

RECEIVED

**Course Information**

JAN 29

Date Submitted: 12/2/2015

Current Prefix and Number: MAT - Mhsg, Apparel &amp; Textiles , MAT 547 SOCIAL &amp; PSYCHOLOGICAL ASPECTS OF APPAREL

OFFICE OF THE

Other Course:

Proposed Prefix and Number: MAT 547

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

**1. General Information**

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

b. Department/Division: Retailing &amp; 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: Scarlett Wesley

Email: scarlett.wesley@uky.edu

Phone: 859-257-7778

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: Please Add

b. Full Title: SOCIAL AND PSYCHOLOGICAL ASPECTS OF APPAREL

Proposed Title: SOCIAL AND PSYCHOLOGICAL ASPECTS OF APPAREL

c. Current Transcript Title: SOCIAL &amp; PSYCHOLOGICAL ASPECTS OF APPAREL

Proposed Transcript Title: SOCIAL &amp; PSYCHOLOGICAL ASPECTS OF APPAREL

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: An advanced study of the social, psychological factors which influence apparel and apparel use with particular emphasis on research.

Proposed Course Description for Bulletin: An advanced study of the social, psychological factors which influence apparel and apparel use with particular emphasis on research.

2j. Current Prerequisites, if any: Prereq: Open to seniors and graduate students only.

Proposed Prerequisites, if any: Prereq: Open to seniors and graduate students only.

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: Kimberly Spillman

Instructor Email: kimberly.spillman@uky.edu

Internet/Web-based: Yes

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?** This course syllabus does conform to the University Senate Syllabus Guidelines, specifically the Distance Learning Considerations. All materials for this course will be managed on the student Canvas system. All material delivered to students will be equivalent to being enrolled in a face-to-face section of this course. All relevant materials will be available through the Canvas system. Lectures will be posted online on Canvas so that each student can access them as their schedule allows.

**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.** Content for the Distance Learning student will be the same as for a classroom-based student. Students taking an online course will be offered the same services as students enrolled in face to face courses at the University of Kentucky in the Department of Retailing and Tourism Management. When two sections of the same course are offered, one being face to face and one being distance, students will be held to the same requirements for each, have the same content presented to them, and be assessed in the same ways for each.

**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.** Students will submit work in Canvas using the appropriate course website. Canvas is a password protected system. Students are given the University's policy regarding academic integrity on their syllabus. There will be no exams given for assessment in this course.

**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?** no

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?** Students in an online section of this course will be given access to the same materials and information as any face to face students taking this course. These materials and information will be delivered to students via Canvas and the course webpage located on Canvas. Online students will have access to all services at the University of Kentucky. The instructor for this course will also be available electronically to the students taking the online section via virtual office hours and the Canvas course webpage. All material delivered to students will be equivalent to being enrolled in a face-to-face section of this course. All relevant materials will be available through the Canvas system. Lectures will be posted online on Canvas so that each student can access them as their schedule allows.

6. How do course requirements ensure that students make appropriate use of learning resources? Students in both the distance learning and classroom setting sections of this course will be given all course materials via Canvas.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. All necessary access for students enrolled in an online section of this course is provided on the Canvas course webpage. This includes course materials, discussion boards, submission of assignments, syllabus, and readings. The instructor will also use Canvas to communicate with students and as a way to provide the most updated information about the course.

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/>)? The following statement appears on the syllabus: Canvas Course website, syllabus, course materials, assignments, 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 Blackboard 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/](http://www.uky.edu/TASC/); 859-257-8272) and Information Technology Customer Service Center ([www.uky.edu/UKIT/](http://www.uky.edu/UKIT/); 859- 257-1300).

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

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. Course will be delivered using Canvas.

10. Does the syllabus contain all the required components? YES

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

Instructor Name: Kimberly Spillman

SIGNATURE|VPWICK0|Vanessa P Jackson|MAT 547 CHANGE Dept Review|20150417

SIGNATURE|LGRABAU|Larry J Grabau|MAT 547 CHANGE College Review|20150925

SIGNATURE|JMETT2|Joanie Etl-Mims|MAT 547 CHANGE Undergrad Council Review|20151216

SIGNATURE|ZNNIKO0|Roshan Nikou|MAT 547 CHANGE Graduate Council Review|20160129

Course Change Form

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

Open in full window to print or save

Generate F

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	5498	MAT 547 UGC Review Checklist.docx
Delete	5937	MAT 547 Social and Psychological Aspects of Appare
Delete	5938	MAT 547 Social and Psychological Aspects of Appare

First | 1 | Last

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

<b>Current Prefix and Number:</b>		MAT - Mhsg, Apparel & Textiles MAT 547 SOCIAL & PSYCHOLOGICAL ASPECTS OF APPAREL		<b>Proposed Prefix &amp; Number:</b> (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current		MAT 547	
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception to the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or sig 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 type="radio"/> Yes <input checked="" 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 type="checkbox"/> Global Dynamics							
<b>1. General Information</b>							
a. Submitted by the College of:		AGRICULTURE, FOOD AND ENVIRONMENT		Submission Date:		12/2/2015	
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? <input type="text" value="Select..."/>							
e.* * Contact Person Name: Scarlett Wesley      Email: scarlett.wesley@uky.edu      Phone: 859-257-7778 * Responsible Faculty ID (if different from Contact):      Email:      Phone:							
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval		OR		Specific Term: <sup>2</sup>	
<b>2. Designation and Description of Proposed Course.</b>							
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" 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 changes do not affect DL delivery.							
b. Full Title:		SOCIAL AND PSYCHOLOGICAL ASPECTS OF APPAREL		Proposed Title: *		SOCIAL AND PSYCHOLOGICAL ASPECTS OF APPAREL	
c. Current Transcript Title (if full title is more than 40 characters):				SOCIAL & PSYCHOLOGICAL ASPECTS OF APPAREL			
c. Proposed Transcript Title (if full title is more than 40 characters):				SOCIAL & PSYCHOLOGICAL ASPECTS OF APPAREL			

