

WOMEN, MEN, AND LANGUAGE

Linguistics 343

Spring 2012

Car Barn 303

Monday/Wednesday

11:00am – 12:15pm

COURSE DESCRIPTION

This course will provide an introduction to the study of gender and language from a sociolinguistic perspective, incorporating discourse analytic, ethnographic, and theoretical approaches. Some of the topics will include the foundation of gender and language research in linguistics, complimentary and contrastive views since then, language and sexuality, performance, humor, gossip, style, power, and language and gender internationally. Students will have the opportunity to do observational work in the field, analyze linguistic data sets, and create an original study over the course of the semester.

CONTACT INFORMATION

Instructor: Corinne Seals
Office: 227 Poulton Hall
Office Hours: Monday 12:30-2:00pm and by appointment
Email: cas257@georgetown.edu

COURSE TEXTS

Required: Tannen, Deborah. 2007. *You Just Don't Understand: Women and Men in Conversation*. New York: Harper.
Hereafter referred to as *YJDU*

Recommended: Eckert, Penelope and Sally McConnell-Ginet. 2003. *Language and Gender*. Cambridge: Cambridge University Press.

Both the required text and the recommended text are available for purchase in the university bookstore. Additionally, supplemental required readings will be posted as PDFs to the course Blackboard site under the label "Readings."

REQUIREMENTS

Participation

Active class discussions of the concepts and data covered in this class are an integral component of the course. As such, your attendance is expected every day in class, and missing class will affect your participation grade. If there is some reason why you will be unable to attend class, you must notify me before the day of the class and must then make arrangements to acquire the missed materials.

As part of the participation grade, students are required at some point during the semester to choose a location to conduct a mini-fieldwork project by observing people interacting with each other. Some examples include watching men and women interact with customers at Starbucks, observing how parents socialize the gendered behavior of their children during play, noting ways in which adolescent peer groups socialize members into expected group behavior, etc. This must then be written up in a one page double-spaced paper describing what you observed and how this connects to topics discussed in class. These fieldwork experiences must also be shared with the class on the day you turn in your paper. Please notify me at the beginning of class the day you choose to present so that appropriate time may be allocated for this.

Laptops are allowed in class for note taking, but Facebook, instant messaging, email, and web surfing are prohibited. Engaging in these activities during class will also affect your participation grade. Cell phones must be silenced at the beginning of class, and no texting will be allowed during class time.

Article Presentation

All students will be asked to sign up for an article presentation during the second week of class. Each student can choose any of the assigned readings throughout the remainder of the course on which to do their presentation. The presentation should be approximately 15 minutes in length and must include a summary of the article with a brief class discussion generated at the end. Students are especially encouraged to draw connections between the information discussed in their chosen article and current events in the media.

Data Analysis Paper

For this assignment, you will be asked to find real data, either by collecting it yourself or by finding it online. You will then analyze this data linguistically, drawing connections between your analysis and current discussions in the field of language, gender, and sexuality. Each paper is expected to be completed individually, and the final result should be between four and five pages double-spaced. Students are highly encouraged to meet with the instructor to go over ideas and analyses before turning in their final product.

Original Research Project

For the final project, all students will conduct an original research project for which you must choose a research question to investigate, collect data, analyze the data, and present the entire project during the final week of the course to the class as a whole. All of this may be done either with a group of your chosen classmates or individually. Either way, each student must submit an *individual* final paper of between eight and ten pages double-spaced summarizing what was investigated, what was found, and the theoretical and practical implications of these results. All groups/individuals are required to meet with me before beginning their data collection to receive approval for their proposed topic.

GRADE BREAKDOWN

Participation	10%	
Article Presentation	10%	Sign-ups during Week 2
Data Analysis Paper (4-5 pages)	20%	Due: February 29 th
Original Research Project (Group or Individual)	60%	
Proposal and Research Question (5%)		Due: February 8 th
Meeting with Instructor (5%)		By: March 14 th
Annotated Bibliography (10%)		Due: March 21 st
Final Presentation (15%)		April 23 rd and 25 th
Final Paper (8-10 pages) (25%)		Due: May 9 th by midnight

