**Sociology of Fashion**

**SYA 4930 (#27718) – Spring 2014**

**Tuesday 4-6:50pm**

**3 credits – GS 107**

*Dr. Marsha S. Rose Office: Culture & Society Bldg, Room 258*

*Email:* [*msrose@fau.edu*](mailto:msrose@fau.edu) *Phone: 561-297-0163*

*Office Hours: T 1-4pm*

*R 1-2pm*

*And by appointment*

**Readings:** *Appearance and Power,* Kim K. P. Johnson and Sharron J. Lennon, eds.

(AP in syllabus)

*Through the Wardrobe: Women’s Relationships with their Clothes,* All Guy,

Eileen Green and Maura Banim, eds. (TW in syllabus)

**You should check Blackboard frequently for additional readings**

**and information about this course! (BB in syllabus)**

**Course Description:** This class will explore the connections between fashion, hair, and presentations of beauty and their relationships to race, class, and gender. Americans spend countless amounts of money on cosmetic surgeries, on clothing, on hair products, on cosmetics, etc. Beauty, or how we present ourselves, matters. Perceptions of beauty vary not only by race, class, and gender, but also historically. Thus beauty is a dynamic process.

The social construction of beauty is dependent on both the cultural and social environments. Beauty, however, is highly gendered, closely affiliated with racial distinctions, and has always been a vehicle for assessing social hierarchy. Clinical psychologists can earn a good living working with clients to improve their self-image!

This course is divided into three sections:

**Part 1** – Meaning of Fashion will address the social-psychology of self-presentation. We will explore the place of advertising in our self-evaluations. **Part II –** The Diversity of Fashionwill explore differences within sub-cultures. For example, many might believe that Angelina Jolie represents ideal beauty, but what about “the girl with the dragon tattoo?” **Part III** – Changing Ourselves will focus on the place of cosmetics and cosmetic surgery in the sociology of fashion.

**Course Objectives:** 1. Understand the relationship between fashion and self-

presentation

2. Understand the diverse perceptions of style, particularly as they

vary by ethnicity and social class

3. Understand the relationship between fashion and power

**Grading:** Your grade will depend on your performance on three exams, a group project, and a video reaction discussion.

*Exam #1 Tuesday, February 4 250 points*

*Exam #2 Tuesday, March 18 250 points*

*Exam #3 Tuesday, April 29 250 points (4pm)*

*Group Project (varies) 100 points*

*Video Reaction (varies) 25 points*

***Grading System:***

90-100% A

80-89% B

70-79% C

60-69% D

<60% F

**Group Project:** **100 points Please read these directions carefully!**

Throughout most of this course, we will explore the variability of fashion. In large part, we are dependent upon magazines to “inform” us of appropriate fashion. This project will explore different fashion magazines in terms of various issues.

*Each student is required to participate in an assigned group project. On January 14, I will post the assigned groups on* BLACKBOARD*. Each group will focus on specific magazines. If you wish to exchange with another student,* ***both*** *students must send an email to me agreeing on the change. There will be 4-5 students in each group.*

*The information on the group projects is very specific. My intention is to facilitate your work on the project. In my experience, students’ work improves with increased guidance from the professor. Thus, I will schedule class time with each of the groups to review the process. These meetings are* ***not*** *an opportunity to complain about a specific group member.*

*The project will have two parts – a class presentation and a written paper.*

***Topics:***  I will assign two fashion magazines to each group. Four groups will address women’s magazines, two groups will focus on men’s fashion magazines, and one group each will explore magazines directed at teens, African-Americans, and Latinas.

