Final Student Reflection

# TASK

## Write first and last name here:

## Purpose

In this final student reflection, you will engage with all of the content from the course and demonstrate that you meet the content course-level objectives.

The purpose of this assignment is to:

* CLO 1 Analyze foundational concepts and theories related to dress, identity, fashion, and culture and how they intersect with sex, gender, sexuality, beauty, attractiveness, disability, religion, race, and ethnicity with heightened attention to marginalized communities in the United States.
* CLO 2: Analyze the experiences and the role of fashion, clothing, dress, and/or accessories for identity development with heightened attention to marginalized communities within social contexts in the United States.
* CLO 3: Critique the social justice issues within the fashion system in the United States for marginalized communities.
* CLO 4: Deconstruct one’s personal values and positionalities in relation to fashion, clothing, dress, and/or accessories with heightened attention to marginalized communities in the United States society to be able to live in and collaborate with others in the United States.
* CLO 5: Identify the driving forces of transformative social justice change in the fashion system.

## Formatting

* Use this document as the template, and save it as “Final Student Reflection 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 “Final Student Reflection 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. Summarize 5 ways that dress and appearance practices play a role in the development of different identities for different marginalized communities. Cite relevant readings from relevant modules in AMD 165. Be specific. Every sentence needs an in-text citation.
2. Explain at least 5 social justice issues within the fashion system in the United States for marginalized communities. Explain What type of oppression these social justice issues fall under. Cite relevant readings from relevant modules in AMD 165. Be specific. Every sentence needs an in-text citation.
3. Explain at least 5 driving forces of transformative social justice change that could be implemented within the fashion system to reduce justice issues for marginalized communities in the United States.
4. In this course, we learned about different communities that experience oppression or marginalization as related to their dress and appearance practices (e.g. transgender or gender non-conforming people; lesbian, gay, bisexual, or queer people; overweight/fat people; people with disabilities; Muslim women; people of color). Reflect on your development of empathy towards people in these communities. A) Do you feel you like you developed an attitude of understanding for some, all, or none? Why or why not? b) Did your attitudes towards these communities change at all after taking the course? Why or why not?
5. Describe your field of study or the discipline you plan to go into in the future. Describe how what you learned in this course is relevant to your future career or your role as a person in society to help you live, work, and collaborate with others.