Attention!

This is a representative syllabus.

The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

SYLLABUS: LING 3606
LANGUAGE, GENDER, AND SEXUALITY

Course overview

Instructor

Instructor: [Name] Email
address: [Address]
Phone number: [Number]
Office hours: [Hours]

Course structure & description

This course examines the relationship between language and the social constructs of gender, sexuality, race and ethnicity. No previous knowledge of linguistics, gender studies, or ethnic studies is assumed in the course. The course will provide facts, theory, and analytic tools for understanding and critiquing these relationships as well as common beliefs and stereotypes about them. The main focus of the course will be on linguistic diversity in the United States that is related to gender and sexuality, but as we will see, gender and sexuality cannot be divorced from race and ethnicity. This course thus examines how these social constructs intersect and how this is reflected in language.

We will explore how gender and sexuality are expressed through the use of particular dialects, accents, discourse styles, and word choices, and how language is related to ethical issues of equality, social opportunity, and discrimination in the U.S. We will also discuss how gender and sexuality interact with other social categories, particularly race and ethnicity. The following are just a few of the types of questions we will address:

- How do beliefs about gender and beliefs about language fit together? In other words, how do cultural ideas about masculine and feminine qualities interact with ideas about language? Where do stereotypes of gendered voices come from? And how do these stereotypes depend on beliefs about race and ethnicity?
- What role does language play in people's imaginings of gender and race categories? Is the speech of white women really more polite? Is the speech of black men really more aggressive?
- How is the language of subordinate gender and sexuality groups policed and how does this policing reproduce a sense of social difference?

- Are gender and sexuality stylistic and/or performative in nature? How is their linguistic construction similar to and different from the construction of race and ethnicity in this respect? What is the role of individual agency in each?
- Why is the use of gender-neutral pronouns politically controversial?
- Is there such a thing as linguistic discrimination?

The goals of this course are to stimulate discussion about these types of issues and to introduce ways of examining them in an objective manner.

Course goals

- Students will explore how social structures such as genders and sexualities are constructed in the context of speakers' race and ethnicity, and how language and beliefs about language contribute to that process.
- Students will reflect on the social and emotional role of language in creating and changing our understanding of gender and sexuality, in the context of other aspects of social identity like race and ethnicity.
- Students will understand the concept of standard language ideologies, recognize them in practice and connect them to the other aspects of systems of power.
- Students will reflect on the role linguistic structures and language attitudes play in our everyday understandings of gender, sexuality, race, and ethnicity.

New GEs (GEN) covered by this course

Historical and Cultural Studies B: Cultural Studies

Goals: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcomes: Successful students are able to…

1.1 B Analyze and interpret selected major forms of human thought, culture, ideas or expression.
1.2 B Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.
1.3 B Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.
1.4 B Evaluate social and ethical implications in cultural studies.

This course meets these outcomes through the social and linguistic analysis of literature, film, and other media, including discussion about how ideologies about language and its relationship to gender, sexuality, race, and ethnicity are formed and reinforced.

Race, Ethnicity and Gender Diversity

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcomes: Successful students are able to…

> 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
> 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
> 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
> 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

This course meets these learning outcomes through the analysis of how language patterns help to construct gender, sexuality, race, and ethnicity, and by exploring how relationships among these social categories are linguistically represented. While gender and sexuality are the primary focus of the course, these categories are fundamentally intertwined with race and ethnicity and so cannot be considered in isolation. We will discuss institutional and state power but most of the types of power discussed will be more fluid; much of the course material is designed to prompt students to consider how power influences speakers' lived experiences of the relationship between language and gender, sexuality, race, and ethnicity, as well as their perceived rights to gendered (etc.) cultural linguistic material.

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes: Successful students are able to…

> 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
> 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
> 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course meets these learning outcomes in its exploration of linguistic stereotyping, language attitudes and language-based discrimination. Students are invited to ground their explorations in their own experiences with the categories of gender, sexuality, race, and ethnicity and the relationship between these. At the same time, a variety of beliefs and experiences will be introduced in the course materials, challenging students to step beyond their own experiences. Perspectives from trans people and Black and Latino people are prioritized both because white cis students are typically the majority of students in this course and because gendered and ethnic/racial structures in society make trans, Black, and Latino perspectives less readily available to white cis students than vice versa. We will explicitly discuss argument and evidence across communities and topics, inviting students to consider where knowledge comes from and how they decide what to believe. Throughout the semester students are asked to produce 1-2

page reflections on the different course topics, considering what they believe about how language is related to gender, sexuality, race, and ethnicity, and how those beliefs are grounded in their own social positions. Students will also write persuasive essays in which they take one of their reflections and expand it into a proper paper. This will give students a chance for extended, deeper self-reflection and critique.