<b>d.</b>	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number):	none	
Proposed – ADD <sup>3</sup> Cross-listing (Prefix & Number):					
Proposed – REMOVE <sup>4</sup> Cross-listing (Prefix & Number):					
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>2</sup> for each meeting pattern type.</b>					
Current:	Lecture 3	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture 3	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
<b>f.</b>	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			
<b>g.</b>	Current number of credit hours:	3	Proposed number of credit hours:*	3	
<b>h.*</b>	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	
<b>i.</b>	<b>Current Course Description for Bulletin:</b>				
	An advanced study of the social, psychological factors which influence apparel and apparel use with particular emphasis on research.				
*	<b>Proposed Course Description for Bulletin:</b>				
	An advanced study of the social, psychological factors which influence apparel and apparel use with particular emphasis on research.				
<b>j.</b>	<b>Current Prerequisites, if any:</b>				
	Prereq: Open to seniors and graduate students only.				
*	<b>Proposed Prerequisites, if any:</b>				
	Prereq: Open to seniors and graduate students only.				
*					
<b>k.</b>	<b>Current Supplementary Teaching Component, if any:</b>			<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
<b>3. Currently, is this course taught off campus?</b>	<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:	
<b>4.* Are significant changes in content/student learning outcomes of the course being proposed?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
<b>5. Course Relationship to Program(s).</b>	
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 <sup>z</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES <sup>z</sup> , list the program(s) here:	
<b>6. Information to be Placed on Syllabus.</b>	
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 undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

### Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for  
 All fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor are in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology. A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: <b>MAT 547</b>	Date: <b>4/17/2015</b>
Instructor Name: <b>Kimberly Spillman</b>	Instructor Email: <b>kimberly.spillman@uky.edu</b>
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

**Curriculum and Instruction**

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?  
 This course syllabus does conform to the University Senate Syllabus Guidelines, specifically the Distance Learning Considerations. All materials for this course will be managed on the student Canvas system. All

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 assessment of student learning outcomes, etc.  
 Content for the Distance Learning student will be the same as for a classroom-based student. Students taking an online course will be offered the same services as students enrolled in face to face courses at the University

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.  
 Students will submit work in Canvas using the appropriate course website. Canvas is a password protected system. Students are given the University's policy regarding academic integrity on their syllabus. There will be no

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 a DL, as defined above?  
 no

Which percentage, and which program(s)?

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is six months from the date of approval.

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?  
 Students in an online section of this course will be given access to the same materials and information as any face to face students taking this course. These materials and information will be delivered to students via

#### Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?  
 Students in both the distance learning and classroom setting sections of this course will be given all course materials via Canvas.
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  
 All necessary access for students enrolled in an online section of this course is provided on the Canvas course webpage. This includes course materials, discussion boards, submission of assignments, syllabus, and readings.

#### Student Services

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 of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?  
 The following statement appears on the syllabus: Canvas Course website, syllabus, course materials, assignments, grades and external resources and important announcements will be posted on Canvas from time to time; therefore,

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

- Yes  
 No

If no, explain how students 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.

Course will be delivered using Canvas.

10. Does the syllabus contain all the required components, below?  Yes
- Instructor's *virtual* office hours, if any.
  - The technological requirements for the course.
  - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
  - Procedure for resolving technical complaints.
  - Preferred method for reaching instructor, e.g. email, phone, text message.
  - Maximum timeframe for responding to student communications.
  - Language pertaining academic accommodations:
    - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
  - Specific dates of face-to-face or synchronous class meetings, if any.
  - Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)
    - Carla Cantagallo, DL Librarian
    - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
    - Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
    - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16)

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

Instructor Name:  
 Kimberly Spillman



Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

- ⌚ See 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 "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
- ⌚ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ⌚ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ⌚ Removing a cross-listing does not drop the other course - it merely unlinks the two courses.
- ⌚ Generally, 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 generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
- ⌚ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ⌚ In order to change a program, a program change form must also be submitted.

**General Course Information**

- Full and accurate title of the course  
 Departmental and college prefix  
 Course prefix, number and section number  
 Scheduled meeting day(s), time and place

**Instructor Contact Information** (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name  
 Contact information for teaching/graduate assistant, etc.  
 Preferred method for reaching instructor  
 Office phone number  
 Office address  
 UK email address  
 Times of regularly scheduled office hours and if prior appointment is required

**Course Description**

- Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)  
 Prerequisites, if any (should match on syllabus and eCATS form)  
 Student learning outcomes  
 Course goals/objectives  
 Required materials (textbook, lab materials, etc.)  
 Outline of the content, which must conform to the Bulletin description  
 Summary description of the components that contribute to the determination of course grade  
 Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)  
 Final examination information: date, time, duration and location  
 For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students  
 For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)  
 Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)  
 Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus  
 Policy on academic accommodations due to disability. Standard language is below:  
 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 (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**UGE Review ( )**

Should add instructor office address to syllabus

Revise Missed Exams policy - students with excused absences have one week following the absence to contact the instructor (do not have to contact in advance)

Correct "E" on graduate grading scale (should be 69-0%)

Revise Academic Integrity and Disability policies

Add Excused Absence policy

**Course Policies**

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

**Committee Review (      )**

Comments



An Equal Opportunity University  
Retailing & Tourism Management  
Hospitality & Tourism Management  
College of Agriculture Food & Environment  
318 Erikson Hall  
Lexington, KY 40506-0050  
Phone: (859) 257-4917  
Fax: (859) 257-1275

**MAT 547-001**  
**Social and Psychological Aspects of Apparel**

**Instructor - Dr. K. Spillman**

Room 303 Erikson Hall

Phone: 257-7779

Email: [kspill@uky.edu](mailto:kspill@uky.edu) (best way to reach me)

Office Hours: Tuesdays 10:00-11:00 or email me for an appointment

Response Time: Professor will respond to student emails within 48 hours during the business week

**Course description:** An advanced study of the social, psychological factors which influence apparel and apparel use with particular emphasis on research. Prereq: Open to Seniors and Graduate Students only.

