

Syllabus for SUN 2002 course	LANGUAGE, GENDER AND SOCIETY
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Week 1

Session no.		
1	Teacher's Name/ Teachers' Names	Prof. Louise Vasvari
	Topic/Title	INTRODUCTION
	Teaching Mode	LECTURE (80%) & GROUP DISCUSSION (20%)
	Rationale/ Objectives/ Summary	The Linguistics and the Anthropology of the Sex/Gender Binary
	Reading and/or writing Assignments	Readings: Hurd, 2000, "Gender's Nature" pp. 347-364. Pauwells, 1998, "Sexism in Language." pp. 16-80.
2	Teacher's Name/ Teachers' Names	Prof. Louise Vasvari
	Topic/Title	HISTORICAL BACKGROUND
	Teaching Mode	LECTURE (80%) & GROUP DISCUSSION (20%)
	Rationale/ Objectives/ Summary	How do received folklinguistic ideas about women's language hold up to empirical scrutiny?
	Reading and/or writing Assignments	Jespersen, 1929, "The Woman," pp. 225-241. Lakoff, 1978, "Language & Women's Place," pp. 242-252. Tannen, 1998, "Relativity of Linguistic Strategies." Cameron, 1998, "Gender, Language, & Discourse." Written Assignment on Lakoff & Parker, "The Waltz"
3	Teacher's Name/ Teachers' Names	Prof. Louise Vasvari
	Topic/Title	HISTORICAL BACKGROUND
	Teaching Mode	CONTINUED (SAME AS ABOVE)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)

4	Teacher's Name/ Teachers' Names	Prof. Itesh Sachdev
	Topic/Title	WOMEN AND MEN AS SOCIAL GROUPS
	Teaching Mode	Lecture (50%) and Group Discussion (50%)
	Rationale/ Objectives/ Summary	To consider the degree to which women and men function as social groups
	Reading and/or writing Assignments	<p>Jennifer Coates, <i>Language and Gender</i>, ch. 32, p.495-510.</p> <p>Jennifer Coates, <i>Language and Gender</i>, ch 20-23, p. 299-372.</p> <p>Janet M. Bing & Victoria L Bergvall , 'The Question of Questions: Beyond Binary Thinking' p.495-510.</p> <p>Bing and Bergvall argue that gender has been treated as a non-linguistic variable that is divided into two sub-categories. To what degree is this true and/or justified? Think about this with reference to the languages and cultures that you are familiar with. Another way in which to think of this is to consider whether women and men can be considered social groups that are similar to class and ethnic groups. Think about this with reference to the languages and cultures that you are familiar with. The specific issue to consider is whether theoretical models in intergroup relations (that are usually applied to ethnic and class groups) are applicable to relations between women and men. We will consider this issue and also refer to the language data obtained in chapters 20-23 in the Language and Gender Reader by Coates.</p>
5	Teacher's Name/ Teachers' Names	Prof. Itesh Sachdev
	Topic/Title	WOMEN AND MEN AS SOCIAL GROUPS
	Teaching Mode	CONTINUED (SAME AS ABOVE)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
6	Teacher's Name/ Teachers' Names	Prof. Louise Vasvari
	Topic/Title	FUNCTIONS OF LINGUISTIC GENDER
	Teaching Mode	Lecture and Student Reports on Linguistic Function of Gender in their Native Languages (50 % -50 %)
	Rationale/ Objectives/ Summary	How does linguistic gender relate to the sex/gender binary, or does it?" Generic Masculine as a tool of sexism.
	Reading and/or writing Assignments	Trudgill. 1999. "Functions of Linguistic Gender." pp.133-152 Bodine, 1998. " Androcentrism..." pp. 124-140.
7	Teacher's Name/ Teachers' Names	Prof. Louise Vasvari
	Topic/Title	FEMINIST LANGUAGE REFORM
	Teaching Mode	Lecture & Class Reports on Feminist Language Reform in Native Languages of Students (50 % - 50 %)

