Course Description: The study of clothing as a factor in the physical, social, and psychological environment; response to and use of clothing in social behavior.

Course Format: This course will follow a graduate level seminar format, where students can discuss, ask questions, debate issues, critique readings, and seek opinions. The instructor will serve as a moderator and help in clarifying theoretical concepts and questions. Topics assigned for each week will include a group of readings that have applied specific theories of social-psychology related to the overall topic.

Prerequisites: CAHS 7050 and Departmental Approval
"It is the student’s responsibility to have met these prerequisites before registering for and taking a seat in this class. If it is determined at any time during the semester that these prerequisites have not been met, the student may be dropped immediately from the course rolls and will not earn credit in the course.”

Course Objectives: Students will be expected to:
1. Understand the theoretical bases for the study of social-psychological aspects of clothing behavior.
2. Conduct an in-depth examination of specific theoretical perspectives in clothing and behavior.
3. Critically examine clothing and related research that have applied social and psychological theories and evaluate the contribution of the studies to theory development.
4. Analyze the deeper meanings of clothing at the individual and group level and identify important research issues.
5. Develop an original research proposal focusing on the application of a social-psychological theory to the study of clothing behavior.
6. Develop research writing and presentation skills.

Required Materials:
1. List of readings as indicated on Reading List -- available for downloading/printing from Blackboard.

Other Resources:
3. Background readings relevant to each theory are provided in the *Supplemental Reading List*. 
COURSE POLICIES

- **Class participation:** is essential to your learning experiences in this class. Students are expected to read all articles assigned for each week prior to class and contribute actively in focused and meaningful discussion during class. To participate in discussion and written assignments, it is necessary for required readings to be completed prior to class.

- **Attendance:** is required and is defined as (1) attending class, (2) arriving on time, and (3) remaining for the entire class period. Hence, arriving late and leaving early will be treated as an absence. More than 1 absence can have a detrimental effect on your grade in the course. Based on Auburn University’s policies outlined in the *Tiger Cub*, the following constitute an excused absence (with appropriate documentation):
  - Student’s illness on the day of absence (doctor verified)
  - Serious illness or death in the student's immediate family
  - University-related trips (with prior notification)
  - Religious holidays (with prior notification)
  - Court subpoena (with prior notification)
  - Other circumstances that constitute an emergency (determined by the instructor)

  The student should provide appropriate original documentation (no copies) to the instructor, prior to the absence or **within one week** of the absence, for the absence to be considered excused.

- **Written assignment requirements:** should adhere to the following: typed and printed on good quality printer, double-spaced, 12-size font, 1-inch margins on all sides, page numbers, appropriate documentation for all references and quotations using APA (5th ed.) format, accurate spelling and grammar. All assignments should be of professional quality.

  All students are advised to have their paper professionally edited. International students are advised to set up a consultation with the *International Student English Center* ([http://www.auburn.edu/esl/isec.htm](http://www.auburn.edu/esl/isec.htm)) to improve editing skills.

- **Due dates:** All assignments/presentations are due at the beginning of class on the specified date. Late assignments will not be accepted without an approved excuse. No late presentations will be accepted.

- **Pop Quizzes:** There will be no unannounced quizzes.

- **Blackboard and AU Email:** Students are responsible for accessing the course Blackboard prior to each class, and printing and reading required materials. Students are also expected to know the information that is sent to them via AU email since this is an official means of communication with Auburn students.

  Blackboard requirements – Internet access, Microsoft Word, and Adobe Acrobat Reader
  - Blackboard address – [https://blackboard.auburn.edu/webct/entryPage.dowebct](https://blackboard.auburn.edu/webct/entryPage.dowebct)
    OR Got to: AU Home Page > Students > Blackboard > AU Access Blackboard
  - Use AU username and password for logging into Blackboard.
  - Please address technical questions for use of Blackboard to the OIT Helpdesk at 844-4944.
• **Special Accommodations for Students with Disabilities:**
Students who need special accommodations should make an appointment to discuss the Accommodation Memo during my office hours as soon as possible. If scheduled office hours conflict with classes, please arrange an alternate appointment time to meet privately. If you do not have an Accommodation Memo but need special accommodations, contact The Program for Students with Disabilities, 1244 Haley Center, 334/844-2096 (Voice T/O). Requests for accommodations may not be made retroactively.