EXPECTATIONS

All students are expected to arrive on time for each class and be ready to discuss the readings that were assigned for that day. I understand that students have occasional days when they are not feeling up to par, but this should be a rare occasion and not the norm. It is also expected that you will bring any questions you have to me either before/after class or during office hours. If you are having difficulty with a concept, it is your responsibility to let me know so that we can work on it more together. Additionally, all students are expected to turn in all assignments complete and on time. If there is some reason why you feel that this cannot be done, you are required to discuss this with me at least one week in advance of the deadline. Finally, all students are required to abide completely by the university's honor code. Any students suspected of plagiarism or other academic dishonesty will receive a failing grade in the class and will be reported to the Honor Council. If you have any questions about the honor code, please refer to the following website: <http://bulletin.georgetown.edu/regulations6.html>

COURSE TOPICS AND SCHEDULE

This course will begin with an overview of basic foundational concepts of gender and language research. We will then move on to an overview of various viewpoints (some complementary, some contrastive) that have emerged since then. Throughout this course, we will dive into more specific subtopics within gender and language studies, including but not limited to sexuality, power, variation, style, masculinity, linguistic anthropology, gossip, etc. Listed below is an outline of the expected course schedule. However, the schedule may shift slightly back and forth depending on level of interest and further inquiry into each particular topic.

Week 1: Introduction

January 11th: First day of class; introduction to course

Week 2: The Basics

January 16th: Holiday – no class
No assigned reading

January 18th: **Analyzing gender and language – A linguistic perspective**
-Presentation sign-ups-
Readings:
(1) Kendall, Shari and Deborah Tannen. 2005. Discourse and Gender. In Deborah Schiffrin, Deborah Tannen, and Heidi E. Hamilton (Eds.), *The Handbook of Discourse Analysis*. Malden, MA: Blackwell Publishing. pp. 548-567.
(2) From *YJDU* (Tannen, 2007) – Chapter 1: Different Words, Different Worlds, pp 23-48
(3) Eckert, Penelope and Sally McConnell-Ginet. 2005. Chapter 1: Constructing, Deconstructing, and Reconstructing Gender. *Language and Gender*. New York: Cambridge University Press. pp. 9-51.

Week 3: Foundations of Gender and Language Research

January 23rd: **Why linguists began analyzing gender**
Readings:
(1) From *YJDU* (Tannen, 2007) – Chapter 2: Asymmetries: Women and Men Talking at Cross-Purposes, pp. 49-73

(2) Eckert, Penelope and Sally McConnell-Ginet. 2005. Chapter 2: Linking the Linguistic to the Social. *Language and Gender*. New York: Cambridge University Press. pp. 91-128.

January 25th:

Controversial works that got people talking about G&L

Readings:

(1) Lakoff, Robin. 1973. Language and Woman's Place. *Language and Society* (2), pp. 45-80.

(2) Eckert, Penelope. 2004. The Good Woman. In Mary Bucholtz (Ed.), *Language and Women's Place: Text and Commentaries*. New York: Oxford University Press. pp. 165-170.

(3) Fishman, Pamela M. 1978. Interaction: The Work Women Do. *Social Problems* (25), pp. 397-406.

Week 4: Gender as Difference/Gender as Power

January 30th:

Gender as Difference

Readings:

(1) From *YJDU* (Tannen, 2007) – Chapter 3: “Put Down that Paper and Talk to Me!”: Rapport-talk and Report-talk, pp. 74-95

(2) Goodwin, Marjorie Harness. 1993. Tactical Uses of Stories: Participation Frameworks Within Girls' and Boys' Disputes. In Deborah Tannen (Ed.), *Gender and Conversational Interaction*. New York: Oxford University Press. pp. 110-143.

February 1st:

Gender as Power

Reading:

(1) Tannen, Deborah. 1996. Chapter 1: The Relativity of Linguistic Strategies: Rethinking Power and Solidarity in Gender and Dominance. *Gender and Discourse*. New York: Oxford University Press. pp. 19-52.

Week 5: Gender and Power/Interruption

February 6th:

Gender and Power

Readings:

(1) Edelsky, Carole. 1993. Who's Got the Floor? In Deborah Tannen (Ed.), *Gender and Conversational Interaction*. New York: Oxford University Press. pp. 189-227.

(2) Tannen, Deborah. 1996. Chapter 6: The Sex-Class Linked Framing of Talk at Work. *Gender and Discourse*. New York: Oxford University Press. pp. 195-221.