	Rationale/ Objectives/ Summary	Is feminist language planning politically and culturally viable?
	Reading and/or writing Assignments	Talbot, 1996, "Reclaiming the Language" pp. 190-240 Ehrlich and King. 1998. "Gender-Based Language Reform"
8	Teacher's Name/ Teachers' Names	Prof. Itesh Sachdev
	Topic/Title	PERSUADING WOMEN AND MEN TO USE NON-SEXIST LANGUAGE
	Teaching Mode	Lecture & Group work and discussion (50 % -50 %)
	Rationale/ Objectives/ Summary	Towards sexist language reform
	Reading and/or writing Assignments	Anne Pauwels, <i>Women Changing Language</i> (Longman, 1998, p.16-80): chapter 2, 'Sexism in language: an international phenomenon?' Deborah Cameron (ed), <i>The Feminist Critique of Language</i> (Routledge, 1998, p.164-179), chapter 13, Ehrlich and King, 'Gender based language reform and the social construction of meaning'. Whereas researchers such as Deborah Cameron focus on non-sexist language planning, an issue that interests social psychologists is the extent to which speakers can be persuaded/induced to accept change in terms of the use of non-sexist language. In the communities that you are familiar with, will women or men be more persuasive in inducing language reform? Additionally, will women or men be more persuaded to change their language use?
9	Teacher's Name/ Teachers' Names	Prof. Itesh Sachdev
	Topic/Title	PERSUADING WOMEN AND MEN TO USE NON-SEXIST LANGUAGE
	Teaching Mode	CONTINUED (SAME AS ABOVE)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
10	Teacher's Name/ Teachers' Names	Prof. Itesh Sachdev
	Topic/Title	CONSULTATION
	Teaching Mode	TUTORIAL AND/OR INDIVIDUAL PROJECTS
	Rationale/ Objectives/ Summary	INDIVIDUALIZATION OF THE COVERED MATERIAL AS WELL AS ASSISTANCE WITH INDIVIDUAL PROJECTS AND/OR CLASS PRESENTATION PREPARATIONS
	Reading and/or writing Assignments	N/A
11	Teacher's Name/ Teachers' Names	Prof. Itesh Sachdev
	Topic/Title	QUANTITATIVE RESEARCH METHODS AND STATISTICS TO STUDY LANGUAGE AND GENDER
	Teaching Mode	WORKSHOP

	Rationale/ Objectives/ Summary	This session will be a workshop (in the computer workstation room) to introduce research methods and statistical concepts (using the statistical package SPSS 10). Given time, we will also analyse some sample data.
	Reading and/or writing Assignments	What are the different ways for investigating a research question? What are the advantages and disadvantages of different research methods? How do we measure variables? How do we describe the findings of our research? What inferences can we draw about the population from the findings based on our research samples?
12	Teacher's Name/ Teachers' Names	Prof. Itesh Sachdev
	Topic/Title	QUANTITATIVE RESEARCH METHODS AND STATISTICS TO STUDY LANGUAGE AND GENDER
	Teaching Mode	CONTINUED (SAME AS ABOVE)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
13	Teacher's Name/ Teachers' Names	Prof. Itesh Sachdev
	Topic/Title	QUANTITATIVE RESEARCH METHODS AND STATISTICS TO STUDY LANGUAGE AND GENDER
	Teaching Mode	CONTINUED (SAME AS ABOVE)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
14	Teacher's Name/ Teachers' Names	Prof. Itesh Sachdev
	Topic/Title	QUANTITATIVE RESEARCH METHODS AND STATISTICS TO STUDY LANGUAGE AND GENDER
	Teaching Mode	CONTINUED (SAME AS ABOVE)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
15	Teacher's Name/ Teachers' Names	Prof. Itesh Sachdev
	Topic/Title	CONSULTATION
	Teaching Mode	TUTORIAL AND/OR INDIVIDUAL PROJECTS
	Rationale/ Objectives/ Summary	INDIVIDUALIZATION OF THE COVERED MATERIAL AS WELL AS ASSISTANCE WITH INDIVIDUAL PROJECTS AND/OR CLASS PRESENTATION PREPARATIONS
	Reading and/or writing Assignments	N/A
16	Teacher's Name/ Teachers' Names	Prof. Don Kulick
	Topic/Title	THE THEORETICAL BACKGROUND TO PERFORMATIVITY THEORY
	Teaching Mode	LECTURE AND GROUP DISCUSSION (50 % -50 %)

