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Watch Your Language! A Foundational Course Exploring Language of Gender and Sexuality

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Watch Your Language! Exploring Foundational Language
Concerning Gender and Sexuality

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Mentor Dr. Rebecca Evans

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Finally, to my family. Thank you to my mom who has given me undying support from the start. Thank you to Michela, without you I would not have the same passion for this topic... *and for recommending the quote included in the syllabi.*

Introduction

Looking back, it amazes me where I started. Not with this project, but with my passion for this topic. Just a year ago I was working on getting my own, unique Gender and Social Justice Studies major approved, not knowing it would take me here to be a Teagle Diversity Fellow who has just created a course. In addition, being a Dance major has kept my eyes open to many aspects of the world, while my self-initiated major has allowed me to begin to focus in on what a future career path may be. For now, I have had the privilege to focus on creating this course. My intentions behind this are to raise awareness about language concerning Sexuality and Gender. It has become clear to me over time that language is just one way that people may be oppressed or liberated. My hope for this course would be to open minds without the intent to change opinions but with the intent to share stories and offer resources for those who want to learn or may want to implement this kind of language in their own life.

In this paper, you will find a complete introduction-level college course. The day-to-day guide will walk instructors through assignments and in class activities, paired with rationale behind these. Next you will find an instructor syllabus which gives an example of how the course may be worked into an actual semester. This syllabus will offer additional insight for instructors. Following this, you will find a copy of a student syllabus and other important documents that fit into the course. Looking forward, this course should adapt to its time and place that it takes place. Language changes and therefore, this course must adapt. I encourage any users of this course to seek out culturally relevant sources, including diverse sources because learning about new perspectives is one goal of this course.

Thank you to those who take the time to be open to perspectives and to possibly learning something new. I hope that this encourages empathy and awareness of everyday language that will help promote greater inclusivity toward the LGBTQIA2S+ community.

Watch Your Language! Exploring Foundational Language Concerning Gender and Sexuality

Day-to-Day Guide

This day-to-day guide will differ from the accompanied syllabus. This guide creates a general layout for the class while the syllabus is an example of how this may be laid out in a semester. This guide is intended to be used by instructors. Included in this is each unit, the homework for each class, the recommended in-class activities, rationale, and tips.

Day 1: Welcome!

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Read “Why does Language Matter” • Write answers to the question at the bottom of page 9 • Read over other documents (Expectation guide, Syllabus) Start thinking about what expectations you have • Come ready to introduce yourself and to get to know others <ul style="list-style-type: none"> ○ Name ○ Pronouns ○ Major/minor/year ○ If you were a potato, what way would you like to be cooked? 	<ul style="list-style-type: none"> • This reading is to get the class started on the same page and about why this is a class/why this is important. In general, language influences each person and everything. Exploring how it does that and the implications of positive, neutral, and negative language is our goal as it relates to Gender and Sexuality. Not to mention, that each person in the class, including the instructor, is on an ever-changing journey to learn about and adapt with language • The guides are to be provided prior to the first class. This is to lay the initial groundwork for the expectation guide. Having students read over these guides will ensure that they come prepared with the basic understanding to get through the first class before a deeper dive is taken into the subject matter. This will cover the blank or gray spaces because each person will come into the class with different understandings, knowledge, and experiences • Starting the class with an emphasis on expectations and a willingness to learn, even without agreeing, is setting the expectation for where part of their grade comes from. Highlighting that the instructor and peers should expect nothing less for each other should happen right away
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	<ul style="list-style-type: none"> • One part of this conversation over expectations should include what a safe space should look like in a classroom and why. This conversation should include that nobody in the class or in life should be othered. There needs to be a trust in the class that what we speak about will not be belittled or misconstrued in another way, nor should personal information shared in class be discussed or shared outside of the safe space by any other person • The instructor should come prepared for a conversation about comfort and discomfort
<p>In Class:</p> <ul style="list-style-type: none"> • Instructor introduction • Student Introductions • Pass out syllabus and other important information. Go over the important parts. Also review what online platform will be used (Canvas) • Set expectations <ul style="list-style-type: none"> ○ Create a guide. Begin with pointing out what the instructor may expect and have students build on from there. This will be revisited next class and throughout the semester • With 15/20 minutes left, dive into the reading for the day starting with the questions that students wrote answers to. This will be where to pick up again next class 	<ul style="list-style-type: none"> • Each class should include an agenda set on the board for students to know what the plan is for the day. The first class should include what will be covered in the introduction written on the board to ensure each person covers each point • It is recommended to sit in a circle each class. This will allow for a visual of each person in the class which reflects a safe space and a learning environment. Being able to see each person keeps students engaged, listening, and allows for a better flow of conversation • Learning happens in both comfort and discomfort. This will be explored in another unit of the class but for the time being, do not stop, push away, or minimize the content of this course when feeling discomfort. Leaning into this will open opportunities for exploration and possibly understanding. Acknowledge that what one person feels comfort in, another may feel discomfort. Discomfort will not stop the class and it is expected to be paired with willingness to learn and respect. If this

	<p>crosses the line, please bring that up in the moment or privately later</p> <ul style="list-style-type: none"> • Prior to student introductions, emphasize that students are to only share what they are comfortable with. They can come to the instructor outside of class if the instructor needs to know something different from what may be said. This can also be done via the question/comment box online • When starting with introductions, do not call on any students, either ask for a volunteer and follow the circle from there or follow the circle from the instructor. This is to avoid assumption about students and relax nerves of being called on to start • When working on the expectation guide, be aware that this will be revisited in the next class and again throughout the course for reminders and revision as the class continues to cover material • Start with the questions in the reading and expand to why language is important and why this class covers this information. If the instructor has specific questions, they would also like to hit on, prepare those ahead of class
<p>Homework:</p> <ul style="list-style-type: none"> • Read “Queer Indigenous Language and Identity: North America” and “Two Spirit and LGBTQ Identities” • Read “Women, Men, and Language” pg 9-14 • Write two facts from each you did not know 	

Day 2: Language History

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Read “Queer Indigenous Language and Identity: North America” and “Two Spirit and LGBTQ Identities” 	<ul style="list-style-type: none"> • This section is to get a little bit of background history and understanding before jumping into the main focuses of the class
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<ul style="list-style-type: none"> • Read “Women, Men, and Language” pg 9-14 • Write two facts from each you did not know 	<ul style="list-style-type: none"> • The purpose of each reading is to get a brief understanding of the history of why language is important and how the language that will be explored has evolved. The readings provide some diversity. As this course evolves, and so does language, a goal for the instructor should be to include more diverse material and material that keeps up with changes in language • It is recommended that the instructor acknowledges that this course will be focusing on present American culture and the English language. There is much more to be explored in all aspects but for this course, the focus will be within those bound
<p>In Class:</p> <ul style="list-style-type: none"> • Continue discussion from last class (reading) • Build on the expectation guide • Discuss the readings by starting with some students sharing their facts. Continue with a discuss until it is time to change activities • Get into groups and create a new history facts song! 	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider. This will remind the class of what the topic of the day is, what the readings were about, and what else to consider or talk about through conversation or activity • A completed guide will be sent to the whole class and revisited later in the semester. Always open to change! Print a copy and hang it up every class as a reminder • A conversation about what the students did and did not know will give the instructor an idea of where students may be starting from on this class’ journey. A discussion will offer different views and perspectives as students build a background understanding of what this class will dive into • Creating a song activity allows for a fun, different, and creative way to help the class remember what they have learned. This encourages a safe space that is light and encourages students to get to work with each other and in turn, be more comfortable in this class

	<p>Other topics to consider:</p> <ul style="list-style-type: none"> • Has language evolved? How/why? • What is the impact of language? • Why look at different stories through history? • What can we take away/remember from this when we move forward?
<p>Homework:</p> <ul style="list-style-type: none"> • Fill out blanks in Dictionary Day packet. Spread this out because there are many words • Mark 3-5 words that may be covered in class • Use a mix of these three resources <ul style="list-style-type: none"> ○ LGBTQ Glossary ○ Comprehensive list* ○ Johns Hopkins 	

Day 3: Dictionary Day!

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Fill out blanks in Dictionary Day packet. Spread this out because there are many words • Mark 3-5 words that may be covered in class • Use a mix of these three resources <ul style="list-style-type: none"> ○ LGBTQ Glossary ○ Comprehensive list* ○ Johns Hopkins 	<ul style="list-style-type: none"> • Dictionary day is designed to cover a wide range of words and definitions that will offer a solid foundation for students. Students must take their learning into their own hands and learn these words as they fill out the packet • Covering some words in class will allow for any questions to come up for students who may need a better understanding of a word. Overall, this packet will be important for students because it includes the language needed to be able to explore language relating to gender and sexuality to then learn the skills to take away from the class • Instructor should encourage students to visit office hours to continue the conversation about these words because knowing them will be just one part of the puzzle
<p>In Class:</p> <ul style="list-style-type: none"> • Cover the first word of the day! 	<ul style="list-style-type: none"> • Prior to each class the day's agenda should be written on the board along with optional topics to consider, the definition for the word

<ul style="list-style-type: none"> • Give time to review the packet and make sure students are reading over what they wrote to learn these words • Make a master list of words to visit in class • Start going over and talking about these words. Make sure this is student lead and instructor only jumps in when needed. <p>Word of the Day! DRAG</p> <ul style="list-style-type: none"> • The act of dressing in gendered clothing and adopting gendered behaviors as part of a performance, most often clothing and behaviors typically not associated with your gender identity. Drag Queens perform femininity theatrically. Drag Kings perform masculinity theatrically. Drag may be performed as a political comment on gender, as parody, or simply as entertainment. Drag performance does not indicate sexuality, gender identity, or sex identity. • A public performance that involves playing with gender norms and expectations. Often refers to a man who wears women's clothing (a drag queen), or a woman who wears men's clothing (a drag king). 	<p>of the day, and the expectation guide</p> <ul style="list-style-type: none"> • Everyone should be involved this day. If someone is confused by a word, who would like to try to explain in another way? The students should be learning from each other • If the students do not want to talk, cover the words the instructor feels will be most important. Next, the students may create collages of their words they wanted to revisit and appropriately related images to be submitted
<p>Homework: Next up: Identity</p> <ul style="list-style-type: none"> • Watch Ted Talk on Identity <ul style="list-style-type: none"> ○ While watching think about what you believe is important to consider when thinking about identity in general and related to language? • Watch Ted talk on pronouns • Read “Pronouns: A How To” • Review “A Few Pronoun Best Practices” 	

Day 4: Identity: Identity and Pronouns

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Watch Ted Talk on Identity <ul style="list-style-type: none"> ○ While watching think about what you believe is important to consider when thinking about identity in general and related to language? • Watch Ted talk on pronouns • Read “Pronouns: A How To” • Review “A Few Pronoun Best Practices” 	<ul style="list-style-type: none"> • Generally covering identity and covering pronouns is done early because of the integral role these play in the topic. This displays a sense that each person is different, and words shape and reflect that
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<p>In Class:</p> <ul style="list-style-type: none"> • Revisit questions with identity video <ul style="list-style-type: none"> ○ What to consider when thinking about identity? (your own, others, its relationship with language) • Play this pronoun game • Compare and contrast readings • Take time to consider other topic options <p>Word of the Day! FEMININE PRESENTING</p> <ul style="list-style-type: none"> • <i>adj.</i> : a way to describe someone who expresses gender in a more feminine way. Often confused with feminine-of-center, which generally include a focus on identity as well as expression. 	<ul style="list-style-type: none"> • Prior to each class the day's agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide • Play the pronoun game to shift gears and practice pronouns and awareness <ul style="list-style-type: none"> ○ This allows for fun and something different • Acknowledge that one pronoun to one person could mean something totally different to another person who uses the same pronoun • These readings hit on some of the best practices but not always the most used/liked. Compare and contrast to see what the class feels is right for the classroom and maybe how the culture could use these practices <p>Other topics to consider:</p> <ul style="list-style-type: none"> • The singular they • Identifying with no pronouns • Other pronouns such as Ze, Zir, etc. • How to ask about pronouns • Use pronouns/identify with pronouns • Mixed pronouns (ie she/they, they/he)
<p>Homework:</p> <ul style="list-style-type: none"> • Listen to an Identity First Podcast <ul style="list-style-type: none"> ○ Transcript 	

