From:	Smith, Randy
To:	Paulins, Ann
Cc:	Leite, Fabio; Reed, Katie; Smith, Randy; Miriti, Maria; Duffy, Lisa; Hunt, Ryan; Porfeli, Erik J.; Bagent, Aaron; Snyder, Anastasia; Greenbaum, Rob
Subject:	Revision to the Fashion and Retail Studies and the Hospitality Management Specializations
Date:	Friday, February 23, 2024 4:56:13 PM
Attachments:	image001.png

Ann:

The proposal from the Department of Human Sciences to revise the Fashion and Retail Studies and the Hospitality Management Specializations in the Master of Science in Consumer Sciences program was approved by the Council on Academic Affairs at its meeting on February 21, 2024. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2024).

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Fábio Leite (.11}, or me.

Randy

THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs

University Square South, 15 E. 15th Avenue, Columbus, OH 43201
614-292-5881 Office
smith.70@osu.edu
Assisted by:
Katie Reed
Executive Assistant
(614) 292-5672
reed.901@osu.edu

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **2/20/2024**

RE: Proposal to **Revise the PhD in Consumer Sciences Hospitality Management Specialization** in **College of Education and Human Ecology**

The **Department of Human Sciences** in the **College of Education and Human Ecology** is proposing a **Revise the PhD in Consumer Sciences Hospitality Management Specialization**.

The proposal was received by the Graduate School on **10/26/2024**. The combined GS/CAA subcommittee first reviewed the proposal on **1/17/2024** and requested revisions. Revisions were received on **2/20/2024.** The proposal is supported for elevation to CAA for review.

THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Office of Undergraduate Education

College of Education and Human Ecology

A100 PAES Building

305 Annie and John Glenn Ave

Columbus, OH 43210

Memo

October 23, 2023

To: W. Randy Smith, Vice Provost – Council on Academic Affairs

From: Aaron Bagent, Curriculum Specialist

RE: Program Revision: PhD in Consumer Sciences, Hospitality Management specialization, Department of Human Sciences

Please find proposal materials included to revise the PhD in Consumer Sciences, Hospitality Management specialization. This was presented and approved at the College of Education and Human Ecology Curriculum Committee meeting on October 19th, 2023. If there are any questions, please contact me at bagent.14@osu.edu.

October 20, 2023

Dr. W. Randy Smith, PhD
Vice Provost for Academic Programs
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210

Dear Vice Provost Smith,

I am writing on behalf of the College of Education and Human Ecology's (EHE) Office of Academic Affairs. EHE supports the recent curricular change that was approved by the EHE Curriculum Committee on October 19, 2023:

- Request to revise the Hospitality Management (HMT) specialization curriculum in the Hospitality and Retail Management (HRE) MS and PhD programs.

The proposed change to HMT specialization curriculum streamlines the course offerings and will provide a clearer curriculum path for potential graduate students.

Sincerely yours,

Anastasia R. Snyder, PhD
Associate Dean for Faculty Affairs
College of Education and Human Ecology

PhD in Consumer Sciences Proposal, Table of Contents

Hospitality Management Specialization

- All courses have been approved through the proper curricular channels but are newly added to the CONSCI-PH degree in the HMT (specialization) curriculum as course options.

TO: Graduate School
FROM: Kim Tackett
DATE: 2/20/24
SUBJECT: PhD in Consumer Sciences
RE: Response to requested revisions on 1/19/24

1. Letter from faculty noting 5000 level course work and concern of PhD rigor.

2. PG. 10 (HMT Specialization)
   Revised percent calculation in both the HMT specialization. After meeting with Dean Miriti about the difference between fixed requirements vs. what is considered an elective requirement, this decreased the percentage of change in the degree.

1/24/24

Dear committee,

Thank you for your thoughtful feedback on the revision of the HM PhD program sheet. We would like to provide additional context to address the committee's concerns about the replacement of 8000-level courses with 5000-level courses and the potential impact on the program's rigor.

In recent years, certain doctoral-level courses (specifically 8610, 8894, 8896, 8280) became inactive due to faculty changes, including the loss of several tenure-track members with no immediate replacements. Currently, our Hospitality Management (HM) department has only two tenure-track faculty members and they manage to keep four doctoral courses (6010, 8630, 8660, 8640) active by offering them on a rotational basis every other year.

To streamline the program sheet and eliminate confusion for our PhD students, we made the decision to remove graduate courses that are no longer offered and add a few recently approved graduate courses taught by tenure-track faculty (5780, 5333). It's important to clarify that this adjustment was not intended to "replace" 8000-level courses with 5000-level ones. We look forward to reintroducing 8000-level courses once we secure new tenure-track faculty lines for HM.

To maintain the rigor of our PhD program, faculty guidance encourages students to prioritize the completion of the four doctoral-level courses (6010, 8630, 8660, 8640) to fulfill the Specialization Requirement (12 credit hours required). The 5000-level courses are used as supporting electives, and we have included two of them in the Specialization Requirement category as a contingency in case any of the doctoral courses are canceled due to low enrollment or faculty absence.

It's crucial to note that the revised program sheet reflects the practical course selections made by our PhD students over the past few years and does not reduce the program's level of rigor. We remain committed to upholding the academic standards of our PhD program.

Regarding CONSCI 8193 Individual Studies, its omission from the revised sheet was an oversight on our part. We acknowledge the importance of this course and confirm that it should be retained in the HM PhD sheet for students to enroll.

Thank you for your understanding, and we are open to further discussions or clarifications if needed.

Best,

Stephanie Liu

College of Education and Human Ecology

Department of Human Sciences

115B Campbell Hall
1787 Neil Avenue
Columbus, OH 43210

Paulins.1@osu.edu

THE OHIO STATE UNIVERSITY

October 10, 2023

To the Graduate Curriculum Committee:

This letter is written in support of the Hospitality Management (HMT) curriculum proposal for the specialization program sheet that is currently moving forward.

The HMT specialization will enable the hospitality management students and faculty to communicate clearly about the courses in the doctoral program and to attract appropriate doctoral students.

This proposal has been approved unanimously by the Consumer Sciences graduate faculty.

Sincerely,

V. Ann Paulins, Ph.D.
Clinical Associate Professor, Fashion and Retail Studies
Chair, Graduate Committee, Consumer Sciences

College of Education and Human Ecology

Department of Human Sciences
Consumer Sciences Program

325 Campbell Hall
1787 Neil Avenue
Columbus, OH 43210-1220

614-292-7645 Phone
614-292-4339 Fax

ehe.osu.edu/human-sciences

October 3, 2023

To the Graduate Curriculum Committee:

The Consumer Sciences faculty are seeking approval to revise the Doctor of Philosophy Consumer Sciences, Hospitality and Retail Management (HRE) specialization curriculum.

Currently the doctoral curriculum for both specializations HMT (Hospitality Management) and FRS (Fashion and Retail Studies) follows an umbrella curriculum labeled HRE (Hospitality and Retail Management). This proposal aims to provide more clarity for a distinct pathway in the HMT (Hospitality Management) specialization. The specialization title Hospitality Management, instead of Hospitality and Retail Management, better aligns the Hospitality Management specialization at both PhD and MS levels and gives students an accurate representation of our program when enrolling.

The Consumer Sciences faculty propose all codes (HMT, and HRE/FRS) remain for the following reasons:

1. The HRE code has a PhD student currently enrolled;
2. FRS is in full support of these changes;
3. Curricular updates to the FRS specialization will be forthcoming.

The faculty propose adjustments to HMT specialization curriculum in the areas of research methods and data, the specialization, and the major/supporting course elective requirements. These updates add new courses to the curriculum and remove courses which are no longer applicable or no longer offered.

All necessary documents are attached. This proposal was approved by our faculty in Consumer Sciences in September 2023.

Sincerely,

Stephanie Liǔ, PhD
Associate Professor of Hospitality Management | Consumer Sciences
liu.6225@osu.edu

PhD in Consumer Sciences, Hospitality and Retail Management (CONSCI-PH, HRE)
Minimum hours: 50 credit hours beyond a master's degree

Core Requirements (5 hours)
CONSCI 6000 Introduction to Research in Consumer Sciences (3)
CONSCI 7900 Graduate Seminar in Consumer Sciences (1) repeat to earn total 2 credits

Research Methods and Statistics (choose at least 5 courses, and at least 15 hours)
Common selections:
AEE 8850 no longer in course catalogue, not sure of course title
AEE 8860 no longer in course catalogue, not sure of course title
AEE 8870 no longer in course catalogue, not sure of course title
ESQREM 6625 Introduction to Educational Research (3)
ESQREM 6641 Introduction to Educational Statistics (4)
ESQREM 7627 no longer in course catalogue, not sure of course title
ESQREM 7635 Advanced Research Methods (3)
ESQREM 7643 no longer in course catalogue, not sure of course title
ESQREM 7648 GLM I: Introduction to Regression and ANOVA (4)
ESQREM 7651 no longer in course catalogue, not sure of course title
ESQREM 7661 Instrument Construction (3)
ESQREM 7663 Test Reliability and Validity (3)
ESQREM 8648 Multivariate Analysis (3)
ESQREM 8657 no longer in course catalogue, not sure of course title
ESQREM 8658 Applied Multilevel Data Analysis (3)
ESQREM 8659 Structural Equation Modeling (3)
ESQREM 8674 Scaling and Item Response Theory (IRT) (3)
ESQREM 8895 Seminars: Quantitative Research, Evaluation, and Measurement
PSYCH 6810 Statistical Methods in Psychology (4)
PSYCH 6811 Statistical Methods in Psychology II (4)
PSYCH 6820 Introduction to Bayesian Statistics for Psychological Data (3)
PSYCH 6822 Statistical Mediation, Moderation, and Conditional Process Analysis (3)
PSYCH 6863 Psychometrics (3)
PSYCH 7820 Fundamentals of Factor Analysis (3)
PSYCH 7821 Covariance Structure Models (3)
PSYCH 7822 Fundamentals of Item Response Theory (3)
PSYCH 7824 no longer in course catalogue, not sure of course title
SOCIOL 6649 (5469) Intro to Quantitative Research/Multiple Regression (3)
SOCIOL 6650 Categorical Data Analysis (3)
SOCIOL 8607 no longer in course catalogue, not sure of course title
SOCIOL 8651 no longer in course catalogue, not sure of course title
SOCWORK 8405 Structural Equation Modeling for the Social and Behavioral Sciences (3)
STAT 5301 Intermediate Data Analysis I (4)
STAT 5302 Intermediate Data Analysis II
STAT 6301 Probability for Statistical Inference (3)
STAT 6302 Theory of Statistical Analysis (3)
STAT 6410 Design and Analysis of Experiments (4)
STAT 6450 Applied Regression Analysis (4)
STAT 6730 Introduction to Computational Statistics (2)

Specialization Requirement (choose minimum three, 9+ credits; unselected courses can be used as electives)

CSHSPMG 8630 Services in the Hospitality and Retail Industries (3)
CSHSPMG 8640 Managing Hospitality and Retail Operations (3)
CSHSPMG 8660 Recent Developments in Hospitality and Retail Management (3)
CONSCI 6010 Individual and Family Behavior in the Marketplace (3)
CONSCI 7991 Research Practicum in Consumer Sciences (HRM Focus) (3)
CSFRST 7574 Aesthetics, Appearance Management, and Self Presentation (3)
CSFRST 7575 Psycho-Social and Cultural Aspects of Dress (3)

Major and Supporting Course Electives (6+ hours)

CONSCI 6020 Theories and Models in Consumer Sciences (3)
CONSCI 7193 Individual Studies (1-4; repeatable)
CONSCI 7194 Group Studies (1-4; repeatable)
CONSCI 7880 Interdepartmental Seminar
CONSCI 7992 Teaching Practicum in Consumer Sciences (1-4; repeatable)
CONSCI 8193 Individual Studies (1-4; repeatable)
CONSCI 8280 Advanced Quantitative Methods in Consumer Sciences (3)
CONSCI 8894 Special Topic Seminar: Fashion and Retail Studies
CONSCI 8896 Special Topic Seminar: Hospitality Management
CSFRST 7472 History of American Dress: Issues, Theory and Method (3)
CSFRST 7478 Textiles: A Global and Cultural History (3)
CSHSPMG 7630 Advanced Food Service Systems Management (3)
CSHSPMG 8610 Human Resource Management in Hospitality & Retail Industries (3

*Additional elective courses from other departments and colleges determined by student and advisor

Dissertation Research (minimum 6 hours)

CONSCI 8999 Research for Dissertation

*Course may not double count as research methods/statistics and major courses

Hospitality Management Specialization

PhD in Consumer Sciences, Hospitality ~~and Retail~~ Management (CONSCI-PH, ~~HRE~~)
PhD in Consumer Sciences, Hospitality Management (CONSCI-PH, HMT)
Minimum hours: 50 credit hours beyond a master's degree

Core Requirements (5 credit hours)
CONSCI 6000 Introduction to Research in Consumer Sciences (3)
CONSCI 7900 Graduate Seminar in Consumer Sciences (1) *repeat to earn total 2 credits*

Research Methods and Statistics (Choose ~~at least 5 courses, and at least~~ 15 credit hours)
Common selections:
~~AEE 8850 no longer in course catalogue, not sure of course title~~
~~AEE 8860 no longer in course catalogue, not sure of course title~~
~~AEE 8870 no longer in course catalogue, not sure of course title~~
~~ESQREM 6625 Introduction to Educational Research (3)~~
~~ESQREM 6641 Introduction to Educational Statistics (4)~~
~~ESQREM 7627 no longer in course catalogue, not sure of course title~~
~~ESQREM 7635 Advanced Research Methods (3)~~
~~ESQREM 7643 no longer in course catalogue, not sure of course title~~
ESQREM 7648 GLM I: Introduction to Regression and ANOVA (4)
~~ESQREM 7651 no longer in course catalogue, not sure of course title~~
~~ESQREM 7661 Instrument Construction (3)~~
~~ESQREM 7663 Test Reliability and Validity (3)~~
~~ESQREM 8648 Multivariate Analysis (3)~~
~~ESQREM 8657 no longer in course catalogue, not sure of course title~~
~~ESQREM 8658 Applied Multilevel Data Analysis (3)~~
ESQREM 8659 Structural Equation Modeling (3)
~~ESQREM 8674 Scaling and Item Response Theory (IRT) (3)~~
~~ESQREM 8895 Seminars: Quantitative Research, Evaluation, and Measurement~~
ESQUAL 8285 Qualitative Data Analysis Methods and Applications (3)
PSYCH 6810 Statistical Methods in Psychology (4)
PSYCH 6811 Statistical Methods in Psychology II (4)
~~PSYCH 6820 Introduction to Bayesian Statistics for Psychological Data (3)~~
PSYCH 6822 Statistical Mediation, Moderation, and Conditional Process Analysis (3)
~~PSYCH 6863 Psychometrics (3)~~
~~PSYCH 7820 Fundamentals of Factor Analysis (3)~~
~~PSYCH 7821 Covariance Structure Models (3)~~
~~PSYCH 7822 Fundamentals of Item Response Theory (3)~~
~~PSYCH 7824 no longer in course catalogue, not sure of course title~~
SOCIOL 5469 Intro to Quantitative Research/Multiple Regression (3)
SOCIOL 6650 Categorical Data Analysis (3)
SOCIOL 6655 Sociological Research Methods (3)
~~SOCIOL 8607 no longer in course catalogue, not sure of course title~~
~~SOCIOL 8651 no longer in course catalogue, not sure of course title~~
~~SOCWORK 8405 Structural Equation Modeling for the Social and Behavioral Sciences (3)~~
STAT 5301 Intermediate Data Analysis I (4)
STAT 5302 Intermediate Data Analysis II
~~STAT 6301 Probability for Statistical Inference (3)~~
~~STAT 6302 Theory of Statistical Analysis (3)~~
STAT 6410 Design and Analysis of Experiments (4)

~~STAT 6450 Applied Regression Analysis (4)~~
~~STAT 6730 Introduction to Computational Statistics (2)~~

Specialization Requirement (Choose ~~minimum three~~, 12 credit hours; unselected courses can be used as electives)

CSHPSMG 5780 Leadership for the Service Industry (3) (cross-listed in CSFRST)
CSHSPMG 8630 Services in the Hospitality and Retail Industries (3)
CSHSPMG 8640 Managing Hospitality and Retail Operations (3)
CSHSPMG 8660 Recent Developments in Hospitality and Retail Management (3)
CONSCI 5333 Finding Happiness in the Classroom, Workplace, and Beyond (3)
CONSCI 6010 Individual and Family Behavior in the Marketplace (3)
*~~CONSCI 7991 Research Practicum in Consumer Sciences (HRM Focus) (3)~~ (moved to supporting course electives)
~~CSFRST 7574 Aesthetics, Appearance Management, and Self Presentation (3)~~
~~CSFRST 7575 Psycho-Social and Cultural Aspects of Dress (3)~~

Major and Supporting Course Electives (~~6~~ 12 credit hours)

CSHSPMG 5555 Management Consulting for Hospitality and Fashion Retail Operations (3) (cross-listed in CSFRST)
CSHSPMG 5640 Marketing in Hospitality Enterprises (3)
~~CSHSPMG 7630 Advanced Food Service Systems Management (3)~~
~~CSHSPMG 8610 Human Resource Management in Hospitality & Retail Industries (3~~

_____

BUSML 8250 Consumer Behavior (4; repeatable)
~~CONSCI 6020 Theories and Models in Consumer Sciences (3)~~
CONSCI 7193 Individual Studies in Consumer Sciences (1-4; repeatable)
CONSCI 7194 Group Studies in Consumer Sciences (1-4; repeatable)
~~CONSCI 7880 Interdepartmental Seminar~~
*CONSCI 7991 Research Practicum in Consumer Sciences (1-4; repeatable)
CONSCI 7992 Teaching Practicum in Consumer Sciences (1-4; repeatable)
CONSCI 7993 Industry Practicum in Consumer Sciences (1-4; repeatable)
CONSCI 8193 Individual Studies (1-4; repeatable)
~~CONSCI 8280 Advanced Quantitative Methods in Consumer Sciences (3)~~
~~CONSCI 8894 Special Topic Seminar: Fashion and Retail Studies~~
~~CONSCI 8896 Special Topic Seminar: Hospitality Management~~
CSCFFS 5130 Solutions to Consumer Problems (3)
CSFRST 5701 Readings and Theories in Fashion and Retail Studies (1-4; repeatable)
CSFRST 5710 Ethical Decision-Making in Consumer Sciences (3)
CSFRST 5720 Economic History of Power in Fashion (3)
CSFRST 5730 Fashion, Textiles, and the Environment (3)
CSFRST 5575 Social, Psychological, and Cultural Aspects of Fashion and Dress (3)
CSFRST 6576 Global Sourcing and Trade in Textile Products (3)
CSFRST 6585 Retail Merchandising II (3)
CSFRST 7472 History of American Dress: Issues, Theory and Method (3)
CSFRST 7478 Textiles: A Global and Cultural History (3)
Note: Additional elective courses from other departments and colleges determined by student and advisor

~~Dissertation Research~~ Exit Requirement (6 credit hours)

CONSCI 8999 Research for Dissertation (6)

Hospitality Management Specialization

PhD in Consumer Sciences, Hospitality Management (CONSCI-PH, HMT)
Minimum hours: 50 credit hours beyond a master's degree

Core Requirements (5 credit hours)
CONSCI 6000 Introduction to Research in Consumer Sciences (3)
CONSCI 7900 Graduate Seminar in Consumer Sciences (1) *repeat to earn total 2 credits*

