

**COLLEGE OF FAMILY AND CONSUMER SCIENCES  
DEPARTMENT OF TEXTILES, MERCHANDISING AND INTERIORS**

**TXMI 4230/6230**

**DRESS, SOCIETY AND CULTURE  
(Global Perspectives on Dress)**

**Fall 2009 3 Credits**

**Class time: TTh 3:30 – 4:45 pm in Dawson 310**

**Instructor: Dr. Katalin Medvedev**

**Office: 319 Dawson Hall**

**Office hours: Tuesdays: 9:30 - 10:30 and 5:00 - 6:00 pm;**

**Thursdays 9:30 - 10:30 and 2:00 - 3:00 and by appointment**

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**I. COURSE DESCRIPTION**

- In this course we examine contemporary dress from diverse cultures existing within and beyond the United States so that we may understand others (and ourselves) better. The anthropological concepts of culture and society furnish tools for studying dress and limiting ethnocentric bias while providing important perspectives about the global significance of dress. This course begins with a definition and description of dress and offers a framework for interpreting the meaning and use of dress in different contexts.
- There are many reasons to examine dress. For instance, as part of a nonverbal communication system, dressing the body has an enormous social impact. How we dress, whether deliberately or by chance, indicates gender, individuality, and position within specific social systems of kinship, economy, religion, and polity. We also dress for personal satisfaction. The meaning of dress is dependent on time and socio-cultural context.
- While dressing the body is an everyday experience that is often taken for granted, it has an enormous impact on the US and global economy. Apparel designers and retailers are interested in what motivates consumers to want to modify their bodies and subsequently purchase or acquire items to “dress” their bodies. However, it is important to understand that while fashion apparel is dress, not all dress is fashion, but both perspectives are significant. In addition, the technology of a particular society and types of dress are closely related to other cultural patterns of morality, hygiene, ritual, and beauty.

**II. PREREQUISITES: PSYCH 1101 or SOC 1101**

**III. OBJECTIVES OF THE COURSE:**

After completing this course, you will have had opportunities to develop your skills to:

- apply the definition of dress as body modifications and body supplements within a specific cultural context;

- understand that meanings of dress vary from society to society;
- appreciate the surface diversity of our appearance by understanding the common purposes dress serves (i.e., to protect, to communicate, or to personally satisfy);
- interpret scholarly publications and popular commentary about dress;
- analyze dress in real-life situations in relationship to specific physical and social environments as well as consumer behavior;
- develop an understanding of dress as an art form (e.g., visual, performing, or literary);
- improve your analytical and writing skills;
- learn the mechanics of research paper writing, including APA citation.

#### IV. TEXTS

- Eicher, Joanne B., Evenson, Sandra Lee, & Lutz, Hazel (2008). *The visible self: Global perspectives on dress, culture, and society*. 3<sup>rd</sup> Ed. New York: Fairchild Publications. (Required)
- Roach-Higgins, Mary Ellen, Eicher, Joanne B., & Johnson, Kim K. P. (1995). *Dress & identity*. New York: Fairchild Publications. (Required)
- Hacker, Diana (1992). *A writer's reference*. 2<sup>nd</sup> Ed. Boston: Bedford Books of St. Martin's Press. (Or any other more up to date reference. Recommended for your essay)
- Flynn, Judith & Foster, Irene (2009). *Research methods for the fashion industry*. New York: Fairchild. (Recommended for your research paper design).

#### V. COURSE POLICIES AND PROCEDURES

Class format: Opportunities for learning occur in a variety of formats in this course, such as lectures, discussions, in-class activities, films and writing assignments. We will remain flexible enough to take advantage of other potential opportunities for learning as they develop.

- Lectures are designed to introduce concepts and to expand upon and provide background for understanding and interpreting them. **I will not lecture on each chapter. However, you are responsible for completing each reading and other assignment by the date that is specified in the syllabus, even if we are behind schedule.**
- Students have an opportunity to apply concepts in analysis and interpretations of readings — assigned or encountered elsewhere — and to extend applications to real-life situations by raising questions in class and participation in small- and large-group discussions. **Class discussions are an integral part of this class. To get the most out of this class, read and think about your assignments before coming to class** because the readings provide material that will be expanded upon in the lecture and during in-class activities.