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/](http://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/](http://www.uky.edu/TASC/); 859-257-8272) and Information Technology Customer Service Center ([www.uky.edu/UKIT/](http://www.uky.edu/UKIT/); 859-257-1300).

**Course Objectives**

1. To analyze interrelationships among cultural, social and psychological factors that influence dress.
2. To analyze fashion as a social phenomenon as a symbol reflecting social environment.
3. To become familiar with theoretical and methodological approaches to the study of clothing.
4. To analyze and critically evaluate research articles in the area of clothing and dress.
5. To apply social and psychological theories to clothing and dress behavior.

**Student Learning Outcomes:**

At the completion of this course, the student will be able to:

1. Explain the interrelationships between cultural, social and psychological factors and their influences on dress.
2. Apply social and psychological theories to clothing and dress behavior through research.
3. Develop skills in the use of data sources for research and analysis of dress.
4. Critique and summarize theoretical and methodological approaches used to study clothing.

5. Demonstrate the ability to review and summarize research articles in the area of clothing and dress.

**Required Texts:** *Key Concepts for the Fashion Industry* (indicated as KC on class schedule)  
Written by Andrew Reilly (2014) ISBN 987 0 85785 365 3

*Men's Fashion Reader* (indicated as MFR on class schedule)  
Edited by Andrew Reilly and Sarah Cosbey (2008) ISBN 978 1 56367 536 2

*Reading Packet for MAT 547* (indicated as RP on class schedule)  
Available at Johnny Print

*Wedding Dress Across Cultures* (indicated as WD on class schedule)  
Edited by Helen Bradley Foster & Donald Clay Johnson (2003) ISBN1 85973747 1

**Technology Requirement:** High speed Internet Connection, PDF, MS office (Word, Excel, PowerPoint), Window Media Player

#### **Course Philosophy**

Five hundred level courses are geared toward seniors and graduate students; therefore, you will be responsible for keeping a "pace" expected of seniors and graduate students. That means there will be quite a bit of reading for this class (approximately 60 pages per week). You are expected to keep track of the course schedule (attached), due dates, and reading assignments. If you have trouble writing, have trouble organizing your time, and/or have trouble taking responsibility for your own learning, you may want to reconsider your enrollment in this course.

#### **Description of Assignments:**

##### **Assignments**

**Article Review:** Each student is required to identify and review 3 articles throughout the semester. Find an article that is on the topic for that day that was published in the last 5 years and review that. This article will add a newer perspective compared to what we are reading for the class. It will update the material and add a different perspective on the topic. In order to review the article you will use the Article Analysis Sheet (AAS) provided to you. Complete the AAS sheet and submit it to the assignment on Canvas **and** post on the blog for the date of the topic listed on the schedule so that other students can read the review.

##### **Blog Posting:**

Each learning activity requires you to seek out people you know that may have experienced something related to the topic or may be a person in an official capacity that has worked in the area. It can be a fellow student(s) or a friend who works in retail. The person must answer the question and give an example of an experience and what was the outcome of the experience. How did it make them feel when they went through the experience, etc? The more information they can provide the better.

**THIS IS AN INDIVIDUAL ASSIGNMENT.** There are three Blog Postings scheduled throughout the semester. Please note the date they are due on the schedule of activities. Please use the Blog Tool in Canvas to turn in your assignments.

These blog postings are designed to provoke thought and discussion and to assess your grasp of information in this class. First, you are to read the assigned materials. Answer any essay questions assigned, and summarize ideas posted on the blog related to the topic of discussion. Post your assignment in Canvas according to the schedule.

For each assignment, you must include at least one reference source to support or not support the ideas used on the blog. Please include that reference in APA format.

##### **Format of Blog Assignment:**

Your Name

Topic Title

Blog Date(s):

Summary of Blog: identify main points and summarize discussion.

Your point of view on topic with reference (APA format) to support your viewpoint.

**Research Paper:** Your research topic is your choice; however, it must receive instructor approval. Develop a topic in which you can survey a *minimum* of 20 people. Your study should include *at least* two of the following variables: gender (compare males to females), age (compare different age groups), and/or culture/ethnicity (example: compare white to black or black to Hispanic). Graduate Students should include all three of the above variables. Graduate Students are expected to make theoretical contributions through their research and match MAT 547 research topics to their thesis/dissertation topic, when possible.

### **Assignments for Graduate Students Only**

#### **Content Analysis:**

You will conduct a content analysis of five current fashion magazines of your choice. You will be looking to identify the cultural influences seen in the magazine advertisements and fashion spreads. For your content analysis you will provide the scanned image discussed, a reference for the image (including magazine page number and date), and a written description of the image and how it relates to any topic(s) we have discussed this semester.

#### **Book Review:**

The purpose of a *review* of a work (book or article) is generally to let readers know what the work is about and what its merits are so that readers can decide whether they want to read the work. Because the readers of a review probably have not read the work under discussion, you must describe the work as well as evaluate it.

A book review should provide an *overview of the contents and an evaluation of the book's relevance*. However, more than a summary of contents should be provided. The review should address additionally the *main ideas, approaches and interpretations of the author*. A good review should provoke reflection on the part of the reader. *Both the strengths and weaknesses of the book* should be addressed. You may select any book that is relevant to the topics discussed in this course. The book you select must be pre-approved by Dr. Spillman.

#### **Book Review Type Written Report:**

At the beginning of the review, include:

- Title of book (with edition if appropriate)
- Names of authors or editors
- Year of publication
- Name and complete address of publisher
- Number of pages, ISBN number, and whether available in hard or paper cover

The following phrases may be helpful in suggesting a subset of points to address in the body of the review (use these as a guide):

- Purpose of the book?
- Intended for who (the commercial sector or academia)?
- Worthwhile contribution to the existing literature?
- How is it different or what does it add?
- Accurate? Clear? Concise? Interesting? Well-organized? Flow well? Up to date? Authoritative?
- Adequately tied to the relevant literature?
- Author's writing style works well with the material?
- Valuable as resource for students, entry-level practitioners, managers, experienced practitioners, educators, researchers or who?
- Of use in the classroom? Reference text for a library?
- Conclusions or summary appropriate and supported by the content?
- Did you like or dislike this book? Why?
- Would you recommend the book to others? Why or why not?
- How could this book have been improved?

