COURSE SYLLABUS

Course Title: HUSC 4010: CHS@AU in Italy: Integrated Global Studies

Credit Hours: 6 credit hours (90 class contact hours)

Prerequisites: Juniors or senior status and a minimum 2.5 cumulative, ungapped GPA and/or departmental approval.

Corequisites: HUSC 3380, Study Abroad Opportunities in Human Sciences (2)
HUSC 4380, Study and Travel in Human Sciences (2)
HUSC 4940, CHS@AU in Italy: Directed Field Experience (6)

Faculty: Dr. Marilyn Bradbard, Professor Emeritus, Human Development and Family Studies and Executive Director of the CHS@AU in Italy program will facilitate the course content in Italy and will be solely responsible for grading. 90 contact hours of instruction will be led by Dr. Bradbard and qualified guest lecturers (all with master’s or doctoral degrees and/or formal specialized experience in their respective subject matter areas) during the 12 weeks in Italy.

Course Goals and Objectives:

CHS@AU in Italy offers juniors and seniors a unique opportunity to earn a full semester of credit and to fulfill requirements for the International Minor in Human Sciences. Students live and study on the CHS@AU campus in the beautiful hill town of Ariccia, Italy, located just 17 miles southeast of Rome.

The program focuses on the study of individuals and families in the context of their near environment (housing/interiors, textiles/apparel, nutrition/food/hospitality) against a backdrop of the history and culture of Italy, the cradle of Western civilization. This interdisciplinary immersion experience is designed to:

- broaden students’ world views.
- increase students’ awareness and appreciation of cultures different from their own.
- deepen students’ understanding of quality of life issues worldwide.
- develop in students the ability to function effectively in a global community.

Required Books and Readings:


Also, see other required readings attached to your integrative group projects on the CHS@AU in Italy WEBsite under Projects and Project Resources: [http://www.humsci.auburn.edu/italy/italy-projects.php](http://www.humsci.auburn.edu/italy/italy-projects.php).
Supplementary Book and Chapters (required based on your integrative group project assignment - available in the Chigi Palace library):

Family

Fashion and Design

Food

Lecture Schedule:

**Note 1:** All lectures are supplemented by field experience activities - see corequisite course HUSC 4940: CHS@AU in Italy: Directed Field Experience (6).

Except for units 9 (Milan field experience) and 11(capstone experience), the following lectures will be scheduled each week:
- Two 1.0 hour lectures in conversational Italian.
- Two 1.0 hour lectures on history of the Mediterranean
- One 1.5 hour lecture on philosophy and Roman mythology
- One 1.5 hour lecture on art history or architecture

Additionally, special topical lectures that complement each unit will be scheduled and are

**Note 2:** Though the chapters in the Ginsborg book do not necessarily correspond with the units below, students will be responsible for reading one consecutive chapter of that book during weeks 1-6, 7, 8, and 10 (total 9 chapters). Depending on the field trip schedule in HUSC 4940, discussions of those chapters will take place on Thursdays or Fridays. Specific discussion days will be announced in class at the beginning of each week.
Unit 1: Orientation
Introduction to and meeting with key faculty and staff; meeting and discussion with the Mayor of Ariccia, complete visa procedures. Ginsborg, Chapter 1.

Unit 2: The Etruscans and Ancient Rome
The Foundations: The Etruscan and Ancient Rome
Pompeii: Where the Romans Lived
Ginsborg, Chapter 2

Unit 3: Medieval/Gothic/Romantic Italy
The Life of St. Francis, Giotto’s Revolution, and the Meaning of Assisi
Siena’s Duomo: A Gothic Masterpiece
Ginsborg, Chapter 3

Unit 4: Renaissance Italy
Florence and the Renaissance
Ginsborg, Chapter 4

Unit 5: Baroque Italy and the Grand Tour
The Genius of Bernini and the Baroque
Ariccia and the Grand Tour
Ginsborg, Chapter 5

Unit 6: Modern Italy
Political and Social Meaning of Graffiti
Catholicism and Its Meaning on Modern Italian Life
Ginsborg, Chapter 6

Midterm Break

Unit 7: Nutrition, Food, and Tourism
Healthy Nutrition and Dieting
The Mediterranean Diet
Wine History: A Travel Through Its Social and Cultural Heritage
War on Hunger and Auburn’s Connection to the World Food Programme
Ginsborg, Chapter 7

Unit 8: Families and Society in Italy
Child Development and Educational Trends in Italy
Southern vs. Northern Italy - Social and Historical Considerations
Ginsborg, Chapter 8

Unit 9: Fashion and Design in Italy
The Italian Fashion Industry in Italy
Milan: The Design Center of Europe

Unit 10: Italian Cinema and Media
Images of Family, Food and Fashion in Cinema and the Media
History of Italian Cinema
Ginsborg, Chapter 9
Unit 11: Capstone Experience
Written group and professional experience papers due.
In-class presentation of group papers and professional experience papers due.

