LING 5580 – SPRING 2016
LANGUAGE AND GENDER
W 6:30-9:20

Dr. Patricia Cukor-Avila
Office: B201B Discovery Park
email: pcavila@unt.edu
Hours: 4:30-5:30 and by appointment

COURSE OBJECTIVES:
In this course students will learn to think critically about and explore the relationship between
gender, sexuality, and language. Students will research topics such as gender ideology, how speakers
appropriate gender identities, and linguistic features and discourse strategies typically identified as
male or female.

COURSE REQUIREMENTS:
Course grades will be determined from the following components:
1. **15%: Discussion online and in class/Assignments**
I will post topics for discussion, videos, articles, and other links that are relevant to the topics on
Blackboard. This will give all of you an opportunity to post your thoughts about the readings, things
you come across online or in other places, and any other information that is relevant to the class.
My aim is for this to be a running discussion outside of class where everyone participates in an
equal manner. You may also have short assignments that you will need to bring to class for
discussion. These will not be graded but you will need to participate in the discussion and may have
to hand in an outline or summary to receive credit.

2. **25%: Article discussion**
Students will work in groups to lead a discussion (no longer than half of the class period) related to
the topic of that night’s class. To prepare you will need to read additional articles about the topic.
The type of presentation you do is up to you – you can do a power point, show a video, or present
findings from your own field or survey research – be creative.

The day before the presentation you must post an outline and a bibliography of the additional
articles on Blackboard. The day after your presentation you should post a 3-5 pg. summary of your
presentation. Grades will be based on an evaluation of your oral presentation (using a rubric) by
students and PC-A, and your written summary (PC-A only).

3. **60% Semester Research Project and Presentation**
Students will work in groups on a research project throughout the semester – details will be given
during the first class.

An abstract of the project is due at midterm, March 9. This is a maximum one-page description of
the project. It should be similar to an abstract for a conference presentation (you will have plenty of
models from the articles we read and we will also go over this in class). An annotated bibliography
is due March 30. It should consist of AT LEAST 10 but NO MORE THAN 15 sources related to your
research project. You may consult online publications, but these need to be from linguists in the
field and should be equal in length to a printed journal article (at least 12 pages) – NOT WIKIPEDIA.
Each entry for your annotated bibliography should be a concise, ONE PARAGRAPH description of
the article IN YOUR OWN WORDS (copying and pasting abstracts from online sources is NOT
acceptable). Descriptions of books may need to be a little longer, but no more than three paragraphs.

The final product of the research will be a PowerPoint presentation (similar to a conference presentation) of the research project that should include a brief overview of the topic, methods, discussion of the data, and implications/conclusions. We will devote the last two classes to the presentations.

Some websites with links and bibliographies to other sites related to language and gender:
http://www.stanford.edu/~eckert/gender.html
http://www.linguistics.ucsb.edu/faculty/bucholtz/node/
http://ccat.sas.upenn.edu/~haroldfs/popcult/bibliogs/gender/gendbibs.html
http://www.colorado.edu/linguistics/faculty/kira_hall/links.htm

COURSE SCHEDULE (TENTATIVE)
Required text:

Some articles will come from the following text (you don't need to buy this text). All articles will be posted as pdf documents in Blackboard.


Jan. 20: Introduction to the course; sex and gender; nature vs. nurture. Video: “Taboo – Sexuality”  
https://youtu.be/hBDgksXHZfs
Read for next class: L and G chap. 1; Cameron and Kulick preface, chap. 1, 2; “Sex Unknown”  
https://youtu.be/SMPlkltGRx4?list=PL5AC7BF013AE4965A

Jan. 27: Discuss reading and group project recordings
Read for next class: L & G Chap. 2; Lakoff (1975) *Language and Women’s Place* (annotated with updated footnotes)

Feb. 3: Discussion of Lakoff
Read for next class: L & G Chap. 3; Cheshire (1982) ”Linguistic variation and social function”; Eckert and McConnell Ginet (1995) ”Constructing meaning, constructing selves: Snapshots of language, gender, and class from Belten High"

Feb. 10: ”Lady” – talking like a lady
Read for next class: L & G Chap. 4, 5; Campbell-Kibler (2011) ”Intersecting variables and perceived sexual orientation in men”

Feb. 17: Linguistic identity
Read for next class: L&G Chap. 6; Zimmerman and West (1975) ”Sex roles, silences, and interruptions in conversation”; West and Zimmerman (1977) ”Women’s place in everyday talk: Reflections on parent-child interaction”

Feb. 24: Linking the linguistic to the social; variationist research

Mar. 2: Constructing female/male identity through language

Mar. 9: **Abstracts due**
Language, gender, and sexuality

Mar. 14-18: SPRING BREAK

Mar. 23: Gender, power, and dominance in mixed talk

Mar. 30: **Annotated bibliography due**
Women's talk in the public domain
Read for next class: L&G Chap. 7-8; Eckert (2011) "Language and power in the preadolescent market”

Apr. 6: The linguistic marketplace

Apr. 13: Language and gender in African American, Hispanic, and Cajun English
April 20:  Language, gender, and identity in other cultures  
Read for next class: L&G Chap. 10; Munson (2011) "Lavender lessons learned; or, what sexuality can teach us about phonetic variation"; Podesva (2011) "The California vowel shift and gay identity"; Smyth et al. (2003) “Male voices and perceived sexual orientation: An experimental and theoretical approach”

April 27:  “Sounding” gay

May 4:  Project presentations.

May 11:  Last day to turn in term projects

Assignment Submission and Grading Academic Dishonesty and Integrity
It is your responsibility to become familiar with UNT’s Policy of Academic Dishonesty. The full policy can be found at http://policy.unt.edu/policydesc/student-standards-academic-integrity. This policy defines the following forms of academic dishonesty:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Plagiarism:** The deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

If any course material is submitted that violates this policy of academic dishonesty, the assignment will receive a grade of "F", and the student may receive a failing grade for the entire course; appropriate judicial action will be filed. This action includes a report of academic misconduct to the Office of Academic Integrity and possible dismissal from The University of North Texas. There are no first-offense warnings regarding plagiarism.

Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Essential Competencies
ODA policy – The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

In accordance with the terms and spirit of the Americans with Disabilities Act and Section 504, Rehabilitation Act, we will cooperate with the Office of Disability Accommodation to accommodate
reasonably qualified students with disabilities. If you have a disability for which you will require accommodation, please advise us of your needs in writing no later than the end of the second week of the semester. Essential competencies for this course include the ability to:

- read and synthesize research articles.
- interact with subjects in a professional and ethical manner.
- use an audio and/or video recorder.
- use a computer with various word processing, e-mail, transcription, and graphics software applications.
- speak in front of the class and use multimedia to support the presentation.