

Language and Gender

Linguistics 2400, Section 100 / 2005 Summer Term A

Course Description: LING 2400 familiarizes students with the effects of gender on language use; discusses popular beliefs and scholarly theories about language and communication; and provides students with tools for exploring the role of language and gender. *Approved for arts and sciences core curriculum: cultural and gender diversity.*

Course Structure and Goals: This course is designed as a seminar class with the goal of using the course topic — language and gender — as a vehicle for developing critical thinking and scholarly research/analytic skills. This course provides a comprehensive introduction to issues on language, gender, sexuality, ideology, identity and power. Not only should the course challenge what you 'know' about language and gender, but it should also provide you with valuable academic skills that will benefit you throughout the rest of your time in college (and beyond).

Instructor: Adam Hodges

Email: adam.hodges@colorado.edu

Office Hours: Mondays and Wednesdays 12:45-13:30 in Hellemms 295

Course Website: The full syllabus is posted on WebCT, along with additional information about assignments. You will also find readings posted on WebCT, and can check your grades there.

WebCT login: <https://webct.colorado.edu/>

General Course Policies: The full set of General Course Policies, including policies on academic integrity and special accommodations, can be found on WebCT.

Course Readings:

- *Language and Gender*, by Penelope Eckert and Sally McConnell-Ginet (2004, Cambridge University Press)
- Additional readings posted on WebCT

Class Meetings: M-F 11:00-12:35, May 31-July 1 in Hellemms 267

Grade Requirements: *Full assignment details and course grading scale are posted on WebCT*

- **Three (3) Reading Presentations:** *25% of course grade*
Each student (as part of a team of classmates) is responsible for presenting and facilitating class discussion of three articles during the course. Students should coordinate with other members of their presentation teams to provide about a 15 minute overview to the class of some key points, and then engage the class with questions and facilitate discussion. The presentation group will need to turn in an outline that follows the Reading Critique template (NB these group outlines are *in addition* to the individual Reading Critiques.) Time slots for group presentations/discussions are approximately 45 minutes.
- **Three (3) Reading Critiques:** *25% of course grade*
Each student needs to complete three Reading Critiques (following the outline provided in the assignment guidelines on WebCT) **by Wednesday, June 15** (i.e. the middle of Week 3.) Students may choose the article/day they wish to do a Reading Critique; but critiques of any given article **must be turned in (typed) at the beginning of class on the day that article is assigned!** NB These Reading Critiques should *not* overlap with an article the student is to do a group Reading Presentation on.

- **Five (5) Weekly Quizzes:** *25% of course grade*
The exam component of the course is divided into five weekly quizzes to be given on each Friday of the term. Quizzes will cover material from class during that week, including readings and class discussions. *NB Make-up exams will only be granted in extreme cases – such as serious illness or a death in the family – and with proper documentation (i.e. missing class on the day of a quiz means missing those points.)*
- **Library Scavenger Hunt/Annotated Bibliography/Research Report:** *25% of course grade*
This assignment involves library research with three main components. First, the library scavenger hunt familiarizes students with the resources available at CU for conducting scholarly work. Second, students gather sources pertaining to a course topic and gain experience in organizing an annotated bibliography. Finally, students write either a short report on their chosen topic or a project proposal for further research. All three components of this assignment should be turned in together by **Monday, June 27**. Students will informally share the results of their research on the last day of class – Friday, July 1. Detailed assignment guidelines are provided on WebCT.

Course Schedule:

- LG refers to the course textbook, *Language and Gender*
- WCT refers to readings found on WebCT

Week 1

Tues, May 31 **Course introduction / syllabus**

Wed, June 1 **Language, gender and identity**

- LG: Introduction (pgs. 1-8)
- LG: Chapter 1 (pgs. 9-32)

Thurs, June 2 **Constructing, deconstructing and reconstructing gender**

- LG: Chapter 1 (pgs. 32-51)

Frid, June 3 **Tactics of intersubjectivity**

- WCT: "Identity and Interaction" by Bucholtz and Hall*
- Presentation #1*
- Quiz #1

Week 2

Mon, June 6 **Language and power**

- LG: Chapter 2 (pgs. 52-79)
- WCT: "'Is there any ketchup Vera?': Gender, power and pragmatics" by Cameron*
- Presentation #2*

Tues, June 7 **Linguistic resources for identity work**

- WCT: "Why be normal?: Language and identity practices in a community of nerd girls" by Bucholtz*
- ...or...
- WCT: "Shifting gender positions among Hindi-speaking hijras" by Hall and O'Donovan**
- Presentation #3*
- Presentation #4**

Wed, June 8 **Negotiating power**

- LG: Chapter 2 (pgs. 79-90)

- WCT: "You can be the baby brother, but you aren't born yet: Preschool girl's negotiation for power and access in pretend play" by Sheldon*
- Presentation #5*

Thurs, June 9 **Interactional roles in talk**

- LG: Chapter 3 (pgs. 91-109)
- WCT: "The 'Father Knows Best' dynamic in dinnertime narratives" by Ochs and Taylor*