Legacy GE (GEL) covered by this course

Diversity: Social Diversity in the US

Expected Learning Outcomes
1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course meets these outcomes through the analysis of how language patterns help to construct race, ethnicity, sexuality, and gender in the United States and by exploring the relationship between linguistic beliefs about these categories and other constructs like accent, correctness and place. Students will also relate social diversity to their own attitudes and values via the course discussion of linguistic stereotyping, language attitudes and language-based discrimination. We will also touch on issues of language shift and language death and the power dynamics and cultural losses associated with these processes.

Course materials

All readings will be available on Carmen.

Course technology

The course Carmen site will be the central repository for readings, assignments, and all other information about the course. The modules section will contain week-by-week links to all necessary information for each session. Announcements and course changes will be made through the announcements tool in Carmen.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses
- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Grading and faculty response

Grades

Assignment or category	Points
Synchronous session participation	15
Discussion posts	15
Reflection assignments	20
Persuasive essays	50
Total	100

Assignment information

Synchronous session participation: Class sessions will be a mix of interactive lecture, full-class conversations and small group activities. These activities will allow the class to examine and reflect in an open-ended way on the relationship between language and the social constructs of gender, sexuality, race and ethnicity. Participation is thus crucial.

The synchronous part of your participation grade will be based on participation in all of these kinds of activities, but the mix is flexible. If technical or other problems make synchronous online discussions a challenge for you, please let me know and we can work out another plan, for example sending me additional written reflections after class. Attendance will be not taken, and students who participate fully and often but miss some sessions can still receive full participation credit. The full-class portions of the sessions will be recorded and made available, only to students in the course.

Discussion posts: Each class session, you will be asked to share thoughts on the topic/reading in the online discussion group. The assignment tied to each reading will provide prompts and questions to stimulate reflection about language, cultural categories (gender, sexuality, race, ethnicity, and others), and their intersectionality. Post should be at least 200 words long (1-2 paragraphs) and may stand alone or be in response to someone else's post.

Reflection assignments: There will be 9 reflection assignments through the course, intended to provide you with a low-stakes space to develop your ideas. These should each be 500-1,000 words and each will be listed on Carmen. This will be graded on the depth of thinking shown and the breadth of specific evidence from the course or elsewhere used in the discussion. Writing style and mechanics will not be graded, but attention to the clarity of your writing will help make sure I

understand the ideas you're presenting. You are not required to present a single full argument, but you should attend to evidence and argument structure, to the "why I think that" of the points that you're making. You are encouraged to consider how your beliefs about language are grounded in your own social positionality and experiences with gender, sexuality, race, and ethnicity as social categories.

Persuasive essays: In the three persuasive essays, you will be asked to present a full and coherent argument for a thesis relevant to the course content (i.e., about the how language is constitutive of, and constituted by, the social categories of gender, sexuality, race, and ethnicity). You are encouraged, but not required, to write these as revisions of one of your reflections, but the revision should be substantive and not just a matter of polishing the writing. Along with your essay you should submit a brief explanation of the intended genre and venue for your essay: who is it written for? Argument structure will be the main focus of grading, but writing style and minor conventions will also be graded.

Late assignments

If you will be unable to submit an assignment by the due date, please contact me ahead of time to discuss alternative arrangements.

Grading scale

93–100: A	87–89: B+	77–79: C+	67 –69: D+
90–92: A-	83–86: B	73–76: C	60 –66: D
	80–82: B-	70 –72: C-	Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For homework assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **48 hours on school days**. Responses on weekends and holidays will be sporadic. If you have an urgent question, mark it urgent in the subject line or using the mail system's marking system. In an emergency, feel free to text me. If you just need to alert me that you won't be in class, an email is fine, even at the last minute.

Other course policies

Academic integrity policy

Policies for this online course

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person

to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your

accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

If there's something you need from me to help you thrive in this course, please let me know as soon as possible. I will work with you to make sure you can thrive in the course. You do not have to have documentation for me to work to accommodate your needs.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If something we use isn't accessible for you, please let me know as soon as possible.

- [Carmen (Canvas) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Linguistics 3606 -- Course Schedule

Day	Unit	Topic	Reading/Media	Assignment Due	Class activity 1	Class activity 2
1	Intro	Course intro			Go over syllabus	Introductions
2	Intro	What is gender?	Course ground rules assignment	Reflection: Gender reflections	Intro gender lecture	Small groups: what do we know about gender?
3	Intro	How does gender work with race and class?	Paris is Burning documentary		Reflection & discussion on Paris is Burning	Intro lg & gender lecture
4	Variation	Intro to language variation	Kate Bornstein voice lesson piece https://youtu.be/hT3knfUD6qs 23:35-33:27	Reflection: Language and gender	Lecture on pitch and /s/	Discussion of units and associated fields
5	Variation	Stereotypes of gendered voices	See Your Speech exercise plus reflection		Discuss See Your Speech	Comparing audio clips with different linguistic features
6	Variation	Indexicality of race and class	Steele (2020) Masculinity and /s/ in the speech of Black nonbinary speakers		Arguments and evidence across communities and topics	"Why do I think that?" -- big group, small groups