Day 5: Identity: Identity First Language and Labels

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Listen to an Identity First Podcast <ul style="list-style-type: none"> ○ Transcript 	<ul style="list-style-type: none"> • Be sure to prepare an understanding of other kinds of language like person-first, etc. • Understanding the many ways to use language is important to know how to talk and try to understand an identity • Before class, instructor may prepare thoughts on how to get ideas flowing for the upcoming conversation about if labels can be good and/or bad (labels are used to group people for hate and for advocacy, they
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	provide a sense of belonging, it allows for specific discrimination, etc.)
<p>In Class:</p> <ul style="list-style-type: none"> • Three-minute brain write: identity first language <ul style="list-style-type: none"> ○ What you knew, what you learned, questions, etc. • Share and discuss • Three-minute brain write: labels <ul style="list-style-type: none"> ○ What do they do, do they help or hurt, etc. • Create pro/con list for labels • Revisit pronouns, anything from last class, other topics, and/or expectation guide <p>Word of the Day! INTERSECTIONALITY</p> <ul style="list-style-type: none"> • Intersectionality (or intersectionalism) is the study of intersections between forms or systems of oppression, domination or discrimination. An example is black feminism, which argues that the experience of being a black woman cannot be understood in terms of being black, and of being a woman, considered independently, but must include the interactions, which frequently reinforce each other. 	<ul style="list-style-type: none"> • Prior to each class the day's agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide • Three-minute brain write: keep writing, whatever comes to mind- write it! Try to stay on topic but explore it and its perspectives • Allow for time to reread and regroup before asking students to share different things and comment on them • Use the second brain write to create a pro/con list to explore labels • If there is extra time, check out other topics to consider <p>Other topics to consider:</p> <ul style="list-style-type: none"> • Coming out • What other types of language is there? • Revisit expectation guide, any revisions? • Revisit class dictionary, any requests?
<p>Homework:</p> <p>Next up: Sexuality</p> <ul style="list-style-type: none"> • Empathy map: a sexuality that is different than your own • Turned in online for review before class use (anonymous in class) • Listen to podcast on Queer or Bisexuality 	

Day 6: Sexuality: Empathy

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Create an empathy map for a sexuality that is different than your own • Turned in online for review before class use (anonymous in class) • Listen to a podcast on Queer or Bisexuality 	<ul style="list-style-type: none"> • Prepare to use a version of Beyond Binaries: Seeing Sexual Diversity • The empathy map will be used to creatively explore an identity that is different from your own. This activity should open eyes, ears, minds, and perspectives (See appendix A) • The empathy map paired with the in-class activity is relevant because these
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	<p>are words people in the culture identify with</p> <ul style="list-style-type: none"> ○ These definitions/understandings/identities vary person to person. This is doing your best to be empathetic toward understanding a generalized (because every identity is different) identity different from your own
<p>In Class:</p> <ul style="list-style-type: none"> • Review the Kinsey scale • Explain the activity • Debrief after, time to discuss • Explore queer, bi, and other questions/words/sexualities/language related things <p>(See appendix B)</p> <p>Word of the Day! MARGINALIZED</p> <ul style="list-style-type: none"> • Excluded, ignored, or relegated to the outer edge of a group/society/community. 	<ul style="list-style-type: none"> • Prior to each class the day's agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide • Use empathy maps to do a version of this activity. This makes it less revealing and less likely to cross a line. To do this, the activity needs to be revised • Ensure time to debrief after! Why is this important? What did you learn? How does this relate to language? What are some takeaways? Takeaways related to language? <p>Other topics to consider:</p> <ul style="list-style-type: none"> • Kinsey scale • Queer • Bisexuality • How are we being allies?
<p>Homework:</p> <ul style="list-style-type: none"> • Listen to the other podcast <ul style="list-style-type: none"> ○ Queer or Bisexuality • Start working on Queer Feelings 	

Day 7: Sexuality: Related Words

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Listen to the other podcast <ul style="list-style-type: none"> ○ Queer or Bisexuality • Start working on Queer Feelings 	
<p>In Class:</p> <ul style="list-style-type: none"> • Explore words related today. Ask students to make a list of words 	<ul style="list-style-type: none"> • Prior to each class the day's agenda should be written on the board along with optional topics to

<p>related and then they can speed date ideas</p> <ul style="list-style-type: none"> • Today is a day to explore words related to sexuality. Students will start by making a list of words related and will speed date with their words and thoughts/questions • Visit queer, bi, being an ally, and other words • Take the rest of the time to work on projects <p>Word of the Day! MASCULINE PRESENTING</p> <ul style="list-style-type: none"> • <i>adj.</i> : a way to describe someone who expresses gender in a more masculine way. Often confused with masculine-of-center, which generally include a focus on identity as well as expression. 	<p>consider, the definition for the word of the day, and the expectation guide</p> <ul style="list-style-type: none"> • Additional exploration day • Dive into the podcasts now that both podcasts should have been listened to. Students will speed date their ideas, thoughts, and questions • Give students time to create a list of things they feel are connected to sexuality and language. They will split into two groups and rotate around while speed dating ideas. After, they will share out what was interesting or questions they may have, etc. Time for each round will be determined with how many people are in the class and how much time instructor would like to spend with this (See appendix A) <p>Other topics to consider:</p> <ul style="list-style-type: none"> • “Queer” • Identities within sexualities (dyke, butch, etc.) • Allies • Kinsey scale • Coming out
<p>Homework:</p> <ul style="list-style-type: none"> • Read Queer Feelings and come ready with questions 	

Day 8: Sexuality: Queer Feelings

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Read Queer Feelings and come ready with questions 	<ul style="list-style-type: none"> • It is recommended the instructor comes prepared with highlight sections to cover if nobody is ready/nobody has a solid grasp on the idea yet. Be ready to explain the important parts and work with the students on understanding
<p>In Class:</p> <ul style="list-style-type: none"> • Normal class discussion <ul style="list-style-type: none"> ○ Deep read and go over questions related to the reading • Explore how being an ally plays into comp.het. 	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide

<ul style="list-style-type: none"> • The last 15 minutes of class should be used to write exit tickets on what the students learned relating to sexuality and language unit • Finally watch the transition video related to being an ally and trans <p>Word of the Day! MX.</p> <ul style="list-style-type: none"> • <i>noun</i> : an honorific (e.g. Mr., Ms., Mrs., etc.) that is gender neutral. It is often the option of choice for folks who do not identify within the gender binary: Mx. Smith is a great teacher. 	<ul style="list-style-type: none"> • This is a key text in explaining what compulsory heterosexuality is and how it feels to and impacts people within the community. The piece encourages empathy and the exploration of a very important relevant topic/phrase/reality of the culture • The purpose of a normal sit-down conversation for this piece is because it is dense and very important. Exploring what this phrase means and its implications is highly important and worth a class conversation • It is recommended to explore how allies play a role in compulsory heterosexuality. Being an ally includes those in and out of the community, how can they play a role in this and shifting it • This is a main unit of the course. Use the last few minutes of class to have students complete an exit ticket asking what they learned from this unit. Before the end of class, show a video for students to think about before next class <p>Other topics to consider:</p> <ul style="list-style-type: none"> • Who is an ally? • How does their role fit into this?
<p>Homework: Next up: Gender!</p> <ul style="list-style-type: none"> • Create list of your thoughts and opinions around gender, gender construct, gender roles (traditional and non) • There is no right or wrong answer, this is opinion based • Do not do outside research for this, this is based on what you know and think • Reminder to meet expectations when viewing opinions. When it comes to class time, this will be shown anonymously in class 	

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Create list of your thoughts and opinions around gender, gender construct, gender roles (traditional and non) • There is no right or wrong answer, this is opinion based • Do not do outside research for this, this is based on what you know and think • Reminder to meet expectations when viewing opinions. When it comes to class time, this will be shown anonymously in class 	<ul style="list-style-type: none"> • Prior to assigning this homework, the instructor should create a list of what they would like students to review • This list will be turned in to create a comprehensive list for the class • The full list should be anonymous. The idea is to see people having different thoughts (assumptions) and to bust those
<p>In Class:</p> <ul style="list-style-type: none"> • Revisit the expectation guide • Check out display of combined answers • Read two articles in class <ul style="list-style-type: none"> ○ “From mouth to mind” ○ “Yes, gender” • Bust assumptions through conversations and discussion of articles <p>Word of the Day! PREJUDICE</p> <ul style="list-style-type: none"> • Prejudice; an inclination or preference, especially one that interferes with impartial judgment 	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide • Reminder for the beginning of class to follow the expectation guide, to hear people out and wait out the activity • For the two readings done in class, focus on what students did and did not like about them. Also discuss what aspects are controversial between them while comparing and contrasting • It is recommended to have students take notes on the readings. Give 20-30 minutes for reading and note taking. While comparing and contrasting, assumption busting should be worked in (See appendix A) <p>Other topics to consider:</p> <ul style="list-style-type: none"> • Misgendering • Spectrum • Genderfluid • Gender is not static
<p>Homework:</p> <ul style="list-style-type: none"> • Read “The Education of Little Cis”, “Transgender Inclusive Communication” (including trans 101 video) • Read “The Two Spirit People of Indigenous North Americans” 	

<ul style="list-style-type: none"> • Come to class ready to discuss questions, thoughts, comments, confusion 	
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Day 10: Gender: Gender Identities

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Read “The Education of Little Cis”, “Transgender Inclusive Communication” (including trans 101 video) • Read “The Two Spirit People of Indigenous North Americans” • Come to class ready to discuss questions, thoughts, comments, confusion 	<ul style="list-style-type: none"> • The resources cover main overarching parts that are important to dive into
<p>In Class:</p> <ul style="list-style-type: none"> • Today will be a normal conversation class <ul style="list-style-type: none"> ○ What we knew/learned? ○ What is confusing ○ Little Cis only: do you agree? ○ What are your thoughts? ○ Other discussion questions prepared if instructor wants • Cover any other topics students may want to talk about <p>Word of the Day! QTBIPOC</p> <ul style="list-style-type: none"> • An abbreviation for <i>Queer & Trans [Black Indigenous] People of Color</i> and <i>Queer & Trans Women of Color</i>. These terms are rooted in the concept of intersectionality—which focuses on the intersections and interactions between various forms & systems of oppression, including: Racism, Classism, Heterosexism, Patriarchy, Religious Oppression, etc. A QTPOC framework attunes itself to the lives, challenges, and needs of people who experience these compounded and/or interlocking oppressions. • <i>abbr.</i> : initialisms that stand for queer people of color and queer and/or trans people of color. • 	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide • The question that is specific for the cis reading is like this because there should be no debate similar to this for trans language. (as language progresses more, it may be interesting to explore the use of the term “trans” as it suggests crossing a line while gender is on a spectrum and trans is more about shifting to another place on the spectrum that feels right for that person) • If students are not participating in specific conversation, have them do a brain write on specific topics and move forward more generally. • Give time to cover other optional topics because this is a large range and important <p>Other topics to consider:</p> <ul style="list-style-type: none"> • Misgendering • Spectrum • Genderfluid • Gender is not static • Nonbinary

	<ul style="list-style-type: none"> • Trans non binary • Two spirit • Dysphoria • Being a language ally • “doing” gender
Homework: <ul style="list-style-type: none"> • Women podcast • Rape Culture • Content Warning! 	

