Program Proposal for a Fashion, Culture, History, and Social Justice Minor

1. Name of the proposed minor. Fashion, Culture, History, and Social Justice

2. Name of the department(s) involved. Apparel, Merchandising, and Design Program (AMD) in the Department of Apparel, Events, and Hospitality Management (AESHM)

3. Name of contact person(s). Dr. Kelly Reddy-Best (AMD Associate Professor), Dr. Eulanda Sanders (AESHM Department Chair and Donna R. Danielson Professor in Textiles and Clothing), Jennifer Gordon (AMD Lecturer), Chris Leiran Wise (AMD Academic Adviser), Amanda Quinn (AMD Academic Adviser & Assistant Teaching Professor)

The Fashion, Culture, History, and Social Justice minor is comprised of 15 credits for the Program of Study. Social justice refers to the equal distribution of opportunities, wealth, and privilege in a society. Therefore, adding social justice perspectives to curriculum means focusing content on historically marginalized communities and giving explicit attention in the content in regards to inequities in power, privilege, and opportunity. See Ornstein (2017) for an overview of social justice. Here are some other resources to further examine power and privilege:

- Power & Privilege Definitions (from University of Wisconsin, Madison)
- Power, Privilege and Oppression (from University of Denver)
- Power and Privilege (from University of Iowa)

The minor consists of three parts:

1) the 3-credit course AMD 165 Dress, Appearance, and Diversity in Society

2) 6 credits from a list of “core” classes in area of history, social psychology, and/or cultural studies related to fashion. These courses have an entire focus on social justice perspectives or at least 25% of the curriculum has a focus on social justice perspectives.

3) 6 credits from a list of electives that complement the “core” of the minor. These 6 credits may not specifically look at issues of power, privilege, and social inequity, yet the content does focus on historically marginalized communities (e.g. African Americans, Native Americans, women, queer community) or related topics. Many of courses in this option do focus on power and privilege, which is great for the minor.

The 3-credit course AMD 165 Dress, Appearance, and Diversity in Society is required because there is an entire unit dedicated to the basics of social justice. The course is also an introduction to how power and privilege are enacted and upheld throughout different identity categories (e.g. race, ethnicity, sex/gender, sexuality, ability, body size, religion). Therefore, as students progress through the minor, they will have a solid foundation for understanding social justice, fashion, appearance, clothing, and identity.

Please note that AMD 165 is offered every single semester and in the summer online. It has an enrollment cap of 300 students. It is offered in a face-to-face format in the Fall semesters and
online in Spring semesters. Therefore, we do not foresee an issue with students obtaining this required course.

Program of Study (15 credits)

Required 3 credits
- A MD 165 Dress, Appearance, and Diversity in Society

Select two classes for 6 credits from the core AMD/AESHM courses (social justice perspectives content that has an entire focus on social justice perspectives or have at least 25% of the curriculum has a focus on social justice perspectives):
  - A MD 354 History of European and North American Dress
  - A MD 356 History of 20th Century Fashion
  - A MD 366 History of Menswear
  - A MD 458 Queer Fashions, Styles, and Bodies

Select two classes for 6 credits (diversity content that focuses on historically marginalized communities in the social sciences or arts & humanities areas, but may not specifically look at issues of power, privilege, and social inequity; must have at least 25% of the curriculum focus on historically marginalized communities) from approved list of elective classes below. Students can choose any 6 credits that fits their interests and goals.

Note: the courses marked with an * were added to the elective list after the English department wrote their support letter. The other support letters from Women’s and Gender Studies, African and African American Studies, and Christa Jackson (CHS Equity Advisor) viewed the proposal with all of the courses listed below.

