'The Truth about Where Hair Extensions Come From.' What ethical issues emerge around hair? What country sources the best hair? How do countries produce quality hair and protect human rights in the name of beauty? What surprised you the most from the video?

<https://www.youtube.com/watch?v=VIZ1SWLBfPE>

Chapter 2, Activity

In groups of 2-3 use your smart phones, tablets, or laptops to search for why women wear wedding veils. Determine whether the function of wedding veils is communication or protection. Determine if and how this this varies country by country.

Conducting Research on Dress

Chapter 3, Media

Watch, '*Suffering for Tradition.*' What are the advantages and disadvantages of field work as research methodology? What function of dress does the 'long neck' represent? Imagine that you were born in one of these villages, would you wear the rings?

<https://www.youtube.com/watch?v=15esQGVdr08>

Dress & Physical Appearance

Chapter 6, Media

Watch the "*World has a New Most Beautiful Girl in the World.*" How does the newest beautiful girl in the world differ from her predecessors? What socio-cultural factors may contribute to these changes?

[The World Has A New Most Beautiful Girl In The World - Bing video](#)

Chapter 6, Online Survey

Take the online survey, '*Are you pretty in Korea?*' How do Korean beauty standards differ from U.S. standards of beauty? What physical attributes constitute beauty in Korea?

<https://www.quotev.com/quiz/12638406/Are-you-pretty-in-Korea-Girls-only>

Chapter 6, Reading

Read the articles, '*The Rise of Non-invasive Plastic Surgeries in South Korea*' and '*How Our Fascination with Ethnic Ambiguity affects Plastic Surgery Trends.*' What is the driving motivation for the new standard of 'Gangnam' beauty.

<https://www.aljazeera.com/news/2018/5/19/the-rise-of-non-invasive-plastic-surgeries-in-south-korea><https://www.allure.com/story/asian-american-plastic-surgery-trends>

Dress and Body Image

Attend the lecture of our international fashion model. What similarities and differences emerged in weight control practices among international fashion models? Explain how the global fashion industry has contributed to eating disorders.

Dress & Identity

Chapter 10, Media

Watch the video, '*What is a Quinceañera.*' Define a consumption event. Where is this celebration practiced? How is the Quinceañera viewed as a consumption event? What aspects of identity are a part of this rite of passage?

<https://www.youtube.com/watch?v=GDfR6N4RgFM>

Chapter 10, Media

Watch the video, '*The Sworn Virgins of Albania.*' Why are these Albanian women choosing to live their life as men? How do they pass? Is there a comparable US group that passes to this extreme?

<https://www.youtube.com/watch?v=UG7NhDYcgC0>

Dress & Social Groups

Chapter 12, Activity

Social organizations provide order to our world within a culture and their subcultures. Watch about one minute of the documentary, '*The Secret Life of the Geisha.*' [set time indicator at 45 minutes and 10 seconds]. Identify how dress differentiates status by completing the table below.

<https://www.youtube.com/watch?v=4b4khFSChd4>

Dress Characteristic	Apprentice Geisha	Geisha
Makeup		
Color of Kimono		
Collar		
Hair		

Dress & Cultural Rituals

Chapter 14, International Dress Panel

Attend the international dress panel. Based on the presentations, describe traditional dress in Korea, India, and Kenya. Does traditional dress exist in the US? How do these traditional forms of dress differ from traditional US dress (if at all)? What similarities and differences emerge, particularly for certain rites of passage (coming of age, religious, weddings, baptisms).

Chapter 14, Reading & Media

Read *'Islamic Women, Headscarves, and Migration'* (textbook p. 342) and watch *'Different Muslim Head Coverings Explained.'* Describe the differences of the head coverings. Do you think this form of modest dress is oppressive by the individuals wearing the dress? Other than to signify religious affiliation, how might this clothing function for these women? How might it function for the people associated with these women?

<https://www.youtube.com/watch?v=UG7NhDYcgC0>