	Rationale/ Objectives/ Summary	The most refreshing development in Language and Gender research during the past decade has been the introduction of performativity theory into discussions about how language and gender intertwine. Performativity is a concept that in a very short time has gone from the relative obscurity of arcane philosophical discussions about language to a buzzword that increasingly appears in all manner of social science and humanist studies. This part of the course will give a firm grounding in performative theory. It traces the theoretical roots of performativity and examines various dimensions of how it the concept has been developed and employed, especially by Judith Butler.
	Reading and/or writing Assignments	<p>Saussure, Ferdinand de 1992. <i>Course in General linguistics</i>, translated by Roy Harris. La Salle, Illinois: Open Court Classics. Chapters 3, 4, 5 (Pp. 8-23) & Introduction: Chapters 1& 2 (Pp. 65-78).</p> <p>Austin, J.L. 1997. <i>How to do things with words</i>. Lectures 1-3 (p. 1-38).</p> <p>Derrida, Jacques 1991. Signature Event Context. In <i>A Derrida reader: behind the blinds</i>, edited by Peggy Kamuf. New York: Columbia University Press. [Read the entire article, but pay special attention to everything after the rubric "The parasites. Iter, of Writing: That Perhaps It Does Not Exist"]</p> <p>Foucault, Michel 1981. <i>The history of sexuality Volume 1. Middlesex, England: Penguin. Part Four: Chapter Two ("Method")</i>.</p> <p>Kessler, Susanne & Wendy McKenna. 1985 [1978]. <i>Gender: an ethnomethodological approach</i>. Chicago: University of Chicago Press. Chapters 1, 3, 5.</p> <p>Kulick, Don 2002. 'No'. Plenary lecture delivered at Sociolinguistics Symposium 14, Gent, Belgium, April 4-6 2002.</p> <ol style="list-style-type: none"> 1. What role does the notion of 'difference' play in Saussure's understanding of language? 2. What types of speech acts does Austin explicitly <i>exclude</i> from consideration in his theory? Why does he exclude them? 3. What is Derrida's criticism of Austin? Why does he end the article with a signature? 4. How does Foucault's understanding of power differ from common-sense understandings? 5. What is an ethnomethodological approach to gender? 6. Summarize Kulick's argument about the difference between 'performance' and 'performativity'.
17	Teacher's Name/ Teachers' Names	Prof. Don Kulick
	Topic/Title	THE THEORETICAL BACKGROUND TO PERFORMATIVITY THEORY
	Teaching Mode	LECTURE AND GROUP DISCUSSION (50 % -50 %)

	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
18	Teacher's Name/ Teachers' Names	Prof. Don Kulick
	Topic/Title	THE THEORETICAL BACKGROUND TO PERFORMATIVITY THEORY
	Teaching Mode	LECTURE AND GROUP DISCUSSION (50 % -50 %)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
19	Teacher's Name/ Teachers' Names	Erika Solyom
	Topic/Title	WOMEN'S LANGUAGE OR POWERLESS LANGUAGE?
	Teaching Mode	LECTURE AND GROUP DISCUSSION (50 % -50 %)
	Rationale/ Objectives/ Summary	TO PROVIDE THE STUDENTS WITH DIFFERENT MODELS FOR THE STUDY ON LANGUAGE AND GENDER.
	Reading and/or writing Assignments	<p>Cameron, D. (1998) <i>The Feminist Critique of Language: A Reader</i>. Chapters 17, 18 and 19 Public Hears lewinsky Story...(NY Times article 02/07/99) Coates, J. (1998) <i>Language and Gender: A Reader</i>. Chapter 24</p> <p>What are the linguistic features typical of women's language according to Lakoff? What methodological and linguistic problems arise from the Lakoff study? Can you detect any Lakoff features in the 1999 NY Times Lewinsky article? If so, what are they? What are the problematic issues related to tag questions, especially in terms of form and function? What is O'Barr & Atkins's major criticism on Lakoff? What is your major criticism on Lakoff? Do you think interruption is a sign of dominance?</p>
20	Teacher's Name/ Teachers' Names	Erika Solyom
	Topic/Title	LANGUAGE AND GENDER IN MULTILINGUAL SETTINGS
	Teaching Mode	LECTURE AND GROUP DISCUSSION (50 % -50 %)
	Rationale/ Objectives/ Summary	IN ADDITION TO THE RESEARCH CONDUCTED IN THE USA AND WEST EUROPEAN COUNTRIES, TO PROVIDE THE STUDENTS WITH CASE STUDIES OF LANGUAGE AND GENDER FROM OTHER REGIONS SUCH AS EAST-CENTRAL EUROPE, ASIA AND AFRICA.