Select from African and African American Studies coursework:
- AF AM 201: Introduction to African American Studies
- AF AM/ANTHR 325: Peoples and Cultures of Africa
- *AF AM/HIST 311: African under Colonial Rule
- *AF AM/SOC 330: Ethnic and Race Relations
- AF AM/RELIG 334: African American Religious Experience
- *AF AM/ENGL 347: Studies in African American Literature
- *AF AM/WGS 350: Women of Color in the US
- AF AM/HIST 353: History of African Americans I
- AF AM/HIST 354: History of African Americans II
- AF AM/HIST 473: Civil Rights and Ethnic Power

Select from American Indian Studies coursework:
- AM IN 201: Native People in American Culture
- AM IN 205: American Indians in the Movies
- AM IN 210: Introduction to American Indian Studies
- AM IN/AHTHR 225: American Indians of Iowa
• AM IN 310: Topic in American Indian Studies
• AM IN/ANTHR 322: Peoples and Cultures of Native North America
• *AM IN/RELIG 328: American Indian Religions
• A*M IN/AHTHR 332: Current Issues in Native North America
• AM IN/ENGL 346: American Indian Literature

Select from Anthropology coursework:
• *AM IN/AHTHR 225: American Indians of Iowa
• ANTHR/AM IN 322: Peoples and Cultures of Native North America
• AF AM/ANTHR 325: Peoples and Cultures of Africa
• *AHTHR/AM IN 332: Current Issues in Native North America
• ANTHR/WGS 444: Sex and Gender in Cross-cultural Perspectives

Select from American Sign Language coursework:
• *ASL 107: Introduction to the Deaf-World
• *ASL 275: Topics in Deaf Culture
• *ASL 325: Deaf Peoples: Pre-World War II

Select from Apparel, Merchandising, and Design coursework:
• A M D 362: Cultural Perspectives of Dress

Select from Arabic coursework:
• *ARABC 375: Arab Culture

Select from Architecture coursework:
• *ARCH 426: Topics in Native American Architecture

Select from Art History coursework:
• *ART H 382: Art and Architecture of Asia
• *ART H 384: Art of Islam
• *ART H/WGS: 494 Women/Gender in Art

Select from Chinese coursework:
• *CHIN 272: Introduction to Chinese Culture
• *CHIN 370: Chinese Literature in English Translation
• *CHIN 375: China Today
• *CHIN 378: Chinese Film and Society
• *CHIN 403: Seminar in Chinese Language and Culture

Select from Classical Studies coursework:
• CL ST/HIST/WGS 374: Sex, Gender, and Culture in the Ancient Mediterranean World

Select from Economics coursework:
• *ECON/WGS 321: Economics of Discrimination
Select from **English coursework:**
- ENGL/WGS 340: Women’s Literature
- ENGL/US LS 344: U.S. Latino/a Literature
- ENGL/AM IN 346: American Indian Literature
- ENGL/AF AM 347: Studies in African American Literature
- ENGL/WGS 352: Gay and Lesbian Literature

Select from **History coursework:**
- *HIST 207: Chinese Civilizations
- *HIST 225: Introduction to Asian American Studies
- *HIST 331: History of the Islamic World to 1800
- *HIST 336: History of Modern China I
- *HIST 337: History of Modern China II
- *HIST 338: Modern Japanese History
- *HIST 340: History of Latin America I
- *HIST 341: History of Latin America II
- HIST/AF AM 353: History of American Americans I
- HIST/AF AM 354: History of American Americans II
- *HIST/US LS 371: Mexican American History
- *HIST/US LS 372: Latina/o History
- HIST/CL ST/WGS 374 Sex, Gender, and Culture in the Ancient Mediterranean World
- HIST/WGS 380 History of Women in Science, Technology, and Medicine
- HIST/WGS 386 History of Women in America
- *HIST 410: The Holocaust in History
- *HIST 435: History of the Modern Middle East
- *HIST 441: History of Modern Mexico and Central America
- *HIST/WGS 457: History of American Sexualities
- *HIST 465: The American West
- HIST/AF AM/US LS 473: Civil Rights and Ethnic Power

Select from **Leadership Studies coursework:**
- *LD ST/WGS 333: Women and Leadership
- *LD ST/WGS 488: Research on Women in Leadership

