



APST 8268 Behavioral Aspects of Dress

Spring 2017, 3 credits

Wed 3:00pm-6:00pm, McNeal 250

An in-depth study of research as applied to understanding appearance and dress as manifestations of human behavior.

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Office hours	Wed 11:30am-1:00pm, or by appointment

OVERALL COURSE DESCRIPTION

COURSE OBJECTIVES	<ol style="list-style-type: none">1. Analyze and explain the theoretical bases for study of the social-psychological aspects of clothing and appearances.2. Critically examine research evidence regarding the meaning and use of clothing at the individual and group level.3. Design, develop, and conduct original research focusing on social psychological aspects of clothing and appearance.
TEXT	<ol style="list-style-type: none">1. American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: American Psychological Association.
COURSE WEBSITE	<p>https://ay16.moodle.umn.edu/course/view.php?id=12940</p> <p>To enhance learning experience, the course will be available on Moodle. It is important that students regularly check the Moodle site. Class materials such as lecture notes and readings and assignment/exam grades will be posted on Moodle. DO NOT ASK MOODLE QUESTIONS to the instructor.</p>

INSTRUCTOR'S EXPECTATION

COURSE POLICIES	<ol style="list-style-type: none">1. Attendance is required. Please be on time. In case of absence, it is the responsibility of the student to notify the instructor. More than 1 absence can have a detrimental effect on your grade in the course. In the event of an emergency, notify the instructor ASAP.2. Written work must be typewritten in neat form.3. A position paper on weekly readings may be turned in for feedback. If you decide to turn in a paper, the paper should be typed and printed, and turned in by the end of class.4. Show respect for other classmates and your instructor. TURN YOUR ELECTRONIC DEVICES OFF during the class time (no buzzing sound!). It is not acceptable to take or make private calls/text messages during class.5. The official communication method in this class will be emails. It is your responsibility to make sure that you check and clean your email account. Please CHECK YOUR EMAIL ON A DAILY BASIS AND DO NOT LET YOUR EMAIL GET OVERLOADED.6. ACADEMIC DISHONESTY IS A SERIOUS OFFENCE AND WILL BE TAKEN ACCORDINGLY. At no time is copying other people's words or ideas permissible. If academic dishonesty is found, the student(s) will be dismissed from the class and reported to the Office of Student Conduct and Academic Integrity (OSCAI).7. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Students with disabilities are encouraged to contact the Disability Services (612-624-1333, 180 McNamara) to coordinate course accommodations.
ACADEMIC HONESTY AND RESEARCH ETHICS	<ol style="list-style-type: none">1. Students in this course are expected to conduct themselves in an honest and ethical manner.2. You must not misrepresent anyone else's work or ideas as your own. You are encouraged to share ideas and comment on each other's work, but all work is ultimately the responsibility of the student who originally developed and submitted it.3. Self-plagiarism is a type of plagiarism in which the writer reuses a work in its entirety or reuses portions of a previously written text while authoring a new work. Reusing your own work in any way is considered self-plagiarism. If you are developing a new research idea from your previous project(s) for the course, the project must be substantially different from the previous work. If you suspect you may self-plagiarize when developing a project, set up an appointment with the instructor to discuss the issue.
WORK LOAD EXPECTATIONS	<ol style="list-style-type: none">1. Plan on spending at least 6 hours on weekly reading, and another 2 hours on the weekly assignment.

2. You will develop your own interest area other than the required readings. You should start exploring and reading on the area of your interest from the beginning of the semester so that you can form your research paper idea around week 4.
3. Be aware of timeline of the research paper
4. Your presentation and discussion leadership needs preparation – this is your rehearsal for professional meeting presentations.

**HOW TO BECOME
SUCCESSFUL IN THIS
CLASS**

1. Be prepared and actively participate in class discussions and activities.
2. Make sure you carefully read and understand the syllabus. You need to understand what the expectations are.
3. Be on top of due dates.
4. Be a professional and respectful teammate.