Assignments and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance, Participation and Discussion</td>
<td>50</td>
</tr>
<tr>
<td>Weblog</td>
<td>25</td>
</tr>
<tr>
<td>Integrative Group Paper and Presentation</td>
<td>75</td>
</tr>
<tr>
<td>Professional Experience Paper/Presentation</td>
<td>50</td>
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</tbody>
</table>

A = 180 - 200 points; B = 160 - 179 points; C = 140 - 159 points; D = 120 - 139 points; F = ≤ 119 points.

- **Attendance, Participation and Discussion** (50 points) - While in Italy all students are expected to attend every lecture. If you are ill and cannot attend class, you must notify your Auburn instructor in advance. One point per class will be deducted for absences that are not in compliance with *Tiger Cub* policies or for in-class behaviors that are inappropriate (i.e., using your computer during a lecture, attending to a task other than the lecture). That is, in class you are expected to ask appropriate questions, take notes, and show respect to lecturers; participate actively in all learning experiences and discussions of how what you are learning and experiencing advances your perspective on improving the lives of individuals and families through better relationships, environments, nutrition, health promotion, and consumer services and products.

- **WEBlogs** (25 points) - On a rotating basis (schedule to be posted), each student will write one weekly WEBlog. See [http://www.humsci.auburn.edu/pmachine/weblog.php](http://www.humsci.auburn.edu/pmachine/weblog.php) for examples of how other students have accomplished this task in past semesters. The purpose of the WEBlog is to let the faculty, other students, friends, and family back home know what you are learning in Italy through narrative and photos. It is important that you include not only your experiences in the WEBlog, but also how those experiences impact your major or study in human sciences, in general. Be sure that your edit each other’s WEBlogs for grammar, punctuation, spelling, and appropriateness of material and photo clarity. WEBlogs should be uploaded weekly. Guidelines and expectations for creating good WEBlogs can be found at: [http://www.humsci.auburn.edu/humsci/hdfs/extranet/CHS@AU/Creating%20Good%20WEBlogs](http://www.humsci.auburn.edu/humsci/hdfs/extranet/CHS@AU/Creating%20Good%20WEBlogs).

- **Integrative Group Project** (75 points) - You will be assigned to a project group comprised of 3-5 students who will study one of the following topics:
  - Examining Media Images of Women in Italy
  - You Are What You Eat: The Role of Food in Italian Family Life
  - Italian Families and the Care and Education of Young Children

Specific instructions for completing the paper are attached and also can be found under Class Resources at: [http://www.humsci.auburn.edu/test/italy-projects.php](http://www.humsci.auburn.edu/test/italy-projects.php). The first draft of your group literature review section will be due by the end of the third week in
Italy. A draft of your methods section (this means most of your observations and interviews should be completed by this time) will be due the Friday before the break. I recommend that a draft of your results be turned in for feedback by the 9th week in Italy and your discussion and integration sections be drafted by the 11th week. I will give you constructive feedback as you proceed to each level. (Note: these dates may change by a few days, depending on dates of field trips)

By Tuesday of the last week in Italy, each group will turn in its paper (approximately 25 double-spaced pages not including references, sketches and photos). During the last week in Italy, each group will make an oral presentation (approximately 1 hour) of their project to the rest of the class and the Italian faculty. Oral presentations should include photos and other visual aides. PowerPoint presentations are strongly encouraged.

