

LANGUAGE AND GENDER
Anthropology 475/Linguistics 470/Women's Gender and Sexuality Studies 475
 SPRING 2012 (LA5-165)



Instructor, Anthropology Chair, Professor in Anthropology & Linguistics Departments: Dr. Barbara LeMaster	Class: Tues & Thurs 11:00 a. m.-12:15 p.m.
Office Hour: Thursdays 10:00-10:50 a.m.	Email address: Barbara.LeMaster@csulb.edu Website: www.csulb.edu/~lemaster/ (see Language and Gender resources)
Instructor's Office: F03 303 (enter through the Anthropology Department office, F03-305)	Linguistics Main Office: Psychology Building, Room 114, (562) 985-5792 *Do <i>not</i> leave things for me in the Ling office
Anthropology Main Office: F03-305, 985-5171	WGSS Main Office: F02-226, (562) 985-4839

ASSIGNMENTS/EXAMS	DUE DATES
Gender Language noticings & class participation	Throughout the semester
Transcription of storytelling	Week 4, Tuesday, February 14, beginning of class period
Class Group Projects Due & Presentations - "Gender Language & Storytelling"	Week 7, Class Projects due Tuesday, March 6 beginning of class period; Presentations on Tuesday, March 6 & Thursday, March 8 (Review for Midterm March 8)
Midterm	Week 8, Thursday, March 15
Paper Proposal & commitment to presentation mode (either oral or poster)	Week 9, Tuesday, March 20
SPRING BREAK	March 26-30, 2012
Papers	Week 14, Tuesday, May 1
Oral & Poster Presentations	Week 14, Oral presentations on Thursday, May 3; Week 15, Oral presentations on Tuesday, May 8 Poster presentations on Thursday, May 10 Oral Presentations with visuals (5 to 7 mins) Poster Presentation (must be professionally printed posters) require a 1 minute oral introduction. Poster presentations will be part of a department-wide poster session. More details forthcoming.
Final Exam	Week 16, Thursday, May 17, 10:15-12:15

Required Readings:

1. Textbooks can be purchased in our university bookstore, or you can find them on line. [If you have any problems getting textbooks on time, let me know.]
2. Other readings will be on electronic reserve through our library at <http://ereserves.library.csulb.edu>. Select my name under "Select an instructor". (Look for "LeMaster".) Then click on the course: Anthro 475; LING 470; WGSS 475. Or, start by clicking on the course. Our password is: IRELAND (in all caps). Then you should see the names of the articles. Click on the one you want. You can either read it online, or you can download it. [If you have any trouble viewing any of these readings, let me know asap.]
3. If you do not find a reading in your required textbooks, or on e-reserve, then check Beachboard/Desire2Learn documents, <https://bbcsulb.desire2learn.com/>. We may find it necessary sometimes to put a PDF of a reading on Beachboard, or give you a link or URL to a web-document that you will need to access that way. Use Beachboard to:
 - Access your syllabus
 - Access your grades
 - Get announcements and general information about the course
 - Find supplemental handouts and other useful information
 - Get other course-related information

* * * * *

1. **(LGI)** Language and Gender: An Introduction by Mary Talbot. 1998 (we are not using the most recent edition). Polity Press: Cambridge. (There should be used books available on line. Sometimes this text takes time to get into the bookstore. We are using the FIRST edition, not the latest edition.)
2. **(LGR)** Language and Gender: A Reader, Edited by Jennifer Coates AND Pia Pichler. 2011. Blackwell Publishers, Inc.: MA. We are using the most recent, i.e., the SECOND, edition. Please be sure to get the right edition. [This is a collection of classic readings in the field.]
3. **(LAS)** Language and Sexuality by Deborah Cameron and Don Kulick. (2003)/2004 Cambridge University Press: Cambridge.
4. **(ER)** Electronic Reserve readings. Available at <ereserves.library.csulb.edu> under the library reserve readings. **Password: IRELAND** (all caps)
5. **(BB)** Beachboard/Desire2Learn readings. From time to time, readings and other materials may be posted to Beachboard.

