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## AMD 362: Cultural Perspectives of Dress

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**Semester:** Summer 2021

### Instructor

Dr. Arienne McCracken, Assistant Teaching Professor  
*(Please call me Dr. McCracken or Professor McCracken - thanks!)*

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Office Hours: I am happy to meet with you. Virtual office hours are by appointment so they can fit into your schedule – please email to set up a time.

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### Course Dates

7/12/2021 - 8/6/2021

### Mode of Course Delivery

**Online asynchronous** (no in-person class meetings; no live online class meetings).

This class is delivered as an asynchronous online course. That means that the entire course is done online. While there are due dates for assignments, there is no scheduled class meeting time. Students are responsible for all material in the assigned chapters and content files on Canvas.

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### Course Description

#### ISU Catalog Description

Analysis of multiple factors related to dress in selected societies, including technology, cultural identity, aesthetics, social organization, ritual, stability and change. Applications to fair trade and social responsibility. Meets International Perspectives Requirement.

## Prerequisites

AMD 165 or 3 credits in anthropology, psychology, or sociology.

### How to Use Canvas

In Canvas, there is **one module for each week of class**. Each module contains information and links about readings, slides, videos, assignments, quizzes, and exams. I strongly suggest you work through the course by consulting the modules to know what we are learning that week and **what you will need to do**.

### Subject to Change

This syllabus is subject to change! Any changes will be communicated on Canvas.

## Course Outcomes

Based upon CHS Learning Outcomes, all graduates from the AESHM Department should be able to demonstrate the General Department Learning Outcomes: 1) Communication, 2) Self-assessment/self-reflection, 3) Critical Thinking, and 4) Ethics, Diversity and Social Responsibility.

**Based upon these learning outcomes, this course will contribute to your ability to:**

- Categorize examples of dress as body modifications or body supplements using the classification system of dress and appropriate terminology
- Demonstrate understanding of the functions of dress based on physical, environmental, social, and personal needs
- Use critical thinking to analyze personal experiences of dress from a cultural perspective
- Analyze multiple cultural factors related to dress with emphasis on identity, aesthetics, consumption, economics, technology, and social organization
- Make cross-cultural comparisons of dress practices using a global perspective
- Recognize issues of social responsibility as related to the production and consumption of cultural products

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## Required Textbook

Banerjee, M., & Miller, D. (2008). *The sari*. New York: Bloomsbury. ISBN: 978-1847883148. Illustrated Edition.

*The Sari* is available for purchase at the University Bookstore, at Amazon.com, and other online retailers. The book is also on reserve in Parks Library at the Main Desk, where you can check out the book for a 3-hour loan period.

Other assigned readings are available electronically on Canvas. Most of the assigned readings will have accompanying Reading Questions (RQs) to complete to submit for points. Due dates for reading assignments and RQs are included on Canvas and in the Course Schedule.

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## Course-Specific Policies

***This syllabus*** is a description of the course and a detailed timeline for what will happen in the course. If you have a question about deadlines or what will be happening in the week, consult the syllabus first (this document or Canvas). If it is still unclear, please email your instructor.

### Class Format

This course is compressed into 4 weeks. It is organized to be delivered one week at a time, with five days' worth of content posted in each of the four weekly modules in the Canvas Modules page. The days are numbered consecutively from 1-20 with accompanying topic names to cover the four-week class.

**Students should complete the coursework in the order presented**, as many concepts introduced in the latter days build on information included in the first weeks. You can expect to spend **two hours a day** on coursework.

Lecture videos/slides, assignments, readings, and exams are posted in the modules on Canvas. Daily lecture presentations are designed to introduce course content and to expand upon and provide background for understanding and interpreting concepts presented in readings and assigned video clips. The daily topics will be discussed in lecture videos/slides.

Directions for the 1) Analysis of Personal Culture and Dress and 2) weekly group discussion questions will be posted in separate modules on the Canvas Module page.

### When is Weekly Course Content Released?

Course content for each week will be released to students according to the following schedule:

- **Week 1** – Sunday, July 11 at 4 pm (all times are Central Time)
- **Week 2** – Friday, July 16 at 4 pm
- **Week 3** – Friday, July 23 at 4 pm
- **Week 4** – Thursday, July 29 at 4 pm

**IMPORTANT - Check that you can access all materials right away:** It is strongly advised that at the beginning of each week students check to be sure that they can open or access all material for the week, even if they aren't going to be working on it right away. This is especially important for any podcasts, YouTube videos, or links to assigned readings. This way you have an opportunity to address problems while there is still time to complete the work. If you wait until Sunday evening to look for the first time

at the assignments that are due at 4 pm on Monday, you risk having problems without the possibility of immediate help.

