

Texas State University-San Marcos
Multicultural Curriculum Transformation Guide/Assessment Instrument

Name of Class: FM2331 Culture & Consumer Behavior

Instructor: Karol Blaylock

Department: Family and Consumer Sciences

Degree: B.S. Family & Consumer Sciences

Degree Program Requirement: YES NO

1. Course Description	<p>The study of theories related to culture and appearance that influence fashion and fashion product consumption.</p> <p><i>Further:</i> To prepare future fashion industry professionals by examining multicultural distinctions and perceptions related to appearance and dress and the social construction of identity.</p>
2. Course Objectives	<p>Once the course is completed, students will be able to</p> <ol style="list-style-type: none"> 1. understand theories related to the cultural and consumer aspects of appearance and dress. 2. identify the many facets of pop culture and high culture which have an impact on consumer behavior, specifically, as it relates to appearance and dress. 3. define the terms associated with the study of appearance , dress, and fashion product consumption. 4. recognize and respect different cultures and subcultures found in the United States and internationally 5. to distinguish between myths/stereotypes and facts regarding cultural differences
3. Course Content	<p>LEVEL TWO: <input type="checkbox"/> LEVEL THREE: <input checked="" type="checkbox"/> (Check one. Explain.)</p> <ol style="list-style-type: none"> 1. The course content is culturally diverse in nature because many cultures/subcultures, especially in the U.S. are examined for similarities and differences with the intent to identify prospective consumers of fashion related goods. 2. The diversity content includes the relationship between appearance, dress, and consumerism as they are reflected in similarities and differences of gender, age, ethnicity, self-identity, self-expression, socioeconomic level, ascribed and/or acquired culture, physical challenges, and faith traditions. 3. The textbook and supportive readings will be the foundation of all lecture and class discussions. 4. The readings will investigate a variety of issues: <ul style="list-style-type: none"> • physical challenges including height and mobility • permanent and temporary body modifications such as tattooing, scarification, cosmetic surgery, Chinese lotus foot, Victorian corsetry, Indian <i>mehndi</i> • universal images of dress such as kimono, jeans, the chador native American symbolism, • impact of color within and without a culture • gender and sexually motivated dress such as drag queens, transvestites, transsexuals, • conformity and nonconformity in institutions such as school uniforms, career dressing, business casual, • body image issues such as children’s body image, ageism and beauty, body image, the <i>Kalabari</i> body image, • influences of pop cultural such as celebrity idols, fashion icons, • achieved or ascribed status

<p>4. Instructional Strategies</p>	<p>LEVEL TWO: _____ LEVEL THREE: <u> x </u> (Check one. Explain.)</p> <ol style="list-style-type: none"> 1. Presenting the course content is effectively managed through 50% lecture and 50% small group/ followed by large group discussions. Lectures include printed partial notes, photographic and video examples for the visual learners. Students' perceptions of the daily assigned readings will contribute to the group discussions. 2. Students are encouraged to discuss course content with the instructor outside of class if they are intimidated by the other 100+ students enrolled in the class. 3. Students are asked to share photo examples or personal experiences to aide in comprehension of the theoretical material presented in class. 4. Through a choice of one of three projects, students will, as small groups, explore another culture from their own after they have explored their own culture(s). Their research findings will then be shared with classmates via PowerPoint. Only the best presentations will presented in class, however, all will be posted on BlackBoard. 5. Use eInstruction clickers to "quietly" ask questions during lectures or class discussions that some students might not answer if required to speak up or raise their hands.
<p>5. Assessment of Student Knowledge</p>	<p>LEVEL TWO: <u> x </u> LEVEL THREE: _____ (Check one. Explain.)</p> <p>Because the course enrollment always exceeds 100+ students, there will always be difficulty in moving to Level Three.</p> <ol style="list-style-type: none"> 1. A pretest and posttest will be given at the beginning and end of this class to measure awareness of multiculturalism among the students. 2. Objective exams constitute 60% of the grade. 3. Other assessment comes from presentations and papers examining personal identity and another's culture.
<p>6. Classroom Interactions</p>	<p>LEVEL TWO: <u> x </u> LEVEL THREE: _____ (Check one. Explain.)</p> <ol style="list-style-type: none"> 1. Prior to the group project examining other cultures, students will spend time in class working individually and in small groups to complete the Cushner (1996) handouts: Sources of Cultural Knowledge; Levels of Culture; and Are Culture, Race, Ethnicity, and Nationality the Same?. At the end of the last small group "think tank," students will be given the floor to discuss all of the documents.
<p>7. Course Evaluation</p>	<ol style="list-style-type: none"> 1. Ferguson's Student Materials Feedback Form will be given to students during the last class period before the final exam. Their names will not be requested to offer anonymity. 2. Departmental required course/teacher evaluation will be offered at the end of the semester. 3. Feedback from both will tracked for future sharing.