Day 11: Gender: Women

Pre-Assignment: <ul style="list-style-type: none"> • Listen to this Women podcast • Watch this Rape Culture educational video 	<ul style="list-style-type: none"> • Instructors should prepare according to the activity • Instructor should also revise the activity to include language in this, specifically based around how the current language perpetuates gender expectations and rape culture
<ul style="list-style-type: none"> • Take time at the beginning of class to debrief, most students should have watched the rape culture video and a discussion on this will be important • Use the rest of the class time to do a revised version of Constructing an Equitable Society • Exit ticket for the gender and language unit <p>(See appendix B)</p>	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide <p>Other topics to consider:</p> <ul style="list-style-type: none"> • How do you define ‘woman’? • Misgendering • Spectrum • Genderfluid • Gender is not static • Nonbinary • Trans nonbinary • Two spirit • Dysphoria • Being a language ally • “doing” gender

Day 12: Nonverbal Communication

Pre-Assignment: <ul style="list-style-type: none"> • Research what nonverbal communication can be 	
In Class:	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board

<ul style="list-style-type: none"> • Do Performing and Analyzing Gendered Nonverbal Communication activity and cover optional topics/review of unit • This day could also be used to start on the student teaching project <p>(See appendix B)</p> <p>Word of the Day! SAME GENDER LOVING</p> <p>3. How some prefer to describe their sexual orientation, seeing “gay” and “lesbian” as primarily white terms. “Same-sex loving” is also in use.</p>	<p>along with optional topics to consider, the definition for the word of the day, and the expectation guide</p> <p>Other topics to consider:</p> <ul style="list-style-type: none"> • Misgendering • Spectrum • Genderfluid • Gender is not static • Nonbinary • Trans nonbinary • Two spirit • Dysphoria • Being a language ally • “doing” gender • Women
<p>Homework:</p> <ul style="list-style-type: none"> • Pick one! • Crenshaw talk • History of “Intersectionality” 	

Day 13: Intersectionality

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Pick one! • Watch a TED talk by Kimberlé Crenshaw • Read about the History of “Intersectionality” 	<ul style="list-style-type: none"> • Prep how instructor sees fit, and according to the activity used
<p>In-Class:</p> <ul style="list-style-type: none"> • Go over what students learned in their reading/watching • Possibly use the in-class activity from Teaching Intersectionality • Leave time for a final debrief to allow students to talk about what they learned individually, together, and how they are impacted by this 	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide • If the instructor decides to use the Teaching Intersectionality in-class activity, it is recommended to have a focus of how language ties into privileges, done through the project or in the debrief <p>Other topics to consider:</p> <ul style="list-style-type: none"> • Misgendering

	<ul style="list-style-type: none"> • Genderfluid • Nonbinary • Trans nonbinary • Two spirit • Dysphoria • Women • Race • Ethnicity • Socioeconomic status • Geographical location
<p>Homework:</p> <ul style="list-style-type: none"> • Find resources about neutral language or reclaimed language • Check canvas and do not use the same sources • Create PowerPoint 3-5 minutes to be shared in class and turned in prior to class 	

Day 14: Terms: Student Teaching Day

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Student teaching day • Split in half and in pairs or individuals • Find resources about neutral language or reclaimed language • Check canvas and do not use the same sources • Create PowerPoint 3-5 minutes to be shared in class and turned in prior to class 	<ul style="list-style-type: none"> • It is recommended to assign this at least one class prior to when it is homework. The instructor may also consider assigning resources to ensure the target topics are covered. With this, it is recommended to take into conversation who is being assigned what • This project is designed to get students involved and doing the research to learn for themselves and teach each other • As part of their work, ask each group/individual to provide an optional topic for the end of the day discussion related to their work
<p>In Class:</p> <ul style="list-style-type: none"> • Presentations • 20 minutes at end to debrief and get questions, thoughts, comments <p>Word of the Day! SOCIAL JUSTICE</p>	<ul style="list-style-type: none"> • Prior to each class the day's agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide

<ul style="list-style-type: none"> • Includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. 	<ul style="list-style-type: none"> • The instructor should oversee keeping track of time to ensure there is time for all presentations and conversation
<p>Homework:</p> <ul style="list-style-type: none"> • Read select sections of “Dude You’re a F*g” • Read “Language for Change” • Create a list slang, casual, reclaimed language used in everyday life relating to gender and sexuality • Body parts slang and swear words encouraged 	<p>*Instructor should determine which sections of the Dude chapter to read*</p>

Day 15 Terms: Slang

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Read select sections of “Dude You’re a F*g” • Read “Language for Change” • Create a list slang, casual, reclaimed language used in everyday life relating to gender and sexuality • Body parts slang and swear words encouraged 	<ul style="list-style-type: none"> • If the instructor has specific words or types of words they would like to cover, start students off with these to get ideas rolling. Come back to these when making a list to discuss • Emphasis should be made that there are no negatives to be made about anyone or thing. The goal is to explore why language becomes slang, it’s uses, what can and cannot become slang, what happens when something is slang or is part of our daily vocabulary, the implications of these words and phrases, etc.
<p>In Class:</p> <ul style="list-style-type: none"> • Everyone gets one piece of paper- write down your top two words you want to discuss • Ball it up and snowball!!! Pick up another • People who want to share what they got can and the class will discuss these words while looking at the word from many perspectives • Body slang video <u>*content warning*</u> • We will share and discuss <p>Word of the Day! SOCIAL POWER</p>	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide <p>Other topics to consider:</p> <ul style="list-style-type: none"> • Why are some body parts slang/jokes/not a big deal while others are? (see video)

<ul style="list-style-type: none"> • Access to resources that enhance one’s chances of getting what one needs or influencing others in order to lead a safe, productive, fulfilling life. 	
<p>Homework:</p> <ul style="list-style-type: none"> • Read “The Impact of Sexist Language Part Two” • Review and come with questions and ideas for the upcoming project 	

Day 16: Terms: Sexist Language

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Read “The Impact of Sexist Language Part Two” • Review and come with questions and ideas for the upcoming project 	
<p>In Class:</p> <ul style="list-style-type: none"> • Finish up from last class • Review neutral language how to, why, and why it is important • Visit any optional topics/anything students would possibly like to discuss • Exit ticket! • Work on projects <p>Word of the Day! ZE/ZIR</p> <ul style="list-style-type: none"> • / “zee”, “zerr” or “zeer”/ – alternate pronouns that are gender neutral and preferred by some trans* people. They replace “he” and “she” and “his” and “hers” respectively. Alternatively some people who are not comfortable/do not embrace he/she use the plural pronoun “they/their” as a gender neutral singular pronoun • 	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide • Through conversation, the instructor may ensure the point of this unit gets across. There was a goal to learn about neutral language and why but also to expand and dive into thought and conversation about casual language that is typically not thought about, though maybe it should be • A project to create a commercial or something funny/something that would be fun but easy to do respectfully! This should be done individually so they show they can do work by themselves too <p>Other topics to consider:</p> <ul style="list-style-type: none"> • What can you change to make your language more neutral? • Do any memories related to this stand out to you? (Nothing inappropriate, outing, or too personal. Only things you are comfortable to share and down not cross a line or you have permission to share)
<p>Homework:</p>	

<ul style="list-style-type: none"> • Half the class will read “Influence of Group” • Half the class will read “Misogynistic Hate Speech” • Take notes on readings, these will be used to teach the other half of the class about the reading 	
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Day 17: Hate Speech

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Half the class will read “Influence of Group” • Half the class will read “Misogynistic Hate Speech” • Take notes on readings, these will be used to teach the other half of the class about the reading 	<ul style="list-style-type: none"> • This will be the last assigned word of the day. The packet should have open spaces at the end for students to bring their own words. Either have students sign up or ask at the end of each class before to sign up • The two texts are longer but do offer two perspectives on hate speech. Students should be encouraged to take notes as they will be teaching the other half of the class about their reading
<p>In Class:</p> <ul style="list-style-type: none"> • Review the readings • Nasty woman • Cover these questions for each of the three resources <ul style="list-style-type: none"> ○ What is wrong with this? ○ What should have been done? ○ What can be done now? ○ How can we learn and grow from this? <p>Word of the Day! “+”</p>	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide • Review the given questions for both articles and Nasty Woman to get an understanding of the pieces • If students are lacking in participation this day, they may find their own examples of related hate speech, do a small write up explanation, and turn that in <p>Other topics to consider:</p> <ul style="list-style-type: none"> • Other examples of related hate speech? • What can you do once something has been said? (Right after, after some times has passed) • Microaggressions
<p>Homework:</p> <ul style="list-style-type: none"> • Sections of Louisiana law/civil code 	

Day 18: Self Care Day!

Pre-Assignment:	
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In Class: Take time to take care of yourself, your needs and wants. Reminder to drink water and find something to laugh about! Word of the Day!	
Homework:	

Day 19: Legislation

Pre-Assignment: <ul style="list-style-type: none"> Read select sections of Louisiana Civil Code 	<ul style="list-style-type: none"> Instructor may pick and choose which sections they would like the class to cover because not the whole piece is needed to understand the idea. In preparation, instructor may want to take time to explore law and the implication of changing language within it For the in-class activity, the instructor should prepare the state/s civil code/s that will be used in class
In Class: <ul style="list-style-type: none"> Review key points of article Rewrite civil codes for the state the class is in/state someone is related to This can be done together, and the class can all talk through the reasoning or in groups and they can write out the rewrite and the reasoning Word of the Day! STUDENT CHOICE!	<ul style="list-style-type: none"> Prior to each class the day's agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide This activity allows for students to think differently about language and how it may play into other aspects of life. The activity will have students using what they have learned already and could spark different interests for people. This touches on the application section that will be covered later in the course Other topics to consider: <ul style="list-style-type: none"> What other laws are impacted by language?
Homework: <ul style="list-style-type: none"> Read "Nonsexist Language Reform" Read sections of "LGBTQ Rights" Bring your own resources that you would want to talk about today! 	

Day 20: extra credit day!

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Read “Nonsexist Language Reform” • Read sections of “LGBTQ Rights” • Bring your own resources that you would want to talk about today! 	<ul style="list-style-type: none"> • Instructor should prepare how they see fit. Do not be afraid to ask students if they plan on coming or are interesting in coming
<p>In Class:</p> <ul style="list-style-type: none"> • Talk about whatever students bring up or the readings assigned • Any questions about projects? <p>Word of the Day! STUDENT CHOICE!</p>	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide •
Homework:	

Day 21: Presentation day!

Pre-Assignment:	
<p>In Class:</p> <ul style="list-style-type: none"> • Enjoy you and your peer’s hard work <p>Word of the Day! STUDENT CHOICE!</p>	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide •
<p>Homework:</p> <ul style="list-style-type: none"> • Research equality vs equity, sex vs gender, compulsory heterosexuality compared to white-body supremacy • Anything else they would like to bring up to compare in class 	

Day 22 Versus Part 1

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Research equality vs equity, sex vs gender, compulsory heterosexuality compared to white-body supremacy • Anything else they would like to bring up to compare in class 	<ul style="list-style-type: none"> • Instructor should prepare how they see fit- how much preparation time they may want at the end and how much explaining, comparing, and contrasting they may need
<p>In Class:</p> <ul style="list-style-type: none"> • Compare and contrast the words • Any other comparisons? • Prep for “debate” <p>Word of the Day! STUDENT CHOICE!</p>	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide • Exploring these comparisons is important because the difference in

	<p>words like these can change sentences, understanding, papers, law, etc.</p> <ul style="list-style-type: none"> • Instructor should encourage the fun extra credit opportunity that pairs with this class! • See appendix A <p>Other topics to consider:</p> <ul style="list-style-type: none"> • What other way can you explain/depict these? • How do these relate to this course? • Why is considering this important? • Words with double meanings
<p>Homework:</p> <ul style="list-style-type: none"> • Research and come up with talking points • Fear vs hate vs prejudice • Remember this is related to language and gender and sexuality • Extra credit opportunity! To create their own images for language comparisons 	

Day 23 Versus Part 2

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Research and come up with talking points for your respective topic: fear vs hate vs prejudice • Remember this is related to language and gender and sexuality • 	<ul style="list-style-type: none"> • Instructor should prepare how they see fit. It is recommended to have talking points prepared for what to emphasize the take away from the class at the end
<p>In Class:</p> <ul style="list-style-type: none"> • Revisit and revise expectation guide • Compare and contrast • Debrief • Implications of the different words and uses? Homophobia, fear or is it really hate? <p>Word of the Day! STUDENT CHOICE!</p>	<ul style="list-style-type: none"> • Prior to each class the day's agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide <p>Other topics to consider:</p> <ul style="list-style-type: none"> • What other way can you explain/depict these? • How do these relate to this course? • Why is considering this important? • Words with double meanings
<p>Homework:</p> <ul style="list-style-type: none"> • Read “Sociolinguist Study of Language” 	

