

The Sociolinguistics of Gender and Language

LIN4656/WST4930
Spring 2018
T2-3 R3
Flint 113

Instructor: Joey Radice
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Office hours: Tuesdays 11:45-1:40

Textbook Requirements

- 1) **Required:** *Language and Gender: A Reader* ed. by Coates and Pichler
- 2) Supplementary readings provided on Canvas
- 3) Deborah Cameron's blog on sex and sexism in language: debuk.wordpress.com

Overview: This course focuses on gender and sexism in discourse. Students will learn to critically assess how language is used by and about people of different genders in various domains of interaction (e.g. social, family, workplace) to create and sustain status and power in society. This course emphasizes how gender, sexuality, and sexism are performed through language, as well as repercussions of this performance for all areas of life. Class discussions will be based on weekly readings. Students are responsible for biweekly quizzes, discussion questions, a synthesis essay, a group presentation, and a final exam. ***Attendance and participation are required*** for successful completion of the course.

Grade:	Attendance/Participation:	10%
	(Pop) Quizzes	25%
	Discussion Questions	10%
	Synthesis Essay	15%
	Group Presentation	20%
	Final Exam	20%

Attendance/Participation (10%): You cannot do well in this course without coming to class and participating in the co-construction of knowledge. This course will not be run as lectures but as discussion almost exclusively. Therefore, you are expected to come to class having prepared to participate with a thorough reading of the assigned material. There is no excused/unexcused distinction. This semester, **you are allowed three (3) hours of absence, regardless of reason, before your grade is affected.** For example, if you miss a Tuesday section, that is -2 hours. Beyond these 3 hours, each additional hour of absence will lower your Attendance/Participation grade by 2%.

If you are ill, it is always advisable to bring a doctor's note. If you miss more than 8 hours without sufficient documentation, you will automatically fail the course. If you must come *late*, please enter as unobtrusively as possible. Three tardies exceeding five minutes each will count as an absence.

As this course will be discussion based, active participation is mandatory. If a student is absent, they are therefore unable to participate and will lose participation points for the day. Texting and improper use of electronics will be treated in the same manner. Your attendance and participation will be documented in Canvas.

Quizzes (25%): In order to ensure that you are reading and thinking critically about the course material, there will be 8-10 quizzes throughout the semester based on current readings. These quizzes may or may not be announced in advance.

Discussion Questions (10% total): To help facilitate discussion, students are required to submit 10 discussion questions over the duration of the course. Students may submit up to one question per class meeting. Questions should help to encourage discussion, and should therefore *not* be yes/no questions. Questions should be submitted on Canvas by 11:59PM the night before the corresponding discussion.

Synthesis Essay (15% total): Each student will be responsible for writing a 3-4 page (double-spaced) Synthesis Essay based on a real-world sample of language, on course readings, and on at least one article not covered in class. Specifically, each student will choose one of the ‘Units’ outlined in the Tentative Schedule below and should select a recent and relevant sample of language that they find in the real world. Check Canvas Announcements for more information and Files for sample syntheses. The synthesis will be due on the Thursday after the corresponding Group Presentation (see below). You will find a rubric for this assignment on Canvas. All sources should be cited appropriately in text and in a final *References* section. **The paper and references should be formatted according to the Linguistic Inquiry Style Sheet available on Canvas.**

Group Presentation (20%): Two to three students will be assigned the same Unit and will be responsible for completing a Group Presentation, to take place on the Tuesday after the corresponding Unit is discussed in class. Students will thus be responsible for critically applying their knowledge of Gender and Language. Each group will be responsible for synthesizing the assigned readings, applying the theory to real-world language (overlapping with the Synthesis Essay), researching at least two new articles not discussed in lecture, and leading discussion on the overall Unit. Students will be graded on developing content that is interesting, engaging, and partially novel; students will also be graded on delivery aspects. You will find a rubric for this assignment on Canvas. Get creative!

Final Exam (20%): *The final exam will be held in class on April 24, the last day of class. You must be present on this day: there are no makeups for this exam.* The content of the exam will be specified later in the semester, and will generally highlight relevant topics and readings from the entire semester. The format of the exam will be multiple choice, short answer, and or long answer.

Cell phones, texting, and laptops: Cell phone use is not allowed during class. If you need to use your phone, please excuse yourself from the room. If you wish to take notes using your laptop, that is permitted. Please refrain from doing otherwise with laptops or cell phones during class. If a student is texting or using any device inappropriately during class, they will lose -1% of their overall Attendance/Participation grade.

Accommodations for students with disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. *Please provide me with your accommodation letters within the first two weeks of class.*

Academic dishonesty: Academic dishonesty, including cheating on exams and plagiarizing assignments, will not be tolerated. Any student engaging in such activities will be dealt with in accordance with University policy and receive a failing grade for the course (www.dso.ufl.edu/judicial/procedures/academicguide.php) It is your responsibility to understand what constitutes plagiarism. If you have any questions about it, please consult the professor.

Grading Scale: See UF grading policies for assigning grade points at: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

A= 93-100	C=73-76.9
A-=90-92.9	C-=70-72.9
B+=87-89.9	D+=67-69.9
B=83-86.9	D=63-66.9
B-=80-82.9	D-=60-62.9
C+=77-79.9	E=under 60

Tentative Schedule

Please note: the readings are listed according to the date they will be discussed *in class* – please read before the corresponding date. C&P refers to Coates and Pichler. C&K refers to the Cameron and Kulick Reader on Canvas. DebUK refers to the Cameron’s blog; SR refers to supplementary readings available on Canvas.

