

Spring, 2012: SPAN /LING/GWS 540: Language and Gender (Class Room: SH 303)

Prof: Richard Cameron

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Class Time: Wednesday: 5 - 7:45 pm

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Office Hours: Tues./ Thurs. 1:30 - 3:00

Class Texts

1. Eckert, Penelope and Sally McConnell-Ginet. 2003. Language and gender. Cambridge: Cambridge University Press.
2. Various articles and handouts in PDF (Adobe) or Word which appear on the class Blackboard webpage.

Topics

1. Sex vs. Gender, Essentialism vs. Social Construction, the concept of 'Performance' in Judith Butler, How many sexes are there? Who are you? Where are you? When are you?
2. Acquisition of Gender, Segregation/Separation, the Social Order of Gender, Desire, Style & Performance, Gender as Interactive Achievement
3. Linguistic Resources {phonology, morphology, lexicon, syntax, semantics/pragmatics}, a few social concepts {micro- vs. macrosociology, convention, 'face', communities of practice, etc.},
4. Power, Access, and Ideology
5. The Situation as Context, the Structures of Talk-in-Interaction
6. Speech Acts and issues of Politeness, Intimacy, Competition and Collaboration
7. Lakoff's "Women's Language", Address Terms, Discourse Markers
8. Intonation, Degrees of intensity and engagement, style and strategy in writing
9. Some issues of saying, inferring, assuming, and suggesting
10. Some issues of representation and metaphor
11. The power of naming the things of the world
12. Language and Dialect, Sociolinguistic Variation, and Bilingualism
13. Some issues of Style, Language Change, and Changing Selves Across the Life Span
14. Sexuality, Desire, and Language

Requirements and Grades

1. Attendance: The class combines lectures from the teacher with your participation by giving presentations of articles and by engaging in debate on the readings. In addition, some parts of the class will require small group work. So, attendance is necessary.
2. Grades: There are no examinations in this class. However, you will present a few articles, complete two research projects, and also present, in the last class, a talk on the two research projects which you complete.

- ✓Presentations = 10 % of the overall grade.
- ✓Two research projects = 85%.
- ✓Final Presentation = 5 %.

Article Presentation: You will be responsible for presenting some of the articles in class with other classmates. According to the number of students in the class, you will be assigned a number of articles to present. In the reading schedule, those articles which are marked with \$ are articles which will/could be presented by students.

Two Projects and One Presentation

- ① **4 Recorded Interviews and one report on the results.**
- ② **A topic that you select in consultation with the teacher.**
- ③ **Presentation in the last class on ② above.**

① 4 recorded interviews: 2 women and 2 men.

Step 1: (Week 4: Hand in during class: Feb. 1)
Find 4 individuals that you can interview. Do not identify their names of these individuals. Instead, provide a brief description of each person based on what you already know about them. Begin these interviews as soon as possible.

What is the goal of the interview?

If the interviewee is a woman:

- 1) People often talk about “femininity” in women or “masculinity” in men. When you think of a real masculine man, what are some characteristics of this person?
- 2) Can a man have a feminine side or a woman have a masculine side? How?
- 3) When you think in terms of being a woman or of your own femininity, what are some things that make you a woman? Or, what are some things that you do because you are a woman?
- 4) Other questions which you may have prepared prior to the interview or which occur to you during the interview. You can also express opinions and participate in the conversation.

