Dress Appearance and Identity Case Study

# TASK

## Write first and last name here:

## Purpose

In this case study, you will interview a person who has different identities from you and record their responses. Then you will answer questions about the interviewee’s experience while drawing on concepts and theories learned in the module.

In this case study you will

* MLO 2.4 Summarize the role of dress in identity development. [CLO 1]
* MLO 2.5 Explain the ways individuals learn about how to dress. [CLO 1]
* MLO 2.6 Explain various motivations for dress. [CLO 1]
* MLO 2.7 Analyze the relationship between stigma, stigma management, identity, and dress. [CLO 1]
* MLO 2.8 Deconstruct your own perspectives and approach to understanding the dress of others. [CLO 4]

## Find an interviewee

First, find a person to interview in person, over the phone, or via video chat, You will ask the person the questions, not give them the questions to fill out on their own. The person must have *at least two*  "points of diversity” from yourself using two of the following characteristics:

* Age (must be at least twenty years older or younger, but, no one under eighteen is allowed to be interviewed for the project)
* Physical disabilities (wheelchair user, cochlear implant, glasses)
* Gender identity (man, woman, transgender)
* Race (e.g., Asian, Black/African American, White, Pacific Islander)
* Religious Beliefs (Jewish, Christian, Buddhist)
* Sexual Identity (heterosexual, bisexual, gay, queer, lesbian, polyamorous)

You can interview someone you know. Or use your extended network or social media to find a person to interview. Some students express difficulty in finding a person to interview. You need to *start early to find someone.*

### Example script to help find an interviewee

You could post the following script on your social media:

Hi! I’m doing a class project and I need to interview someone who has two points of difference from me in either age (by twenty years), physical disability, gender identity, race, religion, or sexual identity. If you think you are different from me in two of these categories, I’d love to do an interview with you. It lasts about an hour, and I will share your answers only with my professor in a summary format for this project. I also won’t share your personal details ,such as first and last name.

## Tips for conducting the interview

* Audio-record the interview (use a phone app), or take notes during the interview
  + You will not turn in the audio recording; this recording makes it easier to do the interview than trying to write or type their answers as they are talking. Audio recording can also make the interview more comfortable as you are paying more attention to the person, not your note-taking.
* Share the questions listed below with the person beforehand to make sure they are comfortable answering them.
* Read through the questions yourself before doing the interview.
* If you interview someone who is different from you in as many ways as possible, you will learn a lot.

## Formatting

* Turn in Microsoft Word document or PDF.
* Use this document as the template, and save it as “Name\_of\_Case\_Study\_firstname\_lastname.”
* Record responses below each question.
* Type answers.
* Single-space your document.
* Use 10- or 12-point font.
* Do not create a cover page for your document.
* Use full sentences in all responses.
* Use 1" document borders.
* Keep all of the assignment instructions and questions in your document.
* Answer the questions beneath each question; that is, keep the questions in your document.
* Answer the questions by using the materials in the module.
* Be sure to cite or reference the reading when paraphrasing or using a direct quote. In this assignment, do not use or refer to other sources that discuss similar topics.

## What to Turn In

* Turn in the document titled “Name\_of\_Case\_Study\_firstname\_lastname.”
* You do not turn in the audio recording if you recorded the interview.

# EVALUATION CRITERIA

The case study is worth 100 total points. Please check the syllabus for the weight assigned to this case study.

| Criteria | Proficient | Developing | Emerging |
| --- | --- | --- | --- |
| Interviewee responses | 31 to 45 points  Provided summary for almost all or all interviewee responses using full sentences or short phrases where appropriate. | 16 to 30 points  Provided summary of most interviewee questions using mostly full sentences or short phrases where appropriate. | 0 to 15 points  Provided summary of few interviewee questions.  Responses had mostly short phrases and largely did not include full sentences. |
| Formatting | 7 to 10 points  Followed all formatting requirements | 4 to 6 points  Followed most formatting requirements | 0 to 3 points  Missing most or almost all formatting requirements |
| Criteria for questions 30 to 34 | Proficient  Correctness: Questions are answered correctly and in accordance with the information presented in the reading.  *Evidence/evaluation/analysis*: Information is taken from source(s) in modules with enough interpretation/ or evaluation to develop a comprehensive analysis or synthesis to reveal insightful patterns, differences, and/or similarities related to the focus.  *Reflection/cultural self-awareness*: Reviews prior learning (experiences inside and outside of the classroom) in depth to reveal perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time. | Developing  *Correctness*: Questions are mostly answered correctly in accordance with some information presented in the reading.  *Evidence/evaluation/analysis*: Information is taken from source(s) in modules with enough interpretation or evaluation to develop a coherent analysis or synthesis, but the organization is not effective in revealing important patterns, differences, and/or similarities related to the focus.  *Reflection/cultural self-awareness*: Reviews prior learning (experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events. | Emerging  *Correctness*: Questions are not answered correctly or in accordance with information presented in the reading.  *Evidence/evaluation/analysis*: Information is taken from source(s) in modules without interpretation/evaluation; answer is not organized and does not reveal patterns, differences, and/or similarities related to the focus.  *Reflection/cultural self-awareness*: Reviews prior learning (experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events; shows minimal awareness of own cultural rules and biases. |
| Question 30: Correctness; evidence/evaluation/analysis | 8 to 9 points | 4 to 7 points | 0 to 3 points |
| Question 31: Correctness; evidence/evaluation/analysis | 8 to 9 points | 4 to 7 points | 0 to 3 points |
| Question 32: Correctness; evidence/evaluation/analysis | 8 to 9 points | 4 to 7 points | 0 to 3 points |
| Question 33: Correctness; evidence/evaluation/analysis | 8 to 9 points | 4 to 7 points | 0 to 3 points |
| Question 34: Reflection/cultural self-awareness s | 8 to 9 points | 4 to 7 points | 0 to 3 points |