<ul style="list-style-type: none"> • Find examples of stereotype media/social media and media that is doing a good job whether it be inclusive, neutral language, etc. 	
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Day 24: Media

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Read “Sociolinguist Study of Language” • Find examples of stereotype media/social media and media that is doing a good job whether it be inclusive, neutral language, etc. 	<ul style="list-style-type: none"> • The idea behind this reading is to explore more practical and everyday uses of language and show why it matters
<p>In Class:</p> <ul style="list-style-type: none"> • 15-20 minutes to talk about what we found, thoughts, ideas, etc. • Break into groups and rewrite the poor media to be more like better ones! <p>Word of the Day! STUDENT CHOICE!</p>	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide <p>Other topics to consider:</p> <ul style="list-style-type: none"> • Media language • Social media language • A place of influence or education?
<p>Homework:</p> <ul style="list-style-type: none"> • Half the class will read “LGBTQ: Inclusive Language in the Workplace” • Half the class will read “Homophobic Language in the Peer Group” 	

Day 25: Social Settings

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> • Half the class will read “LGBTQ: Inclusive Language in the Workplace” • Half the class will read “Homophobic Language in the Peer Group” 	<ul style="list-style-type: none"> • Possibly use Gender-Norm Violation and Analysis • Or • Just talk about social settings (prep scenarios to explore) • Instructor should prep how they see fit for a variation of the Gender-Norm Violation and Analysis activity or scenarios of social settings
<p>In Class:</p> <ul style="list-style-type: none"> • Discuss highlights from the readings • Explore social setting scenarios or activity 	<ul style="list-style-type: none"> • Prior to each class the day’s agenda should be written on the board along with optional topics to consider, the definition for the word

<ul style="list-style-type: none"> ○ Polite checkout line conversation, the assumption there is a husband and wife or that you are male or female, public bathrooms, etc. ○ Misgendering when the person is around/not around ○ Etc. <p>(See appendix B) Word of the Day! STUDENT CHOICE!</p>	<p style="text-align: center;">of the day, and the expectation guide</p> <p>Other topics to consider:</p> <ul style="list-style-type: none"> ● What to avoid in social settings? ● What to correct? ● How to shift cultural language use? ● How to make neutral language normal? ● How does being an ally fit in? ●
<p>Homework:</p> <ul style="list-style-type: none"> ● Optional readings ● Activity prep 	

Day 26: Application

<p>Pre-Assignment:</p> <ul style="list-style-type: none"> ● Optional readings ● Activity prep ● 	<ul style="list-style-type: none"> ● Instructor should prepare role play ideas or guidelines for the class before, if relevant, these could be based on current events
<p>In Class:</p> <ul style="list-style-type: none"> ● Review expectation guide, revise ● Review expectations for this assignment ● Create role play ● Share (if there is not enough time or if students decide on this, an additional day may be used for sharing) <p>Word of the Day! STUDENT CHOICE!</p>	<ul style="list-style-type: none"> ● Prior to each class the day's agenda should be written on the board along with optional topics to consider, the definition for the word of the day, and the expectation guide <p>Other topics to consider:</p> <ul style="list-style-type: none"> ● How do you confront biased language? ● Allow students to come up with their own ideas for pick from ideas the instructor has ● Emphasize this should be fun, positive, respectful, and reflective of what we learned.
<p>Homework:</p> <ul style="list-style-type: none"> ● Next class we will finish sharing and debrief ● Turn in ideas for last things you would like to review, revisit, cover- what will help make this an impactful class for you? 	<ul style="list-style-type: none"> ● Any additional classes can be used to round out what will be most impactful for them. Also work on and share projects and have final class wrap up- what can you do? What can we do? How will you use what we learned?

Watch Your Language! Exploring Foundational Language Concerning Gender and Sexuality

Instructor Syllabus

Instructor name, contact information
office hours/information

Tuesday, Thursday 10am-11:15am
Four Credit

Course Description

In *Watch Your Language*, students explore is the exploration of foundational language relevant to gender and sexuality. This course takes students through history and current language of the LGBTQIA2S+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, Two Spirit, Plus) community in the United States. An emphasis is placed on the fact that language is not static, meaning the course will have students dive deep into the impact of language and its implications in the real world to gain skills to use as language continues to change. Through a diverse range of real-world examples, students will learn how to keep up with ever changing language in their own lives. This is an interactive class in which actively explore how language applies to the reality of gender and sexuality with a variety of activities and projects, each encouraging students to take control of their education.

“Words are, in my not-so-humble opinion, our most inexhaustible source of magic. Capable of both inflicting injury, and remedying it.” – Albus Dumbledore (J.K. Rowling)

Objectives

By the end of this course, students should be able to:

- Appreciate that language is not objective but rather reflects and changes with social reality
- Demonstrate an understanding of the complexity and variability of language
- Recognize and demonstrate respect, according to the expectation guide
- Embrace discomfort in an effort to learn and broaden the perspectives
- Navigate conversations with people who identify in any way
- Practice mindfulness with language by applying neutral language in their daily lives and beyond, understand why this is important, how to implement this, and the impact
- Examine their own language through many modes of communication
- Actively engage in language relating to the LGBTQIA2S+ community as it evolves
- Identify resources to stay up to date on reclaimed and evolving language

Cultural Relevance Statement

Watch Your Language! will focus on present day American culture and the English language. It will become clear, if it is not already, that language used in daily conversations and in many other forms of communication captures the social reality of the time and place: as such, language intertwines with cultural and societal changes and fluctuates between place and time. This class will give students the opportunity to become aware of the importance and impact of language and to learn skills that are transferable to other times and places. For the purpose of exploring what can be done now, in an effort to raise awareness of language and to learn valuable skills, the course will focus on present-day language used in the cultural context of the

United States. When it comes time for students to find their own sources for the class and projects, they are encouraged to find diverse sets of sources that reflect cultural variations in the ways people use language around gender and sexuality.

General Content

Assignments are accompanied by a brief description of its content. IF a student may have a question or concern about this, please bring it up in office hours, by email, or through Canvas. Certain pieces of the content may be able to be worked around.

- This course contains content about gender (trans, nonbinary, and a greater spectrum of gender), sexuality (the many sexualities that exist), and identities will be explored
- Please be aware that personal stories may be shared that can help the exploration of language. If this happens, students should treat such comments according to the expectation guide
- This course may bring on discomfort at certain points. Be open to it and to learning through the discomfort. When time is taken to make the effort to understand the discomfort, that is where learning happens, and perspectives are widened. Notice this is not about changing opinions but being open. If the discomfort is too great or needs to be confronted a different way, please come to office hours, or reach out otherwise to address this
- Hate speech, offensive language, reclaimed language, and language perpetuating rape culture will be discussed
- Some content may contain cursing or offensive language, this is not targeted at any person and is there to be explored with open minds

Expectation Policy

The expectation guide, sent separately, for this class consists of the non-negotiable expectations of this course. Students will create a complete guide throughout the course and are expected to uphold these expectations. Abiding by the expectations will be one part of grading for this course. If a student cannot follow the expectations, a meeting will take place with a conversation about how to move forward.

Grading Policy

This will be up to the instructor's discretion. It is important that two parts of participation go to complying with the created expectation guide and making the effort to learn. There is no expectation to meet an agreement, but as long as students are civil and willing to participate and engage in conversation, they should do well in this area.

Learning Management System

- Instructor should decide which assignments are due online and when
- It is recommended to create an easily accessible file for students to get resources around campus and in the surrounding area. Another file may be made with additional resources/readings
- A question/comment form should be set up to be anonymous with a note to include a name if it is something that needs to be addressed. This area is important to have for comments, questions, and for any concerns or problems students may have

Assignment List

Most of the assignments will be up to the discretion of the instructor. There are in class activities and assignments worked into the class, along with brief reflection opportunities. In addition to these and the daily assignments, below are suggestions for additional assignments (these reflect this current version of the syllabus and may differ slightly from the Day-to-Day guide because of academic calendars)

- In-class activities
- 1 group project
 - This may be up to students to decide what they focus on and what the project consists of based off guidelines provided by the instructor
- Student teaching day
- 1 individual project (Midterm)
 - This may be in place of a midterm assignment. Students may create something fun and/or creative. This would again, be based off instructor guidelines
- 12-unit mini projects or papers
 - These will be due at 4 different times through the semester. These put together create the cumulative final project which will be edited together and turned in, along with a final presentation on the project
 - **5-unit projects must be 1-3 page papers** explaining what takeaways students got from the unit and expanding on the topic further. The remaining projects may be a mix of papers, related current events, a journal, or other creative projects
 - The cumulative project pieces are not meant to be challenging or overwhelming; they should provide an opportunity to be creative and expand on what is being explored in class. Each piece should reflect what was covered in the respective unit

Difficult Conversation Tips (Brought to you by Dr. Goodman)

This course may bring up varying perspectives, thoughts, ideas, etc. At times, this may lead to clashes between students. If these moments begin to go in circles or get slightly heated, do not shut this down. Explore this and see what comes from this. Below are suggested tips to help in these situations and do include students and how they would like to handle certain situations in the expectation guide:

- A reminder that dialogue is grounded in three attitudes 1. Willingness to enter conversation about ideas with openness to being altered 2. Commitment to keep relationships affirming 3. Willingness to ask value questions (Dr. Goodman, Arnett, R. C. (1992). *Dialogic Education: Conversations about Ideas and between Persons*, Southern Illinois University Press.)
- Get students to talk about their reasons for what they are saying or what they believe. Ask questions like: why do they believe this; did something happen that made them feel this way?
- Pull out central ideas that can be further explored

- Ask other students what they are hearing and understanding about the points of contentions. This breaks the dynamic between the students going back and forth
- Have students write a summary about what they understood was said and their perspectives, thoughts, and feelings. Come back to these the next class and talk about what the instructor saw themes in (this is useful if something happens toward the end of class)
- For students, encourage them to engage rather than shut down and be willing to say if they were offended by something in the moment or later
- Do not:
 - Change the subject, this may make it seem like the instructor is uncomfortable or does not know how to handle these situations
 - Let the conversation go in circles

Course Schedule

Tuesday, August 31st Welcome!

First Class

Assignment Due:

- Read [“Why does Language Matter”](#) (Hogan, Roberts, Gillaspie 2017)
- Write answers to the question at the bottom of page 9
- Read over other documents. (Expectation guide, Syllabus) Start thinking about what expectations you have
- Come ready to introduce yourself and to get to know others
 - Name
 - Pronouns
 - Major/minor/year
 - If you were a potato, what way would you like to be cooked?

Description: The reading for today is an introductory chapter of a book explaining why language matters to the LGBTQIA2S+ community. This chapter includes short sections on how certain language is hurtful, how to respond, and gives examples. These sections, along with the history of this language is important to ensure our class starts on the same page.

Citation:

HOGAN, PAT, et al. “Why Does Language Matter?” *Counterpoints*, vol. 485, 2017, pp. 8–17. *JSTOR*, www.jstor.org/stable/45136184. Accessed 12 July 2021.

Thursday, September 2nd Language History

Assignment Due:

- Read [“Queer Indigenous Language and Identity: North America”](#) (Jack-Monroe, 2018) and [“Two Spirit and LGBTQ Identities”](#) (HRC Staff, 2020)
- Read [“Women, Men, and Language”](#) pg 9-14 (Coates, 2016)
- Write two facts from each you did not know
- Cumulative One

Description: The first two readings cover history of the community in North America pre-colonialism. These readings are meant to give historical knowledge to have moving forward and an awareness of the LGBTQIA2S+ community in Indigenous communities. The third reading gives a broader take on gendered language through history. These readings give a foundation for where the language explored in class has come from.

Citation:

Jack-Monroe, Author Max. "Queer Indigenous Language and Identity: North America." *Queer Language Evolution*, 31 Dec. 2018, queerlanguage.com/2018/12/20/queer-indigenous-language-and-identity-north-america/.

HRC Staff. "Two Spirit and LGBTQ Identities: Today and Centuries Ago." *HRC*, 23 Nov. 2020, www.hrc.org/news/two-spirit-and-lgbtq-identities-today-and-centuries-ago.

Women, Men and Language: a Sociolinguistic Account of Gender Differences in Language, by Jennifer Coates, Routledge, 2016, pp. 9–14.

Tuesday, September 7th Dictionary Day!

