

#LavLang29 Book Launch:

#Redoing Linguistic Worlds

Kris Aric Knisely & Eric Louis Russell (Eds)

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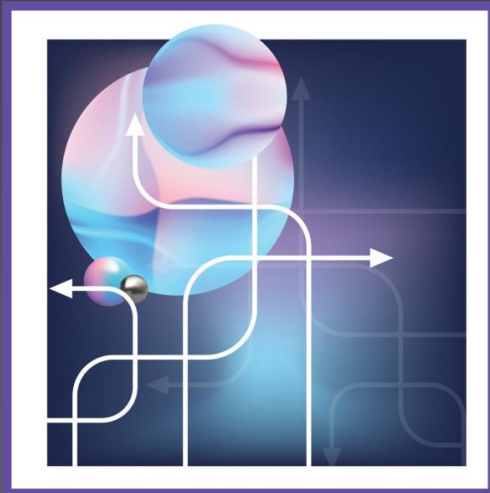
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REDOING LINGUISTIC WORLDS

UNMAKING GENDER BINARIES,
REMAKING GENDER PLURALITIES



Edited by
Kris Aric Knisely and
Eric Louis Russell



Introduction. Redoing Linguistic Worlds

Kris Aric Knisely & Eric Louis Russell

Language and gender are interconnected, social and relational acts through which we constantly remake our worlds. But what happens when our ways of doing gender cannot be neatly categorized into traditional binary systems, including not only the social groupings of roles, practices, and identities but also the forms and structures through which we do language? This book brings together a broad range of scholars to explore the undoing and redoing of gender binaries in non-Anglophone communities and contexts, in and through their linguistic and social reimaginings. Each of the contributions to this book reflects on this ongoing change and its place in our everyday lives, including the ways that its outcomes are both contested and fluid. This volume represents an important step in scholarship in language and gender, one that stands to inform a public increasingly aware of these remakings and one that calls on all of us to stand in the tensions of our own humanity and look through it for how our languaging might 'do' imaginary worlds that are more equitable, more connected, and more just for us all.

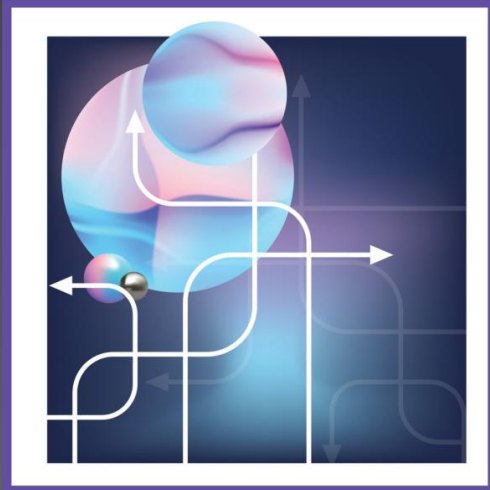


Part 1. Languages & Genderers



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Chapter 1. Language and Gender: A Guide to Redoing Linguistic Worlds

Kris Aric Knisely & Eric Louis Russell

This chapter introduces concepts and terms that are foundational to and recur throughout the volume. It is intended as both a starting point and anchor for any who wish to engage with individual chapters, including but not limited to those who may not have a solid foundation in the study of gender, linguistics, or other disciplines taken up by this collection. The chapter is organized around a core assertion: language and gender are social, relational acts that language and gender engage in. In keeping, the authors first present what we understand to be language, centering this discussion on the human actor. Second, we discuss our conceptualization of gender, including its modalities. Third, we address the complex intersections of language and gender, maintaining the volume's focus on non-English language contexts and communities. Related concepts are addressed throughout the exploration of this central premise, including: languaging and enlanguaging, grammatical and social gender, cisnormativity and cislanguing, performance and participation, and the anthropomorphization of language, among others. Through these discussions the chapter clarifies several bases useful for the description, interpretation, and discussion of data from diverse and diverging linguacultural contexts. It also serves to orient the reader to a common thread bringing each chapter into conversation, carving out a space in which prior understandings can be challenged and expanded.