* * * * *

Course Description:

This course takes a historical perspective of a relatively recent academic focus on the intersections of language and gender. We will explore the production, reproduction, resistance, and various manipulations of socially constructed gender through an examination of how people talk, and how they are talked about. We will consider the various theories and methodologies employed in language and gender research over time. We will examine stereotypes and biases about the sexes, heterosexist privilege in language and gender research, ethnic and class-based norms for speaking and doing, with a focus on how gender takes on its social meaning, and how its importance in language can only be understood in specific communities of practice. We will contextualize all of this within an historical perspective of language and gender research from Robin Lakoff's groundbreaking research in the early 1970s (and some earlier readings).

Some of the relevant questions to ask include: How do patterns of speaking and interpreting these patterns reflect, perpetuate, and create our experience of gender? What kinds of distinctions in language are made by gender (for example in vocabulary), how (by the person, by the role, by interactive negotiations of gendered understandings, etc.) and why? How is gender related to power, socioeconomic class, occupational and social/familial roles? How does gender

connect to linguistic change? What do the controversies about sexism in language suggest about the connection between language and thought? What is heteronormativity, and how is this relevant in language and gender research? Should language and gender research move beyond binary considerations of gender? How do culture, class, ethnicity, disability, age, and other socially-defined categories intersect with notions of gender that are then expressed through language use?

Course Requirements:

1) Midterm 2) Final Exam	3) Transcription, 4) Group Project, 5) Paper	6) Paper Proposal & presentation mode decision	7) Paper presentation a) Oral with visuals b) Poster with 1 minute introduction	8) Participation & Noticings (some written work may be required)	TOTAL = 300 points
(60 points each = 20% each)	(45 points each = 15% each)	Paper will be downgraded by one whole grade if the paper proposal & commitment to presentation mode is not turned in on time and in the correct form	(15 points = 5%)	(30 points = 10%)	

((Descriptions of assignments at end of syllabus.))

WEEK 1 INTRODUCTION. OVERVIEW AND ORIENTATION:

Jan 24/Jan 26 Preliminaries: Airing Stereotypes and Early Models

(Start thinking about Project 1, Part 1 - the transcription of the telling of a story. Note the details of the storyteller and audience with respect to gender, age, and any other social category that you think could become relevant. Tape it by early next week, and begin transcription. Get consent form off of Beachboard. Borrow equipment, if needed, from the Linguistics Research Lab, Psychology Bldg., Room 438.

This course begins by introducing some of the theoretical and methodological issues in language and gender research. We will talk about how to find examples of gender through an analysis of language. And we will discuss how the semester will proceed, especially as it concerns assignments and grading. We will do an in-class exercise to help you begin to think critically about how culturally-induced gender becomes enacted in language use. In your readings, Borke discusses the notion that gender is a socially or culturally-constructed concept. Talbot tells us about some of the history of language and gender research, the distinctions between the terms “gender” and “sex” and why the research and these distinctions have been important. Talk about papers and small projects/assignments. Discussion of Class Project on Storytelling.

Readings for Thursday, January 26:

(ER1) Borke, Ruth (1980) Anthropology: Social and cultural perspectives. In McConnell-Ginet, Sally, Ruth Borke and Nelly Furman (eds.) Women and Language in Literature and Society. New York: Praeger and Greenwood. 26-44.

(ER 2) Gal, S. (1996). Language, gender, and power: An anthropological review. Pp. 169-182.

(LGI - Talbot Book) Chapter 1, pp. 3 - 17.

(LGI - Talbot Book) page 94

WEEK 2 “WOMEN’S VS. MEN’S LANGUAGE”

Jan 31/Feb 2 Generic masculine, and terms of address. Starting from a historical perspective.... [Collect your Project transcription data. Start transcribing...]

