Culture Case Study

# TASK

## Write first and last name here:

## Purpose

In this case study, you will read an article about culture, dress, and cultural appropriation. Then, answer questions about the article.

The purpose of this case study is to:

* MLO 5.4 Explain the role of dress in identity development. [CLO 1]
* MLO 5.5 Examine how marginalized communities in the United States use dress and appearance to negotiate their identities. [CLO 2]
* MLO 5.6 Deconstruct your own perspectives and approach to understanding the dress of others. [CLO 4]

## Formatting

* Use this document as the template, and save it as “Culture 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 of 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 reading 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 “Culture 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 | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 4: Correctness; evidence/evaluation/analysis | 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. According to Sunita Puri’s article *“Ethnic Fashion” Obscures Cultural Identity*, what is a bindi and why does Sunita wear one?
2. According to Sunita Puri’s article *“Ethnic Fashion” Obscures Cultural Identity*, what does Sunita mean when she says she has a “hyphenated existence?”
3. According to Sunita Puri’s article *“Ethnic Fashion” Obscures Cultural Identity*, how does Sunita feel about people “outside” of her culture adopting and wearing the bindi and why?
4. What are some other ethnic styles that you have seen throughout your life that have become fashions or fashionable? Be specific: describe the culture that the style emerged from and include an image. (there are many examples)
5. After reading Sunita’s perspective and watching the short film by [Amandla Stenberg](https://www.youtube.com/watch?v=O1KJRRSB_XA),
   1. From your perspective do you think it is acceptable to adopt ethnic styles from outside your own culture for fashionable purposes? Why or why not?
   2. What influences, values, and beliefs from your upbringing informed your perspective?
   3. Describe if your perspective is coming from an ethnocentric, holistic, or cultural relativism perspective and why.