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 upon concepts and theories learned in the module.

The purpose of the case study is to:

* 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, meaning you will ask the person the questions; you would not give the person the questions to fill out on their own. The person must have *at least 2* "points of diversity” from yourself using 2 of the following characteristics:

* Age (must be at least 20 years older or younger; but, no one under 18 is allowed to be interviewed for the project)
* Physical disabilities (wheelchair user, cochlear implant, glasses, etc.)
* Gender identity
* Race (e.g. Asian, Black/African American, White, Pacific Islander)
* Religious Beliefs (Jewish, Christian, Buddhist, etc.)
* Sexual Sexual Identity (heterosexual, bisexual, gay, queer, lesbian, poly, etc.)

You can interview someone you know or in your immediate family. 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.* You could post on your social media:

### Example script to help find an interviewee

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 20 years), physical disability, gender identity, race, religion, or sexual identity. If you think you are different from me in 2 of these categories, I’d love to do an interview with you. It lasts about 1 hour and your answers are only shared with my professor in a summary format for this project. I also don’t share your personal details such as first and last name.

## Tips for conducting the interview

* audio-record the interview (phone app works) or take notes during the interview
  + You are not turning in the audio recording; audio recording makes it easier to do the interview as opposed to trying to write down or type their answers as they are talking. Audio recording can also be more comfortable during the interview as you are paying more attention to the person as opposed to taking notes.
* share the questions with the person beforehand to make sure they are comfortable answering the questions
* read through the interview questions yourself before doing the interview interviewing someone who is different from you in as many ways as possible as you will learn a lot

## Formatting

* Use this document as the template, and save it as “Dress Appearance and Identity 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.
* There is one exception to using full sentences. Short-phrase answers are okay for the question section on person characteristics, for example “47” “male” or “yes”
* Use 1” document borders
* Keep all of the assignment instructions and questions in your document

## What to Turn In

* Turn in the document titled “Dress Appearance and Identity Case Study your first and last name”
* 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 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 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 someone’s experiences 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 upon 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 that way I don’t miss anything that you say, I’m going to [audio-record or take notes] the interview. But, then after I complete the assignment I will promptly erase the interview 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 make-up 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. Do 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 type of “rites of passage” or ceremony that marked a change in life stage? If yes, what types of ceremonies and did you wear any special attire for this ceremony?

## Example script to transition into dress and identityinterview questions

In my class, I’m learning about identity and how they can influence how people appear or dress. These questions are meant for me to understand these ideas from my class as related to your own personal 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, etc.) 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 that people ever treat you negatively based upon any of your identities we just talked about? (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 it relates to your own personal identities.

1. When you look at the media [TV, advertisements, magazines], do you see people who look like you?
   1. 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?
   1. [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 own personal 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 you on 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 upon the way that you look or dress?
   * 1. 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. I have one last question.

## 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 not, describe why one identity did not appear to be most salient for your interviewee.
3. What were some of the motivations of dress for your interviewee?
4. Did your interviewee discuss any stigma related to one of their identities? If yes, describe which identity. Then, describe if 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 new? What was most surprising? Were any of your assumptions about dress challenged in this interview?