

Course Title: Queerness in Context: Gender, Sexuality, and Identity in the US Today

Course Code: CLS 72 W

Instructor Name and Bio: Hannah Yanow, Ed.D.

Hannah Yanow is an Adjunct Faculty of Psychology of Human Sexuality at Menlo College, a Consultant for the Global Center for Gender Equity, a Contractor with the Stanford VMware Women's Leadership Innovation Lab, a WIM Facilitator for the Stanford Graduate School of Business, and the Program Director for A.C.T. Now Coaching. Yanow received their Ed.D. from University of San Francisco.

Class Sessions and Recording

Meeting days and times: Wednesdays, 6:00 - 7:00pm PT

Meeting location: Zoom (details will be shared with registered students prior to first class meeting)

The class sessions will be recorded. It is very important to participate live in order to get the full benefit of the course, these course meetings are discussion-based and will be led by student engagement.

Course Features:

- Live session
 - Discussion based; Requires interaction and active participation
 - An informal drop-in time for student Q&A
- Assignments & Coursework
 - Assignments and course materials posted in Canvas
 - Discussions in Canvas
 - Instructor will provide feedback on assignments
- Individual conferences available by request

Course Summary

Wondering why people are introducing themselves with the pronouns they use? Wondering how to support a friend, family member, or colleague through a gender transition? Did someone just come out to you? Are you open and interested in engaging in conversations about LGBTQIA2+ identities to learn and expand your understanding around the Queer community? Then this class is for you.

This course is an introductory course for those interested and open to learning.

**Please see course page for full description and additional details.*

Please contact the Stanford Continuing Studies office with any questions
365 Lasuen St., Stanford, CA 94305
continuingstudies@stanford.edu
650-725-2650

Grade Options and Requirements

- No Grade Requested (NGR)
 - This is the default option. No work will be required; no credit shall be received; no proof of attendance can be provided.
- Credit/No Credit (CR/NC)
 - Students must participate in one discussion each week, which can be fulfilled by attending the live class or posting to the online discussion.
 - Students must complete the final project.
- Letter grades are not available for this course

**Please Note: If you require proof that you completed a Continuing Studies course for any reason (for example, employer reimbursement), you must choose either the Letter Grade or Credit/No Credit option. Courses taken for NGR will not appear on official transcripts or grade reports.*

Textbooks/Required Materials

All resources will be free and accessible via Canvas.

Tentative Weekly Outline

Week 1: Foundations

- Critical thinking and questioning; what is Queer Pedagogy?
- Deep dive into the definition and meaning of the LGBTQIA2+ acronym
- ‘Tolerance’ vs. Acceptance

Week 2: Defining Queer

- Learn the definition of the word ‘Queer’
- Learning historical context of the word ‘Queer’
- Queer Representation in books and media

Week 3: Sexual Identity vs. Gender Identity

- Pronouns and why they are important
- Queer sexual and gender identity; one size does not fit all; exploration of trans, non-binary, third-gender, agender, and cisgender identities (and the societal implications)
- How sex assigned at birth follows us throughout every process and system in our lives (and we might not even realize it or know why)
- Why it is inappropriate to ask trans people if they have had surgery, where they are in their transition process, and/or sexual practices

Week 4: Intersectionality

- Kimberlé Crenshaw's definition of Intersectionality; a prism with which to look at identity and relationship to the varying spaces each of us navigates in the world
- Social Identity wheel exercise
- Queer Identities and cross-cultural identities; how Queer Identities may or may not be accepted by different cultures
- Exploration of the '-isms' (racism, ageism, ableism, etc.) and how they can / do directly and indirectly interact with varying identities of the individual regarding their levels of privilege or oppression

Week 5: Supporting the Queer People in Your Life

- The coming out process; what does it mean? Reframe: 'letting in'
- Professional implications / navigating the professional world / how to bring Queerness to the workplace
- Internalized homophobia and how it can manifest
- Familial implications and risk; a cross-cultural perspective
- Social and community support systems and organizations

Week 6: Current Queerness

- Each student will find a current event, article, video, or social media post, (or other!) centered around the Queer community, preferably around people of color, and post to the discussion board
- How to critically read news and representation in social media, what to look for in terms of language and who is considered 'palatable' for mainstream society
- How to have conversations with others; bringing the learnings from this course into daily life

Final Project: There will be a reflection prompt at the end of the course for students to respond to via written submission to the instructor. Students taking the course for credit will be required to submit this final reflection. Instructor will read thoroughly and provide feedback.