Readings for this class will also help you think of and write your final paper. **DO NOT READ TOO FAR AHEAD.** The excuse of “Oh I read that so long ago, I no longer can remember what it said” is not acceptable.

- Exams are not given early. Deadlines for all assignments have to be met. Assignments are due at the beginning of the class. Assignments turned in after I have called for them will be considered late and will be dealt with accordingly. Late assignments will result in ½ letter grade deduction each day. There are no make-ups for missed class activities and scheduled exams, etc., except under true emergency circumstances. You are required to discuss these with me in person and provide valid documentation supporting your delay or absence, preferably **before they occur.**
- Taking a make-up exam is a privilege, not a right. Make-up exams will only be granted with proper documentation (medical) or in extremely unusual circumstances. It is up to the student to contact me for a make-up exam.
- If a student is late for an exam and someone has already completed and turned in the exam, s/he cannot take the exam and s/he will not be granted any credit.
- In-class activities occur throughout the semester. They are not scheduled and are completed during class time, however, some may be graded and be part of your final grade.
- We will watch a number of films and you are required to take notes on them. You will be tested on the information or asked to discuss information contained in the films in class.
- **On-time class attendance is mandatory. There are no excused absences.** You are allowed up to 3 absences before points are subtracted from your final average. This includes sickness, car issues, weddings, family problems, interviews etc. So, **plan your absences wisely. Excuse notes are irrelevant.** On the 8<sup>th</sup> absence, the student will be considered not having satisfied regular attendance policy and will receive a grade of WF.  
0-3 absences 50 pts.  
4 absences 30 pts.  
5 or more absences 0 point.

I will take attendance at the beginning of class. It is very disrupting for students to come in late or leave early. Do not plan on attending class if you are **more than 15 minutes late.** Students will only get attendance points if the entire class period is attended.

**Attendance is worth 50 points of your final grade.**

- Students are strongly encouraged and **expected to participate in class discussions.** **Active and thoughtful participation** is worth 50 points. If you do not participate, you will **NOT** get any participation points. Being shy is not an acceptable excuse in the fashion business. I will respect your thoughts and opinions even if they differ from my own. I also ask that you be respectful of your peers’ opinions and my own.
- Students are expected to raise questions/comments during lectures if something is unclear or if they have a pertinent illustration from their life experience or readings. Similarly, if assignments are not clear, please ask me about them before class. Frequently what puzzles one, puzzles others, too, and I can resolve concerns for everyone best if I know about them prior to a class.
- Students are responsible for preparing for all class sessions. Readings are to be **completed prior to class.** Students must demonstrate that they have read the required text(s) before class. **I may check this in the form of short in-class writing assignments that will be graded and will become part of your final grade.**
- Students are responsible for seeking help when needed. **Help is NOT provided over e-mail. Use e-mail to communicate with me ONLY in extreme circumstances. (Please, never use the WebCT e-mail feature as I do not check it on a regular basis). Use OFFICE HOURS to communicate with me.** I have scheduled 4 hours of office hours

(for this class) each week to be available to you during the semester. I expect all of you to come and talk to me at least once during the semester. Start your visits early in the semester. **Please note that I am NEVER available right before class.**

- Under no circumstances will e-mailed assignments be accepted for credit.

## VI. COURSE REQUIREMENTS AND GRADING

Mid-term Exam or in-class reading summaries	150 points
Comprehensive peer evaluation of a final paper	125 points
Project Presentation	75 points
Research Proposal	150 points
Short Research Paper	400 points
Class Participation	50 points
Attendance	50 points

**Total points possible      1,000 points**

The exam typically includes multiple-choice, true and false questions, fill in the blanks, matching, short-answer essays and notes of discussion from lectures, textbooks, films and assigned readings. Short-answer questions must be answered completely — using details or examples, etc. — to receive full credit.