Percentage of Multicultural Content: _____ >60% _____

Multicultural Classification:

MC=multicultural designation: classes with 60% of the content multicultural

MP=multicultural perspective: classes using a variety of strategies to encourage multiculturalism, including content, instructional strategies, assessment, and classroom dynamics

Choose the multicultural classification that describes this class: _____ MC & MP _____

Family and Consumer Sciences
Texas State University-San Marcos

Course Title: FM 2331 Culture & Consumer Behavior

Instructor: Dr. Karol Blaylock

Office Hours: 11:00 – 12:00 MTWHF
(or by appointment as needed)

Credit Hours: 3

Class Time: MTWHF 12:00 – 1:40

Office: FCS 145 (inside FCS 143)

Phone (O): 512.245.2445

E-mail: kb15@swt.edu

- I. Course Description:** The study of theories related to culture and appearance that influence fashion and fashion product consumption.
- II. Purpose of Course:** To prepare future fashion industry professionals by examining multicultural distinctions and perceptions related to appearance and dress and the social construction of identity.
- III. Course Objectives: Upon completion of this course, students should be able to**
1. understand theories related to the cultural and consumer aspects of appearance and dress.
 2. identify the many facets of pop culture and high culture which have an impact on consumer behavior, specifically, as it relates to appearance and dress.
 3. define the terms associated with the study of appearance, dress, and fashion product consumption.
 4. recognize and respect different cultures and subcultures found in the United States and internationally
 5. to distinguish between myths/stereotypes and facts regarding cultural differences
- IV. Instructional Resources:**
- Required textbook:** Damhorst, M., Miller, K., Michelman, S. (1999). *The meaning of dress*. NY: Fairchild Publications.
- Other references:**
- Kaiser, S. (1997). *The social psychology of clothing* (Revised 2nd ed.). NY: Fairchild Publications.
- Breward, C. (1995). *The culture of fashion*. NY: Manchester University Press.
- Flugel, J. C. (1971). *The psychology of clothes* (2nd paperback ed.) New York: International Universities Press.
- Foster, H. & Johnson, D. (Eds.) (2003). *Wedding dress: Across cultures*. NY: Berg
- Guindi, F. (2003). *Veil: Modesty, privacy, and resistance*. NY: Berg.
- Higgins, M.E., Eicher, J.B., Johnson, K. K. (1995). *Dress and identity*. NY: Fairchild Publications.
- Kennett, F. (1995). *Ethnic dress*. NY: Facts on File.
- Maynard, M. (2004). *Dress and globalisation*. Manchester, UK: Manchester University Press.
- Scott, S. (1997). *Why do they dress that way?* Intercourse, PA: Good Books.
- Sproles, G., & Burns, L. (1994). *Changing Appearances: Understanding dress in contemporary society*. NY: Fairchild Publications.
- Storm, P. (1987). *Functions of dress: Tool of culture and the individual*. Englewood Cliffs, NJ: Prentice-Hall.
- V. Teaching Strategies:** Students will engage in the following learning activities to achieve the outlined objectives and provide a means of evaluation: (a) take lectures notes, (b) view appropriate video clips and photos, (c) choose one of three projects to prepare and present a selected culture, (d) write a brief paper describing their personal identities, and (e) participate in class discussions of materials found in the textbook and assigned readings.
- VI. Evaluation:**
1. Academic dishonesty/plagiarism and cheating: Each student is expected to do original work. Violations will be subject to Texas State policies outlined in the Student Handbook. **All** work will be referenced following APA guidelines (see handout).
 2. The student's final grade will be based on point accumulation obtained by the completion of the final exam. A total of **500** points is possible for all students. The final grade will be influenced by attendance, discussion participation, completeness of personal culture paper and cultural project, examinations, and involvement in class activities.
 3. Follow **all directions** if you expect the highest grades on each assignment.
 4. All assignments must be turned in on the scheduled due date or a grade of **0** will be recorded.
 5. The lowest exam grade will be dropped.
- | | |
|-------------------|------------------------------|
| 3 Exams | 300 points (100 points each) |
| Final Exam | 100 points |
| Personal Identity | 50 points |

