
AP[®] Seminar

Performance Task 2

Sample Student Responses and Scoring Commentary

Inside:

Individual Written Argument

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

Individual Written Argument (IWA)**48 points****General Scoring Notes**

When applying the rubric for each individual row, you should award the score for that row based solely upon the criteria indicated for that row, according to the preponderance of evidence.

0 (Zero) Scores

- A score of 0 is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric.
- Scores of 0 are assigned to all rows of the rubric when the response is **off-topic**; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

Off-Topic Decision:

For the purpose of the IWA, if the response is not in any way related to a theme connecting at least two of the stimulus materials it will be counted as off-topic and will receive a score of 0.

- Considering the student-oriented scoring approach of the College Board, readers should reward the student who derives their ideas from at least two of the stimulus materials, even if they wandered away from them as they pursued their topic.
- If you can infer any connection to a theme derived from two or more stimulus materials, the response should be scored. A failure to adequately incorporate the stimulus materials falls under rubric row 1, not here.

A READER SHOULD NEVER SCORE A PAPER AS OFF-TOPIC. INSTEAD, DEFER THE RESPONSE TO YOUR TABLE LEADER.

NR (No Response)

A score of NR is assigned to responses that are blank.

Reporting Category	Scoring Criteria	
<p>Row 1</p> <p>Understand and Analyze Context</p> <p>(0 or 5 points)</p>	<p>0 points</p> <p>The response does not incorporate any of the stimulus material, or, at most, it is mentioned in only one sentence.</p> <p>OR</p> <p>The response includes a discussion of at least one of the stimulus materials; however, it does not contribute to the argument.</p>	<p>5 points</p> <p>The response demonstrates the relevance of at least one of the stimulus materials to the argument by integrating it as part of the response. (For example, as providing relevant context for the research question, or as evidence to support relevant claims.)</p>
Decision Rules and Scoring Notes		
<p>Typical responses that earn 0 points include a reference to the stimulus material that:</p> <ul style="list-style-type: none"> • Is tangential. • May misrepresent what the sources are discussing/arguing or may use the source in such a way that ignores its context. • Is only used for a definition or facts that could be obtained from other, more relevant sources. • Is no more than a jumping-off point for the student’s argument, no more than a perfunctory mention. • Could be deleted with little to no effect on the response. 		
<p>Typical responses that earn 5 points include a reference to the stimulus material that:</p> <ul style="list-style-type: none"> • Reflects an accurate understanding of the source and demonstrates an understanding of its context (e.g., date, region, topic). <p>AND</p> <ul style="list-style-type: none"> • Presents an essential and authentic reference to the source, which if deleted, would change or weaken the argument. 		
<p>Additional Notes</p> <ul style="list-style-type: none"> • References to stimulus materials may be included multiple times in the response; only one successful integration of stimulus material is required to earn points. 		

Reporting Category	Scoring Criteria	
<p>Row 2</p> <p>Understand and Analyze Context</p>	<p>0 points</p> <p>The response either provides no context.</p> <p>OR</p> <p>The response makes simplistic references to or general statements about the context of the research question.</p>	<p>5 points</p> <p>The response explains the significance or importance of the research question by situating it within a larger context.</p>
<p>(0 or 5 points)</p>	<p>Decision Rules and Scoring Notes</p>	
	<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Provide unsubstantiated assertions without explanations (e.g., “this is important”). • May provide contextual details, but they are tangential to the research question and/or argument • Provide overly broad, generalized statements about context. • Provide context for only part of the question or argument. 	<p>Typical responses that earn 5 points:</p> <ul style="list-style-type: none"> • Provide specific and relevant details (i.e., what, who, when, where) for all elements of the research question and/or argument. <p>AND</p> <ul style="list-style-type: none"> • Convey a sense of urgency or establish the importance of the research question and/or argument.
	<p>Additional Notes</p> <ul style="list-style-type: none"> • Context is usually found in the first few paragraphs. 	

Reporting Category	Scoring Criteria								
<p>Row 3</p> <p>Understand and Analyze Perspective</p> <p>(0, 6, or 9 points)</p>	<p>0 points</p> <p>The response provides only a single perspective.</p> <p>OR</p> <p>The response identifies and offers opinions or unsubstantiated statements about different perspectives that may be overly simplified.</p>	<p>6 points</p> <p>The response describes multiple perspectives and identifies some relevant similarities or differences between them.</p>	<p>9 points</p> <p>The response evaluates multiple perspectives (and synthesizes them) by drawing relevant connections between them, considering objections, implications, and limitations.</p>						
Decision Rules and Scoring Notes									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="331 545 808 581" style="width: 33%;">Typical responses that earn 0 points:</th> <th data-bbox="808 545 1367 581" style="width: 33%;">Typical responses that earn 6 points:</th> <th data-bbox="1367 545 1948 581" style="width: 33%;">Typical responses that earn 9 points:</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 581 808 964"> <ul style="list-style-type: none"> • Provide only one perspective. • May use a lens or lenses that all work to convey the same point of view. • Convey alternative perspectives as personal opinions or assertions without evidence. • Provide perspectives that are isolated from each other without comparison. • Provide perspectives that are oversimplified by treating many voices, stakeholders, or stances as one. </td> <td data-bbox="808 581 1367 964"> <ul style="list-style-type: none"> • Make general comparisons between perspectives describing only basic agreement or disagreement. • Explain that disagreement/agreement exists, but they do not explain how by clarifying the points on which they agree or disagree. </td> <td data-bbox="1367 581 1948 964"> <ul style="list-style-type: none"> • Elaborate on the connections among different perspectives. • Use the details from different sources or perspectives to demonstrate specific agreement or disagreement among perspectives (i.e., evaluate comparative strengths and weaknesses of different perspectives by placing them in dialogue). </td> </tr> </tbody> </table>				Typical responses that earn 0 points:	Typical responses that earn 6 points:	Typical responses that earn 9 points:	<ul style="list-style-type: none"> • Provide only one perspective. • May use a lens or lenses that all work to convey the same point of view. • Convey alternative perspectives as personal opinions or assertions without evidence. • Provide perspectives that are isolated from each other without comparison. • Provide perspectives that are oversimplified by treating many voices, stakeholders, or stances as one. 	<ul style="list-style-type: none"> • Make general comparisons between perspectives describing only basic agreement or disagreement. • Explain that disagreement/agreement exists, but they do not explain how by clarifying the points on which they agree or disagree. 	<ul style="list-style-type: none"> • Elaborate on the connections among different perspectives. • Use the details from different sources or perspectives to demonstrate specific agreement or disagreement among perspectives (i.e., evaluate comparative strengths and weaknesses of different perspectives by placing them in dialogue).
Typical responses that earn 0 points:	Typical responses that earn 6 points:	Typical responses that earn 9 points:							
<ul style="list-style-type: none"> • Provide only one perspective. • May use a lens or lenses that all work to convey the same point of view. • Convey alternative perspectives as personal opinions or assertions without evidence. • Provide perspectives that are isolated from each other without comparison. • Provide perspectives that are oversimplified by treating many voices, stakeholders, or stances as one. 	<ul style="list-style-type: none"> • Make general comparisons between perspectives describing only basic agreement or disagreement. • Explain that disagreement/agreement exists, but they do not explain how by clarifying the points on which they agree or disagree. 	<ul style="list-style-type: none"> • Elaborate on the connections among different perspectives. • Use the details from different sources or perspectives to demonstrate specific agreement or disagreement among perspectives (i.e., evaluate comparative strengths and weaknesses of different perspectives by placing them in dialogue). 							
<p>Additional Notes</p> <ul style="list-style-type: none"> • A lens is a filter through which an issue or topic is considered or examined. • A perspective is “a point of view conveyed through an argument.” (This means the source’s argument). 									