Researchers have not always agreed on the substance of differences between men and women’s usage of language, but women have often been seen to have “special” and often devalued ways of speaking. Jespersen’s paper originally published in 1922 reveals some of the early cultural assumptions surrounding the notion of “difference” by gender. His early writing tells us a lot about historical underpinnings of societal concepts of gender with respect to language. Robin Lakoff’s work (1972/1973) focused on how women speak and are spoken about in devalued ways. Note that she and her spouse (George Lakoff) were both Linguistics professors at UC Berkeley the time she wrote this article. Lakoff argued that sexism in language reflects a patriarchal society in the United States and keeps the hierarchy between genders intact. Lakoff’s early work was pivotal to the bevy of language and gender research that followed it in the next couple of decades (and still influences some work today - which is why it is important to know about this important piece of language and gender history). This week takes us back to the beginnings of language and gender research with the Jespersen, Lakoff, Bodine, and Martyna readings. West’s article explores gender or power in the work place.

Readings for week 2:

- (ER3) Lakoff, Robin (1973). *Language and woman's place*. *Language in Society* 2: 45-79.
Reprinted 1975 as part 1 of *Language and woman's place*. New York: Harper & Row.
- (ER4) Bodine Anne "Androcentrism in prescriptive grammar: singular 'they', sex-indefinite 'he', and 'he or she' in *Language In Society* 4, 129-146..
- (ER5) Martyna, Wendy "Beyond the He/Man Approach: The case for nonsexist language." (In 1983, Thorne, Barrie, Cheris Kramarae, Nancy Henley (3ds.) *Language, Gender and Society* Rowley, MA: Newbury House)
- (ER) Jespersen, Otto (1922). The woman. In *Language: It's Nature, Development, and Origin*, 237-55.
- (LGR) West, Candace, "When the Doctor is a 'Lady': Power, Status and Gender in Physician-Patient Encounters", pp. 468-482

WEEK 3 Feb 7/9

GENDER ENCODED IN LANGUAGE - SCHOLARLY AND FOLK LINGUISTIC VIEWS: "Women's vs. Men's Language".

In some languages the gender of the person determines the actual linguistic forms used by women and/or men, and used in the presence of women and/or men. Sometimes gender of speaker/listener prescribes behavior, which then can be manipulated in interaction for gendered effect (e.g., men using "women's language"). The following readings look at cross-cultural data on gender differences found in languages, and at how these gendered differences are distributed among specific populations. Bodine gives us a sense of how these kinds of differences are distributed across a broad spectrum of languages. Bradley, Nichols, and LeMaster give tangible examples of languages in which the gender of the language users matters.

Readings for week 3.

- (LGR) "Yanyua: 'Men speak one way, women speak another'" by John Bradley, pp. 13-19
- (LGR) Trudgill, Peter, "Sex and Covert Prestige", pp. 20-26
- (LGR) Nichols, Patricia C., "Black women in the Rural South: Conservative and Innovative", pp. 49-56
- (ER12) LeMaster, B. and Dwyer, J. 1991. "Knowing & Using Female & Male Signs in Dublin," *Sign Language Studies*, Volume 73, Linstok Press: MD. Pp. 361-396.
- (ER14) LeMaster, B. 2002. What Difference does Difference Make?: Negotiating gender and generation in Irish Sign Language. In Benor, S., Rose, M., Sharma, D., Sweetland, J, and Q. Zhang (eds.). *Gendered Practices in Language*. Stanford, California: CSLI Publications.
- (LGI) - Chapter 3, 'Women's language' and 'man made language', pp. 36-50
- (BB) Bodine, Ann (1975) Sex differentiation in language. In Barrie thorne and Nancy Henley, *Language and sex: Difference and dominance*. MA: Newbury House Publishers, Inc. 130-151.