**Remember that your review is not just a summary, but a critique of the book!!!**

**Online Undergraduate Requirements:**

Learning Activities Blog Postings Summary (3@25)	75
Article Reviews (3 @ 25)	75
Research paper (15-18 pages) on an <i>instructor-approved</i> topic	400
-contract and 2 drafts 200 pts.	
-final paper 200 pts.	
<b>Total Points</b>	<b>550</b>

**Letter Grade    Grading Scale**

A	100 - 90 %
B	89 - 80 %
C	79 - 70 %
D	69 - 60 %
E	59 - 0 %

**Online Graduate Requirements:**

Learning Activities Blog Postings Summary (3@25)	75
Article Reviews (3 @ 25)	75
Research paper (15-18 pages) on an <i>instructor-approved</i> topic	200
-contract and 2 drafts 100 pts.	
-final paper 100 pts.	
Content Analysis	100
Book Review	100
<b>Total Points</b>	<b>550</b>

**Letter Grade    Grading Scale**

A	100 - 90 %
B	89 - 80 %
C	79 - 70 %
E	69 - 0 %

**Additional Course Policies**

1. All readings are due as indicated on the course schedule.
2. All assignments must be typed and should reflect the standards of a university. (i.e. accurate spelling, correct grammar, good sentence structure, etc.).
3. Assignments submitted late will lose one-tenth of their value per day including weekends if submitted without a university approved excuse.
4. Assignments can be made up with an excused absence only and must be made up within one week of the assigned due date.
5. Academic dishonesty will be dealt with according to guidelines stated in *Student Rights and Responsibilities*.

### **Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/content/academic-calendar>).

### **PERFORMANCE STANDARDS:**

#### **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](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 when feasible and in no case more than one week after the absence.

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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.

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When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.



Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**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](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

### Tentative Schedule of Activities

Date	Topic	Assignment
Aug 27 R	Syllabus and Course Expectations	
Sept 1 T	Overview -reviewing basic concepts Fashion and the Individual -uniqueness, body image, SI theory	KC p. 1-27  KC p. 31-52
Sept 3 R	Fashion and Society -trickle up, trickle down, politics Fashion and Culture -Zeitgeist, spatial diffusion, cultural authentication	KC p. 55-76  KC p. 79-98
Sept 8 T	The Fashion System -Haute couture, market infrastructure theory, nostalgia Conclusion -blunders and ethics	KC p. 101-116  KC p. 119-128  <b>BLOG Posting 1</b>
Sept 10 R		<b>Article Review 1 Due</b>
Sept 15 T	<i>THE BODY</i> Dress and Identity One Size Does Not Fit All Diary of a Breast Reduction Body Image and Plastic Surgery The Perfect Body The Fashionable Sex	RP p. 7-18 RP p. 40-41 RP p. 42-43 RP p. 44-50 RP p. 51-55 MFR p. 6-17 <b>Blog Assignment 1 Due</b>
Sept 17 R	<i>IDENTITY</i> Appearance and the Self Columbine Shootings Identity Kits Goodbye to Old Supporter	RP p. 19-39 MFR 393-409 RP 119-120 RP p. 77-79
Sept 22 T		<b>BLOG Posting 2</b>
Sept 24 R	<i>NON-VERBAL COMMUNICATION</i> Layers of Signs Decoding the Runner's Wardrobe Butch Queens in Macho Drag "Passing" Women, Performing Men	<b>Research Contract Due</b> RP p. 80-85 RP p. 86-97 MFR p. 279-293 RP p. 112-115 <b>Blog Assignment 2 Due</b>
Sept 29 T	<i>ADVERTISING</i> Body Art & Men's Fashions Emancipation of American Women	MFR 323-336 (12 pgs) RP p. 299-312 (10 pgs)
Oct 1 R	<i>ROLE DRESS</i> Uniforms The Image Police Silent Informers	RP 182-186 (4 pgs) RP 187-192 (6 pgs) MFR 75-83 (5 pgs)
Oct 6 T	The Leisure Suit Western Style in Menswear	MFR 84-100 (15 pgs) MFR 465-479 (14 pgs) <b>Blog Assignment 3 Due</b>
Oct 8 R	<i>SOCIAL STATUS</i> Dressing for Dinner in the Bush	RP 195-208 (12 pgs)

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
	Eastern Dakota The Teddy Boys (1950s London)	RP 293-298 (4 pgs) MFR 214-227 (13 pgs) <b>Article Review 2 Due</b>
Oct 13 T	<i>SUB-CULTURAL STYLE</i> Dressing Up Italian Americans Punk Male Fashion Hip-Hop Men's Fashion	MFR 265-277 (12 pgs) MFR 199-213 (14 pgs) MFR 253-264 (11 pgs)
Oct 15 R	<i>CULTURAL PERSPECTIVES</i> Zoot Suit Culture and Black Press African American Greek Letter Organizations Male & Female...Kalabari Dress	MFR 381-392 (11 pgs) RP 236-245 (8 pgs) RP 338-343 (4 pgs) <b>First Draft of Paper Due</b>
Oct 20 T	<i>GENDER SOCIALIZATION</i> Disappearance of Knickers The Ubiquitous Necktie Reenactors dress and magic moments	RP 106-111 (5 pgs) MFR 33-51 (18 pgs) MFR 445-464 (19 pgs)
Oct 22 R	<i>SPORTS</i> Dark Forces Baseball Magic Modern Armor...Football Uniforms	RP 246-250 (5 pgs) RP 251-259 (9 pgs) MFR 480-492 (12 pgs)
Oct 27 T	<i>HAIRDRESSING</i> Traditional Hairdressing in Nigeria Fashions....of the Beard In the kitchen African American Woman's Headwrap	RP (2 pgs) MFR 316- 322 (5 pgs) RP 325-330 (6 pgs) RP 445-460 (14 pgs)
Oct 29 R	<i>BODY IMAGE – MEN</i> Body Image & Self-Pres...Gay Men Body Image & Eating Disorders...Men Masculinity and Muscularity	MFR 355-374 (19 pgs) MFR 410-421(11 pgs) MFR 337-354
Nov 3 T	<i>FASHION</i> A Case Study: The Bloomer Costume	RP 398-414 (14 pgs)
Nov 5 R		<b>Article Review 3 Due</b>
Nov 10 T	Something Borrowed	MFR 18-32 (13 pgs)
Nov 12 R	<i>WEDDING DRESS ACROSS CULTURES</i> Introduction	WD (pp. 1-4)
Nov 17 T	Something Plain and Simple? Packaged in Japan	WD (pp. 5-22) WD (pp. 39-52)
Nov 19 R	Korean Wedding Dress Marriage...Customs of Rabari	WD (pp. 53-66) WD (pp. 67-84)
Nov 24 T	Swazi Bridal Attire Gender...Moroccan Weddings	WD (pp. 93-104) WD (pp. 105-122)
Nov 26 R	Thanksgiving Holiday	
Dec 1 T		<b>2nd Draft of paper Due</b>
Dec 3 R	An Athenian Wedding Slavic Wedding Customs	WD (pp. 173-190) WD (pp. 123-140)
Dec 8 T	The American Groom Wore a Kilt	WD (pp. 207-218)