Reporting Category	Scoring Criteria		
<p>Row 4</p> <p>Establish Argument</p> <p>(0, 8, or 12 points)</p>	<p>0 points</p> <p>The response provides only unsubstantiated opinions or claims.</p> <p>OR</p> <p>The response summarizes information (no argument). The response employs inadequate reasoning due to minimal connections between claims and evidence.</p>	<p>8 points</p> <p>The argument presents a claim with some flaws in reasoning.</p> <p>The response is logically organized, but the reasoning may be faulty or underdeveloped</p> <p>OR</p> <p>The response may be well-reasoned but illogical in its organization. The conclusion may be only partially related to the research question or thesis.</p>	<p>12 points</p> <p>The response is a clear and convincing argument.</p> <p>The response is logically organized and well-reasoned by connecting claims and evidence, leading to a plausible, well-aligned conclusion.</p>
Decision Rules and Scoring Notes			
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Base the argument on opinion(s). • Seek to explain a topic, rather than take a position (e.g., report, summary, chronicle, etc.). • Provide a contrived solution to a non-existent problem or completely lack a conclusion. 	<p>Typical responses that earn 8 points:</p> <ul style="list-style-type: none"> • Organize the argument well OR link evidence and claims well in discrete sections, but do not do both. In other words, the response may fail to explain how evidence supports a claim—i.e., it lacks commentary—OR the overall organization of the response is difficult to follow, even though it has done an adequate job of commenting on the evidence. • Provide evidence that often drives the argument, rather than contributing to the response’s argument. • Provide a conclusion/resolution that lacks either enough detail to assess plausibility or is not fully aligned with the research question. 	<p>Typical responses that earn 12 points:</p> <ul style="list-style-type: none"> • Organize information in a way that is often signposted or explicit. • Provide commentary that explains fully how evidence supports claims (i.e., the commentary will engage with the content of the evidence to draw conclusions). • Provide an argument that is driven by student voice (commentary). • Integrate alternate views, perhaps by engaging with counterclaims or using them to demonstrate a nuanced understanding. • Provide a solution/conclusion that is fully aligned with the research question. • Present enough detail to assess the plausibility of the conclusion/solution (perhaps with an assessment of limitations and implications). 	
Additional Notes			

Reporting Category	Scoring Criteria		
Row 5 Select and Use Evidence (0, 6, or 9 points)	0 points Any evidence presented in the response is predominantly irrelevant and/or lacks credibility.	6 points The response includes mostly relevant and credible evidence.	9 points The response includes relevant, credible and sufficient evidence to support its argument.
	Decision Rules and Scoring Notes		
	Typical responses that earn 0 points: <ul style="list-style-type: none"> • Include many sources that are not credible for the context in which they are used. • Include no well-vetted sources (i.e., scholarly, peer-reviewed, credentialed authors, independently verified) beyond the stimulus materials. • May include a well-vetted source that is not used effectively (e.g., trivial selection, not aligned with claim, misrepresented). 	Typical responses that earn 6 points: <ul style="list-style-type: none"> • Draw from a variety of sources that are relevant to the topic and credible for the context in most cases, but those sources are primarily non-scholarly. • Include many sources that are referenced rather than explained. • Provide evidence that does not fully support claims (e.g., there are some gaps and trivial selections). • May cite several scholarly works, but select excerpts that only convey general or simplistic ideas OR include at least one piece of scholarly work that is used effectively. 	Typical responses that earn 9 points: <ul style="list-style-type: none"> • Provide evidence that fully supports claims. • Effectively connect evidence to the argument, even if the relevance of the evidence is not initially apparent. • Provide purposeful analysis and evaluation of evidence used (i.e., goes beyond mere citation or reference). • Make purposeful use of relevant evidence from a variety of scholarly work (e.g., peer-reviewed, credentialed authors, independently verified, primary sources, etc.).
Additional Notes <ul style="list-style-type: none"> • Review the Bibliography or Works Cited. • Review individual instances of selected evidence throughout (commentary about the evidence). • General reference guides such as encyclopedias and dictionaries do not fulfill the requirement for a well-vetted source. 			

Reporting Category	Scoring Criteria					
<p>Row 6</p> <p>Apply Conventions</p> <p>(0, 3, or 5 points)</p>	<p>0 points</p> <p>The response is missing a bibliography/works cited OR the response is largely missing in-text citations/ footnotes.</p>	<p>3 points</p> <p>The response attributes or cites sources used through the use of in-text citations or footnotes, but not always accurately. The bibliography or works cited references sources using a generally consistent style with some errors.</p>	<p>5 points</p> <p>The response attributes, accurately cites and integrates the sources used through the use of in-text citations or footnotes. The bibliography or works cited accurately references sources using a consistent style.</p>			
Decision Rules and Scoring Notes						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="331 529 821 857"> <p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Include internal citations, but no bibliography (or vice versa). • Provide little or no evidence of successful linking of in-text citations to bibliographic references (e.g., in-text references are to titles but bibliographic references are listed by author; titles are different in the text and in the works cited). </td> <td data-bbox="821 529 1381 857"> <p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Provide some uniformity in citation style. • Include unclear references or errors in citations, (e.g., citations with missing elements or essential elements that must be guessed from a url). • Provide some successful linking of citations to bibliographic references. • Provide some successful attributive phrasing and/or in-text parenthetical citations. </td> <td data-bbox="1381 529 1950 857"> <p>Typical responses that earn 5 points:</p> <ul style="list-style-type: none"> • Contain few flaws. • Provide consistent evidence of linking internal citations to bibliographic references. • Include consistent and clear attributive phrasing and/or in-text parenthetical citations. <p>Note: The response cannot score 5 points if key components of citations (i.e., author/organization, title, publication, date) are consistently missing.</p> </td> </tr> </table>				<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Include internal citations, but no bibliography (or vice versa). • Provide little or no evidence of successful linking of in-text citations to bibliographic references (e.g., in-text references are to titles but bibliographic references are listed by author; titles are different in the text and in the works cited). 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Provide some uniformity in citation style. • Include unclear references or errors in citations, (e.g., citations with missing elements or essential elements that must be guessed from a url). • Provide some successful linking of citations to bibliographic references. • Provide some successful attributive phrasing and/or in-text parenthetical citations. 	<p>Typical responses that earn 5 points:</p> <ul style="list-style-type: none"> • Contain few flaws. • Provide consistent evidence of linking internal citations to bibliographic references. • Include consistent and clear attributive phrasing and/or in-text parenthetical citations. <p>Note: The response cannot score 5 points if key components of citations (i.e., author/organization, title, publication, date) are consistently missing.</p>
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<p>Additional Notes</p> <ul style="list-style-type: none"> • In AP Seminar, there is no requirement for using a particular style sheet; however, responses must use a style that is consistent and complete. • Check the bibliography for consistency in style and inclusion of fundamental elements. • Check for clarity of in-text citations. • Check to make sure all in-text citations match the bibliography (without extensive search). 						

Reporting Category	Scoring Criteria		
<p>Row 7</p> <p>Apply Conventions</p> <p>(0, 2, or 3 points)</p>	<p>0 points</p> <p>The response has many grammatical flaws, is difficult to understand, or is written in a style inappropriate for an academic audience.</p>	<p>2 points</p> <p>The response is mostly clear but may contain some flaws in grammar or a few instances of a style inappropriate for an academic audience.</p>	<p>3 points</p> <p>The response creates variety, emphasis, and interest to the reader through the use of effective sentences and precision of word choice. The written style is consistently appropriate for an academic audience, although the response may have a few errors in grammar and style.</p>
Decision Rules and Scoring Notes			
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Contain multiple grammatical errors that make reading difficult. • Use an overall style that is colloquial or in other ways not appropriate for an academic paper. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Contain some instances of errors that occasionally make reading difficult. • Lapse into colloquial language. • Demonstrate imprecise word choice. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Contain few flaws. • Use clear prose that maintains an academic or scholarly tone. • Use words and syntax to enhance communication of complex ideas throughout. 	
<p>Additional Notes</p> <ul style="list-style-type: none"> • Readers should focus on the sentences written by the student, not those quoted or derived from sources. 			

Destructive Obedience: A Case Study of *Star Wars* Stormtroopers

AP Seminar

30 April 2022

Word Count: 2058

From studying feminism through the lens of Princess Leia¹ to Kanan Jarrus² and the Obama Doctrine to comparing the Galactic Republic³ and ancient Rome, scholars have applied George Lucas' *Star Wars* to many fields of research (de Bruin-Molé; Sweet; Charles). However, there appears to be a gap in the literature when it comes to investigating the behavior of the Imperial stormtroopers⁴—the primary component of Imperial military—likely attributable to the fact that they are little more than faceless foot soldiers in the original trilogy (Lucas, *New Hope* [NH]; Lucas, *Empire Strikes Back* [ESB]; Lucas, *Return of the Jedi* [RJ]). As the Rebel freedom fighters confront the Empire throughout the movies, stormtroopers are often at the forefront of the conflict, unquestioningly obeying commands to fire at them (Lucas, NH; Lucas, ESB; Lucas, RJ). Although skeptics might assert the seemingly blind obedience of the stormtroopers is little more than a plot device, historical examples, from Nazi genocide⁵ to the torture at Abu Ghraib prison,⁶ demonstrate real people committing acts of destructive obedience, defined in this paper as an act of obedience that directly harms another being (Milgram; Wiltermuth). At the start of the 1960s, it was widely believed that only a small number of people would exhibit willingness to cause severe harm to another person when commanded to do so by an authority figure (Milgram 375). However, in his infamous 1963 experiment,⁷ Stanley Milgram found that 65% of all participants would obey an authority figure to administer a more-than-lethal electric shock to another person (Milgram 376). Since then, psychologists have sought different explanations for destructive obedience both inside and outside the lab (Gelfand et al.; Haslam et al.; Milgram; Wiltermuth). Using the framework of social psychology, I argue stormtroopers commit acts of destructive obedience primarily due to perceived service to a greater good, pliable personalities, and social context.