Course Requirements and Evaluation

In-class Discussion

1. **Discussion Leadership:** Each student is required to serve as discussion leader for several assigned articles in addition to participating in the group discussion of all the assigned materials.
 - a. In order to serve as the discussion leader you need to do the following before the class period during which your assigned readings will be discussed. (1) Read and reread the article. (2) Prepare a brief presentation that summarizes the main points of the assigned article(s). (3) Make certain that there is agreement on what the article means (appropriate interpretation). (4) Lead a discussion on the articles.
 - b. It is the responsibility of the discussion leader that participants become engaged and actively share thoughts. The attitude, presentation style, and tactics of the discussion leader can greatly affect how the discussion evolves. When the class goes quiet, the discussion leader should hold the seminar responsible, and do whatever is necessary to resume the discussion.
 - c. Presentation: The discussion leader should present
 - i. the major theories from the readings with supplementary materials when necessary,
 - ii. interconnections between the readings,
 - iii. noticeable methodological discussion points, and
 - iv. discussion of strengths and weaknesses of the reading.

Repeating the content of articles without adding substantial interpretation and/or information is meaningless. Leaders should assess whether their presentation is prepared to satisfy the criteria presented above.
 - d. Other students will post questions on Moodle before the class. The discussion leader will be responsible for answering the questions and preparing for any additional materials/activities related to the questions.
 - e. To lead a discussion you could do any of the following (a) prepare 5-6 discussion questions on the articles for classmates to consider and respond to; (b) develop an in-class activity (c) bring a video to class that illustrates the key concepts presented in the article or (d) other class activity.
 - f. Be creative!! You will be graded on (1) your ability to stimulate a course-relevant discussion, (2) the accuracy of your analysis (main points), (3) depth of your analysis. The purpose of this activity is to develop skills in presenting and leading discussions and to contribute to the learning process (group knowledge) of the class. You will be graded on how well you are able to stimulate relevant discussion.
2. **Discussion Participation:** Class participation is essential to your learning experiences in this class. In a graduate seminar, students discuss, ask questions of each other, debate issues, critique readings, and seek opinions. Students are expected to be present and on time for class, to prepare readings and any assignments prior to class, and to contribute to the discussion ON THE COURSE MATERIALS in a meaningful way during each class period. To participate in discussion and written assignments, it is necessary for required readings to be completed prior to class.
 - a. Online participation: All students are required to generate one or more meaningful questions on the assigned readings by Monday (11:59pm) prior to the class. The deadline was determined to give the discussion leader enough time to prepare answers to the questions. Before posting your questions, check if your questions satisfy the following.
 - i. Is the question a high-order question which goes beyond the mere recall of information and requires analysis and reflection of the readings?
 - ii. Does the question ask others to think about how readings relate to some other ideas or current events?
 - iii. Does the question make others critically think (e.g., analyzing an argument and evaluate the argument)?
 - iv. Does the question make others think about different ways to connect multiple arguments and articles?
 - v. Does the question help others to learn about theories, methods, and analysis?
 - b. In-class participation: All students are expected to be active participants of the discussion. Don't be afraid of speaking up your opinions and ideas in this class. It will be a safe and supportive environment. Your contribution to the discussion will be evaluated both in terms of quality and quantity.



3. **Weekly Position Paper:** You may prepare integration papers based on the readings assigned for each week (maximum two pages single spaced) if you want feedback from the instructor on your understanding and research skill development based on the readings. The paper is optional, and there is no penalty for not submitting the paper. The purpose of the weekly written assignment is to help you develop skills in analyzing, synthesizing, and summarizing research. Therefore, the paper is NOT simply a summary, but rather goes beyond the original articles to provide additional insight. The summary of the articles will be provided by the discussion leader.
 - a. **Synthesis papers:** The goal of synthesis papers is to see beyond a single article and to be able to see the associations among the assigned readings. This is similar to developing a literature review on a topic in that documenting associations generally leads to understanding of the broader scope of the issue at hand. Thus, synthesis papers must document associations among at least 2 of the assigned articles for that week. The paper should not be a summary of multiple articles; rather, as a researcher, the student must present his/her understanding of the articles by extracting the core ideas from the articles and identifying relations between the studies. Synthesis papers generally will combine articles coherently by comparing and contrasting the studies. The student may add additional literature to support his/her argument.
 - b. **Idea papers:** The goal of idea papers is to develop a relevant research idea from the assigned readings. A direct application of the same idea in a different context is not considered a research idea; that is a confirmation of the previous findings by replicating the study. Idea papers will generally produce a set of hypotheses or a research model. One may suggest an overarching theoretical framework/model that expands the scope of individual article.
 - c. **Critique papers:** The goal of critique papers is to evaluate the assigned articles with the criteria used for journal publication. Students will select one paper out of 3 assigned readings and critique the paper based on the provided review scoring sheet.
 - d. Generally, the following 5 elements are needed for a position paper: (1) depth of the evaluation, (2) completeness, (3) strength of the logic supporting the integration, (4) creativity, and (5) clarity of presentation.