Si la entrevistada es mujer:

- 1) Muchas veces se oye la gente hablar de lo que es “ser mujer” o de lo que es “ser hombre”. Cuando piensa en un hombre muy masculino, ¿cuáles son las características de esa persona?
- 2) ¿Es posible que un hombre tenga un lado femenino o que una mujer tenga un lado masculino ? ¿Cómo?
- 3) Cuando piensa en términos de ser mujer o de su propia feminidad, ¿cuáles son las cosas que le hacen mujer? O, ¿cuáles son las cosas que hace usted por ser mujer?
- 4) Más preguntas que hayan preparado antes o que se le ocurran en el momento. Puede opinar y participar también

If the interviewee is a man:

- 1) People often talk about “masculinity” in men or “femininity” in women. When you think of a real feminine woman, what are some characteristics of this person?
- 2) Can a woman have a masculine side and a man have a feminine side? How
- 3) When you think in terms of being a man or of your own masculinity, what are some things that make you a man? Or, what are some things that you do because you are a man?
- 4) Other questions which you may have prepared prior to the interview or which occur to you during the interview. You can also express opinions and participate in the conversation.

Si el entrevistado es hombre:

- 1) Muchas veces se oye la gente hablar de lo que es “ser hombre” o de lo que es “ser mujer”. Cuando piensa en una mujer muy femenina, ¿cuáles son las características de esa persona?
- 2) ¿Es posible que una mujer tenga un lado masculino o que un hombre tenga un lado femenino? ¿Cómo?
- 3) Cuando piensa en términos de ser hombre o de su propia masculinidad, ¿cuáles son las cosas que le hacen hombre? O, ¿cuáles son las cosas que hace usted por ser hombre?
- 4) Más preguntas que hayan preparado antes o que se le ocurran en el momento. Puede opinar y participar también.

Step 2: (Week 8)

By this date, you need to have completed and recorded the 4 interviews. Also, you need to have listened closely and carefully to the recordings, taking notes on the content of the conversation and the answers that they gave you.

Step 3:(Week 9: Hand in during class: March 7) If late, lose one grade. E.g. A \Rightarrow B.
Hand in your report. The report will have three parts. First, write a narrative recounting of your experiences. How was this research experience? Second, add a section in which you describe the 4 people who you interviewed. What do you know about their educational background, their profession, their sexuality, their age, their sex, etc. In other words, provide a demographic description of each person. Third, write a report in which you summarize the content of the conversations and the answers they provided you.

② A topic that you select in consultation with the teacher and/or your classmates.

Step 1: *Hand in during Class: week of Feb. 6 - 10. (Week 5) 5% of Grade for this Project.*

If late, lose one grade. E.g. A \Rightarrow B.

Definition or prospectus of an issue of interest in the field of language and gender. Hand in a one page abstract in which you identify your topic. You can consult with the teacher or with other students as you go about developing your ideas. Suggestion: Skim the main textbook and the bibliography as a way of looking for ideas.

Step 2: *Hand in during Class: week of March 26 - 30. (Week 12) 45% of Grade for this Project.*

If late, lose one grade. E.g. A \Rightarrow B.

Hand in the first version of your research. For the format, see below: Title Page, Abstract, Text, Bibliography.

Step 3: *Hand in during last Class of semester: April 25 (Week 16)*

50% of Grade for this Project. If late, lose one grade. E.g. A \Rightarrow B.

Hand in the second version of your research. The final format consists of this:

- (1) A title page with a 150 word abstract of your research.
- (2) The text should be double spaced: 10 to 15 pages.
- (3) The bibliography of any articles or books that you have used.

③ Presentation in the last class on ② above.

You will have 20 minutes to give an oral presentation to the class in which you summarize the most interesting findings of your second research project. Because of the in-class nature of this presentation, you cannot miss this. Missing it leads to a score of 0.

READING SCHEDULE

All of the readings are found in the main textbook, in the packet of photocopied articles, and on the Blackboard webpage of the class. The readings should be read **before** coming to class. A suggestion: Read the assigned articles or chapters in the order in which they appear as this is the order in which we will also discuss them.

Eckert &

McConnell-Ginet refers to the main textbook: Language and Gender

(**PDF) refers to an article or a handout available in PDF format (Adobe) on the Blackboard webpage for the class.

(Word) refers to a handout available in Microsoft Word which appears on the Blackboard webpage for the class.

