Disability Case Study

# TASK

## Write first and last name here:

## Purpose

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

The purpose of this assignment is to:

* MLO 11.5 Explain the role of dress and appearance in the development of one’s disability identity. [CLO 2]
* MLO 11.6 Examine how dress and appearance of people with disabilities in the United States are represented in the fashion system (e.g. advertisements or retailers). [CLO 3]
* MLO 11.7 Examine social justice issues related to dress and appearance for people with disabilities in the United States. [CLO 3]
* MLO 11.8 Deconstruct your own perspectives and approach to understanding the dress and appearance of people with disabilities in the United States. [CLO 4]
* MLO 11.9 Identify the driving forces of transformative social justice change in the fashion system related to disabilities in the United States. [CLO 5]

## Formatting

* Use this document as the template, and save it as “Disability 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 “Disability 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; Reflection/cultural self-awareness | 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. Kathy Woods is a designer of ready-to-wear clothing line for adult little people. Watch this video about her experiences: <https://www.youtube.com/watch?v=ZrmUF5cNzAY>. What are all of the experiences Kathy described relating to shopping for clothing for little people as compared to average size people?
2. What are some of the design needs of little people that Kathy Woods describes in relation to her clothing line?
3. Tommy Hilfiger recently designed a line of adaptive clothing. <https://usa.tommy.com/en/tommy-adaptive>. In Tommy Hilfiger’s advertisements for this adaptive line, they use mostly people with visible disabilities. Look at some of Tommy Hilfiger’s advertisements for clothing that does not focus on adaptive clothing.
4. Do you see any models with visible disabilities in Tommy Hilfiger’s advertisements for clothing that does not focus on adaptive clothing?
5. Reflect on your attitudes toward whether Tommy Hilfiger and other companies should be inclusive across all of their advertisements and have models with visible disabilities for their departments that do not target people living with disabilities. Explain why or why not?
6. People who are able-bodied have a great deal of privilege and people living with disabilities can experience significant discrimination, stigma, and bias including when for example, shopping for clothing. Reflect on your attitudes towards creating a fair and just society for people living with disabilities and their dress and appearance practices. Specifically, reflect on your perspective about whether fashion retailers should consider this population in different aspects of their business. Explain why or why not.
7. In fashion design education, the curriculum is most often taught to design garments for able-bodied people. When adaptive techniques might be taught at all in fashion design, they are often in a distinct course outside the “traditional” design courses.
   1. How does fashion design curriculum that is set up with adaptive design as separate contribute to a fair and just society or not?
   2. How does this position the adaptive design in relation to the “traditional” design courses?
   3. What is one example of a ddriving force for transformative social change in fashion curriculum related to disabilities, identity, and dress?