Research Project

1. **Project Topic:** You will freely choose the topic of interest within the scope of the current course. You are never allowed to develop a project that has any association with other projects that you are currently involved in. Your project for the course must be substantially different and distinguished from any other research work that you have done or that you are currently working on. Students are encouraged to individually meet with the instructor to develop the research project topic for the course during the first 5 weeks.
2. **Idea presentation:**
 - a. During the first 5 weeks of the course, each student will develop a research idea relevant to the course topics. On week 7, students will present the 3 research ideas & designs to the class.
 - b. The idea presentation should address: (1) the goal of the study, (2) the guiding theory and logic, and (3) hypotheses development based on the literature review for all 3 ideas. The presentation must be clear and logical.
 - c. The presentation is limited to 15 minutes. The class will discuss the ideas and help students select one idea to further develop.
 - d. It is strongly recommended that the IRB application be submitted to IRB during week 8.
3. **Proposal:**
 - a. Students will develop a research proposal during week 8.
 - b. The written proposal should be written in an academic paper format (Single-spaced, 5 pages, Times new roman 12pts).
 - c. The proposal should address: (1) the goal and significance of the study, (2) substantial literature review on the guiding theory (3) hypotheses development based on the literature review, (4) appropriate methods to test the hypotheses, (5) logical expected results from the study.
 - d. The proposal should follow APA format.
4. **Research Paper:**
 - a. Each student will complete original empirical quantitative social psychological research using a positivistic paradigm (e.g., experimentation, survey methodology, content analysis) related to one of the course topics.
 - b. The purpose of this project is to provide you with a deeper knowledge of a topic of interest and experience in conducting an empirical study. The project will allow you to critically evaluate the research literature to date, locate an appropriate theory to structure your research, collect data, analyze data, and prepare a professional presentation.
 - c. The results of this research will be reported in written manuscript form (double-spaced, max = 30 pages, Times New Roman 12pts) and must be written according to APA format (including the abstract).
 - d. The manuscript should include: (1) justification/significance of the study, (2) theory and relevant literature, (3) hypotheses driven by the theory and literature, (4) methods including measurements, (5) research findings, (6) discussion of the findings, and (7) implication/future research recommendations. Data will be analyzed quantitatively. The manuscript MUST present statistical results. If you do not know how to run a statistical analysis, I will help you.
 - e. Each student will present the research orally to the class.
 - f. **Peer review:** Each student will read one other student's research paper and give feedback based on the evaluation criteria. This is an important learning experience for students to see the research project from a reviewer's perspective.
 - g. Grades for the paper will be based on the following: introduction/statement of problem (10%), justification (20%), method (25%), results (35%), and organization/writing style (10%).



How you will be graded

Requirements		Pts assigned	Weight	Course grade (%) Cutoff points			
Class activities	Discussion contribution	50	20%	A	94	C+	77
	Discussion leader	50	20%	A-	90	C	74
Research project	Final research paper	100	40%	B+	87	C-	70
	Peer review	50	20%	B	84	D+	67
Total		250	100%	B-	80	D	60