WEEK 4 Feb. 14/16

TALKING WITH GENDER, CROSS-SEX

INEQUALITY IN INTERACTION: Difference or Dominance

Theory **Transcription Due, Tuesday, February 14. Provide your transcription to others in your group.** Provide the data on a thumb drive (or DVD, but thumb drive is preferable) with your typed transcription to the professor. Label your thumb drive, put it in a re-sealable pouch (e.g., baggie w/zipper), and staple it to your transcription. **(Transcriptions will be graded on accuracy, and following transcription conventions of this**

course.)

Some researchers have argued that single-sex peer groups socialize children to communicate differently, as though boys and girls come from two distinct cultures. This is a recurrent theme, even today. (Think of “Men are from Mars, Women are from Venus” and other popular gender-focused writings.) Some misunderstandings between men and women are attributed to these kinds of socialization differences. This way of thinking is consistent with the early work by Robin Lakoff on “women’s language” although her emphasis was more on the patriarchal societal structure rendering women less linguistically powerful than men. This ‘difference or dominance’ model still takes the notion of binary gender, and a binary gendered body as central, but uses the interethnic miscommunication framework of the 1970s (cf. Gumperz) and applies it to gendered language use, refocusing the argument from binary gendered bodies to binary gendered socializations (a crucial difference). Maltz and Borker argue that gender differences represent cultural difference in the United States due to differential socialization experiences by gender. Tannen has produced a best-selling book arguing the same basic point. Since many of the arguments put forward by Maltz and Borker are duplicated in Tannen’s book, only their article has been assigned and Tannen’s article in LGR (rather than Tannen’s book, You Just Don’t Understand: Women and Men in Conversation). However, we will view a videotaped interview with Tannen on these issues. Talbot offers a critique of this idea. Compare the two views – 1) gender as culture, and 2) ‘gender as culture as problematic’. Understand the position of gendered socialization and Talbot’s critique. What are these two views? Which do you believe to be true from your experiences? What are the pivotal arguments for and against the ‘gender as culture’ theory? On Tuesday we will watch a previously televised interview w/Deborah Tannen that will help you understand these issues. On Thursday, we will talk about Goodwin’s work. Goodwin’s classic work shows us how boys, within boys groups, and girls, within all-girl groups, organize talk. Sutton’s work addresses how women and men are talked about in terms of gender.

Film: Interview with Deborah Tannen regarding her book: “You Just Don’t Understand.” Although this is an interview with Tannen, as you will see, what Tannen has to say reflects ideas found in Maltz and Borker article as well.

Readings for week 4:

- (LGR)** Maltz, Daniel N. & Ruth A. Borker, “A cultural approach to male/female miscommunication”. Pp. 487-502.
- (LGR)** Tannen, Deborah, “Asymmetries: Women and Men Talking at Cross-Purposes”. Pp. 503-517.
- (LGR)** Holmes, Janet, Complimenting – A positive Politeness Strategy. Pp. 71-68.
- (LGR)** Goodwin, Marjorie Harness, “Cooperation and Competition Across Girls’ Play Activities” Pp. 89-111.
- (ER6)** Sutton, Laurel A. (1995) *Bitches and Skankly Hobags: The Place of Women in Contemporary Slang* in Hall, K. & M. Bucholtz, *Gender Articulated: Language and the Socially-Constructed Self*. London: Routledge.

(LGI - Talbot Book) Read pages 135 to 144.
Time to meet in your groups.

Optional: Tannen, Deborah (1991) You Just Don’t Understand. NY: Ballan

WEEK 5
Feb 21/23

TALKING WITH GENDER IN INTERACTION:
Difference or Power?

Critics to the "difference theory" argue that thinking of women and men as separate but equal fails to account for actual power differences between them. Further, it fails to explain how the power differences arise or the ways in which these differences may reflect and support differential access to power in their shared culture. These articles explore the issues of power, and resistance to power, as they are expressed in language.

Lakoff, and others, have proposed that women use powerless language. However, analyzing courtroom data from North Carolina, O'Barr and Atkins demonstrate that what Lakoff calls "women's language" is actually "powerless language" that may be used by either women or men. Fishman's article examines the allocation of responsibility for keeping conversations going, finding an unequal balance between women and men. Chapter 5 in your Talbot reader summarizes some of these points.

