Religion Case Study

# TASK

## Write first and last name here:

## Purpose

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

The purpose of this assignment is to:

* MLO 12.5 Explain the role of dress and appearance in the development of one’s religious identity in the United States. [CLO 2]
* MLO 12.6 Examine how dress and appearance of people following different oppressed religions in the United States are represented in the fashion system (e.g. advertisements or retailers). [CLO 3]
* MLO 12.7 Examine social justice issues related to dress and appearance for people following different oppressed religions in the United States. [CLO 3]
* MLO 12.8 Deconstruct your own perspectives and approach to understanding the dress and appearance of people following different oppressed religions in the United States. [CLO 4]
* MLO 12.9 Identify the driving forces of transformative social justice change in the fashion system related to oppressed religious groups in the United States. [CLO 5]

## Formatting

* Use this document as the template, and save it as “Religion 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 “Religion 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 | ProficientCorrectness: 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: Reflection/cultural self-awareness | 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: Correctness | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 5: Correctness; Reflection/cultural self-awareness | 15 to 20 points | 9 to 14 points | 0 to 8 points |

# TEMPLATE

1. Review the module materials discussing burqinis. What were some of the different motivations for banning or prohibiting women from wearing the burqini?
2. Reflect on your experiences with and attitudes towards Muslim women wearing burqinis.
	1. Have you ever seen a woman wearing a burqini before? What was your reaction?
	2. What is your perspective on modest swimwear and whether it should be allowed or not?
3. Review Rupinder’s article on the Sikh turban in the module materials.
	1. What reasons does he provide as to why he wears a turban?
	2. According to the article, do all Sikhs wear a turban?
4. After reading Rupinder’s article and watching the short film on “How to Tie a Traditional Sikh Turban,” briefly describe how Sikhs put on turbans.
5. In the [‘Not a cute fashion accessory’: Gucci’s $800 ‘Indy Full Turban’ draws backlash](https://www.washingtonpost.com/nation/2019/05/16/nordstroms-indy-full-turban-gucci-draws-sikh-protests/), there were numerous arguments as to why Gucci should not include design and sell a turban that resembles a Sikh turban.
	1. Describe some of those arguments.
	2. Could Gucci have approached their design differently if they wanted to consider the Sikh faith when designing a turban for their collection?
	3. From your perspective, should they even consider this turban style at all?
	4. What is one driving force for transformative social change that could have been in place to prevent Gucci’s justice issue?