§ indicates readings that will be assigned to students for presentation in class. We will organize a schedule of article presentations within the first two weeks or so of class.

Week # 1> (Jan. 9 - 13)

Topics: Sex vs. Gender, Essentialism vs. Social Construction, the concept of 'Performance' in Judith Butler, How many sexes are there? Who are you? Where are you? When are you?

Readings: (**PDF) Fausto-Sterling, A. 1993. The five sexes: Why male and female are not enough. *The Sciences*. 33(2): 20 - 24.
 (**PDF) Butler, J. 1997. Selection 9 from *Gender Trouble*. In Gould, C. (ed.) *Gender: Key concepts in critical theory*. New Jersey: Humanities Press. Pp. 80 - 87.
 (**PDF) Harding, J. 1998. Investigating sex - essentialism and constructionism. (Chapter 2). *Sex acts: Practices of femininity and masculinity*. London: Sage Publications. Pp. 8- 21.
 (**PDF) Bucholtz, M. 2000. Gender. *Journal of Linguistic Anthropology*. 9(1-2):80-83.
 (**PDF) Bucholtz, M. & K. Hall. 2005. Identity and interaction: a sociocultural linguistic approach. *Discourse Studies*. 7: 585-614.

Week # 2> (Jan. 16 - 20: UIC closed on Monday: Martin Luther King Day.)

Topics: Acquisition of Gender, Segregation/Separation, the Social Order of Gender, Desire, Style & Performance, Gender as Interactive Achievement

Readings: Eckert & McConnell-Ginet Chapter 1: Constructing, deconstructing and reconstructing gender.
Chapter 9: Fashioning selves

(Word) Lewis and Nunberg on “Convention”

(Word) Eagleton on “What is ideology?”

Week # 3> (Jan. 23 - 27)

Topics: Linguistic Resources {phonology, morphology, lexicon, syntax, semantics/pragmatics}, a few social concepts {micro- vs. macrosociology, convention, ‘face’, communities of practice, etc.}

Readings: Eckert & McConnell-Ginet Chapter 2: Linking the linguistic to the social

(Word) Social Facts vs. Sociation, Macrosociology vs. Microsociology (Durkheim and Simmel)

(Word) Some notes on FACE as discussed by Goffman

(Word) Speaking self {Principal, Emitter, Animator, Figure}+ Participation Framework as discussed by Goffman

(**PDF) Hass, M. 1944. Men’s and women’s speech in Koasati. *Language*. 20:142-149.

(**PDF) Kimball, G. 1987. Men’s and women’s speech in Koasati: A reappraisal. *International Journal of American Linguistics*. 53(1): 30-38.

Week # 4 (Jan. 30 - Feb. 3)**Topics:** Power, Access, and Ideology**Readings:** Eckert & McConnell-Ginet Chapter 3: Organizing talk (p. 91 - 103)(Word) Some thoughts on “power” from Giddens in *Central Problems in Social Theory*.\$ (**PDF) Harding, S. 1975. Women and words in a Spanish village. In R. Reiter (ed.) *Toward an Anthropology of Women*. New York: Monthly Review Press. Pp. 283-308.\$ (**PDF) Echeverria, B. 2003. Language ideologies and practices in (en)gendering the Basque nation. *Language in Society*. 32(3) 383-413.\$ (**PDF) Mendoza-Denton, N. 1996. ‘Muy macha’: Gender and ideology in gang-girls’ discourse about makeup. *Ethnos*. 61(1-2):47-63.**Week # 5** (Feb. 6 - 10)**Topics:** The Situation as Context, the Structures of Talk-in-Interaction**Readings:** Eckert & McConnell-Ginet Chapter 3: Organizing talk (p. 103 - 128)

(Word) Some claims on discourse styles from Maltz, D. & R. Borker. 1982. A cultural approach to male-female miscommunication.

