

Course Information

Date Submitted: 3/10/2015

Current Prefix and Number: MAT - Mhsg, Apparel &Textiles , MAT 247 DRESS AND CULTURE

Other Course:

Proposed Prefix and Number: MAT 247

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Global Dynamics

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OFFICE OF THE
SENATE COUNCIL**1. General Information**

a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

b. Department/Division: Retailing &Tourism Management

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Kim Miller-Spillman

Email: kspill@uky.edu

Phone: 7-7779

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Already approved for DL*

b. Full Title: DRESS AND CULTURE

Proposed Title: DRESS AND CULTURE

c. Current Transcript Title: DRESS AND CULTURE

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A study of the social, cultural, physical, and psychological factors which influence apparel and apparel use in contemporary society.

Proposed Course Description for Bulletin: same as current

2j. Current Prerequisites, if any: Prereq: Three hours in sociology or anthropology; three hours in psychology.

Proposed Prerequisites, if any: same as current

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|VPWICK0|Vanessa P Jackson|MAT 247 CHANGE Dept Review|20150209

SIGNATURE|LGRABAU|Larry J Grabau|MAT 247 CHANGE College Review|20150310

SIGNATURE|TMUTE2|Tad Mutersbaugh|MAT 247 CHANGE UKCEC Expert Review|20160208

SIGNATURE|JMETT2|Joanie Eit-Mims|MAT 247 CHANGE UKCEC Review|20160418

SIGNATURE|JMETT2|Joanie Eit-Mims|MAT 247 CHANGE Undergrad Council Review|20160418

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	4407	Global Dynamics Course Review Form-1.docx
Delete	6727	247SYLLsummer2014REVISED 4 18 16.pdf

NOTE: Start form entry by choosing the Current Prefix and Number
 (*denotes required fields)

Current Prefix and Number: MAT - Mhsg, Apparel & Textiles MAT 247 DRESS AND CULTURE		Proposed Prefix & Number: (example: PH-Y 401G) MAT 247 <input checked="" type="checkbox"/> Check if same as current
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exce 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a chan course content or emphasis, or which is made necessary by the eli or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input checked="" type="checkbox"/> Global Dynamics		
1. General Information		
a.	Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT	Submission Date: 3/10/2015
b.	Department/Division: Retailing & Tourism Management	
c.* Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...		
e.* * Contact Person Name: Kim Miller-Spillman Email: kspill@uky.edu Phone: 7-7779 * Responsible Faculty ID (if different from Contact): Email: Phone:		
f.*	Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval	OR Specific Term: ²
2. Designation and Description of Proposed Course.		
a.	Current Distance Learning(DL) Status:	<input type="radio"/> N/A <input checked="" type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed chan affect DL delivery.		
b.	Full Title: DRESS AND CULTURE	Proposed Title: * DRESS AND CULTURE
c.	Current Transcript Title (if full title is more than 40 characters):	DRESS AND CULTURE
c.	Proposed Transcript Title (if full title is more than 40 characters):	
d.	Current Cross-listing:	OR

	<input type="checkbox"/> N/A	Currently ³ Cross-listed with (Prefix & Number):	none
Proposed – ADD ³ Cross-listing (Prefix & Number):			
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):			
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern			
Current:	Lecture 3	Laboratory ⁵	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other: _____ Please explain:
Proposed: *	Lecture 3	Laboratory ⁵	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other: _____ Please explain:
f. Current Grading System:		ABC Letter Grade Scale	
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
g. Current number of credit hours:	3	Proposed number of credit hours:*	3
h.* Currently, is this course repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:		
If YES:	Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:			
A study of the social, cultural, physical, and psychological factors which influence apparel and apparel use in contemporary society.			
* Proposed Course Description for Bulletin:			
same as current			
j. Current Prerequisites, if any:			
Prereq: Three hours in sociology or anthropology; three hours in psychology.			
* Proposed Prerequisites, if any:			
same as current			
k. Current Supplementary Teaching Component, if any:			
<input type="radio"/> Community-Based Experience			

	<input type="radio"/> Service Learning <input type="radio"/> Both	
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change	
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, enter the off campus address:		
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, explain and offer brief rationale:		
5. Course Relationship to Program(s).		
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, identify the depts. and/or pgms:		
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES ² , list the program(s) here:		
6. Information to be Placed on Syllabus.		
a. <input type="checkbox"/>	Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different gra in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course: MAT 247 Dress and Culture

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

6/16/14; page 5 on syllabus - Mauritius video

6/16/14; pg 5 on syllabus - Chapter 1 reading "On Native Ground"

7/2/14; pg 7 on syllabus - Group Discussion Assignment #1

7/30/14; pg 9 on syllabus - Group Discussion Assignment #3

Brief Description:

Students watch the Mauritius video at the start of the semester so that the information can be a reference point for rest of the semester. In addition to the video, students have 5 summary slides about the video in the "Cultural Sharing Project" lecture. In the video students are introduced to the island of Mauritius, an African nation that is located off the coast of Africa in the Indian Ocean that has been inhabited by several nations. (Colonization being one of the origins of and shaping influences of human diversity and issues of equality in the world.) An independent nation since 1968, Mauritius maintains a rich diversity with five ethnicities (Indians, Chinese, Britians, Franco-Mauritians, and Creoles) and four religions (Hindu, Muslim, Buddhism, and Christianty).