**The Sari:** The reading assignment from the required book, *The Sari*, is quite lengthy. If you choose to start reading early, the assigned pages and corresponding reading questions will be available for the entire length of the course in a separate module on the Canvas Module page.

## Due Dates and Late Assignment Policy

In order to allow for individual students' work and study schedules, the following deadlines are set for submitting work on a weekly basis. All times posted refer to **Central Time**. Remember to adjust accordingly if you are working from a different time zone.

Because of the compressed nature of this course, **late assignments will not be accepted. No exceptions.**

### Week 1

- You must take the syllabus quiz by **4 pm, Wednesday, July 14.**
- Your initial response to the group discussion question must be posted by **4 pm, Friday, July 16.**
- All reading questions, activities, final group discussion entries, and Exam 1 must be submitted no later than **4 pm, Monday, July 19.**

### Week 2

- Your initial response to the group discussion question must be posted by **4 pm, Friday, July 23.**
- **Analysis of Personal Culture and Dress assignment** due no later than **4 pm, Friday, July 23.**
- All reading questions, activities, final group discussion entries, and Exam 2 must be submitted no later than **4 pm, Monday, July 26.**

### Week 3

- Your initial response to the group discussion question must be posted by **4 pm, Friday, July 30.**
- All reading questions, activities, final group discussion entries, and Exam 3 must be submitted no later than **4 pm, Monday, August 2.**

### Week 4

- Your initial response to the group discussion question must be posted by **4 pm, Wednesday, August 4.**
- All reading questions, activities, final group discussion entries, and Exam 4 must be submitted no later than **4 pm on the last day of class - Friday, August 6.**

After the deadlines above, **access to assignments and exams will close.** Assignments and exams **will not be reopened** after the deadline for any reason.

It is preferable that you submit assignments as soon as you have them completed. All assignments submitted through Canvas are recorded with the time and date. It is your responsibility to check to be sure all work is submitted correctly.

If you are experiencing problems with uploading to Canvas, it is best to also email your assignment to the instructor as a **Word or PDF document** attachment in order to meet the deadline.

## Assignments and Grading

Grades will be based on the required activities listed below. In general, grading considerations will be given to:

- Demonstration of understanding concepts and the ability to correctly use terminology
- Thoughtful, critical use and evaluation of materials and sources of evidence
- Thoroughness in following instructions for completing each assignment

AMD 362 Course Requirements	Points Possible
<p style="text-align: center;"><b>Reading Questions (RQs):</b> 7 sets of RQs worth between 10 and 30 points for assigned readings</p> <p>There will be reading questions posted on Canvas to guide you through seven of the assigned readings. Reading questions are valuable resources for expanding on information presented in PowerPoint presentations and for preparing for exams. Your responses will be submitted through Canvas by the deadlines indicated on the course schedule. Partial credit may be awarded for incomplete answers. Six sets of questions are worth 10 points each. The reading questions for the longer reading assignment from the required book, <i>The Sari</i>, are worth 30 points. (If you choose to start this reading assignment early, the assigned pages and corresponding reading questions will be available for the entire length of the course in a separate module in the Canvas Modules page).</p>	90
<p style="text-align: center;"><b>Activities: 12 activities x 10 points each</b></p> <p>Students will complete 12 activities over the four weeks of class such as quizzes, watching podcasts or YouTube videos, responding to questions, or short written reflections. All activities are worth 10 points each and directions are located in the weekly modules.</p>	120
<p style="text-align: center;"><b>Analysis of Personal Culture and Dress</b></p> <p>Students will analyze culture and dress based on their own experience; the concept of <i>Culture</i> as presented in the PowerPoint presentation and the definition of <i>Dress</i> from the first reading assigned in class by Roach-Higgins &amp; Eicher, "Dress and Identity." This analysis will provide the opportunity to reflect upon and think critically about the course concepts of dress and culture, and to apply these concepts to the student's own cultural practices and dress behaviors. Specific objectives and instructions for the assignment will be posted on Canvas in a module titled "Analysis of Personal Culture and Dress." The analysis is worth 70 points. Your completed assignment must be submitted as a Word document or PDF. (Due 4 pm, Friday, July 23)</p>	70
<p style="text-align: center;"><b>Weekly Group Discussion posts:</b> 4 original entries and responses x 10 points each</p>	40