Rosh Hashanah

Assignment Due:

- Fill out blanks in Dictionary Day packet. Spread this out because there are many words. This will be checked for completion
- Mark 3-5 words that we may cover in class
- Use a mix of these three resources
 - [LGBTQ Glossary](#)
 - [Comprehensive list*](#)
 - [Johns Hopkins](#)
- Cumulative Two

Description: These resources will be used to help the class build a common vocabulary to draw from.

Citation:

"County of San Mateo." *LGBTQ Commission*, lgbtq.smcgov.org/lgbtq-glossary.

Killermann, Sam. "Comprehensive* List of LGBTQ+ Vocabulary Definitions - ♥ It's Pronounced Metrosexual." *It's Pronounced Metrosexual*, www.itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/.

"LGBTQ Glossary." *LGBTQ Life*, 10 Sept. 2019, studentaffairs.jhu.edu/lgbtq/education/glossary/.

Thursday, September 9th *Identity: Identity and Pronouns*

Assignment Due:

- Watch [Ted talk on identity](#) (Patel, 2013)
 - While watching think about what you believe is important to consider when thinking about identity in general and related to language?
- Watch [Ted talk on pronouns](#) (Crowley, 2020)
- Read [“Pronouns: A How To”](#)
- Review [“A Few Pronoun Best Practices”](#) (Killermann, 2020)

Description: The resources for today offer different perspectives to consider as the identity unit begins. This class will focus on the intersection of language and identity, as well as pronouns. Content includes personal stories such as avoiding assumptions, trans-nonbinary experiences, and pronoun debates.

Citation:

Patel, Hetain. “Who Am I? Think Again.” *TED*, June 2013, www.ted.com/talks/hetain_patel_who_am_i_think_again#t-479174.

Crowley, Archie. “Language around Gender and Identity Evolves (and Always Has).” *TED*, Oct. 2020, www.ted.com/talks/archie_crowley_language_around_gender_and_identity_evolve_and_always_has#t-733850.

“Pronouns: A How-To.” *The Diversity Center*, 15 June 2020, www.diversitycenterneo.org/about-us/pronouns/.

Killermann, Sam. “A Few Pronoun Best [Preferred?] Practices - ♡ It's Pronounced Metrosexual.” *It's Pronounced Metrosexual*, www.itspronouncedmetrosexual.com/2018/04/pronoun-best-preferred-practices/.

Tuesday, September 14th *Identity: Identity First Language and Labels*

Assignment Due:

- Listen to an [Identity first podcast](#) (WriteCast, 2017)
 - [Transcript](#)
- Cumulative Three

Description: This podcast continues a conversation looking at pronouns and gender-neutral language as they relate to identity and writing. This explores different ways to use language to refer to people’s identities which will be further explored in class.

Citation:

“Inclusive Language: Gender-Neutral Pronouns and Identity-First Language (Episode 46): WriteCast: A Casual Conversation for Serious Writers.” *Acast*, shows.acast.com/writecast/episodes/5a9f1ee02bb2d3853d2ccae7.

Thursday, September 16th Sexuality: Empathy

Yom Kippur, Second day of Hispanic Heritage Month

Assignment Due:

- Create an empathy map for a sexuality that is different than your own
- Listen to a podcast on [Queer](#) (Zaltzman, 2018) or [Bisexuality](#) (Zaltzman, 2019)

Description: These podcasts begin the exploration of sexuality and language. The first class will be used to gauge prior knowledge of the class. The podcasts will give insight on two of the many words to describe sexualities. Content includes mentions of sexual acts and problematic terms.

Citation:

The Allusionist. "Allusionist 79. Queer." *The Allusionist*, The Allusionist, 30 Jan. 2021, www.theallusionist.org/allusionist/queer.

The Allusionist. "Allusionist 101. Two Or More." *The Allusionist*, The Allusionist, 30 Jan. 2021, www.theallusionist.org/allusionist/bisexual.

Tuesday, September 21st Sexuality: Related Words**Assignment Due:**

- Listen to the other podcast [Queer](#) (Zaltzman, 2018) or [Bisexuality](#) (Zaltzman, 2019)
- Start working on [Queer Feelings](#) (Ahmed, 2014)

Description: The two podcasts and prior knowledge will be used in class. Content includes mention of sexual acts and problematic terms.

ASSIGN GROUP PROJECT

Citation:

The Allusionist. "Allusionist 79. Queer." *The Allusionist*, The Allusionist, 30 Jan. 2021, www.theallusionist.org/allusionist/queer.

The Allusionist. "Allusionist 101. Two Or More." *The Allusionist*, The Allusionist, 30 Jan. 2021, www.theallusionist.org/allusionist/bisexual.

Thursday, September 23rd Sexuality: Queer Feelings**Assignment Due:**

- Read [Queer Feelings](#) (Ahmed, 2014) and come with questions or comments
- Cumulative Four
- Cumulative 1-4 DUE

Description: This reading wraps up the sexuality unit with the introduction of the phrase compulsory heterosexuality. This reading is dense but explains what comp. het. is and how it is embedded in society. Content includes discussion of discomfort, the expectation of heterosexuality, validation, legal recognition for the community, 9/11, and sexual acts.

Citation:

“Queer Feelings.” *The Cultural Politics of Emotion*, by Sara Ahmed, NED - New edition, 2 ed., Edinburgh University Press, Edinburgh, 2014, pp. 144–167. *JSTOR*, www.jstor.org/stable/10.3366/j.ctt1g09x4q.12. Accessed 12 July 2021.

Tuesday, September 27th Gender: Gender Construct

Assignment Due:

- Create a list of your thoughts and opinions around gender, gender construct, gender roles (traditional and non)
- There is no right or wrong answer, this is opinion based
- Do not do outside research for this, this is based on what you know and think
- Reminder to meet expectations when viewing opinions when it comes to class time, this will be shown anonymously in class, please be honest

Description: This class will begin the gender unit. The assignment is to understand where the class is with their understanding and beliefs around gender. There will be two in-class readings. Content includes gender and discussion of debate, and gendered languages.

Thursday, September 30th Gender: Gender Identities

Assignment Due:

- Read “The Education of Little Cis” (Enke), [“Transgender Inclusive Communication”](#) (including trans 101 video) (Mathematica)
- Read [“The Two Spirit People of Indigenous North Americans”](#) (Williams, 2010)
- Come to class ready to discuss questions, thoughts, comments, confusion

Description: The readings for this class open conversations about terms used relating to gender and educational sources for transgender and two-spirit language. Content includes transgender inclusive language, gender inclusive language, and cisgender.

Citation:

Enke, A Finn. “The Education of Little Cis.” pp. 60–77.

“Transgender Inclusive Communication.” *Mathematica*, www.mathematica.org/features/transgender-inclusive-communication.

Williams, Walter L. “The 'Two-Spirit' People of Indigenous North Americans.” *The Guardian*, Guardian News and Media, 11 Oct. 2010, www.theguardian.com/music/2010/oct/11/two-spirit-people-north-america.

Tuesday, October 5th Gender: Women

Assignment Due:

- Listen to this [Women podcast](#) (BBC, 2019)
- Watch this [Rape Culture](#) (Singletary, Stratton, 2014) educational video

- Cumulative Five
- GROUP PROJECTS DUE

Description: The final class of the gender unit will explore how language plays a role in the lives for those who identify as female, as well as, how it perpetuates rape culture. Content may include discussion of females, bodies with uteruses, sexual assault, oppression, broad assumptions based on gender, gender bias, and sexism.

Citation:

“The Conversation - How Language Defines Us as Women - BBC Sounds.” *BBC News*, BBC, 8 July 2019, www.bbc.co.uk/sounds/play/w3csynjf.

TEDxTalks, et al. “Language and Rape Culture: Kayce Singletary & Alexis Stratton at TEDxColumbiaSC.” *YouTube*, YouTube, 11 Mar. 2014, www.youtube.com/watch?v=tss23dx9KrY.

Thursday, October 7th *Nonverbal Communication*

Assignment Due:

- Research what nonverbal communication can be

Description: This class will explore communication that is not language because there are other means that assumptions are based on.

Tuesday, October 12th *Intersectionality*

Assignment Due:

- Pick one!
- Watch a TED talk by [Kimberlé Crenshaw](#) (Crenshaw, 2016)
- Read about the [History of “Intersectionality”](#) (Coaston, 2019)
- Cumulative Six

Description: The intersectionality unit is based on the importance of exploring the intersections of identity. These contents will be used to explore how gender, sexuality, and other identities intersect together and with language. **Video content** includes prejudice, police brutality, race, gender, sexuality, hate, discrimination, triggering images and videos. **Reading content** includes prejudice, race, gender, sexuality, and discrimination.

Citation:

Crenshaw, Kimberlé. “The Urgency of Intersectionality.” *TED*, Oct. 2016, www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en#t-1116135.

Coaston, Jane. “The Intersectionality Wars.” *Vox*, Vox, 20 May 2019, www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination.

Thursday, October 14th *Terms: Student Teaching Day*

Assignment Due:

- Student teaching day!
- Find resources about neutral language or reclaimed language
- Check canvas and do not use the same sources
- Create PowerPoint 3-5 minutes to be shared in class and turned in prior to class

Tuesday, October 19th

Fall Break Day

Thursday, October 21st *Terms: Slang*

Assignment Due:

- Read “Dude You’re a F*g” *Select Sections* (Pascoe, 2011)
- Read [“Language for Change”](#) (Elder, 2000)
- Create a list slang, casual, reclaimed language used in everyday life relating to gender and sexuality
- Body parts slang and swear words encouraged

Description: This begins the exploration of language as it has been reclaimed, used as slang, and how it may be neutralized. These readings will be used to explore how language has changed and how it is used in everyday conversations. Content may include swear words, genitalia slang, offensive language, hate and bullying, homophobia, and sexism.

Citation:

“Dude, You’re a Fag Adolescent Male Homophobia.” *Dude, You're a Fag*, by C. J. Pascoe, University of California Press, 2011, pp. 52–83.

Elder, Kristen. "Language for Change?" *Lavender Rhinoceros*, vol. 2, no. 7, 2000, p. 16. *Archives of Sexuality and Gender*, link.gale.com/apps/doc/PFXBYH46 1413226/AHSI?u=coll33478&sid=bookmark-AHSI&xid=e4d93c86. Accessed 12 July 2021.

Tuesday, October 26th *Terms: Sexist Language*

Assignment Due:

- Read [“The Impact of Sexist Language Part Two”](#) (1990)
- Review and come with questions and ideas for the upcoming project
- Cumulative Seven

Description: This class will be used to explore how gender-neutral language can be changed in daily language and conversation. These ideas will be further explored in class along with discussion about why someone might implement this and pushback.

ASSIGN MIDTERM

Citation:

"The Impact of Sexist Language-Part Two: The Solution-Gender Free Language." *Womyn's Words*, 1990, p. 18. *Archives of Sexuality and Gender*, link.gale.com/apps/doc/EIUJHX459977649/AHSI?u=coll33478&sid=bookmark-AHSI&xid=df274e57. Accessed 12 July 2021.

Thursday, October 28th Hate Speech**Assignment Due:**

- Half the class will read "[Influence of Group](#)" (Bailey, Heath, Jackson, Coyne, Williams, 2018)
- Half the class will read "[Misogynistic Hate Speech](#)" (Carlson, 2017)
- Take notes on readings, these will be used to teach the other half of the class about the reading

Description: The hate speech unit of the class will have two readings that explore different ways that hate speech has been seen in the American culture. These readings may look at different perspectives that should be noted to talk about in class. Contents may include homophobia, religion, hate speech, bullying, slurs, misogyny, sexual assault, racism, and sexism.

Citation:

Bailey, Benjamin M., et al. "The Influence of Group Values and Behavior on Adolescent Male Perceptions of and Use of Homophobic Language." *Journal of Adolescence*, Academic Press, 11 Sept. 2018, www.sciencedirect.com/science/article/pii/S014019711830160X?via%3Dihub.

Carlson, Caitlin R. "Misogynistic Hate Speech and its Chilling Effect on Women's Free Expression during the 2016 U.S. Presidential Campaign." *Journal of Hate Studies*, vol. 14, no. 1, 2017, p. 97+. *Gale Academic OneFile*, link.gale.com/apps/doc/A637410415/AONE?u=coll33478&sid=bookmark-AONE&xid=792dce87. Accessed 12 July 2021.