	Reading and/or writing Assignments	<p>Coates, J. (1998) <i>Language and Gender: A Reader</i>. Chapter 10 Coates, J. (1998) <i>Language and Gender: A Reader</i>. Chapter 25 Japan's feminine Falsetto...(NY Times article, 12/13/95) Sadiqi, F. <i>Moroccan Women and Linguistic Space</i> (manusript)</p> <p>(i) Based on the Gal article, what do Hungarian and German represent in the Oberwart community? What do the language choices of young women depend on in that community? (ii) Provided the business partners use the same language – can meetings between Japanese and American Businessmen go wrong? Discuss the relativity of linguistic strategies after having read the article on Japanese. (iii) What are the three correlations between gender and the different languages of Moroccan society?</p>
21	Teacher's Name/ Teachers' Names	Prof. Don Kulick
	Topic/Title	Performativity theory and reactions/responses to it
	Teaching Mode	LECTURE AND GROUP DISCUSSION (50 % -50 %) FILM TO BE SHOWN IN CLASS [Paris is Burning]
	Rationale/ Objectives/ Summary	The most refreshing development in Language and Gender research during the past decade has been the introduction of performativity theory into discussions about how language and gender intertwine. Performativity is a concept that in a very short time has gone from the relative obscurity of arcane philosophical discussions about language to a buzzword that increasingly appears in all manner of social science and humanist studies. This part of the course will give a firm grounding in performative theory. It traces the theoretical roots of performativity and examines various dimensions of how it the concept has been developed and employed, especially by Judith Butler.

	Reading and/or writing Assignments	<p>Butler, Judith 1990. Gender Trouble: feminism and the subversion of identity. London & New York: Routledge. vii-34 + 79-149.</p> <p>Weston, Kath 1993. Do clothes make the woman? gender, performance theory, and lesbian eroticism. Genders 17:1-21.</p> <p>Althusser, Louis. 1971. Ideology and ideological state apparatuses. In Lenin and philosophy, by Louis Althusser. New York and London: Monthly Review Press. 170-186.</p> <p>Butler, Judith 1993. Bodies that matter: on the discursive limits of "sex". xi-23; Chapter 4 [Chapter 4 may be read after the class, after the film has been shown]</p> <ol style="list-style-type: none"> 1. According to Butler, what is the relationship between sex and gender? 2. What is the basis of Weston's misunderstanding of Butler's idea of 'performativity'. Why does she get it so wrong? How does Butler respond to such misunderstandings? 3. What is an 'interpellation'? How does interpellation work? Why does Althusser illustrate the concept with a call by a policeman? 4. Althusser asserts "1) there is no practice except by and in an ideology; 2) there is no ideology except by the subject and for subjects." (1971: 159) What does this mean?
22	Teacher's Name/ Teachers' Names	Prof. Don Kulick
	Topic/Title	Performativity theory and reactions/responses to it
	Teaching Mode	LECTURE AND GROUP DISCUSSION (50 % -50 %)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
23	Teacher's Name/ Teachers' Names	Prof. Don Kulick
	Topic/Title	Performativity theory and reactions/responses to it
	Teaching Mode	LECTURE AND GROUP DISCUSSION (50 % -50 %)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
24	Teacher's Name/ Teachers' Names	Erika Solyom
	Topic/Title	ORALITY VS LITERACY: PRIVATE DISCOURSE IN PUBLIC?