Group Presentation	100 points
Group Member Evaluation	50 points

TOTAL POINTS POSSIBLE 500 points (lowest **exam** grade will be dropped)

Grading scale:

- A = 90% = 450-500
- B = 80% = 400-449
- C = 70% = 350-399
- D = 60% = 300-349
- F = Below 299

VII. Instructor's Policies:

1. Class attendance is not taken, but is expected. You are responsible for getting class notes and schedule changes from **another student** in class, **not** from Dr. Blaylock. Missing class means that you lose the advantage of hearing and participating in the discussions which will be included on the next exam.
2. No makeup exams will be given. We drop the lowest exam grade.
3. Students with an A going into the final exam are exempt from the exam. If you need more than 100 points to move up a letter grade, you are also exempt from the final exam.
4. The personal identity and group project assignments are due at the beginning of class as scheduled or a grade of "**0**" will be given.
5. All written work must be typed. Type on only one side of an 8 1/2" x 11" using 12 point font with 1" margins on all sides of paper unless directed otherwise.
6. All assignment instructions must be strictly followed to receive all points.
7. Disruptive behavior will not be tolerated during class; this includes cell phone and pager usage. Turn off all electronic communication devices **PRIOR** to entering this classroom.
8. Please notify Dr. Blaylock within the next two weeks if you have a University registered accommodation need. You must have official documentation in order to receive the accommodation.

**Summer 2005 Tentative Course Outline FM 2331
Culture & Consumer Behavior**

Date	Topic	Daily Reading Assignments
Mon 7/11	Get Acquainted/ Go over syllabus/Pretest/Define "multicultural"	Chpt 1
Tues 7/12	Introduction/Origin of Dress	# 1, 3, 7 & Chapter 2
Wed 7/13	The Body in Cultural Context	# 9, 13, 11, 12, & Chpt 3
Thurs 7/14	Dress As Nonverbal Communication	#16, 17, 19, & 21
Fri 7/15	Exam I	#22, 23, 24, 27 & Chpt5
Mon 7/18	Appearance Through Gender and Sexuality	#28, 31, 32, 34, 35 & Chpt 6
Tues 7/19	Standing Out From the Crowd	#36, 37, 43, 44, 45 & Chpt7
Wed 7/20	Standing Out From the Crowd	
Thurs 7/21	Dress in the Workplace	#46, 48, 50, 52 & Chpt 8
Fri 7/22	Exam II	#54, 56, 57, 59 & Chpt 9
Mon 7/25	Dress From Infancy to Adolescence	
Tues 7/26	Dressing Through Adulthood	#60, 62, 63, 66 & Chpt 10
Wed 7/27	Race, Ethnicity, & Class	
Thurs 7/28	Race, Ethnicity, & Class	#69, 70, 73, 74 & Chpt 11
Fri 7/29	Exam III	
Mon 8/1	Fashion As A Social Process	#75, 76, 78, 79 & Chpt 12
Tues 8/2	Fashion As A Social Process	
Wed 8/3	Sharing personal culture papers	
Thurs 8/4	Dress and World Religions	#80, 81, 82, 83, 85 & Chpt 13
Fri 8/5	Exam IV	
Mon 8/8	Dress and social Change – Group projects due	Chpt 14
Tues 8/9	Future Trends	
Wed. 8/10	Presentations	
Thurs. 8/11	Presentations	
Fri. 8/12	Final Exam	