### GRADES WILL BE COMPUTED AS FOLLOWS:

<b>A</b>	<b>930-1000 pts</b>	Represents <b>achievement that is outstanding</b> relative to the level necessary to meet course requirements
<b>A-</b>	<b>900-929</b>	
<b>B+</b>	<b>870-899</b>	
<b>B</b>	<b>830-869</b>	Represents <b>achievement that is significantly above</b> the level necessary to meet course requirements.
<b>B-</b>	<b>800-829</b>	
<b>C+</b>	<b>770-799</b>	
<b>C</b>	<b>730-769</b>	Represents achievement that meets the course requirements in every respect
<b>C-</b>	<b>700-729</b>	
<b>D+</b>	<b>670-699</b>	
<b>D</b>	<b>630-669</b>	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
<b>D-</b>	<b>600-629</b>	
<b>F</b>	<b>599 and ↓</b>	Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

### ASSIGNMENTS:

You will need to choose an ethnic or cultural item of dress. The focus of your research should **emphasize a specific ethnicity or culture rather than a historical topic. Your paper should NOT be a costume history paper.** In your paper you will have to answer the question: **How does my chosen ethnic or cultural group establish its identity through dress? What do we learn about them by analyzing their dress practices?**

Here are some ideas to start thinking about your research topic. You may research a dress item from your own ethnic or cultural background. You may research the dress of an ethnic or cultural group in the state of Georgia. Along with many European cultures, Georgians may be American Indians or have backgrounds from Africa (such as Ghana or Nigeria), from Asia (such as Vietnam, Korea, India, China, Cambodia or Japan) or from other groups considered ethnic, such as Hasidic Jews, for example. You may also research the dress of a subgroup or micro culture in the current popular culture (e.g., a music icon or group, debutantes, ballet pointe shoe, sports figure or a uniform). If you are having trouble finding a topic, please contact me quickly so I can help brainstorm with you.

### **Process:**

First, you will write a brief, 1-2 page proposal of your research topic. In it you will provide a clear research question and explain why you are interested in answering this question. You will also have to provide a hypothesis about what you are likely to find or what you think you will find, if you can. At this point, you also have to make sure that some **scholarly sources exist** on your chosen topic. You will discuss your research plan and list the main resources you plan to use. Provide full citation for the main resources you are planning to use. Use an APA style reference list format and under each citation describe in maximum three sentences how you will use this particular source or explain what information this resource is likely to provide you with. I expect at least a list of 6 resources---**three** of which have to be **scholarly resources**. The next step is in-depth library, media and Web, etc., research. After you have located enough **scholarly** resources to help you write your paper, you can start working on your paper. Make sure that your paper uses 10 sources and that only four of those sources are popular internet sources. The remaining 6 sources have to be academic/scholarly sources. After your research is completed you will start writing your paper, which should NOT exceed 8 pages for undergraduate students (the expected paper length is (6 (preferred)-8 pages) and 12-15 for graduate students. **Graduate students need to discuss their paper topics and the criteria for evaluation in this course with me individually by the end of the second week of the semester.**

Concepts from *The Visible Self* and *Dress and Identity* will have to provide the framework for your final papers. **Your final paper needs to demonstrate that you mastered the major course concepts and acquired the appropriate skills to study another culture or cultural group or cultural dress item in a scholarly manner.**

In your actual papers you will describe the dress of your chosen group, using the classification system, if appropriate. Using written and visual, etc., sources you will analyze the cultural ideals and standards of the dress and body in your chosen ethnic or cultural group. You will identify briefly the cultural scale or scales relevant to this group, if appropriate. **You will explain what the role and significance of this form of dress is from a cultural perspective. You will explain when and at what occasions this dress is worn and discuss how this dress or dress practice expresses national and/or ethnic identity or individuality.** You will also discuss how the dress item(s) interact(s) with the body and the physical environment. In your papers include references from class readings, and **use class concepts, ideas and perspectives** etc. You may conclude your paper with what you have learned about your topic and/or in class, if you want. Your paper has to have an introduction, a discussion and a conclusion and a correct, APA style reference list. Also add visuals that you collected about your group and their dress (visuals are not part of the page limit). **You will be graded on the quality of your research, range and**