Tentative Schedule: Topics, Readings, and Assignments

WK	Date	TOPIC	Assignments
0	1/18 W	Syllabus, Course introduction and overview Lennon, S. J., & Burns, L. D. (2000). Diversity of research in textiles, clothing, and human behavior: The relationship between what we know and how we know. <i>Clothing and Textiles Research Journal</i> , 18, 213-226. Johnson, K. K. P., Yoo, J.-J., Kim, M. J., & Lennon, S. J. (2008). Dress and human behavior: A review and critique. <i>Clothing and Textiles Research Journal</i> , 26, 3-22. Ariely, D., & Wertenbroch, K. (2002). Procrastination, deadlines, and performance: Self-control by precommitment. <i>Psychological Science</i> , 13(3), 219-224.	
[PART 1] BACKGROUND			
1	01/25 W	Self, personality, mindsets Aguirre-Rodriguez, A., Bosnjak, B., & Sirgy, M. J. (2012). Moderators of the self-congruity effect on consumer decision-making: A meta-analysis. <i>Journal of Business Research</i> , 65, 1179-1188. Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. <i>Psychological Review</i> , 95(2), 256-273. Menon, T., & Smith, E. B. (2014). Identities in flux: Cognitive network activation in times of change. <i>Social Science Research</i> , 45, 117-130.	Online post by Monday
2	02/01 W	Evolutionary psychology perspective Buss, D. M. (1995). Evolutionary psychology: A new paradigm for psychological science. <i>Psychological Inquiry</i> , 6(1), 1-30. Chebat, J.-C., Gelinias-Chebat, C., & Therrien, K. (2008). Gender-related wayfinding time of mall shoppers. <i>Journal of Business Research</i> , 61, 1076-1082. Nelissen, R. M. A., & Meijers, M. H. C. (2011). Social benefits of luxury brands as costly signals of wealth and status. <i>Evolution and Human Behavior</i> , 32, 343-355. *Kenrick, D. T., Neuberg, S. L., Zierk, K. L., & Krones, J. M. (1994). Evolution and social cognition: Contrast effects as a function of sex, dominance, and physical attractiveness. <i>Personality & Social Psychology Bulletin</i> , 20(2), 210-217.	Online post by Monday
3	02/08 W	Cultural psychology perspective Alcantara-Pilar, J. M., del Barrio-Garcia, S., & Porcu, L. (2013). A cross-cultural analysis of the effect of language on perceived risk online. <i>Computers in Human Behavior</i> , 29, 596-603. Krishna, A., Zhou, R., & Zhang, S. (2008). The effect of self-construal on spatial judgments. <i>Journal of Consumer Research</i> , 35, 337-348. Morris, M. W., & Peng, K. (1994). Culture and cause: American and Chinese attributions for social and physical events. <i>Attitudes and Social Cognition</i> , 7(6), 949-971.	Online post by Monday
[PART 2] DRESS AND INDIVIDUALS			
4	02/15 W	Dress, self-expression, symbolic communication Banister, E. N., & Hogg, M. K. (2004). Negative symbolic consumption and consumers' drive for self-esteem. <i>European Journal of Marketing</i> , 38(7), 850-868. Berger, J., & Ward, M. (2010). Subtle signals of inconspicuous consumption. <i>Journal of Consumer Research</i> , 37(4), 555-569.	Online post by Monday