Readings for week 5:

- (LGR)** O'Barr, William M. & Bowman K. Atkins. "Women's language" or "powerless language", pp. 451-460.
- (ER8)** Fishman, Pamela 1983. Interaction: The work women do. Language, Gender & Society, edited by Henley, Kramrare, and Thorne. 89-102.
- (ER7) Freed, Alice (1993)** We Understand Perfectly: A critique of Tannen's view of cross-sex communication. In M. Bucholtz, K. Hall and B. Moonwomon (eds.) Locating Power: Proceedings of the 1992 Berkeley Conference on Women and Language . Berkeley: Department of Linguistics. Pp. 144-152
- (LGI) Chapter 5**, "Conversation", pp. 80-103.

WEEK 6 **TALKING WITH GENDER, REIFYING GENDER: Cross-sex inequality in**
Feb 28/March 1 **interaction - dominance?**

Critics to the "difference theory" argue that thinking of women and men as separate but equal fails to account for societal power differences attributed to gender (and possibly role). Further, it fails to explain how the power differences arise or the ways in which these differences may reflect and support the differential access to power in their shared culture. These articles explore the issue of power and resistance to power as it is expressed in language.

West and Zimmerman demonstrate how societally constructed gender relations become reified through interruption patterns in cross-sex interactions. Herring, Johnson & DiBenedetto show how a space that possibly could be gender-neutral, i.e., the internet, really is not. Talbot explores the notion of public spaces and gendered communication. This has a bearing on other studies of language used in a public forum, such as studies of courtroom language use, or language used on T.V., or language used in the classroom in teacher-directed group discussions.

Readings for week 6:

- (LGR) Chapter 11**, "Women's Place in Everyday Talk: Reflections on Parent-Child Interaction" by Candace West and Don H. Zimmerman, pp. 139-142
- (LGR) Chapter 14**, "Participation in Electronic Discourse in a 'Feminist' Field", by Susan C.

Herring, Deborah A. Johnson and Tamra DiBenedetto, pp. 171-182

(LGI) Chapter 4: 'Telling Stories', pp. 65-79. & **Chapter 6,** "Public Talk", pp. 104-129

(ER9) Cameron, D., F. McAlinden, and K. O'Leary (1988) - Lakoff in context: The social and linguistic functions of tag questions. In *Women in their speech communities* (eds.) Coates & Cameron *Women in their Speech Communities*. London: Longman.

WEEK 7
March 6/8
Tuesday, continue Week 6 discussion. Written Group Projects Due with your sealed grade of yourself, and each of your group member's work. Say what you each agreed to do, what you each did, and what grade you would give to each of your group's members (individually, including yourself), and explain the basis for your grade for the members of your group (and yourself).

Thursday, Review, and Group presentations.

WEEK 8
Tuesday, Group presentations. Thursday, Midterm: bring a large blue book and Scantron 882E. Objective and essay/short answer exam questions.

WEEK 9
March 20/22
REIFYING GENDER IN THE PUBLIC DOMAIN: Cross-sex inequality in interaction. Tuesday, March 20, Paper proposals and decision on presentation mode (either oral or poster) DUE. (Returned on March 22 in class.)

A lot of research has been done on how gender is expressed in school settings. Swann shows how gender becomes important during classroom instruction, especially in how children are selected to participate. LeMaster, Hitchcock, Sanchez, and Werner, then LeMaster & Hernandez-Katapodis show how this type of behavior is not inherent in one's biology, but that children are trained to behave in gender appropriate ways, starting as early as preschool (if not sooner). And moreover, that cultural presumption about the rightful voice in public discourse comes into play in these socialization exercises for children.

Readings for week 9:

(LGR) Swann, Joan, "Talk Control: An Illustration from the Classroom of Problems in Analysing Male Dominance of Conversation", Pp. 161-170.