- **Professional Experience Paper** (50 points) - Each student will hand in a 25 page paper (double-spaced) by Wednesday of the last week of classes that summarizes your key learning experiences in the classroom, in scheduled field trips, and in your personal travels. CHS@AU in Italy program activities were designed to support your professional development through broadening your perspective and first-hand experience with the quality of life in Italy. Your assignment is to prepare a description of how your 3 months abroad has better prepared you to be a valuable contributor to your future employer. For example, you might want to include information on how your experiences helped you to:

  - Expand your knowledge of your major field of study.
  - Reach outside the boundaries of your major to understand how knowledge of other fields of study can make you more expert in your major (e.g., What have you learned about families that would help you be a better interior designer? Hospitality manager? What have you learned about interiors or the hospitality industry that applies to families?).
  - Become a better Human Scientist (e.g., how have you become aware of quality of life issues worldwide? How have you become aware of the influences that historical and cultural differences have on your own worldview?)
  - your grade for this assignment will be based on the following criteria:
    - Your ability to summarize the key aspects of your study abroad experience (all three aspects as noted above). (This part should be no longer than half of your paper; use of specific examples from your in-class learning and out-of-class experiences to illustrate the benefits you discuss; ability to show knowledge and insight in connecting your study abroad experiences with expected workplace and professional demands.

**Highly Recommended Activity:**

Keep a personal/professional journal of daily experiences in Italy. One major goal of keeping this journal is to develop an account that highlights how you have grown as a person from your arrival in Italy until the time you return home. For example, what do you now feel/think/know about traveling independently, and how did actually traveling independently in Italy change what you felt/thought/knew? What differences did you expect to encounter in Italy before you went? Did you find them? What differences did you find that you didn’t expect and how did you handle those unexpected differences? Were you confronted with aspects of Italian culture that made
you uncomfortable when you arrived but with which you feel more comfortable now?  In short, **what about you has changed as a result of this experience?**

Your journal entries should also include information about your travels – where, when, what, and your reactions to these sites/locations/experiences. Be sure names and places are spelled correctly. This will be invaluable as you reflect later on your semester in Italy and try to recall once you get back home what that picture you took really represents. Keeping a detailed journal will also help you when it is your turn to write the WEBlog. You will have the information you need to create a WEBlog that truly represents your experiences.

**Course Policies:**

**Course Changes** - Changes may be made in the course information, syllabus material, exam dates, etc., via class announcements or through Auburn University e-mail.

**Academic Honesty** - All portions of the Auburn University Honesty Code (Title Xii) found in the Tiger Cub will apply in this class.

**Students with Disabilities** - Students with disabilities who need special accommodations should make an appointment to discuss the Accommodation Memo with the instructor as soon as possible. If scheduled office hours conflict with classes, an alternate appointment time can be arranged. If a student does not have an Accommodations Memo but needs special accommodations, contact The Program for Students with Disabilities, 1244 Haley Center, 334-844-2096 (Voice T/O).

**Diversity** - Auburn University is committed to providing a working and academic environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all its members.
Italian Families and the Education and Care of Young Children

The goal of this assignment is to examine how families in Italy address the care and education of their young (preschool through 3rd grade) children. Specifically, you are being asked to address questions such as:

1. What kind of child care/educational arrangements are available for Italian families?
2. What type of child care/educational arrangements do Italian families prefer and use?
3. What is a typical day in child care/school like for the preschool child (i.e., length, schedule, meals and snacks, curricula and subjects covered)? For the elementary school child?
4. What do children wear to child care/school? What standards about clothing are important?
5. What is the ratio of teachers to children in these child care/educational settings?
6. What qualifications are required of teachers in these child care/educational settings?
7. Is parent involvement encouraged? If so, how?
8. How are after-school arrangements handled?
9. Are standards of quality similar to quality preschools in the U.S.?

1. Using the attached literature and other articles that you find, your group will write a Review of the Literature (approximately 3-5 pages) on how child care and early education is organized in Italy and how families in Italy handle the tasks associated with child care. For this project, you will focus on Italian families; however, it is appropriate to draw comparisons with American families.
2. Write a Methodology section, approximately 3-5 pages long. Specifically, in this section you should describe only how you are going to go about collecting your data. This section should include the subsections that correspond to the assignments below. This section should NOT include the results of your data collection. That information will go in your Results section.
3. Write a Results section (approximately 3-5 pages long), also divided into the same number of sections as the Methodology that describe what you found after you collected your data.
4. Write a Discussion section (approximately 3-5 pages long) that shows how your results relate to the literature we have provided and the speakers we have heard. Cite relevant literature/speakers. How are your results similar or dissimilar to the results described in the studies in your literature review? What are the limitations of your study? What other questions would you have liked to ask but didn’t? What cultural differences should we take into account when drawing conclusions and comparing cultures?
5. Write an Integration section (approximately 3-5 pages long). Does this project integrate the areas of CAHS, HDF, and NUFS? If so, how? If not, what could be done to make it a better integrated Human Sciences experience? Use and cite the Human Sciences references provided.
6. Include a Reference section. Cite all the references you used in this paper, including lecturers and dates they lectured.
7. Include sketches, photos, or other images to enhance and illustrate your main points.
Assignments