			<p>Steinhart, Y., Kamins, M., Mazursky, D., & Noy, A. (2014). Effects of product type and contextual cues on eliciting naïve theories of popularity and exclusivity. <i>Journal of Consumer Psychology, 24</i>(4), 472-483.</p> <p>*Elliot, A. J., Greitemeyer, T., & Pazda, A. D. (2013). Women’s use of red clothing as a sexual signal in intersexual interaction. <i>Journal of Experimental Social Psychology, 49</i>, 599-602.</p> <p>*Hollenbeck, C. R., & Kaikati, A. D. (2012). Consumers’ use of brands to reflect their actual and ideal selves on Facebook. <i>International Journal of research in Marketing, 29</i>(4), 395-405.</p>	
5	02/22	W	<p>Dress effects on the wearer: Embodied cognition</p> <p>Adam, H., & Galinsky, A. D. (2012). Enclothed cognition. <i>Journal of Experimental Social Psychology, 48</i>, 918-925.</p> <p>Frank, M. G., & Gilovich, T. (1988). The dark side of self- and social perception: Black uniforms and aggression in professional sports. <i>Journal of Personality and Social Psychology, 54</i>(1), 74-85.</p> <p>Hannover, B., & Kühnen, U. (2002). The clothing makes the self via knowledge activation. <i>Journal of Applied Social Psychology, 32</i>(12), 2513-2525.</p> <p>*Lee, S. H., Rotman, J. D., & Perkins, A. W. (2014). Embodied cognition and social consumption: Self-regulating temperature through social products and behaviors. <i>Journal of Consumer Psychology, 24</i>(2), 234-240.(optional)</p>	Online post by Monday
6	03/01	W	<p>Appearance and body image</p> <p>Dahl, D. W., Argo, J. J., & Morales, A. C. (2012). Social information in the retail environment: The importance of consumption alignment, referent identity, and self-esteem. <i>Journal of Consumer Research, 38</i>, 860-871.</p> <p>Lennon, S. J., Lillethun, A., & Buckland, S. S. (1999). Attitudes toward social comparison as a function of self-esteem: Idealized appearance and body image. <i>Family and Consumer Sciences Research Journal, 27</i>(4), 379-405.</p> <p>Jung, J., Lennon, S. J., & Rudd, N. A. (2001). Self-Schema or self-discrepancy? Which best predicts body image? <i>Clothing and Textiles Research Journal, 19</i>, 171-184.</p> <p>*Hebl, M. R., & Heatherton, T. F. (1998). The stigma of obesity in women: The difference is black and white. <i>Personality and Social Psychology Bulletin, 24</i>(4), 417-426.(optional)</p> <p>*Myers, P. N., & Biocca, F. A. (1992). The elastic body image: The effect of television advertising and programming on body image distortions in young women. <i>Journal of Communication, 42</i>(3), 108-133.(optional)</p>	Online post by Monday
7	03/08	W	<p>Research idea presentation</p> <p>Each student brings 3 research ideas related to social psychological aspects of dress. Students will make quick presentations of their ideas (within 15 min for all 3 ideas). With the feedbacks from the class, students will select and further develop the research topic.</p> <p>IRB application form will be reviewed.</p>	
8	3/15	W	<p>Spring Break</p> <p>Work on the proposal and IRB application IRB application submission should be ready during this week.</p>	
[PART 3] DRESS AND OTHERS				
9	03/22	W	<p>Inferences, stereotyping, and prejudice: How do we see others?</p> <p>Macrae, C. N., & Bodenhausen, G. (2001). Social cognition: Categorical person perception. <i>British Journal of Psychology, 92</i>, 239-255. -person perception</p> <p>Vazire, S., Naumann, L. P., Rentfrow, P. J., & Gosling, S. D. (2008). Portrait of a narcissist: Manifestations of narcissism in physical appearance. <i>Journal of Research in Personality, 42</i>, 1439-1447.</p> <p>LaPoint, V., Alleyne, S. I., Mitchell, H. W., & Lee, J. (2003). Attitudes of youth of color on student dress and uniforms: A case of commercialism in schools. <i>Journal of Negro Education, 72</i>(4), 406-417.</p> <p>*Glick, P., Larsen, S., Johnson, C., & Branstiter, H. (2005). Evaluations of sexy women in low-and high-status jobs. <i>Psychology of Women Quarterly, 29</i>, 389-395.(optional)</p>	Online post by Monday
10	03/29	W	<p>No class – ACRA meeting</p> <p>Work on your proposal and submit the draft by 4/2 (Sun). The proposal should be: 5 pages, Times New Roman (size 12), single-spaced.</p>	Proposal due by Sunday