(ER10) LeMaster, B., Megan Hitchcock, Orlando Sanchez, Tina Werner. 1998b. "Breaking the Silence: Teaching children how to participate in structured teacher-student interactions." In Suzanne Wertheim, Ashlee C. Bailey, Monica Corston-Oliver, *Engendering Communication: Proceedings from the Fifth Berkeley Women and Language conference*. April 24, 25, 26, 1998: 297-332.

(ER11) LeMaster, Hernandez-Katapodis. "Learning to Play School: The Role of Topic in Gendered Discourse Roles among Preschoolers." In Benor, S., M. Rose, D. Sharma, J. Sweetland, and Q. Zhang (eds.). *Gendered Practices in Language*. Stanford, California: CSLI Publications. In Press. 2002.

(LGR) Erlich, Susan, Trial Discourse and Judicial Decision-Making: Constraining the boundaries of Gendered Identities, Pp. 356-370.

(LGR) Holmes, Janet and Stephanie Schmurr, "Doing Femininity" at Work: More than just relational practice. Pp. 315-331.

*** * * * March 28-April 1, 2011 - SPRING BREAK - ENJOY!!!! * * * ***

WEEK 10
April 3/5

CULTURALLY CONSTRUCTED GENDERED VOICE AND AFFECT

Paper proposals due Tuesday, March 20.

Whether a voice or affect is considered to be masculine or feminine is a culturally-constructed concept. These readings explore how voice quality and affect are differentially attributed to feminine and masculine qualities cross-culturally. When women engage in formerly mostly-male occupations (e.g., as physicians or police officers), do the language norms of the profession and/or gender affect how they speak? Do the language norms of the profession and/or gender affect how they are perceived by others and hence spoken to?

Readings for week 10:

- (ER 15) Graddoll and Swann. 1989. Chapter 2: "The voice of authority" in *Gender Voices*, pp. 146-156, and chapter 5.
- (LGR) Shaw, Sylvia, "Govered by the Rules? The Female Voice in Parliamentary Debates", Pp. 300-314.
- (LGR) Reynolds, Iatsue Akiba, "Female Speakers of Japanese in Transition", Pp. 291-299.
- (ER 16) Hall, Kira. 1992. Women's Language for Sale on the Fantasy Lines. In *Locating Power: Proceedings of the Second Berkeley Women and Language conference*. Pp. 207-222 Berkeley, CA: Berkeley Women and Language Group. [note: we may use the version of the article published later. You will find the article on e-reserve.]

WEEK 11
April 10/12

SAME SEX TALK.

How does one work at creating their gendered identity through language use?

Readings for Week 11:

- (LGR) Gossip Revisited: Language in All-Female Groups by Jennifer Coates, Pp. 199-223.
- (LGR) "Why be Normal?": Language and Identity Practices in a Community of Nerd Girls by Mary Bucholtz Pp. 224-235.
- (LGR) Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity, by Deborah Cameron. Pp. 250-262.
- (LGR) Playing the Straight Man: Displaying and Maintaining Male Heterosexuality in Discourse, by Scott F. Kiesling. Pp. 275.

WEEK 12 LANGUAGE AND SEXUALITY

April 17/19 Cameron argued for a re-focus on language and sexuality as different from language and gender, and important to consider.

- (LAS) - Responsible for the whole book by week 12.
- (LGR) Abe, Hideko, "Lesbian Bar Talk in Shinjuku, Tokyo", Pp. 375-383.
- (LGR) Leap, William L., "Queering Gay Men's English", Pp. 401-412.

WEEK 13
April 26/28

DISCOURSE AND THE CONSTRUCTION OF GENDER:

When is gender relevant?