Observation of the Child Care Education Setting

Make arrangements for your group to visit two child care settings: one or both should be a nursery school for children 3-6 years (*Scuola materna*); a second option would be a day nursery for children 0-3 years (*Nidi d’infanzia*). When you visit, have each group member complete the child care quality checklist provided (www.aces.edu/pubs/docs/H/HE-0373/). Create and complete an observation form on which each group member objectively describes aspects of the children’s environment, clothing, and eating behavior. Sketch or take photos of the classroom and children (after asking permission to do so, of course).

Interview with Teachers

Set up an interview with teachers at the *Scuola maternal* (perhaps to be arranged immediately after your observational visit). Use the first page of the checklist provided in “Five Steps to Selecting Good Child Care” (www.extension.iastate.edu/Publications/PM1805.pdf) to create a list of questions. The interview questions should also ask (1) if and how parent involvement is encouraged, (2) what questions teachers think parents should ask when they are looking for child care, (3) what the educational requirements in Italy are for becoming a child care teacher, and (4) how they perceive their job as a child care teacher compared to others (e.g., is it well-paid, well-respected, etc.).

Interview with Parents

Conduct a focus group with a minimum of five parents, at least some of whom have children in child care currently (or did when their children were younger). Create a list of questions to ask that would inform you about (1) the kind of child care arrangements that are available, preferred, and used; (2) what they think are important qualities, training, or other characteristics that the people who take care of their children should have; (3) how people find good child care.
Your Are What You Eat: The Role of Food in Italian Family Life

The goal of this assignment is to examine how and to what extent food plays a pivotal role in the family life of Italians. Specifically, you are being asked to address questions such as: (a) How do food rituals and celebrations impact the lives of families on a typical day and at various points throughout the year? (b) How is religion related to family eating/food rituals? (c) When do people eat in restaurants in Italy? (d) Do people eat in other people’s homes in Italy? (e) Do Italians eat fast food, and if so, how often? (f) What specific holidays or celebrations have food at their “centers”? (g) Who typically cooks family meals? (h) Who shops for food? and (i) How is food advertised and what strategies are used to induce the public to want to buy food products? These questions (and others you will develop on your own) will be a “window” from which to view Italian culture and where individuals fit into that culture.

1. Using the attached literature and other articles that you find, your group will write a Review of the Literature (approximately 3-5 pages) on the importance of food on the everyday life and on the rituals and celebrations of Italian families. For this project, your focus will be on Italian families; however, it is appropriate to draw comparisons with American families.

2. Write a Methodology section, approximately 3-5 pages long. Specifically, in this section you should describe only how you are going to go about collecting your data. This section should include four subsections that correspond to the four assignments below. Also, this section should not include the results of your data collection. That information will go in your Results section.

3. Write a Results section (approximately 3-5 pages long), also divided into the same 4 sections as the Methodology that describe what you found after you collected your data.

4. Write a Discussion section (approximately 3-5 pages long) that shows how your results relates to the literature we have provided and the speakers we have heard. Cite relevant literature/speakers. Most of the literature we have provided is based on studies conducted in the United States. How are your results similar or dissimilar to those results? What are the limitations of your study? What other questions would you have liked to ask but didn’t? What cultural differences should we take into account when drawing conclusions and comparing cultures?

5. Write an Integration section (approximately 3-5 pages long). Does this project integrate the areas of CAHS, HDFS, and NUFS? If so, how? If not, what could be done to make it a better integrated Human Sciences experience? Use and cite the Human Sciences references provided.

6. Include a Reference section. Cite all the references you used in this paper, including lecturers and dates they lectured.