The author of "On Native Ground" makes the incisive point that "other cultures are not failed attempts at being us" (Americans) and he continues to chip away at the conceit of the West in this reading. My intent with chapter 1 readings and videos/activities is that students begin to understand that Western culture is one option out of many possibilities. This illustration is to help move students along the ethnocentrism - pluralism continuum toward pluralism.

The Maruitius video is referenced again in the Group Discussion Assignment (GDA #1) regarding school uniforms and how a school uniform is polysemic (i.e., can send multiple messages to viewers).The intent of school uniforms is to make all students equal however, with hair styles, shoes, bags, and jewelry students can make distinctions while wearing school uniforms.

The Maruitius video is again referenced in the last Group Discussion Assignment (GDA #3) when students are asked to compare the worldview represented in the Mauritius video to the worldview represented in the article "Danger Woman" by Alexander Linklater in The Guardian (2005). Danger Woman is about Hirsi Ali and her transformation from devout Muslim to Danish Labour Party researcher opposing immigration.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

6/16/14; page 5 on syllabus - Mauritius Video and Chapter 1 lecture

7/16/14; page 8 on syllabus - Group Discussion Assignment #2

Brief Description:

Mauritius video - Declarations from several Mauritians in the video representing different ethnic groups that all groups have to pitch-in in order for Mauritius to survive. Chapter 1 lecture - Benefits of being a Global Citizen are discussed. Ethnocentrism and pluralism are defined and discussed. Becoming more pluralistic is the stated goal of the course. Using the perspective of those outside of the U.S., students read what other cultures often think of Americans ("What the World Thinks of Us"). This is one way to mitigate the dominate view of American students in global discussions.

Group Discussion Assignment (GDA #2) - Students are asked to discuss issues of Gender and Sexual Identity (Chapter 5) and Race and Ethnicity (Chapter 6) with regard to those outside of the mainstream who often receive less respect. Students are to address the consequences of the intolerance for those who do not fit the norm/ideal and are to post a website or video to add new information to the group discussion.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

7/31-8/6; page 10 on syllabus - Chapter 14 - Course readings and lectures: Chapter 14 - Ethics in the Fashion Industry - Discussion Question following the reading: "Secrets, Lies, and Sweatshops."

7/3-7/9; page 7 on syllabus - Chapter 7 - Course readings and lectures: Chapter 7 - Dress and Religion - Reading "France Enforces Ban on Full Face Veils in Public"

Brief Description:

Chapter 14 reading - Discussion Question following the reading: "Secrets, Lies, and Sweatshops," states: 'Many times working in sweatshop conditions is preferable to living on the street, engaging in prostitution, or going hungry. What would you do if you had the authority to close down a sweatshop but your action meant that 100 people would be out of work?'

Chapter 7 reading - "France Enforces Ban on Full Face Veils in Public." Is it ethical to prevent Muslims in France from wearing their veils in public in France in order to preserve French culture?

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

7/18/14; page 9 on syllabus - Meeting with Culture Sharing Partner (CSP) and Report #2

Brief Description:

CSP #2 - Interview with Culture Sharing Partner and report submitted after interview. Students are to compare the consumption patterns of their respective cultures, credit card use in their respective cultures, and cultural susceptibility to media imiages in their respective cultures.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

6/17 and 6/18; pages 5 and 6 on syllabus - Chapter 2 and Merchants of Cool video

Brief Description:

Chapter 2 - Jean Hamilton created a continuum to represent the complexity of the global fashion industry from a macro to a micro level. The sections include a (1) cultural system (macro), (2) a fashion system, (3) negotiation with others, and (4) negotiation with self (micro) representing the multiple layers that fashion can reflect (i.e., rural fashion and urban fashion). Given its global complexity, fashion can no longer be explained by a single theory however, different theories can describe different sections and phases of the fashion process. Students learn about the many interconnected levels of fashion in chapter 2 then watch a video (Merchants of Cool) and identify which section(s) of Hamilton's continuum is/are covered in the video.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/location on syllabus of such evidence:

6/23/14 (page 6 on syllabus) & 7/14/14 (page 8 on syllabus) - Meeting with Culture Sharing Partner. For social, cultural, and institutional change and civic engagement.