Select from **Philosophy coursework:**
- *PHIL 235: Ethical Issues in a Diverse Society
- *PHIL/WGS 338: Feminist Philosophy

Select from **Political Science coursework:**
- *POL S/WGS 385: Women in Politics

Select from **Psychology coursework:**
- *PSYCH/WGS 346: Psychology of Women
- *PSYCH/US LS 347: U.S. Latino/a Psychology

Select from Religious Studies coursework:
- RELIG 210: Religion in America
- *RELIG/AM IN 328: American Indian Religions
- *RELIG 333: Introduction to Judaism
- RELIG/AF AM 334: African American Religious Experience
- *RELIG/WGS 336: Women and Religion
- *RELIG/US LS 342: Religion and U.S. Latino/a Literature
- *RELIG/WLC 352: Religious Traditions of India
- *RELIG/WLC 358: Introduction to Islam

Select from Sociology coursework:
- *SOC 235: Social Problems and American Values
- SOC 327/WGS327: Sex and Gender in Society
- *SOC/AF AM 330: Ethnic and Race Relations
- *SOC 331: Social Class and Inequality
- *SOC 332: The Latino/Latina Experience in U.S. Society
- *SOC 350: Women in Agriculture and the Food System

Select from U.S. Latino/a Studies coursework:
- *US LS 211: Introduction to U.S. Latino/a Studies
- *US LS 323/ANTHR 323: Topics in Latin American Anthropology
- *US LS/ANTHR 323B: Latin American Anthropology: Social Movements and Democracy
- *US LS/ANTHR 323C: Latin American Anthropology: Race, Class and Gender
- *US LS/ANTHR 323D: Latin American Anthropology: Regional Focus
- *US LS/ANTHR 323E: Latin American Anthropology: Culture and Sport
- *US LS/RELIG 342: Religion and U.S. Latino/a Literature
- *US LS/POL S 343: Latin American Government and Politics
- *US LS/PSYCH 347: U.S. Latino/a Psychology
- *US LS/HIST 371: Mexican American History
- *US LS/HIST 372: Latina/o History
- US LS/AF AM/HIST 473: Civil Rights and Ethnic Power

Select from Women’s and Gender Studies coursework:
- *WGS 201: Introduction to Women’s and Gender Studies
- WGS 203: Introduction to Lesbian Studies
- WGS 205: Introduction to Queer Studies
- *WGS 210: Gender and Sexuality in American Pop Culture
- WGS 301: International Perspective on Women and Gender
- *WGS/ENV S: 320: Ecofeminism
• *WGS/ECON 321: Economics of Discrimination
• WGS 323: Gender and Communication
• WGS 325: Portrayals of Gender and Sexualities in the Media
• WGS/SOC 327: Sex and Gender in Society
• *WGS/ LD ST 333: Women and Leadership
• *WGS/RELI G 336: Women and Religion
• WGS/PHIL 338: Feminist Philosophy
• WGS/ENGL 340: Women’s Literature
• WGS/PSYCH 346: Psychology of Women
• *WGS/AF AM 350: Women of Color in the US
• WGS/ENGL 352: Gay and Lesbian Literature
• WGS/HIST/CL ST 374: Sex, Gender, and Culture in the Ancient Mediterranean World
• WGS/HIST 380: History of Women in Science, Technology, and Medicine
• *WGS/POL S 385: Women in Politics
• *WGS/HIST 386: History of Women in America
• *WGS 435: Gender, Globalization and Development
• WGS/ANTHR 444: Sex and Gender in Cross-cultural Perspectives
• *WGS/HIST 457: History of American Sexualities
• *WGS/LD ST 488: Research on Women in Leadership
• *WGS/ART H 494: Women/Gender in Art

Select from World Languages and Cultures coursework:
• *WLC/RELIG 352: Religious Traditions of India
• *WLC/RELIG 358: Introduction to Islam

5. Need for the proposed minor.
Apparel, Merchandising and Design (AMD) within the College of Human Sciences (CHS) offers an applied curriculum focusing on fashion design, product development, and merchandising leading to a Bachelor of Science degree. This minor will provide students in this major and from across the university an opportunity to develop further understanding in the area of fashion history and cultural studies with an emphasis on social justice. The major will provide an opportunity for students to develop cultural competence on the history of how people dress and also how we express who we are through how we appear.