<p>For each week, a group discussion topic or question will be posted related to material presented during that week.</p> <p>Students will be randomly assigned to one of four discussion groups for the duration of the course and are responsible for posting <u>a minimum of three times</u> each week for grading. The <u>first</u> post will be your direct response to the original question(s) posed by the instructor. The <u>second and third</u> posts must be your responses to two other students' original comments. <u>You will not, however, have access to the comments of the other group members' until you have posted your own response to the original questions.</u> As a courtesy to all members of the group, each individual must <u>post their first comment no later than 4 pm on Friday of the assigned week</u> in order for everyone to have time to respond by the Monday 4 pm submission deadline. <i>(During Week 4, post your first comments no later than 4 pm Wednesday, August 4 as all course work must be completed by 4 pm on Friday, August 6).</i> Failure to post your initial response by the 4 pm Friday deadlines (4 pm on Wednesday in Week 4) will result in the deduction of points.</p> <p>All comments should be appropriate to the topic and demonstrate your understanding of course concepts. Everyone enrolled in your assigned group will have access to your discussion comments. Each student's weekly posts are worth 10 total points based on your first post and your responses to a minimum of two other students in your group; however, only partial points may be awarded for entries that don't fully engage in the material or don't completely answer a specific question.</p>	
<p style="text-align: right;"><b>Weekly Exams</b></p> <ul style="list-style-type: none"> <li>○ 1 exam x 40 points (Exam 1)</li> <li>○ 3 exams x 30 points each (Exams 2-4)</li> </ul> <p>The exams may consist of multiple choice, true/false, and object/image identification questions. Questions will be based on course concepts introduced in the PowerPoint presentations, assigned podcasts or YouTube videos, daily activities, assigned readings and reading questions, and group discussion topics. The first exam will also include a world map section. Exams are not comprehensive; however, a basic knowledge of concepts introduced in Week 1 will enhance your understanding of content covered later in the course.</p> <p>Study guides and exams are accessible via the Exam module on Days 5, 10, 15, and 20. Study guides and exams are labeled for each week.</p> <p>The first exam is worth 40 points; exams 2, 3, and 4 are worth 30 points each. You may take each weekly exam only one time. It is not necessary to secure a proctor for taking the exams. The exam questions will be randomly selected for each student out of a pool of questions, so no two exams will be the same.</p>	130
<b>TOTAL POSSIBLE POINTS</b>	<b>450</b>

## ISU Grading Scale

A	100%	to 93%
A-	< 93%	to 90%
B+	< 90%	to 87%
B	< 87%	to 83%
B-	< 83%	to 80%
C+	< 80%	to 77%
C	< 77%	to 73%
C-	< 73%	to 70%
D+	< 70%	to 67%
D	< 67%	to 63%
D-	< 63%	to 60%
F	< 60%	to 0%

## Grading Policies

A plus/minus grading system is used (see above). To determine how you are doing, divide your total points received by the total points possible to date. The final grade is based on cumulative points from assignments and quizzes.

It is expected that all work submitted for grading is the original work of the student. Any student retaking the course **may not submit work that was graded and returned in a previous semester.**

## Posting of Grades

The instructor will make every effort to post points for activities, reading questions, group discussion posts, assignments, and exam scores in Canvas Grades in a timely manner. However, many assignments may have the points muted in the student grade book view until the weekly submission deadlines. Students are responsible for checking posted grades in Canvas Grades on a regular basis. **Any questions about your grades posted on Canvas should be directed to the instructor by email within 2 days of the grade posting following the submission deadline.** After that time, no grade changes will be considered.

Grade-related claims should be submitted via email to [ariennem@iastate.edu](mailto:ariennem@iastate.edu).

# Communication, Personal Responsibility, and Professionalism

## Communicating with Your Instructor

Ask questions and seek help as needed. Communication is key to a successful class. If any instructions or assignments are not clear, please email your instructor to clarify. I am also happy to set up a Zoom meeting to speak with you at a time that works with your schedule.

- **Email** – I will be checking my email **before 12 noon every day, from Sunday, July 11 to Saturday, August 7**. You can expect a prompt response. This is the best way to reach me. Be sure to include “AMD 362” in the subject of your emails. My email is [ariennem@iastate.edu](mailto:ariennem@iastate.edu).
- **Announcements** – General announcements regarding the class, such as reminders of upcoming deadlines, will be posted in the “Announcements” link on the Course Menu for Canvas. The three most recent announcements will also be visible at the top of the Home Page when you first open the course.