			Introduction, literature review and hypothesis development, & methods.	
11	04/05	W	<p>Group perception and dynamics</p> <p>Bellezza, S., & Keinan, A. (2014). Brand tourists: How non-core users enhance the brand image by eliciting pride. <i>Journal of Consumer Research</i>, 41(2), 397-417.</p> <p>Choi, W. J., & Winterich, K. P. (2013). Can brands move in from the outside? How moral identity enhances out-group brand attitudes. <i>Journal of Marketing</i>, 77, 96-111.</p> <p>Mazzocco, P. J., Rucker, D. D., Galinsky, A. D., & Anderson, E. T. (2012). Direct and vicarious conspicuous consumption: Identification with low-status groups increases the desire for high-status good. <i>Journal of Consumer Psychology</i>, 22, 520-528.</p> <p>*Hickman, T., & Ward, J. (2007). The dark side of brand community: Inter-group stereotyping, trash talk, and schadenfreude. <i>Advances in Consumer Research</i>, 34, 314-319. (optional)</p>	IRB submission
12	4/12	W	<p>Dress, consumer and normative influence</p> <p>Hildbrand, D., DeMotta, Y., Sen, S., & Kongsompong, K. (2013). In-group and out-group influences on the consumption behavior of minority groups: The case of gay men. <i>Journal of Public Policy & Marketing</i>, 32, 70-78.</p> <p>Lachance, M. J., Beaudoin, P., & Robitaille, J. (2003). Adolescents' brand sensitivity in apparel: influence of three socialization agents. <i>International Journal of Consumer Studies</i>, 27(1), 47-57.</p> <p>McFerran, B., Dahl, D. W., Fitzsimons, G. J., & Morales, A. C. (2010). I'll have what she's having: Effects of social influence and body type on the food choices of others. <i>Journal of Consumer Research</i>, 36, 915-929.</p> <p>*Huh, Y. E., Vosgerau, J., & Morewedge, C. K. (2014). Social defaults: Observed choices become choice defaults. <i>Journal of Consumer Research</i>, 41, 746-760.(optional)</p> <p>*Orth, U. R., & Kahle, L. R. (2008). Intrapersonal variation in consumer susceptibility to normative influence: Toward a better understanding of brand choice decisions. <i>The Journal of Social Psychology</i>, 148(4), 423-448. (optional)</p>	Online post by Monday
13	04/19	W	<p>Influence of relationships</p> <p>Martin, B. A. S. (2012). A stranger's touch: effects of accidental interpersonal touch on consumer evaluations and shopping time. <i>Journal of Consumer Research</i>, 39, 174-184.</p> <p>Sinha, J., & Wang, J. (2013). How time horizon perceptions and relationship deficits affect impulsive consumption. <i>Journal of Marketing Research</i>, 50, 590-605.</p> <p>Wang, J., Zhu, R., & Shiv, B. (2012). The lonely consumer: Loner or Conformer? <i>Journal of Consumer Research</i>, 38, 1116-1128.</p> <p>*Huber, F., Vollhardt, K., Matthes, I., & Vogel, J. (2010). Brand misconduct: Consequences on consumer-brand relationships. <i>Journal of Business Research</i>, 63, 1113-1120.(optional)</p>	Online post by Monday
14	04/26	W	<p>Prosocial behaviors: Altruistic, collective behavior</p> <p>Lee, J., & Shrum, L. J. (2012). Conspicuous consumption versus charitable behavior in response to social exclusion: A differential needs explanation. <i>Journal of Consumer Research</i>, 39, 530-544.</p> <p>Strong, C. A., & Martin, B. A. S. (2014). Effects of perspective taking and entitlement on consumers. <i>Journal of Business Research</i>, 67, 1817-1823.</p> <p>Van Dolen, W. M., de Cremer, D., & de Ruyter, K. (2012). Consumer cynicism toward collective buying: The interplay of others' outcomes, social value orientation, and mood. <i>Psychology & Marketing</i>, 29(5), 306-321.</p> <p>*Kim, H., Lee, E-J., & Hur, W-M. (2012). The normative social influence on eco-friendly consumer behavior: The moderating effect of environmental marketing claims. <i>Clothing and Textiles Research Journal</i>, 30(1), 4-18.(optional)</p> <p>*Aydinli, A., Bender, M., Chasiotis, A., Cemalcilar, Z., & van de Vijver, F. J. R. (2014). When does self-reported prosocial motivation predict helping? The moderating role of implicit prosocial motivation. <i>Motivation & Emotion</i>, 38, 645-658.(optional)</p>	Online post by Monday
15	05/03	W	<p>Research project presentation</p> <p>- Submit your paper by May 3rd (11:59pm) for peer review</p> <p>- Review of another student's paper by May 6th (11:59pm)</p> <p>- Your final draft paper by May 10th (11:59pm)</p>	Final paper + Presentation file

*Articles with asterisk are optional.

The schedule is subject to change. Please check the course website to make sure you have the most updated schedule.