7	Variation	Perception across languages	Boyd, Hall-Lew & Fruehwald (2018) Crosslinguistic perceptions of /s/ among French, German, and English listeners	Reflection: Speech styles and sexual identities	Dissect argument from reading	Lecture on gay speech literature
8	Variation	Intersecting perceptions of race and accent	Dixon et al (2002) ACCENTS OF GUILT? Effects of Regional Accent, Race, and Crime Type on Attributions of Guilt		Lecture on variation, gender & power	
9	Variation	Policing women's speech: Pundits and creaky voice/vocal fry	Vocal fry googlefest		Work through different positions on vocal fry in public sphere	Lecture on creaky voice literature
10	Variation	Style	Sexuality vs. sensuality: The multimodal construction of affective stance in Chinese ASMR performances*			Lecture on style
11	Variation	Variation unit summary	NWAV (variation conference) abstracts	Persuasive essay 1	Lecture on current topics in variation & gender, next steps	Reflection on unit

12	Gender marking	Gender marking in pronouns and ethnic labels	https://kconrod.medium.com/guest-lecture-in-pronouns-vasundhara-1c61d3023e0c https://www.vox.com/the-highlight/2019/10/15/20914347/latin-latina-latino-latinx-means	Reflection on pronouns and gender marking		Discussion of unit topics
13	Gender marking	Grammatical gender	Beyond Words video Rosa Lee Timm (first speaker, despite name saying she's Jacqueline Emmart)		Lecture on experimental work, implicit gendering (Boroditsky, Osterhout, IAT)	
14	Gender marking	Implicit and explicit linguistic gender	Bodine (1975) Androcentrism in Prescriptive Grammar: Singular 'They', Sex-Indefinite 'He', and 'He or She'	Reflection on generics and gender	Exercise on perception of different generic & specific choices	
15	Gender marking	Gender and AI	**Saunders, Sallis & Byrne (2020)** Neural Machine Translation Doesn't Translate Gender Coreference Right Unless You Make It		Lectures on bias in AI https://www.youtube.com/watch?v=gV0_raKR2UQ https://www.youtube.com/watc	

						h?v=E-O3LaSEcVw
	No class- Autumn Break					
16	Gender marking	Neo pronouns	Fiction w/ neopronouns			Pronouns
17	Gender marking	Gender marking, appropriation and race	Pyle (2018) Naming and Claiming Recovering Ojibwe and Plains Cree Two-Spirit Language		Lecture or discussion on non-binary/third gender/two-spirit history	
18	Labels	Label unit intro	Zimman (2017) Transgender language reform: Some challenges and strategies for promoting trans-affirming, gender-inclusive language	Reflection on labels	Discussion of Zimman piece	Breakout groups discussion on labels
19	Labels	Semantic change	McConell-Ginet (2003) "What's in a Name?" Social Labeling and Gender Practices		Lecture on genre and audience	OED discussion
20	Labels	Sex categories	Fausto-Sterling (1993) The Five Sexes	Reflection: Bodies and gender	Lecture on psychology of categories	

21	Labels	Gender policing	Gender testing in sports		Lecture on basics of biology & gender	Gender testing in sports discussion
22	Labels	Lexical change	Armstrong (1997) Homophobic slang as coercive discourse among college students	Persuasive essay 2		Lecture on semantics, pragmatics, & speech acts
	No class- Veteran's Day					
23	Labels	Semantic derogation	Wong (2005) The reappropriation of tongzhi			Corpus exercise on "bitch"
24	Labels	Slurs in the construction of race and masculinity	Femenias (2017) Of slurs and soccer Performative discourses of nationality, race, and masculinity in Buenos Aires	Reflection on slurs		Lecture on derogation & slurs
25	Labels	Reclaiming	Reclaiming slurs googlefest		Reclaiming slurs discussion	
	No class – Thanksgiving break					

26	Labels	Appropriation and race	Roth-Gordon, Harris & Zamora (2020) Producing white comfort through "corporate cool": Linguistic appropriation, social media, and @BrandsSayingBae	Reflection on appropriation	Lecture on appropriation	Discussion of appropriation
27	Labels	Labels unit summary	**Korobov (2017)** The playful and gendered use of insults and criticisms in romantic couples' everyday banter		Wrap-up lecture on labels	Reflection discussion on unit
28		Whole class reflection		Persuasive essay 3 due during finals week	Reflection on class, summarizing what we learned	Optional: Lecture on other stuff we didn't cover and where to find out more