Presentation #6*

Frid, June 10 **The pursuit of conversation**

- LG: Chapter 3 (pgs. 109-128)*

Presentation #7*
Quiz #2

Week 3

Mon, June 13 **Speech acts**

- LG: Chapter 4 (pgs. 129-156)*

Presentation #8*

Tues, June 14 **Language and gender in the media**

- WCT: "A Synthetic Sisterhood: False Friends in a Teenage Magazine" by Talbot*

Presentation #9*
Guest speaker: Simone Groene-Sackett

Wed, June 15 **Positioning ideas and subjects**

- LG Chapter 5 (pgs. 157-191)*

Presentation #10*
Guest speaker: Chad Nilep
DUE: *Reading Critiques must be completed by this date!*

Thurs, June 16 **Linguistic markers of gender identity**

- "Lip Service on the Fantasy Lines" by Hall*

Presentation #11*

Frid, June 17 **Saying and implying**

- LG: Chapter 6 (pgs. 192-213)*

Presentation #12*
Quiz #3

Week 4

Mon, June 20 **Language and violence**

- LG: Chapter 6 (pgs.213-227)
- WCT: "Dominance and entitlement: The rhetoric men use to discuss their violence towards women" by Adams, Towns & Gavey*
- ...or...
- WCT: "Sex and Death in the Rational World of Defense Intellectuals" by Cohn**

Presentation #13*
Presentation #14**

Tues, June 21 **Narrative and sexuality**

- LG: Chapter 7 (pgs. 228-253)

Guest speaker: Lori Heintzeman

Wed, June 22 **Mapping the world**

- LG: Chapter 7 (pgs. 253-265)
 - WCT: "Naming of Parts: Gender, Culture, and Terms for the Penis among American College Students" by Cameron*
- Presentation #15*

Thurs, June 23 **Language and date rape**

- LG: Chapter 8 (pgs. 266-282)
 - WCT: "Just Say No?: The use of conversation analysis in developing a feminist perspective on sexual refusal" by Kitzinger and Frith*
- Presentation #16*

Frid, June 24 **Gender and the use of linguistic varieties**

- LG: Chapter 8 (pgs. 282-304)*
- Presentation #17*
Quiz #4

Week 5

Mon, June 27 **Gender and race**

- WCT: "You da man: Narrating the racial other in the production of white masculinity" by Bucholtz
- Guest speaker:* Gilana Rivkin
DUE: *Library Scavenger Hunt, Annotated Bibliography and Research Report*

Tues, June 28 **Style and gender performativity**

- LG: Chapter 9 (pgs. 305-332)*
- Presentation #18*

Wed, June 29 **Movie:** *Hedwig and the Angry Inch*

Thurs, June 30 **Doing gender**

- WCT: "Kinging in the Heartland; or, The Power of Marginality" by Piontek
- Guest speaker:* Kirsten Spielmann

Frid, July 1

Conclusion

Wrap-up discussion; Research reports
Quiz #5

NB The full syllabus, including information on course policies, can be found on WebCT.

General Course Policies:

Attendance and Academic Success: Attendance is essential. This course is structured as a seminar; as such, discussing class topics and readings with your classmates is an integral part of the learning process. This gives you a chance to hear what others are thinking about, hash out your own ideas and synthesize topics in the readings over the course of the term. While attendance is *necessary*, it is not in itself *sufficient* for academic success. In essence, attendance is a means to an end – i.e. a tool for gaining knowledge. You receive grades based on your ability to demonstrate that knowledge, but attendance acts as a crucial vehicle for navigating through the material to reach the end goal. It is up to you to make a personal commitment to your learning and make the most of all aspects of the class. This will inevitably pay off in the knowledge you take away from the class at the end of the semester – and of course, it's no secret that class attendance positively correlates with higher grades.

Class Ambience and Academic Respect: Academic courses are a place for intellectual challenges and interactive discussions. Everyone benefits from an atmosphere of creativity, diversity, and expressive freedom as we negotiate new understandings of concepts, and explore ideas from different angles. Practice the art of thoughtfully challenging a person's ideas while respecting the person, so we can create a supportive atmosphere where everyone can build on each other's knowledge and experience, and learn from each other.

Special Accommodations: If you qualify for accommodations because of a disability please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.colorado.edu/disabilityservices).

Religious Observances and Absences: The University of Colorado at Boulder has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays. You will not be penalized for missing class due to a religious observance; but you are responsible for notifying me of any conflicts *prior* to the missed class. Please make arrangements for alternate exams/assignments at least two weeks prior to a missed absence for a religious observance (www.colorado.edu/policies/fac_relig.html).

Academic Integrity: Cheating and/or plagiarism on any assignment/exam will result in an automatic grade of 0 and could also result in an automatic F for the course. Each student is expected to know and adhere to the CU Student Honor Code and follow the policy laid out therein.

*"On my honor as a University of Colorado at Boulder student,
I have neither given nor received unauthorized assistance on this work."*

Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

Any of the following acts, when committed by a student at the University of Colorado at Boulder, shall constitute academic dishonesty:

- **Plagiarism:** Portrayal of another's work or ideas as one's own;
- **Cheating:** Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors;

- **Fabrication:** Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor;
- **Aid of Academic Dishonesty:** Intentionally facilitating plagiarism, cheating, or fabrication;
- **Lying:** Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission;
- **Bribery:** Providing, offering, or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty;
- **Threat:** An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.

More information on the CU Honor Code can be found at www.colorado.edu/policies/honor.html and www.colorado.edu/academics/honorcode.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. See the university policies on these matters at www.colorado.edu/policies/classbehavior.html and www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Sexual Harassment: The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at www.colorado.edu/sexualharassment.