February 8th:

Interruption

-Proposal and research question due-

Readings:

(1) From *YJDU* (Tannen, 2007) – Chapter 7: Who’s Interrupting? Issues of Dominance and Control, pp. 188-215

(2) Tannen, Deborah. 1996. Chapter 2: Interpreting Interruption in Conversation. *Gender and Discourse*. New York: Oxford University Press. pp. 53-84.

Week 6: Sociocultural Considerations of Gender

February 13th:

Gossip

Readings:

(1) Eckert, Penelope and Sally McConnell-Ginet. 2005. Chapter 3: Organizing Talk. *Language and Gender*. New York: Cambridge University Press. pp. 91-128.

(2) From *YJDU* (Tannen, 2007) – Chapter 4: Gossip, pp. 96-122

February 15th:

Slang

Readings:

(1) Bucholtz, Mary. 2009. From Stance to Style: Gender, Interaction, and Indexicality in Mexican Immigrant Youth Slang. In Alexandra Jaffe (Ed.), *Stance: Sociolinguistic Perspectives*. New York: Oxford University Press. pp. 146-170.

(2) Sutton, Laurel A. 1995. Bitches and Skankly Hobags: The Place of Women in Contemporary Slang. In Kira Hall and Mary Bucholtz (Eds.), *Gender Articulated*. New York: Routledge. pp. 279-296.

Week 7: Symbolic Capital and the Linguistic Market

February 20th:

Holiday – no class

No assigned reading

February 22nd:

Symbolic Capital/Linguistic Market

Readings:

(1) Eckert, Penelope. 1993. Cooperative Competition in Adolescent “Girl Talk.” In Deborah Tannen (Ed.), *Gender and Conversational Interaction*. New York: Oxford University Press. pp. 32-61.

(2) Eckert, Penelope and Sally McConnell-Ginet. 2005. Chapter 8: Working the Market: Use of Varieties. *Language and Gender*. New York: Cambridge University Press. pp. 266-304

Week 8: Gender and Linguistic Anthropology

February 27th:

Linguistic Anthropology

Readings:

- (1) Eckert, Penelope and Sally McConnell-Ginet. 1992. Think Practically and Look Locally: Language and Gender as Community-Based Practice. *Annual Review of Anthropology* (21), pp. 461-490.
- (2) Miller, Laura. 2004. Those Naughty Teenage Girls: Japanese Kogals, Slang, and Media Assessments. *Journal of Linguistic Anthropology* (14), pp. 225-247.

February 29th:

Guest Speaker: Jen Delfino

-Data analysis paper due-

Readings: TBA

Week 9: No class – Spring Break

Week 10: Language and Sexuality

March 12th:

Discourse Analysis of Sexuality

Readings:

- (1) Moonwomon, Birch. 1995. Lesbian Discourse, Lesbian Knowledge. In William Leap (Ed.), *Beyond the Lavender Lexicon*. United States: Gordon and Breach Publishers. pp. 45-64.
- (2) Cromwell, Jason. 1995. Talking About without Talking About: The Use of Protective Language among Transvestites and Transsexuals. In William Leap (Ed.), *Beyond the Lavender Lexicon*. United States: Gordon and Breach Publishers. pp. 267-295.

March 14th:

Sexuality and Marginalization

-Must meet with instructor by this date-

Readings:

- (1) Dröschel, Yvonne. 2007. Queering Language: a Love that Dare Not Speak its Name Comes Out of the Closet. In William Leap (Ed.), *Beyond the Lavender Lexicon*. United States: Gordon and Breach Publishers. pp. 118-139.
- (2) Porter, Mary A. 1995. Talking at the Margins: Kenyan Discourses on Homosexuality. In William Leap (Ed.), *Beyond the Lavender Lexicon*. United States: Gordon and Breach Publishers. pp. 133-153.

Week 11: Masculinity and Style

March 19th:

Linguistic Considerations of Masculinity

Readings:

- (1) Coates, Jennifer. 2007. "Everyone was Convinced that We were Closet Fags": The Role of Heterosexuality in the Construction of Hegemonic Masculinity. In Helen Sauntson and Sakis Kyratzis (Eds.), *Language, Sexuality, and Desires: Cross-Cultural Perspectives*. New York: Palgrave Macmillan. pp. 41-67.
- (2) Cameron, Deborah. 1998. Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity. In Jennifer Coates (Ed.), *Language and Gender: A Reader*. Malden, MA: Blackwell Publishers. pp. 270-284.

