ANTH 269

4/1/19

At the beginning of this unit, we considered the associations or meanings that Islamic-identified dress, particularly hijab, might have. Factors that we considered included:

1. gender

2. social status

3. sexuality

4. age/generation

5. power

6. region/nation of origin

7. ethnicity

8. fashion

Today, we’re going to consider the videos that we watched in class on Friday for what they suggest about modest Muslim dress, specifically how they relate to the analysis that Lewis presents in her book.

**Group activity (5-6 students per group):**

1. Discuss your reactions to the video that your group has been assigned.

2. Identify 1-3 moments in the video that you think are especially interesting or significant. You can also identify comments on the videos that you think are important.

3. Imagine that you are Reina Lewis and have been asked to show those clips and to comment upon them. Keeping in mind the terms listed above, locate concrete statements in her book that you think best illustrate what she might want us to see about the clips that you’ve identified. You will present these clips and your commentary as Lewis to the class.

**Individual response activity:**

4. As you watch the other group’s presentations, think about Lewis’s claim that Muslim dress "needs to be taken seriously as fashion" (3). What does that mean? What do you see as the strengths, weaknesses, and significance of her argument?

5. What dynamics of agency and constraint do you think are important for us to keep in mind as we analyze religiously-identified dress? Pick one author from another part of the course whom you think might have something interesting to say about Muslim fashion. What would a conversation between that author and Lewis consider?