

Ch. 6 Ethics of Subcultures and Group Identity: E-Girls and E-Boys

Discussion Activity Directions

Before participating in this discussion, please read all assigned articles and watch all videos included in the activity. Your responses should be thoughtful, well-developed, and demonstrate your understanding of the content.

When Answering the Discussion Questions

- Write a minimum of **300 words** total.
- Use complete sentences and summary form (no bullet points).
- Incorporate evidence and examples from the assigned articles and videos to support your ideas.
- Be sure your answers clearly reflect the key concepts presented in the materials.

Your goal is to show that you have engaged with the readings and videos and can apply what you've learned to your discussion responses.

Assigned Materials

After reading Chapter 6, the articles, and watching the video about the subcultures of e-girls and e-boys, explore how nonverbal communication plays into their individual looks and representation of niche target groups in Gen Z.

Video

- [What are E-Girls and E-Boys \(Video\)](#)

Articles

- **Article 5.3:** E-Girls and E-Boys Explained (PDF — available in Canvas)
 - **Article 5.4:** [What are E-Girls and E-Boys?](#)
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Discussion Questions

Questions 1–10 must be submitted by Friday night at 11:59 p.m.

Question 1. Define “subcultural.” (Use Ch. 6 Textbook)

Question 2. Define “distinct styles within a subculture.” (Use Ch. 6 Textbook)

Question 3. In the video, how is nonverbal communication (such as posture, facial expression, hair/eyebrow styling, and accessories) used by e-girls or e-boys to project identity or attitude? Provide a specific example from the video and explain what the nonverbal cue communicates.

Question 4. The articles describe e-girls and e-boys as part of a youth subculture influenced by gaming, anime, emo/scene, and digital identity.

- How do their clothing choices and accessories signal membership in this niche demographic group beyond simple fashion?
- What nonverbal signals (e.g., color of hair, makeup under the eyes, chains, layering) act as “codes” for others who recognize the style?

Question 5. How has TikTok changed the perception of influencers as e-girls or e-boys? (Article 5.3)

Question 6. Is the way that e-girls or e-boys present themselves on social media political in any way? What are some examples? (Article 5.3)

Question 7. How does the video suggest the fashion industry could evolve or change? What barriers or opportunities were mentioned? (Video)

Question 8. The article calls e-girls and e-boys “anti-influencers” who reject the polished, mainstream influencer look. What does this mean, and how do their fashion and makeup choices reflect that attitude? (Article 5.4)

Question 9. How does the concept of authenticity vs. performance apply to e-girl/e-boy style, according to the article? What implications does this have for how we understand fashion, identity, and community online? (Article 5.4)

Question 10. What are some examples of subcultures that exist today? (Give 2 examples.) Provide a picture of each with a description of how their dress identifies them within this specific culture.

Peer Response

Due on Sunday by 11:59 p.m.

Respond to one of your peers’ discussion posts on **Question 10**. Choose a peer who identified a different subculture group than you did. Make a comment on the subculture they chose.

Submission Timeline

Requirement Discussion Questions (1–10)	Due Date Friday by 11:59 p.m.	Details Late submissions will have points deducted.
Peer Response	Sunday by 11:59 p.m.	10 points deducted if late; no late submissions allowed.
Late Policy	7 days after due date	Submissions after 7 days receive a grade of 0.

Grading Rubric

Criteria	Excellent (90–100%)	Proficient (70–89%)	Developing (50–69%)	Incomplete (0–49%)
Content and Understanding	Demonstrates thorough understanding of all assigned materials; all 10 questions answered with depth and insight.	Demonstrates solid understanding; most questions answered with adequate depth.	Demonstrates partial understanding; several questions lack depth or miss key concepts.	Little to no understanding demonstrated; many questions unanswered or superficial.
Use of Evidence	Consistently incorporates specific examples and evidence from the articles and video.	Incorporates some evidence from the materials but could include more detail.	Minimal use of evidence; relies mostly on personal opinion without support.	No evidence from assigned materials is used.
Writing Quality	Writing is clear, well-organized, and uses complete sentences in summary form; meets the 300-word minimum.	Writing is mostly clear with minor errors; meets or nearly meets the word minimum.	Writing has noticeable errors or is disorganized; may fall short of the word minimum.	Writing is unclear, incomplete, or significantly below the word minimum.
Peer Response	Thoughtful, substantive response to a	Adequate response to a peer; some	Brief or surface-level response to a	No peer response submitted or

Criteria	Excellent (90–100%) peer who chose a different subculture; adds meaningful commentary.	Proficient (70–89%) meaningful commentary included.	Developing (50–69%) peer; limited engagement.	Incomplete (0–49%) response is off-topic.
Timeliness	All components submitted on time.	One component submitted slightly late.	One or more components submitted late with point deductions.	Submissions missing or submitted beyond the 7-day late window.