**depth of discussion of your topic, grammar, clarity, originality and readability. Your paper has to be absolutely error-free.** I have sample papers you can look at to see what I consider an A paper. I will provide more details about the mechanics of the paper later in the semester. **The paper process concludes with a five minute PowerPoint presentation at the end of the semester.** The presentation should be professional, clear and succinctly summarize your research results. It should also provide visual examples that support your research findings. **Everybody must be present during the graduate and undergraduate student final presentations.**

## VII. Schedule of Topics

*This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary*

TVS = The Visible Self

D & ID = Dress & Identity, Films

Week	Topic	Readings and Assignments Due Dates
<b><u>Week One</u></b> August 18-20	Introduction to the Course and Course Concepts	<b>Tue:</b> Syllabus, course procedures, etc. <b>Thu: Film :</b> Fashion and Clothing
<b><u>Week Two</u></b> August 25-27	Meanings of Dress  Classification System of Dress  Body as Dress	<b>Tue:</b> Discussion of film <b>Thu:</b> <b>TVS —</b> Ch 1; Classification System, pp. 1-33. Croutier: The Baths, pp. 115-119. Miner: Body Ritual among the Nacirema, pp. 119-123.
<b><u>Week Three</u></b> September 1-3	Basic Concepts: Culture, Society      Cultural Differences	<b>Tue:</b> <b>TVS —</b> Ch 2: Dress, Culture, and Society, pp. 34-63. Baizerman, et al: Eurocentrism...., pp.123-132. <b>Thu:</b> <b>Film:</b> Everybody's Ethnic <b>D &amp; ID —</b> Gates: In the Kitchen, pp. 325-330.
<b><u>Week Four</u></b> September 8-10	Records of the Types of Dress and Critical Evaluation Sources	<b>Tue:</b> <b>TVS —</b> Ch 3: Records of the Types of Dress, pp. 64-89. Ch 4: Written Interpretation of Dress, pp. 90-114. <b>Film Clip:</b> Hair <b>Thu:</b> <b>TVS —</b> Hamilton & Hamilton: Dress

	<p>Dress as Communication</p> <p>Technology and the Development of Dress</p>	<p>as Social Reality, pp. 141-149.</p> <p><b>D &amp; ID</b> —  Stone: Appearance and the Self, pp. 19-39.  Nash: Decoding the Runner's Wardrobe, pp. 86-97.  Issenman: Many Disciplines, Many Rewards: Inuit Clothing Research pp. 132-141.</p>
<p><b><u>Week Five</u></b>  September 15-17</p>	<p><b>Research proposal is due on September 15th</b></p>	<p><b>Tue: 1-2 page research paper proposal is due</b>  Catching up</p>
	<p>Physical Appearance and Dress</p>	<p><b>Thu:</b>  <b>TVS</b> —  Ch 5: Physical Appearance and Dress, pp. 151-173</p>
<p><b><u>Week Six</u></b>  September 22-24</p>	<p>Body Processes</p> <p>Body and the Environment</p>	<p><b>Tue:</b>  <b>D &amp; ID</b> —  Hermann: "Passing Women," Performing Men, pp. 112-115.  Simon: Body Image and Plastic Surgery, pp. 44-50.  Schroeder: Feminine Hygiene, Fashion, pp. 299-312.  <b>Film clips:</b> Transamerica  <b>Thu:</b>  <b>TVS</b> —  Ch. 6: Body, Dress, and Environment, pp. 174-199.</p>
<p><b><u>Week Seven</u></b>  September 29-October 1</p>	<p>Body and the Environment (continued)</p>	<p><b>Tue:</b>  <b>TVS</b> —  Hickman:  Innerskins/Outerskins: Gut &amp; Fishskin, pp. 204-210.  <b>D &amp; ID</b> —  NASA: Wardrobe for Space, pp. 68-70.  <b>Thu:</b>  <b>Film:</b> Nanook of the North</p>
<p><b><u>Week Eight</u></b>  October 6-8</p>	<p><b>Midterm</b></p> <p>Scales of World Cultures and Dress</p> <p>Domestic-Scale Culture and Dress</p>	<p><b>Tue: Midterm Exam</b>  <b>Thu:</b>  <b>TVS</b> —  Ch 7: Domestic-Scale Culture and Dress, pp. 211-231.  Berns: Ga'anda Scarification: art and identity, pp. 279-287.</p>
<p><b><u>Week Nine</u></b></p>	<p>Body Art</p>	<p><b>Tue:</b>  <b>Film:</b> Here is Looking at you:</p>