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Dec 10 R		<b>Final Paper Due</b>



UNIVERSITY OF KENTUCKY

An Equal Opportunity University  
Retailing & Tourism Management  
Hospitality & Tourism Management  
College of Agriculture Food & Environment  
318 Erikson Hall  
Lexington, KY 40506-0050  
Phone: (859) 257-4917  
Fax: (859) 257-1275

**MAT 547-001**  
**Social and Psychological Aspects of Apparel**  
**Fall 2015**

**Instructor - Dr. K. Spillman**  
Room 303 Erikson Hall  
Phone: 257-7779  
Email: [kspill@uky.edu](mailto:kspill@uky.edu) (best way to reach me)  
Office Hours: Tuesdays 10:00-11:00 or email for an appointment

**Course description:** An advanced study of the social, psychological factors which influence apparel and apparel use with particular emphasis on research. Prereq: Open to Seniors and Graduate Students only. This course can be taken to meet requirements for the Women's Studies Graduate Certificate.

**Course Objectives**

1. To analyze interrelationships among cultural, social and psychological factors that influence dress.
2. To analyze fashion as a social phenomenon as a symbol reflecting social environment.
3. To become familiar with theoretical and methodological approaches to the study of clothing.
4. To analyze and critically evaluate research articles in the area of clothing and dress.
5. To apply social and psychological theories to clothing and dress behavior.

**Student Learning Outcomes:**

At the completion of this course, the student will be able to:

1. Explain the interrelationships between cultural, social and psychological factors and their influence on dress.
2. Apply social and psychological theories to clothing and dress behavior through research.
3. Develop skills in the use of data sources for research and analysis of dress.
4. Critique and summarize theoretical and methodological approaches used to study clothing.
5. Demonstrate the ability to review and summarize research articles in the area of clothing and dress.

**Required Texts:** *Key Concepts for the Fashion Industry* (indicated as KC on class schedule)  
Written by Andrew Reilly (2014) ISBN 987 0 85785 365 3

*Men's Fashion Reader* (indicated as MFR on class schedule)  
Edited by Andrew Reilly and Sarah Cosby (2008) ISBN 978 1 56367 536 2

*Reading Packet for MAT 547* (indicated as RP on class schedule)  
Available at Johnny Print

*Wedding Dress Across Cultures* (indicated as WD on class schedule)  
Edited by Helen Bradley Foster & Donald Clay Johnson (2003) ISBN1 85973747 1

**Course Philosophy**

Five hundred level courses are geared toward seniors and graduate students; therefore, you will be responsible for keeping a "pace" expected of seniors and graduate students. That means there will be quite a bit of reading due at each class meeting (approximately 60 pages per week). You are expected to keep track of the course schedule (attached), due dates, and reading assignments. If you have trouble writing, have trouble organizing your time, and/or have trouble taking responsibility for your own learning, you reconsider your enrollment in this course.

### **Canvas Course website**

Syllabus, course materials, assignments, 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 email function 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).

### **Assignments**

**Article Review:** Each student is required to identify and review 3 articles throughout the semester. Find an article that is on the topic for that day that was published in the last 5 years and review that. This article will add a newer perspective compared to what we are reading for the class. It will update the material and add a different perspective on the topic. In order to review the article you will use the Article Analysis Sheet (AAS) provided to you. Complete the AAS sheet and submit it to the assignment on Canvas and post on the blog for the date of the topic listed on the schedule so that other students can read the review.

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Each learning activity requires you to seek out people you know that may have experienced something related to the topic or may be a person in an official capacity that has worked in the area. It can be a fellow student(s) or a friend who works in retail. The person must answer the question and give an example of an experience and what was the outcome of the experience. How did it make them feel when they went through the experience, etc? The more information they can provide the better.

**THIS IS AN INDIVIDUAL ASSIGNMENT.** There are three Blog Postings scheduled throughout the semester. Please note the date they are due on the schedule of activities. Please use the Blog Tool in Canvas to turn in your assignments.

These blog postings are designed to provoke thought and discussion and to assess your grasp of information in this class. First, you are to read the assigned materials. Answer any essay questions assigned, and summarize ideas posted on the blog related to the topic of discussion. Post your assignment in Canvas according to the schedule.

For each assignment, you must include at least one reference source to support or not support the ideas used on the blog. Please include that reference in APA format.

### **Format of Blog Assignment:**

Your Name

Topic Title

Blog Date(s):

Summary of Blog: identify main points and summarize discussion.

Your point of view on topic with reference (APA format) to support your viewpoint.

**Research Paper:** Your research topic is your choice; however, it must receive instructor approval. Develop a topic in which you can survey a *minimum* of 20 people. Your study should include *at least* two of the following variables: gender (compare males to females), age (compare different age groups), and/or culture/ethnicity (example: compare white to black or black to Hispanic). Graduate Students should include all three of the above variables. Graduate Students are expected to make theoretical contributions through their research and match MAT 547 research topics to their thesis/dissertation topic, when possible.