	Teaching Mode	FIELD TRIP
	Rationale/ Objectives/ Summary	TO PROVIDE STUDENTS WITH A FIRST-HAND EXPERIENCE OF THE TOPICS DISCUSSED IN THE CLASSROOM REGARDING THE ISSUES OF PRIVATE AND PUBLIC DISCOURSE.
	Reading and/or writing Assignments	N/A
25	Teacher's Name/ Teachers' Names	Erika Solyom
	Topic/Title	ORALITY VS LITERACY: PRIVATE DISCOURSE IN PUBLIC?
	Teaching Mode	CONTINUED (SAME AS ABOVE)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)

Week 2

Session no.		
1	Teacher's Name/ Teachers' Names	Prof. Don Kulick
	Topic/Title	THE POLITICS OF THE PERFORMATIVE
	Teaching Mode	LECTURE AND GROUP DISCUSSION (50 % -50 %)
	Rationale/ Objectives/ Summary	The most refreshing development in Language and Gender research during the past decade has been the introduction of performativity theory into discussions about how language and gender intertwine. Performativity is a concept that in a very short time has gone from the relative obscurity of arcane philosophical discussions about language to a buzzword that increasingly appears in all manner of social science and humanist studies. This part of the course will give a firm grounding in performative theory. It traces the theoretical roots of performativity and examines various dimensions of how it the concept has been developed and employed, especially by Judith Butler.
	Reading and/or writing Assignments	Matsuda, Mari J., Charles R. Lawrence III, Richard Delgado, & Kimberlé Williams Crenshaw. 1993. <i>Words that wound: critical race theory, assaultive speech, and the first amendment</i> . Boulder, Colorado: Westview Press. Introduction, + Chapters 2 & 3. MacKinnon, Catharine. 1993. <i>Only words</i> . Cambridge, Massachusetts: Harvard University Press. Austin, J.L. 1997. <i>How to do things with words</i>. Lecture IX, first page of Lecture X (109-121). Butler, Judith. 1997. <i>Excitable Speech: a politics of the performative</i>. London & New York: Routledge. Chapter 2. 1. How do the authors of <i>Words that wound</i> and <i>Only words</i> define 'hate speech'? 2. Why do those authors believe that the way to combat hate speech is to have the state prohibit it? 3. What is the difference between 'illocution' and 'perlocution'? How is this difference important for Butler? 4. The subtitle of Butler's book <i>Excitable Speech</i> is "a politics of the performative". What is a politics of the performative? How do Butler's conclusions here relate back to her conclusion in <i>Gender Trouble</i> ?
2	Teacher's Name/ Teachers' Names	Prof. Don Kulick
	Topic/Title	THE POLITICS OF THE PERFORMATIVE
	Teaching Mode	LECTURE AND GROUP DISCUSSION (50 % -50 %)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
3	Teacher's Name/ Teachers' Names	Prof. Don Kulick
	Topic/Title	THE POLITICS OF THE PERFORMATIVE
	Teaching Mode	LECTURE AND GROUP DISCUSSION (50 % -50 %)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
4	Teacher's Name/ Teachers' Names	Prof. Don Kulick
	Topic/Title	CONSULTATION
	Teaching Mode	TUTORIAL AND/OR INDIVIDUAL PROJECTS