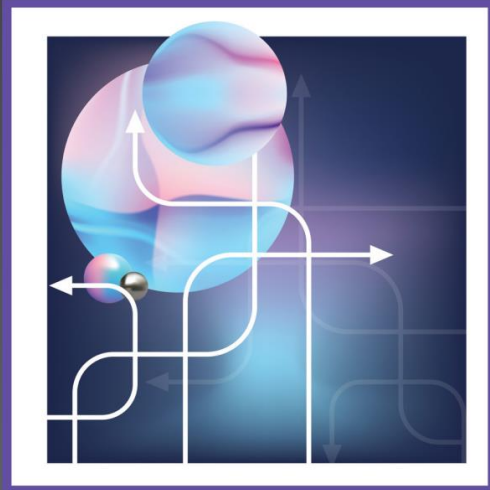


Part 2. **focus on sites** **of language** **teaching and** **learning**



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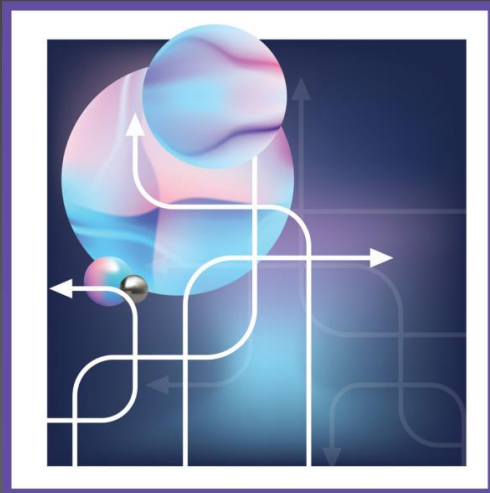
Chapter 2. Not another binary: gender modality, languaging, and language learning in French

Kris Aric Knisely

Binary notions of gender are increasingly being called into question, upended, and unscripted by language educators who wish to be more inclusive of trans and nonbinary people. Despite the ways that trans-affirming queer inquiry-based pedagogies caution against a perpetual trans 101 approach and argue that trans knowledges must drive any gender-just pedagogies, persistent gender misunderstandings continue to permeate experiences of language education. In particular, appeals to cis-readability often fuel new binaries that falsely dichotomize trans people in relation to the gender binary (e.g., binary/nonbinary). In parallel, gender modality is also often made to be a false trans/cis dichotomy. Based on interview data, this chapter explores how these false dichotomies inflect the experiences of four undergraduate students of French who are English *they* users and whose gender modalities include *trans*, *cis?*, *transish?*, and *cisn't*. By exploring how students narrativize their own positionalities in both English and French and the questions and tensions that arise in the process of learning new ways of languaging, this chapter deepens existing understandings of and offers new insights into possibilities for gender-just language education.

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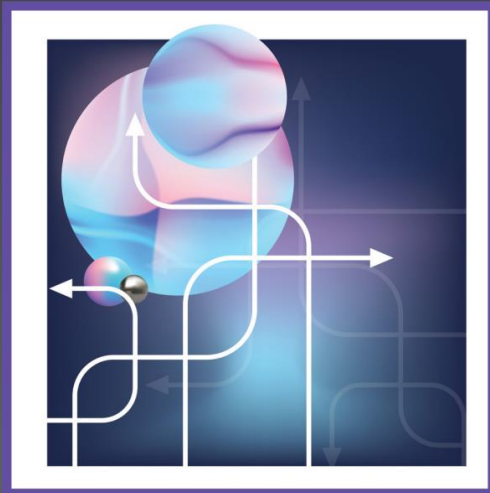
Chapter 3. Gender Plurality in the German-Language Classroom: Constructing Linguistic and Cultural Identities beyond Binaries

Maureen O. Gallagher, Simone Pflieger, Angineh Djavadghazaryans, Brigetta (Britt) Abel, & Faye Stewart