Research Methods and Statistics (Choose 15 credit hours)
Common selections:
PSYCH 6810 Statistical Methods in Psychology (4)
PSYCH 6811 Statistical Methods in Psychology II (4)
PSYCH 6822 Statistical Mediation, Moderation, and Conditional Process Analysis (3)
STAT 5301 Intermediate Data Analysis I (4)
STAT 5302 Intermediate Data Analysis II
STAT 6410 Design and Analysis of Experiments (4)
SOCIOL 5469 Intro to Quantitative Research/Multiple Regression (3)
SOCIOL 6650 Categorical Data Analysis (3)
SOCIOL 6655 Sociological Research Methods (3)
ESQREM 7648 GLM I: Introduction to Regression and ANOVA (4)
ESQREM 8659 Structural Equation Modeling (3)
ESQUAL 8285 Qualitative Data Analysis Methods and Applications (3)

Specialization Requirement (Choose 12 credit hours; unselected courses can be used as electives)

CSHPSMG 5780 Leadership for the Service Industry (3) (cross-listed in CSFRST)
CSHSPMG 8630 Services in the Hospitality and Retail Industries (3)
CSHSPMG 8640 Managing Hospitality and Retail Operations (3)
CSHSPMG 8660 Recent Developments in Hospitality and Retail Management (3)
CONSCI 5333 Finding Happiness in the Classroom, Workplace, and Beyond (3)
CONSCI 6010 Individual and Family Behavior in the Marketplace (3)

Major and Supporting Course Electives (12 credit hours)

CSHSPMG 5555 Management Consulting for Hospitality and Fashion Retail Operations (3) (cross-listed in CSFRST)
CSHSPMG 5640 Marketing in Hospitality Enterprises (3)
_____

BUSML 8250 Consumer Behavior (4; repeatable)
CONSCI 7193 Individual Studies in Consumer Sciences (1-4; repeatable)
CONSCI 7194 Group Studies in Consumer Sciences (1-4; repeatable)
*CONSCI 7991 Research Practicum in Consumer Sciences (1-4; repeatable)
CONSCI 7992 Teaching Practicum in Consumer Sciences (1-4; repeatable)
CONSCI 7993 Industry Practicum in Consumer Sciences (1-4; repeatable)
CONSCI 8193 Individual Studies (1-4; repeatable)
CSCFFS 5130 Solutions to Consumer Problems (3)
CSFRST 5701 Readings and Theories in Fashion and Retail Studies (1-4; repeatable)
CSFRST 5710 Ethical Decision-Making in Consumer Sciences (3)
CSFRST 5720 Economic History of Power in Fashion (3)
CSFRST 5730 Fashion, Textiles, and the Environment (3)
CSFRST 5575 Social, Psychological, and Cultural Aspects of Fashion and Dress (3)
CSFRST 6576 Global Sourcing and Trade in Textile Products (3)

CSFRST 6585 Retail Merchandising II (3)

CSFRST 7472 History of American Dress: Issues, Theory and Method (3)

CSFRST 7478 Textiles: A Global and Cultural History (3)

Note: Additional elective courses from other departments and colleges determined by student and advisor

Exit Requirement (6 credit hours)

CONSCI 8999 Research for Dissertation (6)

PhD in Consumer Sciences, Hospitality Management Specialization (CONSCI-PH, HMT)	
Overall Changes	
Current Requirement	**Proposed Changes**
Core Requirement	No changes
Research Methods and Statistics	New Course Options: ESQUAL 8285 SOCIOL 6655 Remove Course Options: AEE 8850, 8860, 8870 ESQREM 6625, 6641, 7627, 7635, 7651, 7663, 8648, 8657, 8658, 8674, 8895 PSYCH 6820M 6863M 7820, 7821, 7822, 7824 SOCIOL 8607, 8651 SOCWORK 8405 STAT 6301, 6302, 6450, 6730
Specialization	Increase in credit hours from 9 to 12 New Course Options: CSHSPMG 5780 CONSCI 5333 Move Course: TO supporting course elective option CONSCI 7991 Remove Course Options: CSFRST 7574 CSFRST 7575
Major and Supporting Course Electives	Increase in credit hours from 6 to 12 New Course Options: CSHSPMG 5555, 5640 BUSML 8250 CONSCI 7993 CSCFFS 5130 CSFRST 5701, 5710, 5720, 5730, 5575, 6576, 6585 Move Course: FROM specialization option CONSCI 7991 Remove Course Options: CSHSPMG 7630, 8610 CONSCI 6020, 7880, 8280, 8894, 8896
Exit Requirement	No change

Rationale:

- Created standardization in requirements across the CONSCI-MS and CONSCI-PH degrees, e.g., Core, Research, Specialization, Major and Supporting Course Electives, and Exit requirements.
- Added several existing 5000-level courses, which will clarify the courses available to HMT graduate students for meeting degree requirements and thus enhance students' course scheduling experience and graduate advising.
- Removed elective options that are no longer offered or do not align with program goals. Replaced these elective options with courses that better serve student needs (research/major and supporting courses).

Summary of Changes and Percent of Change: 18% (9 credits of 50 credits)

In this summary we list changes that are defined as a "change" per university guidelines:

1) **NO CHANGES:** Changing the meaning of expected learning outcomes (ELOs). Academic Organization, Curriculum, and Assessment Handbook Page 40 – If the wording or grammar of an ELO changes, but its meaning and intent do not, this ELO is not changed by this criterion and would not count towards the 10% change.

2) **YES. CHANGES SEE BELOW:** Adding a course to a program, removing a course from a program, or changing a course from 'required' to 'elective' or 'elective' to 'required' within the curriculum:

CONSCI-PhD, HMT	
Core	0 credits
Research	0 credits
Specialization	3 credits
Major and Supporting Course Electives	6 credits
Exit Requirement	0 credits
Total Changes in Credit Hours	9 credits

- Core – no changes
- Research – no changes, although courses have been added, the requirement stays the same in choosing 15 credit hours from a list of options
- Specialization – increased from 9 to 12 required credit hours, courses added are not included in the percent of change since students are choosing from a list of courses options and not a fixed list of courses
- Major and Supporting Course Electives – increased from 6 to 12 required credit hours, courses added are not included in the percent of change since students are choosing from a list of courses options and not a fixed list of courses
- Exit Requirement – no change

3) **NO CHANGES:** Changing the mode of delivery of a course (50% or more of formalized instruction is provided in a different delivery mode from what was originally approved). – This includes adding a section or sections delivered by different delivery modes (e.g., adding a section of hybrid (HY), distance enhanced (DH), or distance learning (DL) to an approved in-person (P) course).

Transition Plan: There is one current student enrolled in HRE. This student can choose to pursue the new curriculum (appropriate course substitutions will be applied where applicable, pending where students are in the current program) or, they can resume with their current requirements. A proposal for FRS specialization curricular updates is forthcoming. Within that proposal is when we will aim to deactivate the HRE umbrella code altogether.

3-year Plan

	Autumn	Credits	Spring	Credits
PhD in Consumer Sciences, Hospitality Management (CONSCI-PH, HMT)				
Year 1	CONSCI 6000 Research Methods Specialization	3 3 3	Research Methods Specialization Supporting Course Elective	3 3 3
	TOTAL	**9**	**TOTAL**	**9**
Year 2	Research Methods Specialization Supporting Course Elective	3 3 3	Research Methods Specialization Supporting Course Elective	3 3 3
	TOTAL	**9**	**TOTAL**	**9**
Year 3	Research Methods CONSCI 8999 CONSCI 7900	3 3 1	Supporting Course Elective CONSCI 8999 CONSCI 7900	3 3 1
	TOTAL	**7**	**TOTAL**	**7**

College of Education & Human Ecology
Department Human Sciences
Consumer Sciences

CONSCI 5333 – Finding Happiness in the Classroom, Workplace, and Beyond
Autumn 2023, 3 Credit Hours, UG/G

Course Times and Location: In Person, TBA

Course Overview
Description / Rationale

This course discusses and applies the key concepts and strategies - intellectual and practical - to achieve a greater sense of happiness and wellbeing in the hospitality/service workplace.

It has long been recognized that hospitality/service workers engage in emotional labor (Hochchild, 1983). Since Hochchild's study, service/hospitality management theoreticians and practitioners have recognized the emotional challenges endured by those hospitality/service workers whose roles require close interactions with customers if they are to provide the outstanding customer service necessary to establish a long-term customer-firm relationship. However, hospitality/service workers do not always feel positive (happy) and therefore feel obliged to 'act' in order to produce the positive affective displays required of them. This acting from a hospitality/service management perspective takes two forms: acting, which in a way is not a true expression of the hospitality/service employees' feelings. The second relates to the hospitality/service employee's ability to connect with the customer effectively because of their inner or deep belief and interest in the work they do. In most hospitality/service context employees engage in acting, this therefore leads to unhappiness with their job. In addition, this situation may be perceived by customers as inauthentic and subsequently result in negative customer reactions (Grandey, 2003). While this knowledge is well established, there appears to be limited educational support for students who have many challenges in having to adjust when they are preparing to enter the hospitality/service workforce.

This course is designed to equip hospitality students with the strategies and practices needed to help them sustain the sense of happiness and wellbeing needed to successfully modify their innermost feelings to match the positive outward expressions required in their hospitality/service job roles.

Relation to Other Courses
This is a stand-alone course that may assist students to objectively evaluate various hospitality/service workplace situations, and therefore positively impact students' performance in their chosen area of study and in any service work environment.
Prerequisites: JR, SR or Grad Standing
Prerequisite Knowledge: None

Learning Objectives
The objective of this course is to provide students with an intellectual and practical understanding of the key concepts and strategies to achieving happiness. Following successful completion of this course, students will be able to:

1. Describe the sources of hospitality/service workplace happiness and wellbeing.
2. Identify some strategies that they could adopt to enhance their own sense of hospitality/service workplace happiness and wellbeing.
3. Summarize the value and benefits of compassion, giving, love, kindness, desires, and truth. (Cultivating warmth and affection improves hospitality/service employees' relationships with other employees and customers.)
4. Explain the power of emotions, thankfulness, and contentment. (Appreciation and gratitude are some of the most motivating hospitality/service emotions to gaining workplace happiness.)

5. Provide examples of how one's thoughts and communication, trust, fear, faith, power of question, and interdependence positively or negatively affect oneself and others. Finding happiness in the Classroom, Workplace and Beyond- CONSCI 5333 3

6. Illustrates how desires, contentment and giving can positively impact hospitality/service employees', happiness, and sense of well-being.

Course Materials
Required Textbooks: No required textbooks
Recommended Readings:

1. Langer, E.J. (2009) Counter Clockwise – Mindful Health and the Power of Possibility, Ballantine Books, New York.
2. Garcia, H. and Miralles, F. (2017) IKIGAI – The Japanse Secret to a Long and Happy Life, Penguin Books, New York.
3. Honda,K (2019) Happy Money: Japanese Art of Making Peace with your Money, Gallery Books, New York.
4. Garma, R. and Bove, L. L. (2011). Contributing to well-being: customer citizenship behaviors directed to service personnel. Journal of Strategic Marketing, 19(7), 633-649.
5. Hur, W.M., Moon, T. and Rhee, S.Y. (2016). Exploring the relationships between compassion at work, the evaluative perspective of positive work-related identity, service employee creativity, and job performance. Journal of Services Marketing, 30(1), pp.103-114.
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Course Requirements/Evaluation
Grades

Assignment / Category	Points
Review Questions x 6	30
Individual Project 1	30
Individual Project 2	40
TOTAL	**100**

Assignment Descriptions

Individual review Questions: There will be 6 review questions that will cover the topics discussed in the class. Each review question is worth 5 points (i.e. 5 points x 6 questions for a total of 30 points). Answers to the 6 review questions should be submitted to the drop box on carmen. These review questions and answers are intended to assess students understanding of the topics covered in the class. Students are required to use examples (personal examples and/or case examples) to illustrate their understanding of the topic discussed in the question.

Attendance & Class Participation: Students are REQUIRED to attend classes and participate constructively during in-class discussions. If you need to miss a class for a justifiable reason, please inform the instructor ahead of time.

Preparation of individual project 1: Each student is required to complete a "happiness mirror" project. This project should be based and developed on a personal real life (your) unhappy hospitality/service experience. The case should outline the context and circumstances of a recent hospitality/service experience or feeling of unhappiness that you have encountered. The project should consist of approximately 1000 to 1500 words. The project should be divided into four sections.

1. The first section is the narrative of the circumstance. You should provide information such as when it occurred, location, context, situation, and what led to the feeling of unhappiness.
2. In the second section, you will discuss what you could have done to avoid or reduce unhappiness based on what you learned in this class.
3. In the third section, you will describe what initiatives you as a hospitality/service employee might take up to reduce and unhappiness and attract happiness into hospitality/service employee's life.
4. Do you believe that a general state of happiness will lead to a hospitality/service employee's workplace happiness and wellbeing?

The project should be written with; 1.5-spaced; Times Roman size 12 font or Arial size 10 font. Maintain 1-inch margins on all sides. The title of the assignment, your full name and email address is to be listed on top of the first page. Use page numbers. Include a list of references on all sources of information you have used in the preparation of the assignment. Use Harvard style or APA style referencing (see information on Carmen). The reference list must be presented, (Authors' names, year of publication, page numbers, name of the journal or book or magazine or newspaper, date (in the case of newspaper or magazine) volume, number (in the case of a journal), publisher and place of publication (in the case of a book), website address and the date of access (in case of website access). Ensure accurate spelling and grammar. All assignments should be submitted on carmen drop box. Assignments that do not follow the details given above will receive reduced points. Individual project 1 due date:

The individual project should be submitted on carmen drop box. Late submission will not be accepted.

Preparation of Individual project 2: Each student will select two of the statements below and will undertake a combined research and narrative discussion project on the two selected statements. You may find it useful to select statements that are, in your view, inter-related in terms of their meaning. Their combined message will then be stronger than any one individual statement. Please remember "Exploring the question brings more wisdom than having the answer". In doing this project, your objective is exploration, development and narrative discussion rather than definite answers. This assignment is intended to allow students to understand the importance of building happiness and wellbeing within hospitality/service employees and how it impacts and reflets on the day today task at hospitality/service work place.

1. Imagination is more powerful than intellect: It is our imagination which shows us what is possible – thus we create the impossible.
2. Without wisdom in the heart, all learning is useless. When that which is within and that which is without are one and the same, we have wisdom.
3. The happiest of people don't necessarily have the best of everything; they just make the most of everything that comes along their way.
4. If thou canst believe, all things are possible to him that believeth.

5. Without a rich heart, wealth is an ugly beggar.
6. When you really want something, it's because that desire originated in the soul of the universe. It's your mission on earth. Then the whole universe will conspire to help you achieve it.
7. It is only with the heart that one can see rightly; what is essential is invisible to the eye.
8. If we think good, good will follow; if we think evil, evil will follow. This is the way our mind works.

This individual assignment 2 is worth 40% of your grade for this class. Hence, there is an expectation of due diligence commensurate with the weighting of the assignment. This assignment should clearly illustrate your all-rounded understanding of the topics covered in the class. Do not depend entirely on various internet sources for information. You must use other sources such as articles, books, interviews, videos, and discussions with others to help you to understand and explain these statements further and its relevance in the hospitality/service workplace context. Following are specific instructions about what should be included and how to go about constructing your individual project 2. Remember, the more comprehensive you are, the higher your grade will be!

1. You must thoroughly research the chosen statement, read the statement many times first to understand the underlying meaning. Based on your understanding, explain and illustrate how this statement relates to the discussion on happiness and wellbeing as a future hospitality/service employee in the workplace context.
2. Your grade will depend on your ability to interpret the meaning of the statements chosen and their connection to yourself and to the hospitality/service workplace.
3. You may use research, interviews and discussions to establish and illustrate your viewpoint with reference to the interpretation of the statements.
4. You may provide case examples or narratives (story/incidents) to depict the meaning of the statements as relevant to the hospitality/service industry.

Your project should be structured as below:

1. Cover page – Title of the project (Statement), your name, and OSU email ID.
2. Index page
3. Synopsis - a brief explanation of your interpretation of the two statements chosen. Discuss why you have chosen them and more importantly, what inter-relationships you see between the chosen statements.
4. The main body of the project represents your interpretation or understanding expressed as a collective message that is derived from the two theme statements. Divide this main body into various sub-sections, each with a separate subheading. These sub-sections may express different ideas or incidents (cases) that you want to put forward. Thus, using various sub- sections or points of view, you can express your thoughts, ideas and understanding about the two chosen statements and how they relate to the meaning of happiness and wellbeing of an individual and his/her future hospitality/service workplace environment.
5. Conclusion – Based on the above discussion, what do you conclude and/or what suggestions do you have for yourself and others in terms of what one could do to enhance happiness and wellbeing in the hospitality/service workplace.

Additional requirement for graduate students: In addition to all the required components above, the individual project 2 should demonstrate a good understanding of the literature and the development of conceptual framework for your study. Therefore, you are required to include a literature review section in individual project 2, and discuss the theoretical and practical implications.

Projects 2 that do not follow the structure and guidelines given above will receive less points. The project should be: approximately 2000 words 1.5-spaced; Times Roman size 12 font or Arial size 10 font. Maintain 1-inch margins on all sides. The title of the assignment, your full name and email address is to be listed at the top of the first page. Use page numbers. Include a list of references on all sources of information you have used in the preparation of the assignment. Use Harvard/APA style referencing (see information on Carmen). References are required of all materials used in the preparation of the project. The reference list must be professionally presented, authors' names, year of publication, page numbers, name of the journal or book or magazine or newspaper, date (in the case of newspaper or magazine) volume,

number (in the case of a journal), publisher and place of publication (in the case of a book), website address and the date of access (in the case of website access). Ensure accurate spelling and grammar. All assignments should be submitted on carmen drop box.

Individual project 2 due date: Late submissions will not be accepted.

Presentation of project:

Assignment Rubric	
Points	**Description**
90-100 %	Demonstrates complete understanding of the assignment. All requirements of assignment are included in the response.
80-89 %	Demonstrates considerable understanding of the assignment. All requirements of the assignment are included.
70-79 %	Demonstrates partial understanding of the assignment study. Most requirements of the assignment are included.
60-69 %	Demonstrates little understanding of the assignment. Many requirements of the assignment are missing.
50-59 %	Demonstrates almost no understanding of the assignment.
0-49 %	No response/task not attempted or answer that does not at all match the assignment.

Course Schedule

Week	Topics/Readings	Assignments/Assessments
1	Syllabus; Orientation to the concept of Happiness and Wellbeing	
2	Understanding the "source of happiness and wellbeing" of hospitality/service employees	Video Case Study Review Question 1
3	Training hospitality/service employees mind as we influence "happiness and wellbeing of everyone around us"	Story Narration Discussion
4	The power of hospitality/service employees "cognitive states or belief and emotions" as key factors for happiness	Video Case Study Review and Discussion Review Question 2
5	The roles of "anger, rules and compassion" of hospitality/service employees	Story Narration Discussion
6	Understanding the benefits of "forgiveness" as a critical component of happiness and wellbeing of hospitality/service employees	Video Case Study Review and Discussion Individual Project 1
7	Importance of "giving" as the key driver to hospitality/service employees personal achievement and sense of happiness	Story Narration Discussion
8	The random act of "kindness" of hospitality/service employees and its influence on happiness, relationship, and friendship.	Video Case Study Review and Discussion Review Question 3
9	The importance of communication for hospitality/service employees to nurture happiness and wellbeing.	Story Narration Discussion Review Question 4
10	The role of positive, essential and negative desires on happiness and wellbeing of hospitality/service employees.	
11	Distinction between pleasure and happiness as an important understanding for hospitality/service employees and its connection to wellbeing.	Video Case Study Review and Discussion Review Question 5

12	Understanding the power of questions that are essential for hospitality/service employees to gain happiness	Video Case Study Individual Project 2
13	The influence of fear, faith and hope as practices essential for hospitality/service employees in achieving happiness.	Video Case Study Review and Discussion
14	The role of trust and interdependence as key elements that are required by hospitality/service employees in achieving happiness and wellbeing.	Story Narration Discussion Review Question 6
15	The importance of physical exercise for the mind and body that are essential for hospitality/service employees to gain happiness and wellbeing.	Story Narration Discussion
16	Review and Discussion	Finals Week

College of Education & Human Ecology
Department Human Sciences
Consumer Sciences

CSCFFS 5130 – Solutions to Consumer Problems
Spring 2024, 3 Credit Hours, UG/G

Course Times and Location: In Person, TTH 12:45 PM to 2:05 PM

Course Overview
Description / Rationale

This course considers solutions to problems faced by consumers. We will examine the nature of public policy problems generally, with application to specific consumer problems.