Brief description:

MAT 247 students have full responsibility for locating and securing an appropriate culture sharing partner (CSP) for themselves. For some students, this is the first time they have approached and initiated a conversation with a non-western student. This is a big step for them. They often try to get the instructor or the TA to do this for them because it is so uncomfortable. Therefore students are encouraged to talk to all of their friends and family members to enlist help to locate a partner for the project. Once a partner is secured, the ongoing process of negotiating meeting times and locations and maintaining the partner's interest in the project is necessary for the project to be successful and the student to receive a grade in the class (social change). The purpose of requiring meetings multiple times with the partner is to mimic someone you meet at work and with whom you are perhaps assigned to work on a project together for the duration of a semester (cultural change). Students therefore need an icebreaker activity during the first interview (sharing photos of family members and friends or going online to view Facebook pictures), more indepth questions for the second interview to maintain interest, and a low key, conclusion activity for the third interview. American students in MAT 247 are asked at the end of the course if they would have foreseen themselves agreeing to help an international student with a similar project PRIOR to this class. This question points out the need for civic responsibility to international students on UK's campus (institutional change and civic engagement).

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

6/27/14, page 6 on syllabus - CSP Report 1 due;

7/18/14, page 9 on syllabus - CSP Report 2 due;

8/5/14, page 10 on syllabus - CSP Summary Document due

Brief description:

The Culture Sharing Project is roughly 26% of the course grade. Students in the class who have a western background must find a UK student who has a non-western background while students who have a non-western background must find a student who has a western background to pair up with for this project. Student partners meet twice during the second summer session (three times in the Fall and Spring semesters) to discuss families, holiday celebrations, opinions about school uniforms, to share an activity, compare consumption patterns of their respective cultures, credit card use of their respective cultures, and cultural susceptibility to media images of their respective cultures.

The Culture Sharing Project Summary Document has three component parts. Part 1 is the research component of your partner's country of origin. Using at least four scholarly journal articles, students most report on 5 of the seven listed items: demographics, cultural ideals of men and women, holiday traditions, funeral dress, wedding dress, educational system, and general information about the culture. Part 2 is a summary of the student's experiences with their partner. A reflective look back at the meetings with the partner and what they learned about the partners' culture and about themselves. Part 3 is Findings from research. A comparison between what the research indicated and what the partner said about the country/culture.

The non-US focus constitutes at least 50% of the course.

Brief Description:

Each reading in the text, *The Meanings of Dress*, 3rd edition, co-edited by the course instructor, Kim Miller-Spillman is intended to raise issues about dress and culture. I estimate that 35% of the readings have a complete non-US focus. Each chapter introduction would have a mix of US and non-US focus. The lecture would include examples of US and non-US examples as well. The main project in the course, The Culture Sharing Project, would carry considerable weight as each student in the course would be matched with their opposite. That is a western student would meet with a non-western student for the project and vice versa. So, I would say that the non-US focus of the course would be at least 50% if not more.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

8/5/14, page 10 on syllabus - CSP Summary Document due

Brief description:

The Culture Sharing Project Summary Document has three component parts. Part 1 is the research component of your partner's country of origin. Using at least four scholarly journal articles, students must report on five of the seven listed items: demographics, cultural ideals of men and women, holiday dress traditions, funeral dress, wedding dress, educational system, and general information about the culture. Part 2 is a summary of the student's experiences with their partner. A reflective look back at the meetings with the partner and what they learned about the partners' culture and about themselves. Part 3 is Findings from research. A comparison between what the research indicated and what the partner said about the country/culture.

Reviewer Comments:

Revised 4/18/16

UK
UNIVERSITY OF KENTUCKY
College of Agriculture
School of Human Environmental Sciences

MAT 247
Dress & Culture
Second Summer Session 2014

Course Instructor – K. Spillman, Ph.D.

E-mail: kspill@uky.edu (best way to reach me)
Office: 303 C Erikson Hall
Mailbox: 318 Erikson Hall
Voicemail: 859-257-7779
Office Hours: TBA you can email me for an appointment

Course description:

A study of the social, cultural, physical and psychological factors which influence apparel and apparel use in contemporary society. Prereq: Three hours in sociology or anthropology; three hours in psychology.



This is a **Distance learning course**. The course materials will be delivered via Canvas. If you have any problem to access Canvas and have questions regarding a Distance class please contact Distance Learning Program (DLP)(<http://www.uky.edu/DistanceLearning/>; 859-257-3377) and Information Technology Customer Service Center (www.uky.edu/UKIT/; 859-257-1300).

Canvas Course website

Syllabus, course materials, assignments, exam guides, grades and external resources and important announcements will be posted on Canvas from time to time; therefore, it is crucial that you make it a habit to check the course website frequently.

The Canvas system utilizes your @uky e-mail address as the default. The instructor will use the Canvas “communications” tab to send important information and announcements during the semester. Therefore, you should make it a habit to check your UK email account regularly, or make arrangements to have your e-mail forwarded to the account you check most frequently. If you have technical problem to access the course materials please contact TASC (www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (www.uky.edu/UKIT/; 859-257-1300).

Course Objectives

1. To create an awareness of clothing and personal appearance as a field of inquiry.
2. To develop an appreciation of clothing as it contributes to the development of the self-concept.
3. To develop a sensitivity to the communicative nature of clothing and its effects on social interaction.
4. To foster an appreciation of individual differences in personal values, clothing interests, and clothing awareness.