6. Include sketches, photos, or other images to enhance and illustrate your main points.
Assignment

Food Habits Survey

1. Each person in your group should complete the attached Self-Evaluation of Food Habits (from Kittler & Sucher, 2004 plus the additional questions added to the bottom of the sheet from Brenton, 2002). Compile the results and summarize them for the group-as-a-whole.

2. Next, conduct a focus group with 5 Italians and ask them the same questions from the Self-Evaluation of Food Habits survey. Again, compile the results and summarize them for the group-as-a-whole.

3. Compare and contrast the American and Italian results from the Self-Evaluation of Food Habits survey.

Supermarket Visits

As a group, go to both a supermercato and a negozio di alimentari. Browse the aisles in each and describe what you see. For example, what kinds of foods do you see? How are foods packaged? Do you see symbols or cultural icons on packaging intended to get consumers to buy products (for example, like Michael Jordan on a Wheaties box)? Do you see nutritional information on the packaging? Do you see individuals shopping alone or families shopping together? How are these stores similar and different from American stores. Describe what you see. Include sketches or photos of the interior environment of each store.

Restaurant Visits/Interviews

1. Go to three Italian eating establishments of your choice. At least one should be a family-owned establishment. Interview the owner, and ask the following questions as a starting point (that is, your group should prepare a list of other relevant questions, as well). How long has the restaurant been open? Do family members work in the restaurant? Who does the cooking? Who does the serving? Is this restaurant part of a chain? What is the history of the restaurant? As a group, compile other relevant questions to ask the owner.

2. Next, observe and describe the following: What is on the menu (ask for a copy of the menu to include with the project)? Are items listed in both Italian and English? Does the staff speak both Italian and English? Who goes to this restaurant? Is it inexpensive/expensive? Are any foods served that would not be served in an American restaurant (for example, horse meat)? What are people drinking? Are table manners of other customers similar or different from what you are accustomed to? How many courses typically are served?
Italian Festivals

1. Attached is list of festivals, traditional events, and religious events held in Rome each summer. Select one of these (or other similar) events to attend. Before you attend the festival, research its historic/religious significance.

2. While attending the festival, describe the physical environment and the activities that are occurring? Are certain customary foods served at this festival? If so, what are they? What is their significance? Is the event focused on children? Families? Other people? Religious figures? By attending this festival, what have you learned about Italian culture and the meaning of food in that culture and in family life? Be specific and integrate your reading materials into your response.
Examining Media Images of Females in Italy

Your main goals are to (1) systematically examine media images of girls and women in the United States and Italy to determine the contributions media might make to cultural standards of physical attractiveness and women’s place in society; (2) determine if and how Italian girls and women perceive that appearance messages in the media affect their body satisfaction/dissatisfaction; (3) examine Italian women’s attitudes and behavior about healthy eating and lifestyle; and (4) determine whether perceptions of an ideal body image are different for Italian women of different ages.

1. Using the attached literature as your example, your group will write a Review of the Literature (approximately 3-5 pages) making an argument for why examining media images of females is important. For this project, your focus will be on Italian females; however, it is appropriate to draw comparison with females from other cultures such as the U.S.

2. Write a Methodology section, approximately 3-5 pages long and divided into at least four sections: (a) the About Face Web site (http://www.about-face.org/r/), (b) American and Italian magazines, and (c) Italian television programming, and (d) survey results. Specifically, in this section you should describe only how you are going to go about collecting your data—this section should not include the results of your data collection.

3. Describe the Gallery of Offenders and the Gallery of Winners from http://www.about-face.org/r/
   A. Select at least 3 American and 3 Italian fashion magazines and briefly describe them.
   B. Watch at least 5 hours of prime time Italian television and describe what you viewed and when you viewed it (you don’t have to understand Italian to complete this task).
   C. Select either the Survey Project or the Fashion Count Project Below.

   Survey - Develop you own survey that should include the following questions and others that you develop on your own. Describe the survey and the fact that you plan to administer it to at least 3 teenagers, and 3 adults.