\$ (**PDF) Weatheral, A. 2002. Towards understanding gender and talk-in-interaction. *Discourse & Society*. 13:767-781.\$ (**PDF) Holmes, J. & M. Marra. 2004. Relational practices in the workplace: Women’s talk or gendered discourse? *Language in Society*. 33:377-398.\$ (**PDF) Ostermann, A.C. 2003. Communities of practice at work: gender, facework, and the power of habitus at an all-female police station and a feminist crisis intervention center in Brazil. *Discourse & Society* 14(4):473-505.

Week # 6 (Feb. 13 - 17)

Topics: Speech acts and issues of Politeness, Intimacy, Competition, and Collaboration

Readings: Eckert & McConnell-Ginet Chapter 4: Making social moves

(Word) Some notes on Speech Acts

\$ (**PDF) Rees-Miller, J. 2011. Compliments revisited: Contemporary compliments and gender. *Journal of Pragmatics*. 43(11):2673-2688.

\$ (**PDF) Tholander, M. 2002. Cross-gender teasing as a socializing practice. *Discourse Processes*. 34(3): 311-338.

\$ (**PDF) Speer, S. And C. Parsons. 2006. Gatekeeping gender: Some features of the use of hypothetical questions in the psychiatric assessment of transsexual patients. *Discourse & Society*. 17:785-812.

Week # 7 (Feb. 20 - 24)

Topics: Lakoff's "Women's Language", Discourse Markers, Address Terms

Readings: Eckert & McConnell-Ginet Chapter 5: Positioning ideas and subjects (P. 157 - 176)

\$ (**PDF) Tagliamonte, S. 2005. *So who? Like how? Just what?* Discourse markers in the conversations of Young Canadians. *Journal of Pragmatics*. 37:1896-1915.

\$ (**PDF) Kiesling, S. 2004. Dude. *American Speech*. 79:281-305.

\$ (**PDF) Wong, A. 2005. The reappropriation of *tongzhi*. *Language in Society*. 34:763-793.

Week # 8> (Feb. 27 - Mar. 2)

Topics: Intonation, Degrees of intensity and engagement, Style and Strategy in Writing

Readings: Eckert & McConnell-Ginet Chapter 5: Positioning ideas and subjects (P. 176 - 191)

\$ (**PDF) Weppelman, T., A. Bostow, R. Schiffer, E. Elbert-Perez, and R. Newman. 2003. Children's use of the prosodic characteristics of infant-directed speech. *Language & Communication*. 23:63-80.

\$ (**PDF) Podesva, R. 2007. Phonation type as a stylistic variable: The use of falsetto in constructing a persona. *Journal of Sociolinguistics*. 11:478-504.

\$ (**PDF) Argamon, S. M. Koppel, J. Fine, and A.R. Shimoni. 2003. Gender, genre, and writing style in formal written texts. *Text*. 23(3): 321-346.

Week # 9> (Mar. 5- 9)

Topics: Some issues of saying, inferring, assuming, and suggesting

Readings: Eckert & McConnell-Ginet Chapter 6: Saying and implying (P. 192 - 207)

(Word) What is an inference?

(Word) What is presupposition?

(Word) What is implicature?

\$ (**PDF) Liang, A.C. 1999. Conversationally implicating lesbian and gay identity. In Bucholtz, Mary, A.C. Liang, and Laurel Sutton (eds.) *Reinventing identities: The gendered self in discourse*. New York: Oxford University Press. Pp. 293-310.

\$ (**PDF) Macaulay, M. 2001. Tough talk: Indirectness and gender in requests for information. *Journal of Pragmatics*. 33(2): 293-316.

Week # 10> (Mar. 12 - 16)

Topics: Some issues of Representation and Metaphor

Readings: Eckert & McConnell-Ginet Chapter 6: Saying and implying (P. 207 - 227)

\$ (**PDF) Livia, A. 1997. Disloyal to masculine identity: linguistic gender and liminal identity in French. In Livia, A. and K. Hall. (eds.) *Queerly phrased: Language, gender, and sexuality*. Oxford: Oxford University Press. Pp. 349-368.