In order for students to receive announcements sent to your email, click on your photo/icon in the red column at the far left of the Canvas page, then click on “Notifications.” Under the “Course Activities” column, look for “Announcements” – the icon on the right should be a green bell to receive emailed copies of the announcements. If it is not a green bell, click on the icon, and in the popup box, click on the green icon.

## Personal Responsibility

One of the tenets of this course is personal responsibility.

- You play an active role in your education and as a student in this class.
- It is your responsibility:
  - to know all the policies listed in this syllabus
  - to know all assignment deadlines
  - to make sure your assignments are uploaded correctly and completely to Canvas by the deadline. Incomplete and/or blank documents will be treated as late work until they are uploaded correctly and will be penalized accordingly.

## Mutual Respect and Professionalism

It is expected that everyone in the class will treat each other with courtesy and respect. It is the instructor’s goal to promote an atmosphere of mutual respect in the course. Please contact the instructor if you have suggestions for improving the class environment.

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## Technology and Support

### Canvas

- Canvas and email are used to build a communication network between students and the instructor.

- It is your responsibility to **check Canvas and ISU email daily** for content updates and class announcements.
- Follow up with the Solution Center at 515-294-4000 or [solution@iastate.edu](mailto:solution@iastate.edu) if you have any Canvas-related problems. If you have a prolonged Canvas problem, please notify the instructor **as soon as possible**.

## Submission Formats

Use either MS Office Suite (Word, Excel, Powerpoint) or Adobe PDF formats to upload assignments to Canvas. If images must be uploaded separately, JPG, GIF, and PNG formats will be accepted. Other formats will **not** be accepted.

- You can get the MS Office Suite for free from ITS. The MS Office Suite includes Word, PowerPoint, and Excel, which are the industry standards. You can get it for both PCs and Macs.
- **Macs** can run Office components (like Word and Excel). Your professor owns a Mac and uses Word and PowerPoint every day.
- **Chromebooks** can open and edit Office files. See link here for more information: <https://support.google.com/chromebook/answer/2481498?hl=en>

## Other Tech Concerns

- In general, contact the Solution Center at 515-294-4000 or [solution@iastate.edu](mailto:solution@iastate.edu) if you have any computer or Canvas-related problems.
- If a technical issue occurs while taking a quiz/exam on Canvas such as an internet connection is lost or Canvas goes offline, please document the date and time this occurred and email instructor **the date, time, and approximately how many questions were completed before losing connection**.
- Individual laptop issues will not be excused. Smartphone or tablet uploads are at your discretion; failure to upload on these devices will not be accepted as a valid excuse.

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## How to Be Successful in AMD 362

- **Meet deadlines.** All deadlines posted for submitting assignments and completing exams are firm. No exceptions will be made. Have a backup plan ready.
- **Read and download the syllabus.** As this is a fast-paced course, have the Syllabus and Course Schedule (the calendar) easily accessible for quick reference.
- **Check for access to all assignments.** Even if you won't be working on assignments as soon as they open, please check to be sure that you can access everything early in the week. It's a good idea to have assignments and articles downloaded so that you can work even if Canvas suddenly goes offline.

- **Get to know the members of your Discussion Group.** It's a challenge to create a community in an online course. You may or may not know other students assigned to your group, but they can be a resource for you when you have a late night question or need some feedback on an assignment. And remember to post your initial responses to the Discussion questions early in the week to allow all group members time to respond by the weekly deadlines.
- **Read all directions carefully.** Along with knowing when work is due, be sure you understand the directions for all assignments. And if not...
- **Ask questions.** Email questions to your instructor as they come up. I want students to be successful in this course and will do my best to answer your questions in a timely manner.

### Syllabus Change Policy

This syllabus is a guide for the course and is subject to change. Any changes in due dates or content will be posted on Canvas. Please check for announcements and updates regularly!