<p><b>October 13-15</b></p>		<p>A celebration of body art.  <b>Thu:</b>  Catching up</p>
<p><b><u>Week Ten</u></b>   <b>October 20-22</b></p>	<p>Political-Scale Culture and Dress</p>	<p><b>Tue:</b>  <b>TVS —</b>  Ch 8: Political-Scale Culture and Dress, pp. 232-255.  Schreier: They Don't Wear Wigs Here, pp. 288-293.  <b>Thu:</b>  <b>Film:</b> Hester Street</p>
<p><b><u>Week Eleven</u></b>   <b>October 27-29</b></p>	<p>Commercial-Scale Culture and Dress</p> <p>Cultural Identities, Beliefs &amp; Religion</p>	<p><b>Tue:</b>  <b>TVS —</b>  Ch. 9: Commercial-Scale Culture and Dress, pp. 256-278.  Hansen: Helping or Hindering? Controversies around the International Second-Hand Clothing Trade Transnational, pp. 298-307.  <b>Thu:</b>  <b>D &amp; ID---</b>  Hostetler: Dress as Language of Protest, pp. 218-220.  Sutherland: Pollution, Boundaries, and Beliefs pp. 285-292.  Fernea &amp; Fernea: Behind the Veil, pp. 285-292.  <b>Film:</b> Veil</p>
<p><b><u>Week Twelve</u></b>   <b>November 3-5</b></p>	<p>Socialization, the Individual, &amp; Social Contexts</p>	<p><b>Tue:</b>  <b>D &amp; ID —</b>  Dress and Individual Development of Identity pp. 98-100.  Eicher &amp; Roach-Higgins: Dress, Gender, and Age, pp. 101-105.  Goffman: Identity Kits, pp. 119-120.  Johnson &amp; Workman: Ageism, pp. 129-132.  Catching Up  <b>Thu:</b>  <b>D &amp; ID —</b>  Lennon, Lennon &amp; Johnson: Implications for rape...pp. 209-217.  <b>Film clips:</b> The Accused</p>

<p><b><u>Week Thirteen</u></b> <b>November 10-12</b></p>	<p>The Art of Dress</p> <p><b>You must have received your partner's paper for peer review by November 12th, the latest. You will have to let me know if this did not happen.</b></p>	<p><b>Tue: TVS —</b> Ch 10: The Art of Creating Dress, pp. 309-333. <b>D &amp; ID-</b> Hebdige: Style as Homology, pp. 423-426. Telander: Senseless pp. 427-435. <b>Thu:</b> <b>D &amp; ID —</b> Dalby: Geisha and Kimono, pp. 147-155. <b>Film:</b>The Secret Life of a Geisha <b>(Graduate student papers sent for peer review by the 10<sup>th</sup> of November)</b></p>
<p><b><u>Week Fourteen</u></b> <b>November 17-19</b></p>	<p>The Art of Dress (continued)</p> <p><b>You must send back your peer review to your partner no later than November 19th to give her time to improve her final draft.</b></p> <p>Social Contexts</p>	<p><b>Tue:</b> <b>TVS —</b> Ch 11: Ideals for Individual Appearance and the Art of Dress, pp. 335-357. Sobo: The Sweetness of Fat ... Rural Jamaica, pp. 415-422. <b>Film:</b>Beauty Ideals <b>Thu:</b> <b>D &amp; ID —</b> Trayte: 19th Cent Missionary Views..., pp. 293-298. <b>Film:</b> Rabbit-Proof Fence <b>Graduate Student Presentations (Graduate Research Papers are due on the 19<sup>th</sup> of November).</b></p>
<p><b><u>Week Fifteen</u></b> <b>December 1-3</b></p>	<p><b>Undergraduate Research Paper is due on December 1st.</b></p> <p><b>Undergraduate Student Powerpoint Presentations begin this week</b></p>	<p><b>Tue:</b> <b>Undergraduate Research Papers are due and Undergraduate Student Presentations begin. Limit your presentation to maximum 5 minutes. Please, time yourself. (12-14 students)</b> <b>Thu:</b> Undergraduate student presentations continue: (12-14 students)</p>
<p><b>Final Exam</b></p>	<p><b>December 15</b></p>	<p><b>3:30- 6:30</b> Undergraduate Student</p>