Revised 4/18/16

5. To create an awareness of clothing as a reflection of culture including technology and the arts.
6. To understand the relationship between clothing and culture and develop an appreciation of cultural diversity.

Student Learning Objectives

After completing this course, the student will be able to:

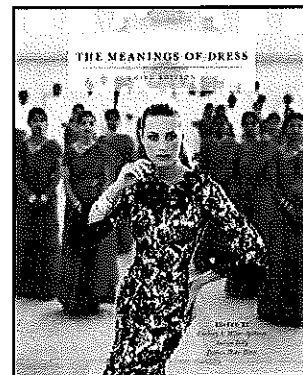
1. Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.
2. Demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
3. Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighted, and resolved.
4. Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.
5. Demonstrate an understanding of how local features (economic, cultural, social, political, and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Required Text:

The Meanings of Dress, 3rd Edition, 2012 by Miller-Spillman, Reilly & Hunt-Hurst. ISBN: 978-1-60901-278-6

Course Goal

Students develop critical thinking skills related to culture instead of learning the specifics of any one particular culture's dress.



Description of Course Activities and Assignments

Course Structure: This class meets online during the 2nd summer session. Students are required to check their UK email daily for announcements from the course instructor. You will have four online exams in this course and two quizzes. You will have a Blog Tool assignment and you will need to update your email address in Canvas and respond to my "communication link" email. There is a Culture Sharing Project and 3 Group Discussion Assignments on Canvas.

Exams and Grading: Exams consist of multiple-choice, true/false and matching questions. Four exams will consist of 50 questions each and each question will be worth two points. The exams will be available to you on Canvas on dates indicated on the schedule (beginning on page 5 of syllabus) between 5:00 AM and 11:00 PM. You will have 50 minutes to complete a 50 question exam. Once you begin you will have 50 minutes to complete the test. The exam questions will be presented to you one at a time and you will not be able to backtrack and change your answers. The exam questions will be randomized so that no two students will receive the questions in the same order.

If you are unable to take an exam or need to re-schedule an exam due to university excused reasons (*Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor), notify the instructor prior to the exam or as soon as possible. NO makeup or time extensions will be allowed unless this policy is followed and the excuse for absence is acceptable (according to UK policy).

How final grades are determined

Your course grade will be awarded based on the number of points you earn this semester from course requirements. **Although Canvas calculates a percentage, your final grade is determined by the grading scale below.** Students must complete all course requirements in order to receive a grade in this class. Total point accumulation will be the basis for your semester grade from the following:

Course Requirements	Points
Syllabus Quiz	25
CSP Quiz	25
Update your email on Canvas & respond to my ‘communication link’ e-mail	25
Post your picture & info to the Blog Tool online	25
Four exams on Canvas	400
Culture Sharing Project	200
Group Discussion Assignments (3) on Canvas	<u>150</u>
Total	850

Grading Scale

100 – 90	A	850 – 765
89 – 80	B	764 – 680
79 - 70	C	679 – 595
69 - 60	D	594 – 510
59-0	E	509 – 0

Borderline Grades

For this course, borderline grades are defined as 1 or 2 points from the next higher grade (not 3 or more points). If a student is 1 or 2 points from the next highest grade, the instructor will look at Group Discussion Assignments to see if all were completed and what grades were received. Next, exam grades will be taken into consideration. **NOTE: Moving a grade to the next highest level is solely at the instructor’s discretion.**

Bonus point opportunity

Submit your Culture Sharing Project (CSP) Reports early and receive 6 bonus points per report. If you submit both of your reports early, you will receive a total of 12 bonus points this semester. Sorry, no bonus points awarded for early submission of your CSP Summary Document.

Additional Course Policies

1. All class assignments must be typed and should reflect the standards of the university (i.e. accurate spelling, correct grammar, good sentence structure, etc.).

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2. Assignments can be made up with an excused absence within a reasonable amount of time from the assigned due date. Those who are making up missed work with an unexcused absence will have no more than 2 weeks from the due date to complete the assignment.
3. Academic dishonesty, such as cheating and plagiarism, will be dealt with according to guidelines stated in the Student Rights and Responsibilities Handbook. The guidelines state that the minimum punishment for cheating or plagiarism is an "E" in the course.

Final Exam information

The last and fourth exam will be available to you on Canvas during the final exam time on August 7th from 5:00AM until 11:00PM. It will be in the same format as the other 3 exams and you will have 50 minutes to complete the exam.