***1. Class presentation:***

* Each group will have about 15-20 minutes to deliver their presentation.
* The presentations should include visual aids and/or hand-outs.
* The presentations should be interesting and creative.
* You want to show how these magazines relate to our readings on fashion

***2. Written Paper:***

* Each group will submit one paper.
* I have divided the responsibilities for the paper into six areas. Each student will be responsible for one of the areas:
  + The **group leader** will:
    - Coordinate the work of the group.
    - Write the one-page introduction and one-page conclusion.
    - Prepare the hand-outs for the presentation and coordinate the visuals
    - Distribute the power point presentation to the class at least 24 hours before the scheduled presentation
    - Compile the paper
    - Submit the paper on Safe Assign
    - Submit a hard-copy, including the power point slides
  + The **historian** will
    - Write three pages describing the development of the two magazines
    - e.g., When the magazine began, how has the magazine evolved over the past ten years?
    - Fashion and style are a dynamic process. Using the class readings, along with outside sources, you should write about the changes in fashion over the history of the magazines.

***(For groups of five students, select three of the following; for groups of six students, select all of the following).***

* + The **gender person** (women) will
    - Write three pages focused on how women are portrayed
    - e.g., Are women represented in traditional gender roles? Are they shown in submissive poses? Is there a difference between the two magazines?
    - Remember to incorporate information from the readings, lectures, and outside sources
  + The **gender person** (men) will
    - Write three pages focused on how men are portrayed
    - e.g., Are men represented in traditional gender roles? Are they shown in dominant poses? Is there a difference between the two magazines?
    - Remember to incorporate information from the readings, lectures, and outside sources
  + The **social class person** will
    - Write three pages focused on the different social classes the two magazines represent
    - e.g., Does the magazine direct their content toward an elite or a middle-class audience? Is there a difference between the two magazines?
    - Remember to incorporate information from the readings, lectures, and outside sources
  + The **ethnic person** will
    - Write three pages focused on the presence or absence of ethnic diversity
    - e.g., How are ethnic people portrayed? Is there a difference between the two magazines?
    - Remember to incorporate information from the readings, lectures, and outside sources

***Process:***

*January 21* I will discuss the group projects and give students an opportunity to meet their group members and exchange emails and phone numbers.

***Evaluation:***

*Each student will receive an individual grade, depending on their contribution to the project and their written work.*

***Class Presentations:***

* I will evaluate the presentations based on the following criteria:
  + Was it well-organized?
  + Was it interesting?

***Written Paper: The papers are due two weeks following the scheduled presentation. You should check the presentation schedule for the exact due date.***

I will evaluate the written paper based on the following criteria:

* + Was it well-organized?
  + **Did the writers connect the readings and videos to their topic? VERY IMPORTANT *(failure to connect the paper to the readings and/or lectures will result in a maximum grade of 70)***
  + Did the paper complete the assigned tasks?
  + **Did the student acknowledge material they received from other sources? (REALLY, REALLY IMPORTANT)**
  + Was the paper grammatically accurate?
    - I will deduct two points for every misspelled word and gross grammatical errors.
    - Never submit a paper without using your grammar and spell check!
* The paper should have the following format:
  + Title Page
    - Each student’s name should be listed along with their specific responsibility.

E.g. *Vogue* and *InStyle*

*By*

*Sarah Jones* Group Leader

*Jason Smith* Historian

*José Martinez* Gender-Women

*Amy Jenkins* Gender- Men

*Brittany Walker* Social Class

*David Hersh* Ethnicity

* + Each section should be clearly divided according to topic
  + The papers must be typed, double-spaced, 12 font, Times New Roman.
  + All papers must include a bibliography following each section
    - In order to facilitate this process, each person should submit their three pages to the group leader in Word **no later than 2 days before the paper is due**.
    - The leader can bring the citations together for the final paper.
    - **The group leader must submit the final paper through *Safe Assign,* which will be available under “Assignments” on Blackboard.**
    - **The group leader is also responsible for submitting a hard copy of the paper, along with a copy of the power point presentation, to the wonderful professor on the date it is due**

***It is imperative that you cite your sources either***

***when you receive an idea from the source,***

***or when you use a direct quote.***

***Failure to do so is plagiarism, a serious academic infraction.***

***Please see the Code of Academic Integrity Policy at the end of this Syllabus.***

**Video Reaction Paper***:*  **25 points** We will be watching a number of videos relevant to the

week’s topic. For each video beginning January 14, I will assign students to submit their

reactions to a designated Discussion Board on Blackboard. Each student will be assigned four

videos and will receive up to five points for each submission. If you submit your comments for all

four assigned videos, you will receive an additional five points. You will be expected to present

comments on your assigned video during the class following the video. Of course, you are always

welcome to submit comments when it is not part of your assignment.