One must first understand Emperor Palpatine's rise to power in order to comprehend how stormtroopers believed enforcing an autocracy served a greater good. Emperor Palpatine is a masterful manipulator, twisting narratives and preying on fears (Lucas, *Revenge of the Sith* [RS]). He advertises autocracy as an effective end to the Clone Wars⁸ and tells the first stormtroopers that they are instrumental for creating "a safe and secure society" (Filoni, "Aftermath" 00:19:45-00:19:51). Later recruits are conditioned to have unswerving faith in the Empire both through training programs at the Imperial academies and widespread propaganda ("Breaking Ranks;" Hidalgo). Based on the findings of his 1963 study, Milgram postulated willingness to do harm was caused by "assum[ing] that the discomfort caused the victim is momentary, while the scientific gains resulting from the experiment are enduring" (378). To bolster Milgram's theory, more recent research suggests that "a desire to advance a cause with which they identify," rather than blind obedience, prompts one to comply with the unethical demands of an authority figure (Haslam et al. 486). In other words, people comply because they want to benefit what they believe to be a greater good. Therefore, it makes sense that the stormtroopers would utilize Palpatine's narrative of maintaining an orderly society to justify their brutal actions as eradicating terrorist groups who seek to undermine the Empire (Hidalgo).

At the same time, any *Star Wars* fan could easily point to the movies and ask why, then, the Rebellion chooses to stand against the Empire. American Psychological Association Executive Director for Science, Steven J. Breckler, claims resistance in experiments like Milgram's can largely be explained by differences in personality: some people are by nature more pliable while others are not. Therefore, Rebels were likely those with the least impressionable personalities. On the other hand, in *Star Wars Episode IV: A New Hope*, Obi-Wan Kenobi¹⁰ describes the stormtroopers as "weak-minded" (00:43:34-00:44:27). In other words,

stormtroopers are easily influenced and manipulated. In part, the roots of the “weak-minded” soldiers can be traced to Imperial propaganda. At Emperor Palpatine’s direction, skilled propagandists seek to recruit stormtroopers by highlighting the benefits of enlistment (see figure 1), romanticizing military expansion, and idealizing the goals of the Empire (Hidalgo). People who are most easily influenced by the propaganda in its various appeals will then also be the

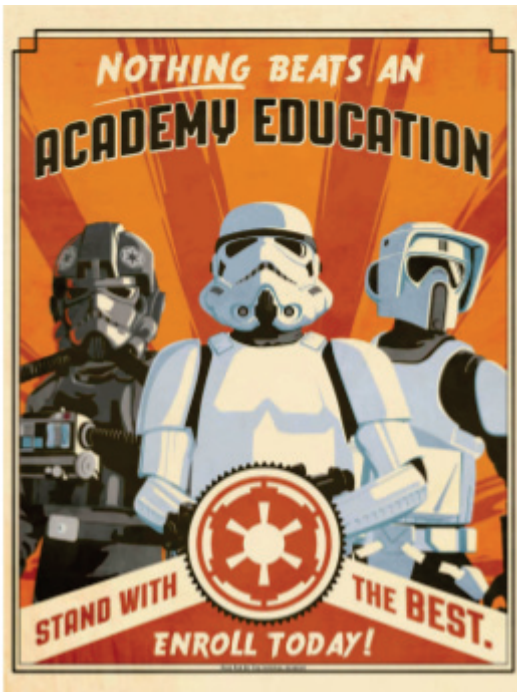


figure 1

Source: Thomas, Steven. *Nothing Beats an Academy Education*. 2016. *STAR WARS PROPAGANDA: A History of Persuasive Art in the Galaxy*, by Pablo Hidalgo, Harper Design, 2016.

Note: This piece of propaganda glamorizes the stormtrooper corps, advertising them as “the best,” and highlights the benefits of joining the stormtroopers in terms of education and opportunity.

most likely to enlist therefore resulting in a more pliable and obedient military force. After the initial filtering of recruits through propaganda-driven enlistment, they are then sent to an Imperial Academy for training and reconditioning (Filoni, “Breaking Ranks”). At the academy, cadets are trained to complete mission objectives at all costs, including sacrificing or abandoning their fellow stormtroopers, and obey the commands of authority figures despite ethical or protocol-based objections (“Breaking Ranks;” Kinberg). Pliable personalities coupled with extensive training engraves the key tenet of the Imperial military in recruits’ minds:

“Good soldiers follow orders” (Filoni, “Aftermath”

00:09:44-00:09:46). This mantra of the clones, still upheld by the later stormtroopers, highlights the emphasis on obedience as the ideal way for a stormtrooper to serve the Empire.

Despite the recruitment of more compliant personalities and extensive conditioning, some stormtroopers and cadets still choose to defect (Filoni, “Aftermath;” “Breaking Ranks;”

Kinberg). These former stormtroopers raise challenges to the aforementioned reasons for destructive obedience: maybe not all stormtroopers believe the Empire is a worthy cause and maybe not only the pliant enlisted. In practice, the Empire is not a greater good; it rules through terror and oppression at the whim of a corrupt autocracy (Lucas, *NH*; Lucas, *ESB*; Lucas, *RJ*). However, what happens in practice is less salient than how it is perceived by the stormtroopers because their conviction in the ideals of the Empire is what drives them to fight for it, rather than the reality of how they must reinforce their “safe and secure society” (Filoni, “Aftermath” 00:19:45-00:19:51). However, in the complexity of a galaxy recovering from war, it is also possible that not every recruit was convinced of the goodness of the Empire and may have joined simply because it was the best opportunity available to them, rather than out of support for the Empire. More importantly, stormtroopers who chose to defect were often somehow exposed to Rebel influences (“Breaking Ranks;” Kinberg). In his experiments, Polish-American psychologist Solomon E. Asch, found that even one other person who defied the group norm substantially decreased the likelihood that someone else would conform to a clearly incorrect majority opinion (34). When Rebels Ezra Bridger and Sabine Wren infiltrate Imperial Academies, they both bring perspectives that deviate from the norm and manage to encourage cadets to defect (“Breaking Ranks;” Kinberg).

Alternatively, other defectors have a stronger sense of personal identity and convictions. Clone Force 99, a group of clones who are genetically altered to enhance particular traits, takes pride in their difference from the rest of the programmed clones and find themselves the only ones resistant to Order 66¹¹ (Filoni, “Aftermath”). When confronted with everyone else cheering Palpatine’s rise to power, Hunter, the leader of the squadron, is repulsed by the clones’ sudden support for a leader who has ordered the systematic slaughter of the Jedi Knights and later

refuses to complete the mission granted to him by his superior officer on moral grounds (Filoni, “Aftermath”). According to postdoctoral fellow in the Department of Neuroscience and Psychology at the University of North Carolina Chapel Hill Kathy T. Do, young adolescents are unlikely to conform to conflicting opinions, especially negative ones, which she suggests is due to their development of a sense of personal identity and values (32). In turn, the strength of the identity and values of Clone Force 99 plays a key role in their defection. To combat the influence of personal identity in defection, the stormtrooper training seeks to eliminate their individuality by assigning them call numbers and the use of unvarying uniforms (Filoni, “Breaking Ranks”). Thus, it is important to point out that many defectors have not yet completed their training (Filoni, “Breaking Ranks;” Kinberg).

Additionally, social context—defined by the American Psychological Association as “the specific circumstance or general environment that serves as a social framework for individual or interpersonal behavior”—heavily influences their actions. For the stormtroopers, the general social context of their situation includes lingering tensions after the Clone Wars and the dangers of combating the Rebellion (Lucas, *RS*; Lucas, *NH*; Lucas, *ESB*; Lucas, *RJ*). The more specific circumstances include the norms of destructive obedience among the stormtroopers, conformity, and synchronous drilling (Lucas, *NH*; Lucas, *ESB*; Lucas, *RJ*). Although a product of their

Movie	Scenes with stormtroopers demonstrating synchrony	Scenes with stormtroopers committing acts of destructive obediences	Scenes with stormtroopers
<i>Star Wars Episode IV: A New Hope</i>	7	5	12
<i>Star Wars Episode V: The Empire Strikes Back</i>	5	4	8
<i>Star Wars Episode VI: The Return of the Jedi</i>	8	7	14
Total	20	16	34

table 1

Sources: Lucas, George, director. *Star Wars Episode IV: A New Hope*. Lucasfilm Ltd., 1977.

www.disneyplus.com/movies/star-wars-a-new-hope-episode-iv/12fVeZxD2fWJ.