• **Academic Honesty:**
All portions of the Auburn University Honesty Code (Title XII) found in the *Tiger Cub* will apply in this class. Plagiarism is a violation of the Honesty Code and is absolutely unacceptable. “In starkest terms, plagiarism is stealing – using the words and ideas of another as if they were one’s own. If, for example, another person’s complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation, or recognition, …” (SGA Code of Laws, 2006, p.45). Violations of the Auburn University Honesty Code will be reported to the Academic Honesty Committee.

**GRADING AND EVALUATION**

• **Course Requirements:**
  - Discussion Leader Presentations 20%
  - Weekly Commentaries 15%
  - Class participation 15%
  - Research Proposal 50%

• **Grading Scale***:
  - A = 90% and Above
  - B = 80% - 89.999%
  - C = 70% - 79.999%
  - D = 60% - 69.999%
  - F = Below 60%

  *Please Note: Final Grade will not be rounded up.

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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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignment Due</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/21</td>
<td><strong>Introduction to the study of clothing behavior:</strong> Perspectives – individual, social, cultural; Scientific methods</td>
<td>Commentaries/Leader Presentations</td>
<td>See list</td>
</tr>
<tr>
<td>2</td>
<td>08/28</td>
<td><strong>Clothing Behavior and Social Cognition:</strong> perceiver, context and stimulus variables</td>
<td>Commentaries/Leader Presentations</td>
<td>See list</td>
</tr>
<tr>
<td>3</td>
<td>09/04</td>
<td><strong>Clothing Behavior and Social Cognition:</strong> categorization theory, schema theory, impression formation, implicit personality theory</td>
<td>Commentaries/Leader Presentations</td>
<td>See list</td>
</tr>
<tr>
<td>4</td>
<td>09/11</td>
<td><strong>Clothing Behavior and the Self:</strong> self-congruity theory, self-discrepancy theory, social comparison theory</td>
<td>Commentaries/Leader Presentations</td>
<td>See list</td>
</tr>
<tr>
<td>5</td>
<td>09/18</td>
<td><strong>Clothing Behavior and Attributions:</strong> correspondent inference theory, self-perception theory, attributions of responsibility/blame</td>
<td>Commentaries/Leader Presentations</td>
<td>See list</td>
</tr>
<tr>
<td>6</td>
<td>09/25</td>
<td><strong>Clothing Behavior and Symbolism:</strong> identity theory, symbolic interaction</td>
<td>Commentaries/Leader Presentations</td>
<td>See list</td>
</tr>
<tr>
<td>7</td>
<td>10/02</td>
<td><strong>Clothing Behavior and Symbolism:</strong> symbolic self-completion theory, appearance management, self-presentation and self-monitoring</td>
<td>Commentaries/Leader Presentations</td>
<td>See list</td>
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<td>8</td>
<td>10/09</td>
<td><strong>Clothing Behavior and Social Influence:</strong> conformity theory, social power theory, role theory</td>
<td>Commentaries/Leader Presentations</td>
<td>See list</td>
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<tr>
<td>9</td>
<td>10/16</td>
<td><strong>Clothing Behavior and Socio-Cultural Groups:</strong> social identity theory, self-categorization theory, distinctiveness theory</td>
<td>Commentaries/Leader Presentations</td>
<td>See list</td>
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<tr>
<td>10</td>
<td>10/23</td>
<td><strong>Clothing Behavior and Social Biases:</strong> labeling theory, status characteristics theory, stereotyping, prejudice, discrimination, and stigma</td>
<td>Commentaries/Leader Presentations</td>
<td>See list</td>
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<tr>
<td>11</td>
<td>10/30</td>
<td><strong>Clothing Behavior and Attitudes:</strong> affect vs. cognition, dissonance theory, elaboration likelihood model, theory of reasoned action</td>
<td>Commentaries/Leader Presentations</td>
<td>See list</td>
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<tr>
<td>12</td>
<td>11/06</td>
<td><strong>Meetings for research proposal</strong></td>
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<tr>
<td>13</td>
<td>11/13</td>
<td><strong>Clothing Behavior and Attraction:</strong> balance theory, similarity-attraction theory, attractiveness theory</td>
<td>Commentaries/Leader Presentations</td>
<td>See list</td>
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<tr>
<td>14</td>
<td>11/20</td>
<td><strong>THANKSGIVING BREAK</strong></td>
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<tr>
<td>15</td>
<td>11/27</td>
<td><strong>Research Proposal Presentations</strong></td>
<td>Research Proposal</td>
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<tr>
<td>16</td>
<td>12/04</td>
<td><strong>Research Proposal Presentations</strong></td>
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Description of Course Requirements