This chapter introduces *Grenzenlos Deutsch* (GD), an open-access curriculum for beginning German that aims to portray gender diversity and to represent gender plurality in the German classroom. The GD approach is twofold: first, it adopts a variety of strategies for LGBTQIA2S+ representation to allow students to recognize themselves and others throughout the curriculum. Second, it offers a number of ways to actively engage in the production and practice of grammatical structures and linguistic expressions that dismantle the dichotomy of German gendered nouns and pronouns, including a shift to the language of noun class instead of noun gender and the use of nonbinary neopronouns such as *xier*. GD understands language learning as one way to encourage students to move between or beyond normative binary language and to normalize a pluralistic approach to gender through an undertaking we have dubbed linguistic world-making. This concept foregrounds the importance of inviting students to experiment and discover themselves within the linguistic reality of the target language—and to provide the tools that allow them to do so.

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Chapter 4. Gender inclusivity across the curriculum: An exploration of novice and advanced course content through student perspectives

Lindsay D. Preseau, LeAnne Spino, & Niko Tracksdorf

This chapter explores student perspectives on gender-inclusive language, including trans, non-binary, and gender non-conforming (TGNC)-inclusive language, at both novice and advanced levels of second language curricula. Based on survey data collected in university-level German and Spanish courses, we investigate the language attitudes and ideologies that inform students' acceptance of or resistance to using such language. A total of 56 students enrolled in German (novice and advanced levels) and Spanish (advanced level) courses completed a survey designed to explore their experiences with and perspectives of gender- and TGNC-inclusive language. Our findings suggest that students have a strong desire to learn to use inclusive language, and that they find early introduction of a variety of such linguistic forms and language practices ideal. However, our data also reveal that students hold deeper ideologies of linguistic conservatism that may result in resistance to using these forms due to fear of making mistakes or reluctance to use non-standardized language. Our study suggests that while early and frequent inclusion of gender- and TGNC-inclusive language is critical in second language curricula, it must be accompanied by the interrogation of conservative and hegemonic language ideologies.

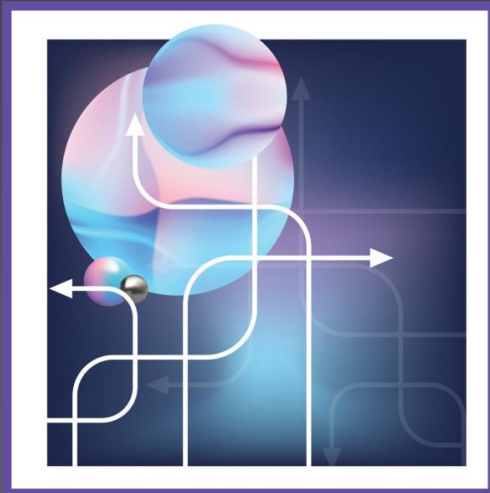


Part 3.
focus on
sociolinguistic
and discursive
spaces



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Chapter 5. Beyond il or elle and femme or homme: How non-binary Montrealers navigate French

Maxen Jack-Monroe

This chapter presents an investigation into how gender non-binary people residing in the city of Montreal navigate social gender in the French language. Results are based on a series of interviews (seven individual interviews and one group interview) that took place in autumn 2019 in the city of Montreal, as well as interviews featured on the author's web-based project *Queer Language Evolution*. This chapter draws its analysis from previous findings in the field(s) of queer/ethnolinguistics social and grammatical gender, as well as Deleuzo-Guattarian poststructuralism.

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Chapter 6. The Social Life of Non-binary French: How Non-binary Francophones Linguistically Navigate Institutions

Jennifer Kaplan (Virtual presentation Th 3/9 10:30)

This chapter examines non-binary Francophones' linguistic experiences within educational, workplace, and governmental institutions. Ethnographic interviews were conducted with six non-binary Francophones living in Montréal in 2018. Questions focused on participants' gender identities, language preferences, and their contextual experiences using non-binary French. Responses were analyzed according to Namaste (2000), emphasizing the ways that social groups and institutions shape participants' language usage. Because non-binary French is not widely recognized, participants often faced varying degrees of institutional discrimination when using it. While interviewees working in LGBT+ organizations felt linguistically accommodated, those outside of such spaces often faced discrimination. There is also a divide between Francophone and Anglophone spheres, where the degree to which individuals have flexibility in gender self-expression depends on the home language of their educational institution. This study illustrates both how deeply rooted and widespread linguistic gender discrimination is across Montréal institutions.