Having an increased awareness of appearances and fashions of individuals historically experiencing oppression and marginalization can aid in societal improvements towards developing a more socially just environment and reject past perpetuations of white supremacy, ableism, homophobia, transphobia, fat phobia, and xenophobia. As students enter the workforce with a social justice background, it will help them be able to understand and work better with others who are different from them. Additionally, from a consumer perspective, having a better understanding of diverse consumers could help provide these consumers with the products they desire, in addition to avoiding public diversity issues that are far too common in the fashion industry. Here we provide just a few of the industry and museum examples that highlight the significant need for this minor.
In 2019, Gucci, a luxury fashion brand, released a sweater that resembled Blackface. The company apologized, but consumers were extremely upset.

- In response to this incident, that same year Gucci hired a Global Head of Diversity, Equity, and Inclusion.
- If you are unaware of what Blackface is, this article here can give you a brief overview.

In March 2020, the Fashion Institute of Technology had significant issues with racial discrimination when models wore Blackface-inspired accessories on the runway. The only individual who spoke out about the incident during the fashion show was a Black model who refused to wear the accessories. The incident and investigation in how the program will move forward is still underway. The head of the MFA program and Dean of the Graduate School were placed on administrative leave and the school hired an external form to investigate.

Urban Outfitters has historically utilized Indigenous-inspired designs without considering their sacred meanings. However, in 2016 Urban Outfitters worked with the Navajo Nation to disrupt power hierarchies create designers in collaboration with the Indigenous community.

In 2013, the museum at the Fashion Institute of Technology (FIT) was one of the first to focus their theme and topic of an exhibition on the queer community, despite the long-standing history of queer people. Nearly all fashion history exhibitions focused by default on the heterosexual experience. The queer exhibition at FIT focused on the queer styles and contributions to the fashion industry by queer people, yet also examined power dynamics such as the impact of AIDS and same-sex marriage legislation on fashioning the body and the fashion industry.

In 2016, the museum at the FIT mounted Black Fashion Designers, which was one of the very few exhibitions focusing specifically on Black designers and their contributions to the fashion industry.

Overall, this proposed minor would help emerging professionals and future leaders entering the fashion, museum, or other related industries become more critical people in regards to fashion, appearance, clothing, history, and identity. That is, through this minor, we hope that individuals in society will understand each other better as much of who we are is communicated through what we wear or how we appear. Examples of a few job titles that this minor would benefit include museum curator, collections manager, research associate, Chief Diversity Officer, human resource roles, designers, merchandisers, product developers, and/or marketing managers.

6. Objectives of the proposed minor including the student learning outcomes and how the learning outcomes will be assessed.

Objective:

- The Fashion History, Culture, and Social Justice minor allows students to focus specifically on advancing their knowledge about the historical, social/psychological, and cultural aspects of fashion, clothing, appearance, and identity with a social justice lens.

Learning Outcomes:

- Examine historical, social/psychological, and cultural aspects of fashion, clothing, appearance, and identity with a focus on social justice.
• Define social justice, power, privilege, and inequity as it relates to the historical, social/psychological, and cultural aspects of fashion, clothing, appearance, and identity.

• Examine power dynamics of diverse communities and cultures and their fashions, clothing, appearance, and identities.

7. Relationship of the minor to other programs at Iowa State University.
   The minor will allow students enrolled in the apparel, merchandising, and design; women and gender studies; history; sociology; and other programs the option of focusing on the area of fashion, history, culture, and social justice. The minor utilizes existing courses and resources in the College of Human Sciences and the College of Liberal Arts and Sciences.