Unit 1: Course Introduction and Important Studies

Week 1	January 9	Introduction and Syllabus
	January 11	C&P Introduction What is Gender? SR: W&F Ch12 Language, Gender and Sexuality DebUK 12/15/16 A brief history of ‘gender’

Unit 2: Early Variationist Studies

Week 2	January 16	Examples of Variation in Detroit and Norwich SR: Lakoff 1973 C&P2 Trudgill
	January 18	Black Women in the Rural South C&P5 Nichols C&P6 Eckert

Unit 3: Performativity of Gender and Sexuality

Week 3	January 23	Part 1 SR: Butler 1993 C&P20 Kiesling
	January 25	Part 2 C&K14 Kitzinger

Unit 4: Gender and Conversational Practice

Week 4	January 30	“How do women speak?” C&P7 Holmes C&P8 Goodwin
	February 1	Derogation of ‘women’s speech’ C&K22 Nakamura DebUK 11/28/16 Donald Trump talks like a woman

Unit 5: Lavender Linguistics

Week 5	February 6	Lavender Linguistics Part 1 C&P27 Abe C&P28 Hall
	February 8	Lavender Linguistics Part 2 SR: Leap 2015 DebUK 8/4/16 Dykes, Old maids & summer of 66

Unit 6: Queering the Lexicon

Week 6	February 13	Queer Lexicons Across Languages C&P31 Craviotto SR: Ranzato 2012
	February 15	Indexing Queerness SRs: Barrett 2017 and Brunzl 2000 DebUK 5/16/16 The pronominal is political

Unit 7: Same-sex Talk and Heteronormativity

Week 7	February 20	Part 1 C&P16 Coates C&P19 Cameron
	February 22	Part 2 C&P20 Coates

Unit 8: The Language of “Marriage”

Week 8	February 27	Part 1 SR: Boxer and Gritsenko 2005 C&K19 McConnell-Ginet
	March 1	Part 2 C&P12 DeFrancisco DebUK 2/12/17 The clue’s in the name

Spring Break March 3-March 11

Unit 9: Talking about Sex and Desire

Week 9	March 13	The Language of Consent C&K17 Cameron C&K23 Kulick DebUK 8/2/17 Not a safe word
	March 15	Expressing Desire C&K21 Ahearn DebUK 11/4/17

Unit 10: Doing Gender in the Public Domain

Week 10	March 20	“Doing” Femininity in Public C&P22 Reynolds C&P24 Holmes and Schnurr
	March 22	“Doing” Masculinity SR: DeCapua and Boxer DebUK 9/10/17 Are women over-emojinal?

Unit 11: Difference or Dominance?

Week 11	March 27	Difference? C&P35 Maltz and Borker C&P36 Tannen
	March 29	Dominance? C&P14 Herring et al. DebUK 4/16/16 Default: Male

Unit 12: Gender or Power?

Week 12	April 3	Powerless Language C&P32 O'Barr and Atkins C&P33 Wetzel
	April 5	Power in Context C&P34 West DebUK 11/6/16 What makes a word a slur?

Unit 13: When is Gender Relevant?

Week 13	April 10	Part 1 C&P38 Schegloff C&P39 Weatherall
	April 12	Part 2 C&P40 Swann DebUK 3/12/16 The taming of the shrill

Unit 14: Future Directions

Week 14	April 17	Future Directions C&P42 Cameron C&P43 Holmes
	April 19	Review for Final Exam
Week 15	April 24	FINAL EXAM IN CLASS

DebUK Links (by date):

3/12/16 <https://debuk.wordpress.com/2016/03/12/the-taming-of-the-shrill/>
4/16/16 <https://debuk.wordpress.com/2016/04/16/default-male/>
5/16/16 <https://debuk.wordpress.com/2016/05/16/the-pronominal-is-political/>
8/4/16 <https://debuk.wordpress.com/2016/08/04/dykes-old-maids-and-the-summer-of-66/>
12/15/16 <https://debuk.wordpress.com/2016/12/15/a-brief-history-of-gender/>
2/12/17 <https://debuk.wordpress.com/2017/02/12/the-clues-in-the-name/>
8/2/17 <https://debuk.wordpress.com/2017/08/02/not-a-safe-word/>
9/10/17 <https://debuk.wordpress.com/2017/09/10/are-women-over-emojinal/>
11/4/17 <https://debuk.wordpress.com/2017/11/04/men-behaving-inappropriately/>

STUDENT COPY OF AGREEMENT CONTRACT

I HAVE READ AND AGREE TO THE TERMS OF THIS SYLLABUS. I UNDERSTAND THAT SPECIFICS FOR THE COURSE SCHEDULE ARE SUBJECT TO CHANGE ACCORDING TO THE INSTRUCTOR'S ANNOUNCEMENTS IN CLASS AND ON CANVAS.

PRINT NAME: _____

SIGN: _____

DATE: _____

Keep this page for your records!

RETURN THIS PAGE TO YOUR INSTRUCTOR

I HAVE READ AND AGREE TO THE TERMS OF THIS SYLLABUS. I UNDERSTAND THAT SPECIFICS FOR THE COURSE SCHEDULE ARE SUBJECT TO CHANGE ACCORDING TO THE INSTRUCTOR'S ANNOUNCEMENTS IN CLASS AND ON CANVAS.

PRINT NAME: _____

SIGN: _____

DATE: _____

STUDENT INFORMATION SHEET

1. What is your name? What name do you prefer to be called in class?
2. Which pronoun (he, she, they, etc.) should I use to refer to you in class?
3. What is your major and year at UF?
4. What are your career goals? If you're unsure, tell me one idea you have.
5. Tell me one fun fact about you: unusual hobbies, interests, skills?
6. Look over the Units for this course and tell me your ***first***, ***second***, and ***third*** choices for which Unit you will use for your Synthesis Essay and Group Presentation.
 - 1.
 - 2.
 - 3.