Relation to Other Courses
Prerequisites: CONSCI 2910 and ECON 2001.01

Learning Objectives
The successful student in this course will be able to:

1. Define and identify the nature of consumer problems.
2. Understand the conflicting incentives that lead to consumer problems.
3. Evaluate the relative strengths and weaknesses that alternative institutions have in remedying consumer problems.

Course Materials
Required Textbooks

Text: There is no required text for the course.

Readings: Throughout the course readings will be used to supplement the lectures. Materials will be distributed as handouts or will be available on Carmen.

Course Requirements/Evaluation
Grades

Assignment / Category	Points
Exams x 3	600
Carmen Quizzes x 7	350
Participation	75
TOTAL	**1025**

Assignment Descriptions

Exams: A total of four exams will be given, including the final exam. The final exam will be cumulative. The exams will include multiple choice, true/false/explain and short answer questions. The lowest exam grade will be dropped.

Quizzes: For most weeks that there is not an exam there will be a quiz posted on Carmen. The quizzes will be open book and open notes. Two types of quizzes will be given. The first will be a multiple choice/true false format. These quizzes are designed to help you become familiar with the way I ask questions on the exams. The second type of quiz will ask you to discuss a concept or topic. These questions are designed to help you integrate the material studied. The lowest quiz grade will be dropped. For this reason, no excuses for late or missed submissions will be accepted.

Class Participation: You are expected to read the material assigned for each class before coming to class. Nevertheless, a good deal of what is being taught in this class is outside of the readings. Therefore, it is vital that you attend classes and

participate in class discussions. For each lecture you attend you will receive 5 points, up to a maximum of 75 points total. I will ask questions during class to stimulate discussion. If there is no response to my question I will randomly call on one of you to answer the question. I reserve the right to award up to a 50 point bonus for outstanding class participation.

Course Schedule

Week	Topics	Readings/Activities	Assignments/Assessments
1	Introduction Risk, The Public	Ross, CH. 3	Quiz 1
2	Economics: A Review of the Basics	Landsberg, CH. 1-2 Economic Value	
3	Economics: Defining Consumer Problems	Friedman, CH. 18	Quiz 2
4	EXAM 1		EXAM 1
5	Risk Redux Systems of Social Control	Time Magazine Ellickson, CH. 7	
6	Systems of Social Control Norms	Ellickson, CH. 7 Posner: Creating and Enforcing Norms	Quiz 3
7	Markets Organizations	Reputation and the Corporate Brand	Quiz 4
8	EXAM 2		EXAM 2
9	The Law Private Law: Contracts	McAdams, CH. 6	Quiz 5
10	Spring Break		
11	Private Law: Public Policy/Regulation Public Law: Efficient Regulation	McAdams, CH. 7	Quiz 6
12	EXAM 3		EXAM 3
13	Regulation vs. Litigation Consumer Protection Law	Shavell McAdams, CH. 15	Quiz 8
14	Consumer Protection Law	McAdams, CH. 15	
15	EXAM 4		EXAM 4
16	FINAL EXAM		FINAL EXAM

College of Education & Human Ecology
Department Human Sciences
Consumer Sciences: Fashion and Retail Studies

CSFRST 5555 – Management Consulting for Hospitality and Fashion Retail Operations
Spring TBA, 3 Credit Hours, UG/G

Course Times and Location: In Person TH 3:15 PM to 6:00 PM

Course Overview
Description / Rationale

A conceptual foundation, discussion, and application of management consulting in the hospitality and retail industries.

Relation to Other Courses
This is an advanced, cross listed course for Hospitality Management and Fashion Retail Studies programs. This course will build upon HM/FRS core and provide new knowledge.
Prerequisites: Senior or Grad standing
Prerequisite Knowledge: Advanced understanding of hospitality and retail business, marketing, and customer service is recommended.

Learning Objectives
Following successful completion of this course, the student should be able to:

1. LO1: Develop critical knowledge regarding service quality, including the ways in which customer satisfaction, customer relationships, service recovery, service standards, and the Servicescape impact service quality.
2. CO2: Explain the causes and components of the customer gap in a service marketing context;
3. CO3: Discuss the differences between the listening gap, the service design & standard gap, the performance gap, and the communication gap;
4. CO4: Evaluate various research methods used in management consulting for hospitality and retail operations;
5. CO5: Create a consulting plan to identify, analyze, and close provider gaps in hospitality and retail firms

Course Materials
Required Textbooks

Textbook

1. Services Marketing: Integrating Customer Focus Across the Firm (2017)
2. Valarie A. Zeithaml, Mary Jo Bitner, Dwayne D. Gremler
3. ISBN-13: 9780078112102

This book will provide information required to take quizzes and work on in-class activities. Additionally, this book can be used as a reference and provide valuable information for the development of final project and class assignments.

4. Research Reading Assignments (required for graduate students only)
   a. Research articles relevant to the lecture topics will be posted on Carmen.
   b. Graduate students are required to read the full articles and incorporate the research findings into the literature review section of their course project

Course Requirements/Evaluation
Grades

Assignment / Category	Points
Attendance and Participation	150
Current Event Presentation	50

Exam x 2	300
Group Project	500
TOTAL	**1000**

Assignment Descriptions

Attendance & Participation (150 points): It is expected that you will attend all classes and be fully prepared for class discussions. Required reading must be completed, and you should be ready to discuss the readings in class. The attendance grade (100 points) will be based on pop quizzes and/or in-class activities given throughout the semester. The participation grade (50 points) is subjective and will reflect your active participation in class (including questions, answers, and comments). Students cannot enter the classroom more than five minutes after the start of class. Once in class, I expect you to stay. If you need to be late for class or leave early, please let me know in advance. No absences permitted on group project presentations. If you miss class on a group project presentation day, your final course grade will be lowered by 2%, regardless. Please note that, except for medical emergencies, there will be no make-up opportunities for students absent from class on assignment submission days. If students are absent, it is their responsibility to make themselves aware of class announcements, assignments, date and/or classroom changes & materials covered in class.

Current Event Presentation (50 points)

1. To help educate your peers and myself on emerging trends and strategies in the hospitality or retail industry, your team is to find an article from a credible media source on a current event (within 3 months) that deals with strategic management. Your presentation is to be conducted at the beginning of class and should span no more than 15 minutes. Specifically, your team needs to present the issue in your own words, take a stance on the issue, discuss the implications for strategic management, and come up with a five discussion questions for the audience.
2. You will need to submit your PowerPoint slides to the CARMEN "Current Event Dropbox" 24 hours before your presentation. The last slide should be called "Reference" and include a link to the article. No late submission will be accepted.
3. Below are some suggested sources for the current event presentations:
   a. American Hotel & Lodging Association (ahla.com)
   b. Nation's Restaurant News (nrn.com)
   c. National Retail Federation (nrf.com)
   d. Retail Wire (retailwire.com)
   e. New York Times (nytimes.com)
   f. Wall Street Journal (wsj.com)
   g. Forbes (forbes.com)
   h. National Public Radio (npr.org)
4. Please refer to the grading guidelines below for the specific criteria that must be satisfied in order to receive full credit. A sample presentation is provided on CARMEN.

Exams (300 points): There will be 2 exams on Carmen, and each exam is worth 150 points. Students are expected to maintain the university honor code. Exams will include 30 true/false and multiple-choice questions and they will cover materials from the book, lecture slides, and from class discussions. Exams will take place online and no make-up exams will be offered unless prior arrangements have been made. You must take the exam independently. No class meeting on exam days. Schedule of exams is posted on calendar and attached to syllabus.

- You have 60 minutes to complete the exam on the scheduled exam day.
- Once you start the exam you must complete it, only one attempt allowed.
- Be sure and take your exams on a trustworthy computer with a secure and strong connection. If you encounter problems, please contact Carmen Help first at carmen@osu.edu or 614.688.4357 (688-HELP). They will advise you. If necessary, contact the instructor.

- Students wishing to see what questions they missed or what the correct answers are can make an appointment with the instructor to review the exam.
- If you have a university-related excuse or religious conflict you must contact me as soon as the unavoidable absence is known, and, where possible, not less than one week in advance of a planned absence. Alternative exam arrangements will be made at this time. Where appropriate, the reason for the absence must be verified by documentation that is acceptable to me.

Group Project (500 points)

1. Grading components for the group project include:
   a. Completion of five milestones (30 points x 5), group presentation (150 points), final paper (150 points), and peer evaluation (50 points).
   b. I reserve the right to lower your individual group project grade based on exceptionally low contribution and peer evaluations.
2. The purpose of this project is to give you exposure to management consulting for hospitality and retail operations. The project involves developing a consulting project for a service organization using knowledge learned in this course. Groups of five students prepare an outline of the consulting project, present the project in class, and turn in a written report. No individual assignments will be accepted.
3. Assessment of this group work will be based on all components of a consulting report (10-15 pages for undergraduate students, 20-25 pages for graduate students). Information on the history and background of the firm should not exceed 150 words. All members of the group are required to participate in the presentation. All students are expected to be present at all group meetings, workshops, and presentations. Each group must produce evidence (meeting minutes) to the examiner that collaborative team work and equal sharing of management responsibilities have been an integral part of the project. This work is considered a "team" requirement, and will need to be of a satisfactory standard before any presentation mark will be awarded. Listed below are the 5 essential milestones that will be used to assess each group project. (Each milestone of the project should be submitted to the designated dropbox on Carmen.)
   a. Milestone 1 – Identify the Customer Gap (30 points)
      i. Specify the company's mission, vision and goals, and their current target markets. Identify major competitors, and any major current trends that might influence the business. Identify the customer gap and establish the goal to be accomplished in your marketing plan. (Due on 1/24)
   b. Milestone 2 – Market Research Design (30 points)
      i. Based on your identified customer gap, come up with a specific market research question you address. Choose a research method that fits with your research question/objective. Come up with a finalized research instrument. (Due on 2/7)
   c. Milestone 3 – Analyses and Results (30 points)
      i. Conduct the proposed market research and analyze your data to answer your research question. Report your findings in a concise write-up. (Due on 3/7)
   d. Milestone 4 – Identify the Provider Gaps (30 points)
      i. Now it's time for you to find out why the company has failed to provide desirable service offerings. Specifically, you need to examine the provider gaps behind your identified customer gap. (Due on 3/21)
   e. Milestone 5 – Proposing Strategies (30 points)
      i. Develop initiatives to close the customer gap based on the 7Ps in services marketing. In addition to the 7p solutions, explain how you would measure the business outcomes of the marketing plan and discuss the limitations of your proposed marketing plan. (Due on 3/28)
   f. Final Presentation (150 points)
      i. PowerPoint presentations should be submitted online to Carmen. One person per team should submit this assignment. The presentation should last about 20 minutes. Everybody on the team should be presenting.

ii. All students should attend all group presentations. Those who do not attend all final group presentations (whether of their groups or of other groups) will not receive the group project grade. There are no exceptions.

iii. Final group presentations are considered part of the subject and are an important component of the learning process.

g. Final Paper (150 points)

i. Additional requirement for graduate students: In addition to all the required components above, the final paper should demonstrate a good understanding of the literature and research methodology in your area of focus. Therefore, you are required to include a literature review section in the final paper, and discuss the theoretical contributions, managerial implications, limitations of your study and future research directions.

ii. The final paper should be a Word or pdf document in the APA formatting

iii. There should be a title page with the title of the project, group name and names of group members. Final Project should be submitted online to Carmen in the designated dropbox. One person per team should submit this assignment.

h. Peer Evaluation (50 points)

i. Students are required to submit a peer evaluation form for the group project (form available on Carmen) online by 11:59pm April 24th (50 points).

Course Schedule

Week	Topics	LO's	Assignments/Assessments
1	Syllabus and Schedule	1	
2	Introduction to Services The Gaps Model	1-5	Current event by Team 1
3	The Customer Gap	1-2	Milestone 1 Current event by Team 2
4	Consumer Research	1-4	Current event by Team 3
5	The Listening Gap	1-2, 4-5	Milestone 2 Current event by Team 4
6	Exam I	1-4	
7	The Service Design and Standard Gap	1-2, 4-5	Current event by Team 5
8	The Performance Gap	1-2, 4-5	Current event by Team 6
9	Project Work Day	1-5	Milestone 3
10	Spring Break		
11	The Communication Gap	1-2, 4-5	Milestone 4 Current event by Team 7
12	Guest Speaker Session	1-3	Milestone 5 Current event by Team 8
13	Exam II	1-4	
14	Final Project Presentations by teams 1-4	1-5	Presentations
15	Final Project Presentations by teams 5-8	1-5	Presentations
16	Finals Week	1-5	Final Paper and Peer Evaluation

College of Education & Human Ecology
Department Human Sciences
Consumer Sciences: Fashion and Retail Studies

CSFRST 5575 – Social, Psychological, and Cultural Aspects of Fashion and Dress
Autumn 2023, 3 Credit Hours, UG/G

Course Times and Location: In Person, TBA

Course Overview
Description / Rationale

This course is an in-depth study of research and social science theories applied to appearance and dress as manifestations of individual and group consumer behavior.

Relation to Other Courses
This is a graduate/senior-level advanced course in Fashion & Retail Studies.
Prerequisites: CSFRST 2372 or Grad standing
Prerequisite Knowledge: Recommended CSFRST 2370 or 2374

Learning Objectives
By the end of this course, students will be able to:

1. Analyze and explain the theoretical bases for study of the social-psychological and cultural aspects of dress and appearance.
2. Critically examine research evidence regarding the meaning and use of dress at individual and group levels.
3. Critique research on clothing, appearances and images in view of current social conditions and cultural parameters.
4. Design, develop, and propose original research focusing on social-psychological or cultural aspects of dress and appearance.

Course Materials
Required Textbooks

Assigned readings and resources available through Canvas course site, websites, OSU libraries, or journals.

Course Requirements/Evaluation
Grades

Assignment / Category	Points
Class Participation Discussion Leader – 100 Position Paper x 6 – 60 In-class discussion – 90	250
Final Project Research Paper (18-20 pages) – 200 Research Presentation – 50	250
TOTAL	**500**

Assignment Descriptions

Class Participation: Class participation is essential to your learning experiences in this class. In a 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.

In-class Discussion: Each student is required to serve as discussion leader for several assigned articles in addition to participating in the discussion of all the materials. In order to be 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 2 articles related to the topic. (2) Prepare a brief PowerPoint 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. To lead a discussion you could do any of the following: (a) prepare 5-6 discussion questions on the articles for class mates 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. 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. Please turn in your PowerPoint presentation for evaluation.

Position Papers: Each student is required to prepare 3 (undergraduate) or 6 (graduate) brief position/integration papers based on the readings or topics assigned for weeks 1 through 14 (maximum two pages typewritten and single spaced, excluding the article citations). These are to be written for topics you DO NOT present to the class. Position papers must discuss associations among at least 2 of the assigned articles for that week. Examples of position papers include the following: presenting associations that result in proposed hypotheses/research questions for future research, combining articles coherently in a literature review (such as contrast/comparison), presenting information that results in practical implications from considering the articles as a whole, or suggesting an overarching theoretical framework/model that explains or combines the articles. Other ways of integrating the information are encouraged. Be sure to clearly explain the basis for your integration and association of ideas.

The purpose of these short position papers is to help you develop skills in analyzing, synthesizing, and summarizing research. The written evaluation should be prepared for a reader who has read the original articles. Therefore, the paper is NOT simply a summary, but rather goes beyond the original articles to provide additional insight. Some summary of the articles will be provided by the discussion leader. Primary evaluation criteria for these weekly papers are (1) depth of the evaluation, (2) completeness, (3) strength of the logic supporting the integration, (5) creativity, and (6) clarity of presentation. Peer feedback will be given by discussion leaders of those weeks and/or the instructor.

Research Project: Each student will complete an original research proposal applying a chosen social-psychological or cultural theory to the study of dress and human behavior. This proposal must include an introduction, a review of literature related to the theory, and a proposed method of study (this may be quantitative, qualitative, or mixed methods --e.g., survey methodology, content analysis, observation, focus interviews). Chances are that there is not enough time to conduct a proper full experiment, due to the time needed to create the experiment, and receive approval from IRB. The paper should be no longer than 15 pages for undergraduates and 20 pages for graduate students, excluding references and appendices; it is to be typewritten, double-spaced, using size 12 font. The manuscript should include theory as well as research findings. It must be typewritten and double-spaced. Research projects must be written according to APA (7 th ed) format. Each student will also present the research orally to the class (RESEARCH PRESENTATION). More information about the research project will be discussed in class. All papers are due the last week of class.