### Class Schedule

Week/Day	Assignments	Due Dates
Before the course officially starts / ASAP	<b>In the "Getting Started" Module</b> <ul style="list-style-type: none"> <li>• Watch/read "Welcome to AMD 362" video/slides</li> <li>• Read the syllabus</li> <li>• Take Syllabus Quiz – 10 points (due 7/14 at 4 pm at the latest – do it as soon as you can)</li> </ul>	Syllabus quiz is due by 7/14 at 4 pm
Week 1	All materials for Week 1, including videos/slides, Reading Questions, Activities, Group Discussion questions, Study Guide, and Exam 1 will be available on Canvas beginning at 4 pm on Sunday, July 11.	All assignments for Week 1 must be submitted no later than <b>4 pm, Monday, July 19</b>
Day 1 (7/12) Topic: Introduction to Dress	<ul style="list-style-type: none"> <li>• View/read <i>Introduction to Dress</i> slides</li> <li>• Reading 1 – <i>Dress and Identity</i> by Roach Higgins and Eicher</li> <li>• Reading Questions 1 - 10 points</li> <li>• Day 1 Activity – Functions of dress – 10 points</li> </ul>	
Day 2 (7/13) Topic: The Body, Physical Appearance, and Environment	<ul style="list-style-type: none"> <li>• View/read <i>The Body, Physical Appearance, and Environment</i> slides</li> <li>• Reading 2 – <i>Dress and Identity</i> by Evenson</li> <li>• Reading Questions 2 – 10 points</li> </ul>	
Day 3 (7/14)	<ul style="list-style-type: none"> <li>• View/read <i>Introduction to Culture</i> slides</li> </ul>	Submit initial Group Discussion

Topic: Introduction to Culture	<ul style="list-style-type: none"> <li>• Reading – <i>Body Ritual Among the Nacirema</i> by Miner (Note: There are no Reading Questions for this article but the content is considered testable material.)</li> <li>• Day 3 Activity – Components of a Global Perspective – 10 points</li> <li>• Submit response to Group Discussion questions – 10 points</li> <li>• Read directions for Analysis of Personal Culture and Dress assignment (posted in its own module on the Canvas module page) – <b>Due Friday, July 23 at 4 pm</b></li> </ul>	response to the Week 1 questions after completing Day 3 activities. Remember to post <b>by 4 pm Friday of Week 1</b> to allow other students in your group time to respond.
Day 4 (7/15) Topic: Aesthetics of Dress and Ideals of Beauty	<ul style="list-style-type: none"> <li>• View/read <i>Aesthetics of Dress and Ideals of Beauty</i> slides</li> <li>• View YouTube video – <i>The Art of Living: WoDaaBe</i></li> <li>• Day 4 Activity – WoDaaBe 10 points</li> </ul>	
Day 5 (7/16) Exam 1	<ul style="list-style-type: none"> <li>• Study guide for Exam 1 in Week 1 Module</li> <li>• Exam 1 – 40 points – Must be completed by 4 pm, Monday, July 19</li> </ul>	
<b>Week 2</b>	<p>All materials for Week 2, including videos/slides, Reading Questions, Activities, Group Discussion questions, Study Guide, and Exam 2 will open on Canvas on Friday, July 16 at 4 pm.</p> <ul style="list-style-type: none"> <li>• <b>Reminder:</b> The Analysis of Personal Culture and Dress assignment is due no later than 4 pm on Friday July 23.</li> </ul>	All assignments for Week 2 must be submitted no later than <b>4 pm, Monday, July 26</b>
Day 6 (7/19) Topic: Concept of Identity and Dress	<ul style="list-style-type: none"> <li>• View/read <i>Identity and Dress</i> slides</li> <li>• Two readings on Tanzania National Dress by Tagama, URL links in Day 6 of the Week 2 module on Canvas (Note: There are no Reading Questions for these two articles but they will be used to complete today's Activity and the content is considered testable material.)</li> <li>• Day 6 Activity – US national dress – 10 points</li> </ul>	
Day 7 (7/20) Topic: Religion and Dress	<ul style="list-style-type: none"> <li>• View/read <i>Religion and Dress</i> slides</li> <li>• Reading 3 – <i>Dress and Religion</i> by Tortora</li> <li>• Reading Questions 3 – 10 points</li> <li>• View YouTube video, <i>Hijab, niqab, or nothing – Muslim women</i></li> <li>• Read the four scenarios on women and hijab posted in Day 7 of week 2 module</li> <li>• Submit response to video and scenarios in Group Discussion – 10 points</li> </ul>	Submit initial Group Discussion response to the Week 2 questions after completing Day 7 activities. Remember to post <b>by 4 pm Friday of Week 2</b> to allow other students in