March 21st:

Guest Speaker: Ana Nylund Style in Gender and Language

-Annotated bibliography due-

Readings:

- (1) From *YJDU* (Tannen, 2007) – Chapter 6: Community and Contest: Styles in Conflict, pp. 149-187
- (2) Rickford, John and Faye McNair-Knox. 1994. Addressee- and Topic- Influenced Style Shift: A Quantitative Sociolinguistic Study. In Douglas Biber and Edward Finegan (Eds.), *Sociolinguistic Perspectives on Register*. New York: Oxford University Press. pp. 235-276.

Week 12: Gender in Performance and Humor

March 26th:

Performing Gender

Readings:

- (1) Barrett, Rusty. 1995. Supermodels of the World Unite!: Political Economy and the Language of Performance Among African American Drag Queens. In William Leap (Ed.), *Beyond the Lavender Lexicon*. United States: Gordon and Breach Publishers. pp. 207-226.
- (2) Hall, Kira. 1995. Lip Service and the Fantasy Lines. In Kira Hall and Mary Bucholtz (Eds.), *Gender Articulated*. New York: Routledge. pp. 183-216.

March 28th:

Gender and Humor

Readings:

- (1) Holmes, Janet and Meredith Marra. 2002. Humour as a Discursive Boundary Marker in Social Interaction. In Anna Duszak (Ed.), *Us and Others: Social Identity Across Languages*,

Discourses, and Cultures. Philadelphia: John Benjamins Publishing Company. pp. 377-400.
(2) Kothhoff, Helga. 2006. Gender and Humor: The State of the Art. *Journal of Pragmatics* (38), pp. 4-25.

Week 13: Variation in Gender and Language Research

April 2nd: **Gender and Social Variation**

Readings:

(1) Eckert, Penelope. 1989. The Whole Woman: Sex and Gender Differences in Variation. *Language Variation and Change* (1), pp. 245-267.

(2) Schilling-Estes, Natalie. 2002. American English Social Dialect Variation and Gender. *Journal of English Linguistics* (30), pp. 122-137.

April 4th: **Guest Speaker: Sinae Lee**
Stylistic Variation

Reading:

(1) Podesva, Robert. 2007. Phonation Type as a Stylistic Variable: The Use of Falsetto in Constructing a Persona. *Journal of Sociolinguistics* (11), pp. 478-504.

Week 14: Language and Gender Internationally

April 9th: No class – Easter break
No assigned reading

April 11th: **Guest Speaker: Patrick Callier or Sakiko Kajino**
Cross-Cultural G&L Research

Readings:

(1) Eckert, Penelope and Sally McConnell-Ginet. 2005. Chapter 5: Positioning Ideas and Subjects. *Language and Gender*. New York: Cambridge University Press. pp. 157-191.

(2) Bilaniuk, Laada. 2003. Gender, Language Attitudes, and Language Status in Ukraine. *Language in Society* (32:1), pp. 47-78.

Week 15: Ideologies, Silence, and Politeness

April 16th: **Ideologies**
Reading:

(1) Eckert, Penelope and Sally McConnell-Ginet. 2005. Chapter 6: Saying and Implying. *Language and Gender*. New York: Cambridge University Press. pp. 192-227.

April 18th:

Silence/Politeness

Readings:

(1) Mendoza-Denton, Norma. 1995. Pregnant Pauses: Silence and Authority in the Anita Hill – Clarence Thomas Hearings. In Kira Hall and Mary Bucholtz (Eds.), *Gender Articulated*. New York: Routledge. pp. 51-66.

(2) Holmes, Janet. 1995. What a Lovely Tie! Compliments and Positive Politeness Strategies. *Women, Men, and Politeness*. New York: Longman. pp. 115-153.

Week 16: Final Presentations

April 23rd:

Group 1 Final Presentations

No assigned reading

April 25th:

Group 2 Final Presentations

No assigned reading

Week 17: Course conclusion

April 30th:

Last day of class; course wrap-up

No assigned reading

Final papers due by midnight on May 9th via email