**Exams:** **250 points each** The exams will cover the classroom material, the two books, the readings posted on Blackboard and the presentations. The exams will be a combination of multiple choice and short answer. You will need to bring a blue scantron for the exam. You will receive a study guide one week prior to the exam. I will select the items from the study for the short answer questions.

* **No electronic devices (e.g., cell phones, laptops, pagers, iPods, etc) are allowed on your desk or visible during the exams.**
* **There is a zero tolerance policy toward cheaters. I am usually a kind, mild-mannered person. Please do not test my patience by even appearing to cheat. Also, the person next to you will have a different exam, so cheating may be futile!**

***Other important information that will help you receive the highest grade possible:*** *Your grade will also be affected according to your attendance record****. Attendance is mandatory. This class meets only once a week and I will be taking attendance. Students who do not attend regularly may have their grade lowered.***Class will begin promptly at 4pm and conclude at 6:50pm. Tardiness is very disruptive for your fellow students and is not look upon kindly by your gentle professor. The later we remain in class, the less traffic on I95! Please be on time and remain for the entire class. Make-up exams will be given only under extreme circumstances with documentation. (A cruise with your girlfriend is NOT an excused absence.)

1. **All cell phones must be turned off during class time. Students should keep their cell phones in their backpacks, pockets, or other places out of sight. You should NOT be texting during class.**
2. **I am reluctantly going to allow you to use a laptop for note taking. However, that privilege MAY be removed if anyone is using their computer for other activities during class time (e.g., facebook, ebay, email, etc.). Please do not abuse this privilege! If you opt to use a laptop, IPad, smart phone or other electronic devices in class, you must sit in the front row. If the front row seats are filled when you arrive, you may NOT use your electronic devise that day.**

*In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton SU 133 (561-297-3880), in Davie - LA 240 (954-236-1657), in Jupiter - SR 110 (561-799-8585) and follow all OSD procedures    561 297 0928*

**Reading Schedule:**

**Part 1 – Meaning of Fashion**

**Week 1**

January 7 What is Fashion?

Readings AP *Introduction* 1-6

TW *Introduction* 1-17

“Sneetches”

**Week 2**

January 14 Closet Politics, aka Our Clothes and Our Power

Readings AP *Survivors of Rape* 11-32

**Video #1 -** “Boys Don’t Cry”

**Week 3**

January 21 Dressing for Success – for Women

Readings AP *Clothing, Power, and the Workplace* 59-77

*Dress for Success in the Popular Press* 79-101

*Sex, Dress, and Power in the Workplace* 103-126

**Video #2 -** “Killing Us Softly 4”

**Week 4**

January 28 Dressing in the Academy

Readings TW *Suiting Ourselves* 97-116

*Minding Appearances in Female Academic Culture* 117-136

**Week 5**

February 5 **EXAM 1**

Classroom material, January 7-January 28

Readings from January 7-January 28

“Sneetches” and Videos #1 and #2.

