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Office Hours
Friday: 2:30-4:00
and by appointment

Course Description

The course focuses on two different—but mutually entailed—aspects of the relationship between gender and discourse. One direction engages questions about the ways in which cultural conceptions of gender guide the development and regulation of registers of discourse to create *gendered discourses* that distinguish and are associated with the division of people into “female/male,” “boy/girl,” “man/woman.” The central question is: “*How, and in what ways, does gender identity regulate the production of discourse?*” The other direction engages questions about how discourse in its cultural context shapes the meaning of both gender and sex through the *discourse of gender*. The central question is: “*How is gender as a social and cultural construct created through discourse?*”

Gendered discourses and *discourses of gender* form a deeply political aspect of all social life, with cultural practices and myths not only differing from culture to culture but also existing in relationship to one another in ways implying both status and privilege. Our work over the semester will be aimed at interrupting the everyday, taken-for-granted assumptions and discourse codes that constitute gender in order to provoke a critical understanding of how gender is created, sustained, challenged, and changed to mark discourse and encode power. In this work, we will be attentive to how race, ethnicity, and social class markers intersect with and structure gender. Critical understanding will be facilitated by considering several different theories and conceptual frameworks, as well as the methods used to investigate gender and discourse. The course will culminate in independent, student-designed projects aimed at discovering how gender frames and is framed through discourse.

For Communication and Culture majors, the course fulfills the *Senior Capstone* requirement. For English majors, the course fulfills the *Theory and Language* requirement and counts in the *Discourse Studies* Specialization.

Required Texts and Readings

Cameron, Deborah. (2007). *The myth of Mars and Venus: Do men and women really speak different languages?* New York: Oxford.

Holmes, Janet & Meyerhoff, Miriam (Eds.). (2005). *The handbook of language and gender*. Malden, MA: Blackwell. [H&M in syllabus]

Locke, John L. (2011). *Duels and duets: Why men and women talk so differently*. New York: Cambridge University Press.

Readings posted on MOODLE (indicated by **M** on syllabus)

Course Format

We'll work in a seminar mode, which means that each session will be largely co-constructed by the class participants. Methodologies and methods for inquiry are considered throughout the semester in the context of analyzing conceptual formulations and research studies.

Students are responsible for completing readings and other assignments in advance of the class session for which they are listed and are expected to engage in the discussion. To facilitate discussion, several pedagogic devices will be used throughout the semester, including "reading response statements," "preparation questions," "mini-projects," "discussion prompts," and "application exercises."

Attendance will be taken at the beginning of each session. Please take care of "your personal needs" before class and during the break.

Requirements

1. attendance: 2 absences will result in a full letter grade reduction (e.g., B+ to C+), and more than 2 in an automatic failure
2. assigned exercises
3. reading response statements as assigned
4. 2 précis/critique papers and presentations as assigned (3-4 pages) selections from readings marked ♦ in syllabus
5. Response paper to Locke, *Duels and Duets*
6. response paper to Cameron, *The Myth of Mars and Venus*
7. term project

Grading

Seminar participation: 20% [based on preparation, participation, and short assignments]

Reading response statements and exercises (aggregate grade): 10%

Précis/critique papers: 10% and 10% (20% total)

Locke paper: 10%

Cameron paper: 10%

Term project: 30%

Guidelines for Papers

- Papers will be graded for both content and style. All papers should reflect careful applications of course materials and thorough editing and proofreading.
- Late papers will receive a grade reduction: within one week of due date, two step reduction (e.g., B+ to B-); more than one week after due date, full letter grade reduction (e.g., A to B). No late papers will be accepted after the last day of classes.
- All papers are to conform to either MLA or APA format.

Academic Integrity

Students are responsible for Clark University's policy on "Academic Integrity" concerning cheating and plagiarism, and related matters. If you are not familiar with this policy, see www.clarku.edu/offices/aac (Academic Advising Center) and follow the link on Academic Integrity. All cases of suspected or confirmed academic dishonesty will be reported to the Dean and College Board immediately. The consequences are serious.