Procedure: Your research paper 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 (IVs and DVs)
    b. Discussion of relationship between specific IVs and DVs you want to examine
    c. Background discussion relevant to topic justifying why this is an important topic to study
    d. Theoretical framework for your study – the theory must be a theory from the list on the syllabus. You may apply more than one theory if you choose. State the general premises of the theory, and briefly examine how the theory has been applied in previous studies. Finally, discuss the key propositions and points that you are applying in your research.
    e. Research hypotheses or research questions – state these at the end of the lit review.
3. Method
    a. Research strategy – survey, content analysis, observation, or interviews/focus interviews (probably NOT experimental design in a lab, via internet, or field experiment).
    b. Sample – sample size, demographic characteristics such as gender, age, ethnicity, and other relevant details. If doing content analysis, describe characteristics of the media content you will be analyzing. If doing observations, describe the characteristics of the sample clearly, along with specific details on the variables of analysis.
    c. Sampling procedure – how will you procure your sample.
    d. Instruments – for previously developed instruments, cite authors and the established validity and reliability of the measures. Describe sub-scales, typical items, and how the items are rated (e.g., 5-point scale from strongly agree to strongly disagree). For measures that you plan to develop, describe them, and how you will pre-test them and establish their reliability and validity.
    e. Procedure – how you will actually collect your data.
    f. Data analysis – appropriate techniques used to analyze quantitative and qualitative data.
4. References (use APA 7th edition).
5. Appendices (include all stimuli and instruments/scales here)

Course Schedule

Week	Topics/Readings	LO's	Assignments/Assessments
1	**Dress and culture, dress, and human behavior** *Johnson, K., Joo, J., Kim, M., & Lennon, S. (2008). Dress & Human Behavior: A review and critique. Clothing and Textiles Research Journal, 26(3), 3-22.*	1-3	
2	**Dress and the self: self-esteem, self-efficacy, self-identities, self- schema, social comparison** *Jung, J., Lennon, S.J., & Rudd, N.A. (2001). Self-schema or self- discrepancy? Which best predicts body image? Clothing and Textiles Research Journal, 19(4), 171-184.*	1-3	Position Paper
3	**Dress and social cognition: perceiver variables, context variables, stimulus variables** *Damhorst, M.L. (1984-95). Meanings of clothing cues in social context. Clothing and Textiles Research Journal, 3(2), 39-48.* *Kwon, W. & Rudd, N.A. (2007). Effects of psychological and physical self-image on perceptions of salespeople's performance and non-store shopping intention. Clothing and Textiles Research Journal. 25(3), 207-229.*	1-3	Position Paper
4	**Dress and social cognition (cont'd): categorization, impression formation, stereotyping, discrimination**	1-3	Position Paper

	Beasley, B., & Standley, T.R. (2002). Shirts vs. skins: Clothing as an indicator of gender role stereotyping in video games. Mass Communications and Society, 5(3), 279-293. *DeLong, M.R., Minshall, B., & Lantzz, K. (1986). Use of schema for evaluating consumer response to an apparel product. Clothing and Textiles Research Journal, 5(1), 17-26.* *Johnson, K.K.P., Schofield, N., & Yurchisin (2002). Appearance and dress as a source of information: A qualitative approach to data collection. Clothing and Textiles Research Journal, 20(3), 125-137* *Kanazawa, S. & Kovar, J. (2004). Why beautiful people are more intelligent. Intelligence, 32, 227-243*		
5	**Dress and attraction: similarity-attraction theory, attractiveness theory, stigma balance theory** *Park, H. & Lennon, S. (2008). Beyond physical attractiveness: Interpersonal attraction as a function of similarities in personal characteristics. Clothing and Textiles Research Journal,26(4), 275-289.* *Frith, H. & Gleeson, K. (2004). Clothing and embodiment: Men managing body image and appearance. Psychology of Men & Masculinity, 1(5), 40-48.* *Russell, C. & Stern, B.B. (2006). Consumers, characters, and products. Journal of Advertising, 35(1), 7-21.*	1-3	Position Paper
6	**Dress and identity: personality, identity roles** *Roach-Higgins, M.E. and Eicher, Joanne B. (1992). Dress and identity. Clothing and Textiles Research Journal, 10(4), 1-8.* *Reilly, A., Rudd, N.A., & Hillery, J. (2008). Shopping behavior among gay men: Issues of body image. Clothing and Textiles Research Journal,26(4), 313-326.* *Johnson, T., Francis, S., & Burns, L. (2007). Appearance management behavior and the five-factor model of personality. Clothing & Textiles Research Journal, 25(3), 230-243.*	1-3	Position Paper
7	**Dress and non-verbal communication: sexual harassment, customer service** *Damhorst, M.L. (1990). In search of a common thread: Classification of information communicated through dress. Clothing and Textiles Research Journal, 8(2), 1-12.* *Johnson, K.K.P., Hegland, J., & Schofield, N. (1999). Survivors of rape: Functions and implications of dress in a context of coercive power. In K.K.P. Johnson & S.J. Lennon (Eds.), Appearance and Power (pp. 11-32). New York: Berg Publications.* *Tyner, K. & Ogle, J. (2009). Feminist theory of the dressed female body: A comparative analysis and applications for Textiles and Clothing scholarship. Clothing and Textiles Research Journal,27(2), 98-121.*	1-3	Position Paper
8	**Dress and collective behavior: uniformity, deviance, labeling theory**	1-3	Position Paper

	Adomaitis, A. & Johnson, K.K.P. (2005). Casual versus formal uniforms: Flight attendants' self-perceptions and perceived appraisals by others. Clothing and Textiles Research Journal, 23(88-101). *Lynch, A. (2007). Expanding the definition of provocative dress: An examination of female flashing behavior on a college campus. Clothing and Textiles Research Journal, 25(2), 184-201.*		
9	**Clothing behavior and attitudes: affect vs. cognition, dissonance theory, elaboration likelihood theory, theory of reasoned action** *Brannon, E. (1993). Affect and cognition in appearance management: A review. In S.J. Lennon & L.D. Burns (Eds.), Social science aspects of dress: New directions (pp. 82-92).* *Ha, Y. & Lennon, S. (2006). Purchase intent for fashion counterfeit products: Ethical ideologies,ethical Fashion counterfeit products, ethical judgments, and perceived risks. Clothing and Textiles Research Journal, 24(4), 297-315.* *Oh, H. & Jasper, C. (2006). Processing of apparel advertisements: Application and extension of elaboration likelihood model. Clothing and Textiles Research Journal 24(1), 15-32.* *Belleau, B., Summers, T., Xu, Y., & Pinel, R. (2007). Theory of reasoned action: Purchase intention of young consumers. Clothing and Textiles Research Journal, 25(3), 244-257.*	1-3	Position Paper
10	**Visual anthropology of dress; cross-cultural anthropology** *Hamilton, J. (1987). Dress as a cultural sub-system: A unifying metatheory for clothing and textiles. Clothing and Textiles Research Journal, 6(1), 1-7.* *Pedersen, E. (1991). Cultural and historical aspects of dress: A proposed linking of a human ecological approach with selected anthropological concepts. In S. Kaiser and M.L. Damhorst (eds). Critical Linkages Textiles & Clothing Subject Matter: Theory, Method & Practice, ITAA Special Publication #4, (pp. 168-177). Monument, CO: ITAA*	1-3	Position Paper
11	**Origins and functions of dress; cultural authentication** *Arthur, L. (2011). Cultural authentication of Hawaiian quilting in the early 19th Century. Clothing and Textiles Research Journal,29(2), 103-118.* *Pannabecker, R. (R. (1988). The cultural authentication of ribbon: Use and test of a concept. Clothing and Textiles Research Journal, 7(1), 55-56*	1-3	Position Paper
12	**Body adornment and cultural ideals** *Kim, H. & Damhorst, M.L. (2010). The relationship of body-related self-discrepancy to body dissatisfaction, apparel involvement, concerns with fit and size of garments, and purchase intentions in online apparel shopping. Clothing and Textiles Research Journal,28(4), 239-254.* *Mun, J.M. Janigo, K., & Johnson, K. (2012). Tattoo and the self. Clothing and Textiles Research Journal,30(2), 134-148.*	1-3	Position Paper

	Sklar, M. & DeLong, M. (2012). Punk dress in the workplace: Aesthetic expression and accommodation. Clothing and Textiles Research Journal, 30(4), 285-299		
13	**Levels of cultural development and dress; schema** *Lynch, A., Michelman, S., & Hegland, J. (1998). Cross-cultural and intra-societal application of DeLong's Framework for visual analysis. Clothing and Textiles Research Journal,16(4), 145-156.* *Oakes, J. & Riewe, R. (1992). A comparison of historical and contemporary skin clothing used in North Greenland: An ethnohistorical method. Clothing and Textiles Research Journal, 10(3), 76-85*	1-3	Position Paper
14	NO CLASS – Work on Research Papers		Presentation Slides
15	Project Presentations	1-4	Presentations
16	Project Presentations	1-4	Presentations

College of Education & Human Ecology
Department Human Sciences
Consumer Sciences: Fashion and Retail Studies

CSFRST 5701 - Readings and Theories in Fashion and Retail Studies
Autumn 2023, 1-4 Credit Hours, UG/G

Course Times and Location: In Person, W 4:00 PM to 5:00 PM

Course Overview
Description / Rationale

This course serves as a foundational course for students in the fashion and retail studies program who are engaged in advanced senior level or graduate level academic work. Through this course, students will explore areas of interest in the fashion and retail studies discipline, compile annotated bibliographies reflecting the content of peer-reviewed work (with an emphasis on exploring the theoretical frameworks supporting the research), and lead (graduate students) and participate in (UG and G) discussions sharing this information.

Relation to Other Courses
Grad: This course is a requirement for the master's degree in the fashion and retail studies program. This course complements the curriculum in the master's program, supporting students' preparation for developing research proposals and projects.
UG: This course provides opportunities for directed study and in-depth inquiry on topics of interest. This course provides an opportunity for student to engage in research at the UG level.

Prerequisites: SR or Grad Standing
Prerequisite Knowledge: Students are expected to hold a basic knowledge of fashion and retail studies such as understanding of the role of dress and appearance in communities and in self-concept, understanding the scope of the global textiles and apparel industries, and understanding of the interdisciplinary nature of fashion and retail studies

Learning Objectives
By the end of this course, students will be able to:

1. Identify and explain theories related to the fashion and retail studies discipline.
2. Describe the history of scholarship in the fashion and retail studies discipline.
3. Read and analyze scholarly articles in the fashion and retail studies discipline.
4. Develop and present goals for scholarship in fashion and retail studies.
5. Participate in discussions, contributing in meaningful ways that advance the understanding of scholarship in fashion and retail studies.

Course Materials
Required Textbooks

The American Psychological Association (APA) Style Manual, 7th ed.
Flynn, J.Z. and Foster, I.M. (2009). Research methods for the fashion industry. Fairchild.
Access to the library resources at The Ohio State University

Supplemental/Optional
Numerous peer-reviewed articles and scholarly books will be reviewed during the course of work in this class. The specific items selected will depend on the students' interests and goals.

Suggested books include:

Edwards, L. (2021) How to read a dress: A guide to changing fashion from the 16 th to the 21st century.
Ford, T.C. (2015). Liberated threads: Black women, style, and the global politics of soul. UNC Press.

Giuntini, P. and Hagen, K (eds.) (2008). Garb: A fashion and culture reader. Pearson Prentice Hall.

Jansen, M.A. and Craik, J. (2016). Modern fashion traditions: Negotiating tradition and modernity through fashion.

Jenss, H. and Eicher, J.B. (2015). Fashioning memory: Vintage style and youth culture.

Lennon, S.J., Johnson, K.K.P., and Rudd, N.A. (2017) Social Psychology of Dress. Fairchild.

Mida, I.E. and Kim, A. (2019). The dress detective: A practical guide to object-based research in fashion

Thanhauser, S. (2022). Worn: A people's history of clothing.

Ford, R.T. and Quinn, B.A. (2021). Dress codes: How the laws of fashion made history.

Key journals include (but are not limited to):
Clothing and Textile Research Journal
Dress
Fashion Theory
Journal of Fashion Marketing and Management
Journal of Popular Culture

Course Requirements/Evaluation

Students will enroll in one (1) to four (4) credit hours. The scope and quantity of work is commensurate with the credit hour enrollment and on academic standing (UG or G). Evaluation criteria and project scope introduces additional rigor and depth in the course content of assignments and expectation for execution for graduate students. Additional note: this is a repeatable class. A total of 4 hours in FRS 5701 can count toward the graduation requirements for the MS program in FRS.

See below for the work expectations commensurate to credit hour enrollment:

Grades

Assignment / Category (1cr)	Points (1cr)
Self-Introduction and Learning Goals Statement	150
Discussion Leader and participation (1 class)	250
Annotated Bibliography (7 citations x 100)	700
Final Summary of Learning and Reflective Goal Assessment	100
TOTAL	**1200**

Assignment / Category (2cr)	Points (2cr)
Self-Introduction and Learning Goals Statement	150
Discussion Leader and participation (2 classes)	250
Annotated Bibliography (20 citations x 35)	700
Final Summary of Learning and Reflective Goal Assessment	100
TOTAL	**1200**

Assignment / Category (3cr)	Points (3cr)
Self-Introduction and Learning Goals Statement	150
Discussion Leader and participation (1 class)	250
Annotated Bibliography (7 citations x 100)	700
Final Summary of Learning and Reflective Goal Assessment	125
TOTAL	**1200**

Assignment / Category (4cr)	Points (4cr)
Self-Introduction and Learning Goals Statement	100
Discussion Leader and participation (2 classes)	250
Annotated Bibliography (25 citations x 30)	750
Final Summary of Learning and Reflective Goal Assessment	100
TOTAL	**1200**

Assignment Descriptions

Self Introduction and Learning Goals Statement: For this paper, you are to reflect on what you want to learn in this class, and present your goals (which will be used as a guide as you navigate and select readings for your own learning). Your paper should have several sections:

1. A brief biography of you... what is your academic standing, what have you already studied and experienced in the field of fashion and retail studies, and what do you hope to do after completing your degree?
2. List 3-5 goals that you hope to achieve through work in this class.
3. List the specific areas of interest that you have in the interdisciplinary field of fashion and retail studies and explain how expanding your knowledge in these area(s) will contribute to achieving your goals.

Discussion Leader (Graduate Students only): There will be 10 class meetings in which graduate students will serve as discussion leaders for the content assigned. Dates for each graduate student to serve as discussion leader will be determined during the first week of the semester. The following are expectations for the discussion leader:

1. Thoroughly read the assigned material for the date of your presentation, and consider additional, related readings that you can present about.
2. Prepare an outline of the class discussion, starting with an overview that you will present and including discussion points that will engage the other students in the class.
3. Be creative about the way that you will present and lead discussion... you are encouraged to include interactive activities!

Discussion Participant: Each student is expected to be present at every class meeting and to be prepared by having read assigned readings prior to class. Students should arrive at class with a list of 2 to 4 questions generated in response to the reading content. These questions are a foundation for the discussions in which you are required to participate. The quality of your participation will be evaluated based on the following:

1. Your sharing 2-4 questions about the reading
2. Your participating in extemporaneous discussion led by the discussion leader

Annotated Bibliography:

1. Create a FOLDER using your OSU OneDrive Account. Label your folder:
   YOURLASTNAME 5701 TERMYEAR Annotated Bibliography
2. Share the folder with the instructor(s) of the course
3. As you select and review readings (peer-reviewed articles or scholarly books or book chapters), create a FILE for each annotation.
4. For each annotation (FILE) in your bibliography:
   a. Put the APA citation in a HEADER. Use proper format exactly!
   b. Address the following items in your annotation:
      i. Indicate the background of the author(s)
      ii. Indicate the content or scope of the text and for whom is the intended audience
      iii. Provide (in YOUR own words) a summary of the content of the reading.
      iv. Identify and explain the theoretical framework used in the project, research, or meta analysis.
      v. Explain the process of data collection
      vi. Explain the process of data analysis
      vii. Summarize and describe the outcomes / conclusions of the authors
      viii. In your own assessment and in your own words, what is the value of this research / report?
      ix. How do you expect to use this particular reading in your own research or industry application?

NOTE: you should be very careful to use YOUR OWN WORDS in your annotation. If you believe there is benefit in quoting directly from the authors, be sure to use quote marks and page numbers, in compliance with the APA Style Manual.

Use the Flynn Research Analysis Form (FRAF), pp. 292-295 in the Flynn & Foster text.

Because this is a comprehensive project that can't be left to the 'last minute', 2 Annotated Bibliography 'check ins' are scheduled – opportunities for the instructor(s) to view your progress and make comment on the work in progress. Be sure to note the dates of these check-ins.

Final Summary of Learning and Reflective Goal Assessment: For this paper, you are to reflect on what you achieve in this class, and report on the extent to which (and how) you achieved the goals you set in the 1st week. Your paper should have several sections:

1. A recap of the 3-5 goals that set, and an assessment of your achievement of those goals.
2. You may have identified new goals or revised your plans for learning in the scholarly discipline of fashion and retail studies. You can include this information in your report, if relevant.
3. List the key learning outcomes that you gained in this class, and describe plans for the future with respect to this content knowledge

Course Schedule

Week	Dates	Topics	LO's	Readings/Activities	Assignments/Assessments
1		Intro to Course, What is Theory? What is Fashion? What is Dress?		Read: CH. 1 Research Theory in Flynn 7 Foster Text	Self-Introduction and Learning Goals Statement (due week 2)
2		History of Scholarship in Fashion and Retail Studies, Reviewing Literature		Read: CH.5 Research Theory in Flynn 7 Foster Text Johnson, K.K.P., Yoo, J., & Lennon, S. (2008). Fashion and Human Behavior: A review and critique. *Clothing and Textiles Research Journal 26* (1), 3-22.	
3		Grad Student Content Leader: Diversities and Fashion Consumption		Greenleaf, C., Hauff, C. Klos, L., & Serafin, G. (2020). "Fat people exercise too!": Perceptions and realities of shopping for women's plus-size exercise apparel. *Clothing and Textiles Research Journal, 38*(2), 75-89	In-Class Participation
4		Individual Meetings with Instructor to review goals and discuss content interests			In-Class Participation Annotated Bibliography Check-in #1
5		Grad Student Content Leader: FRS and Generational Behaviors		Read: Age, gender and national factors in fashion consumption by Rocha, Hammond, & Hawkins: 2005 *Journal of Fashion Marketing and Management, 9* (4), pp. 380-390. Lee, H. & Leonas, K.K. (2021). Millennials' intention to use self-checkout technology I different fashion retail formats: Perceived benefits and risks. *Clothing and*	In-Class Participation

				Textiles Research Journal, 39(4), 264-280.	
6		Grad Student Content Leader: FRS and Family Development Shaping Consumption		Kestler, J. & Paulins, V.A. (2014). Influences between mothers and daughters: Exploring relationships of involvement, leadership, and information seeking. *Family and Consumer Sciences Research Journal, 42*(4), 313-329	In-Class Participation
7		Grad Student Content Leader: Sustainability and Fashion		Jones, K.B. (2020). American Vogue and sustainable fashion (1990-2015): A multimodal critical discourse analysis. *Clothing and Textile Research Journal, 38*(2), 104-118.	In-Class Participation
8		Grad Student Content Leader: Economics of FRS		Liu, C., Xia, S., & Lang C. (2021). Clothing consumption during the COVID-19 Pandemic: Evidence from mining tweens. critical discourse analysis. *Clothing and Textile Research Journal, 39*(4), 314-330. Read: Fashion change and fashion consumption: The chaotic perspective by K.M. Law, Z. Zhang, & C. Leung. 2004 *Journal of Fashion Marketing and Management, 8*(4), pp. 362-374	In-Class Participation Annotated Bibliography Check-in #2
9		Grad Student Content Leader: Global Scope and Influences of the FRS Industry		Crewe, L. (2008). Ugly beautiful? Counting the cost of the global fashion industry. Geography, 93(1), 25-33.	In-Class Participation
10		Grad Student Content Leader: Sociological and Community Influences on FRS		Hahn, K.H.Y., & Bhaduri, G. (2021). Mask up: Exploring cross-cultural influences on mask-making behavior during the COVID-10 Pandemic. Critical discourse analysis. *Clothing and Textile Research Journal, 38*(2), 297-313	In-Class Participation
11		Grad Student Content Leader: Gender and FRS		Arvantidou, Z., Gasouka, M. (2013). Construction of gender through fashion and dressing. *Mediterranean Journal of Social Sciences, 4*(11), 111-115. Crace, D. (1999). Gender and hegemony in fashion magazines: Women's interpretations of fashion	In-Class Participation

			photographs. The Sociological Quarterly, 40(4), 531-563. Reddy-Best, K.L. & Goodin, D. (2020). Queer fashion and style. Dress: *The Journal of the Costume Society of America, 46*(2), 115-140.	
12		Grad Student Content Leader: Psychological Aspects of Dress and Appearance	Read: Grogan, S., Gill, S., Brownbridge, K., McChesney, G., Wren, P., Cole, J., Darby, J., Jones, C., & Armitage, C.J.(2021. Body mass index and body satisfaction" Does availability of well-fitting clothes matter? *Clothing and Textile Research Journal, 38*(2), 251-263. Lunceford, B. (2010). Clothes make the person? Performing gender through fashion. *Communication Teacher, 24*(2), 63-68.	In-Class Participation
13		Individual meetings with instructor to review goals and discuss outcomes		Annotated Bibliography DUE
14		Grad Student Content Leader: Studying History of Costume and Textiles	Eicher, J.B. (2000). The anthropology of dress. *Dress: The Journal of the Costume Society of America, 27*(1), 59-70. Farrell, E. & McKess, E. (2022). Captured in the clothing: Ireland, 1850s – 1890s. *Dress: The Journal of the Costume Society of America, 48*(2), 125-142.	In-Class Participation Final Summary of Learning and Reflective Goal Assessment DUE

College of Education & Human Ecology
Department Human Sciences
Consumer Sciences: Fashion and Retail Studies

CSFRST 5710 – Ethical Decision-Making in Consumer Sciences
Autumn 2024, 3 Credit Hours, UG/G

Course Times and Location: In Person, TBA

Course Overview
Description / Rationale

An in-depth study of research and theories as applied to corporate social responsibility and ethics as related to service industries such as retailing and hospitality management. The topics examined in this class are increasingly important to professionals working in all aspects of the fashion retail and hospitality industries. We will examine corporate-social-responsibility and sustainable decision-making. We will also consider the role ethics plays in these decisions considering advertising, promotion, labor issues, and current sustainable and responsible practices within the retail and hospitality industries.