Mid-term Grades (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar

(<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

UK's Attendance Policy

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737,

http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

MAT 247 – 220 Online - 2014 Course Schedule

Week	Date	Topic/Assignment
1	6/12 – 6/18	<p>Introduction to the course -Purchase the text, <i>The Meanings of Dress</i>, 3rd edition (2012) -Print out a copy of the course syllabus -After carefully reading the syllabus, take the Syllabus Quiz (25 points) in Course Information by 6/17 at 11:00 PM NOTE: All Times are Eastern Standard Time (EST)</p> <p>Two Assignments Due by 6/18 at 11:00 PM.</p> <p>1. Edit email in Canvas & Respond to instructor ‘s ‘Communications Link’ email Canvas will default to your uky email address but you can change it to gmail, hotmail, etc. if you prefer another address. Go into My Places at top of Canvas screen. Go to PERSONAL INFORMATION, then to Edit Personal Information to change/verify your email address. Respond to instructor’s ‘Communication Link’ email by the above deadline. (25 points)</p> <p>2. Post Blog Tool assignment Post a non-alcohol related picture and some information about yourself (major, year in college, hobbies, interests) on Blog Tool (25 points) (go to TOOLS to access Blog Tool, click on “create blog entry,” click on picture icon to add a photo of yourself)</p> <p>****Find a culture sharing partner****Really – do not put this off.</p> <p>Chapter 1 – Introduction to Dress, Culture and Theory Read Chapter 1, p. 1 Read select readings from Chapter 1:</p> <ul style="list-style-type: none"> • “Undercover” in Hijab • On Native Ground • How Dress Means • Shades of Chanel • What the World Thinks of Us <p>The following lectures and video can be accessed in WEEKLY COURSE MATERIALS:</p> <ul style="list-style-type: none"> • View Chapter 1 Lecture on Canvas • View the <i>Mauritius</i> video on Canvas (20 minutes) • View Culture Sharing Project (CSP) lecture on Canvas <p>Chapter 2 – Fashion as a Dynamic Process</p>

		<p>Read Chapter 2, p. 43</p> <p>Read select readings from Chapter 2:</p> <ul style="list-style-type: none"> • What Happened to Fashion? • The Role of the Fashion System in Fashion Change • In Tehran, Boutiques Stock Hot Outerwear under the Counter • Tokyo A-Go-Go <p>The following lectures and video can be accessed in WEEKLY COURSE MATERIALS:</p> <ul style="list-style-type: none"> • View Chapter 2 Lecture on Canvas • Video: <i>Merchants of Cool</i> (watch online)
2	6/19-6/25	<p>Chapter 3 – Dress as Nonverbal Communication</p> <p>Read Chapter 3, p. 79</p> <p>Read select readings from Chapter 3:</p> <ul style="list-style-type: none"> • Historical Background of Kente • Manja Weinstein’s Halloween Kimono • Saudi Women with “Sexy Eyes” • South Africa: Semantics of the Slut Walk <p>The following lectures and video can be accessed in WEEKLY COURSE MATERIALS:</p> <ul style="list-style-type: none"> • View Chapter 3 Lecture on Canvas <p>Cultural Sharing Partner Assignments</p> <ol style="list-style-type: none"> 1. Take CSP Quiz in Course Information between 6/19 at 5:00 AM and 6/24 at 11:00 PM (25 points) 2. Print out copy of CSP 1 Questions to use while meeting with your partner 3. Submit CSP 1 for bonus points by 6/25 at 11:00AM <p>***Meet with your Cultural Sharing Partner***</p> <p>Chapter 4: The Body</p> <p>Read Chapter 4, p. 129</p> <p>Read select readings from Chapter 4:</p> <ul style="list-style-type: none"> • Boytox: Botox for Men • Skin Bleaching • Even More Visible Ink • A Quantitative Study of Females: Ethnicity and Body Image <p>The following lectures and video can be accessed in WEEKLY COURSE MATERIALS:</p> <ul style="list-style-type: none"> • View Chapter 4 Lecture on Canvas • View video <i>Slim Hopes</i> (60 mins) on Canvas
3	6/26-7/2	<p>Exam 1 on THURSDAY 6/26 between 5AM and 11PM</p> <p>CSP 1 DUE – Due on 6/27, FRIDAY, by 11:00 AM via Canvas Assignment Tab</p>

		<p>GDA 1 posted in Canvas on 6/27 and is due on 7/2 by 11:00 pm</p> <p>Chapter 5 – Appearance for Gender and Sexual Identity Read Chapter 5, p. 179 Read select readings from Chapter 5:</p> <ul style="list-style-type: none"> • Afghan Boys are Prized, So Girls Live the Part • Reveal or Conceal? • Queers and Mods: Social and Sartorial Interaction in London’s Carnaby Street • Gay, Lesbian, Bisexual, and Transgendered Persons <p>The following lectures and video can be accessed in WEEKLY COURSE MATERIALS:</p> <ul style="list-style-type: none"> • View Chapter 5 Lecture on Canvas <p>Chapter 6 – Race and Ethnicity Read Chapter 6, p. 223 Read select readings from Chapter 6:</p> <ul style="list-style-type: none"> • Why Michelle Obama’s Hair Matters • Japanese Kind of Whiteness: Women’s Face-Whitening Practice • Cultural Markers in Dress: Decoding Meanings and Motivations <p>The following lectures and video can be accessed in WEEKLY COURSE MATERIALS:</p> <ul style="list-style-type: none"> • View Chapter 6 Lecture on Canvas • Read Online article on color discrimination <p>***Respond to Group Discussion Assignment (GDA) 1 by 7/2 at 11:00 PM***</p>
4	7/3-7/9	<p>Chapter 6 – Race and Ethnicity (continued)</p> <p>July 4th – Academic Holiday</p> <p>Chapter 7 – Dress and Religion Read Chapter 7, p. 265 Read select readings from Chapter 7:</p> <ul style="list-style-type: none"> • Hair, Beards, and Power: Taking It on the Chin (Muslim example) • Dress Properly, No Swearing, and Maintain Gender Separation (Jewish example) • From Habit to Fashion (Christian example) • In Buddhist Bhutan, Happiness Counts (Polytheistic example) • When a Holy Man’s Skin Is the Canvas (Polytheistic example) <p>The following lectures and video can be accessed in WEEKLY COURSE MATERIALS:</p> <ul style="list-style-type: none"> • View Chapter 7 Lecture on Canvas • Video: <i>Jewish Dress</i> video and powerpoint