   The Fashion, History, Culture, and Social Justice minor differs from the history, sociology, and women and gender studies minors. The Fashion, History, Culture, and Social Justice minor intersects broadly with history, sociology, and women and gender studies in that the curriculum focuses on these topic areas, yet there is a focus on fashion and appearance in the core courses.

8. Relationship of the minor to the strategic plans of the university, of the college, and of department or program.

   The following is priority 4 on the strategic plan of the College of Human Sciences:
   Equity, Diversity, and Community: The college will create an equitable, diverse, and inclusive human sciences community where all students, staff, and faculty feel welcomed, supported, included, and valued.
   • Goals 4.1 Engage students, staff, faculty, and leaders to embrace their responsibility for fostering an equitable, diverse, and inclusive community.
   • 4.2 Continuously review and improve policies, programs, and practices to ensure they nurture equity, diversity, and inclusion, and alleviate systems of oppression.
   • 4.3 Incorporate equity, diversity, and inclusive community strategies into learning experiences, transformative research activities, and engaged scholarship practices.

   The minor will provide learning opportunities for students that center around diversity and inclusion topics in fashion history and culture. In the courses, students will be exposed to curriculum that focuses on alleviating systems of oppression.

   The following is from Iowa State University’s strategic plan: Goal 4: Continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.
   • Subgoal 4.3 Create, expand, and invest in opportunities for faculty, staff, and students to connect and build meaningful relations with others while recognizing the multiple intersecting identities, perspectives, and developmental differences people hold (aligned with the ACPA NASPA standard for social justice and inclusion)

   The minor will create an opportunity for students to recognize and understand multiple intersecting identities and perspectives related to fashion history and culture.
9. Comparison of the proposed minor with similar programs at other universities, including the Regent’s universities.
No other regent’s university in Iowa offers a fashion minor focused on history, culture, and social justice. The University of Delaware appears to be one of the only minors in fashion history and culture in the United States, yet they do not specifically focus on social justice in their curriculum. Therefore, our curriculum is unique and cutting edge in that we are adding the social justice component, which is much needed in society, fashion education, and the academy.

10. Program requirements and procedures, including:
   a. prerequisites for prospective students;
      Students can be enrolled in any program across the university.
   b. application and selection process;
      Any student can enroll in the minor.
   c. language requirements;
      None.
   d. courses and seminars presently available for credit toward the program;
      All of the courses listed in #4 are available.
   e. proposed new courses or modifications of existing courses;
      For new or existing courses to be considered in the “6 credits from a list of “core” the classes in fashion history and cultural studies must have an entire focus on social justice perspectives or have at least 25% of the curriculum have a focus on social justice perspectives.” Faculty must first fill out the “Social Justice Approval Form.” Then, they will send this form for review to the AMD faculty via the AMD program director for review and approval.
      For new or existing courses to be considered in the “6 credits from the list of “electives” the classes can be from varied departments, but must focus the content on historically marginalized communities. The course may not specifically look at issues of power, privilege, and social inequity, but they must have at least 25% of the curriculum focus on historically marginalized communities. Faculty must first fill out the “Social Justice Approval Form.” Then, they will send this for review to the AMD faculty via the program director for review and approval.
   e. advising of students;
      AMD advisors will advise students on the minor.
   g. implications for related areas within the university.
      The minor will allow students in history; sociology; women and gender studies; and anthropology to focus on fashion history and culture with a focus
on social justice. Also, students from across the university can benefit from this minor as they can increase their cultural competence of people and how they fashion their bodies. Fashion is one way that we as individuals express our different identities (Kaiser, 2012). Obtaining a deeper understanding of fashion, clothing, appearance, and the body will give students an opportunity to increase their knowledge of others and how they express who they are through fashion and clothing. Potentially this major could help work towards a more equitable society.

