Sexuality Case Study

# TASK

## Write first and last name here:

## Purpose

In this case study, you will engage with the sexuality module materials and then answer questions related to the materials. You will watch one film about gay men’s identities, either [*Queens and Cowboys: A Straight Year on the Gay Rodeo*](https://www.youtube.com/watch?v=bUbLgb6p4Vs) or [*Do I Sound Gay*](https://www.youtube.com/watch?v=R21Fd8-Apf0) and then answer questions about the film related to dress and gay identity. Please note that [*Do I Sound Gay*](https://www.youtube.com/watch?v=R21Fd8-Apf0) has censored pornography from 47:15- 48:05 that you may or may not wish to view.

The purpose of this assignment is to:

* MLO 9.5 Explain the role of dress and appearance in the development of one’s queer identity in the United States. [CLO 1]
* MLO 9.6 Examine how dress and appearance of queer communities in the United States are represented in the fashion system (e.g. advertisements or retailers). [CLO 3]
* MLO 9.7 Examine social justice issues related to dress and appearance of the queer community in the United States. [CLO 3]
* MLO 9.8 Deconstruct your own perspectives and approach to understanding the dress and appearance of the queer communities in the United States. [CLO 4]
* MLO 9.9 Identify the driving forces of transformative social justice change in the fashion system related to queer identities in the United States. [CLO 5]

## How to find the film at Iowa State University

The film is available for free on the ISU course reserves tab on Canvas.

1. Go to the Canvas homepage for AMD 165
2. Look on the left hand column of the page.
3. It is the last option under on the list under the option My Surveys.
4. Click on Course Reserves and the list of videos for the course appears.
5. Then click on the film name.

## Formatting

* Use this document as the template, and save it as “Sexuality 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 “Sexuality Case Study your first and last name”

# EVALUATION CRITERIA

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

| Criteria | Proficient  Correctness: Questions are answered correctly and in accordance with the information presented in the module.  *Evidence/evaluation/analysis*: Information is taken from source(s) in modules with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis to reveal insightful patterns, differences, and/or similarities related to the focus.  *Reflection/cultural self-awareness*: Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time. | Developing  *Correctness*: Questions are mostly answered correctly in accordance with some information presented in the reading.  *Evidence/evaluation/analysis*: Information is taken from source(s) in modules with enough interpretation/evaluation to develop a coherent analysis or synthesis, but the organization is not effective in revealing important patterns, differences, and/or similarities related to the focus.  *Reflection/cultural self-awareness*: Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events. | Emerging  *Correctness*: Questions are not answered correctly or in accordance with information presented in the reading.  *Evidence/evaluation/analysis*: Information is taken from source(s) in modules without interpretation/evaluation; answer is not organized and does not reveal patterns, differences, and/or similarities related to the focus.  *Reflection/cultural self-awareness*: Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events; Shows minimal awareness of own cultural rules and biases. |
| --- | --- | --- | --- |
| Question 1: Correctness; evidence/evaluation/analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 2: Correctness; evidence/evaluation/analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 3: Correctness; evidence/evaluation/analysis | 15 to 20 points | 9 to 14 points | 0 to 8 points |
| Question 4: 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. Using the materials from the Sexuality module, describe how gender identity can influence how gay, lesbian, or bisexual individual dress or appear?
2. This has three parts related to the film you watched: either [*Queens and Cowboys: A Straight Year on the Gay Rodeo*](https://www.youtube.com/watch?v=bUbLgb6p4Vs) or [*Do I Sound Gay*](https://www.youtube.com/watch?v=R21Fd8-Apf0)
   1. Describe some of the various styles of the gay men in the film that you watched. Indicate in this question which film you watched.
   2. Explain how their gay identity did or did not influence what they wore.
   3. Did any of the gay men describe that they experienced any discrimination related to how they dress or appear?
3. This question is also related to the film you watched: either [*Queens and Cowboys: A Straight Year on the Gay Rodeo*](https://www.youtube.com/watch?v=bUbLgb6p4Vs) or [*Do I Sound Gay*](https://www.youtube.com/watch?v=R21Fd8-Apf0)
   1. What are some of the ways that gay men in the film you watched challenged the stereotypes of what gay men look like, how they behave, or other aspects of their gender expression?
4. In the sexuality module materials, several fashion brands catering to queer women were described.
   1. Identify one of those brands and include their website.
   2. Describe the different styles that the brand produces and sells.
   3. Look at the imagery used in the queer brand’s social media. Now identify one mainstream, global brand such as The Gap, JCrew, Forever 21, or another similar company that does not overtly target queer consumers? How is the imagery used by each company similar or different?
   4. Identify one driving force that could assist in transformative social change for the queer community and fashion advertisements.
5. Reflection:
   1. Reflect on your attitudes towards lesbian, gay, bisexual, and/or queer people. How do you beliefs and values influence these attitudes?
   2. Were any of your past assumptions about the lesbian, gay, bisexual, and/or queer people’s style challenged after engaging with the materials in this module?
   3. What new did you learn in this module?