		<p>Exam 2 – Wednesday 7/9, 5:00 am to 11 pm</p>
5	7/10-7/16	<p>Print out CSP 2 Report Questions and set up a meeting time with your Cultural Sharing Partner</p> <p>Chapter 8 – Dressing for Life and Death Read Chapter 8, p. 303 Read select readings from Chapter 8:</p> <ul style="list-style-type: none"> • A Cheeky New Business • The Mary Jane Shoe • Put This on a Billboard • Dressing the Deceased in Nineteenth-Century America <p>The following lectures and video can be accessed in WEEKLY COURSE MATERIALS:</p> <ul style="list-style-type: none"> • View Chapter 8 Lecture on Canvas <p>GDA 2 posted on Canvas on 7/11 and due on 7/16 by 11:00 pm</p> <p>Chapter 9 – Fashion, Status and Inequality Read Chapter 9, p. 341 Read select readings from Chapter 9:</p> <ul style="list-style-type: none"> • The Campus as Runway • Asante <i>Hightimers</i> • Dressing the <i>Jibaros</i> • Female Tradition in a new context: The Case of the <i>Khanga</i> <p>The following lectures and video can be accessed in WEEKLY COURSE MATERIALS:</p> <ul style="list-style-type: none"> • View Chapter 9 Lecture on Canvas • Video: <i>Paris is Burning</i> (50 minutes) on Canvas <p>Submit CSP 2 for bonus points by 7/16 at 11:00AM</p> <p>***Respond to Group Discussion Assignment (GDA) 2 by 7/16 at 11:00 PM***</p>
6	7/17-7/23	<p>Chapter 10 – Dress in the Workplace Read Chapter 10, p. 395 Read select readings from Chapter 10:</p> <ul style="list-style-type: none"> • Look like a Lady, Act like a Man, and Work like a Dog • How Black Can You Be? • Too Sexy for My Bosses • Up the Career Ladder, Lipstick in Hand <p>The following lectures and video can be accessed in WEEKLY COURSE</p>

		<p>MATERIALS:</p> <ul style="list-style-type: none"> • View Chapter 10 Lecture on Canvas • Read handout – “Not Their Strong Suit” article <p>CSP 2 DUE – Due on 7/18, Friday, by 11:00 AM via Canvas Assignment Tab</p> <p>Chapter 11 – Dress and Media Read Chapter 11, p. 441 Read select readings from Chapter 11:</p> <ul style="list-style-type: none"> • I Don’t Want to be Perfect! • The Two Faces of Twiggy at 59 • Australia Pushes New Body Image Standard <p>The following lectures and video can be accessed in WEEKLY COURSE MATERIALS:</p> <ul style="list-style-type: none"> • View Chapter 11 Lecture on Canvas
7	7/24-7/30	<p>Exam 3 THURSDAY, 7/24, 5am-11pm</p> <p>Chapter 12 – Fashion and Fantasy Read Chapter 12, p. 469 Read select readings from Chapter 12:</p> <ul style="list-style-type: none"> • Fantasy Fashion Collaborations • Fantasy Fashion • “What Disney Says” • A Drag Experience • Much More Than Plastic <p>The following lectures and video can be accessed in WEEKLY COURSE MATERIALS:</p> <ul style="list-style-type: none"> • View Chapter 12 Lecture on Canvas • Watch Mauritius video again, read the article “Danger Woman,” and view the GDA 3 lecture on Canvas in preparation for GDA 3 <p>***Respond to Group Discussion Assignment (GDA) 3 by 7/30 at 11:00 PM***</p>
8	7/31-8/6	<p>Chapter 13 – Dress and Technology Read Chapter 13, p. 521 Read select readings from Chapter 13:</p> <ul style="list-style-type: none"> • Haute Technology • Prints for the Cyberage • Swinging for the Fences • The Shirt You Spray On • Kente as an Indigenous Ghanaian Textile • Shifting the Dominant Social Paradigm in the Apparel Industry • Twilight of the Tribes <p>The following lectures and video can be accessed in WEEKLY COURSE</p>