Discussion Leader Presentation

Description and Due Date: Each week, one student will lead the class discussion. The topics for discussion lead will be assigned in the first week of class. The discussion leaders should make their presentations on the corresponding date for the topic in the schedule.

Purpose:
1. Provide deeper knowledge of a specific theoretical base and its application in clothing and behavior research.
2. Provide experience in presenting, leading and stimulating discussion.

Procedure:
1. Read at least one of the background readings (if available) on each of the theories assigned to the topic of discussion. The list of background readings for each theory is provided in the Supplemental Reading List. If not available in the library, find information about the theory in the Handbook of Social Psychology (4th Ed.) or Fiske (2004).
2. Read and understand all the articles in-depth and critically examine the application of the theories.
3. Prepare a PowerPoint presentation summarizing the main points of the theories, and each article.
4. Your theoretical summary should include the following points:
   a. Citation of the original work presenting the theory.
   b. State and explain the postulates/premises of the theory.
5. Your article summaries (5) should address the following points:
   a. Article identification
   b. Theory applied; are relevant postulates clearly described?
   c. Literature reviewed; are concepts reviewed relevant to theory?
   d. Hypotheses or research questions developed; are they based on theory?
   e. Methodology followed (research strategy, sample, procedure, and stimuli/measures); is method appropriate for research objectives?
   f. Results and conclusions; explained in relation to theory?
   g. Prepare 3 discussion questions on each article to stimulate class discussion (could be related to questions raised above – such as strategies to address issues, be creative).
6. Make a brief (about 40 minutes) presentation of the above.
7. Make a handout of your presentation for all classmates and instructor.
8. Submit an electronic version of your presentation on a labeled CD to the Instructor for evaluation.

Form: PowerPoint presentation – use slide headings based on points listed above. Use APA style in formatting citations.

Grading: Discussion lead presentations are worth 20% of the final grade. Your grade will be based on (1) your ability to stimulate a topic-relevant discussion, (2) the accuracy of your analysis (main points), (3) depth of your analysis.
Weekly Commentaries

Description and Due Date: Each week, students who are not serving as discussion leaders are required to prepare a commentary on any three articles assigned for the week. These commentaries are due at the beginning of each class on the dates indicated in the schedule.

Purpose:
1. Provide experience in analyzing and critically evaluating theory-based research.
2. Provide experience in evaluating the contribution of a study to theory development.

Procedure:
1. Read and understand all the articles assigned and critically examine the application of the theories.
2. Write a short commentary on any three articles addressing the following points:
   a. How has theory been applied in this study (Is theory a source of hypotheses? Or Does theory explain mechanism?)
   b. Contribution of the study to theory development; does the study test a theory or part of the theory? Provide reasons.
   c. What is the main strength of the study? Provide reasons for your opinion.
   d. What would you have done differently if you had conducted the study? Why?
3. Include the exact citation for each article before each commentary.
4. Raise your points during class discussion and participate actively while discussing each study.

Form: Follow written assignment requirements in preparing the commentaries. Each commentary should be no more than one page (max. total of 3 pages). Use APA style in formatting citations. Use subheadings based on points listed above.