	Rationale/ Objectives/ Summary	INDIVIDUALIZATION OF THE COVERED MATERIAL AS WELL AS ASSISTANCE WITH INDIVIDUAL PROJECTS AND/OR CLASS PRESENTATION PREPARATIONS
	Reading and/or writing Assignments	N/A
5	Teacher's Name/ Teachers' Names	Prof. Louise Vasvari
	Topic/Title	LIFE WRITING
	Teaching Mode	Lecture (80%) and Group Discussion (20%)
	Rationale/ Objectives/ Summary	How have feminist academic memoirs, gay coming out stories, and other transgressive variants on the autobiography altered the discursivity of life writing ?
	Reading and/or writing Assignments	Silberstein, 1988, "...Gender Ideology and Courtship Narrative" pp. 125-49 Fleischman, 1998, "Gender... Voice of Scholarship" pp.975-1016
6	Teacher's Name/ Teachers' Names	Prof. Louise Vasvari
	Topic/Title	QUEERSPEAK
	Teaching Mode	Lecture (80%) & Group Discussion (20%)
	Rationale/ Objectives/ Summary	What is gay and lesbian language, or, does it exist?
	Reading and/or writing Assignments	Leap. 1993. "Gay Men's English" pp. 45-70 Kulick, 2000, "Gay and Lesbian Language" pp. 243-285. Leap 1999. "Language...Gay Adolescence" Barrett. 1999. "...African American Drag Queen"
7	Teacher's Name/ Teachers' Names	Prof. Louise Vasvari
	Topic/Title	QUEERSPEAK
	Teaching Mode	CONTINUED (SAME AS ABOVE)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
8	Teacher's Name/ Teachers' Names	Erika Solyom
	Topic/Title	ANTHROPOLOGICAL APPROACHES TO LANGUAGE AND GENDER
	Teaching Mode	GROUP DISCUSSION
	Rationale/ Objectives/ Summary	TO PROVIDE THE STUDENTS WITH ANTROPOLOGICAL APPROACHES TO GENDER IN ADDITION TO THE LINGUISTIC FRAMEWORK.
	Reading and/or writing Assignments	Kulick, D. (1998) "Anger, gender, language shift and the politics of revelation in a Papua New Guinean village." In <i>Language Ideologies</i>, B. Schieffelin (ed.) New York: Oxford University Press Based on the article, what is the cause of shift in language? Define the following terms: <i>hed</i> , <i>save</i> , <i>kros</i> . How are swearwords looked at in your culture? What is your take on women's use of swearwords in the light of the Kulick article? Are language ideologies solely about language?
9	Teacher's Name/ Teachers' Names	Erika Solyom
	Topic/Title	CONSULTATION
	Teaching Mode	TUTORIAL AND/OR INDIVIDUAL PROJECTS
	Rationale/ Objectives/ Summary	INDIVIDUALIZATION OF THE COVERED MATERIAL AS WELL AS ASSISTANCE WITH INDIVIDUAL PROJECTS AND/OR CLASS PRESENTATION PREPARATIONS

	Reading and/or writing Assignments	N/A
10	Teacher's Name/ Teachers' Names	Prof. Louise Vasvari
	Topic/Title	FOLKLORIC AND LITERARY APPROACHES TO GENDER
	Teaching Mode	Group Discussion of previously read articles
	Rationale/ Objectives/ Summary	Gynocriticism: the representation of women in literature and folklore; the retrieval of women's voices in literature and folklore
	Reading and/or writing Assignments	Vasvari 1999, "...Erotic Wedding Motif " pp. 1-9 Vasvari 2001, "Retrieving the Power of Women's Voices" pp. 1-20 Vasvari 2002 " The Taming of the Shrew..." pp. 122-139
11	Teacher's Name/ Teachers' Names	Prof. Louise Vasvari
	Topic/Title	FOLKLORIC AND LITERARY APPROACHES TO GENDER
	Teaching Mode	CONTINUED (SAME AS ABOVE)
	Rationale/ Objectives/ Summary	CONTINUED (SAME AS ABOVE)
	Reading and/or writing Assignments	CONTINUED (SAME AS ABOVE)
12	Teacher's Name/ Teachers' Names	Prof. Juliet Langman
	Topic/Title	Historical Overview of Models of Gender Socialization and Gender Identity
	Teaching Mode	Lecture; discussion (50 % -50 %)
	Rationale/ Objectives/ Summary	To understand the basic concepts and models for analyzing and interpreting gender socialization and gender identity. Introduction to the community of practice (CofP) model.
	Reading and/or writing Assignments	Coates, Jennifer. Gossig Revisited: Language in all-female groups. In J. Coates (ed.), <i>Language and Gender. A Reader</i>, Blackwell. (Ch 16)
13	Teacher's Name/ Teachers' Names	Prof. Juliet Langman
	Topic/Title	Gender socialization and Gender Identity: The Community of Practice Model
	Teaching Mode	Lecture, discussion (50 % -50 %)
	Rationale/ Objectives/ Summary	To understand the basic concepts of the community of practice (CofP) model.
	Reading and/or writing Assignments	Eckert, Penelope and Sally McConnell-Ginet <i>Communities of Practice: Where Gender, Language and Power All Live</i>. In J. Coates (ed.), <i>Language and Gender. A Reader</i>, Blackwell. (Ch 31) Holmes, Janet and Miriam Meyerhoff. 1999. <i>The Community of Practice: Theories and methodologies in language and gender research. <i>Language in Society</i> 28:173-183</i>
14	Teacher's Name/ Teachers' Names	Prof. Louise Vasvari
	Topic/Title	CONFERENCE INTRODUCTION
	Teaching Mode	MINI-CONFERENCE
	Rationale/ Objectives/ Summary	Exposing students to recent research by young scholars in the field of gender
	Reading and/or writing Assignments	N/A
15	Teacher's Name/ Teachers' Names	Prof. Juliet Langman