11. General description of the resources currently available and future resource needs, in terms of:
   a. faculty members;
      Current AESHM faculty: Dr. Kelly Reddy-Best, Associate Professor; Dr. Eulanda Sanders, Chair and Professor; Chris Leiran Wise, AMD Academic Adviser; Dr. Jennifer Gordon, AMD Lecturer, Amanda Quinn, AMD Academic Advisor & Assistant Teaching Professor. No new faculty are needed.
   
   b. computers, laboratories, and other facilities;
      The Textiles and Clothing Museum in Morrill Hall houses a 9,000-object collection that includes examples of historical fashion and dress of world cultures. The collection lacks documented examples from marginalized communities in the United States, but as the minor is developed, we anticipate re-focusing collecting practices to consider needs of these courses and the minor. No new facilities, computers, or labs are needed.
   
   c. library facilities (journals, documents, etc.) in the proposed area;
      Students will continue to utilize Parks Library.
   
   d. supplies, field work, student recruitment, etc.
      The new minor makes use of existing structures in terms of supplies, internships, and recruitment.

12. Describe the needs for new resources and/or reallocated resources. Attach to the program proposal memos from the department chair(s), the college dean(s), and other appropriate persons, agreeing to the allocation of new resources and/or the reallocation of resources.
   No new resources and/or reallocated resources are needed.

13. Attach to the program proposal, letters of support, recommendations, and statements when appropriate, from programs and departments at ISU which are associated with the proposed program or have an interest in the proposed program.
    See attached letters from the director of the Women’s and Gender Studies Program; the director of African and African American Studies; the chair of the Undergraduate Studies Committee in English; and the College of Human Science’s Equity Advisor, Christa Jackson.
14. If the new program is interdisciplinary, a governance document should be created and submitted to the Associate Provost for Academic Programs. Indicate here that it has been completed.

The program is not interdisciplinary.
Memorandum

October 16, 2020

As Director of the Women’s and Gender Studies Program at Iowa State University, I am pleased to support the undergraduate Fashion, Culture, History, and Social Justice minor in the Apparel, Merchandising, and Design Program (AMD).

Dr. Kelly Reddy-Best is a Faculty Affiliate in the Women’s and Gender Studies Program. The proposed minor centers historically marginalized communities or identities and will provide important learning opportunities for students at ISU, including WGS majors and minors. We have several courses that are electives in the proposed minor. They are consistent with the stated interrogations of how social groups shape historic and cultural aspects of society. These courses are some of the options that students may take to fulfill the 6 elective credits for this minor.

The program of courses appears to be well-planned and positioned to address issues of power, privilege, and social inequity. There are many existing programs and courses represented in the list of electives for this minor, which gives students lots of opportunities to fulfill the requirements. These appear to follow from the core AMD 165: Dress, Appearance, and Diversity in Society course.

Please don’t hesitate to contact me if you need additional information about this recommendation.

Sincerely,

Ann M. Oberhauser

Ann M. Oberhauser
Director, Women’s and Gender Studies
Professor of Sociology
October 9, 2020

Dr. Kelly Reddy-Best
Associate Professor
Apparel, Merchandising and Design Program
Department of Apparel, Events, and Hospitality Management
College of Human Sciences
Iowa State University
Ames, IA

Dear Dr. Reddy-Best:

I write in strong support and endorsement of the proposal for a new Minor in Fashion, Culture, History, and Social Justice developed by you, Dr. Eulanda Sanders and others in the Department of Apparel, Events, and Hospitality Management (AESHM) of the College of Human Sciences.

As the proposal underscores, this Minor will infuse the curriculum with critical “social justice perspective”. This, plus its emphasis on “historically marginalized groups” and “explicit attention in the content in regards to inequities in power, privilege, and opportunity” make this Minor vital to promoting the larger mission of Iowa State University. The unique perspective and methodology of the Minor is perhaps its most compelling consideration. Very often, the way we dress reflects and communicates more about our values, beliefs, and choices than verbal expressions. Unfortunately, we are all too familiar with people being mischaracterized and victimized and unfairly labelled due to the mode of dressing. This Minor tackles this problem squarely by educating students on “the historical, social/psychological and cultural aspects of fashion, clothing, appearance, and identity with a social justice lens”. The Minor is vitally important and could not have come at a better time. It bears reiterating that it will enhance and strengthen students’ awareness of, and appreciation for, diversity and inclusion. Finally, this Minor will enrich programs outside of the college of Human Sciences. Its interdisciplinary nature is another compelling attribute. It intersects with several of the Cross Disciplinary Programs in the College of Liberal Arts and Sciences. For instance, it will enrich our African and African American Studies Program (AAAS). If approved, it will become a vital component of AAAS course offerings.