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Chapter 7. Remaking Spanish Gender Binaries: Online Attitudes Towards Gender Pluralities

Sheryl Bernardo-Hinesley & Alba Arias Álvarez

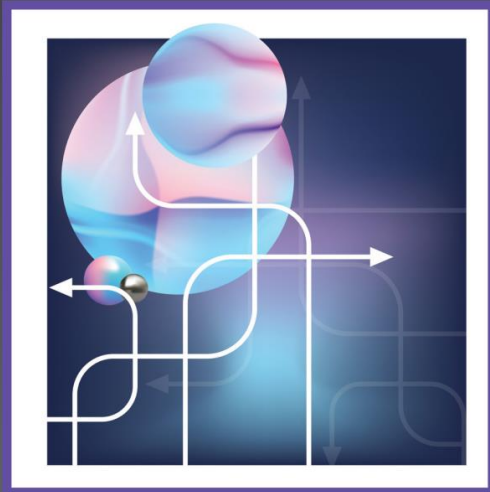
In this study, the authors shed light on the perception of inclusive language in Spanish, specifically focusing on three online newspapers based in Spain. Following a Sociocognitive Discourse Studies approach, relationships of power and ideology are illustrated through the analysis of discursive strategies and language forms employed by users of online platforms. This research illustrates how language shapes an individual's representation of social reality which, in turn, impacts the lived experiences of marginalized trans, gender non-conforming, and non-binary individuals, as well as all other persons who do not identify within the gender binary system of Spanish.

Part 4.
focus on
language as
resistance
and social
change



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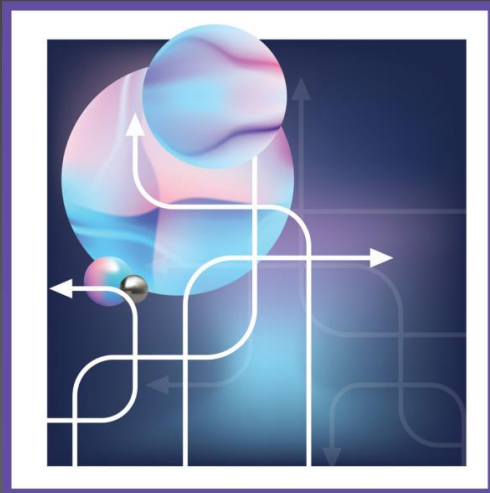
Chapter 8. "*Estamos pavimentando el camino para futuros hablantes del castellano*": nonbinary Peninsular Spanish language users' use of gender-neutral language as prefigurative politics.

Michael Barnes

This chapter explores the use of gender-neutral language by nonbinary users of Peninsular Spanish as a form of prefigurative politics, drawing on the first-hand accounts of these language users. Following anarchist linguistics scholar Mariel Acosta Matos (2018), analysis of participants' responses demonstrates that while there is a large degree of diversity among nonbinary language users' understandings of their ways of languaging as political praxis, including the means and ends that this praxis should take, prefigurative politics remains one of many insightful lenses through which this heterogeneous linguistic movement can be understood.

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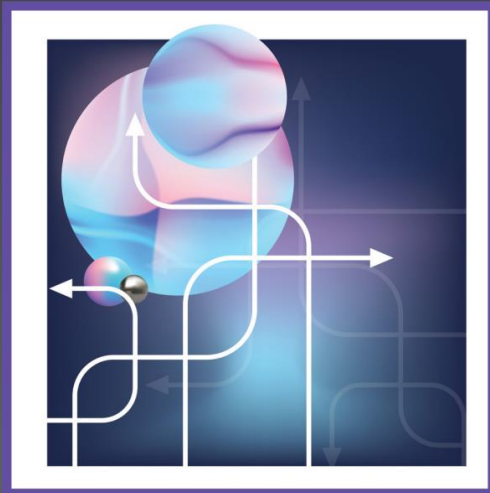
Chapter 9. Identifying Gender in Gendered Languages: The Case of Spanish