COURSE OUTLINE (subject to revision)

- Jan 15 Course Overview
History of Gender Analysis of Language
In-class gender appraisal
Viewing of *Red without Blue*
- Jan 22 The Gender System
Does Biology Determine Language Use?
- Reading
1. Locke, *Duets and Duets*
2. **M** Cecilia L. Ridgeway & Shelley J. Correll. Unpacking the gender system: A theoretical perspective on gender beliefs and social relations [2004 *Gender & Society*, 18, 510-531]
- Jan 29 Theorizing Gender and Language
- Early work in Language and Gender: Radical and Liberal Controversies
 - The Cases of Robin Lakoff, Dale Spender, and Deborah Tannen
 - Media examples—individual analysis
- Reading
1. **M** Robin Lakoff, Extract from *Language and woman's place* (1975).
2. **M** Dale Spender, Extract from *Man made language* (1980).
3. **M** Deborah Tannen, Extract from *You just don't understand* (1990).
4. H&M
- 1: McElhinny, Theorizing gender, pp. 21-42.
 - 4: Romaine, Variation in language and gender, pp. 98-118.
- Feb 5 Contesting the Mainstream of Gender and Language Research
- Reading
1. Cameron, *The Myth of Mars and Venus*
2. H&M
- Holmes & Meyerhoff, Different voices, different views, pp. 1-17.
- Feb 12 Orientation to Research Approaches and Case Examples
- Reading
1. Interviewing
- **M** Mimi Nichter, excerpt from *Fat talk* (2000), pp. 9-14, 45-67.
 - **M** David West Brown. Girls and guys, ghetto and bougie: Metapragmatics, ideology and the management of social identities. [2006 *Journal of Sociolinguistics*, 10, 596-610]
 - **M** Hsi-Yao Su. What does it mean to be a girl with *qizhi*?: Refinement, gender and language ideologies in contemporary Taiwan. [2008 *Journal of Sociolinguistics*, 12, 334-358]
2. Narrative Analysis
- **M** Jerome Bruner. The narrative construction of reality. [1991 *Critical Inquiry*, 18, 1-21]

- **M** Kjerstin Andersson. Constructing young masculinity: A case study of heroic discourse on violence. [2008 *Discourse & Society*, 19, 139-161]
 - **M** Elinor Ochs & Carolyn Taylor. (1995). The “Father Knows Best” Dynamic in Dinnertime Narratives. In K. Hall & M. Bucholtz (Eds.), *Gender articulated—Language and the socially constructed self* (pp. 97-120).
3. Discourse/Conversation/Transcript Analyses
- H&M, 2: Bucholtz, Theories of discourse as theories of gender, pp. 43-68.
 - H&M, 8: Tannen, Gender and family interaction, pp. 179-201.
 - **M** Michael Bamberg. Form and functions of “slut bashing” in male identity constructions in 15-year-olds. [2004 *Human Development*, 249, 1-23]
 - H&M, 14: Sidnell, Constructing and managing male exclusivity, pp. 327-352.
4. Ethnographic Field Research
- **M** Kristen Barber. The well-coiffed man—Class, race, and heterosexual masculinity in the hair salon. [2008 *Gender & Society*, 22, 455-476] note: This is a combined ethnographic and interview study.
 - **M** Rachel Alicia Griffin. I AM an angry Black woman: Black feminist autoethnography, voice, and resistance. [2012 *Women’s Studies in Communication*, 35, 138-157]
 - **M** Shane T. Moreman & Dawn Marie McIntosh. Brown scriptings and rescriptings: A critical performance ethnography of Latina drag queens. [2010 *Communication and Critical/Cultural Studies*, 7, 115-135]

Feb 19

Doing Gender/Doing Difference: The Social Constructivist Perspective
 ► LOCKE PAPERS DUE

Reading

1. **M** Candace West & Sarah Fenstermaker. Doing difference. [1995 *Gender and Society*, 9, 8-37]
2. **M** Candace West & Sarah Fenstermaker. Accountability in action: The accomplishment of gender, race and class... [2002 *Discourse & Society*, 13, 537-563]
3. **♦M** Anthea Irwin, London adolescents (re)producing power/knowledge: *You know and I know*. [2006 *Language in Society*, 35, 499-528]
4. **♦M** Judith Baxter & Kieran Wallace. Outside in-group and out-group identities? Constructing male solidarity and female exclusion in UK builders' talk. [2009 *Discourse & Society*, 20, 411-429]

Feb 26

Gender as Performance/Post-structuralist Perspective
 Critical Discourse Analysis
 Assignment for Gender Performativity Field Project

Reading

1. Judith Butler, *Gender trouble*
 Preface to the 1999 edition
 Ch 1 Subjects of sex/gender/desire.

2. ♦M Rusty Barrett. (1999). Indexing polyphonous identity in the speech of African American drag queens. In M. Bucholtz, A. C. Liang & L. A. Sutton (Eds.), *Reinventing identities* (pp. 313-331).
3. ♦M Eve Shapiro. Drag kinging and the transformation of gender identities [*Gender & Society*, 21, 250-271]
4. ♦M Deborah Cameron. (1997). Performing gender identity: Young men's talk and the construction of heterosexual masculinity. In S. Johnson & U. H. Meinhof (Eds.), *Language and masculinity* (pp. 47-64).