Lucas, George, director. *Star Wars Episode V: The Empire Strikes Back*. Lucasfilm Ltd., 1980.

www.disneyplus.com/movies/star-wars-the-empire-strikes-back-episode-v/iqtDTZAewwYl.

Lucas, George, director. *Star Wars Episode VI: Return of the Jedi*. Lucasfilm Ltd., 1983.

www.disneyplus.com/movies/star-wars-return-of-the-jedi-episode-vi/6QGKo5mjDBS8

Notes: Destructive obedience was counted when stormtroopers participated in activities that resulted in or intended the direct harm of another being (e.g., firing a blaster).

training, synchrony among the stormtroopers, in and of itself, also contributed to their willingness to engage in destructive obedience (Gelfand et al. 7). As seen in table 1, throughout their deployment stormtroopers were for the most part seen engaging in synchronous actions, destructive behavior, or a combination of the two in the original *Star Wars* trilogy (Lucas, *NH*; Lucas, *ESB*; Lucas, *RJ*). In a study conducted by Gelfand et al., they found people were more likely to conform, less likely to think creatively, and less likely to express opinions that contradicted the majority (7-8). Throughout their training, cadets engage in synchronous activities both with each other and their commanders (Filoni, "Breaking Ranks;" Kinberg). Thus, synchrony throughout training and deployment not only discourages the expression of group dissent from stormtroopers, but also decreases their likelihood of individual creative thought that may deviate from the norm of obedience. Furthermore, synchrony with an authority figure has also been shown to increase the probability of following their immoral commands (Wiltermuth).

George Lucas created a galaxy that cemented itself as a flagship of the science fiction genre and remains popular to this day. This paper explores a mere sliver of this galaxy which has not yet been unexplained by scholarly research: the obedience of the Imperial stormtrooper forces. Through the framework of social psychology, the obedience of the stormtroopers can be explained by service to a greater good, generally compliant personalities, and the social context surrounding stormtroopers. Through this understanding, further research may explore how these factors and others interact in real-world scenarios to better understand the workings of destructive obedience and the potential to assist people in maintaining their own moral standards despite authoritative pressure otherwise.

Notes

1. A hero of the Rebel Alliance—also referred to as the Rebellion—the protagonists of the *Star Wars* films and resistance toward the autocratic Empire (Lucas, *NH*; Lucas, *ESB*; Lucas, *RJ*).

2. Former Jedi and leader of the early Rebellion featured in *Star Wars Rebels*.

3. The democratic legislative body of the galaxy prior to the Empire (Lucas, *RS*).

4. Imperial or Empire refers to the Galactic Empire, an authoritarian regime led by the corrupt Sith Lord Emperor Palpatine and the antagonist of the original *Star Wars* trilogy. In this paper, the term “stormtroopers” refers solely to Imperial stormtroopers—including specialized units—and will be used interchangeably.

5. At Adolf Hitler’s direction, the Nazi regime committed the systematic murder and dehumanization of millions of Jews and other minority groups (Milgram).

6. Abu Ghraib was a U.S. Military-run prison in Iraq after 9/11 (Gross). At the direction of the officers and, ultimately, the U.S. government, soldiers and defense contractors were asked to retrieve high-priority information from detainees using then-legal torture methods (Gross).

7. Stanley Milgram conducted an experiment to test the limits of destructive obedience. He had a participant act as the “teacher” and a confederate act as the “learner.” When the learner misremembered a word pair, the teacher was instructed to give the learner a shock of increasing voltage—labeled from “Slight Shock” to “Danger: Severe Shock” with two levels beyond that merely labeled “XXX”—and tested to see how severe of a shock participants were willing to administer when directed to (Milgram).

8. The Clone Wars were a conflict between the largely corrupt and ineffective Galactic Republic and the Separatists, a group of alternative legislators which seceded in favor of more direct action (Lucas, *RS*).

9. The Jedi are a group capable of wielding an unseen energy created by living things, better known as the Force, whose doctrine adheres to the tenets of peace and balance (Lucas, *RS*).

10. Obi-Wan Kenobi is one of two remaining Jedi Knights after the execution of Order 66 (Lucas, *NH*).

11. Order 66 was a program built into the clones by Palpatine to make them view the Jedi as traitors to the Republic who should be killed (Filoni, "Aftermath").

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Fraternity Hazing on College Campuses

AP Seminar

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Fraternity Hazing on College Campuses

Fraternities play a large roll in the abundance of hazing on college campuses and according to Barbara B. Hollmann (2002), “Since 1990, more deaths have occurred on college and university campuses as a result of hazing, pledging and initiation accidents, and fraternal alcohol-related incidents than all recorded history of such deaths” (pg. 11). This is particularly concerning because participating in a fraternity is a popular activity on college campuses. Fraternities are defined by Southwestern University (n.d.), a private university in Texas, as “...a group of men who are part of a brotherhood built on common goals and aspirations that make a commitment to each other for life” (para. 1). As previously stated, hazing is a common practice among these groups. Hazing is defined as “... any activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of their willingness to participate” (Winchester, 2018, pg. 231). Winchester (2018) also writes that hazing is used as an opportunity for fraternity members to cause embarrassment to particular individuals such as freshmen. The use of hazing by college fraternities yields a sense of concern to both the people involved and their loved ones. For example, according to an article by Peter Applebom (2012), a writer for the *New York Times*, a student at Bingham University feared her boyfriend’s health because he was a victim of harsh hazing which caused him to come home late with gashes on his hands and elbows. A parent of a student at Bingham University also said that when her son returned from the university he was brought to the emergency room due to running barefoot on rocks from hazing activities (Applebome, 2012). Finally, Applebome (2012) reported an anonymous email from a student who experienced hazing at the university; they wrote “I was hosed, waterboarded, force-fed disgusting mixtures of food, went through physical exercises until I passed out, and crawled around outside in my boxers to the point where my stomach,

elbows, thighs and knees are filled with cuts, scrapes and bruises” (para. 3). Although fraternities are responsible for hazing and its effects, they carry many benefits. According to the University of South Carolina (n.d.), a public university with over 34,000 students, joining a fraternity provides the members with lifelong friendships. Throughout these friendships the members refer to each other as “brothers”. According to Midwestern State University (2022), a public liberal arts school in Texas, referring to each other as “brother” demonstrates a sense of family and offers fraternity members a feeling of comfort . Fraternity members are also involved in a lot of community service. Members “...individually and collectively are involved in activities such as tutoring children, organizing fundraising events and competitions, conducting community and a variety of other philanthropic activities.” (Midwestern State University, 2022, para. 3) Lastly, members of Greek organizations (fraternities and sororities) consistently outperform students who are not involved in Greek life (University of South Carolina, n.d.). After researching these factors it is essential to ask the question: Given the abundance of hazing on college campuses, should fraternities be eliminated in the United States? Due to the several dangers and risks associated with hazing, the conclusion can be made that fraternities should be eliminated from college campuses.

Consequences of Hazing

Furthermore, hazing has extreme effects on its victims as well as those executing it. The University of Southern California, (n.d.), a private university located in Los Angeles California, provides a list of psychological effects victims of hazing face which include, but are not limited to: depression, anxiety, physical exhaustion, substance abuse, eating disorders, loss of trust, sleep deprivation and lowered self esteem. These effects can be detrimental to a person’s mental health as they have the ability to be long lasting. In order to focus on the effects hazing has on students’

self esteem, writers for Ramapo's college of New Jersey, Mercurio et al. (2014) wrote about a study that included 78 students from a liberal arts college in Northern United States. During the study students completed online surveys to evaluate their self esteem using statements that assessed their experiences of hazing. The results of the surveys displayed that members of Greek Organizations had lower self esteem as a result of hazing (Mercurio et al., 2014). Another physiological side effect of hazing on victims is the triggering of PTSD (post traumatic stress disorder). The Zende Del Law Firm (2022), a law firm located in Texas that has participated in over 100 court trials, states that past trauma in a person's life increases the negative effects of hazing which can cause them to be extremely vulnerable to hazing in the present. The individuals leading hazing are responsible for triggering PTSD in a victim which can result in devastating consequences (University of Southern California, n.d.). If PTSD is triggered in a victim, one consequence is that they are now at high risk of becoming traumatized (Zende Del Law Firm, 2022). If the individuals who partake in hazing are caught, they will face consequences as well. First, the person hazing will have a damaged reputation which can cause them to lose connections they have created with their friends, family and alumni of the fraternity (University of Southern California, n.d.). Losing these connections can be damaging to a person's health because they will have lost members of their support system that could have helped them navigate their problems. After losing connections, those guilty of hazing will have to face legal consequences on their own. Several states hold legal consequences of hazing. The Michigan Penal Code (2022), the laws set by the governmental body in Michigan, provides the details of their anti hazing law. It states that anyone who attends, is employed by, or volunteers at an educational institution is prohibited from performing the act of hazing and anyone who violates this rule, is guilty of a crime (The Michigan Penal Code, 2022). There are many different crimes

that a person can be proven guilty of depending on the state of the victim. For example, if the violation results in physical injury, the person is charged with a misdemeanor, imprisonment for no more than 93 days or a fine (The Michigan Penal Code, 2022). The act also states that “If the violation results in death, the person is guilty of a felony punishable by imprisonment for not more than 15 years or a fine of not more than \$10,000.00, or both” (The Michigan Penal Code, 2022, pg. 1). The state of California also uses an anti hazing law that is extremely similar to the law enforced in Michigan (University of Southern California, n.d.). Violating these laws would be extremely damaging to a person’s reputation and would likely cause major feelings of guilt and regret.