   (1) What do you think is the ideal body type (ask each person to describe it, and you record what they say).
   (2) How close are you to that ideal body type? 1 = not close at all and 5 = very close.
   (3) On a scale of 1-5 with 1 = dissatisfied and 5 = satisfied, how satisfied are you with your body?
   (4) Do you think that the media (magazines, television, etc.) affects your view of what the ideal body image is?
   (5) How does the media make you feel about the way you look?
   (6) Have your peers ever teased you about being overweight? Underweight?
   (7) Have your parents ever encouraged you to lose weight?
   (8) If you have a spouse or a boyfriend, has he encouraged you to lose weight?
   (9) Have you ever been on a diet?
   (10) If so, what kind of diet were you on? Did it include exercise?
   (11) What was your reason for dieting? Were you trying to maintain a more healthy lifestyle? Were you trying to fit into more fashionable clothing? Were you trying to look like a fashion model or another media personality? Etc.
   (12) Do you ever buy diet foods? If so, what kind?
   (13) If you ever dieted, did you smoke to avoid eating?
(14) Include your own questions that come from the articles provided and from an integrated Human Sciences perspective.

**Fashion Count** - First, develop a rough checklist of clothing types/styles based on your observations of what you have seen people wearing in Italy and perusal of fashion magazines (see attached for an example, but develop your own more detailed checklist). Next, select a small town (for example, Ariccia) and a large city (for example, Rome). Position yourself in a busy square in each locale and count the number of people wearing each of the clothing styles. Conduct the fashion count for at least three hours in each locale (this can be done over more than one day in each locale).

4. Write a **Results** section (approximately 3-5 pages long), also divided into the same 4 sections as the Methodology, and in the case of the survey results, further subdivided by the three age groups you studied, that described what you found after you collected your data.

   A. What did you find related to images of women in the media when you analyzed the Gallery of Offenders and the Gallery of Winners from [http://www.about-face.org/r/](http://www.about-face.org/r/)?
   
   B. What did you find when you analyzed images of women from Italian and American fashion magazines?

   C. What did you find when you viewed Italian television? What media messages did you observe in both advertising and programming? Are all the women thin? Does this vary by age of the women? Are most of the women housewives? Are some in professional roles? Are some of the women engaged in physical fitness activities (e.g., like a Nike ad)? Develop other categories of media messages you observe.

   D. What are the results of your survey for young girls, teens, and women?

   **OR**

   What are the results of your fashion count?

5. Write a **Discussion** section (approximately 3-5 pages long) that shows how your results relates to the literature we have provided and the speakers we have heard. Cite relevant literature/speakers. Most of the literature we have provided is based on studies conducted in the United States. How are your results similar or dissimilar to those results? What are the limitations of your study? What other questions would you have liked to ask but didn’t? What cultural differences should we take into account when drawing conclusions and comparing cultures?

6. Write an **Integration** section (approximately 3-5 pages long). Does this project integrate the areas of CAHS, HDFS, and NUFS? If so, how? If not, what could be done to make it a better integrated Human Sciences experience? Use and cite the Human Sciences references provided.

7. Include a **Reference** section. Cite all the references you used in this paper, including lecturers and dates they lectured.

8. Include **sketches, photos, or other images** to enhance and illustrate your main points.
Position yourself in a busy town square and simply check the number of people you see who are wearing the following clothing:

<table>
<thead>
<tr>
<th>Skirts</th>
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<tbody>
<tr>
<td>Mini</td>
<td></td>
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<tr>
<td>Long straight</td>
<td></td>
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<tr>
<td>Other</td>
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<table>
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<tr>
<th>Dresses</th>
<th></th>
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<tbody>
<tr>
<td>Sundress - mini</td>
<td></td>
</tr>
<tr>
<td>Sundress - long</td>
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<table>
<thead>
<tr>
<th>Pants</th>
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<tr>
<td>Long pants (not jeans)</td>
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</tr>
<tr>
<td>Jeans - Blue casual</td>
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<tr>
<td>Jeans - Blue tight</td>
<td></td>
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<tr>
<td>Jeans - Black casual</td>
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<tr>
<td>Jeans - Black tight</td>
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<td>Short (very short)</td>
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<td>Shorts (average length)</td>
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<td>Capris</td>
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<td>Shirts</td>
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<td>blouse</td>
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<th>Shoes</th>
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<td>Tennis Shoes</td>
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<tr>
<td>Sandals - Dressy</td>
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<tr>
<td>Sandals - Birkenstock type</td>
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<tr>
<td>Hiking Shoes/Boots</td>
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<tr>
<td>Boots - high heeled pointed toe</td>
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<tr>
<td>Boots other</td>
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