Beauty and Attractiveness Case Study

# TASK

## Write first and last name here:

## Purpose

In this case study, you will engage with the beauty and attractiveness module materials and then answer questions related to the materials.

The purpose of this assignment is to:

* MLO 10.7 Examine social justice issues related to dress appearance, and interpretations of beauty and attractiveness in the United States. [CLO 3]
* MLO 10.8 Analyze how dress, appearance, and concepts of beauty and attractiveness in the United States are represented in the fashion system (e.g. advertisements or retailers). [CLO 3]
* MLO 10.9 Deconstruct your own perspectives and approach to understanding dress, appearance, beauty, and attractiveness in the United States. [CLO 4]
* MLO 10.10 Identify the driving forces of transformative social justice change in the fashion system related to beauty and attractiveness in the United States. [CLO 5]

## Formatting

* Use this document as the template, and save it as “Beauty and Attractiveness Case Study your first and last name”
* Record responses below each question
* Type answers
* Single space your document
* Use 12-point font
* Do not create a cover page for the document you turn in
* Turn in Microsoft word document or PDF
* Use full sentences in all responses
* Use 1” document borders
* Keep all the assignment instructions and questions in your document
* Answer the questions beneath each question, meaning keep the question in the document.
* Answer the questions by using the materials in the module.
* Be sure to cite or reference the modulate materials when paraphrasing or using a direct quote. Do not use or reference other sources that refer to similar topics when completing this assignment.

## What to Turn In

* Turn in this document to Canvas. Rename it as “Beauty and Attractiveness Case Study your first and last name”

# EVALUATION CRITERIA

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

| Criteria | Proficient  Correctness: Questions are answered correctly and in accordance with the information presented in the module.  *Evidence/evaluation/analysis*: Information is taken from source(s) in modules with enough interpretation/ 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 (past 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/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 (past 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 (past 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 1: Correctness; evidence/evaluation/analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 2: Correctness; evidence/evaluation/analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 3: Correctness; evidence/evaluation/analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 4: Reflection/cultural self-awareness | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 5: Reflection/cultural self-awareness | 15 to 20 points | 9 to 14 points | 0 to 8 points |

# TEMPLATE

1. Find 5 advertisements from the current year with people’s faces featured.
   1. List which magazine, year, and month you used. Take a picture or screenshot of the five advertisements with people’s faces featured. Insert them below.
   2. Are the models’ faces considered attractive based upon the theories described the case study reading? Why or why not?
2. Revisit the Ornstein (2017) reading from the Social Justice module and then use this reading to inform your answer to the following: When companies hire attractive models because they sell more products are they upholding a fair and just society? Why or why not?
3. Review the module materials discussing Abercrombie & Fitch case. Jeffries successfully increased profit for the company using his looks policy and use of attractive models.

a) do you think it is okay for companies to hire based upon their attractiveness level if more attractive models can sell more products?

1. Reflect on your attitudes towards these scenarios:
2. What if Abercrombie swapped out “attractive models” with “white models”? Would you think it is okay to say you will not hire Black, Latinx, or Asian models because they will not sell more products than white models?
3. ) What if Abercrombie stated in their looks policy they will not hire fat people because they sell fewer products than thin people?
4. ) Lastly, what about if Abercrombie said they would not hire people with disabilities because they would sell fewer products than able-bodied people.
5. What is one way an individual can be a driving force for transformative social change if they had worked for Jeffries at Abercrombie & Fitch.