### **Additional Assignments for Graduate Students Only**

#### **Content Analysis:**

You will conduct a content analysis of five current fashion magazines of your choice. You will be looking to identify the cultural influences seen in the magazine advertisements and fashion spreads. For your content analysis you will provide the scanned image discussed, a reference for the image (including magazine page number and

date), and a written description of the image and how it relates to any topic(s) we have discussed this semester.

**Book Review:**

The purpose of a *review* of a work (book or article) is generally to let readers know what the work is about and what its merits are so that readers can decide whether they want to read the work. Because the readers of a review probably have not read the work under discussion, you must describe the work as well as evaluate it.

A book review should provide an *overview of the contents and an evaluation of the book's relevance*. However, more than a summary of contents should be provided. The review should address additionally the *main ideas, approaches and interpretations of the author*. A good review should provoke reflection on the part of the reader. *Both the strengths and weaknesses of the book* should be addressed. You may select any book that is relevant to the topics discussed in this course. The book you select must be pre-approved by Dr. Spillman.

**Book Review Type Written Report:**

At the beginning of the review, include:

- Title of book (with edition if appropriate)
- Names of authors or editors
- Year of publication
- Name and complete address of publisher
- Number of pages, ISBN number, and whether available in hard or paper cover

The following phrases may be helpful in suggesting a subset of points to address in the body of the review (use these as a guide):

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- Adequately tied to the relevant literature?
- Author's writing style works well with the material?
- Valuable as resource for students, entry-level practitioners, managers, experienced practitioners, educators, researchers or who?
- Of use in the classroom? Reference text for a library?
- Conclusions or summary appropriate and supported by the content?
- Did you like or dislike this book? Why?
- Would you recommend the book to others? Why or why not?
- How could this book have been improved?

***Remember that your review is not just a summary, but a critique of the book!!!***

**Face to Face Undergraduate Requirements:**

Learning Activities Blog Postings Summary (3@25)	75
Article Reviews (3 @ 25)	75
Research paper (15-18 pages) on an <i>instructor-approved</i> topic	400
-contract and 2 drafts 200 pts.	
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<b>Total Points</b>	<b>550</b>

**Letter Grade      Grading Scale**

A	100 - 90 %
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D	69 - 60 %
E	59 - 0 %

**Face to Face Graduate Requirements:**

Learning Activities Blog Postings Summary (3@25)	75
Article Reviews (3 @ 25)	75
Research paper (15-18 pages) on an <i>instructor-approved</i> topic	200
-contract and 2 drafts 100 pts.	
-final paper 100 pts.	
Content Analysis	100
Book Review	100
<b>Total Points</b>	<b>550</b>

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3. Assignments submitted late will lose one-tenth of their value per day including weekends unless you provide a university approved excuse.
4. Assignments can be made up with an excused absence only and must be made up within one week of returning to class activities.
5. Academic dishonesty will be dealt with according to guidelines stated in *Student Rights and Responsibilities*.

**Attendance Policy**

Attendance is required and serves as a criterion for a grade in this course. If a student has excused or unexcused absences in excess of **one-fifth of the class contact hours** the student's final course grade will be lowered according to the following: Beginning Aug 27<sup>th</sup> thru Dec 10<sup>th</sup> attendance will be taken for class. If a student should miss in excess of one-fifth of the class contact hours (1/5<sup>th</sup> = 6 absences) whether excused or unexcused, the student's grade will be lowered by one letter grade. Therefore, if a student has 7 absences, their final course grade will be lowered by one letter grade. If a student has 8 absences, their final grade will be lowered by two letter grades. If a student has 9 excused or unexcused absences (nearing 1/3<sup>rd</sup> of the class contact hours), the final course grade for that student will be an "E".



## **PERFORMANCE STANDARDS:**

### **Excused Absences (boilerplate)**

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.

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*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability (boilerplate)**

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](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

**Emergency Safety:** "If an emergency arises in this classroom, building or vicinity, your instructor will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e., during a severe weather event), the nearest shelter location is <insert location here>. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble at <insert the evacuation location> so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during an emergency, notify the instructor at the beginning of the semester. In order to prepare for emergencies while on campus please continue to the below links for detailed emergency response guidelines: the UK Division of Crisis Management & Preparedness website (<http://www.uky.edu/EM/emergency-response-guide.html>) and the College of Agriculture, Food and Environment (<http://www.ca.uky.edu/>). To receive emergency messages, sign up for UK Alert (<http://www.uky.edu/EM/UKAlert>). Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor."

**Course Teaching Assistant– Tangmay Roberts**

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### Tentative Schedule of Activities

Date	Topic	Assignment
Aug 27 R	Syllabus and Course Expectations	
Sept 1 T	Overview -reviewing basic concepts Fashion and the Individual -uniqueness, body image, SI theory	KC p. 1-27 KC p. 31-52
Sept 3 R	Fashion and Society -trickle up, trickle down, politics Fashion and Culture -Zeitgeist, spatial diffusion, cultural authentication	KC p. 55-76 KC p. 79-98
Sept 8 T	The Fashion System -Haute couture, market infrastructure theory, nostalgia Conclusion -blunders and ethics	KC p. 101-116 KC p. 119-128 <b>BLOG Posting 1</b>
Sept 10 R		<b>Article Review 1 Due</b>
Sept 15 T	<i>THE BODY</i> Dress and Identity One Size Does Not Fit All Diary of a Breast Reduction Body Image and Plastic Surgery The Perfect Body The Fashionable Sex	RP p. 7-18 RP p. 40-41 RP p. 42-43 RP p. 44-50 RP p. 51-55 MFR p. 6-17 <b>Blog Assignment 1 Due</b>
Sept 17 R	<i>IDENTITY</i> Appearance and the Self Columbine Shootings Identity Kits Goodbye to Old Supporter	RP p. 19-39 MFR 393-409 RP 119-120 RP p. 77-79
Sept 22 T		<b>BLOG Posting 2</b>
Sept 24 R	<i>NON-VERBAL COMMUNICATION</i> Layers of Signs Decoding the Runner's Wardrobe Butch Queens in Macho Drag "Passing" Women, Performing Men	<b>Research Contract Due</b> RP p. 80-85 RP p. 86-97 MFR p. 279-293 RP p. 112-115 <b>Blog Assignment 2 Due</b>
Sept 29 T	<i>ADVERTISING</i> Body Art & Men's Fashions Emancipation of American Women	MFR 323-336 (12 pgs) RP p. 299-312 (10 pgs)