Tuesday, November 2nd Self Care Day!

Election Day, Please vote! Second day of American Indian Heritage Month

Assignment Due:

- Take time to take care of yourself, your needs and wants. Reminder to drink water and find something to laugh about!
- Cumulative Eight
- Cumulative 5-8 DUE

Thursday, November 4th Legislation

Diwali

Assignment Due:

- Read select sections of [Louisiana Civil Code](#) (Lagasse, 2018)

Description: The legislation unit explores how the language of legislation impacts society and how that can be changed to better protect all people. This unit looks at the implication of language and gender bias in civil code. Content includes gender bias.

Citation:

Lagasse, Kristina M. "LANGUAGE, GENDER, AND LOUISIANA LAW: REMOVING GENDER BIAS FROM THE LOUISIANA CIVIL CODE." *Loyola Law Review*, vol. 64, no. 1, 2018, p. 187+. *Gale Academic OneFile*, link.gale.com/apps/doc/A597073304/AONE?u=coll33478&sid=bookmark-AONE&xid=c36ab31a. Accessed 12 July 2021.

Tuesday, November 9th Extra Credit Day

Assignment Due:

- Read "[Nonsexist Language Reform](#)" (Peterson, 1994)
- Read sections of "[LGBTQ Rights](#)" (Seckinelgin, 2018)
- Bring your own resources that you would want to talk about today!
- Cumulative Nine

Description: This extra credit class again, looks at neutral language and political correctness, as well as takes a brief look internationally and how language impacts international policy. Content includes human rights violations, homophobia, discrimination, violence, and sexism.

Citation:

Peterson, Eric E. "Nonsexist language reform and 'political correctness.'" *Women and Language*, vol. 17, no. 2, 1994, p. 6+. *Gale Academic OneFile*, link.gale.com/apps/doc/A16476233/AONE?u=coll33478&sid=bookmark-AONE&xid=0fc930cc. Accessed 12 July 2021.

Seckinelgin, Hakan. "Same-Sex Lives between the Language of International LGBT Rights, International Aid, and Anti-Homosexuality." *Global Social Policy*, vol. 18, no. 3, Dec. 2018, pp. 284–303, doi:10.1177/1468018118795989.

Thursday, November 11th Presentation Day

Veterans Day

Assignment Due:

- Presentations Due! Be ready to share!
- MIDTERM DUE

Tuesday, November 16th Versus Part 1

Assignment Due:

- Research equality vs equity, sex vs gender, compulsory heterosexuality compared to white-body supremacy
- Bring anything else you would like to bring up to compare in class

- Extra credit opportunity

Description: This class will be used at the crucial difference between similar words and have critical conversations about language, intersectionality, and their implications. Content may include homophobia, hate, sexism, and racism.

Thursday, November 18th *Versus Part 2*

Assignment Due:

- Research and come up with talking points for your respective topic: Fear vs hate vs prejudice
- Remember this is related to language and gender and sexuality
- Cumulative Ten

Description: This class will be used to compare three topics and how understanding the difference and similarities between these words can leave lasting impacts.

Tuesday, November 23rd *Media*

Assignment Due:

- Read "[Sociolinguist Study of Language](#)" (Li, 2014)
- Find examples of stereotyped media/social media and media that is doing a good job whether it be inclusive, neutral language, etc.

Description: The media unit looks at how language impacts the media. This reading looks at one TV show, but a greater understanding can be drawn from this as we look at other pieces of media in class.

Citation:

Li, Jie. "A sociolinguistic study of language and gender in *Desperate Housewives*." *Theory and Practice in Language Studies*, vol. 4, no. 1, 2014, p. 52+. *Gale Academic OneFile*, link.gale.com/apps/doc/A358631225/AONE?u=coll33478&sid=bookmark-AONE&xid=693146c3. Accessed 12 July 2021.

Thursday, November 25th

Thanksgiving Day, Thanksgiving Break

Tuesday, November 30th *Social Settings*

Second Day of Hanukkah

Assignment Due:

- Half the class will read "[LGBTQ: Inclusive Language in the Workplace](#)" (Prayson, Rowe, 2019)
- Half the class will read "[Homophobic Language in the Peer Group](#)" (Poteat, 2016)
- Cumulative Eleven

Description: The social settings unit spends time looking at examples of how language is used in social settings. These readings will be explained by those who read them and will be helpful as the class looks at more scenarios. Content includes discussion of homophobia, hate speech, slurs, and discrimination.

EXPLAIN FINAL

Citation:

Prayson, Richard A., and J. Jordi Rowe. "LGBTQ: Inclusivity and Language in the Workplace." *Critical Values*, vol. 12, no. 2, 2019, p. 28+. *Gale Academic OneFile*, link.gale.com/apps/doc/A613340066/AONE?u=coll33478&sid=bookmark-AONE&xid=a7441f4e. Accessed 12 July 2021.

Poteat, V. Paul. "Homophobic Language in the Peer Group." *The SAGE Encyclopedia of LGBTQ Studies*. Edited by Abbie E. Goldberg. Vol. 1. Thousand Oaks, CA: SAGE Publications, Inc., 2016, pp. 548-51. *SAGE Knowledge*. 12 Jul 2021, doi: <http://www.doi.org/10.4135/9781483371283.n199>.

Thursday, December 2nd Application

Fourth Day of Hannukah

Assignment Due:

- Optional readings
- Activity prep
- Cumulative Twelve
- Cumulative 9-12 DUE

Tuesday, December 7th

Assignment Due:

Thursday, December 9th

Last Class

Assignment Due:

Watch Your Language! Exploring Foundational Language Concerning Gender and Sexuality

Student Syllabus

Instructor name, contact information
office hours/information

Tuesday, Thursday 10am-11:15am
Four Credit

Course Description

In *Watch Your Language*, students explore is the exploration of foundational language relevant to gender and sexuality. This course takes students through history and current language of the LGBTQIA2S+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, Two Spirit, Plus) community in the United States. An emphasis is placed on the fact that language is not static, meaning the course will have students dive deep into the impact of language and its implications in the real world to gain skills to use as language continues to change. Through a diverse range of real-world examples, students will learn how to keep up with ever changing language in their own lives. This is an interactive class in which actively explore how language applies to the reality of gender and sexuality with a variety of activities and projects, each encouraging students to take control of their education.

“Words are, in my not-so-humble opinion, our most inexhaustible source of magic. Capable of both inflicting injury, and remedying it.” – Albus Dumbledore (J.K. Rowling)

Objectives

By the end of this course, students should be able to:

- Appreciate that language is not objective but rather reflects and changes with social reality
- Demonstrate an understanding of the complexity and variability of language
- Recognize and demonstrate respect, according to the expectation guide
- Embrace discomfort in an effort to learn and broaden the perspectives
- Navigate conversations with people who identify in any way
- Practice mindfulness with language by applying neutral language in their daily lives and beyond, understand why this is important, how to implement this, and the impact
- Examine their own language through many modes of communication
- Actively engage in language relating to the LGBTQIA2S+ community as it evolves
- Identify resources to stay up to date on reclaimed and evolving language

Cultural Relevance Statement

Watch Your Language! will focus on present day American culture and the English language. It will become clear, if it is not already, that language used in daily conversations and in many other forms of communication captures the social reality of the time and place: as such, language intertwines with cultural and societal changes and fluctuates between place and time. This class will give students the opportunity to become aware of the importance and impact of language and to learn skills that are transferable to other times and places. For the purpose of exploring what can be done now, in an effort to raise awareness of language and to learn valuable skills, the course will focus on present-day language used in the cultural context of the

United States. When it comes time for students to find their own sources for the class and projects, they are encouraged to find diverse sets of sources that reflect cultural variations in the ways people use language around gender and sexuality.

General Content

Assignments are accompanied by a brief description of its content. If a student may have a question or concern about this, please bring it up in office hours, by email, or through Canvas. Certain pieces of the content may be able to be worked around.

- This course contains content about gender (trans, nonbinary, and a greater spectrum of gender), sexuality (the many sexualities that exist), and identities will be explored
- Please be aware that personal stories may be shared that can help the exploration of language. If this happens, students should treat such comments according to the expectation guide
- This course may bring on discomfort at certain points. Be open to it and to learning through the discomfort. When time is taken to make the effort to understand the discomfort, that is where learning happens, and perspectives are widened. Notice this is not about changing opinions but being open. If the discomfort is too great or needs to be confronted a different way, please come to office hours, or reach out otherwise to address this
- Hate speech, offensive language, reclaimed language, and language perpetuating rape culture will be discussed
- Some content may contain cursing or offensive language, this is not targeted at any person and is there to be explored with open minds

Expectation Policy

The expectation guide, sent separately, for this class consists of the non-negotiable expectations of this course. Students will create a complete guide throughout the course and are expected to uphold these expectations. Abiding by the expectations will be one part of grading for this course. If a student cannot follow the expectations, a meeting will take place with a conversation about how to move forward.

Assignment List

- In-class activities
- 1 group project
 - This may be up to students to decide what they focus on and what the project consists of based off guidelines provided by the instructor
- Student teaching day
- 1 individual project (Midterm)
 - This may be in place of a midterm assignment. Students may create something fun and/or creative. This would again, be based off instructor guidelines
- 12-unit mini projects or papers
 - These will be due at 4 different times through the semester. These put together create the cumulative final project which will be edited together and turned in, along with a final presentation on the project
 - **5-unit projects must be 1-3 page papers** explaining what takeaways students got from the unit and expanding on the topic further. The remaining projects

may be a mix of papers, related current events, a journal, or other creative projects

- The cumulative project pieces are not meant to be challenging or overwhelming; they should provide an opportunity to be creative and expand on what is being explored in class. Each piece should reflect what was covered in the respective unit

Course Schedule

Tuesday, August 31st Welcome!

First Class

Assignment Due:

- Read [“Why does Language Matter”](#)
- Write answers to the question at the bottom of page 9
- Read over other documents. (Expectation guide, Syllabus) Start thinking about what expectations you have
- Come ready to introduce yourself and to get to know others
 - Name
 - Pronouns
 - Major/minor/year
 - If you were a potato, what way would you like to be cooked?

Description: The reading for today is an introductory chapter of a book explaining why language matters to the LGBTQIA2S+ community. This chapter includes short sections on how certain language is hurtful, how to respond, and gives examples. These sections, along with the history of this language is important to ensure our class starts on the same page.

Thursday, September 2nd Language History

Assignment Due:

- Read [“Queer Indigenous Language and Identity: North America”](#) and [“Two Spirit and LGBTQ Identities”](#)
- Read [“Women, Men, and Language”](#) pg 9-14
- Write two facts from each you did not know
- Cumulative One

Description: The first two readings cover history of the community in North America pre-colonialism. These readings are meant to give historical knowledge to have moving forward and an awareness of the LGBTQIA2S+ community in Indigenous communities. The third reading gives a broader take on gendered language through history. These readings give a foundation for where the language explored in class has come from.

Tuesday, September 7th Dictionary Day!

Rosh Hashanah

Assignment Due:

- Fill out blanks in Dictionary Day packet. Spread this out because there are many words. This will be checked for completion
- Mark 3-5 words that we may cover in class
- Use a mix of these three resources
 - [LGBTQ Glossary](#)
 - [Comprehensive list*](#)
 - [Johns Hopkins](#)
- Cumulative Two

Description: These resources will be used to help the class build a common vocabulary to draw from.

Thursday, September 9th *Identity: Identity and Pronouns*

Assignment Due:

- Watch [Ted talk on identity](#)
 - While watching think about what you believe is important to consider when thinking about identity in general and related to language?
- Watch [Ted talk on pronouns](#)
- Read [“Pronouns: A How To”](#)
- Review [“A Few Pronoun Best Practices”](#)

Description: The resources for today offer different perspectives to consider as the identity unit begins. This class will focus on the intersection of language and identity, as well as pronouns. Content includes personal stories such as avoiding assumptions, trans-nonbinary experiences, and pronoun debates.