# TEMPLATE

## Example script of how you might start the interview

“Thanks for agreeing to do this interview. I am doing this for an assignment in a course at school. The purpose is to interview someone about their dress, appearance, and identity in order to understand the experiences of someone who is different than myself. You can spend as much or little time as necessary answering each question, and there are no wrong answers. Depending on the length of your answers, the interview can take up to about an hour. If you want to skip a question and come back to it, that is completely okay. So I don’t miss anything that you say, I’m going to [audio-record or take notes] the interview. But after I complete the assignment, I will promptly erase the interview files from my computer. Is it okay if I audio-record the interview? Do you have any questions for me? Okay, let’s get started.”

## Example script to transition into personal characteristics interview questions

In the first section, I am going to ask you a few questions about your personal characteristics.

1. What is your age?
2. What sex were you assigned at birth (male, female, intersex)?
3. Which gender pronouns do you use (he/she/ze/they)?
4. Have the gender pronouns you use changed at all throughout your life?
5. What do you do for a living?
6. Where do you live? What type of place is that—small town, big city?
7. What is your race or ethnicity?
8. What is your sexual orientation?
9. Have the words or phrases you use to describe your sexual orientation changed throughout your life at all?
10. Do you have any physical disabilities?

## Example script to transition into dress and appearance practices and attitudes interview questions

In this next set of questions, I am going to ask you about your *dress and appearance practices and attitudes.*

1. What types of grooming products or makeup do you use (if any)?
2. When you are getting ready every day, what does that look like and how long does it take you?
3. Overall, how do you feel about your appearance and clothing style?
4. Would you want to change anything about your style or appearance if you could? Why or why not?
5. Have you ever been involved in any rites of passage or ceremony that marked a change in life stage? If yes, what ceremonies were these, and did you wear any special attire?

## Example script to transition into dress and identityinterview questions

In my class, I’m learning about identities and how they can influence how people appear or dress. These questions are meant to help me understand these ideas as they relate to your experience.

1. Do you think your age influences your style of clothing or your overall appearance? Why or why not?
2. Do you think your gender identity (woman, man, genderqueer, et cetera) influences your style of clothing and appearance? Why or why not?
3. Do you think your race or ethnicity influences your style of clothing and appearance? Why or why not?
4. Do you think your sexual orientation or sexual identity influences your style of clothing and appearance? Why or why not?
5. Do you think your religious beliefs or absence of religious beliefs influences your style of clothing and appearance? Why or why not?
6. [if applicable] Do you think your physical disabilities influences your style of clothing and appearance? Why or why not?
7. Do you think your body size and shape influences your style of clothing? Why or why not?
8. Do you think people ever treat you negatively based upon any of these identities? (age, gender, race/ethnicity/sexual orientation, religion, physical disability, or body size and shape?) If yes, can you give an example?

## Example script to transition into representation in the mediainterview questions

Next, I am going to ask you questions about representation in the media as they relate to your identities.

1. When you look at the media (TV, advertisements, magazines). do you see people who look like you? Have you ever thought about this before?
2. What parts of yourself do you see represented or not see represented in advertisements or commercials? How does that make you feel? [If they don’t see themselves represented] Do you wish there was more representation? Why or why not?

## Example script to transition into shopping-relatedinterview questions

Next, I am going to ask you questions about shopping as it relates to your identities.

1. What is your experience like when shopping for garments or accessories? Can you find stuff that fits you or that you like?
2. What do you think influences what you buy? Is there someone or something you look to for advice?

## Example script to transition into other people’s responses to dress and appearanceinterview questions

Next, I am going to ask you questions about other people’s responses to your dress and appearance.

1. Do you think people ever treat you negatively based on the way you look or dress? If yes, can you share an example?
2. Is there anything else that would be important for me to know about how you dress and the way you look so that I can learn about identity and clothing?

## Example script to end the interview

Thanks for doing this interview with me. Again, I will only share the answers with my professor and teaching assistant in class.

## Case study analytical questions

In these questions, be sure to provide significant evidence in your answer that demonstrates you understand the concepts from materials provided in this module.

1. Describe one *collective identity* that your interviewee described and how their dress reflected this collective identity.
2. Throughout the interview, did your interviewee have one identity that seemed to be most *salient* to how they appeared or what they wore? If yes, what was that identity, and describe why it was most salient throughout the interview. If no, describe why one identity did not appear to be most salient for your interviewee.
3. What were some of your interviewee’s *motivations of dress*?
4. Did your interviewee discuss any *stigma* related to any of their identities? If yes, describe which identity. Then, describe how they talked about how they resisted or embraced this identity through their dress or appearance.
5. Reflect on your experience with the interview. What did you *learn*? What was *most surprising*? Were any of your assumptions about dress challenged in this interview?