Ben Papadopoulos

Gender-inclusivity responds to the ways that different languages encode normatively gendered meanings throughout the grammar and lexicon. Although well-recognized in queer community settings, language-specific obstacles for the expression of nonbinary gender identities are not well-documented, even in languages like Spanish which have a system of masculine-feminine grammatical gender. In order to describe the implementation of gender-inclusive forms in Spanish, this paper presents the results of an elicited production task performed with twenty adult Spanish language users, who were asked to transform a series of prescriptively gendered passages to become inclusive of nonbinary referents in both written and verbal conditions. Passages were personal narratives containing nouns of different semantic and morphological types, as well as agreement targets. Three analyses performed on this data extrapolate general patterns in participants' deployment of gender-inclusive Spanish, capturing systematic strategies, corroborating the complex reality of gender in language for users, and contextualizing modes of resistance that seek to expand access to adequate terms of gender self-expression.

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Chapter 10. *Ciro è morto o morta?* Symbolic power and discursive effablity

Eric Louis Russell

This chapter examines controversies and clashes arising among Italian languagers and genderers, specifically as this concerns the enlanguagement of genders beyond the traditional man/woman binary. It argues that denials of formal and structural non-binarity constitute acts of symbolic and linguistic violence, rendering those whose lives do not fit into traditional binaries both illegible and ineffable. Looking at discourses across the social spectrum – specifically at prominent politicians and pronouncements from the Accademia della Crusca – pertaining to prescriptions and inclusions, discussion pushes back against the naturalization of binary language, demonstrating that the lack of linguistic possibility can be equated to erasure and that these constitute forms of linguistic and symbolic violence.