Date	Topic	Assignment
Oct 1 R	<i>ROLE DRESS</i> Uniforms The Image Police Silent Informers	RP 182-186 (4 pgs) RP 187-192 (6 pgs) MFR 75-83 (5 pgs)
Oct 6 T	The Leisure Suit Western Style in Menswear	MFR 84-100 (15 pgs) MFR 465-479 (14 pgs) <b>Blog Assignment 3 Due</b>
Oct 8 R	<i>SOCIAL STATUS</i> Dressing for Dinner in the Bush Eastern Dakota The Teddy Boys (1950s London)	RP 195-208 (12 pgs) RP 293-298 (4 pgs) MFR 214-227 (13 pgs) <b>Article Review 2 Due</b>
Oct 13 T	<i>SUB-CULTURAL STYLE</i> Dressing Up Italian Americans Punk Male Fashion Hip-Hop Men's Fashion	MFR 265-277 (12 pgs) MFR 199-213 (14 pgs) MFR 253-264 (11 pgs)
Oct 15 R	<i>CULTURAL PERSPECTIVES</i> Zoot Suit Culture and Black Press African American Greek Letter Organizations Male & Female...Kalabari Dress	MFR 381-392 (11 pgs) RP 236-245 (8 pgs)  RP 338-343 (4 pgs) <b>First Draft of Paper Due</b>
Oct 20 T	<i>GENDER SOCIALIZATION</i> Disappearance of Knickers The Ubiquitous Necktie Reenactors dress and magic moments	RP 106-111 (5 pgs) MFR 33-51 (18 pgs) MFR 445-464 (19 pgs)
Oct 22 R	<i>SPORTS</i> Dark Forces Baseball Magic Modern Armor...Football Uniforms	RP 246-250 (5 pgs) RP 251-259 (9 pgs) MFR 480-492 (12 pgs)
Oct 27 T	<i>HAIRDRESSING</i> Traditional Hairdressing in Nigeria Fashions....of the Beard In the kitchen African American Woman's Headwrap	RP (2 pgs) MFR 316- 322 (5 pgs) RP 325-330 (6 pgs) RP 445-460 (14 pgs)
Oct 29 R	<i>BODY IMAGE – MEN</i> Body Image & Self-Pres...Gay Men Body Image & Eating Disorders...Men Masculinity and Muscularity	MFR 355-374 (19 pgs) MFR 410-421(11 pgs)  MFR 337-354
Nov 3 T	<i>FASHION</i>	

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
	A Case Study: The Bloomer Costume	RP 398-414 (14 pgs)
Nov 5 R		<b>Article Review 3 Due</b>
Nov 10 T	Something Borrowed	MFR 18-32 (13 pgs)
Nov 12 R	<i>WEDDING DRESS ACROSS CULTURES</i> Introduction	WD (pp. 1-4)
Nov 17 T	Something Plain and Simple? Packaged in Japan	WD (pp. 5-22) WD (pp. 39-52)
Nov 19 R	Korean Wedding Dress Marriage... Customs of Rabari	WD (pp. 53-66) WD (pp. 67-84)
Nov 24 T	Swazi Bridal Attire Gender... Moroccan Weddings	WD (pp. 93-104) WD (pp. 105-122)
Nov 26 R	Thanksgiving Holiday	
Dec 1 T		<b>2nd Draft of paper Due</b>
Dec 3 R	An Athenian Wedding Slavic Wedding Customs	WD (pp. 173-190) WD (pp. 123-140)
Dec 8 T	The American Groom Wore a Kilt	WD (pp. 207-218)
Dec 10 R		<b>Final Paper Due</b>

Fall 2015

NAME \_\_\_\_\_

**MAT 547 CLASS DISCUSSION LEADER**

**DIRECTIONS:** This sheet **MUST** be typewritten to receive credit. Hand in at the beginning of the class period to which you are assigned. Note: Make yourself a copy to use during class.

DATE \_\_\_\_\_

TITLE OR TOPIC \_\_\_\_\_

The idea that interested me the most while reading for class was:

Do you agree or disagree with the author of this idea?

Yes \_\_\_\_\_ No \_\_\_\_\_ Why or why not?

Give the class an everyday example concerning this topic or idea. It can be an example from your family or high school experience, an example from your experience at UK or while working in retail (or other field).

**Evaluation:**

30

Adds new ideas and interest to class discussion.

21

Demonstrates an idea, but doesn't add any new ideas to discussion.

18

Example given is inappropriate and confuses rather than clarifies discussion

## RESEARCH PAPER & PRESENTATION

### Due Dates and Requirements:

1. Research Contract due: Sept 24 (2 copies due)
2. First draft due: Oct 15
3. Second draft due: Nov 12
4. Final Research paper Due: Dec 3 (2 copies due)
5. Printout of PowerPoint slides (in black & white and 6 slides per page) due at beginning of your class presentation.

### Content:

Your research topic is your choice; however, it must receive instructor approval. Develop a topic in which you can survey a *minimum* of 20 people for your research study. (Graduate students will need to survey a minimum of 30 people.) Your study should include *at least* two the following variables: gender (compare males to females), age (compare different age groups), and/or culture/ethnicity (compare white to black or black to Hispanic). Graduate Students should include all three of the above variables.