Tuesday, September 14th *Identity: Identity First Language and Labels*

Assignment Due:

- Listen to an [Identity first podcast](#)
 - [Transcript](#)
- Cumulative Three

Description: This podcast continues a conversation looking at pronouns and gender-neutral language as they relate to identity and writing. This explores different ways to use language to refer to people’s identities which will be further explored in class.

Thursday, September 16th *Sexuality: Empathy*

Yom Kippur, Second day of Hispanic Heritage Month

Assignment Due:

- Create an empathy map for a sexuality that is different than your own
- Listen to a podcast on [Queer](#) or [Bisexuality](#)

Description: These podcasts begin the exploration of sexuality and language. The first class will be used to gauge prior knowledge of the class. The podcasts will give insight on two of the many words to describe sexualities. Content includes mentions of sexual acts and problematic terms.

Tuesday, September 21st *Sexuality: Related Words***Assignment Due:**

- Listen to the other podcast [Queer](#) or [Bisexuality](#)
- Start working on [Queer Feelings](#)

Description: The two podcasts and prior knowledge will be used in class. Content includes mention of sexual acts and problematic terms.

Thursday, September 23rd *Sexuality: Queer Feelings***Assignment Due:**

- Read [Queer Feelings](#) and come with questions or comments
- Cumulative Four
- Cumulative 1-4 DUE

Description: This reading wraps up the sexuality unit with the introduction of the phrase compulsory heterosexuality. This reading is dense but explains what comp. het. is and how it is embedded in society. Content includes discussion of discomfort, the expectation of heterosexuality, validation, legal recognition for the community, 9/11, and sexual acts.

Tuesday, September 27th *Gender: Gender Construct***Assignment Due:**

- Create a list of your thoughts and opinions around gender, gender construct, gender roles (traditional and non)
- There is no right or wrong answer, this is opinion based
- Do not do outside research for this, this is based on what you know and think
- Reminder to meet expectations when viewing opinions when it comes to class time, this will be shown anonymously in class, please be honest

Description: This class will begin the gender unit. The assignment is to understand where the class is with their understanding and beliefs around gender. There will be two in-class readings. Content includes gender and discussion of debate, and gendered languages.

Thursday, September 30th *Gender: Gender Identities***Assignment Due:**

- Read “The Education of Little Cis”, [“Transgender Inclusive Communication”](#) (including trans 101 video)
- Read [“The Two Spirit People of Indigenous North Americans”](#)
- Come to class ready to discuss questions, thoughts, comments, confusion

Description: The readings for this class open conversations about terms used relating to gender and educational sources for transgender and two-spirit language. Content includes transgender inclusive language, gender inclusive language, and cisgender.

Tuesday, October 5th *Gender: Women***Assignment Due:**

- Listen to this [Women podcast](#)
- Watch this [Rape Culture](#) educational video
- Cumulative Five
- GROUP PROJECTS DUE

Description: The final class of the gender unit will explore how language plays a role in the lives for those who identify as female, as well as, how it perpetuates rape culture. Content may include discussion of females, bodies with uteruses, sexual assault, oppression, broad assumptions based on gender, gender bias, and sexism.

Thursday, October 7th *Nonverbal Communication*

Assignment Due:

- Research what nonverbal communication can be

Description: This class will explore communication that is not language because there are other means that assumptions are based on.

Tuesday, October 12th *Intersectionality*

Assignment Due:

- Pick one!
- Watch a TED talk by [Kimberlé Crenshaw](#)
- Read about the [History of “Intersectionality”](#)
- Cumulative Six

Description: The intersectionality unit is based on the importance of exploring the intersections of identity. These contents will be used to explore how gender, sexuality, and other identities intersect together and with language. **Video content** includes prejudice, police brutality, race, gender, sexuality, hate, discrimination, triggering images and videos. **Reading content** includes prejudice, race, gender, sexuality, and discrimination.

Thursday, October 14th *Terms: Student Teaching Day*

Assignment Due:

- Student teaching day!
- Find resources about neutral language or reclaimed language
- Check canvas and do not use the same sources
- Create powerpoint 3-5 minutes to be shared in class and turned in prior to class

Tuesday, October 19th

Fall Break Day

Thursday, October 21st *Terms: Slang*

Assignment Due:

- Read “Dude You’re a F*g” *Select Sections*

- Read [“Language for Change”](#)
- Create a list slang, casual, reclaimed language used in everyday life relating to gender and sexuality
- Body parts slang and swear words encouraged

Description: This begins the exploration of language as it has been reclaimed, used as slang, and how it may be neutralized. These readings will be used to explore how language has changed and how it is used in everyday conversations. Content may include swear words, genitalia slang, offensive language, hate and bullying, homophobia, and sexism.

Tuesday, October 26th *Terms: Sexist Language*

Assignment Due:

- Read [“The Impact of Sexist Language Part Two”](#)
- Review and come with questions and ideas for the upcoming project
- Cumulative Seven

Description: This class will be used to explore how gender-neutral language can be changed in daily language and conversation. These ideas will be further explored in class along with discussion about why someone might implement this and pushback.

Thursday, October 28th *Hate Speech*

Assignment Due:

- Half the class will read [“Influence of Group”](#)
- Half the class will read [“Misogynistic Hate Speech”](#)
- Take notes on readings, these will be used to teach the other half of the class about the reading

Description: The hate speech unit of the class will have two readings that explore different ways that hate speech has been seen in the American culture. These readings may look at different perspectives that should be noted to talk about in class. Contents may include homophobia, religion, hate speech, bullying, slurs, misogyny, sexual assault, racism, and sexism.

Tuesday, November 2nd *Self Care Day!*

Election Day, Please vote! Second day of American Indian Heritage Month

Assignment Due:

- Take time to take care of yourself, your needs and wants. Reminder to drink water and find something to laugh about!
- Cumulative Eight
- Cumulative 5-8 DUE

Thursday, November 4th *Legislation*

Diwali

Assignment Due:

- Read select sections of [Louisiana Civil Code](#)

Description: The legislation unit explores how the language of legislation impacts society and how that can be changed to better protect all people. This unit looks at the implication of language and gender bias in civil code. Content includes gender bias.

Tuesday, November 9th *Extra Credit Day*

Assignment Due:

- Read [“Nonsexist Language Reform”](#)
- Read sections of [“LGBTQ Rights”](#)
- Bring your own resources that you would want to talk about today!
- Cumulative Nine

Description: This extra credit class again, looks at neutral language and political correctness, as well as takes a brief look internationally and how language impacts international policy. Content includes human rights violations, homophobia, discrimination, violence, and sexism.

Thursday, November 11th *Presentation Day*

Veterans Day

Assignment Due:

- Presentations Due! Be ready to share!
- MIDTERM DUE

Tuesday, November 16th *Versus Part 1*

Assignment Due:

- Research equality vs equity, sex vs gender, compulsory heterosexuality compared to white-body supremacy
- Bring anything else you would like to bring up to compare in class
- Extra credit opportunity

Description: This class will be used at the crucial difference between similar words and have critical conversations about language, intersectionality, and their implications. Content may include homophobia, hate, sexism, and racism.

Thursday, November 18th *Versus Part 2*

Assignment Due:

- Research and come up with talking points for your respective topic: Fear vs hate vs prejudice
- Remember this is related to language and gender and sexuality
- Cumulative Ten

Description: This class will be used to compare three topics and how understanding the difference and similarities between these words can leave lasting impacts.

Tuesday, November 23rd Media**Assignment Due:**

- Read [“Sociolinguist Study of Language”](#)
- Find examples of stereotyped media/social media and media that is doing a good job whether it be inclusive, neutral language, etc.

Description: The media unit looks at how language impacts the media. This reading looks at one TV show, but a greater understanding can be drawn from this as we look at other pieces of media in class.

Thursday, November 25th

Thanksgiving Day, Thanksgiving Break

Tuesday, November 30th Social Settings

Second Day of Hanukkah

Assignment Due:

- Half the class will read [“LGBTQ: Inclusive Language in the Workplace”](#)
- Half the class will read [“Homophobic Language in the Peer Group”](#)
- Cumulative Eleven

Description: The social settings unit spends time looking at examples of how language is used in social settings. These readings will be explained by those who read them and will be helpful as the class looks at more scenarios. Content includes discussion of homophobia, hate speech, slurs, and discrimination.

Thursday, December 2nd Application

Fourth Day of Hannukah

Assignment Due:

- Optional readings
- Activity prep
- Cumulative Twelve
- Cumulative 9-12 DUE

Tuesday, December 7th

Assignment Due: TBD

Thursday, December 9th

Last Class

Assignment Due: TBD

Watch Your Language! Exploring Foundational Language Concerning Gender and Sexuality

Expectation Guide

This guide consists of the non-negotiable expectations for this class. Students will have the chance to offer additional expectations for the class to uphold. Please review below and begin brainstorming what will be important for this class.

A tip to keep in mind about dialogue with others:

- Dialogue is grounded in three attitudes 1. Willingness to enter conversation about ideas with openness to being altered 2. Commitment to keep relationships affirming 3. Willingness to ask value questions (Dr. Goodman, Arnett, R. C. (1992). *Dialogic Education: Conversations about Ideas and between Persons*, Southern Illinois University Press.)

It is expected that:

- Students will make an effort to learn, even if they do not know, accept, or understand something
- Students will recognize that certain content may be more sensitive to one person than another
- This class will be a safe space (as defined in class, by the class)
- Nobody in class or in life outside this class should be othered. There needs to be a trust in the class that what is spoken about will not be misconstrued, nor should personal information shared in class be discussed or shared outside of class by another person
- If someone feels offended or similar, they will bring this up how they feel comfortable whether that be to the whole class or the instructor
- No one in the class needs to come to an agreement on any topic or conversation, but every conversation will be handled in a civil way and will stay on topic
- Students will be open to both the difficult conversations and the activities that are meant to be fun and creative

If a student cannot follow the expectations set by the instructor and class, a meeting will take place including a conversation about how to move forward

A few things to consider:

- How do you define respect?
- How do you want to handle difficult conversation? Or if a conversation gets heated?
- How would you want to handle a situation where someone says something unintentionally offensive to you, another person, or a group?
- What should participation look like for this class?
- How would you like to work through discomfort in class?
- What does a safe space look like for you? Consider how your idea may differ from others.
- Identity, like language, is not static. Some people may know who they are in that moment and others may not.

Dictionary Day!!!

This packet is one piece of the puzzle of language. This is, by no means, a comprehensive list of words related to sexuality and gender, and by no means, are these definitions unanimously accepted. This serves as a starting place to recognize words and identities that may come up in class. This should not be a stopping point for learning more words and further exploration. In addition, if you see words missing that you recognize and feel the class should as well, there will be opportunities for students to bring their own word of the day to add to our packets.

A

Advocate

Agender

Allosexism

4. The societal, institutional, and individual beliefs and practices that assume that everyone experiences or should experience sexual attraction. Allosexism privileges allosexual or zsexual people and leads to prejudice and discrimination against asexual people.

Allosexual

4. Individuals who experience sexual attraction to others of any gender (i.e., people who are not asexual).

Ally

Androgynous

Androsexual/androphilic

1. *adj.* : being primarily sexually, romantically and/or emotionally attracted to men, males, and/or masculinity.

Aromantic

Asexual

Assigned gender

B

Bicurious

Bigender

Binder

Biological sex

Biphobia

Bisexual

Bisexual erasure

1. Bisexual erasure or bisexual invisibility is the tendency to ignore, remove, falsify, or re-explain evidence of bisexuality in history, academia, news media and other primary sources. In its most extreme form, bisexual erasure can include denying that bisexuality exists. It is often a manifestation of biphobia, although it does not necessarily involve overt antagonism.

C

*Cisgender**Cisnormativity**Cissexism**Cissupremacy**Closeted*

2. *adj.* : an individual who is not open to themselves or others about their (queer) sexuality or gender identity. This may be by choice and/or for other reasons such as fear for one's safety, peer or family rejection, or disapproval and/or loss of housing, job, etc. Also known as being "in the closet." When someone chooses to break this silence they "come out" of the closet. (*see coming out*)
3. Used as slang for the state of not publicizing one's sexual/gender identity, keeping it private, living an outwardly heterosexual/cisgender life while identifying as LGBT, or not being forthcoming about one's identity. At times, being in the closet also means not wanting to admit one's identity to oneself.

