Subculture and Group Membership Case Study

# TASK

## Write first and last name here:

## Purpose

In this case study, you will watch a film about subcultures, dress, and the intersections of race. Then, you will answer questions about the film while drawing upon materials provided in the module.

The purpose of this assignment is to

* MLO 6.3 Explain the role of dress and appearance in identity development for different subcultural groups. [CLO 1]
* MLO 6.4 Examine how marginalized communities in the United States use dress and appearance to negotiate their identities. [CLO 1]
* MLO 6.5 Deconstruct your own perspectives and approach to understanding the dress of subcultures. [CLO 4]

## Formatting

* Use this document as the template, and save it as “Subculture 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 this document to Canvas. Rename it as “Subculture 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 | 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. Describe some of the styles of different people in the film *AFROPUNK: The Movie.*
2. a) How do the Black or Brown individuals featured in the film *AFROPUNK: The Movie* describe what “being punk” means to them? b) How does race factor into their “punk” identity and dress?
3. What characterizes people in the film *AFROPUNK: The Movie* as part of a subculture? Explain why and demonstrate that you understand based upon the module’s reading materials.
4. From your perspective, would the styles worn in the film *AFROPUNK: The Movie* seem appropriate in Ames, Iowa? Why or why not?
5. Reflect on your own experience with subcultural style. Be sure your answer demonstrates that you understand based upon the case study reading.
6. When growing up, were you a part of any subcultures that experimented with style? If yes, what were people’s reaction to your style.
7. Did you see others who were part of different subcultures that experimented with style? What was your reaction to their style?
8. How did your own beliefs, values, and upbringing influence your perceptions of and reactions to different subcultural styles?