Identity, Social Justice Case, and Dress Study

# TASK

## Write first and last name here:

## Purpose

In this case study you answer questions that draw upon the concepts learned in the module. You will also engage in some critical self-reflection.

The purpose of this case study is to:

* MLO 3.2 Identify driving forces of transformative social change. [CLO 5]
* MLO 3.3 Articulate your own positionalities. [CLO 4]
* MLO 3.4 Reflect on one’s progress towards development of empathy related to social justice issues, identity, and dress. [CLO 4]
* MLO 3.5 Examine social justice issues in the fashion industry. [CLO 3]

## Formatting

* Use this document as the template, and save it as “Identity, Social Justice, and Dress 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 the document titled “Identity, Social Justice, and Dress 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: Reflection/cultural self-awareness | 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: Reflection/cultural self-awareness | 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: Correctness; evidence/evaluation/analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |

# TEMPLATE

1. Harvard University, an Ivy League institution, has some of leading researchers in social psychology who study implicit bias. They have developed numerous tests to evaluate individual’s implicit bias levels. Go to their website: <https://implicit.harvard.edu/implicit/takeatest.html> and take one of the following quizzes listed below. The survey will take about 8 minutes to complete.

* skin tone
* weapons
* race
* religion
* Asian
* Native
* gender-career
* sexuality
* disability
* weight

a) Identify the survey you took AND record the results of the survey. Reflect on your result: are you surprised by the results of your quiz? Why or why not?

1. According to our Ornstein (2017) reading, “in a fair and just society, people are paid on the basis of the goods and services they produce for the common good.”

Read this recent article in *Footwear News* [The Retail Industry Lags Far Behind in Closing the Gender Pay Gap](https://footwearnews.com/2019/business/retail/gender-pay-gap-by-industry-retail-1202765109/) about the retail industry and pay and then answer the questions below.

a) What social identity is described as having unearned benefits or advantages in the article and why?

1. According to the article, is the retail industry creating a fair and just society? Why or why not?
2. What is one structural change that could lead to a fair and just retail industry for the issue discussed in the article?
3. Reflect on your own social identities / positionalities.
4. In what ways do you occupy privileged or non-privileged social identity groups?
5. Have you ever thought about privileges in relation to your social identities and dress before? Why or why not?
6. Do you feel like you have an ability to empathize with individuals occupying oppressed social identities why or why not? How do you think your background contribute to your ability to empathize with individuals occupying oppressed social identities?
7. Think about the people who you grew up around, were the people from a variety of backgrounds or did most people dress similarly to you and your family?
8. Is there a particular dress and identity topic you are interested in learning more about or that you have seen and wondered why they dressed that way?
9. Why might it important to take an intersectional approach to understanding privilege, dress, and identity? Be specific with at least one example to demonstrate your answer.
10. Review the [Forgive Everyone Collective](https://www.foreveryoneco.com/) website and [Raygun’s website](https://www.raygunsite.com/).

Review the materials on transformative social change in the module.

* 1. Using a dictionary, define what a driving force is.
  2. Identify a few driving forces for transformative social change.
  3. Review the [Forgive Everyone Collective](https://www.foreveryoneco.com/) website and [Raygun’s website](https://www.raygunsite.com/). What are the differences between the two organizations in their approach to transformative social change and selling slogan T-shirts?
  4. After learning about social justice and transformative social change, critically examine both of the organizations and their approach to social justice in their business model. From your own perspective, what are the positive and/or negative aspects of each organization’s approach?