Coming out

1. The process of recognizing and disclosing one's sexual orientation or gender identity to other people; often incorrectly thought to be a one-time event, this is a lifelong and sometimes daily process; *not to be confused with "outing."*
2. **1 noun** : the process by which one accepts and/or comes to identify one's own sexuality or gender identity (to "come out" to oneself). **2 verb** : the process by which one shares one's sexuality or gender identity with others.
3. To disclose one sexual identity or gender identity. It can mean telling others or it can refer an internal process of coming to terms with one's identity. In some situations, a heterosexual ally may feel the need to come out about her or his identity.

D*Demiromantic**Demisexual**Discrimination**Drag king*

1. A person who consciously performs "masculinity," usually in a show or theatre setting, presenting an exaggerated form of masculine expression, often times done by a woman; often confused with "transsexual" or "transvestite." Drag may be performed as a political comment on gender, as parody, or simply as entertainment. Drag performance does not indicate sexuality, gender identity, or sex identity.
2. *noun* : someone who performs (hyper-) masculinity theatrically.

Drag queen

1. A person who consciously performs "femininity," usually in a show or theatre setting, presenting an exaggerated form of feminine expression, often times done by a man; often confused with "transsexual" or "transvestite." Drag may be performed as a political comment on gender, as parody, or simply as entertainment. Drag performance does not indicate sexuality, gender identity, or sex identity.
2. *noun* : someone who performs (hyper-) femininity theatrically.

Drag _____ *word of the day space* _____

F

Female

Feminine presenting *also word of the day

1. A person who expresses and/or identifies with femininity; 2) A community label for people who identify with femininity specifically through a queer context 3) A feminine-identified person of any gender/sex.
2. *adj.* : a way to describe someone who expresses gender in a more feminine way. Often confused with feminine-of-center, which generally include a focus on identity as well as expression.

Femininity

G

Gay

Gender

Gender binary

Gender confirmation surgery

Gender dysphoria

Gender expression

Gender fluid

Gender identity

Gender neutral

Gender nonconforming

Gender queer

Gender role

1. Societies commonly have norms regarding how males and females should behave, expecting people to have personality characteristics and/or act a certain way based on their biological sex. Gender Roles ascribe to social expectations of how an individual should look or behave often based upon the sex/gender assigned at birth.

Genderism

Grayromantic

4. Individuals whose romantic attraction exists within the gray area between romantic and aromantic. They experience romantic attraction infrequently or not very strongly.

Graysexual

4. People who experience limited sexual attraction. In other words, they experience sexual attraction very rarely, or with very low intensity.

Gynesexual/gynephilic

2. /"guy-nuh-seks-shu-uhl"/ – *adj.* : being primarily sexually, romantically and/or emotionally attracted to woman, females, and/or femininity.

H

Heteroflexible

Heteronormative

Heterosexism

Heterosexual

Homoflexible

Homophobia

Homosexual

Hormone replacement therapy

Hormones

I

Institutional oppression

1. Arrangement of a society used to benefit one group at the expense of another through the use of language, media education, religion, economics, etc.

Internalized oppression

1. The process by which an oppressed person comes to believe, accept, or live out the inaccurate stereotypes and misinformation about their group

Intersectionality _____ *word of the day* _____

Intersex

L

Lesbian

Lesbian feminism

Lesbophobia

1. Lesbophobia comprises various forms of negativity toward lesbians as individuals, as couples, or as a social group. Based on the categories of sex, gender, sexual orientation, lesbian identity, and gender expression, this negativity encompasses prejudice, discrimination, and abuse, in addition to attitudes and feelings ranging from disdain to hostility. As such, lesbophobia is sexism against women that intersects with homophobia.

LGBTQQIA2S+

M

Male

Marginalized _____ *word of the day* _____

Masculine presenting **also word of the day**

2. *adj.* : a way to describe someone who expresses gender in a more masculine way. Often confused with masculine-of-center, which generally include a focus on identity as well as expression.

Masculinity

Misgender

Mx. **also word of the day**

N

Nonbinary

O

Omnigender

3. Possessing all genders. The term is specifically used to refute the concept of only two genders.

Oppression

Outing

P

Pangender

Panromantic

4. Individuals who are romantically, but not necessarily sexually, attracted to others regardless of their gender identity or biological sex.

Pansexual

Partner

Passing

Patriarchy

Polysexual

4. Individuals who are attracted to more than one gender and/or form of gender expression, but not to all.

Prejudice ____ *word of the day* ____

Pronoun

Q

QTBIPOC ____ *word of the day* ____

Queer

Questioning

S

Same gender loving ____ *word of the day* ____

Secondary sex characteristics

1. Secondary sex characteristics are features that appear at sexual maturity and during puberty in humans, distinguishing the two sexes of a species (male and female), but that, unlike the sex organs, are not directly part of the reproductive system. This could include: Growth of facial and body hair, Adam's apple/deepening of voice, Body fat distribution, breasts, widening of hips, etc.

Sex assigned at birth

Sexism

Sexual fluidity

Sexual orientation

Sexuality

SGM

3. An abbreviation for sexual and gender minorities. Used as an umbrella term rather than as an identity for a specific person, particularly in international contexts.

Skoliosexual

1. *adj.* : being primarily sexually, romantically and/or emotionally attracted to some genderqueer, transgender, transsexual, and/or non-binary people.

Social justice _____ *word of the day* _____

Social power _____ *word of the day* _____

SOGI

3. An abbreviation for sexual orientation and gender identity.

Stealth

2. *adj.* : a trans person who is not “out” as trans, and is perceived/known by others as cisgender.
3. A description for people who, after beginning their transition and living as their preferred genders, do not readily tell others about their pasts, specifically their birth-assigned genders. Others may choose to be more or less open about their trans statuses.

T

They (singular)

Third gender

Trans misogyny

Trans non binary

Transsexual

Transfeminism

1. Transfeminism is primarily a movement by and for trans women who view their liberation to be intrinsically linked to the liberation of all women and beyond. It is also open to other queers, intersex people, trans men, non-trans women, non-trans men and others who are sympathetic toward needs of trans women and consider their alliance with trans women to be essential for their own liberation.

Transgender

Transition

Transphobia

Two spirit

Z

Ze/Zir *also word of the day

“+” *also word of the day

Other words of the day:

Extra credit opportunity: Come up with a fun song! Bonus if you perform in class!

- (4) Beemyn, Genny. "LGBTQIA+ Terminology." *Campus Queer: The Experiences and Needs of LGBTQ+ College Students*, Baltimore: Johns Hopkins University Press.
- (1) "County of San Mateo." *LGBTQ Commission*, lgbtq.smcgov.org/lgbtq-glossary.
- (2) Killermann, Sam. "Comprehensive* List of LGBTQ+ Vocabulary Definitions - ♡ It's Pronounced Metrosexual." *It's Pronounced Metrosexual*, www.itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/.
- (3) "LGBTQ Glossary." *LGBTQ Life*, 10 Sept. 2019, studentaffairs.jhu.edu/lgbtq/education/glossary/.

APPENDIX A

15. Empathy mapping

Take a page from the designers' handbook and get students to explore deeper by embracing a perspective. It's deceptively simple – write down what a person **says, thinks, does and feels**. The ability to slow down and immerse yourself in another point of view is valuable. In design thinking, empathy maps help designers create better products for users. But this process can be just as valuable for analyzing characters from literature, historical figures or political stances.

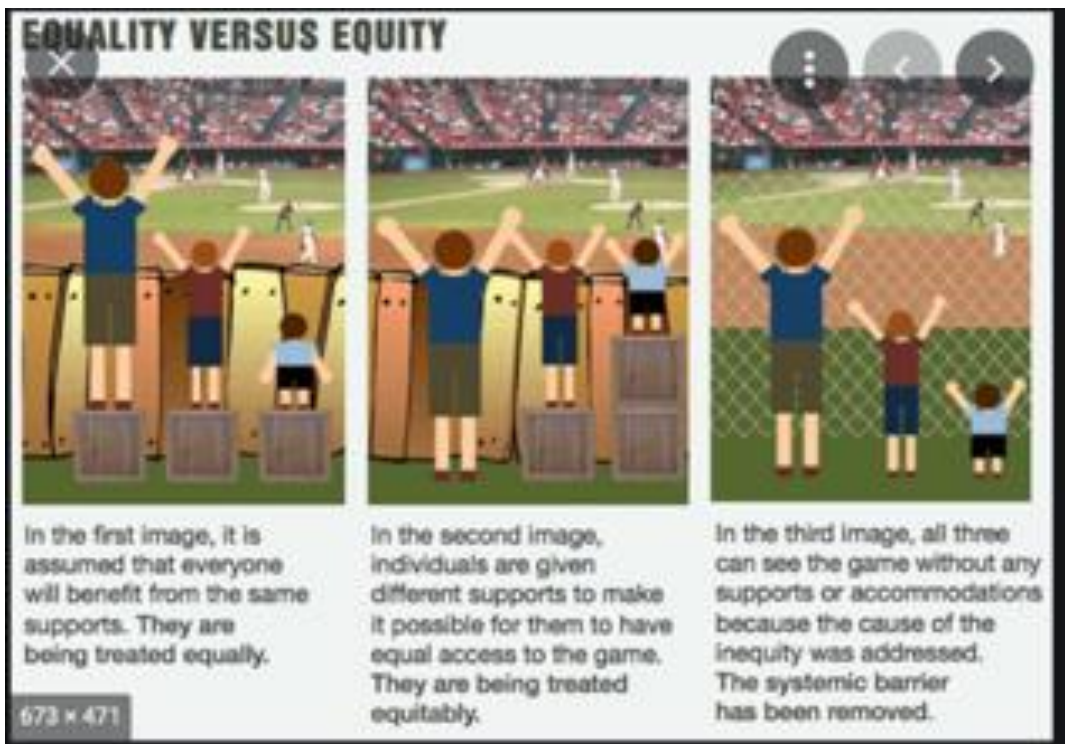
11. Idea speed dating

Have students cycle through your space, or through breakout rooms in Zoom or Google Meet, sharing insights about a topic or their elevator pitch for an upcoming project. As they present their learnings multiple times on several "speed dates," students' presentation skills and perspectives will grow.

Assumption Busting

Assumption busting is particularly effective when one is stuck in current thinking paradigms or has run out of ideas. Everyone makes assumptions about how the world around us, which in creative situations, can prevent seeing or generating possibilities. Deliberately seeking out and addressing previously unquestioned assumptions stimulates creative thinking.

How: List assumptions associated with a task or problem, for example, that a solution is impossible due to time and cost constraints; something works because certain rules or conditions; and people believe, need or think of certain things. Then ask under what conditions these assumptions are not true, continue the process of examination as old assumptions are challenged and new ones are created.



APPENDIX B

Beyond Binaries

Ochs, Robyn, and Michael J. Murphy. "Beyond Binaries: Seeing Sexual Diversity in the Classroom." *Activities for Teaching Gender and Sexuality in the University Classroom*, by Michael J. Murphy and Elizabeth N. Ribarsky, Rowman & Littlefield, 2013, pp. 62–68.

Performing and Analyzing Gendered Nonverbal Communication

Cunningham Breede, Deborah. "Performing and Analyzing Gendered Nonverbal Communication." *Activities for Teaching Gender and Sexuality in the University Classroom*, by Michael J. Murphy and Elizabeth N. Ribarsky, Rowman & Littlefield, 2013, pp. 185–191.

Gender-Norm Violation and Analysis

Berg, Tamara. "Gender-Norm Violation and Analysis." *Activities for Teaching Gender and Sexuality in the University Classroom*, by Michael J. Murphy and Elizabeth N. Ribarsky, Rowman & Littlefield, 2013, pp. 192–198.

Constructing an Equitable Society

Chesnut, Milo. "Constructing an Equitable Society." *Teaching about Gender Diversity: Teacher-Tested Lesson Plans for K-12 Classrooms*, by Susan W. Woolley and Lee Airton, Canadian Scholars, 2020, pp. 215–222.

Teaching Intersectionality

Helena. "Teaching Intersectionality: Activities and Resources." *Disorient*, 18 Nov. 2020, disorient.co/teaching-intersectionality-activity/.