	Topic/Title	Gender socialization and Gender Identity: The Community of Practice Model Cont.
	Teaching Mode	Think, pair, share.
	Rationale/ Objectives/ Summary	To compare the community of practice model outlined in the text with a personal example. Guiding question: Recent work in sociolinguistics takes a community of practice approach to understanding the nature of language and gender identity practices. Trace Bucholtz's and Holmes & Meyerhoff's explanation of the advantages of the community of practice approach over one that takes the speech community as the primary unit of analysis. Focus on the notion of 'research on the margins'.
	Reading and/or writing Assignments	Bucholtz, Mary. 1999. 'Why be normal?' : Language and identity practices in a community of nerd girls. <i>Language in Society</i> 28:2;203-223.
16	Teacher's Name/ Teachers' Names	Prof. Juliet Langman
	Topic/Title	Gender socialization and Gender Identity: The Community of Practice Model cont.
	Teaching Mode	Guided discussion
	Rationale/ Objectives/ Summary	To extend the understanding of the community of practice model to the representation of gendered identity.
	Reading and/or writing Assignments	Cameron, Deborah 2001. Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity: Deborah Cameron. . In J. Coates (ed.), <i>Language and Gender. A Reader</i>, Blackwell (Ch 18)
17	Teacher's Name/ Teachers' Names	Prof. Juliet Langman
	Topic/Title	Analyzing the place of Community of Practice model in language and gender research
	Teaching Mode	Guided discussion
	Rationale/ Objectives/ Summary	To determine the relationship between specificity and generality in models and methods of language and gender research. Guiding question: How do sociolinguists analyzing identity define language and its relationship to the construction of identity?
	Reading and/or writing Assignments	Bergvall, Victoria. 1999. Toward a comprehensive theory of language and gender. <i>Language in Society</i> 28:2; 273-293. Eckert, Penelope and Sally McConnell-Ginet. 1999. New generalizations and explanations in language and gender research. <i>Language in Society</i> 28:2; 185-201.
18	Teacher's Name/ Teachers' Names	Prof. Juliet Langman
	Topic/Title	Further Considerations of the Community of Practice: Co-constructing Gender and other aspects of Identity
	Teaching Mode	Think, pair, share. Guiding questions: In what ways does the Community of Practice approach allow us to analysis identity as a co-construction of various elements? Is it possible or desirable to separate gender from other aspects of identity?
	Rationale/ Objectives/ Summary	To examine ways of incorporating an analysis of gender identity with other aspects of identity.