\$ (**PDF) Marisol Velasco-Sacristán, M. & P. A. Fuertes-Olivera. 2006. Towards a critical cognitive-pragmatic approach to gender metaphors in Advertising English. *Journal of Pragmatics*. 38(11): 1982-2002.

Week # 11> (Mar. 19 - 23) **SPRING BREAK**

Week # 12> (Mar.26 - 30)

Topics: The power of naming things of the world

Readings: Eckert & McConnell-Ginet Chapter 7: Mapping the world

(Word) Dictionary Definitions of “man” and “woman” in English and Spanish.

\$ (**PDF) Braun, V. and C. Kitzinger. 2001. Telling it straight? Dictionary definitions of women’s genitals. *Journal of Sociolinguistics*. 5(2): 214-232.

\$ (**PDF) Bowker, L. 2001. Terminology and Gender Sensitivity: A Corpus-Based Study of the LSP of Infertility. *Language in Society*. 30(4):589-610.

Week # 13> (Apr. 2 - 6)

Topics: Language and dialect, Sociolinguistic Variation, Bilingualism

Readings: Eckert & McConnell-Ginet Chapter 8: Working the market: use of varieties (P. 266-288)

(Word) Some notes on dialect, linguistic repertoire, standard, and vernacular.

(Word) What is a sociolinguistic variable? Labov on 3 Department Stores in NYC.

(Word) Word final (s) and Class, Gender, and Age (in 62 speakers of Spanish from San Juan, Puerto Rico) from Cameron, R.

(Word) Some notes from: Rubin, J. 1968. Bilingual usage in Paraguay. In Fishman, J. (ed.) Readings in the Sociology of Language. The Hague: Mouton. Pp. 512-530.

\$ (**PDF) Gal, S. 1978. Peasant men can't get wives: Language change and sex roles in a bilingual community. *Language in Society*.7:1-16.

\$ (**PDF) Rissel, D. 1989. Sex, attitudes, and the assibilation of /r/ among young people in San Luis Potosí, Mexico. *Language Variation and Change*. 1:269-283.

Week # 14> (April 9- 13)

Topics: Some issues of Style, Language Change, and Changing Selves Across the Life Span

Readings: Eckert & McConnell-Ginet Chapter 8: Working the market: use of varieties (P. 288 - 304)

(**PDF) From Downes, W. 1984. *Language and Society*. London: Fontana Paperbacks.

Figure 4.4 The (ing) variable in Norwich and Figure 4.5 The sociolinguistic interview: Styles.

From Trudgill, P. 1974. The Social Differentiation of English in Norwich. Variable (t) by class and style / Variable (a:) by class and style.

(**PDF) Some notes from: Guy, G., B. Horvath, J. Vonwiller, E. Daisley, and I. Rogers. 1986. An intonational change in progress in Australian English. *Language in Society*. 15:23-52.

\$ (**PDF) Gordon, E. 1997. Sex, speech, and stereotypes: Why women use prestige speech forms more than men. *Language in Society*. 26(1):47-63.

(**PDF) Cameron. R. 2005. Aging and gendering. *Language in Society*. 34(1):23-61.

Week # 15> (April 16 - 20)

Topics: Sexuality, Desire, and Language

Readings:

\$ (**PDF) Kulick, D. 2000. Gay and lesbian language. *Annual Review of Anthropology*. 29:243-285.

\$ (**PDF) Bucholtz, M.& K. Hall. 2004. Theorizing identity in language and sexuality research. *Language in Society*. 33: 469-515.

\$ (**PDF) del-Teso-Craviotto, M 2006. Language and sexuality in Spanish and English dating chats. *Journal of Sociolinguistics*. 10(4): 460–480

Week # 16> (April 23 - 27) Participant Presentations.