### Paper Topic Ideas to consider:

Adolescent Body Piercing	Men and Body Image	Teenage Male Body Image
Female Body Building	Nursing Uniforms	Body Image of Older Adults
Tattooing and Ethnic Identity	Maternity Apparel	Female Rape Victim's Dress
Islamic Headdress for Women	Biker Dress and Culture	Hip-Hop Dress and Culture
Gay Men and Body Image	Plus Size Women	

### RESEARCH PAPER FORMAT:

1. APA style citations and full bibliographic references are expected. Ten references are required. Five of the ten references must be from the following scholarly journals in the clothing and textiles field: *Clothing and Textiles Research Journal*, *Family and Consumer Sciences Research Journal* (formerly *Home Economics Research Journal*), *Perceptual and Motor Skills*, *Journal of Family and Consumer Sciences*, *Sex Roles*, *DRESS* and *Symbolic Interaction*.
2. Ten to twelve typed pages, double-spaced, with normal margins. Page limit excludes title page, illustrations (if any) and bibliography.
3. Research Paper is worth 100 points of the total points for the course.
4. Two copies of Research Paper are due on Dec 3rd. Papers handed in late will lose 10 points per day including weekends. You are encouraged to use the Writing Center for help in writing and/or improving your paper.
5. You will receive one copy with comments along with an evaluation sheet. One copy will be kept on file in my office.

## RESEARCH PROJECT EVALUATION

<b>Contract for topic</b>	10	_____
<b>INTRODUCTION</b>		
STATEMENT OF PURPOSE (1 paragraph)	5	_____
LIST OF OBJECTIVES (MUST be numbered)	5	_____
JUSTIFICATION (1-2 paragraphs)	10	_____
<b>REVIEW OF LITERATURE (3-5 pages)</b>	10	_____
<b>METHODS</b>		
a. Description of research methods (1 paragraph)	5	_____
b. Sample (description of people surveyed)	5	_____
c. Data Presentation	5	_____
(Summary tables if data is quantitative; Qualitative data should be summarized in paragraph form)		
<b>DISCUSSION OF DATA (1-2 pages)</b>	5	_____
<b>SUMMARY OF RESULTS (1 page or less)</b>	5	_____
<b>CONCLUSIONS (1 paragraphs)</b>	5	_____
<b>RECOMMENDATIONS FOR FURTHER STUDY</b> (minimum of one page)	10	_____
<b>BIBLIOGRAPHY (min. of 10 references, 5 from scholarly Clothing and Textiles journals, see #1 under FORMAT)</b>	15	_____
<b>FORMAT – TYPED, WELL WRITTEN PAPER</b> Tone is objective and not personalized 10-12 page paper, two copies submitted on due date	5	_____
<b>TOTAL POINTS</b>	100	



Fall 2015

NAME \_\_\_\_\_  
(10 Points)

**CONTRACT  
PROJECT TOPIC  
DUE: Sept. 24, 2015 (2 copies)**

**DIRECTIONS:** Type the following information and sign where indicated. This is a contract with the instructor for your research paper. **Hand in 2 copies of this contract.**

The topic of my course project will be:

Where are likely places that you can find 20 people to survey? (List at least three)

Indicate which two of the three variables below you will include in your research (see page 10 of syllabus):

GENDER

AGE

RACE/ETHNICITY

Five references (listed in APA bibliographic form) which I plan to cite in my paper will be:  
(Two must be from scholarly journals listed on page 10 of syllabus.)

Once the instructor has approved the above topic, I will write a paper on that topic. Any changes in my topic will have to be re-negotiated with the instructor and another contract will have to be signed.

I have read and understand the above statements. Student's signature: \_\_\_\_\_

This topic has been approved by the instructor. A paper on any other topic handed in to the instructor will not be graded nor will the above student receive credit for that paper. Instructor's signature: \_\_\_\_\_

**PRESENTATION EVALUATION**

**MAT 547**  
**Fall 2015**

**NAME** \_\_\_\_\_  
**TOPIC** \_\_\_\_\_

	<u>Excellent</u>	<u>Average</u>	<u>Poor</u>
<b>I. Poised and spoke clearly</b>	15	10	5
Professional appearance includes:			
• Appropriate dress			
• Appropriate body language			
<b>II. Organization and Content</b> <b>(should follow outline below)</b>			
A. Good use of time with no fillers or unnecessary information	15	10	5
B. Introduction to topic captures and holds audience's attention	5	3	1
C. Brief summary of 2-3 most significant references	5	3	1
D. Your methods and procedures	5	3	1
E. Summary of Findings	5	3	1
F. Recommendations for further study	5	3	1
G. Powerpoint format followed	10	7	5
• Images used to facilitate understanding			
• 6 X 6 Rule			
• Font large enough to be seen from back of room (38 point)			
H. Responded to questions adequately	10	7	5

COMMENTS:

Total points earned \_\_\_\_\_  
(75 possible)

## RESEARCH PROJECT EVALUATION

<b>INTRODUCTION</b>		
STATEMENT OF PURPOSE (1 paragraph)	5	_____
LIST OF OBJECTIVES (MUST be numbered)	5	_____
JUSTIFICATION (1-2 paragraphs)	10	_____
<b>REVIEW OF LITERATURE (3-5 pages)</b>	15	_____
<b>METHODS</b>		
a. Description of research methods (1 paragraph)	5	_____
b. Sample (description of people surveyed)	5	_____
c. Data Presentation	10	_____
(Summary tables if data is quantitative; Qualitative data should be summarized in paragraph form)		
<b>DISCUSSION OF DATA (1-2 pages)</b>	5	_____
<b>SUMMARY OF RESULTS (1 page or less)</b>	5	_____
<b>CONCLUSIONS (1 paragraphs)</b>	5	_____
<b>RECOMMENDATIONS FOR FURTHER STUDY</b> (minimum of one page)	10	_____
<b>BIBLIOGRAPHY</b> (min. of 10 references, 5 from scholarly Clothing and Textiles journals, see #1 under FORMAT)	15	_____
<b>FORMAT – TYPED, WELL WRITTEN PAPER</b> Tone is objective and not personalized 10-12 page paper, two copies submitted on due date	5	_____
<b>TOTAL POINTS</b>	100	