The dates on the syllabus are the **anticipated** order of topics and selected readings. I may add something or a topic may “spill over” into another class period. **It is the student’s responsibility to keep up with changes.** Films or film clips will be shown throughout the course.

### VIII. Expectations for Students and Class Protocol:

1. Students are expected to turn off cell phones and pagers during lecture. If you “beep,” “buzz,” or “ring,” you will be asked to leave for the rest of the lecture session. **Laptops and other electronic devices are to be turned OFF when you enter the class room. If you must use a laptop you have to sit in the first 2 rows. NO text messaging, personal conversations, surfing the web etc. are allowed during the class.** If a phone or other electronic devices is found to be on during an exam or other in-class assignments, it will be confiscated and you may be charged with academic dishonesty.
2. **Students are responsible for all class meetings and materials, including any information contained in the syllabus, or changes to the syllabus. Students are expected to pick up instructional materials ON THE DAY the materials are handed out.** Under no circumstances will I give out my notes.
3. **No discrimination of any kind — sexism, racism, ageism, etc. — will be tolerated in class.**
4. Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures.
5. Students who need special accommodations are responsible for working with the instructor and the relevant University offices.
6. Late adds for this course will not be approved except on exceptional circumstances.

### IX. Extension Policy

No extension will be granted **except for a University of Georgia recognized and excusable absence, such as an extended medical illness documented with a note from a doctor’s office, a true family emergency, or religious observance. Please inform me immediately, if a test date falls on a religious holiday when you cannot attend class.** Under no circumstances will paper deadlines or exams be rescheduled to accommodate vacation travel. Incompletes will only be considered in exceptional cases. They will require the writing of a contract for completion of the class work.

### X. UNVERISTY OF GEORGIA POLICY REMINDERS

#### Disability Accommodations

Reasonable accommodations will be provided for students with documented disabilities. Please contact the instructors to work out the details for any necessary accommodation.

#### Classroom Conduct

Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action. In addition, students responsible for such behavior may be asked to cancel their registration (or may have their registration canceled). **Disruptive behavior includes frequent personal conversations in class, reading the newspaper, doing crosswords, surfing the net etc. Please note that if you are caught doing any of these things your participation points will be drastically reduced.**

#### Academic Misconduct

**All academic work must meet the standards contained in a “Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any**

**academic work.** Academic misconduct is defined as any act that violates the rights of another student with respect to academic work or involves misrepresentation of a student's own work. Academic misconduct includes but is not limited to: cheating on assignments or examinations, plagiarizing pieces of work, depriving others of necessary coursework, and sabotaging another's work. Discovery of academic misconduct is grounds for an "F" or "N" for the course. The University of Georgia's policy on academic honesty, "A Culture of Honesty," is described at following Web address: [http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm)

**Attached see information on the APA style. Please note that this is only a model, you are responsible to use the latest APA style guide because standards keep changing. Refer to the American Psychological Association website.**