Deaths

The most destructive effect of hazing is the death of students who participate in hazing activities. Matthew Carrington is just one of many college students who have lost their lives to extreme hazing. Micheal J. Cholbi (2009) researched Carrington’s death which was published in the journal, *Public Affairs Quarterly*. He writes that on February 1, 2005, Carrington attended an initiation ritual at the Chi Tau fraternity of California State University. During this ceremony, he was forced to drink water from five gallon bottles and do pushups while answering questions about the fraternitie’s history. He continues his story by explaining that during the initiation, Carrington suddenly fell into a seizure. Instead of calling emergency services, the fraternity brothers placed Carrington in a sleeping bag after believing they heard him snoring. The next morning, at the age of 21, Matthew Carrington was declared dead by water intoxication and hypothermia from fans that were facing him all night (Cholbi, 2009). To the students, it may have seemed like drinking water is not as damaging to a person's health as ingesting liquids like alcohol but clearly, the effects of drinking too much water were just as bad or potentially worse

than drinking too much alcohol. Jaclyn Peiser (2021), a writer for the reputable daily newspaper known as the Washington Post, wrote the story of a 20 year old student at Bowling Green State University, Stone Foltz. According to Peiser, Stone Foltz attended a fraternity event where he was told to finish a 750 millimeter bottle of liquor by the end of the night. When he finished the bottle, Foltz was so intoxicated that he was taken home. The next morning, Stone Foltz's roommate found him unconscious and shortly after he was brought to the hospital. After being on life support for two nights, Foltz unfortunately lost his life due to fatal intoxication (Peiser, 2021). The death of Stone Foltz led to many legal consequences. Peiser (2021) continued by stating that first, the Pi Kappa Alpha fraternity was removed from Bowling Green State University. In addition, eight men faced charges for being involved in Foltz's death, one of whom being Stone Foltz's assigned "big brother", Jacob Krinn. Krinn was charged with a felony, misdemeanor, manslaughter, reckless homicide, assault, obstruction and providing alcohol to an underaged individual (Peiser, 2021). As previously discussed, in addition to legal consequences, the deaths of Matthew Carrington and Stone Foltz were most likely followed by extreme feelings of guilt and several other physiological consequences to the University's leaders and everyone involved.

Counterargument

Some may argue that hazing is "...useful and important educationally in developing group solidarity..."(Winchester, 2022). To support this claim, performing tasks together has been shown to improve bonds between people of a group. People of a group performing the same task together is an example of ritualistic synchrony (Gelfand et al., 2020). Ritualistic synchrony can be found almost everywhere as it is present in activities like sports games and military training (Gelfand et al., 2020). One example of ritualistic synchrony, provided by Gelfand et al. (2020), is

that over 100 years ago, the Tiwi people created an initiation for young men. This initiation included the men jumping over a fire pit and singing with the group of men afterwards. This likely brought the Tiwi people closer because the young men were officially a part of the group and could create new connections with other members. Gelfand et al. (2020) also writes that synchrony "...increases perceptions of social bonding, prosociality towards the ingroup and the ability to get along with group members, even in difficult environments "(para. 12). This type of synchrony is clearly present in modern fraternity hazing practices. For example, when hazing occurs, members perform the same tasks together at the same time which creates synchrony among the group. Unrelated to hazing, some also believe that being a fraternity member will increase students' knowledge and academic skills. Gary R. Pike (2003) writes, "Research has shown that fraternity and sorority members tend to be more involved...and that involvement is positively related to student learning and intellectual development "(pg. 369). Because of this, joining a fraternity seems to be a good option for college students. Pike (2003) continues by writing that "...Greek students reported higher levels of academic effort, involvement in organizations, and interaction with other students"(pg. 369). Consequently, increased educational knowledge and bonding opportunities are factors that encourage young men to join fraternities in college.

Rebuttal

Although some may argue that hazing is a beneficial activity for bonding among fraternity members, the detriments of hazing definitely outweigh the benefits. Especially when hazing leads to consequences like the death of a student. Also, contrary to popular belief, joining a fraternity does not increase a student's academic performance. After writing about the educational benefits of fraternities, Pike (2003) explains that Greek Life members actually had

significantly lower scores on generalized college tests when compared to students who do not participate in Greek Life on campus. He also wrote that fraternity members specifically, have lower levels of reading comprehension, critical thinking and mathematical performance.

Conclusion

In conclusion, due to the abundance of hazing on college campuses, fraternities should be eliminated in the United States. Doing so would increase students' academic performance as well as the overall safety of Universities. Since fraternity members do not perform as well as their peers, not being in a fraternity would increase their scholastic execution. If fraternities were eliminated, there would also be a decrease in hazing. This would make universities and student life more safe as well as make the parents and friends of college students confident in the safety of their child or friend. Overall, fraternities should be eliminated in the U.S.

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1

Individual Written Argument

What are the effects of dressing on cultures?

“Human-made and natural aspects, such as tools, attire, and technology, as well as morals, beliefs, and customs, are all part of culture. Clothing holds great value in almost every culture. People will want to dress the same because they like what they see, or because it is part of a cultural or family ritual. Along with synchrony and ritual synchrony, people will want to wear the clothes the same because they like what they see, or because it is part of the tradition of either way of life or family. The word "cultural authenticity" relates to the procedure of cultural transition. The process of incorporating features of one culture's dress into the dress of another style is transformed in some way is known as cultural authenticity.

Anthropological Perspectives on Clothing, Fashion, and Culture

Clothing studies have reawakened interests in anthropology in the last two decades, displaying a fluorescence previously limited by prevailing theoretical paradigms. The dress has long been regarded as a symbol for something other than itself, yet recent efforts to reconnect materiality show that this is changing. Though some researchers analyze the significance of apparel in the context of the complete economic circuit and the unequal connections between its actors, little research has been done on clothing production difficulties. Fashion is shown as art in museum exhibitions, and active and creative relationships with clothes stretch beyond disciplines. (Hansen 2004) Mesoamerica's and the Andes' rich cloth traditions appear large in current anthropological studies on Latin American apparel. These works go further into the

shifting dynamics of indigenous dress than the clothing habits of the enormous wave of Ethiopian immigrants who flooded the fashion scene at the start of the century. Latin America has evolved over the years. In the west and central parts of Africa, they wear two large dresses. They were tailored western-styled attires in the East and South. Both men and women are dressed in a flowing gown with a fabric wrapper and a head knot. They wear a sari in South Asia. A sari is a women's garment that is draped and wrapped. Clothes are worn folded around the body by both men and women.

Cultures, Identities, and Dress: A Renewed Sociological Interest.

The cultural impact of dressing. The sociology of clothing is a thriving field that goes into fascinating theoretical, methodological, and empirical domains. Clothing researchers began examining the sociological and psychological consequences of attire and appearance in the mid-twentieth century. Among the topics discussed in the academic studies from that meeting were identities, group dynamics, cultural studies and sociology, dialectics, emotions and consciousness, social construction of gender, literature, and qualitative and quantitative techniques.

The Feeling of Being Dressed: Affect Studies and the Clothed Body

The relationship we have with our clothes has been intensively researched in terms of style and identity in sociological and cultural studies, with a focus on the way we utilize clothes to express ourselves to and in society. The ideas we have about and in our clothing when we are dressed. It then goes on to show how affect studies open up new avenues for researching the body clothes.

assemblage; in particular, the notion of the body as a collection of forces, as well as the approach to practices (in this case, dressing practices) as techniques of being, are critical to this endeavor. Given that "fashion appearances are viewed as liberation's of the wearer's character, economic prosperity, and intelligent attainment in everyday life" (Finkelstein 1999, 376), "fashion appearances are regarded as liberation's of the wearer's character, economic progress, and intellectual attainment in everyday life" (Finkelstein 1999, 376). Other abilities actors use to develop their personas in this perspective include body posture, etiquette, tone of voice, politeness, demeanor, charisma, and sense of style. As a result of the increasing sociological interest in the body as a key part of the self in the late twentieth century, the conversation on clothing and identity became increasingly focused on embodiment and the ways in which clothes and the human body may interact. Several times a day; the moment(s) when we must decide what to wear before going out to partake in some social activity, or when we must choose what item of clothing to purchase during a shopping excursion. For instance, the process of maturing or increasing or losing weight may generate a series of attitudes (effects) in such a way that the similar clothing I had previously disregarded suddenly fits perfectly and I feel great wearing it. (Ruggerone 2016)

Clothes, Culture, and Context: Female Dress in Kuwait.

