Language, Philosophy and Culture
Texas A&M University  
Core Curriculum Cover Sheet  
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Performance Studies

2. Course prefix and number: THAR 156

3. Texas Common Course Number: n/a

4. Complete course title: Dress, Culture, and Society

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

<table>
<thead>
<tr>
<th>Communication</th>
<th>Creative Arts</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>American History</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Government/Political Science</td>
</tr>
<tr>
<td>Language, Philosophy and Culture</td>
<td>Social and Behavioral Sciences</td>
</tr>
</tbody>
</table>

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes  ☐ No

8. How frequently will the class be offered? Every fall

9. Number of class sections per semester: 1

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years: n/a (new course) n/a n/a

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department

12. submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

[Signature] for S. Rayna Mrobleton 5-31-13

Course Instructor  Date

14. Approvals:

[Signature]  6/3/13

Department Head  Date

15. College Dean/Designee:

[Signature]  10/8/13

Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

Every day humans the world over make decisions about how to dress. Humans use dress as a means of communication and personal expression. This course explores the social, psychological, and cultural aspects of dress and appearance, including the relationship of dress to physical and social environments, aesthetic and personal expression, and cultural ideals and values. Dress cannot be isolated from the political, economic and social surroundings of the time. We will explore sources of information of dress from a wide range of disciplines such as anthropology, sociology, psychology, politics, economics, biology, chemistry, art history and history.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students use critical thinking skills when employing the scientific language of the classification system of dress, evaluating the strengths and weakness of sources of information about dress, analyzing how variations in human appearance affect choices in dress, and investigating the relationship between costume and the lighting, staging and content of the performance they are required to attend. This is applied in the assigned Production Response.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Effective written communication is critical to course assignments including the “Understanding Race” Response Paper and Production Response Paper. These written assignments are graded based on the following criteria: writing – organization, clear communication of ideas and meaning; mechanics – grammar and punctuation; correct use of course concepts and vocabulary; and citation of sources.

The Course Concept Collage assignment requires groups of students to translate knowledge of course concepts into images and communicate comprehension in a visual manner.

In-class discussions of reading assignments, as well as group assignments, such as Rules for Dress, require students to verbally express course concepts and relate those concepts to their own experiences.
Texas A&M University
Core Curriculum

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Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students are challenged to develop intercultural competence through the recognition that the meanings of dress vary from society to society, regionally, nationally, and globally. They explore the impact of the fashion industry and technology on humans, animals, and the environment and how the fashion industry is introducing sustainability. In conjunction with attendance at a performance of the Department of Performance Studies Theatre Arts production, class discussion covers appropriate audience behavior and etiquette in order to effectively engage in the performance. This assignment also aids in the discovery of dress as an art form and an integral part of visual, performing, and literary arts.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Students make connections between their personal choices in dress and the consequences for the global community through topics such as the second-hand clothing trade and technology and sustainability in dress and fashion. Reading and discussing "Helping or Hindering?" helps students see that donating unwanted clothing is actually a political act with economic ramifications in a global economy. Students discuss the costs (including natural resources, labor, and transport) to produce the clothing they wear and a variety of fashion designers embracing sustainability and green practices in "EcoFashion".

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Performance Studies

THAR 156 Dress, Culture, and Society

Request for International and Cultural Diversity (ICD) Designation

This course presents the relationship of dress to humans as biological, aesthetic, and social beings. Everyday humans around the globe make decisions about how to dress. Humans use dress as a means of communication and personal expression. Both wearers and observers of dress make many assumptions about the meanings involved in what they perceive, but do not always think consciously about these assumptions because they are enculturated. We perceive similarities and differences between groups of humans, whether it is social cliques on a college campus, or between peoples of different religions and lifestyles, based on appearance and dress.

This course introduces tools, such as the classification system of dress and the scale of world cultures, that enable students to explore the phenomenon of dress more objectively. Each scale of culture influences a person’s dress, both as individuals and as members of a group. The concepts of social and cultural scale offer tools for limiting ethnocentric bias in the study of dress and in the cross-cultural interaction that is inevitable in today’s global-scale society.
THAR 156: Dress, Culture, and Society  
Department of Performance Studies  
Spring 201X

Instructor: Rayna Middleton Dexter, M.F.A.  
E-mail: rdexter@tamu.edu  
Phone: (979) 845-5001 (no voicemail)  
Office: 259 LAAH  
Office Hours: TBA  
Class Meeting Times: TBA  
Class Meeting Location: TBA

Course Description  
Relationship of dress to humans as biological, aesthetic, and social beings; dress as cultural performance. There are no prerequisites for this course.

Course Introduction  
Every day humans the world over make decisions about how to dress. Humans use dress as a means of communication and personal expression. This course explores the social, psychological, and cultural aspects of dress and appearance, including the relationship of dress to physical and social environments, aesthetic and personal expression, and cultural ideals and values. Dress cannot be isolated from the political, economic and social surroundings of the time. We will explore sources of information of dress from a wide range of disciplines. Dress is a distinctive art form. Dress is also used as an integral part of a wide variety of art forms, and a means of expression for many artists.