		<p>MATERIALS:</p> <ul style="list-style-type: none">• View Chapter 13 Lecture on Canvas <p>CSP SUMMARY DOCUMENT Due on TUESDAY, 8/5 by 11:00 AM via Canvas Assignment Tab</p> <p>Chapter 14 – Ethics in Fashion Read Chapter 14, p. 561 Read select readings from Chapter 14</p> <ul style="list-style-type: none">• The Ethics of Counterfeiting in the Fashion Industry• Feather Hair Extensions: Fashion without Compassion• Are Required Cross-Cultural Courses Producing Pluralistic Students? <p>The following lectures and video can be accessed in WEEKLY COURSE MATERIALS:</p> <ul style="list-style-type: none">• View Chapter 14 Lecture on Canvas
Final Exam	8/7	Exam 4 THURSDAY, 8/7, 5AM-11PM

Revised 4/18/16

MAT 247-220

CULTURE SHARING PROJECT
Second Summer Session, 2014

Objective - To understand the relationship between clothing and culture and develop an appreciation of cultural diversity at the University of Kentucky.

Assignment - You will participate in a Culture Sharing Project (CSP). The purpose of the project is for you to gain as much exposure as possible to a culture other than your own and to share your culture with someone else. The benefits for both partners include an opportunity to develop more open attitudes toward a culture different than their own and an opportunity to be an expert on their own culture.

The Project pairs you with a UK student with whom you will meet two times during the semester. If you are an American student you will want a partner from a non-western country (i.e., Africa, Malaysia, India, South America, Asia, etc.), if you are an International Student, you will want to be paired with an American Student.

Note: You cannot be a partner with someone who is currently enrolled in MAT 247. Nor can you “share” a partner with another MAT 247 student. Also, you cannot choose a partner with whom you have had a prior relationship. Your partner needs to be a complete stranger and, if you need an International student partner, they should have been in the United States three years or less. If you do not follow the above advice, your project will be less interesting and less effective and your grade will be lowered as a consequence. **If you are a US born citizen you will be pleasantly surprised at how eager International Students are to be your culture sharing partner!**

For both meetings you will be given a list of questions (CSP 1 and CSP 2) to ask your partner. These questions are intended to serve as a discussion starter and you will hopefully deviate from these questions to share aspects of your respective cultures. You will write the answers in a report and submit the report to Canvas for credit. It is recommended, for the sake of convenience, that you meet at a convenient location to complete your first report. At the end of the semester, you will submit a Culture Sharing Project Summary Document, which will include a paper summarizing your experience and the two reports (CSP 1 and CSP 2).

Warning: Do not wait until the week a report is due to begin looking for your partner or looking around for an activity. Plan your meetings/activities now using the due dates on the class schedule.

Grading Criteria

1. The student must meet scheduled deadlines. **Failure to meet scheduled deadlines will result in elimination of the project for consideration of a grade.** No points will be awarded if the student misses any of the deadlines. Scheduled deadlines are listed on the course schedule. Early submission is allowed and **six bonus points** will be awarded to students who submit their report 2 days prior to the due date. For example, if the due date is June 25 at 11:00 AM, you must hand in your report on June 27 by 11:00 AM to receive bonus points. (Bonus points do not apply to early submission of the CSP Summary Document.)

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2. At the conclusion of the project you will submit a Culture Sharing Project (CSP) Summary Document – a typed, two-page summary of your experience and your 2 typed reports. The total document will be evaluated (provided that you have met all the scheduled deadlines, see #1 above) with the maximum points awarded for the project to be 200. The points will be divided as follows:

	Points	Due Dates	Bonus point dates
1st report	50	6/27	6/25
2nd report	50	7/18	7/16
CSP Summary Document	<u>100</u>	8/5	not applicable
Total	200		

3. The emphasis for the reports is on participation. The emphasis on the summary paper is submission of a typed, clearly written paper that synthesizes your experiences. Submission of the summary paper is mandatory in order to receive points for the two reports.
4. Reports must be typed and appear professional, and are due approximately every three weeks. This 3 week allowance is to give you time to schedule a meeting with your partner at a mutually convenient time. Do not expect your partner to meet with you at a moment's notice just because it's the day before your report is due. Be considerate of your partner's time.
5. In the event that a meeting could not be scheduled with your partner, you can submit a typewritten letter (letter, not an email) in Canvas to the instructor explaining why arrangements could not be made. This letter is due at the same time as the report is due and can only be used once. The instructor will consider your letter while making a decision as to whether you can make up the missed deadline. If an extension is granted, you will be allowed one week to submit your report. After one week from the due date 10 points per day including weekends will be deducted from your score. If you submit a letter more than once requesting an extension, 15 points will automatically be deducted from your report.
6. It is strongly recommended that you save your reports on a computer or disk so that when you are ready to write your summary paper you can do a word search to assist you in identifying common themes that occurred during the semester.
7. A sample of the evaluation sheet for each report follows:

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CSP Report Evaluation

	Excellent	Average	Poor
Format	6	4	3
Followed directions on handout			
Typed report, double-spaced			
Numbered answers correspond with questions on handout			
Writing	19	14	9
No misspelled words			
No typos			
Grammar appropriate for college level student			
Sentence and paragraph structure are appropriate and do not distract reader from content			
Appearance	6	4	3
Neat and professional appearance			
Completeness and Content	19	14	9
All questions thoroughly answered			
Answers indicate a thoughtful, reflective approach rather than a descriptive one.			
TOTAL	50	36	24

**MAT 247-220
Summer 2014**

DUE DATE: August 5, 2014

CSP Summary Document

Your Name: _____
Partner's name: _____
Partner's country: _____

FORMAT: Your CSP Summary Document consists of a summary paper that should be at least two typed pages, double spaced, and submitted on the due date above to Canvas. Your WORD document should be organized in the following way: 1) decorative cover/title page (examples will be provided) with the information below:

**Your Name
Cultural Sharing Project
Summer 2014**

2) your two page summary paper; and the two reports you completed this semester (note: you do not have to correct or make any changes to these).

Summary Paper: Your Summary Paper should be a synthesis of your experiences with your partner. You should look for themes that occurred throughout the semester and reflect on the meaning of your experiences. Consider these questions prior to preparing your summary paper (however, do not answer these questions one after the other in your summary paper): What was the high point of the project? What was the low point? What was the most surprising thing you learned from your partner? What were some of the similarities in your dress and your partner's dress? What were some of the differences? As you look back over the two reports, what theme(s) emerged? How do you plan to take the knowledge you gained from this experience and apply it to future experiences? What, in your opinion, was the main benefit of the project?

CRITERIA	Possible Points	Your Score
Summary Paper Content An organized synthesis of your experience. Thoughtful and reflective account of your experience. DID NOT answer above questions one after the other.	50	
Format Included in WORD doc: a decorative cover/title page with your name, project title and semester; summary paper (at least 2 typed pages); two CSP reports; and a copy of this page. Neat and well-organized.	20	
Quality of Written Language No misspelled words; no typos. Grammar appropriate for college level student. Sentence and paragraph structure appropriate. Writing does not distract reader from content.	30	
TOTAL	100	

Group Discussion Assignments

You have been randomly assigned to a discussion group on Canvas (see your group assignment below).

Group	Last name, First initial
1	Adams, M – Coke, A
2	Dixon, E – Hackbarth, V
3	Hobbs, K – Patel, H
4	Pennington, H – Tronick, K

NOTE: as students add/drop the course, these groups will possibly need to change

- There will be 3 Group Discussion Assignments during the summer session. Each discussion assignment is worth 50 points for a total of 150 points.
- To access your group discussion board: On course announcement page, click on GROUP DISCUSSION ASSIGNMENTS, click on forum for the week.
- You will need to respond to **EACH** group discussion question **THREE** times by 11 PM on the dates listed below (and listed on your course syllabus). After 11:00 PM on the due date you will no longer be able to receive credit for the assignment.

GDA	Due by 11 PM on:
1	July 2
2	July 16
3	July 30

Group Discussion Assignments Grading Criteria

If you responded to Group Discussion Assignments in the following way:	You will receive this many points:
Responded with informed comments to discussion question Comments/questions integrate course reading materials and demonstrate a strong command of the course materials Without a doubt picked one side of the issue and clearly articulated position Responded by the deadline Did not post back-to-back but responded to other group members' comments Posted at least three times by adding new threads (and new ideas) and responding to other's threads (ideas) Responded at least once to an opposing view Used personal experience as an example, but not the sole focus of the discussion Excellent written communication	50-45 = A
Responded with informed comments to discussion question	44-40 = B

<p>Comments/questions integrate some course reading materials and demonstrate adequate command of the course materials Questionably picked one side of the issue and ambiguously articulated position Posted comments back-to-back Posted at least three times Good written communication</p>	
<p>Responded with informed comments to discussion question Comments/questions integrate very little course reading materials and demonstrate adequate command of the course materials Dubiously picked one side of the issue and vaguely articulated position Posted comments back-to-back Posted only once or with only two short comments Marginal written communication Posted one hour (or less) prior to deadline with non-reflective posts</p>	39-35 = C
<p>Responded with informed comments to discussion question Comments/questions did not integrate course reading materials and demonstrate a less than adequate command of the course materials (i.e., comments were primarily opinion based) Did not pick a side of the issue Posted comments back-to-back Poor written communication Posted one hour (or less) prior to deadline with non-reflective posts</p>	34-30 = D
<p>Responded with unformed comments to discussion question Comments/questions did not integrate course reading materials and did not demonstrate an adequate command of the course materials (i.e., comments were primarily opinion based) Did not pick a side of the issue Posted comments back-to-back Poor written communication Posted one hour (or less) prior to deadline with non-reflective posts Posted less than 3 times or only once</p>	29-1 = E
<p>Failed to comment to discussion question by deadline</p>	0