By focusing on the clothing options available to rich Kuwaiti females and how those choices are exercised, this study examines Muslim women's dress practices in the Arabian Gulf. Given Kuwaiti society's small size, vast wealth, and conservative attitude, one dresses to impress, knowing that one's peers will analyze one's appearance, and any dress code violations will be

widely publicized. Kelly (Kelly, 2015) Clothing that is comfortable to wear while traveling may be deemed unfit for usage at home. As a result, I've come to the conclusion that when there's a disconnect between clothes, cultural norms, and context, context becomes the deciding factor in dress choices. The Abaya is a traditional Muslim dress. The abaya, an ankle-length black robe that conceals all but the hands, feet, and face, is the most basic piece of traditional clothing. When entering a public space, it is worn over indoor clothing. Women remove their abayas for personal, same-sex, or family functions, wearing anything from shorts and jeans to exquisite gowns, depending on the occasion. In Kuwait, there are two main types of abayas, each with its distinct design. In Kuwait, the abaya is a loose-fitting cloak with open sleeves in the center that must be kept together by the wearer. The garment can be worn on the shoulders or the head, with the latter option hiding the hair. In the past, a loose-fitting lower leg dress called a Daraa is worn underneath it to further disguise the body's features. Because it's much more like a dress than a cloak or cape, the Islamic abaya cannot be draped from the head. It also closes at the front using a zip, buttons, or snaps, preventing the wearer from showing what's below. Beads, sequins, embroidery, panels of different colored material, piping, and, more recently, Swarovski crystals can be added to the black Islamic abaya, which is high-necked, long-sleeved, ankle-length, and much more fitting. It's never with a collar on.

People Look at Us, the Way We Dress, and They Think We're Gangsters'

Based on a small-scale qualitative study with young immigrants in Glasgow, it attempts to explore the amount to which and how these young people encounter social bonding and bridging, as well as their engagement in gang culture. Although territorial considerations drive gang participation, it also acts as a point of focus for ethnic unification and racial prejudice. The

paper concludes by urging modifications to the dispersal policy and further studies into one of the most effective vehicles for generating social capital in multi-ethnic metropolitan areas. (Ross 2011)

How Can Clothes Represent Culture?

Clothing evolves in full agreement with the changing culture. However, how can clothing indicate a person's culture? When we look at clothing from different periods in human history, we may get a sense of the customs, beliefs, economics, morals, and technology that were prevalent at the time. A person's appearance, like their feelings and thoughts, conveys a lot about them. The kimono, which means "thing to wear," is a full-length Japanese robe. In Malaysia, Singapore, Thailand, Cambodia, the Philippines, and Brunei, the kebaya is a traditional blouse-like garment. Hanbok is a traditional South Korean clothing comprised of bright colors. Shkà is a Tanzanian and Kenyan word that means "sheet," and it is worn wrapped around the torso in red colors. Kilt: a traditional Scottish garment that resembles a skirt but has pleats at the back and is usually made of tartan-patterned wool. Agbada: a flowing wide-sleeved robe covered with beautiful embroidery worn by African males. Huipil: Indigenous women in Mexico wear this loose-fit tunic, which is generally paired with a blue embroidered skirt.

How does Culture Influence the Dressing of People?

Culture can be defined as a way of life, however, it is a broad phrase that encompasses many things such as conventions, traditions, art, literature, and language. Culture can also be defined as anything done by people who live in the same area. Culture, on the other hand, has an impact on certain aspects of life, such as how people dress. Pakistan's cultural clothes are the traditional

outfits of the country's several provinces. Pakistani people's clothing is also impacted by their culture. Khet partug is the traditional garment of Khyber Pakhtunkhwa (KPK), while Peshawari chappal is the customary footwear.

FASHION CHOICES AFFECT CULTURE AND ATTITUDES

In most cultures, clothing is a requirement of existence. Fashion is an aesthetic implication that evolved from clothing and has evolved into a psychological art industry. Though only a single thread is part of the fabric of how culture is formed, it has proven to be an important subconscious thread. Fashion offers the chance to define one's own image as well as behavioral aspects such as inclusion, exclusion, attitude, and productivity.

Implication

Both the wearer and the person dealing with the wearer's style have significant psychological implications." The dress code of a business has an impact on employees' perceptions of the quality of work. In addition, how a person looks affects how colleagues, customers, and upper management see them. One visual representation of an organization's culture is dress code guidelines. As a result, working dress plays an important role in building the ideal organizational culture. To express a cohesive, team-oriented culture, all employees at Toyota Corporation, for example, wear polo shirts and khakis. A casual dress code can also assist express a pleasant and welcoming workplace culture. Employees may feel empowered to provide excellent customer service as a result of this, which enhances the company's underlying value of offering service excellence. In the mid-twentieth century, a group of clothing researchers sought to look into the sociological and physiological effects of clothes and appearance. Including

gender social construction, identity, social psychology, cultural anthropology, and sociology semiotics, emotions, and cognition.

Limitations

Wearing a bad stereotype from another culture as a costume has been proven to be a damaging limitation, but what about wearing traditional clothing? Is there a way to dress in a way that honors a culture without exploiting it? "We're a Culture, Not a Costume" featured white people dressed in insulting clothing next to students of certain cultures or ethnicities. The first series of posters said, "You believe it's innocuous, but you're not the target." The campaign was revised the following year to include more cases of appropriation and racism, with the tagline "You wear the costume for one night." "I'll be stigmatized for the rest of my life." Teen Vogue later ran a video campaign in 2017 to draw attention to the issue.

Solution

There is no problem in wearing another cultures clothes. But there's time when it's not ok. For instance, if you purposely wear the clothes to make fun of the cultures religion that's were the line crossed. Most cultures had to fight to wear what they're wearing today and people making fun of it it's not okay. A teenager wore a Chinese dress for prom and she got hate for it because some people feel like she was making fun of their culture and some people also felt like she was embracing their culture. You should ask permission first before wearing a certain type of dress or anything culture related because somebody from that culture may feel some type of way about it.

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Performance Task 2 Individual Written Argument

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

This task assessed the students' ability to:

- Review a set of stimulus materials and decide on a theme derived from at least **two** of the sources
- Formulate a research question directly related to that theme
- Conduct research and evaluate relevant, credible and scholarly materials to answer the research question
- Formulate a well-reasoned argument with a clear line of reasoning and a plausible conclusion
- Evaluate and acknowledge counterarguments and different perspectives
- Write a 2,000 word argument that is logically organized and supported by credible evidence

Sample: A

1 Understand and Analyze Context Score: 5

2 Understand and Analyze Context Score: 5

3 Understand and Analyze Perspective Score: 9

4 Establish Argument Score: 12

5 Select and Use Evidence Score: 9

6 Apply Conventions Citation Score: 5

7 Apply Conventions Grammar Style Score: 3

Destructive Obedience: A Case Study of Star Wars Stormtroopers

Row 1: Understand and Analyze Context

The response earned **5** points. The response draws from two items in the stimulus materials, Gelfand and Do. It is particularly strong in its use of Gelfand to articulate the concept of destructive obedience, connecting it to other sources the response used to create and sustain its argument, such as the Milgram experiments; the Gelfand article is integral to understanding the overall argument about how identity can be eradicated and conformity enforced, as seen in George Lucas's Star Wars movies. The response is somewhat less effective in its use of Do, referring on p. 5 to the resistance of adolescents to "conform to conflicting opinions, especially negative ones," which, to some extent, is at odds with the main argument. Nonetheless, the materials are utilized appropriately and become an inspirational launch for a unique idea. Compellingly, the response does not leave the stimulus materials in its rearview mirror but returns to these materials, particularly Gelfand, by emphasizing their importance to understanding "group think." On p. 6, for example, the response notes that Gelfand's study "found that people were more likely to conform, less likely to think creatively, and less likely to contradict the majority" when engaged in synchronous activities such as stormtrooper training and deployment. The response suggests that both Gelfand and Do illustrate the effectiveness of propaganda as a strategy to restrict an audience's perspective and to establish a utilitarian moral code, which stretches both articles. Nonetheless, the response puts the stimulus materials into conversation with other sources in

Performance Task 2 Individual Written Argument

interesting ways. At one point (p. 5), the response generates its own chart displaying a content analysis of how many scenes involving stormtroopers exhibit synchronous behavior as defined by Gelfand. The robust and effective use of Gelfand, coupled with the references to Do, earned the high score in this row.