Course Outcomes  
Through this course students will:
• Identify dress as a behavioral process involving all the senses of perception.
• Recognize that the meanings of dress vary from society to society and analyze these variations.
• Describe the ways in which affinities and conflicts are expressed, in part, in dress when people of different cultures come in contact.
• Develop skill in the use of data sources for research and analysis of dress.
• Evaluate the differing strengths and weaknesses of dress evidence found in dress artifacts, representations of dress, and written documentation of dress.
• Relate dress and specific physical and social environments.
• Explore how dress can alter or enhance the form of the physical body to meet personal or cultural needs.
• Discover dress as an art form and an integral part of visual, performing, and literary arts.
• Analyze the differences and similarities between costume and everyday dress.

To successfully complete this course you must:
• Attend and participate in all class meetings.
• Attend and review the Department of Performance Studies’ semester production (multiple dates TBA).
• Complete all reading and written assignments.
• Become familiar with the eLeaming website as important course information and communication will be posted there.

Resources and Required Materials:
• *The Visible Self: Global Perspectives on Dress, Culture, and Society, 3rd edition*, Joanne B. Eicher, Sandra Lee Evanson and Hazel A. Lutz
• An 8½ x 11 gray scantron sheet and a number 2 pencil for each test

Assignments and Grading
All grades will be posted on the eLearning website. Please review your grade throughout the semester. If you have grade related questions or concerns, please see me during office hours or make an appointment. In accordance with The Family Education Rights and Privacy Act (FERPA) I will not discuss grades in the classroom or via e-mail.

Grade Breakdown:
Written Assignments 25%
(Includes homework and In-class assignments)
Production Response 5%
Online Quizzes 25%
Test 1 15%
Test 2 15%
Test 3 15%

- A (90-100) – Excellent. Your work is turned in on time, complete, appropriate to the assignment, and demonstrates thoughtful application of the materials covered in class. Your work demonstrates thoughtful preparation, and presentation.
- B (80-89) – Good. Your work is turned in on time, complete, appropriate to the assignment, and demonstrates application of the materials covered in class.
- C (70-79) – Satisfactory. Your work is turned in on time and complete. Your work meets the requirements of the course work.
- D (60-69) - Passing. Your work is turned in on time, but is incomplete or does not meet the requirements of the course work.
- F (0-59) - Failing. Your work is not turned in on time or does not meet the requirements of the course work.

Reading Assignments: Please complete all assigned reading before the next class so you will be familiar with the general information to be covered.

Written Assignments: Detailed instructions for homework assignments will be posted on eLearning. All homework assignments are due at the beginning of the class session and must be submitted online through eLearning. In-class assignments must be turned in at the end of the class session. Late assignments will not be accepted except in the case of an excused absence.
The following is a list of written assignments:

- Library Scavenger Hunt
- Classifications of Dress Bingo
- Sources of Information Worksheet
- Preliminary Research Worksheet
- "Understanding Race" Response Paper
- Rules for Dress
- Concept Collage

Production Response: You are required to attend a performance of the Department of Performance Studies semester production. You will then write a 2-3 page essay discussing the role of dress in supporting the characters and actors as well as the similarities and differences between costumes in the performing arts and dress in everyday life.

Assessments:
You will be responsible for taking online quizzes through the Assessments tab on eLearning. You are welcome to use your course packet and notes from class while taking quizzes, but these are the only approved resources. Please adhere to the Aggie Honor Code and refrain from using any unauthorized materials or assistance from classmates.

In addition to online quizzes there will be a total of three tests taken in class. The final exam is not comprehensive, but simply the third test. You will need the gray 8.5"x11" scantron form (Form no.: NCS MP90051, NCS Pearson MM90051-2 or Scantron form No.0-101607-TAMU) and a No. 2 pencil for each test. Your textbook and notes may not be used during in-class tests. Tests and quizzes will cover the assigned reading as well as lecture material.

Campus Resources:
I would like to introduce you to some useful campus resources which may enhance your learning experience. Items are listed by topic/content area, and corresponding resource units are hyperlinked.

- Study Skills: Student Learning Center, Student Counseling Service
- Tutoring: Student Learning Center, University Writing Center, Department of Multicultural Services
- Career/Major: Student Counseling Service, Career Center
- Crisis: Student Assistance Services

Policies
Classroom Atmosphere
Please respect your fellow students and the instructor by arriving to class on time. Please silence your cell phones before class begins. For more information regarding classroom behavior please see Student Rule 21.

In this course, each voice in the classroom has something of value to contribute to class discussion. We will often engage difficult and controversial issues and it will be our collective responsibility to make sure that our classroom interaction is respectful and supportive of the views, experiences and expertise of others at all times. Please respect the different experiences,
beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. I reserve the right to remove anyone from class who acts in a rude or disruptive manner.

