LING 5580 – FALL 2019 LANGUAGE AND GENDER
W 6:30-9:20

Dr. Patricia Cukor-Avila
Office: G178D Discovery Park
email: patricia.cukor-avila@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 gendered.

COURSE REQUIREMENTS:
Course grades will be determined from the following components:
1. 25%: Online discussion and comments
   You are required to submit a comment (minimum 350 words) each week PRIOR to class based on the readings for that day or any other research or reading you have done. Your comments should make insightful points or critiques and/or raise thought-provoking questions. I will select some of your posts to include in our class discussion. You must post your comments to Canvas by 9:00pm on the day before the lecture. Posts that are fewer than 350 words or that are late will receive 50% credit. Posts that are more than 24 hrs. late will receive no credit.

   You should also feel free to raise topics for discussion that develop from your research during the semester. I also encourage you to post links to articles and news reports that are relevant to the class. My aim is for this to be a running discussion outside of class for you to raise questions and critically analyze the information you read.

2. 25%: Article discussion
   Students will work in pairs to lead a class 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 Canvas. The day after your presentation you should post a 3-5 page summary of your presentation. Grades will be based on both the discussion and your written summary.

3. 50% Semester Research Project and Presentation
   Students will work either independently or in pairs on a research project throughout the semester – details will be given during the first class.

   A 500- word abstract of the project is due at midterm, October 16. This should be a description of the project, 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 October 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. (You can also include news media articles but these do not count as references). 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 will be a conference-length paper (@ 10-12 double-spaced pages) and a PowerPoint presentation (similar to a conference presentation) of the research project. Both the paper and the presentation must 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.

Textbook and Readings
Eckert, Penelope and Sally McConnell-Ginet. 2013. Language and Gender, 2nd Edition. New York: Cambridge University Press. (We will read several chapters from this book)

All other articles will be uploaded in weekly folders to Canvas

Weekly Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 28</td>
<td>Course overview; sex and gender; nature vs. nurture. Video: “Taboo – Sexuality” <a href="https://youtu.be/ER1gUIrcPx0">https://youtu.be/ER1gUIrcPx0</a></td>
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<td>2</td>
<td>Sept. 4</td>
<td>Guest lecture – Rosalia Dutra</td>
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<tr>
<td>3</td>
<td>Sept. 11</td>
<td>Theoretical foundations and critiques of language, gender, and sexuality studies</td>
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<td>4</td>
<td>Sept. 18</td>
<td>Linguistic correlates</td>
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<td>5</td>
<td>Sept. 25</td>
<td>The linguistic marketplace revisited; the political arena</td>
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<td>6</td>
<td>Oct. 2</td>
<td>Implicatures, metaphors</td>
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<td>7</td>
<td>Oct. 9</td>
<td>Guest lecture</td>
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<tr>
<td>8</td>
<td>Oct. 16</td>
<td>“Performing gender”; identities; Project abstracts due</td>
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<td>9</td>
<td>Oct. 23</td>
<td>The gendered body</td>
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<tr>
<td>10</td>
<td>Oct. 30</td>
<td>Agency and consent; Annotated bibliography due</td>
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<td>11</td>
<td>Nov. 6</td>
<td>Cross-cultural perspectives</td>
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<td>12</td>
<td>Nov. 13</td>
<td>Gender and power</td>
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<td>13</td>
<td>Nov. 20</td>
<td>Language reform</td>
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<td>14</td>
<td>Nov. 27</td>
<td>Thanksgiving – no class</td>
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<tr>
<td>15</td>
<td>Dec. 4</td>
<td>Project presentations</td>
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<tr>
<td>16</td>
<td>Dec. 11</td>
<td>Project presentations</td>
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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/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

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.**

**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 the professor 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.

**Sexual Discrimination, Harassment, and Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources](http://deanofstudents.unt.edu/resources). Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

**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 Dean of Students 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. Information about The Code of Student Conduct can be found at http://deanofstudents.unt.edu/conduct

Cell phone use is not allowed in class. Students must silence their phones and put them away during class time. Any student found using a phone in class for non-class related use will be asked to leave the class. If there is a reason to have your phone out during class you must clear this with the professor before the start of class.

Laptops and tablets may only be used for class-related purposes. Recent research has shown that students retain material much better if they take notes with a pen and paper and not on their computers http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away. I encourage you to follow this practice. Students who are using their laptops or tablets to check email, Facebook, surf the web, send text messages, or other non-class activities will be asked to leave the class.