SPRING BREAK

Mar 12 Gendered Identities in Communities of Practice
Evaluating "Mars and Venus"
▶ CAMERON PAPER DUE

Reading

1. M From special issue of *Language in Society* (1999), 28
 - Janet Holmes & Miriam Meyerhoff, The community of practice...
 - Penelope Eckert & Sally McConnell-Ginet, New generalizations and explanations in language and gender research
2. ♦M Ana Cristina Ostermann. Communities of practice at work... [2003 *Discourse & Society*, 14, 473-505]
3. ♦M Emma Moore. "You Tell All the Stories": Using narrative to explore hierarchy within a Community of Practice [2006, *Journal of Sociolinguistics*, 10, 611-640]
4. ♦M Fatima Sadiqi. Women and linguistic space in Morocco. [2003 *Women and Language*, 26, 35-43]

Mar 19 Masculinities and Discourse
View Michael Kimmel, *Mars, Venus, or Planet Earth*

Reading

1. M Michael Kimmel (1994). Masculinity as homophobia. In H. Brod & M. Kaufman (Eds.), *Theorizing masculinities* (pp. 119-141).
2. M Jennifer Coates. (1997). One-at-a time: The organization of men's talk. In S. Johnson & U. H. Meinhof (Eds.), *Language and masculinity* (pp. 107-129).
3. M R. W. Connell & J. W. Messerschmidt. "Hegemonic masculinity—Rethinking the concept [2005 *Gender & Society*, 19, 829-859]
4. ♦M Darryl B. Hill. "Feminine" heterosexual men: Subverting heteropatriarchal sexual scripts? [2006 *The Journal of Men's Studies*, 14, 145-159.
5. In H&M, 22: Kiesling, Prestige, cultural models, and other ways of talking about underlying norms and gender, pp. 509-527.

Mar 26 African American Discourse and Gender—close linguistic analysis

Reading

1. M Patricia Hill Collins. (2004). Very necessary: Redefining black gender ideology. In *Black sexual politics* (pp. 181-212).

2. ♦M Norma Mendoza-Denton,. (1995). Pregnant Pauses: Silence and Authority in the Anita Hill-Clarence Thomas Hearings. In K. Hall & M. Bucholtz (Eds.), *Gender articulated—Language and the socially constructed self* (pp. 51-66).
3. ♦M Karla D. Scott: Crossing cultural borders: ‘girl’ and ‘look’ as markers of identity in Black women’s language use. [2000 *Discourse & Society*, 11, 237-248]

Apr 2

Gender Semantics and Discursive Constructions

Oral Reports and Discussion of Gender Performativity field observation

Reading

1. H&M, 3: McConnell-Ginet, “What’s in a name?” pp. 69-97.
2. H&M, 24: Pauwels, Linguistic sexism and feminist linguistic activism, pp. 550-570.
3. M Fern Johnson. Ideological Undercurrents in the Semantic Notion of “Working Mothers.” [2001 *Women and Language*, 24, 21-27]
4. ♦M Janet Swim, Robyn Mallett, & Charles Stangor. Understanding subtle sexism: Detection and use of sexist language. [2004 *Sex Roles*, 51, 117-128]
5. ♦M Laura Beth Nielsen. Subtle, pervasive, harmful: Racist and sexist remarks in public as hate speech. [2002 *Journal of Social Issues*, 58, 265-280]

Apr 9

Sexuality and Desire

Queer Linguistics

Reading

1. H&M, 5: Kulick, Language and desire, pp. 119-141.
2. H&M, 12: Besnier, Crossing genders, mixing languages... Transgenderism in Tonga, pp. 279-301.
3. M Mary Bucholtz & Kira Hall. Theorizing identity in language and sexuality research. [2004 *Language in Society*, 33, 469-515]
4. ♦M E. Patrick Johnson. (2004). Mother knows best: Black gay vernacular and transgressive domestic space. In W. L. Leap & T. Roellstorff (Eds.), *Speaking in queer tongues* (pp. 251-278)

Apr 16

Project Presentations

Extra Session Project Presentations