The Texas A&M University Commitment to Diversity Statement

Attendance
The best way to be successful in this course is to attend class. The University views class attendance as the responsibility of an individual student. I will not accept late assignments without an excused absence. If you do miss a class for any reason you are responsible for obtaining notes and information regarding assignments from your classmates. As per University policy, a student must notify me in writing (an acknowledged e-mail is acceptable) prior to the absence if possible, but no later than the end of the second working day after the absence in order to be excused. In most cases I will ask for documentation substantiating the reason for the absence. You must provide the documentation within one week of the last day of absence in order to be excused. See http://student-rules.tamu.edu/rule07

Academic Integrity
Aggie Honor Code
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. See http://aggiehonor.tamu.edu

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

If you believe that you have a disability that is affecting your level of participation or success in this course, please do not hesitate to see me. I will be happy to help you find the resources you need to help you succeed in this course.
## COURSE SCHEDULE

The following is a tentative outline of the course activities and project due dates. The instructor reserves the right to adjust the schedule as needed to enhance learning opportunities. If any changes are necessary, they will be clearly communicated in advance.

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<th>Date</th>
<th>Class Topic</th>
<th>Assignment Due</th>
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<td>Week 1</td>
<td>Course Introduction and Syllabus</td>
<td>Reading Assignment: 1. course syllabus</td>
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<td></td>
<td>Defining Dress</td>
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<td>Motivations for Dress</td>
<td>Reading Assignment: 1. <em>The Visible Self</em> Ch. 1</td>
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<tr>
<td>Week 2</td>
<td>Library Presentation</td>
<td>Syllabus Quiz Due</td>
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<td>The Classification System of Dress</td>
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<td>In class: <em>Classifications of Dress Bingo</em></td>
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<td>Week 3</td>
<td>Records of Dress</td>
<td>Reading Assignment: 1. <em>The Visible Self</em> Ch. 3 2. <em>Many Disciplines, Many Rewards</em></td>
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<td>In class: <em>Sources of Information Worksheet</em></td>
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<td>Written Interpretations of Dress</td>
<td>Reading Assignment: 1. <em>The Visible Self</em> Ch. 4 2. <em>Contemporary Comments</em></td>
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<td>In class: <em>Sources of Information Worksheet</em></td>
<td>Quiz 1 Due</td>
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<td>Week 4</td>
<td>Dress, Culture and Society</td>
<td>Reading Assignment: 1. <em>The Visible Self</em> Ch. 2</td>
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<td></td>
<td>Dress, Culture and Society</td>
<td>Reading Assignment: 1. <em>Eurocentrism in the Study of Ethnic Dress</em></td>
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<td>Preliminary Research Worksheet Due</td>
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<td>Week 5</td>
<td>Dress in Domestic-scale Cultures</td>
<td>Reading Assignment: 1. <em>Documenting the Origins of Somali Folk Dress</em></td>
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<td>Dress in Political-scale Cultures</td>
<td>Reading Assignment: 1. <em>In Service of the Dragon Throne</em></td>
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<td>Week 6</td>
<td>Dress in Commercial-scale Cultures</td>
<td>Reading Assignment: 1. *Helping or Hindering?</td>
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<td>Test 1</td>
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<td>Week 7</td>
<td>Physical Appearance and Dress</td>
<td>Reading Assignment: 1. AAA Statement on &quot;Race&quot;</td>
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<td>The Body in Cultural Context</td>
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<td>Week 8</td>
<td>Ideals for Individual Appearance</td>
<td>Reading Assignment: 1. <em>The Visible Self</em> Ch. 5 “Understanding Race” Response Due</td>
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<td>Achieving Ideals of Beauty by Illusion</td>
<td>Reading Assignment: 1. <em>The Visible Self</em> Ch. 11</td>
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<td>Conformity and individuality</td>
<td>Reading Assignment: 1. <em>Look Like a Lady; Act Like a Man; Work Like a Dog</em></td>
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<td>In class: Rules for Dress</td>
<td>Reading Assignment: 1. <em>The Visible Self</em> Ch. 13 2. <em>Signature Style</em></td>
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<td>In class: <em>Fashion in Film</em></td>
<td>Reading Assignment: 1. <em>Feminist Dress Reform</em> 2. <em>Pressure of Menswear</em> Quiz 4 Due</td>
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<tr>
<td>Test 2</td>
<td>Effects of Dress on the Body</td>
<td>Reading Assignment: 1. <em>The Visible Self</em> Ch. 6 2. <em>Innerskins/Outerskins</em> Production Response Due</td>
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<tr>
<td>Week 11</td>
<td>Dress and Gender</td>
<td>Reading Assignment: 1. <em>Wardrobe for Space</em></td>
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<td>Week 12</td>
<td>Body, Dress, and Environment</td>
<td>Reading Assignment: 1. “Green Is the New Black” Quiz 5 Due</td>
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<td>In class: <em>Everest: The Death Zone</em></td>
<td>Reading Assignment: 1. <em>Wardrobe for Space</em></td>
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<td>Week 13</td>
<td>Dress and Technology</td>
<td>Reading Assignment: 1. “Green Is the New Black” Quiz 5 Due</td>
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<td>Week 14</td>
<td>Sustainable Dress</td>
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<td>Course Conclusion and Final Exam Review</td>
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<td>In class: Course Concept Collages</td>
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<tr>
<td>Finals</td>
<td>Test 3</td>
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<td>Week</td>
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