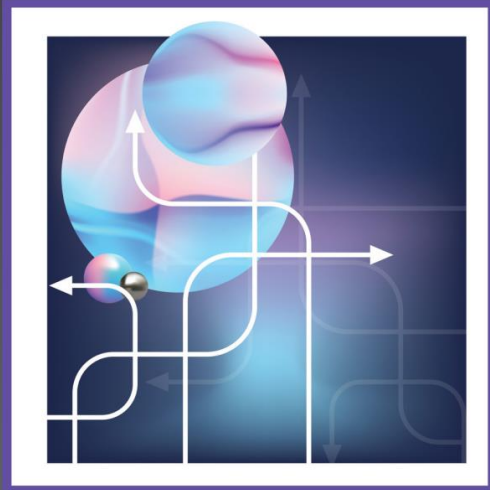


Part 5. Redoing and undoing



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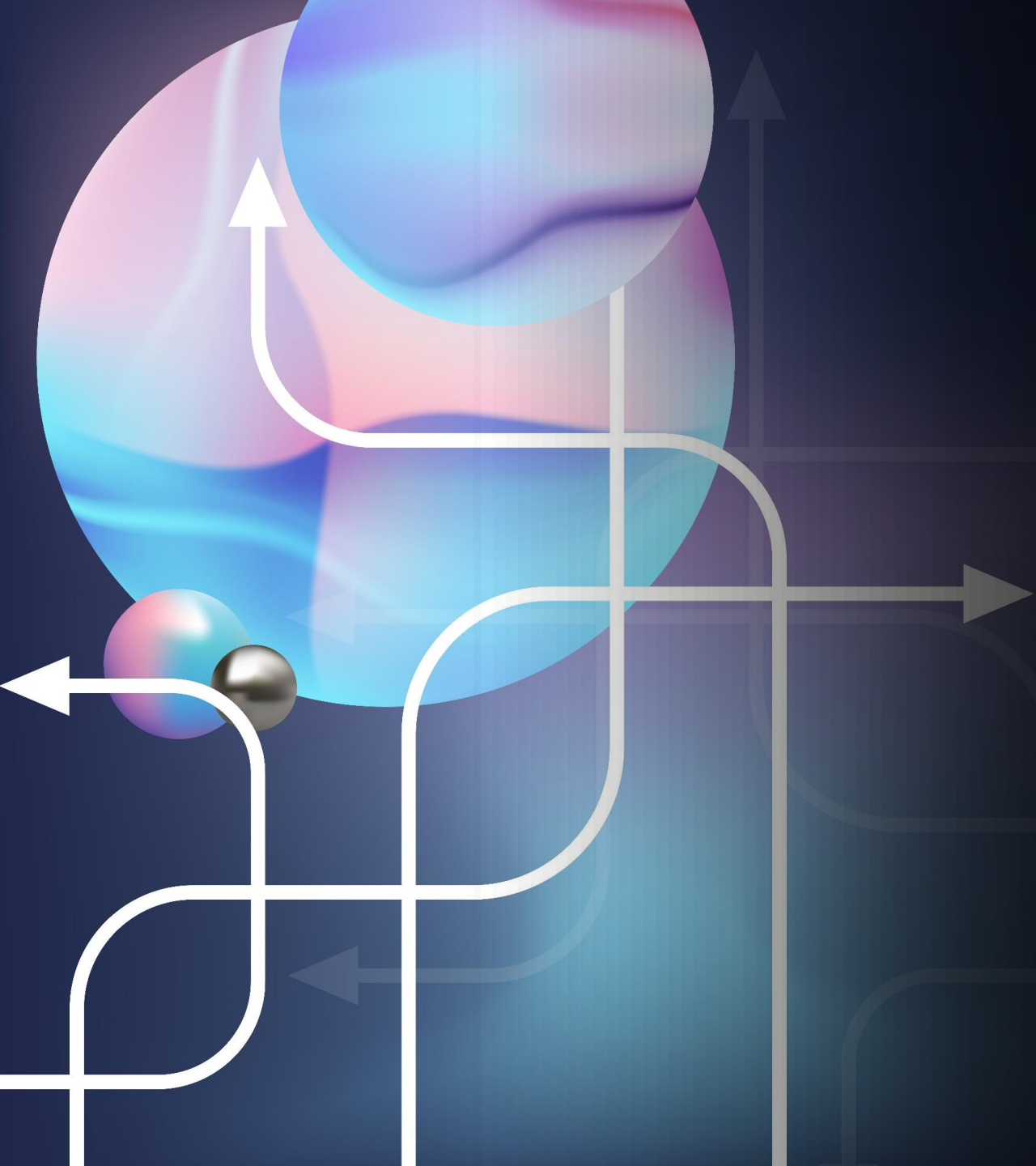
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Redoing and undoing: When a conclusion is just the beginning.

Kris Aric Knisely & Eric Louis Russell

- Calling out (cislilingual) Bullshit
 - Removing languagers from languaging
 - (Enlanguaged) Systems of power & privilege, exclusion, & harm
- Burn it down and blow it up: undoing language and gender as liberatory acts
 - Critical undoings
 - Call to (a specific type of) action, relationality, & solidarity



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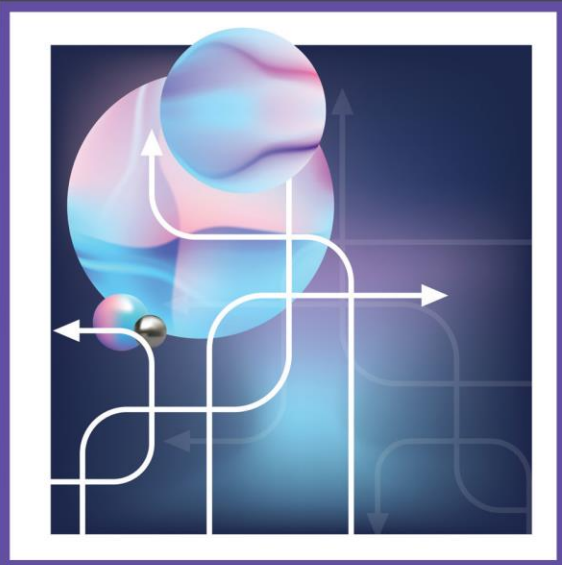
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