		your group to respond.
Day 8 (7/21) Topic: Art and Aesthetics – Japan	<ul style="list-style-type: none"> <li>View/read <i>Art and Aesthetics of Japan</i> slides</li> <li>Reading 4 – <i>Between Tradition and Innovation: The Reinvention of the Kimono in Japanese Consumer Culture</i> by Assman</li> <li>Reading Questions 4 – 10 points</li> </ul>	
Day 9 (7/22) Topic: Kimono Production and Geisha	<ul style="list-style-type: none"> <li>View/view <i>Kimono Production and Geisha</i> slides</li> <li>View YouTube video <i>Geisha Girl - Japanese True Beauty</i></li> <li>Day 9 Activity – <i>Geisha Girl</i> response – 10 points</li> </ul>	
Day 10 (7/23) Exam 2	<ul style="list-style-type: none"> <li>Study guide for Exam 2</li> <li>Exam 2 – 30 points – Must be completed and submitted by 4 pm, Monday, July 26</li> </ul>	
<b>Week 3</b>	All materials for Week 3, including videos/slides, Reading Questions, Activities, Group Discussion questions, Study Guide, and Exam 3 will open on Canvas on Friday, July 23 at 4 pm	All assignments for Week 3 must be submitted no later than <b>4 pm, Monday, August 2</b>
Day 11 (7/26) Topic: Social Responsibility and Fair Trade	<ul style="list-style-type: none"> <li>View/read <i>Social Responsibility and Fair Trade</i> slides</li> <li>View YouTube video, <i>Mayan Hands</i></li> <li>Day 11 Activity – <i>Mayan Hands</i>- 10 points</li> <li>View YouTube video, <i>Unraveling the Thread: The Story of Fairtrade Cotton</i> before submitting response to week 3 Group Discussion questions regarding social responsibility and Fair Trade – 10 points</li> <li>View supplemental content in Week 3 module for Day 11, <i>Free Trade is Not Fair Trade</i> and <i>Top Ten Reasons to Buy Fair Trade</i>. This is considered testable material.</li> </ul>	Submit initial Group Discussion response to the Week 3 questions after completing Day 11 activities. Remember to <b>post by 4 pm Friday</b> of Week 3 to allow other students in your group to respond.
Day 12 (7/27) Topic: Technology and Economy – The Maya of Guatemala	<ul style="list-style-type: none"> <li>View/read <i>Technology and Economy – The Maya of Guatemala</i> slides</li> <li>View TED Talk video, <i>We are all connected with nature: Nixiwaka Yawanawa</i>, &amp; read <i>Survival International</i> website story.</li> <li>Day 12 Activity – Yawanawa Rainforest tribe 10 points</li> </ul>	
Day 13 (7/28) Topic: Mayan Dress, continued	<ul style="list-style-type: none"> <li>View/read <i>Mayan Dress Continued</i> slides</li> <li>Reading 5 – <i>Threads of Identity</i> by Altman and West</li> <li>Reading Questions 5 – 10 points</li> </ul>	

Day 14 (7/29) Topic: <i>Molas</i> and the Kuna of Panama	<ul style="list-style-type: none"> <li>View/read <i>Molas and the Kuna of Panama</i> slides</li> <li>View <i>Kuna Dance</i> YouTube video</li> <li>Reading 6 – <i>The Mola Blouses of the Kuna from Panama</i> by Rentenaar</li> <li>Reading Questions 6 – 10 points</li> <li>Day 14 Activity - Comparing ethnic dress -10 points</li> </ul>	
Day 15 (7/30) Exam 3	<ul style="list-style-type: none"> <li>Study guide for Exam 3</li> <li>Exam 3 – 30 points – Must be completed and submitted by 4 pm, Monday, August 2.</li> </ul>	
<b>Week 4</b>	All materials for Week 4, including videos/slides, Reading Questions, Activities, Group Discussion questions, Study Guide, and Exam 4 will open on Canvas on Thursday, July 29 at 4 pm	All assignments for Week 4 must be submitted no later than <b>4 pm, Friday, August 6</b>
Day 16 (8/2) Topic: India and the Sari	<ul style="list-style-type: none"> <li>View/read <i>India and the Sari</i> slides</li> <li>Reading 7 – <i>The Sari</i> by Banerjee and Miller; Introduction, Chapters 1-7 and 10-12</li> <li>Reading Questions 7 – 30 points</li> </ul>	
Day 17 (8/3) Topic: India and the Sari, continued	<ul style="list-style-type: none"> <li>No additional slides today</li> <li>View YouTube videos, <i>Six Yards of Elegance: The Indian Saree and How to Drape It</i>, and <i>How to Wear a Dhoti in Simple and Basic Steps</i>.</li> <li>View YouTube video, <i>This Traditional Indian Wedding is Insanely Beautiful</i>, in order to complete Day 17 Activity.</li> <li>Day 17 Activity - Traditional Indian Wedding</li> <li>Continue Reading 7, <i>The Sari</i>, and Reading Questions 7</li> </ul>	
Day 18 (8/4) Topic: Ritual, Social Organization, and Dress – Ghana	<ul style="list-style-type: none"> <li>View/read <i>Ritual, Social Organization, and Dress</i> slides</li> <li>Day 18 Activity – Visual/Verbal Connection</li> </ul>	Submit initial Group Discussion response to the Week 4 questions <b>by 4 pm Wednesday</b> of Week 4 in order for other students in your group to respond.
Day 19 (8/5) Topic: Ghana – Kente Cloth, Adinkra, and Wax Prints	<ul style="list-style-type: none"> <li>View/read <i>Ghana – Kente Cloth, Adinkra, and Wax Prints</i> slides</li> <li>View podcast segments, <i>Textiles in Ghana</i></li> <li>Day 19 Activity – Textiles in Ghana - 10 points</li> </ul>	