Relation to Other Courses
This is a core course in the Fashion and Retail Studies master's program and an elective for senior UG students in Fashion and Retail Studies. Students in other graduate and undergraduate programs with an interest in the topic may enroll.

Prerequisites: CSFRST 3330, SR standing; or Grad standing
Prerequisite Knowledge: Student should possess a general understanding of ethics (such as would be presented in an undergraduate introductory ethics course) as well as a general knowledge of the fashion industry and have an ability to apply critical thinking in both written and oral formats

Learning Objectives
By examining the forementioned topics, and following successful completion of this course, the student should be able to:

1. Identify key components concerning the historical background of ethics and corporate social responsibility in the service industry.
2. Analyze and explain the theoretical bases for studying ethics and corporate social responsibility in the service industry.
3. Critically examine and critique research investigating ethics and corporate social responsibility in the service industry.
4. Identify and discuss current trends in ethics and corporate social responsibility in the service industry.
5. Design, develop, and propose original research focusing on ethics and corporate social responsibility in the service industry

Course Materials
Required Textbooks

There is one required text for this course which is forthcoming as an open-source textbook:

Jestratijevic , I. (forthcoming, 2023). Sustainability in the Fashion Industry: Following the Thread.
Denton, TX: University of North Texas Press.

There is required reading; the list of required reading from peer-reviewed articles and excerpts from books (posted on Canvas or available online) is included in the Course Schedule.

Readings selections will also be posted each week on Carmen. Students will also post the materials selected for the week they lead the class.

Supplemental/Optional:

Students are encouraged to have the APA Style Manual, 7th edition for ready reference which is also available through the online writing lab (OWL) at Purdue University:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Additionally, the following resources will be referenced:

Paulins, V.,A, and Hillery, J.L (2020). Ethics in the Fashion Industry (2nd edition). New York: Fairchild Publications. Flynn J., and Foster, I. (2009). Research Methods for the Fashion Industry. New York: Fairchild Publications.

Note: This book can be bought in the second-hand market very inexpensively. If you are an HMGT or FRST (HRM) graduate student, and have not taken research methods yet, this book will be used in Dr. Paulins' research methods' course.

Course Requirements/Evaluation
Grades

Assignment / Category	Points
Class Participation (LO1 – LO5) Discussion Leader (200) In-Class Discussion/Participant (100)	300
Research Critique (2) (LO4 – LO5)	200
Intro/Review of Lit Draft	100
Methods' Draft	100
Final Research Proposal (LO5)	100
Research Presentation (LO5)	100
TOTAL	**900**

Assignment Descriptions

Class 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 in 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.

Discussion Leader(s) Assignment: The purposes of this activity are a) to develop skills in presenting and leading discussions and to contribute to the learning process (group knowledge) of the class, (b) to hone your critical thinking skills and (c) demonstrate ability to thoroughly analyze problems and perspectives, particularly from disparate viewpoints.

Each student or set of students is required to serve as the discussion leader twice during the semester. As the discussion leader, you need to do the following before the class period during which your assigned readings will be discussed: (1) Select 2 research articles and 1 "popular press" article related to the class topic for that week and post them on Carmen; (2) Prepare a brief PowerPoint presentation summarizing the main points of each article; (3) Lead a discussion on the articles.

You are free to lead the discussion in any way you think will be interesting for the class (e.g., discussion questions, in-class activity, related videos, etc.) To facilitate writing for the position papers, please have your 1st set of articles posted by Week 3 of the class and your second set of readings posted by Week 10 (you can certainly post these earlier if you like). Please post your PowerPoint presentation on Carmen for your classmates and for instructor evaluation. I will assign your weeks by Week 2 of the semester.

You will be graded on (1) the selection of topic-relevant articles; 2) your ability to stimulate a course- relevant discussion; and, (3) the presentation summary, and (4) the quality and completeness of resources and content.

Position Papers: The purpose of these short position papers is to help you develop skills in analyzing, synthesizing, and summarizing research.

Each student is required to prepare 2 brief position/integration papers based on the readings or topics assigned for weeks 1 through 14 **(maximum two pages typewritten and single spaced, excluding the article citations).** These are to be written for topics you DO NOT present to class. Position papers must discuss associations among at least 2 of the assigned articles for that week. Examples of position papers include the following: presenting associations that result in proposed hypotheses/research questions for future research, combining articles coherently in a literature review (such as contrast/comparison), presenting information that results in practical implications from considering the articles as a whole, or suggesting an overarching theoretical framework/model that explains or combines the articles. Other ways of integrating the information are encouraged. Be sure to clearly explain the basis for your integration and association of ideas.

The written evaluation should be prepared for a reader who has read the original articles. Therefore, the paper is NOT simply a summary, but rather goes beyond the original articles to provide additional insight. Some summary of the articles will be provided by the discussion leader. Primary evaluation criteria for these weekly papers are (1) depth of the evaluation, (2) completeness, (3) strength of the logic supporting the integration, (5) creativity, and (6) clarity of presentation. 1 paper for weeks 4 – 9; one for weeks 10 – 15.

Research Project (GRADUATE): Each graduate student will complete an original research proposal applying a chosen theory applicable to the study of corporate social responsibility. There are many theories to choose from depending on your focus (e.g., consumer behavior, labor issues, soc/psych, etc) The proposal must include an introduction, a review of literature related to the theory, and a proposed method of study (this may be quantitative, qualitative, or mixed methods --e.g., survey methodology, content analysis, observation, focus interviews). I will provide specifics for each part of your paper, and we will have discussions in class.

The research proposal paper will be graded based on the criteria below which we will discuss in-depth in class:

Criteria	Percent of Total
Introduction	20%

Review of Literature
   1. Background discussion relevant to topic (15%)
   2. Theoretical Framework (10%)
   3. Identification of Research hypotheses or questions (5%)
	30%

Method
   1. Present idea of how you will collect data (quantitative vs. qualitative)
   2. Who is your sample? How will you acquire your sample?
	20%

References/Appendices	15%
Clarity of writing, use of APA subheadings, grammar, spelling, punctuation	15%
TOTAL:	**100%**

Course Schedule

Week	Dates	Topics	LO's	Readings/Activities	Assignments/Assessments
1	8/24	Introduction	1	Carroll, A. B. (2008). A history of corporate social responsibility: Concepts and practices. The Oxford handbook of corporate social responsibility, Chapter 1.	Syllabus & Course Set-up Readings on Carmen
2	8/31	Social Responsibility	1 2	Fischer, J. (2004). Social responsibility and ethics: clarifying the concepts. Journal of	CH. 1 Readings on Carmen

		& Ethics Theories of CSR		Business ethics, 52(4), 381-390. Lee, M. D. P. (2008). A review of the theories of corporate social responsibility: Its evolutionary path and the road ahead. International journal of management reviews, 10(1), 53-73. Melé, D. (2008). Corporate social responsibility theories. The Oxford handbook of corporate social responsibility, 47-82.	
3	9/7	Consumer and their Demands	2 3 4	Cavender, R., Howell, A., Hillery, J. L., Paulins, V. A., & Jestratijevic, I. Exploring consumers' understanding and evaluation of their ethical Consumption and disposition. J Textile Sci & Fashion Tech. 2 (3): 2019. JTSFT. MS. ID. 000536. DOI: 10.33552/JTSFT. 2019.02. 000536. Journal of Textile Science & Fashion Technology, 2(3). Carrington, M. J., Neville, B. A., & Whitwell, G. J. (2014). Lost in translation: Exploring the ethical consumer intention–behavior gap. Journal of Business Research, 67(1), 2759-2767. Shaw, D., McMaster, R., & Newholm, T. (2016). Care and commitment in ethical consumption: An exploration of the 'attitude–behaviour gap'. Journal of Business Ethics, 136(2), 251-265.	CH. 2 Readings on Carmen
4	9/14	Corporate Culture/Missio n Statements	2 3 4	McGrath, A. S. (2012). Fashioning sustainability: How the clothes we wear can support environmental and human well-being. Sustainable Fashion, 1-24. Seppala, E., & Cameron, K. (2015). Proof that positive work cultures are more productive. Harvard Business Review, 12(1), 44-50. Spreitzer, G., Porath, C. L., & Gibson, C. B. (2012). Toward human sustainability: How to enable more thriving at work. Organizational Dynamics, 41(2), 155-16	CH. 3 Readings on Carmen
5	9/21	Management, Supervision, and Ethical Workplace Issues	2 3 4	Boddy, C. R. (2011). Corporate psychopaths, bullying and unfair supervision in the workplace. Journal of Business Ethics, 100(3), 367-379.	CH. 4 Readings on Carmen

				Rezapouraghdam, H., Alipour, H., & Arasli, H. (2019). Workplace spirituality and organization sustainability: a theoretical perspective on hospitality employees' sustainable behavior. Environment, Development and Sustainability, 21(4), 1583-1601. Upchurch, R. S. (1998). Ethics in the hospitality industry: An applied model. International Journal of Contemporary Hospitality Management.	
6	9/28	Ethical Considerations in Product Design and Services	2 3 4	Chan, T. Y., & Wong, C. W. (2012). The consumption side of sustainable fashion supply chain: Understanding fashion consumer eco-fashion consumption decision. Journal of Fashion Marketing and Management: An International Journal. Macchion, L., Da Giau, A., Caniato, F., Caridi, M., Danese, P., Rinaldi, R., & Vinelli, A. (2018). Strategic approaches to sustainability in fashion supply chain management. Production Planning & Control, 29(1), 9-28. Shen, B. (2014). Sustainable fashion supply chain: Lessons from H&M. Sustainability, 6(9), 6236-6249.	CH. 5 Readings on Carmen
7	10/5	Manufacturing /Sourcing	2 3 4	Arnold, D. G., & Bowie, N. E. (2003). Sweatshops and respect for persons. Business Ethics Quarterly, 13(2), 221-242. Tarek, K. M., & Mak, A. K. Y. (2017). Fashion CSR by global brands vs. social enterprises: a closer look after the Rana Plaza collapse in Bangladesh. Media Asia, 44(3-4), 135-141. Sung, K. S. (2021). A critical zooming in on the fast fashion industry: Focusing on the documentary Films The True Cost (2015) and RiverBlue (2017). Asian Women, 37(4), 49-67. Zwolinski, M. (2007). Sweatshops, choice, and exploitation. Business Ethics Quarterly, 17(4), 689-727.	CH. 6 Readings on Carmen
8	10/12	Advertising and Promotion - Fashion	2 3 4	Guedes, B., Paillard-Bardey, A. C., & Schat, A. (2020). Improving sustainable fashion marketing and advertising: A reflection on framing message and target audience.	CH. 7 Readings on Carmen

				International Journal of Market Research, 62(2), 124-126. Jacobson, J., & Harrison, B. (2022). Sustainable fashion social media influencers and content creation calibration. International Journal of Advertising, 41(1), 150-177. Kwon, K., & Lee, J. (2021). Corporate social responsibility advertising in social media: a content analysis of the fashion industry's CSR advertising on Instagram. Corporate Communications: An International Journal	
9	10/19	Advertising and Promotion – Hospitality	2 3 4 5	Latif, W., Islam, M. A., Mohamad, M., Sikder, M. A. H., & Ahmed, I. (2015). A conceptual framework of brand image on customer-based brand equity in the hospitality industry at Bangladesh: tourism management and advertisement as moderators. Journal of Scientific Research and Development, 2(11), 1-16. Liu, Y. L., Yuen, T. W., & Jiang, H. L. (2019). An experimental study of consumption orientations, environmental sustainability advertising and home-sharing adoption intentions. International Journal of Contemporary Hospitality Management	CH. 7 Continued Readings on Carmen
10	10/26	Ethical Considerations for Selling Services	2 3 4 5	Hu, J., Liu, Y. L., Yuen, T. W. W., Lim, M. K., & Hu, J. (2019). Do green practices really attract customers? The sharing economy from the sustainable supply chain management perspective. Resources, Conservation and Recycling, 149, 177-187. Xu, X., & Gursoy, D. (2015). Influence of sustainable hospitality supply chain management on customers' attitudes and behaviors. International journal of hospitality management, 49, 105-116	CH. 8 Readings on Carmen
11	11/2	Personal Ethics and Mission Statements	2 3 4 5		Revisit CH. 3 Readings on Carmen
12	11/9	Slow Movements, including Slow Tourism and Slow Fashion	2 3 4 5	Fletcher, K. (2010). Slow fashion: An invitation for systems change. Fashion practice, 2(2), 259-265. Lee, E., & Weder, F. (2021). Framing Sustainable Fashion Concepts on Social Media. An Analysis of slowfashionaustralia	Read "Ethics in Practice" cases 2.2 (p. 36) and 3.1 (p. 44)

				Instagram Posts and Post-COVID Visions of the Future. Sustainability, 13(17), 9976. Miretpastor, L., Peiró-Signes, Á., Segarra-Oña, M., & Mondéjar-Jiménez, J. O. S. É. (2015). The slow tourism: An indirect way to protect the environment. Sustainability, Social Responsibility and Innovations in Tourism and Hospitality; Parsa, HG, Ed, 317-339. Oh, H., Assaf, A. G., & Baloglu, S. (2016). Motivations and goals of slow tourism. Journal of Travel Research, 55(2), 205-219	
13	11/16	Wrap-Up and Review	2 3 4 5		All Research Project due Friday, 11/11
14	11/23	Holiday Break			Holiday Break
15	11/30	Presentations	2 3 4 5		Presentations
16	12/7	Presentations	2 3 4 5		Presentations

College of Education & Human Ecology
Department Human Sciences
Consumer Sciences: Fashion and Retail Studies

CSFRST 5720 – Economic History of Power in Fashion
Spring 2024, 3 Credit Hours, UG/G

Course Times and Location: In Person, TBA

Course Overview
Description / Rationale

A global investigation of multicultural influences in fashion and dress using a critical race lens to study the way fashions have developed, the diaspora of fashion trends, the economic systems that fashions support, and the power structures that both enable and prevent participation in – and democratization of – fashion. In this course we use critical race theory perspective and global economic principles to investigate and analyze the influences of economics and power on the fashions people wear as well as the infrastructures that have been built to source, manufacture, distribute, and sell fashion products.

Relation to Other Courses
This is a required course in the Fashion and Retail Studies master's program and an elective for senior UG students in Fashion and Retail Studies. Students in other graduate and undergraduate programs with an interest in the topic may enroll.

Prerequisites: ECON 2001.01 and SR standing; or Grad standing
Prerequisite Knowledge: Student should possess a general understanding of economics (such as would be presented in an undergraduate introductory ECON course) as well as a general knowledge of fashion history and the fashion industry, and have an ability to apply critical thinking in both written and oral formats.

Learning Objectives
By the end of this course, students will be able to:

1. Identify and explain the role of fashion (specifically dress and appearance artifacts) in the global economy.
2. Identify and understand how current fashions have roots in historic economic power structures.
3. Analyze and explain the factors that have historically prevented equity in fashion consumption.
4. Identify and explain ways that cultural appropriation has resulted in systemic economic benefits in privileged segments of the global economy.
5. Identify and explain how systemic marginalization related to fashion access and the fashion production process results in loss of power in the global economy.
6. Propose ways to investigate socio-economic influences on historical and current fashion economies.
7. Propose ways to introduce equity into the global fashion economy

Course Materials
Required Textbooks

There are no required texts for this course; a variety of historical and current resources will be employed. There is required reading; the list of required reading from peer-reviewed articles and excerpts from books (posted on Canvas or available online) is included in the Course Schedule.

Supplemental/Optional

Students are encouraged to have the APA Style Manual, 7th edition for ready reference. Additionally, the following resources will be referenced:

Becker, G.S. (2010). The Economics of Discrimination (Economic Research Studies). University of Chicago Press.

Nystrom, P.H. (1938). Economics of fashion. Ronald Press.

Walters, L., Lillethun, A., & Eicher, J.B. (2018). Fashion history: A global view (dress, body, culture). Bloomsbury.

Course Requirements/Evaluation
Grades

Assignment / Category	Points
Investigative Position Discussion Posts	250
Class Presentation and Discussion Leadership	350
Class Participation during Peer-Led Presentations	150
Meta-analysis Research Paper and Presentation about an economic issue in fashion (present or historic) with proposal for research to address the issue	500
TOTAL	**1250**

Assignment Descriptions

Investigative Position Discussion Posts (250 points): CO 1, 2, 3, 4, 5, 6, 7

Throughout the semester students will engage in 5 discussion posts (25 points each) on learning topics in the class. After completing the assigned readings, students will make a reflective post (approximately 500 words) on or before the Monday prior to class that week. Posts should include responses (written in full sentences, grammatically correct, with APA citations included as necessary – references do not count into the 500 words):

1. What aspects of this issue are among the one or two things that intrigue you about the topic/issue?
2. What surprised you about this issue?
3. What are your greatest learning advances after reading about this issue/topic?
4. What suggestions do you have to a resolution to this issue?

Do not list the above questions and then answer, but rather integrate your "answers" to the above questions into your reflective post. Supply a TITLE for your post, so as to give readers some direction and expectation about your position, focus, and purpose.

Students are required to reply to at least one other student, with meaningful comments and feedback, prior to the weekly class meeting.

Evaluation of this assignment is based on the following:

1. Adherence to guidelines for the post (on time and approximately 500 words in length; replying to other students, providing a title, etc.)
2. Quality of writing in your post
3. Quality of content in your post – including addressing each of the 4 items listed above.

Class Presentation and Discussion Leadership (Graduate Students) (350 points): CO 1, 2, 3, 4, 5, 6, 7

Throughout the semester there are 2 to 3 assigned articles for each weekly reading. Each graduate student will take leadership responsibility for presenting 2 articles to the class.

Each presentation will be a critique of one article, with presentation slides and discussion questions prepared (submit presentation slides on Carmen Canvas message by the evening prior to your presentation.

The presentation should take about 15 minutes (7-15 slides) to explain the purpose, research in or thesis of the article, including relevant research purpose, hypotheses, methods of inquiry or analysis, results, and conclusion of the author. You will want to share what YOU think regarding how the issue is being approached, and what could have been done differently, and what should be done in the future.

You must prepare 2 to 3 discussion questions to present to the class and lead a discussion about the article.

There will be a class sign-up distributed so that students can indicate their preferred choices for article and date.

Evaluation of this assignment will include:

1. Preparation and professionalism of the slides that accompany your oral presentation
2. Thoroughness of your presentation points – be sure to include all assigned aspects of the article to present
3. Quality of your analysis of the article and your reflection of its relevance on historic and current fashion issues
4. Quality of the questions you prepare and pose to the class
5. Quality of your ability to lead the class discussion about the article.

Class Participation during Peer-led presentations (G:150 points): CO 1,4, 5, 6, 7

In-class participation is essential to fully investigate the issues and topics presented in this class. All students are expected to be fully engaged in the class activities. Your active participation (being prepared with questions, responding to questions of others, engaging in discussion) is rewarded with 35 points per class session (UG) and 10 points per class session (G). To earn full in-class credit, students must demonstrate that they have completed the assigned readings and present insights, ask relevant questions, and otherwise draw from the reading content in their discussion contributions.

Meta-analysis Research Paper & Presentation (G: 500 points): CO: 1, 2, 3, 4, 5, 6, & 7

For this paper, you must select one economic issue in fashion (this can be present or historic) and, using APA style, write a meta-analysis. In the paper, be sure to identify an appropriate title, offer a clear introduction, and include at least 10 (mostly peer-reviewed) references in your analysis and reflection of the issue. In your conclusion, be sure to offer your opinion and/or suggestions for future resolution. For historical issues, you should reflect on how resolutions were achieved or are ongoing.

