Linguistics 335 – Language, Sex, Gender and Sexuality
Reed College, Fall 2015
T/TH 10:30-11:50, Eliot 123

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Office Hours: Tuesdays 3-4pm, Wednesdays 10am-12pm, and by appointment

Prerequisites
Linguistics 211 and 212, or consent of instructor.

Course Description
This course is an introduction to the large body of literature on Language, Sex, Gender and Sexuality within Sociolinguistics. Students will investigate how language in use mediates, and is mediated by, social constructions of sex, gender and sexuality. Emphasis is placed on the history of research in this field, which contains distinct phases and movements, including the state of research today. Particular attention will be paid to the evolution of feminist linguistics theory, queer linguistic theory, ideology, hegemony, performativity, and the intersectionality of identifications related to gender, sexual orientation, biological sex, and presentation with other identities. Students will read scholarly articles and write data-driven research write-ups that clearly relate fieldwork experiences to theory. (Fulfills Group B).

Course Texts
All articles will be posted in PDF on Moodle

Grading
1. Assignments: 75%
Your work across the semester will consist of engagement with a recording of a conversation that you make, transcribe, and then analyze in different ways. The goal of this is to build your skills of data collection and analysis, as well as to emphasize the many ways a single conversation can be analyzed for themes relating to the class.

   Part 1: Recording (10%)
   Part 2: Transcription (15%)
   Part 3: Discourse (25%)
   Part 4: Acoustics (25%)

2. Participation: (25%)
Participation in conference is mandatory and crucial to the success of our class, particularly at the upper division. Engage in class in a way that demonstrates the effort you put in to our class and our readings. Ask questions, connect concepts and readings, and clarify or expand on what others say in class.
I will expect you to come to class prepared with \textit{at least two} substantive questions or comments for each reading for that day. If discussion isn’t flowing well, I may formalize your contributions by asking you to submit discussion questions in advance, or assign a rotating discussion leader.

In addition, I expect you to contribute artifacts that directly relate to our course material to the Sociolinguistic Artifacts website: \url{www.reed.edu/slx-artifacts}

I expect you to contribute \textit{2} artifacts across the course of the semester. You will receive extra credit on your participation grade for more frequent contributions.

\textbf{Course Policies}

\textbf{On Absences:} Regular, prepared and disciplined conferencing is intrinsic to this course. Once you have missed two weeks of class – whether or not your absences are excused – you will have missed too much material and will not receive credit for this course. If a condition is chronic, appropriate documentation and reasonable accommodations should be considered in consultation with both me and the Disability Support Services office. A notice from Student Services that you are absent because of an illness or are taking a formal emergency absence does not mean that you are excused from meeting any of the requirements of this course. If you must be absent due to health or an emergency, it is your responsibility to catch up on missed material.

\textbf{On Accommodations:} If you are a student with a disability and believe you will need accommodation for this class, it is your responsibility to contact and register with Disability Support Services and provide them with documentation of your disability, so that they can determine what accommodations are appropriate for your situation. With your permission they will discuss with me those reasonable and appropriate accommodations. To avoid any delay you should contact the DSS office as early as possible in the semester, and contact me for assistance in developing a plan to address your academic needs in this course. \textit{Please note that accommodations are not retroactive and that reasonable disability accommodations cannot be provided until I have received an accommodation letter from and discussed your case with the DSS office.} You can reach Disability Support Services at (503) 517-7921 or \url{disability-services@reed.edu}

\textbf{On Incompletes:} I don’t give them except in the case of an acute, extreme emergency or health crisis that interrupts what otherwise was good work in this course.

\textbf{On Late Work/Extensions:} You are entitled to one one-day extension on a due date in this course, no questions asked. After that, any late work drops a full letter grade for every 24 hours past the deadline.
Course Schedule

Week 1
September 1
http://itspronouncedmetrosexual.com/2012/01/the-genderbread-person/
http://itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3/
http://queereka.com/2012/02/07/the-genderbread-person-a-critique/

September 3

Week 2: Women’s Language and Indexicality
September 8

September 10

Further Reading:

Week 3: Women’s Language and Variation
September 15
Lab Day: Record a Conversation. Meet in the LoL

September 17

Further Reading:
Week 4: Women and Variation, cont.

September 22
   V. L. Berguvall, J. M. Bing, and A. F. Freed, *Rethinking Language and Gender Research: Theory 
   and Practice*.

September 24
2. Eckert, Penelope. 2014. The problem with binaries: Coding for gender and sexuality. 

*Your recording is due: Friday, September 25th, by midnight*

Week 5: Performativity

September 29
2. Butler, Judith. 1990. Chapter 1 (Parts I,II, III, and V) and pages 183-193 from *Gender 

October 1

Week 6: Masculinit(ies)

October 6
   police officers handling domestic violence. In *Gender Articulated*.

Further Reading:
Cameron, Deborah. 1997. Performing gender identity: Young men’s talk and the 
construction of heterosexual masculinity. In *Language and Masculinity*, 47-64.

October 8
1. Ochs, Elinor and Carolyn Taylor. The “Father Knows Best” Dynamic in Dinnertime 
   Narratives.” In *Gender Articulated*.
   and Ulrike Hanna Meinhof (eds.) *Language and Masculinity*. 107-129.

Further reading:
Bucholtz, Mary. 1999. You da man: Narrating the racial other in the production of white 
Week 7: Queer Theory
October 13

Presentation of Transcripts, due by class time

October 15

Week 8: Happy Fall Break!

Week 9: The Identity Debate
October 27

Further Reading: Cameron, Deborah and Don Kulick. 2003. Language and Sexuality. Cambridge: Cambridge University Press.

October 29

Week 10: Identifications
November 3

November 5
Presentations of Discourse Assignments, due by class time

Week 11: Acoustics and Perception
November 10

Further Reading:
November 12

Week 12:
November 17

November 19: Intersectionality

Week 13
November 24

November 26
Happy Thanksgiving!

Week 14
December 1

December 3
*Presentations of Acoustics Assignments, due by class time*

Week 15
December 8
Last Day of Class!