Dressing for Success – for Men

**Video #3 - “**Mad Men” and “The Good Wife”

**Part II – The Diversity of Fashion**

**Week 6**

February 11 Dressing for Success – from Barbie to Brides

Readings BB *Cinderella Ate My Daughter*

*The Barbie Phenomenon*

TW *Young Women and Their Wardrobes* 21-37

*The Wedding Dress* 53-69

**Presentation #1 – Teen Fashion *– Seventeen* and *Teen Vogue***

**Video #4 –** “Teens: Cover Girl Culture” or “Sexy, Inc”

**Week 7**

February 18 Body Images

Readings AP *Obesity and Powerlessness* 173-197

TW *Big Girls’ Blouses* 39-52

*Choosing an Image* 71-93

*Dis/continued Selves* 203-219

**Presentation #2 – Women’s Fashion – *Elle* and *Cosmopolitan***

**Video #5 –** “Thin”

**Week 8**

February 25 Alternatives

Readings AP *Even Further: The Power of Subcultural Style in Techno Culture* 141-151

TW *Resistances and Reconciliations* 151-170

*From Closet to Wardrobe* 221-236

**Presentation #3 – Women’s Fashion – *Glamour* and *Marie Claire***

**Video #6 –** “The Celluloid Closet”

March 4 Spring Break – Regrettably, we will not have class this week as thousands of students transform into party-seeking, inebriated, hedonistic twenty-somethings during the American ritual known as “Spring Break.”

**Week 9**

March 11 Ethnic Alternatives

Readings AP *The Power of Style* 127-151

TW *Black Women and Self-Presentation* 137-150

BB *Nappy Edges and Goldy Locks: African-American Daughters and the Politics of Hair*

**Presentation #4 – Black Women’s Fashion – *Ebony* and *Essence***

**Video #7 –** “Good Hair”

**Week 10**

March 18 **EXAM 2**

Classroom material, February 4- March 11

Readings, February 4-March 11

Presentations #1 - #4

Videos #3 - #7

**Video #8**– “Barbie Nation”

**Part III – Changing Ourselves**

**Week 11**

March 25 “Put on a Happy Face”

Readings AP *Social Power and Appearance Management* 153-172

BB *Hope in a Jar*

**Presentation #5 – Women’s Fashion – *Vogue* and *Harper’s Bazaar***

**Video #9 –** “American the Beautiful”

**Week 12**

April 1 Estee Lauder and the Cosmetic-Industrial-Complex

Readings BB *Estee Lauder: Self-Definition and the Modern Cosmetics Market*

*Cosmetics: A Clinque Case Study*

**Presentation #6 – Women’s Fashion – *InStyle* and *Allure***

**Video #10-** “Estee Lauder”

**Week 13**

April 8 Changing Your Body Image – Part 1

Readings TW *Flying on One Wing*  173-188

*Cancer, Breast Reconstruction and Clothes* 189-202

**Presentation #7 Men’s Fashion – *Esquire* and *Details***

**Video #11 –** “Made Over in America”

**Week 14**

April 15 Changing Your Body Image – Part 2

Readings BB *Men and Cosmetic Surgery*

*Asian Eyes and Jewish Noses*

**Presentation #8 Men’s Fashion - *GQ* and *Men’s Health***

**Video #12** - **“**Never Perfect – Asian Women”

**Week 15**

April 22 Changing Your Body Image – Part 3

Readings BB *Cosmetic Surgery*

*Cosmetic Surgery and Cosmetics*

TW *Unpicking the Seams* 257-261

**Presentation #9 - Latina Fashion – *Latina* and *Latina Style***

April 29  **EXAM 3**

Classroom material, March 18-April 22

Readings, March 18-April 22

Presentations #5 - #9

Videos # 8 - #12

***\*\*\*\*\*\*CODE OF ACADEMIC INTEGRITY POLICY \*\*\*\*\*\****

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see  [http://www.fau.edu/regulations/chapter4/4.001\_Code\_of\_Academic\_Integrity.pdf](https://exchange.fau.edu/owa/redir.aspx?C=DKQDd-DiYUW2-V4bsAro4avEWEWnsc8Ir9_5K1ciOuNPlCf5_aoXI7E4exDt-9872QLctCLImRM.&URL=http%3a%2f%2fwww.fau.edu%2fregulations%2fchapter4%2f4.001_Code_of_Academic_Integrity.pdf)*

**Have a Wonderful and**

**Safe Summer!**