Row 2: Understand and Analyze Context

The response earned **5** points. While the response builds and contextualizes its argument within a popular work of fiction rather than a historical framework, the response *does* relate the actions and lack of agency displayed by stormtroopers to other well-known, historical events, such as Nazi genocide and the torture of prisoners in Abu Ghraib. Importantly, the response asserts in its opening sentences that the inspiration of fiction has often been used to better understand essential aspects of human behavior patterns, ideology, and meaning. To read this response as an analysis of Lucas’s films is to miss the clear demarcations where art and life (fact and fiction) intersect to reveal deeper truths about ourselves. To see stormtroopers as commentary on present-day military training is one way to emphasize the importance of the topic, but this view is somewhat shallow. The response serves as a warning to all of us about how easily our worldview, and our actions in line with our worldview, can be manipulated or restricted by whatever our “empire” is, and uses Milgram and other sources to reinforce the need to understand the phenomenon of destructive obedience across a number of domains.

Row 3: Understand and Analyze Perspective

The response earned **9** points. The response exhibits at the outset a commitment to utilizing multiple sources to support and interrogate each of its claims. For example, the opening paragraph engages Milgram and Wiltermuth to establish that sociologists and researchers have been studying these phenomena before Gelfand. Throughout much of the response, the citations indicate that several theorists and researchers have corroborated the evidence being shared. The response also signposts these connections with introductory phrases such as, “To bolster Milgram’s theory, more recent research suggests.” That said, where the response is particularly impressive in this row is in those places where it smoothly integrates not only academic sources but also portions of the film *and* the opinions or perspectives of fans. What follows is one example of how the response subtly accomplishes this task:

At the same time, any *Star Wars* fan could easily point to the movies and ask why, then, the Rebellion chooses to stand against the Empire. American Psychological Association Executive Director for Science, Steven J. Breckler, claims resistance in experiments like Milgram’s can largely be explained by differences in personality: some people are by nature more pliable while others are not. Therefore, Rebels were likely those with the least impressionable personalities. On the other hand, in *Star Wars Episode IV: A New Hope*, Obi-Wan Kenobi describes the stormtroopers as “weak-minded” (00:43:34-00:44:27).

Performance Task 2

Individual Written Argument

Row 4: Establish Argument

The response earned **12** points. The response is well organized with a clearly stated, somewhat traditional, three-pronged thesis: “Using the framework of social psychology, I argue stormtroopers commit acts of destructive obedience primarily due to perceived service to a greater good, pliable personalities, and social context.” The response never drifts from its commitment to validating and proving this position. Additionally, it handles the challenge of organization with aplomb. Recognizing that some readers might not know enough about the storyline to track the argument, the response uses endnotes to avoid cluttering the text with explanations, and it avoids over-summarization of plot to focus on analysis and the connection it hopes to make toward greater meaning and importance in *this* world or *this* reality.

The response acknowledges limitations and predicts pushback from potential distractors from its position when it offers commentary which demonstrates that alternative explanations for stormtrooper behavior may exist:

Despite the recruitment of more compliant personalities and extensive conditioning, some stormtroopers and cadets still choose to defect (Filoni, “Aftermath;” “Breaking Ranks;” Kinberg). These [...] raise challenges to the aforementioned reasons for destructive obedience: maybe not all stormtroopers believe the Empire is a worthy cause and maybe not only the pliant enlisted. In practice, the Empire is not a greater good; it rules through terror and oppression at the whim of a corrupt autocracy (Lucas, NH; Lucas, ESB; Lucas, RJ). However, what happens in practice is less salient than how it is perceived.

This response does not suggest that this is a simple problem to be solved. It ends with an appreciable challenge to the reader: “Through this understanding, further research may explore how these factors and others interact in real-world scenarios to better understand the workings of destructive obedience and the potential to assist people in maintaining their own moral standards despite authoritative pressure otherwise.”

Row 5: Select and Use Evidence

The response earned **9** points. A common temptation in an essay like this one would be to isolate one’s research to mass media sites, movie critics, and other journalistic or “fan-based” blogs or subreddits, or, worse, to rely on the author’s own memory and opinion. However, the response establishes, immediately, that it is not just performing a critical analysis of the films. Rather it asserts that fiction (specifically in this case, *Star Wars*) has already been used to initiate conversations about “feminism” and “the Obama Doctrine.” Granted, in order to convey certain aspects of the movies accurately, the response cites Disney and interviews with George Lucas, but it also includes a vast array of peer-reviewed sources such as the *Journal of Abnormal and Social Psychology*, the *Journal of Social Issues*, and *Scientific American* just to name a few. Moreover, the use of these sources is impactful and thoughtful. Attributions are used to stress their validity when necessary, and as seen in the discussion of Row 3, they are often used collaboratively to strengthen their effect.

Performance Task 2

Individual Written Argument

Row 6: Apply Conventions (Citations)

The response earned **5** points. The response accurately cites its numerous sources through in-text citations that align with the complete Works Cited page. The inclusion of properly formatted informational endnotes accentuates the professionalism of the response while including necessary details a reader unfamiliar with the *Star Wars* movies might need for understanding. The response correctly cites peer-reviewed journal articles and books as well as less-familiar sources such as movies, documentaries, and television episodes.

Row 7: Apply Conventions (Grammar and Style)

The response earned **3** points. The tone of the response is appropriate for an academic audience and features strong sentence structure, stylistic transitions, and precise language usage. Summarizing a fictional narrative while alternately making connections to outside sources, including complex psychological and social studies, is a complicated task even for accomplished writers. This response avoids confusing syntax and conflating messages, displaying a strong grasp of academic writing that easily reaches the highest score for this row.

Performance Task 2 Individual Written Argument

Sample: B

1 Understand and Analyze Context Score: 5

2 Understand and Analyze Context Score: 5

3 Understand and Analyze Perspective Score: 6

4 Establish Argument Score: 8

5 Select and Use Evidence Score: 6

6 Apply Conventions Citation Score: 5

7 Apply Conventions Grammar Style Score: 2

Frat hazing

Row 1: Row 1: Understand and Analyze Context

The response earned **5** points. The response clearly derives its topic from the stimulus materials, as it focuses on how fraternities try to help members bond, focusing on the negative and dangerous aspects of hazing prevalent in Greek life on campuses. On p. 7, the response integrates Gelfand et al. as the preeminent support of its paragraph dedicated to the counterargument that hazing rituals create a sense of unity, noting that initiations have historically been a part of ritualistic synchrony in order to “...increases perceptions of social bonding, prosociality towards the ingroup and the ability to get along with group members, even in difficult environments.” The response then tries to establish the benefits of hazing, or at least its purpose in fraternities. That counterargument, itself, may be lacking in terms of insight, nuance, and complexity, but the inclusion of Gelfand et al.’s commentary on “ritualistic synchrony” proves necessary to craft the position. As a result, it satisfies the scoring criteria for 5 points in this row.

Row 2: Understand and Analyze Context

The response earned **5** points. The response stresses the urgency and importance of its subject matter by sharing essential and alarming statistics in its opening paragraph from Hollmann and Winchester, which reflect that hazing has accounted for more deaths on college campuses since 1990 than ever before recorded on college campuses. It also offers an anecdote from a victim of hazing, as cited by Applebome from the *New York Times*, to further personalize the issue and leverage pathos on the part of the reader to establish a sense of the importance of this topic. Additionally, the response centers its commentary on college campuses rather than attempting to cover hazing practices that transpire elsewhere in society, such as in high school, at the workplace, on sports teams, etc. In taking this approach, the response sufficiently establishes the significance of its topic and adequately narrows its scope.

Performance Task 2

Individual Written Argument

Row 3: Understand and Analyze Perspective

The response earned **6** points. The response argues that hazing is a destructive and negative practice conducted by fraternities and attempts to include the perspectives of students (e.g., Appleborne) and college administrations (e.g., University of Southern California) in support of this position. While there are several perspectives, the response only makes general comparisons between the arguments from sources, describing basic agreement on the consequences of hazing, including death. There is a nod to the potential benefits of initiation rituals in the section titled “counterargument,” and in several places, the response presents perspectives on the benefits of fraternities and sororities in establishing lifelong friendships and creating networking opportunities. The argument is weakened, however, when the response conflates fraternities and hazing when it provides a counterargument about the benefits of Greek life. While somewhat unclear, that discussion offers a contrasting perspective to the response’s main argument that fraternities should be abolished.

