Sex and Gender Case Study

# TASK

## Write first and last name here:

## Purpose

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

The purpose of this assignment is to:

* MLO 8.7 Explain the role of dress and appearance in the development of one’s sex assigned at birth and their gender. [CLO1]
* MLO 8.8 Examine social justice issues related to dress and appearance of the transgender and non-binary communities in the United States. [CLO 3]
* MLO 8.9 Deconstruct your own perspectives and approach to understanding the dress and appearance of the transgender and non-binary communities in the United States. [CLO 4]
* MLO 8.10 Identify the driving forces of transformative social justice change in the fashion system related to transgender and non-binary identities in the United States. [CLO 5]

## Formatting

* Use this document as the template, and save it as “Sex and Gender Case Study your first and last name”
* Record responses below each question
* Type answers
* Single space your document
* Use 12-point font
* Do not create a cover page for the document you turn in
* Turn in Microsoft word document or PDF
* Use full sentences in all responses
* Use 1” document borders
* Keep all the assignment instructions and questions in your document
* Answer the questions beneath each question, meaning keep the question in the document.
* Answer the questions by using the materials in the module.
* Be sure to cite or reference the modulate materials when paraphrasing or using a direct quote. Do not use or reference other sources that refer to similar topics when completing this assignment.

## What to Turn In

* Turn in this document to Canvas. Rename it as “Sex and Gender Case Study your first and last name”

# EVALUATION CRITERIA

The case study is worth 100 total points. Please check the syllabus for the weight assigned to this case study.

| Criteria | ProficientCorrectness: Questions are answered correctly and in accordance with the information presented in the module.*Evidence/evaluation/analysis*: Information is taken from source(s) in modules with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis to reveal insightful patterns, differences, and/or similarities related to the focus.*Reflection/cultural self-awareness*: Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time. | Developing*Correctness*: Questions are mostly answered correctly in accordance with some information presented in the reading. *Evidence/evaluation/analysis*: Information is taken from source(s) in modules with enough interpretation/evaluation to develop a coherent analysis or synthesis, but the organization is not effective in revealing important patterns, differences, and/or similarities related to the focus.*Reflection/cultural self-awareness*: Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events. | Emerging *Correctness*: Questions are not answered correctly or in accordance with information presented in the reading.*Evidence/evaluation/analysis*: Information is taken from source(s) in modules without interpretation/evaluation; answer is not organized and does not reveal patterns, differences, and/or similarities related to the focus.*Reflection/cultural self-awareness*: Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events; Shows minimal awareness of own cultural rules and biases. |
| --- | --- | --- | --- |
| Question 1: Correctness; evidence/evaluation/analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 2: Correctness; evidence/evaluation/analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 3: Correctness; evidence/evaluation/analysis; Reflection/cultural self-awareness | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 4: Correctness; evidence/evaluation/analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 5: Correctness; evidence/evaluation/analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |

# TEMPLATE

1. What are some of the different garments or objects worn by trans and gender non-conforming people? Be specific and describe what these garments or objects are and why trans and gender non-conforming people wear them.
2. Describe some of the challenges faced by transgender individuals related to appearance and dress.

In the culture module, we learned about two different perspectives to understanding culture in the Cultures Notes (pgs. 3-4): holistic and ethnocentric. Review the definitions in the notes of these two terms.

1. a. Describe how someone can take a holistic approach to understanding transgender individuals and the way they dress and appear.
2. Describe how someone can take an ethnocentric perspective to understanding transgender individuals and the way they dress and appear.
3. a. What is one example of a systematic social justice issue influencing challenges faced by trans and gender non conforming individuals related to dress and appearance?

b. What is one example of a driving force for transformative social justice change in the fashion system related to transgender and non-binary identities in the United States?

1. a) What have you learned new about transgender and gender non-conforming people from this module?

b) What other questions do you still have about transgender or gender non-conforming individuals related to their dress, appearance, transition, or identity?

c) Reflect on your attitude towards transgender and gender non-conforming individuals and their dress and appearance. How do you values and beliefs influence these attitudes?