Graduate Students must include an additional section proposing a research project (methodology and data analysis required) addressing the issue presented and discussed in the meta-analysis. Because this is a major paper that will take time to write and edit, you will submit 'checkpoint' components:

1. Written proposal of your issue/topic and brief (500-700 words) explanation (50 points)
2. Draft of the paper – this is an opportunity for review by the instructor and one-on-one conversation regarding the direction of the paper as well as the quality of the work. (50 points).

   Students are expected to submit a draft that is formatted according to the APA Style Manual, with the Cover Page, working title, and list of references included. While a draft is not expected to be finished, there should be evidence of strong effort to begin the thesis of the paper and to account for the references that have been assembled (to date) to guide the organization and content of the paper.

3. Presentation of the Paper (100 points) – during the last several class sessions of the semester, each student will present the content of their papers. Students will have an opportunity to sign up for a preferred presentation date, but must be willing to present as needed/assigned. Keeping in mind that the presentation is given prior to the final due date of the paper (and that students presenting several weeks prior to other students), assessment of the presentation's content will have greater expectations for completeness in the later weeks.

   Parameters for the presentation include: organization of the topic and subtopics; professionalism of the speaking component; ability to engage peers in discussion about the topic; clarity of the content being presented; inclusion of presentation slides that aid in the presentation (but are not a 'data dump' of the draft manuscript).

4. Final Paper (200 points). The final paper should conform to the APA Style Manual's guidelines for a meta-analysis. (see pp. 7-8, 50-67, 212, 307

Course Schedule

Week	Topics	LO's	Readings/Activities	Assignments/Assessments
1	Intro; Overview of Economic Concepts	1 3	Stern, M. The 10 Economic Principles Welters, L. & Lillethun, A. (2018). Chapter 3: "Fashion Systems" (pp. 31-42) in Fashion history: A global view.	
2	Exploring the Way our Current Fashions and the Contemporary Global Fashion Industry are rooted in Historic Economic (and technological) Activities	1 2 3	Chapter 1: The forces determining discrimination in the marketplace (Becker: The Economics of Discrimination) Ha-Brookshire, J.E. & Lee, Y. (2010). Korean apparel manufacturing industry: Exploration from the industry life cycle perspective. Clothing and Textiles Research Journal, 28(4), 279-294. Ha-Brookshire, J.E. & Lu, S. (2010). Organizational identities and their economic performance: An analysis of U.S. textile and apparel firms. Clothing and Textiles Research Journal, 28(3), 174-188. Shephard, A.J. (2020). L. Candee & Co. and the U.S. rubber shoe industry. Clothing and Textiles Research Journal, 38(4), 255-269.	Discussion Post 1 Due
3	Who Holds Power to Dictate/Influence Fashion … and the Economic Effects of Power	1 3 4 5	Garrin, A.R. & Marcketti, S.B. (2018). The impact of hair on African American women's collective identity formation. Clothing and Textiles Research Journal, 36(2), 104-118. Jin, B., Kandagal, P.M., & Jung, S. (2012). Evolution patterns of apparel brands in Asian countries: Propositions from an analysis of the apparel industry in Korea and India. Clothing and Textiles Research Journal, 31(1), 48-63. Marks, D. (2021). A study of non-western dress history: The cultural authentication of the dress of the Guna women of Panama. Dress, 47(1), 57-82. Tomc, S. (2022). The Garb of White Nationalism in the 19 th century United States. Dress, 48(1), 1-20	
4	Ancient History to Modern Industry – Economic Systems in Clothing production	1-7	Welters, L. & Lillethun, A. (2018). Chapter 5: "Fashion Systems in Prehistory and the Americas" (pp. 71- 96) in Fashion history: A global view. Lu, S. & Dickerson, K. (2012). The relationship between import penetration and operation of the U.S. textile and apparel industries from 2002 to 2008. Clothing and Textiles Research Journal, 30(2), 119-133. Lu, S. & Dickerson, K. (2012). The United States – Korea Free Trade Agreement (KORUS) and its impacts on China's textile and apparel exports to the United States. Clothing and Textiles Research Journal, 30(4), 300-314.	Meta-analysis topic proposal due

			Mansi, B. & Niehm, L. (2009). An opportunity analysis framework for apparel retailing in India: Economic, social, and cultural considerations for international retail firms. Clothing and Textiles Research Journal, 27(4), 287-300	
5	Empires and Fashion Industry Emergence	1-7	Welters, L. & Lillethun, A. (2018). Chapter 6: "Fashion Systems and Trade Networks in the Eastern Hemisphere" (pp. 97-122) and Chapter 7: "Fashion Systems in East, South, and Southeast Asia" (pp. 123-148) in Fashion history: A global view. Glasmeier, A., Thompson, J.W., & Kays, A.J. (1993). The geography of trade policy: Trade regimes and location decisions in the textile and apparel complex. Transactions of the Institute of British Geographers, 18(1), 19-35. Matheson, L. (2011). Imperial material modern western fashion theory and a seventeenth century eastern empire. Dress, 37(1), 1-14. Wade, R.H. (2012). The invisible hand of the American empire. Ethics & International Affairs, 17(2), 77- 88.	Discussion Post 2 due
6	Industrial Revolutions – Fashion Economics And Democratization of Power	1-7	Nystrom, P.H. (1928). Chapter 6 "The Influence of Custom on Consumption" (pp. 123-141) and Chapter 16 "Technical and Industrial Advance in the Production of Goods" (pp. 397-418) in Economics of Fashion. Hodges, N.N. & Karpova, E. (2008). A tale of two industries: An interpretive analysis of media reports on textiles and apparel in North Carolina. Clothing and Textiles Research Journal, 26(3), 253-272. Schrank, A. (2004). Ready-to-wear development? Foreign investment, technology transfer, and learning by watching in the apparel trade. Social Forces, 83(1), 123-156.	
7	Slavery and Servitude and Fashion Production	1-7	Ping, L.J. (2021). A tale of two Bloomer costumes: What Mary Stickney's and Meriva Carpenter's Bloomers reveal about 19 th century dress reform. Dress, 47(2), 139-153. Sanders, E.A. (2011). Female slave narratives and appearance: Assimilation, experience, and escape. Clothing and Textiles Research Journal, 29(4), 267-283.	Discussion Post 3 due
8	Sweatshops, Regulations, and Economic Growth	1-7	Marcketti, S.B. (2010). Codes of fair competition: The National Recovery Act, 1933-1935, and the women's dress manufacturing industry. Clothing and Textiles Research Journal, 28(3), 189-204	Meta-analysis draft due
9	Beauty Standards and their Impact on	1-7	Lynch, A. (2007). Expanding the definition of provocative dress: An examination of female flashing behavior on a	Discussion Post 4 due

	Fashions and the Economy		college campus. Clothing and Textiles Research Journal, 25(2), 184-201. Morgado, M.A. (2007). The semiotics of extraordinary dress: A structural analysis and interpretation of hip-hop style. Clothing and Textiles Research Journal, 25(2), 131-155	
10	Fast Fashion, Slow Fashion, and Consumer "Choice"	1-7	Muhammad, A.J. (2015). The individual woman microenterprise owner: An exploration of apparel retailers from an integrated Black feminist perspective. Clothing and Textiles Research Journal, 33(1), 19-34. Peteu, M.C. & Gray, S.H. (2009). Clothing invention: Improving the functionality of women's skirts, 1846-1920. Clothing and Textiles Research Journal, 27(1), 45-61.	
11	Counterfeit Fashion and its economic implications (such as Human Trafficking	1-7	Cheek, W. and Easterling, C.R. (2008). Fashion counterfeiting: Consumer behavior issues. Journal of Family and Consumer Sciences, 100(4), 40-48. Meraviglia, L. (2015). Counterfeiting, fashion and the civil society. Journal of Fashion Marketing and Management, 19(3), 230-248	Discussion Post 5 due
12	Presentations of Meta-analysis papers	6-7		Each presenting student will assign 1 peer-reviewed article to read for reference
13	Presentations of Meta-analysis papers	6-7		Each presenting student will assign 1 peer-reviewed article to read for reference
14	Presentations of Meta-analysis papers	6-7		Each presenting student will assign 1 peer-reviewed article to read for reference

College of Education & Human Ecology
Department Human Sciences
Consumer Sciences: Fashion and Retail Studies

CSFRST 5730 – Fashion, Textiles, and the Environment
Autumn 2023, 3 Credit Hours, UG/G

Course Times and Location: Hybrid, TBA

Course Overview
Description / Rationale

This course examines the challenges to environmental stewardship in the sourcing, production, design, and distribution of apparel, textiles, and footwear. It will explore innovative practices and solutions, the role of visionary leaders and organizations, and strategies for social change.

Relation to Other Courses
This is a graduate/senior-level advanced course in Fashion & Retail Studies.
Prerequisites: CSFRST 2371 or Grad standing
Prerequisite Knowledge: Students should have a basic knowledge of textiles used in the apparel industry.

Learning Objectives
By the end of this course, students will be able to:

1. Develop the ability to connect apparel design ideas and sourcing decisions with intended and unintended environmental consequences.
2. Analyze environmental policies and their impact on the global apparel industry.
3. Identify current solutions for addressing environmental challenges in the apparel supply chain.
4. Synthesize knowledge of current practices, polices, and research in a project that presents a solution to a fashion-related environmental challenge.

Course Materials
Required Textbooks

Gullingsrud, A. (2017). Fashion fibers: Designing for sustainability. New York: Fairchild Books

Assigned readings and resources available through Canvas course site.

Course Requirements/Evaluation
Grades

Assignment / Category	Points
Sustainable Fashion Research – Discussion Leader	100
Garment Redesign and Impact Assessment	200
Video Case Analysis	150
Waste to Place Project	
Position Statement	150
Research Proposal	200
Project Presentation	200
TOTAL	**1000**

Assignment Descriptions

Discussion Leader: Each student will be responsible for leading the class in a 30–45-minute discussion based on the week's research readings. ***Students will have to pair up in teams of 2-3 people to lead a discussion session. Include the following for the discussion:

1. Slide deck using PowerPoint or other presentation software
2. A list of questions for the class to respond to as part of the discussion
3. Additional materials/resources that emphasize the points of your discussion
4. One-page Summary Report of the research article which describes the following:
   - Purpose/Objective of the study: What the reason for carrying out the research?
   - Results or key points: What are the major findings of the research?
   - Conclusion: summarize the author's conclusions
5. Upload report on Canvas
6. Evaluation will be based on:
   - Demonstration of a clear understanding of the topic
   - Quality of the questions posed to the class
   - Ability to foster discussion/interaction around the topic
   - Overall professionalism
   - Thoroughness of summary report

Garment ReDesign Impact Assessment: Using environmental impact tools, students will develop an impact assessment of a garment sample and report on strategies that could be used to redesign the garment in order to reduce its environmental footprint.

Video Case Analysis: Students will complete an interactive case study of a sustainable apparel business and analyze its business model. It will include a video profile of the business accompanied by a set of questions.

Project – Textile Waste to Place: This project will focus on the management of post-consumer textile waste. Students will develop a proposition statement outlining a product development/design solution to the management of textile waste and a related project that results in a mock-up, prototype, marketing strategy or business model that demonstrates the potential of PCTW. Graduate students will also be required to develop a research proposal based on their proposition statement (5-7 pages). This proposal should include a review of relevant academic literature and a proposed methodology for managing post-consumer textile waste.

Course Schedule

Week	Topics/Readings	LO's	Assignments/Assessments
1	**Course introduction/ Defining Sustainability** Fashion Fibers, pgs. 5-49		Discussion Leader Sign-up
2	**Textile supply chain and its environmental impact** **Fashion Fibers, pgs. 59-99** *Chen, H-L. and Burns, L.D. (2006) 'Environmental analysis of textile products', Clothing and Textiles Research Journal, 24, 248-261* *Muthu, S.S., Li, Y., Hu, J-Y., and Mok, P-Y. (2012a) 'Quantification of environmental impact and ecological sustainability for textile fibres', Ecological Indicators, 13, 66-74.*	3	
3	**Textile supply chain and its environmental impact** **Fashion Fibers, pgs.155-193**	3	

	Muthu, S.S., Li, Y., Hu, J-Y., and Mok, P-Y. (2012b) 'Recyclability potential index (rpi): The concept and quantification of rpi for textile fibres', Ecological Indicators, 18, 58-62. *Shen, L., Worrell, E., and Patel, M.K. (2010), 'Environmental assessment of man-made cellulose fibres', Resources, Conservation and Recycling, 55, 260-274.*		
4	**Measuring environmental impact** **Fashion Fibers, pgs. 105-149** *Chun, E., Joung, H., Lim, Y. J., & Ko, E. (2021). Business transparency and willingness to act environmentally conscious behavior: Applying the sustainable fashion evaluation system "Higg Index." Journal of Global Scholars of Marketing Science, 31(3), 437–452*	1 3	
5	**Calculating water and energy footprints** **Fashion Fibers, pgs. 201-247** *Liang, J., Ning, X., Sun, J., Song, J., Lu, J., Cai, H., & Hong, Y. (2018). Toxicity evaluation of textile dyeing effluent and its possible relationship with chemical oxygen demand. Ecotoxicology and Environmental Safety, 166, 56–62.*	1 3	Video Case Analysis
6	**Lifecycle assessment (LCA)** **Fashion Fibers, pgs. 251-263** *Moazzem, S., Daver, F., Crossin, E., & Wang, L. (2018). Assessing environmental impact of textile supply chain using life cycle assessment methodology. Journal of the Textile Institute, 109(12), 1574–1585.* *Woolridge, A. C., Ward, G. D., Phillips, P. S., Collins, M. & Gandy, S. Life cycle assessment for reuse/recycling of donated waste textiles compared to use of virgin material: An UK energy saving perspective. Resour. Conserv. Recycl. 46, 94–103 (2006).*	1 2 3	Proposition Statement Due
7	**End-of-life management** *Hawley, J. M. Textile recycling as a system: A micro/macro analysis. J. Fam. Consum. Sci. Alex. 92, 40–43 (2000).* *Lewis, T. (2015). Apparel disposal and reuse. In R.S. Blackburn (Ed.), Sustainable apparel: Production, processing and recycling (pp. 233-250). Cambridge, UK: Woodhead Publishing.*	2 3	
8	**Environmental policies** *Cai, Y., & Choi, T. (2021). Extended Producer Responsibility: A Systematic Review and Innovative Proposals for Improving Sustainability. IEEE Transactions on Engineering Management, Engineering Management, IEEE Transactions on, IEEE Trans. Eng. Manage, 68(1), 272–288.*	2	

	Eunsuk Hur & Eleanor Faragher- Siddall (2022) Young Consumer Perspectives on Government Policy Interventions for Sustainable Fashion Consumption in the UK, Fashion Practice, 14:3, 405-427		
9	**Environmental policies** *Jiang, L., Yin, M., Tang, Y., Dai, R., Mo, L., Yang, W., Liang, Y., & Huang, K. (2022). Microfibers shed from synthetic textiles during laundry: Flow to wastewater treatment plants or release to receiving waters through storm drains? Process Safety & Environmental Protection: Transactions of the Institution of Chemical Engineers Part B, 168, 689–697.*	2	
10	**Sustainable apparel design** *Curwen, L., Park, J., and Sarkar, A.K. (2013) 'Challenges and solutions of sustainable apparel product development: A case study of Eileen Fisher', Clothing and Textiles Research Journal, 31, 32-47.* *Durham, E., Hewitt, A., Bell, R., & Russell, S. (2015). Technical design for recycling of clothing. In R.S. Blackburn (Ed.), Sustainable apparel: Production, processing, and recycling (pp.187-198). Cambridge, UK: Woodhead Publishing.* *Erin Lawless & Katalin Medvedev (2016) Assessment of sustainable design practices in the fashion industry: experiences of eight small sustainable design companies in the Northeastern and Southeastern United States, International Journal of Fashion Design, Technology and Education, 9:1, 41-50*	1 3	Project Proposal Due
11	**Sustainable apparel design** *Gam, H. J., Cao, H., Bennett, J., Helmkamp, K., and Farr, C. (2011), Application of design for disassembly in men's jacket: A study on sustainable apparel design", International Journal of Clothing Science and Technology, 23(2/3), 83 – 94.* *Young, C., Jirousek, C. and Ashdown, S. (2004) 'Undesigned: A study in sustainable design of apparel using post-consumer recycled clothing', Clothing and Textiles Research Journal, 22,1, 61-68*	1 3	Garment Redesign and Impact Assessment
12	**Sustainability and sourcing** *Quinn, S.B. (2015). Sustainable sourcing. In J. Hethorn and C. Ulasewicz (Eds.), Sustainable fashion: What's next? (pp. 346-374). New York: Fairchild Books*	1 3	
13	**Sustainability and sourcing** *Pantxika Ospital, Dimitri Masson, Cédrick Beler & Jérémy Legardeur (2022) Toward product transparency: communicating traceability information to consumers, International Journal of Fashion Design, Technology and Education*	1 3	
14	**Sustainable apparel retail** *Amrut Sadachar, Kseniya Konika & Swagata Chakraborty (2022) The*	3	

	role of sustainable visual merchandising practices in predicting retail store loyalty, International Journal of Fashion Design, Technology and Education, 15:3, 257-266 *Rose Francoise Bertram & Ting Chi (2018) A study of companies' business responses to fashion e-commerce's environmental impact, International Journal of Fashion Design, Technology and Education, 11:2, 254-264*		
15	Project Presentations	1 2 4	
16	Project Presentations	1 2 4	

College of Education & Human Ecology
Department Human Sciences
Consumer Sciences: Fashion and Retail Studies

CSFRST 5780 – Leadership for the Service Industry
Autumn 2023, 3 Credit Hours, UG/G

Course Times and Location: In Person, TBA

Course Overview
Description / Rationale

This course introduces leadership theory at two levels – the individual level (people as leaders) and the organizational level (companies as leaders). This course provides both an in-depth presentation of leadership theory and a discussion of how it applies to real-life business situations. Through the study of leadership theory, this course provides an opportunity for senior students to examine critical leadership issues that are important to prepare them to enter workforce in the service industry. The purpose here is to give future leaders insights into leadership theory and practical tools that are focused various sectors in the service industry (for example, hospitality, fashion and retailing, sports, arts, healthcare, events, airlines, and so forth). This course is also useful for students who plan to pursue careers in for-profit and/or not-for-profit organizations.

Relation to Other Courses
Prerequisites: SR or Grad standing
Prerequisite Knowledge: Some experience and/or understanding of the service industry will be most useful for students to undertake this course.

Learning Objectives
The objective of this course is to provide students with an intellectual and practical understanding of the key leadership theories and concepts that are pertinent for the service industry. Following successful completion of this course students will be able to:

1. Describe and evaluate leadership theories, styles and philosophies in a service industry context;
2. Identify various ethical principles related to managing in the service industry;
3. Self-evaluate student's leadership style to effectively utilize personal strengths and beliefs in leading people and service organizations;
4. Summarize the importance of long-term focus, and how to align service organizations aims, mission, vision, value and strategies;
5. Analyze various service industry sectors in order to identify critical leadership success factors.

Course Materials
Required Textbooks: No required textbook

Reading: Below is a list of readings. Although there is no required textbook, the following readings listed are required readings for this course. Weekly readings will be assigned and will be available through Carmen.

1. Shin, N. and Park, S. (2021) Supply Chain leadership driven strategic resilience capabilities management: a leader-member exchange perspective, Journal of Business Research, 122, 1-13.
2. Gottfredson, R. K. and Reina, C.S. (2020) Exploring why leaders do what they do: An integrative review of the situation-trait approach and situation-encoding schemas, The Leadership Quarterly, 31 – 101373
3. Kock, N., Mayfield, M., Mayfield, J., Sexton, S., De La Graza, M. L. (2019) Empathetic leadership: How leader emotional support and understanding influences follower performance, Journal of Leadership and Organizational Studies, Vol. 26 (2) 217-236.
4. Walter, F. and Scheibe, S. (2013) A literature review and emotion-based model of age and leadership: New directions for the trait approach, The Leadership Quarterly, 24, 882- 901.