Grading: The weekly commentaries are worth 15% of the final grade. Your grade will be based on (1) depth of evaluation, (2) accuracy of analysis (3) strength of the rationale (6) creativity in proposing changes.
Research Proposal

Description: Each student will be required to develop an original research proposal applying a chosen social-psychological theory to the study of clothing behavior.

Due Date: November 27

Procedure:
Your research proposal should include the following sections and content:

1. Introduction
   a. Background and setting
   b. Statement of problem
   c. Definitions
   d. Significance of study

2. Review of Literature
   a. Discussion of all independent and dependent variables
   b. Discussion of relationship between specific independent and dependent variables that you are interested in examining
   c. Background discussion relevant to topic – for example, if you are studying Gen Y consumers, you may want to include important literature about this consumer segment
   d. Theoretical framework for your study - The theory must be a Social/Psychological theory and MUST be one from the list in the syllabus. You can also apply more than one theory. In this section discuss the works of the authors who originally developed the theory. State the general premises of the theory. Then briefly trace the history of the theory and how it has been applied and tested in past studies. At this point you can also discuss its shortcomings (if any). Finally (most important), discuss the key propositions and constructs that you are applying/testing in your research. State clearly whether you plan to use the theory as a source of hypotheses or to explain mechanism.
   e. Research hypotheses or research questions – these can be stated as part of the literature review or at the end of the literature review.

3. Method
   a. Research Strategy – experimental design (lab/internet experiment, field experiment), type of survey methodology, content analysis, and qualitative research based on interviews/focus group interviews.
   b. Characteristics of sample – sample size, demographic characteristics such as gender, age, ethnicity, and other relevant details for the specific sample that you are investigating in your study. For content analysis of media content it is a good idea to make yourself copies; e.g., if looking at ads, make copies and note date, magazine, and page #s.
   c. Sampling procedure – how did you procure your sample
   d. Instruments – for previously developed measures, cite authors and established reliability and validity. Also describe sub-scales, typical items, and how the items are rated. For measures that you are developing, describe procedure and how you will establish the reliability and validity.
   e. Procedure – steps that the researcher and research participants followed during data collection.
f. Data analysis – procedure and techniques that you will use to analyze qualitative/quantitative data.

4. References
   a. Use APA 5th edition

5. Appendices
   a. Include all your stimuli and instruments here

Form: You will need to submit both a written proposal and a PowerPoint presentation. Follow written assignment requirements in preparing the proposal. Proposal should be no more than 20 pages (excluding references and appendices). Use subheadings based on points listed above. Follow APA guidelines for headings and subheadings.

   Make a brief presentation of your research proposal. Your presentation should be no more than 12 minutes + 3 minutes for questions. Make a handout of your presentation for all classmates and instructor. Submit an electronic version of your presentation on a labeled CD along with the written proposal to the Instructor for evaluation.

Grading: The proposal is worth 50% of the final grade. Your grade will be based on the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight in Final Grade</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>a. Background and setting (3%)</td>
<td></td>
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<tr>
<td>b. Statement of problem (5%)</td>
<td>15%</td>
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<tr>
<td>c. Definitions (2%)</td>
<td></td>
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<tr>
<td>d. Significance of study (5%)</td>
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<tr>
<td><strong>Review of Literature</strong></td>
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<tr>
<td>a. Discussion of all independent and dependent variables (5%)</td>
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<tr>
<td>b. Discussion of relationship between specific independent and dependents variables that you are interested in examining (5%)</td>
<td>35%</td>
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<td>c. Background discussion relevant to topic (5%)</td>
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<td>d. Theoretical framework (15%)</td>
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<tr>
<td>e. Research hypotheses or research questions (5%)</td>
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<tr>
<td><strong>Method</strong></td>
<td>30%</td>
</tr>
<tr>
<td>a. Research Strategy (4%)</td>
<td></td>
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<tr>
<td>b. Characteristics of sample (4%)</td>
<td></td>
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<tr>
<td>c. Sampling procedure (4%)</td>
<td></td>
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<tr>
<td>d. Instruments (10%)</td>
<td></td>
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<tr>
<td>e. Procedure (4%)</td>
<td></td>
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<tr>
<td>f. Data analysis (4%)</td>
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<tr>
<td>References in APA style</td>
<td>3%</td>
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<tr>
<td>Appendices with all instruments</td>
<td>4%</td>
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<tr>
<td>Clarity of writing, use of subheadings in APA style, grammar, spelling, and punctuation</td>
<td>5%</td>
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<tr>
<td>Oral presentation (clarity and accuracy of PowerPoint slides, effective communication, time limit adherence)</td>
<td>8%</td>
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</tbody>
</table>