Let me know if I can be of any further assistance.

Best,

Tunde Adeleke
Professor of History and Director
African and African American Studies
To: Kelly L. Reddy-Best  
From: Geoff Sauer, Director of Undergraduate Studies, ISU English Department  
Re: Proposed Minor in Fashion, Culture, History, and Social Justice  
Date: October 7, 2020

Dear Professor Reddy-Best,

As the chair of the English Department’s Undergraduate Studies Committee, I am writing to tell you that last week our committee met to discuss the proposal you’ve sent about a Fashion, Culture, History, and Social Justice Minor. After consideration, the committee was strongly supportive of this proposal, and sees it as a strong prospective addition to the University’s offerings. We hope your proposal is successful!

Do let me know if there’s anything else I can do to help your proposal meet with success.

Sincerely,

[Signature]

Geoff Sauer  
Director, English Undergraduate Studies
To: Kelly Reddy-Best  
From: Christa Jackson, College of Human Sciences Equity Advisor  
Re: Proposed Minor in Fashion, Culture, History, and Social Justice  
Date: October 16, 2020

Dear Dr. Reddy-Best,

As the College of Human Sciences Equity Advisor, I fully support the proposed minor in Fashion, Culture, History, and Social Justice. The proposed minor will be a powerful addition to the University’s offerings. In reviewing the proposal, I found the learning outcomes compelling and cutting edge that can potentially set Apparel Merchandising and Design as a forerunner in the field.

I am really impressed with the elective courses students have the opportunity to enroll in for the minor. The electives give the minor a well-rounded viewpoint as students learn about different perspectives in regards to identity of different communities and their related fashion, clothing, and appearance. Importantly, the range of electives emphasize diversity (e.g., race, ethnicity, gender, sexuality, ability, class, nationality, etc.) and allow students to choose related topics that are of interest to them (e.g., African Americans/Black people; Deaf community; LGBTQ; American Indian Studies; Asian Studies, socio-economic issues related to class, etc.). The inclusion of the identified electives allows students to deepen their understanding of not only diverse identities and marginalized communities, it provides a window for students to critically examine power, privilege, and inequities within these diverse areas and situate their learning within fashion, clothing, appearance, and identity.

It is important we educate our students to understand inequities of power, privilege, and opportunity to begin to have a socially just society, and I believe the proposed minor will accomplish this in fashion, appearance, and clothing. I strongly support this proposal. Please let me know if you need anything else.

Sincerely,

Christa Jackson  
College of Human Sciences Equity Advisor
**Academic Program Approval Voting Record**

This document is to be appended as the last page of the proposal for any new or revised academic program to record the successive votes of approval as the proposal moves through its required review and approval steps. Consult Faculty Handbook Section 10.8 or the Faculty Senate Curriculum Committee website for information regarding Committee review and voting requirements for each action.

Curricular Action: (check appropriate boxes below)

1. X New Program □ Name Change □ Discontinuation □ Concurrent Degree for: 
2. □ Undergraduate Major □ Graduate Major X Undergraduate Minor □ Graduate Minor 
   □ Undergraduate Certificate □ Graduate Certificate □ Other: ___________________
4. Name of Contact Person: _Kelly Reddy-Best_ e-mail address: _klrb@iastate.edu_
5. Primary College: _CHS_ Secondary College: ________________
6. Involved Department(s): Apparel, Events, and Hospitality Management ________________

**Voting record for this curricular action:**

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[FSCC – November 2013]