5. Thompson, G. and Glaso, L. (2018) Situational leadership theory: a test from a leader- follower congruence approach, Leadership & Organization Development Journal, Vol 39 (5) pp 574-591.
6. Gao, R., Murphy, W. H. Anderson, R.E. (2020) Transformational leadership effects on salespeople's attitudes, striving, and performance., Journal of Business Research, 110, 237-245.
7. Alvesson, M. and Einola, K. (2019) Warning for excessive positivity: Authentic leadership and other traps in leadership studies, The Leadership Quarterly – 30, 383-395.
8. Riggio, R.E, and Reichard, R.J. (2008) The emotional and social intelligences of effective leadership: An emotional and social skill approach, Journal of Management Psychology, Vol 23 (2) pp 169-185.
9. Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., and Liden, R. C. (2019) Servant Leadership: A Systematic review and call for future research, The Leadership Quarterly, 30, 111-132.
10. Testa, M. R. (2009)National culture, leadership and citizenship: Implications for cross- cultural management., International Journal of Hospitality Management, 28, 78-85.
11. Lyoyd, K.J., Boer, D., Voelpel, S.C. (2017) From listening to leading: Toward an understanding of supervisor listening within the framework of leader-member exchange theory, International Journal of Business Communication, Vol 54 (4) pp 431-451.
12. McCleskey, J. (2014) Emotional intelligence and leadership: A review of the progress, controversy and criticism, International Journal of Organizational Analysis, Vol.22.No.1. pp76-93.

Supplemental/Optional Materials:

1. Leadership Theory and Practice (7th Edition) by Peter G. Northouse, 2016, Sage Publications, Inc.
2. What Great Service Leaders Know & Do by James L. Heskett, W.Earl Sasser, Jr., Leonard A. Schlesinger Berrett, 2015, Koehler Publishers Inc.
3. Authentic Leadership: Rediscovering the secrets to Creating Lasting Value by Bill George, 2003, Jossy-Bass, Wiley.
4. True North by Bill George with Peter Sims, 2007, Jossey-Bass, Wiley.

Course Requirements/Evaluation
Grades

Assignment / Category	Points
Individual Review questions, 10 x 4	40
Individual Project 1	20
Individual Project 2	40
TOTAL	**100**

Assignment Descriptions

Individual Review questions: There will be a total of 4 individual review assignments during the semester. Each review assignment will have two questions based on the topic/s covered.

1. The review assignments will be available on Carmen at the end of each review period (Weeks 4, 7,10, and 13).
2. Each student is required to submit their answers to the review questions to the Carmen drop box by 11:59 pm Friday (of the same week).
3. Each question carries 5 points, meaning that there is a maximum of 10 available points per review assignment.

Individual Project 1 - Leadership Analysis and Self -Evaluation: This assessment task is an individual research project on yourself. You are required to produce a reflective essay (about 1500 words) summarizing your own leadership strengths and weakness. Please submit your essay on carmen drop box on or before: ------- The assessment:

1. Select two leadership theories/approaches of personal interest to you (e.g., transformational, ethical, authentic etc.). Provide a brief overview of these theories/approaches (this includes, but is not limited to, definitions, key points, strengths/criticisms, etc.). Then, based on these two theories/approaches, select one that best illustrates

your own leadership perspective. Reflect on why it is most relevant, and use relevant literature and examples to support your reflection.

Individual Project 2 - Leadership Coaching Orientation:

Leadership coaching orientation: Task Description

This is an individual leadership project for you for this class. Through the completion of this project, you will demonstrate your knowledge of the leadership concepts adopted by your service firm (you are acting as the leadership coach of a service firm. You may choose a service firm in the market that you know of). As the leadership coach/manager of this firm you will initiate many changes in the firm and introduce best approaches in leadership coaching for the employees of the firm (new employees and current employees). Therefore, as the firm's leadership coach/manager you are required to prepare:

- A comprehensive written leadership document for guiding new employees and current employees of the firm. (the proposal may include figures, graphs or other illustrations)
- The written part of the project should be approximately 2000 words in length spacing 1.5, font size about 12, standard font such as Times New Roman, Arial, etc.
- Students will gain the opportunity to demonstrate their ability to serve as a leadership coach/manager of a service firm. Therefore, you will assume a leadership coach's responsibility to investigate, develop, plan, and articulate a comprehensive plan imperative to communicate effectively to new employees for the firm. The report should be a realistic project and will serve for the orientation of new employees into the firm's values, beliefs and leadership styles. The report may use any illustrations to communicate your firm's values, beliefs and leadership concepts in a clear, concise and easy to understand manner to new employees.

Listed below are the 3 essential phases that will be used to compile this project. (Each phase of the project will collectively form individual project 2):

Phase 1: Firms' leadership style and values What are some of the unique characteristics of the firm's leadership and values that help the firm to gain loyalty and trust from employees and customers alike.

Phase 2: Strategies that help the firm to focus its energies on its employees and to the community it serves. Discuss some of the strategies that has helped the firm to focus on employees and the society through the ideas discussed in the concepts of: service profit chain, internal marketing, shared value, and so forth.

Phase 3: Firm's critical success factors outline How would you describe the success factors of the firm? What makes this firm stand out in the market as a leader for the other firms in the market to follow this firm

Course Schedule

Week	Topics	LO's	Readings/Activities	Assignments/Assessments
1	Course Introduction and Overview of the Course			
2	Leader vs Manager	1	Shin and Park (2021)	
3	External Speaker on Leader vs Manager	1	Gottfredson and Rina (2020)	
4	Emphatic Leadership	1	Kock et al (2019)	Review 1 answer submission
5	External Speaker on Trait Approach	2	Walter and Scheibe (2013)	
6	Leadership – Behavorial and Situational Approach	2	Thompson and Glaso (2018)	
7	Transformational Leadership	2	Gao et al. (2020)	Review 2 answer submission
8	Authentic Leadership	3	Alvsson and Einola (2019)	
9	External Speaker on Leadership	4	Riggio and Reichard (2008)	
10	Servant Leadership	4	Eva et al (2019)	Review 3 answer submission

11	Culture and Leadership	3	Tsai (2011)	
12	Leader-Member Exchange Theory	5	Lloyd et al (2017)	
13	Emotional Intelligence	5	McCleskey (2014)	Review 4 answer submission
14	Review and Discussion			

College of Education & Human Ecology
Department Human Sciences
Consumer Sciences: Fashion and Retail Studies

CSFRST 6576 – Global Sourcing and Trade in Textile Products
Autumn 2023, 3 Credit Hours, G

Course Times and Location: Hybrid, TBA

Course Overview
Description / Rationale

This course is an introduction to the global textile and apparel complex, particularly the importance of international trade, global sourcing, strategic management of global brands, sustainability, and corporate social responsibility.

Relation to Other Courses
This is a graduate level course in Fashion and Retail Studies.
Prerequisites: CSFRST 2372 or Grad standing; recommended CSFRST 2371
Prerequisite Knowledge: Students should have basic knowledge of the structure and organization of apparel retailers and brands.

Learning Objectives
By the end of this course, students will be able to:

1. Describe the structure, conduct, and performance of the global apparel industry and assess current global factors.
2. Analyze cultural, economic, environmental, and political factors that impact the global apparel industry.
3. Examine the implications of international regulations, alliances, and trade policies on the apparel industry.
4. Apply knowledge of global production, consumption, and distribution of textile and apparel products to make sourcing decisions that maximize the value of textile and apparel production.

Course Materials
Required Textbooks

1. Kunz, G.I., Karpova, E., and Garner, M.B. (2016). Going global: The textile and apparel industry (4th edition). New York: Fairchild Books.
2. Assigned readings and resources available through Canvas course site

Course Requirements/Evaluation
Grades

Assignment / Category	Points
Global Trend Report x 1	50
Quizzes x 10	100
Case Analysis x 5	250
Short Assignments x 2	50
Individual Project x 1	150
TOTAL	**600**

Assignment Descriptions

Quizzes: You will have ten (10) to-point quizzes throughout the semester. When the quiz is available on Carmen, you will have 72 hours (3 days) to complete it. No time extensions will be possible so be sure to take the quiz within the allotted time frame. Quizzes will cover content from readings, lectures, and any information covered during class time (including guest speakers and presentations). Quiz format will include multiple choice, True/False, and matching questions.

Short Assignments: Throughout the semester, there will be two (2) short in-class assignments related to your project. The assignments may include a short reading or video followed by questions.

Case Analysis: Students will review case studies related to major issues facing the apparel industry as it engages in global practices. Students are expected to demonstrate competence in analyzing the range of topics covered in the case studies and will be required to submit a written analysis for all five (5) case studies. Each analysis should reflect a focused position statement that shapes the rest of the analysis, supported by an argument that references evidence from both the case study and external sources (including qualitative and quantitative data found in the back matter and appendices), and makes a compelling recommendation based on the evidence and outlines a clear, logical course of action for the company.

Writing your Case Study Analysis

1. The written analysis should be no longer than two (2), typed, single-spaced pages. Margins should be between 3/4"- 1" and fonts between 8 -12 point. Be sure to include your name and the title of the Case Study at the top of the page.
2. Case studies can be presented in the form of a problem, a decision to be made or an evaluation of an event. As you read the case, take notes as you go along, this can help you organize your analysis later.
3. Your case analysis should be written in the form of an essay. You can use bullet points to highlight certain information, but not for the entire analysis. A case analysis should address the following questions: What? Why? & How?

Global Trend Report: Students must select a current topic related to globalization and sourcing of fashion products and present a brief report on the topic (5-7 minutes) to the class. Students will sign up in advance for a date to present, and their topic must closely correspond to the course topic indicated on the syllabus for the date of the presentation. Students may reference textbooks, e- resources like Sourcing Journal, Women's Wear Daily, The Business of Fashion, The Fashion Law, etc. for additional content related to the presentation.

Project: For this project you will research and report on the opportunity for a fashion company to grow beyond its domestic market and reach an international consumer. The fashion company does not have to be based in the United States and it cannot already have a physical store in the market that you chose for your expansion (it can have an e-commerce presence). Your expansion strategy can be approached through one of three perspectives: (1) Product Development, (2) Merchandise & Marketing, and (3) Supply Chain Management. Projects will be evaluated in terms of an overall research project that adequately reflects depth of research and use of relevant (secondary) research sources for the selected area of focus.

Course Schedule

Week	Topics	LO's	Assignments/Assessments	Readings/Activites
1	Course Introduction Intro to Globalization in the Fashion Industry	1		Going Global: CH. 1
2	Textile and Apparel Industries The Global Supply Chain	1	Quiz 1	Going Global: CH. 1
3	Politics of Global Trade	2	Case Analysis 1 Quiz 2	Going Global: CH. 5 Case Study 1 Trend Reports
4	Politics of Global Trade	2	Short Assignment 1 Quiz 3	Going Global: CH. 5 Trend Reports
5	Sourcing Decisions	2-3	Case Analysis 2 Quiz 4 Project Check-in 1	Going Global: CH. 8 Case Study 2 Trend Reports

6	Trade Agreements and Global Apparel Supply Chain	3	Quiz 5	Going Global: CH. 6 Trend Reports
7	Sourcing Locations	3	Case Analysis 3 Quiz 6 Project Check-in 2	Going Global: CH. 7 Case Study 3 Trend Reports
8	Global Brands and Fashion Consumers	1-2	Quiz 7	Going Global: CH. 2
9	Sustainability and Social Responsibility in the Global Fashion Chain	2	Case Analysis 4 Quiz 8 Project Outline	Going Global: CH. 4 Case Study 4 Trend Reports
10	Sustainability and Social Responsibility in the Global Fashion Chain	2	Short Assignment 2	Going Global: CH. 9, 10 Trend Reports
11	Trading Partners	2-3	Case Analysis 5 Quiz 9	Going Global: CH. 11, 12 Case Study 5 Trend Reports
12	Trading Partners	2-3	Teams work on project	Going Global: CH. 11, 12 Trend Reports
13	Counterfeit Goods Fashion Law	1-2	Project Report	WWD: Counterpunch Article: Designer names as brands Trend Reports
14	Global Luxury Management, Global Fashion Luxury Consumption	1-2	Project Slides Deck	Article: Managing an iconic old luxury brand in a new luxury economy Film: Luxury Behind the Mirror
15	Project Presentations			
16	Project Presentations		Quiz 10	

College of Education & Human Ecology
Department Human Sciences
Consumer Sciences: Fashion and Retail Studies

CSFRST 6585 – Retail Merchandising II
Spring TBA, 3 Credit Hours, G

Course Times and Location: In Person TTH 9:35 AM – 10:55 AM

Course Overview
Description / Rationale

Retail buyer's role in merchandise management. Gain understanding of financial acumen within retail industry. Analysis and synthesis of merchandising management practices and problems. Use of industry practices for decision making, planning, and control of merchandise. Development of Seasonal Buying plan, decision making based on buying plan performance. Analysis of Allocation Models and distribution decision making.

Relation to Other Courses
Prerequisites: Grad standing
Prerequisite Knowledge: Students are expected to have experience with and a basic knowledge of merchandising operations and the merchandising mathematical functions that support the retail operation.

Learning Objectives
By the end of this course, students will be able to:

1. Identify the merchandising components that contribute to profit and loss. Analyze different scenarios then make recommendations for action that enhance profitability.
2. Recognize the impact of pricing/repricing decisions on profits. Identify the basic pricing elements and produce spreadsheets with various scenarios that manipulate cost, markup, and retail price.
3. Calculate initial mark ups, cumulative mark ups and maintained mark ups in the merchandising context.
4. Understanding of the Retail method of inventory and analyze situations that affect inventory value and turnover.
5. Gain proficiency in the Six-Month Merchandising plan by demonstrating the ability to produce and analyze both dollar planning and merchandise assortment planning.
6. Demonstrate ability to modify plans according to actual performance in merchandising operations.
7. Develop merchandise assortment plans by synthesizing and integrating data.
8. Understand elements of successful negotiation and practice negotiation strategies.
9. Develop and present ideas for merchandising practices that are based in sound financial planning

Course Materials
Required Textbooks

Tepper, Bette K. and Green, Marla (2019). Mathematics for Retail Buying, (9th ED), Fairchild Publications: New York, NY. ISBN: 9781501315657

Course Requirements/Evaluation
Grades

Assignment / Category	Points
In-Class Tophat Quizzes	200
Homework and Case Studies	500
Buying Project	300
Develop Case Study	125
TOTAL	**1125**

Assignment Descriptions

Retail Case Studies: There are 5 required Cases which contained in the text or posted on Carmen Canvas – all are indicated on the syllabus schedule. Students are responsible for preparing their work about the cases prior to class; in-class Cases will be discussed during the class and are designed to further enrich your knowledge of the content.

Tophat in-class Quizzes: TopHat quizzes with Chapter content and Case Study information will be graded ½ for correctness and ½ for participation. Students must be present in class to be eligible for quiz points.

Buying Project: 3 Stages - Individual Project: You will be buying for the Fall/Winter Season 20xx-xy

1. Buying Project Part 1 Company Background & Target Customer (History 75 points)**:** Pick a Publicly Listed (on a US Stock Exchange) retail company that carries apparel. You will be a buyer for the store you choose in this project. The company should have reported sales increase/decrease % for the past 3 years. Research and report the following information for your company:
   a. Mission statement
   b. The company's annual sales volume for the previous year
   c. Sales increase/decrease % for the past 3 years
   d. Number of stores/format for sales and sales volume
   e. Average Store Sales = Annual sales volume for previous year/# of stores)
   f. Target customer in terms of demographics and psychographics
   g. Select a department (apparel) that you would like to work on for the rest of the project
2. Buying Project Part 2-Trend Analysis and Assortment Planning (100 Points)
   a. Familiarize yourself with the merchandise represented by the department you have selected. Conduct research (fashion magazines, fashion catalogues, etc.) so that you can present a trend analysis for the upcoming season. Review you research findings and provide citations.
   b. First determine and indicate product classifications that you want to carry for your department. You should name the classification you chose.
   c. Determine a model stock for that specific product classification you identified in step 1-(2). The total number of SKUS for this classification should range from 50 SKUs to 150 SKUs. You should have at least three different styles. Indicate how much of your budget will be spent on this model stock and how much that means you can pay for each piece.
   d. Conduct further research to determine specific styles, colors, and sizes that you want to carry for the product classification you have selected. Remember that the number of styles, colors, and sizes should be based on the model stock you have determined in the step 1-(3). You should name the kinds of styles, colors, and sizes you choose. You should also explain how/why you choose these styles and colors.
   e. When you select styles and colors, keep in mind that there will be a certain level of basic merchandise that doesn't have a fashion-forward direction. For sizing systems, you can follow what you find in the store your chose or you can choose one of your own
   f. Identify two hot styles and two hot colors in your department/product category. You should explain why these styles and colors would be the most popular
   g. **Trend Board:** Construct a trend board that identifies your two hot styles and two hot colors. Name these styles and colors. The trend board should be electronic – a one slide visual.
3. Buying Project Part 3: 6 Month Merchandise Plan August 20xx-January 20xy, Section 3: Six-Month Merchandise Plan for Your Department. Prepare a six-month plan for the specific department (merchandise) that you have selected. This is an excel spread sheet with excel formulas that reveal actual numbers. You should prepare your spreadsheet to orient with 6 months across the top and planned sales, planned markdowns, BOM, EOM, Planned purchases, Commitments and open to buy going down. First take the department you have chosen to focus on for the project, (Note the previous season's sales for this department (either from published data or take a percentage of overall sales and state why you used this figure).

a.　Planned Sales Figure: Calculate the planned sales figure for the specific department (merchandise) that you have selected for the Spring/Summer or Fall/Winter season. Show your work.
- Step 1-Research Store Sales LY (calculate season, keep in mind F/W is always larger)
- Step 2-Allocate Sales by Month (use best judgement)
- Step 3-Determine Sales Increase (based on company's performance)
- Step 4-Calculate Planned Monthly Sales
- Determine Season Percentage (F/W-55%, S/S 45%)
- Dept Percentage (20%)
- Markdown Percentage (9%)
- Expenses for your sales period (35%)
- Stock:Sales Ratios should be determined for each month.
- Use S:S ratio for BOM planning

　　b.　Calculate the Following:
- Planned EOM Inventory
- Planned BOM Inventory
- Planned Reductions (Assume total of 13%: 9% Markdown, 3% Shortage, 1% Discount)
- Planned Purchases at Retail
- Planned Purchases at Cost
- Commitments
- Open-to-Buy (OTB)

　　c.　Be sure that the six month plan includes:
- Dollar planned sales for each month and total
- Dollar planned markdowns for each month and total
- BOM for each month
- EOM for each month
- Planned purchases at Retail for each month and total
- Open to Buy for each month and total = Planned Purchases –Commitments

Develop a Retail Case Study: Each graduate student will write a 'case study' based on a real-life fashion/retail industry current or historic situation. The Case Study should contain:

1. An overview of the situation (use references as appropriate)
2. A list of specific questions or problems for which a solution needs to be identified
3. A set of possible solutions/options that could address the questions/problems, drawing from a set of references/resourses (listed in your case study report) in #2
4. YOUR suggested course of action to optimize an outcome that benefits the retailer/fashion company while also addressing the consumer climate and the company's mission and values.