	Reading and/or writing Assignments	Bucholtz, Mary. (1999). Bad examples: Transgression and progress in language and gender studies. In <i>Reinventing Identities: The Gendered Self in Discourse</i> , Mary Bucholtz, A. C. Liang & Laurel Sutton (eds.), 3-24. New York: Oxford UP. Eckert, Penelope and Sally McConnell Ginnet. Constructing Meaning, Constructing Selves: Snapshots of Language, Gender and Class from Belten High. In Hall and Bucholtz (eds.) <i>Gender Articulated: Language and the Socially Constructed Self</i>. London: Routledge, 469-508. McElhinny, Bonnie. I Don't Smile Much Any More: Affect, Gender and the Discourse of Pittsburgh Police Officers: In J. Coates (ed.), <i>Language and Gender. A Reader</i>, Blackwell. (Ch 21)
19	Teacher's Name/ Teachers' Names	Prof. Juliet Langman
	Topic/Title	CONSULTATION
	Teaching Mode	TUTORIAL AND/OR INDIVIDUAL PROJECTS
	Rationale/ Objectives/ Summary	INDIVIDUALIZATION OF THE COVERED MATERIAL AS WELL AS ASSISTANCE WITH INDIVIDUAL PROJECTS AND/OR CLASS PRESENTATION PREPARATIONS
	Reading and/or writing Assignments	N/A
20	Teacher's Name/ Teachers' Names	Prof. Juliet Langman
	Topic/Title	Gendered Ethnicity: Multiple Identities and Multilingual Settings
	Teaching Mode	Guided discussion. Guiding question: how is language choice affected by gender in language minority communities?
	Rationale/ Objectives/ Summary	To investigate language and gender in multilingual settings from sociolinguistic perspective- analyzing sociohistorical, and discourse aspects of gender identity and language choice.
	Reading and/or writing Assignments	Bucholtz, Mary. 1995. From Mulatta to Mestiza: Passing and the Linguistic Reshaping of Ethnic Identity. In Kira Hall and Mary Bucholtz (eds.) <i>Gender Articulated: Language and the Social Constructed Self</i>. NY: Routledge, pp.351-374.
21	Teacher's Name/ Teachers' Names	Prof. Juliet Langman
	Topic/Title	Gendered Ethnicity: Multiple Identities and Multilingual Settings cont.
	Teaching Mode	Text analysis and Guided discussion. Guiding question: how do specific features of discourse serve as markers of gendered identity?
	Rationale/ Objectives/ Summary	To investigate language and gender in multilingual settings from discourse aspects of gender identity and language choice.
	Reading and/or writing Assignments	Mendoza-Denton, Norma. 1999. Turn-Initial <i>No</i>: Collaborative opposition among Latina Adolescents. In . <i>Reinventing Identities: The Gendered Self in Discourse</i>, Mary Bucholtz, A. C. Liang & Laurel Sutton (eds.), 273-292. New York: Oxford UP.
22	Teacher's Name/ Teachers' Names	Prof. Juliet Langman
	Topic/Title	Gendered Ethnicity: Acquiring gender identity in a second language cont.
	Teaching Mode	Think, pair share. Guiding question: how does one learn to use gendered talk in a second language? What aspects of gendered identity may be challenged?
	Rationale/ Objectives/ Summary	To examine gender transformations in the context of second language acquisition.

	Reading and/or writing Assignments	<p>Pavlenko, Aneta. (2001) „How am I to become a woman in an American vein?“ Transformations of gender performance in second language learning. In Pavlenko, A., A. Blackledge, I. Piller, M. Teutsch-Dwyer (eds.) <i>Multilingualism, Second Language Learning, and Gender</i>. Berlin: Mouton de Gruyter. (133-174)</p> <p>Teutsch-Dwyer, Maria. (2001)(Re)constructing masculinity in a new linguistic reality. In Pavlenko, A., A. Blackledge, I. Piller, M. Teutsch-Dwyer (eds.) <i>Multilingualism, Second Language Learning, and Gender</i>. Berlin: Mouton de Gruyter. (175-198).</p>
23	Teacher's Name/ Teachers' Names	Prof. Louise Vasvari
	Topic/Title	MASCULINITY
	Teaching Mode	Lecture & Student Reports on Articles in Meinhoff & Johnson, 1997. (50 % -50 %)
	Rationale/ Objectives/ Summary	Do men speak differently from women? What are the similarities and differences in heterosexual and homosexual male discourse conventions?
	Reading and/or writing Assignments	<p>Talbot, 1999. "New Men and Old Boys" pp. 190-240.</p> <p>Sattel, 1983. "Men, Inexpressiveness, and Power" pp. 118-124.</p> <p>Cameron 1997 " Performing Gender Identity" pp.47-63</p> <p>Philipsen, 1990. "Speaking Like a Man..."</p> <p>Johnson, 1997, "Theorizing Masculinity"</p>