Day 20 (8/6) Exam 4	<ul style="list-style-type: none"> <li>• Study guide for Exam 4</li> <li>• Exam 4 – 30 points – must be submitted by 4 pm, Friday, August 6</li> </ul>	
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## Department and University Policies

### AESHM Policies

#### AESHM Collegiality Statement

The Department of Apparel, Events, and Hospitality Management is committed to sustaining a collegial, positive, and productive environment for scholarship, learning, institutional service, and outreach for each individual and for the collective benefit of all. Faculty and professional staff are expected to conduct themselves in a manner that contributes constructively to the department's mission and reputation.

In addition, faculty and professional staff are expected to work to maintain a positive workplace that emphasizes respect for the opinions of others and is free from forms of misconduct, as enumerated in Chapter 7 of the ISU Faculty Handbook - <https://www.provost.iastate.edu/faculty-and-staff-resources/faculty-handbook>

### Iowa State University Policies

#### Free Expression

Iowa State University supports and upholds the First Amendment protection of [freedom of speech](#) and the principle of [academic freedom](#) in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

#### Principles of Community

This course is operated according to the Iowa State University Principles of Community. <https://www.diversity.iastate.edu/connect/principles>

1. Respect: We seek to foster an open-minded understanding among individuals, organizations and groups. We support this understanding through outreach, increasing opportunities for collaboration, formal education programs and strategies for resolving disagreement.
2. Purpose: We are encouraged to be engaged in the university community. Thus, we strive to build a genuine community that promotes the advancement of knowledge, cooperation and leadership.
3. Cooperation: We recognize that the mission of the university is enhanced when we work together to achieve our goals. Therefore, we value each member of the Iowa State University community for their insights and efforts, collective and individual, to enhance the quality of campus life.
4. Richness of diversity: We recognize and cherish the richness of diversity in our university experience. Furthermore, we strive to increase the diversity of ideas, cultures and experiences throughout the university community.

5. Freedom from discrimination: We recognize that we must strive to overcome historical and divisive biases in our society. Therefore, we commit ourselves to create and maintain a community in which all students, staff, faculty and administrators can work together in an atmosphere free from discrimination, and to respond appropriately to all acts of discrimination.
6. Honest and respectful expression of ideas: We affirm the right to and the importance of a free exchange of ideas at Iowa State University within the bounds of courtesy, sensitivity and respect. We work together to promote awareness of various ideas through education and constructive strategies to consider and engage in honest disagreements.

### Academic Dishonesty

The class will follow Iowa State University's policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office.

<http://www.dso.iastate.edu/ja/academic/misconduct.html>

### Disability Accommodation

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at [www.sas.dso.iastate.edu](http://www.sas.dso.iastate.edu), by contacting SAS staff by email at [accessibility@iastate.edu](mailto:accessibility@iastate.edu), or by calling 515-294-7220. Student Accessibility Services is a unit in the Dean of Students Office located at 1076 Student Services Building. <https://sas.dso.iastate.edu/student/request-forms/applying-for-accommodations>

### Special Accommodation Exam

Please see the following information from Student Accessibility Services:

<https://sas.dso.iastate.edu/exam-accommodations-center/information-for-students>

### Prep Week

This class follows the Iowa State University Prep Week policy.