Total 100%
Required Reading List

Week 1. Introduction to the Study of Clothing Behavior

Perspectives in study clothing behavior – individual, social, cultural

Scientific methods in the study of clothing behavior

Week 2. Clothing Behavior and Social Cognition: perceiver, context and stimulus variables


Perceiver variables

Context variables

Stimulus variables

Perceiver, context and stimulus variables


Categorization and Schema Theory

**OR**


**Impression Formation**


**Implicit Personality Theory**


**Week 4. Clothing Behavior and the Self:** self-congruity theory, self-discrepancy theory, social comparison theory

**Self-Congruity Theory**


**Social Comparison Theory**


**Self-Discrepancy Theory**


**Week 5. Clothing Behavior and Attributions:** Correspondent Inference Theory, Self-Perception Theory, Attributions of Responsibility

**Correspondent Inference Theory**


**Self-perception Theory**


Attributions of Blame/Responsibility – Defensive Attribution Theory

Week 6. Clothing Behavior and Symbolism: Identity theory, Symbolic interaction

Identity theory

Symbolic Interaction


Appearance management, Self-Presentation and Self-Monitoring

Symbolic Self-Completion Theory

Week 8. Clothing Behavior and Social Influence: Conformity theory, social power theory, role theory

Social Power Theory

Role Theory


**Conformity Theory**


**Week 9. Clothing Behavior and Socio-Cultural Groups:** Social Identity theory, Self-Categorization theory, Distinctiveness theory

**Social Identity and Self-Categorization Theories**


Sani, F. & Thompson, L. (2001). We are what we wear: The emergence of consensus in stereotypes of students’ and managers’ dressing styles. *Social Behavior and Personality, 29*(7), 695-700.


**Distinctiveness Theory**


**Week 10. Clothing Behavior and Social Biases:** Labeling theory, Status characteristics theory, Stereotyping, Prejudice, Discrimination, and Stigma

**Labeling Theory**


**Status Characteristics Theory**


**Stereotyping, Prejudice, Discrimination, and Stigma**


OR

**Week 11. Clothing Behavior and Attitudes:** Affect vs. Cognition, Dissonance theory, Elaboration Likelihood Model, Theory of Reasoned Action

**Affect vs. Cognition**


OR


**Dissonance theory**


**Elaboration Likelihood Model**


**Theory of Reasoned Action**


**Week 13. Clothing Behavior and Attraction:** Balance theory, Similarity-attraction theory, attractiveness theory

**Balance theory**


**Attractiveness theory**


**Similarity attraction theory**

Supplemental Reading List

Categorization


Schema Theory


Impression Formation


Implicit Personality Theory


Self-Congruity Theory


Social Comparison Theory


Self-Discrepancy Theory


Correspondent Inference Theory

**Self-perception Theory**


**Attributions of Blame/Responsibility – Defensive Attribution Theory**


**Identity theory**


**Symbolic Interaction**


**Symbolic Self-Completion Theory**


**Social Power Theory**

Role Theory


Conformity Theory


Social Identity and Self-Categorization Theories


Distinctiveness Theory


Labeling Theory


Status Characteristics Theory


Dissonance theory

Elaboration Likelihood Model


Theory of Reasoned Action


Balance theory


Attractiveness Theory


Similarity-Attraction Theory