Course Schedule

Week	Topics	LO's	Readings/Activities	Assignments/Assessments
1	Class Introduction	1	Review Merchandising Mathematics Principles and Concepts	Tophat: Review Quiz
2	Analyzing Profit Performance	1	CH: 1 Merchandising for a Profit	Tophat HW1
3	Pricing Strategies	1-2	CH: 2 Retail Pricing and Repricing	Tophat
4		1-2		Tophat HW2
5	Achieving Markup Goals	2-3	CH: 3 Basic Markup Equations	Tophat Buying Project 1
6	Basic Stock and Model Stock	3		Tophat

				HW3
7	Assortment Planning, Determining SKUS	5		Tophat
8	Merchandise Assortment Strategies for Change	5	Case in Geigers Case Studies, pg. 46	Tophat HW4
9	Managing Inventory	4	CH: 4 The Retail Method of Inventory	Tophat Buying Project 2
10	Using Stock: Sales Ratio for Inventory Planning	4-6	CH: 5 6-month Planning and Components	Tophat HW5 HW7
11	Dollar and Assortment Planning	6-7	CH: 5 continued	Tophat
12	Negotiation	8	CH: 6 Invoice Mathematics, Terms of Sale	Tophat HW6
13	Share Buying Project Ideas	9		
14	Share Buying Project Ideas	9		HW7
15	Present	1-9		Final Project Buying Project 3

College of Education & Human Ecology
Department Human Sciences
Consumer Sciences

CSHSPMG 5640 – Marketing in Hospitality Enterprises
Spring 2024, 3 Credit Hours, UG/G

Course Times and Location: In Person, TH 3:15 PM to 6:00 PM

Course Overview
Description / Rationale

Designed to provide students with an intellectual and hands-on understanding of the key hospitality marketing principles and hospitality entrepreneurship.

Relation to Other Courses
This course is an elective for students who major in Hospitality Management. It builds upon the other HM core courses: CSHSPMG 2300, 3330, 3910, 3950.
Prerequisites: JR, SR, or Grad standing
Prerequisite Knowledge: Branding, consumer service and satisfaction, corporate social responsibility, sustainability, and entrepreneurship, social media, and information technology.

Learning Objectives
By the end of this course, students will be able to:

1. Establish and design a hospitality firms' management applications for restaurants, hotels, and events with a specific focus on customers and service.
2. Design a service-focused hospitality firm.
3. Establish the concept, design, planning, operation, marketing, and entire execution of the firm.
4. Appropriately utilize concepts such as: service molecule (tangibles and intangibles); packaging; core and peripheral; service process; and service system in order to design and manage the various service offers conceived within the firm.
5. Develop a blueprint that visually depicts the chronology and pattern of all performances comprising the service experience, and to, thus, manage every moment of truth throughout the firm.
6. Develop strategies to ensure the firm's superiority in terms of quality of customer experience.
7. Demonstrate the ability to bring together all the logical components of the hospitality firm and to integrate them into a visual and objective representation for the management of the firm.
8. Design service-product marketing and relationship marketing that are pertinent to the firm.
9. Work as part of a management team in a reality-based project.
10. Examine and critically evaluate and design this hospitality firm's operations, marketing, and human resources function.

Course Materials
Required Textbooks

Valarie A. Zeithaml, Mary Jo Bitner, Dwayne D. Gremler (2017). Services Marketing: Integrating Customer Focus Across the Firm. ISBN-13: 9780078112102. This book contains required reading materials for class discussions, assignments, quizzes, and the development of final project.

Research Reading Assignments (required for graduate students only): Research articles relevant to the lecture topics will be posted on Carmen. Graduate students are required to read the full articles and incorporate the research findings into the literature review section of their course project.

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Attendance and Participation	100
Current Event Presentations	100
Exams x 2	300
Group Project	500
TOTAL	**1000**

Assignment Descriptions

Attendance & Participation (100 points):

1. It is expected that you will attend all classes and be fully prepared for class discussions. Required reading must be completed, and you should be ready to discuss the readings in class. The attendance grade (50 points) will be based on pop quizzes and/or in-class activities given throughout the semester. The participation grade (50 points) is subjective and will reflect your active participation in class (including questions, answers, and comments).
2. Students cannot enter the classroom more than five minutes after the start of class. Once in class, I expect you to stay. If you need to be late for class or leave early, please let me know in advance. No absences permitted on group project presentations. If you miss class on a group project presentation day, your final course grade will be lowered by 2%, regardless.
3. Please note that, except for medical emergencies, there will be no make-up opportunities for students absent from class on assignment submission days. If students are absent, it is their responsibility to make themselves aware of class announcements, assignments, date and/or classroom changes & materials covered in class.

Current Event Presentation (100 points):

1. To help educate your peers and myself on emerging trends and strategies in the hospitality industry, your team is to find an article from a credible media source on a current event (within 3 months) that deals with strategic management. Your presentation is to be conducted at the beginning of class and should span no more than 15 minutes. Specifically, your team needs to present the issue in your own words, take a stance on the issue, discuss the implications for strategic management, and come up with a five discussion questions for the audience.
2. You will need to submit your PowerPoint slides to the CARMEN "Current Event Dropbox" 24 hours before your presentation. The last slide should be called "Reference" and include a link to the article. No late submission will be accepted.
3. Below are some suggested sources for the current event presentations:
    a. American Hotel & Lodging Association (ahla.com)
    b. Nation's Restaurant News (nrn.com)
    c. National Retail Federation (nrf.com)
    d. Retail Wire (retailwire.com)
    e. New York Times (nytimes.com)
    f. Wall Street Journal (wsj.com)
    g. Forbes (forbes.com)
    h. National Public Radio (npr.org)
4. Please refer to the grading guidelines below for the specific criteria that must be satisfied in order to receive full credit. A sample presentation is provided on CARMEN.

0%	Current event not turned in 24 hours before presentation
20%	Submitted on time; however, the presentation topic is not relevant to strategic management.
60%	Submitted on time; relevant topic; however, analysis of the current event is weak.
80%	Submitted on time; relevant topic; strong analysis; however, discussion questions are weak.
100%	Submitted on time; relevant topic, strong analysis; excellent discussion questions.

Exams (300 points):

1. There will be 2 exams on Carmen, and each exam is worth 150 points. Students are expected to maintain the university honor code.
2. Exams will include 30 true/false and multiple-choice questions and they will cover materials from the book, lecture slides, and from class discussions. Exams will take place online and no make-up exams will be offered unless prior arrangements have been made. You must take the exam independently. No class meeting on exam days. Schedule of exams is posted on calendar and attached to syllabus.
   a. You have 60 minutes to complete the exam on the scheduled exam day.
   b. Once you start the exam you must complete it, only one attempt allowed.
   c. Be sure and take your exams on a trustworthy computer with a secure and strong connection.
   d. If you encounter problems, please contact Carmen Help first at carmen@osu.edu or 614.688.4357 (688-HELP). They will advise you. If necessary, contact the instructor.
   e. Students wishing to see what questions they missed or what the correct answers are can make an appointment with the instructor to review the exam.
3. If you have a university-related excuse or religious conflict you must contact me as soon as the unavoidable absence is known, and, where possible, not less than one week in advance of a planned absence. Alternative exam arrangements will be made at this time. Where appropriate, the reason for the absence must be verified by documentation that is acceptable to me.

Course Project (500 points):

1. Milestone 1 – Identify the Customer Gap (30 points)
   a. Specify the company's mission, vision and goals, and their current target markets. Identify major competitors, and any major current trends that might influence the business. Identify the customer gap and establish the goal to be accomplished in your marketing plan.
2. Milestone 2 – Market Research Plan (30 points)
   a. Based on your identified customer gap, come up with a specific market research question you address. Choose a research method that fits with your research question/objective. Come up with a finalized research instrument.
3. Milestone 3 – Report Findings (30 points)
   a. Conduct the proposed market research and analyze your data to answer your research question. Report your findings in a concise write-up. (Due on 3/7)
4. Milestone 4 – Identify the Provider Gaps (30 points)
   a. Now it's time for you to find out why the company has failed to provide desirable service offerings. Specifically, you need to examine the provider gaps behind your identified customer gap.
5. Milestone 5 – Identifying the Customer Gap (30 points)
   a. Develop initiatives to close the customer gap based on the 7Ps in services marketing. In addition to the 7P solutions, explain how you would measure the business outcomes of the marketing plan and discuss the limitations of your proposed marketing plan.
6. Final Presentation (150 points)
   a. Power Point or Video presentations should be submitted online to Carmen. The presentation should be in MS PowerPoint format (15 slides with notes section) or appropriate Video in a mp4 or rmvb format

(last up to 25 minutes). One person per team should submit this assignment. The presentation is worth 100 points.
   b. Students are required to view/watch other teams' presentations and leave comments on the Carmen Discussion Board (50 points).
7. Final Paper (150 points)
   a. Additional requirement for graduate students: In addition to all the required components above, the final paper should demonstrate a good understanding of the literature and research methodology in your area of focus. Therefore, you are required to include a literature review section in the final paper, and discuss the theoretical contributions, managerial implications, limitations of your study and future research directions.
   b. The final paper should be 8-12 pages Word or pdf document in the APA formatting. There should be a title page with the title of the project, group name and names of group members. Final Project should be submitted online to Carmen in the designated dropbox. One person per team should submit this assignment.
8. Peer Evaluation (50 points)
   a. Students are required to submit a peer evaluation form for the group project (50 points).

Final Project Rubric	
Grade Percentage	**Description**
90-100	Demonstrates exceptional creativity and understanding of hospitality marketing. All elements of a realistic effective strategy of assignment are included in the paper. Paper is formatted to the highest industry standards.
80-89	Demonstrates considerable creativity and understanding of the hospitality marketing. All elements of a realistic effective strategy of assignment are included in the paper. Paper is formatted to the high industry standards.
70-79	Demonstrates partial creativity and understanding of hospitality marketing. Most elements of a realistic effective strategy of assignment are included in the paper. Paper is formatted to the limited industry standards.
60-69	Demonstrates little creativity and understanding of the hospitality marketing. Many elements of a realistic effective strategy of assignment are missing in the paper. Paper is formatted to the bellow industry standards.
50-59	Demonstrates almost no creativity and understanding of hospitality marketing. Majority of elements of a realistic effective strategy of assignment are missing in the paper. Paper is not formatted to the industry standards.
0-49	No response/project not attempted or paper that does not at all match the description.

Extra credit:

- There might be few extra credit opportunities presented during a semester.
- Up to 100 points could be earned with all extra credit activities.

Course Schedule

Week	Topics	LO's	Readings/Activities	Assignments/Assessments
1	Syllabus, Course Overview, Personal Introduction	3	Discussion 1	
2	Introduction to Services The Gaps Model	1, 3-4, 7, 10	Discussion 2	
3	Customer Expectations Customer Perceptions	1-5	Discussion 3	Milestone 1
4	Consumer Research Service Relationship	1-5	Discussion 4	
5	Service Recovery Service Standards	1-5	Discussion 5	Milestone 2
6	Exam I	3-5, 7		
7	Servicescape Demand and Capacity	1-5	Discussion 6	
8	Employee's Role in Service Delivery	1-5	Discussion 7	
9	Customer's Role in Service Delivery	1-5	Discussion 8	Milestone 3
10	Spring Break			
11	Social Media Marketing	1, 3-5, 7	Discussion 9	Milestone 4
12	Pricing Communications	1-5	Discussion 10	Milestone 5
13	Exam II	3-5, 7		
14	View/Watch Final Project Presentations	6-10	Project Presentations Discussions	Project Presentation Slides/Videos; Final Paper, Peer Evaluation

Aaron,

We can offer concurrence for 6655 to be included. However, 6710 is not open to students from other departments. This is a course designed specifically for our graduate students to shepherd them through completion of their 2nd year paper / MA thesis. Students must have a draft completed and it requires that the instructor to have quite a bit of subject-matter specific knowledge to work one on one with them and also for students to workshop their sociological analysis with each other.

Best,
Kristi

THE OHIO STATE UNIVERSITY

Kristi Williams
Professor and Chair
Department of Sociology
The Ohio State University
238 Townshend Hall, 1885 Neil Avenue Mall, Columbus, OH 43210-1222
williams.2339@osu.edu / sociology.osu.edu

first gen
OHIO STATE

From: Bagent, Aaron <bagent.14@osu.edu>
Date: Monday, October 2, 2023 at 9:20 AM
To: Williams, Kristi <williams.2339@osu.edu>, Downey, Douglas <downey.32@osu.edu>
Subject: Concurrence Request - Sociology

Good morning,

The Department of Human Sciences in the College of Education and Human Ecology is seeking concurrence to add a couple of Sociology courses to their PhD in Consumer Sciences, Hospitality Management Specialization program. They're seeking concurrence for the following:

1. SOCIOL 6655 Sociological Research Methods
2. SOCIOL 6710 Design and Analysis of Sociological Research

Does adding these courses to their program have your concurrence?

Aaron Bagent
Curriculum Specialist
College of Education and Human Ecology Office of Undergraduate Education
The Ohio State University
A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210
614-292-7190
bagent.14@osu.edu
Pronouns: he/him/his

Yes, Aaron. Educational Studies provides concurrence for Human Sciences to place ESQUAL 8285 on their Ph.D. program plan.

Thanks, All,

Ann

Ann Allen, PhD. | pronouns: *she/her/hers*
Associate Professor, Educational Policy
Interim Associate Chair, Department of Educational Studies
College of Education and Human Ecology
The Ohio State University
301A Ramseyer Hall, 29 W. Woodruff Ave., Columbus, OH 43210
614-292-0289
Allen.952@osu.edu
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From: Bagent, Aaron <bagent.14@osu.edu>
Date: Tuesday, October 3, 2023 at 11:46 AM
To: columbuspachamama <columbuspachamama@gmail.com>, Pasque, Penny <pasque.2@osu.edu>
Cc: Allen, Ann <allen.952@osu.edu>, Errante, Antoinette <errante.1@osu.edu>
Subject: RE: Request for Concurrence - ESQUAL

Good morning everyone,

The program is only anticipating 1-2 students enrolling in the course. Is that okay? Does this have your approval for concurrence?

Thanks!

Aaron Bagent
Curriculum Specialist
College of Education and Human Ecology Office of Undergraduate Education
The Ohio State University
A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210
614-292-7190

bagent.14@osu.edu
Pronouns: he/him/his

From: Antoinette Errante <columbuspachamama@gmail.com>
Sent: Monday, October 2, 2023 10:54 AM
To: Pasque, Penny <pasque.2@osu.edu>
Cc: Allen, Ann <allen.952@osu.edu>; Bagent, Aaron <bagent.14@osu.edu>; Errante, Antoinette <errante.1@osu.edu>
Subject: Re: Request for Concurrence - ESQUAL

This Message Is From an External Sender	‎ ‎ Report Suspicious ‎
This message came from outside your organization.	

Yes, they would be most welcome. The anticipated number would be helpful for the reasons Penny mentioned.
Thank you!

Error! Filename not specified.Error! Filename not specified.
Antoinette Errante
[pronouns: she, her]
Associate Professor
Philosophy and History of Education
Educational Policy
The Ohio State University
Department of Educational Studies
145C Ramseyer Hall
29 West Woodruff Avenue,
Columbus, OH 43210

****
Q: How are we supposed to treat others?
A: There are no others.
        Ramana Maharshi
****

On Mon, Oct 2, 2023 at 10:37 AM Pasque, Penny <pasque.2@osu.edu> wrote:

> Hi Ann and Aaron,
> I thought the course below was one you were asking to add to the certificate but re-read seeing that you are asking to add the class Antoinette Errante teaches to your PhD in Consumer Sciences, Hospitality Management Specialization.

Antoinette designed it specifically for the 2 EdD programs in Ed Studies. I'm thinking it would be fine if it was also for the students in this PhD program HOWEVER, think this is where us knowing the NUMBER of students in that degree program would be beneficial because we would want to ensure that anyone who needs the course would be able to take it.

Antoinette, thoughts? Would this be okay?
Penny

_____ _____ _____ _____ _____ _____ _____
Penny A. Pasque, PhD (she/her)
Professor & ESQUAL Program Coordinator, Educational Studies
    Higher Education & Student Affairs | Philosophy, History & Policy *(affiliate)*
Director, Qualitative Methods | Director, QualLab
Office of Research, Innovation, & Collaboration
College of Education and Human Ecology
The Ohio State University
pasque.2@osu.edu | u.osu.edu/pasque.2/
Editor, *Review of Higher Education*, rhe@ashe.ws
QualLab@osu.edu | https://u.osu.edu/quallab/ | Twitter @QualLabOSU

From: Pasque, Penny
Sent: Monday, October 2, 2023 10:00 AM
To: Allen, Ann <allen.952@osu.edu>; Bagent, Aaron <bagent.14@osu.edu>
Subject: RE: Request for Concurrence - ESQUAL

Zero objection – that would be great! I'll add to the list in the middle.

I did email all the faculty I have in the HSQUAL list to see if anyone had classes to add already. I didn't hear from anyone. If there is anyone else I should add to the HSQUAL faculty email list, please let me know.
Penny

_____ _____ _____ _____ _____ _____ _____
Penny A. Pasque, PhD (she/her)
Professor & ESQUAL Program Coordinator, Educational Studies
    Higher Education & Student Affairs | Philosophy, History & Policy *(affiliate)*
Director, Qualitative Methods | Director, QualLab
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Editor, *Review of Higher Education*, rhe@ashe.ws
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From: Allen, Ann <allen.952@osu.edu>
Sent: Monday, October 2, 2023 9:37 AM
To: Bagent, Aaron <bagent.14@osu.edu>; Pasque, Penny <pasque.2@osu.edu>
Subject: Re: Request for Concurrence - ESQUAL

Hi Aaron,

I am happy to see the addition of this course to Human Sciences but I would like to check with Dr. Penny Pasque first. Penny, do you have any objections to HS including one of our courses?

Thank you to you both,

Ann

From: Bagent, Aaron <bagent.14@osu.edu>
Sent: Monday, October 2, 2023 9:16 AM
To: Allen, Ann <allen.952@osu.edu>
Subject: Request for Concurrence - ESQUAL

Good morning Ann,

The Department of Human Sciences is seeking concurrence to add an ESQUAL course to their PhD in Consumer Sciences, Hospitality Management Specialization program. They're seeking concurrence for the following:

- ESQUAL 8285 Qualitative Data Analysis Methods and Applications

Does adding this course to their program have your concurrence?

Aaron Bagent

Curriculum Specialist
College of Education and Human Ecology Office of Undergraduate Education

The Ohio State University
A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210
614-292-7190
bagent.14@osu.edu

Pronouns: he/him/his

Curriculum Proposal Checklist

THE OHIO STATE UNIVERSITY

Title of Program: Doctor of Philosophy in Consumer Sciences

Effective term: Autumn 2024   **College:** Education and Human Ecology

New/Establish: ☐   **Secondary Major Eligible:** ☐   **Academic Unit:** Department of Human Sciences

Revise: ✓   **50% Revision:** ☐   **Mark Up:** ☐   **Program Contact:** Caezilia Loibl, Stephanie Liu

Terminate: ☐   **Suspend:** ☐   **Certificate Category*:** 3a - Graduate, Post-Bachelor Degre

Degree/Credential: Doctor of Philosophy

Program of Study : Graduate Program   **Title:** Doctor of Philosophy in Consumer Sciences

Code: CONSCI-PH, HF

Program Focus*: Specialization   Hospitality and Retail Management

Credit hours to degree/credential: 50   **Is this a change to the current total?** ☐ Yes ✓ No

Program offered only online? ☐ Yes ✓ No   **If yes, is there a signed MOU with ODEE?** ☐ Yes ☐ No

Campus(es) where offered: ✓ Columbus ☐ ATI ☐ Lima ☐ Mansfield ☐ Marion ☐ Newark

Rationale: Goal is to remove the Hospitality Management specialization (HMT) out from under the umbrella code, Hospitality and Retail Management (HRE).

PG. 7-8 students will use the curriculum sheet and their faculty advisor to navigate through the program

PG. 11, tentative 3 year plan

PG. 9-10 Overall Changes, Rationale, Percent of Change, Transition Plan

Student Curriculum Sheet Required: ✓

Four Year (or appropriate) Plan: ✓

Academic Unit Curriculum Committee approval date: 10/5/23

College Curriculum Committee approval date: 10/19/23

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

76

* If applicable