Row 4: Establish Argument

The response earned **8** points. The response asserts that fraternities are popular organizations on college campuses, but many engage in hazing rituals that can have tragic results. The response discusses the psychological effects of hazing which spur anxiety and depression, as well as the physical dangers that, in the worst scenarios, lead to death. It establishes that Greek life creates power dynamics leading to the victimization of young pledges and that the system encourages abusive behaviors by their members. The response attempts to organize itself by sign-posting subtopics, but these sections are not organized fluidly. For example, it has a segment dedicated to “Consequences of Hazing” and follows that item with another segment called “Deaths,” which is not only a sparse indicator, but it should also be within the context of “Consequences of Hazing.” Additionally, the proposed solution to the problem, “fraternities should be eliminated,” found in the conclusion, is not fully developed. The response argues for both a position and a solution, yet only mentions the solution as the paper is concluding. Lastly, the suggestion that because of hazing practices all fraternities should be eliminated is overbroad because the real concern seems to be that hazing practices should be eliminated while keeping those characteristics of fraternities that serve their members well.

Row 5: Select and Use Evidence

The response earned **6** points. The response relies heavily on sources from University web pages that explain Greek life on campus and define hazing. The sources used to drive the argument and support its claims are largely journalistic (*New York Times* and *Washington Post*). The Pike source in the counterargument and rebuttal sections meets the criteria of a peer-reviewed and credible source, but that is the only source of merit that is used effectively as opposed to just trivially mentioned or referenced. Having several credible sources that are relevant for the context but are primarily non-scholarly and are referenced rather than explained, the response earned a middle score for this rubric row. The response draws from a variety of sources that are relevant to the topic and credible for the context in most cases but are primarily non-scholarly.

Performance Task 2

Individual Written Argument

Row 6: Apply Conventions (Citations)

The response earned **5** points. The response uses attributive phrases, parenthetical inserts, and other in-text strategies to cite sources. The linking of in-text sources to the bibliography is clear for the most part; however, the source called Zendah Del Law Firm, which appears in the response twice, cannot be found in the bibliography. The references page is listed in a logical order (alphabetical by last name) and the citations include the necessary essential elements. Despite the missing citation for the Zendah Del Law Firm, the response provides consistent linking and clear attribution in text and complete citations on the references page.

Row 7: Apply Conventions (Grammar and Style)

The response earned **2** points. The response is certainly readable, and it maintains a relatively academic tone, even if it lacks diversity of sentence types and a more academic vocabulary. However, there are portions of the composition that hinder its effectiveness. For example, the response begins a new subtopic with “Furthermore,” even though what follows is not related to the preceding text. There are also several areas where capitalization rules are misapplied, and the response features several grammar errors throughout that prevent it from achieving the highest score in this row. For example, there are several sentences like this one fraught with comma splices: “To the students, it may have seemed like drinking water is not as damaging to a person’s health as ingesting liquids like alcohol but clearly, the effects of drinking too much water were just as bad or potentially worse than drinking too much alcohol.” Another one not only has comma issues but a confusing typo, “that anyone who attends, is employed by, or volunteers at an educational institution is prohibited from performing the act if [sic] hazing and anyone who violates this rule, is guilty of a crime. There are also fragments like this one: “Especially when hazing leads to consequences like the death of a student.” These errors are not substantial enough to score this in the low column, but they do prevent this response from reaching the highest score available in this row.

Performance Task 2 Individual Written Argument

Sample: C

1 Understand and Analyze Context Score: 0

2 Understand and Analyze Context Score: 0

3 Understand and Analyze Perspective Score: 0

4 Establish Argument Score: 0

5 Select and Use Evidence Score: 0

6 Apply Conventions Citation Score: 0

7 Apply Conventions Grammar Style Score: 0

Dressing and Culture

Row 1: Understand and Analyze Context

The response earned **0** points. Other than the use of the phrase “synchrony and ritual synchrony” in the first paragraph, the response makes no attempt to integrate any of the stimulus materials into its argument. While the phrase may be a reference to the Gelfand piece, “The cultural evolutionary trade-off of ritualistic synchrony,” there is no indication of that, and if it were indicated, the use of the phrase did not contribute to an argument. There is merely a tangential connection to the stimulus material by stating, “The word ‘cultural authenticity’ relates to the procedure of cultural transition.” This information attempts to connect to the stimulus material, possibly Lahiri, by referencing cultural transition. Thus, the references are tangential to the stimulus material.

Row 2: Understand and Analyze Context

The response earned **0** points. The response provides no context for its exploration of the “effects of dressing on cultures.” The introduction strings together the terms “culture” and “cultural authenticity” for no discernible purpose. Further, cultural authenticity is defined as “The process of incorporating features of one’s culture dress into the dress of another style is transformed in some way is known as cultural authenticity.” This faulty definition is given, but there is no overarching context in the introduction or in the body of the response. For example, in paragraph two, “Clothing studies have reawakened interests in anthropology in the last two decades, displaying a fluorescent previously limited by prevailing theoretical paradigms.” The response includes only assertions with no context to urge research.

Row 3: Understand and Analyze Perspective

The response earned **0** points. The examination of perspectives consists of nonsensical blocks of texts taken from the sources, which are identified in the subheadings. For instance: “Fashion is shown as art in museum exhibitions, and active and creative relationships with clothes stretch beyond discipline. (Hansen)” The explanation that follows this in-text citation is summative, and there is no other source in the paragraph to offer a different perspective. The response merely provides one perspective in each section of the paper and in-text citations to identify the source of each paragraph are sparse to nonexistent. For example, the section headed Cultures, Identities, and Dress: A Renewed Sociological Interest does not have in-text citations even though the response states the following: “Clothing researchers began examining the sociological and psychological consequences of attire and appearance in the mid twentieth century.” The response includes no attribution for this material as to the researchers who might have conducted this research. Evidence of understanding and analyzing multiple perspectives is absent from this response.

Performance Task 2

Individual Written Argument

Row 4: Establish Argument

The response earned **0** points. The response does not organize information in a coherent manner but offers an explanation of a major problem of cultural appropriation by stating, “Wearing a bad stereotype from another culture as a costume has proven to be a damaging limitation, but what about wearing traditional clothing?” The response strings together ideas that do not pose an argument and lack clarity, making any type of argument nonexistent for the elimination of cultural appropriation. The lack of an argument is reinforced with the over-simplified solution for the implicit problem of cultural appropriation, or as the response phrases it, “if you purposely wear the clothes to make fun of the cultures religion,” you should “ask permission first before wearing a certain type of dress or anything culture related because somebody from that culture may feel some type of way about it.”

Row 5: Select and Use Evidence

The response earned **0** points. Information taken from the sources is not used to support the argument. In addition to failing to use evidence from the sources in any meaningful way, the sources are mostly irrelevant. The Deuchar source is a 2010 research paper focused on gangs in Glasgow, Scotland, and is as irrelevant to the topic of cultural appropriation as it is to the Kelly text, “Clothes, Culture, and Context: Female Dress in Kuwait” or the research paper about the effects of dress codes on company culture in American workplaces published in *Writing Anthology* by undergraduate students at Central College. In addition to being too far-ranging to be relevant to any one topic, the sources include journalistic texts and at least one blog entry. The response makes no attempt to validate the use of its sources.

Row 6: Apply Conventions (Citations)

The response earned **0** points. From the introduction on, the response fails to delineate between a source’s words and its own effectively. The opening quotation mark does not have a closing quotation mark or a source. While the subheadings mostly align with the entries on the Work [sic] Cited page, this is not consistent with any style guide or throughout the paper as subheadings such as “Implications,” “Limitations,” and “Solution” do not link to bibliographical entries. Additionally, within the paragraphs, chunks of texts from sources are repeated directly without attribution other than the title of the source in the subheading. Occasionally, the response attempts to incorporate in-text citations, but those are sparse and ineffectual. Additionally, the response does provide an incomplete bibliographical entry for all the external information used.

Performance Task 2

Individual Written Argument

Row 7: Apply Conventions (Grammar and Style)

The response earned **0** points. The response has many grammatical flaws that make it difficult to read, and the style of writing is inappropriate for an academic audience. For example, in the first paragraph, “People will want to dress the same because they like what they see, ... or because it is part of the tradition of either way of life or family.” The colloquial style carries through to the conclusion when the response uses “you” repeatedly, as well as the slang phrases “she got hate for it” and “feel some type of way.” Other errors include indicating possession: “wearing another cultures clothes.” There is no sense of sentence boundary on the part of the response, as shown in the following from p. 2: “The cultural impact of dressing The sociology of clothing as a thriving field that goes into fascinating theoretical, methodological, and empirical domains.” Any academic writing seems to be taken from other sources as in “Fashion is an aesthetic implication that evolved from clothing and has evolved into a psychological art industry” from “Fashion Choices Affect Culture and Attitudes.”