<https://www.provost.iastate.edu/academic-programs/dead-week>

### Harassment and Discrimination

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email [dso-sas@iastate.edu](mailto:dso-sas@iastate.edu), or the Office of Equal Opportunity and Compliance at 515-294-7612.

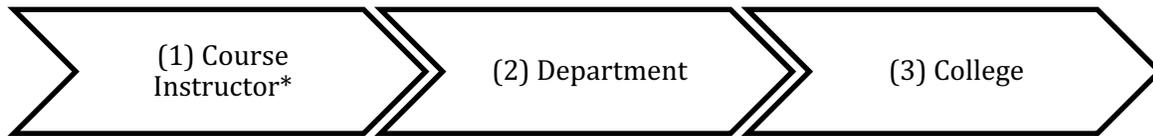
## Religious Accommodation

If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the Dean of Students Office or the Office of Equal Opportunity and Compliance.

## Classroom or Grade Problems

The Department of Apparel, Events, and Hospitality Management values each student and strives to provide the best educational experience possible.

If you believe a faculty member (in his or her academic capacity) has behaved unfairly or unprofessionally towards you, please direct your concern in the following order:



- If at all possible, resolve the problem with the student and the instructor involved.
- \* If the grievance involves sexual or racial harassment and the student prefers not to deal directly with the instructor, the student should discuss the grievance with the instructor's department chair Dr. Eulanda Sanders, or appropriate Associate Chair listed below:

- AESHM Associate Chair for Undergraduate Academic Affairs, Dr. Ellen McKinney, emckinne@iastate.edu
- AESHM Associate Chair and Director of Graduate Education, Dr. Ann-Marie Fiore amfiore@iastate.edu

- CHS Associate Dean for Undergraduate Academic Affairs Dean, Dr. Robert Reason, rreason@iastate.edu
- Associate Dean of the Graduate College, Dr. Carolyn Cutrona, cutrona@iastate.edu

More details are available at <https://catalog.iastate.edu/academics/#academicgrievancesappealstext>

## Violence Free University

At ISU, violence, threats or implied threats of violence, and intimidation (verbal or physical acts intended to frighten or coerce) impede the goal of providing a safe environment and will not be tolerated. For more information, refer to <http://www.policy.iastate.edu/policy/violence>.

## Emergency Response

In an emergency situation, follow emergency response guide at <http://www.ehs.iastate.edu/sites/default/files/uploads/publications/posters/EmergencyPoster.pdf>. For more information, refer to <http://www.policy.iastate.edu/policy/emergencynotification>

## Student Wellness and Health

There are many campus resources that can help with a wide variety of situations or issues. Please reach out - people can and want to help.

ISU's COVID-19 Response Page

- <https://web.iastate.edu/safety/updates/covid19>

ISU Crisis Text Line

- Students dealing with heightened feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may contact the **ISU Crisis Text Line (Text ISU to 741-741)** or call the **ISU Police Department** (515) 294-4428 or 911. Call 24 hours a day, 7 days a week.

Thielen Student Health Center

- <https://health.iastate.edu/> or call (515) 294-5801 (24/7 Medical Advice)

Student Wellness

- <http://studentwellness.iastate.edu> or call (515) 294-1099

Student Counseling Services

- <https://counseling.iastate.edu> or call (515) 294-5056

Recreation Services

- <http://recservices.iastate.edu> or call (515) 294-4980

ISU Student Health and Wellness

- <http://www.cyclonehealth.org>

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## Academic Support

### Student Support

Review the student support resources (<https://www.celt.iastate.edu/student-success/>) featuring advice on effective study habits, ways to seek academic support and stay motivated and engaged throughout your coursework.

### Online Learner Support

Receive technical assistance and academic guidance available via Online Learner Support resources (<https://www.celt.iastate.edu/online-learner-support/>).

### Writing and Media Center Assistance

The Writing and Media Center (WMC) helps students become effective, more confident communicators. The WMC is a welcoming and inclusive place where friendly communication consultants offer

individualized assistance to undergraduate and graduate students, faculty, staff, and community members working on any form of written, oral, visual, or electronic communication. While they can help you identify patterns and trends in your spelling and grammar, they do not provide editing services. In addition to one-on-one consultations (both in-person and online), the Center offers presentations introducing the Center's services, workshops by request, writing retreats, and other programs. They have three locations on campus.

Online appointments available during open hours. Please go to <https://www.wmc.dso.iastate.edu/> to schedule an appointment.