Most of the work since Lakoff on Language and Gender research has concentrated on mix-sex interactions rather than on understanding what is typical for same-sex interactions. It has also concentrated on binary ways of thinking about gender. This week we look at how people talk to each other when they are of the same sex. Deborah Cameron introduces us to the importance of problematizing men's talk, not just women's talk, in her article. Cameron puts the focus on "doing gender" - on the performative construction of gender in interaction. How does this affect our thinking about gender

language, gendered bodies, culture and gender ideologies? What do you think about gender now? How does this article argue for a truly cultural construction of gender – (considering how gender is performed and reacted to)? We revisit cultural issues of what it means to be female, and male. And we talk about issues of counter-resistance, modes of struggle, and ‘political correctness’. Schegloff calls on us to consider text and context; Weatherall and Swann emphasize the need to understand when gender is relevant and when it is irrelevant in language use analyses.

Readings for Week 13:

- (LGR)** Cameron, Deborah, “Performing Gender Identity: Young Men’s Talk and the Construction of Heterosexual Masculinity”, Pp. 250-262.
- (LGR)** Schegloff, Emmanuel A., “Whose Text? Whose Context?”, Pp. 533-547
- (LGR)** Weatherall, Ann, “Gender Relevance in Talk-in-Interaction and Discourse,” Pp. 548-550
- (LGR)** Swann, Joan, “Yes, But is it Gender?”, Pp. 551-568.

WEEK 14 New Directions in Language and Gender Research:

May 1/3 Moving toward Critical Perspectives on Gender Identity.

Papers are due on Tuesday, May 1, at the beginning of class, and will be returned at the final exam.

Focus on a provocative article by Bing and Bergvall that urges us to go beyond binary constructions. How do we think about gender now? We will revisit the question of “difference or dominance” and move beyond this question to talk about critical perspectives on gender identity. Why is the concept of “communities of practice” important?

Readings for week 14:

- (LGI)** Chapter 7 “Difference-and-dominance and beyond”, pp. 130-146;
Chapter 8, “Critical perspectives on gender identity”, pp. 149-169.
- (ER or BB)** “The Question of Questions: Beyond Binary Thinking”, by Janet M. Bing and Victoria L. Bergvall.
- (LGR)** Eckert, Penelope and Sally McConnell-Ginet. “Communities of Practice: Where Language, Gender, and Power all Live,” pp. 573-582.
- (LGR)** Cameron, Deborah, “Gender and Language Ideologies”, Pp. 583-599.
- (LGR)** Holmes, Janet, “Social Constructionism, Postmodernism and Feminist Sociolinguistics”, Pp. 600-610.

WEEK 15

May 8/10

STUDENT PAPER PRESENTATIONS & FINAL EXAM REVIEW ON TUESDAY with POSTER PRESENTATIONS ON THURSDAY. All students are encouraged to participate in the department poster session. Venue TBA.

POSTERS:

You will give a short oral presentation of your poster – a 1 minute synopsis of what to look for in your poster in terms of gender and language issues that we studied in our course. The class will move through each poster, one by one, listening to the oral presentation of each student, then everyone will be able to revisit posters of their choice once we complete our work. With a large class, you need to go early to put up your poster so that we can get started with the brief poster orientations once our class time begins. Be ready to answer

questions about your poster. Put the main findings of your paper on a poster. Include relevant data on the posters. Posters must be taken to my office after class for grading, and picked up by you on the day of the final exam, or posters will be discarded. [see description of how to do a poster on the Anthropology Department website:

<http://www.csulb.edu/colleges/cla/departments/anthropology/conferences/>]

PAPERS:

Oral presentations will be made starting in week 14, maybe on May 3rd, and 8th, depending on how many students will be making oral presentations. Time allotted for papers depends on how many students are making these presentations. We will divide the time so that everyone has time for an oral presentation, with time left over for a final exam review on the 8th.

WEEK 16

FINAL EXAMINATION, Thursday, May 17, 2012 10:15-12:15. The exam format is TBA.

LANGUAGE AND GENDER
Anthropology 475/Linguistics 470/Women's Studies 475
Spring 2012 w/Dr. Barbara LeMaster

DESCRIPTION OF ASSIGNMENTS
&

GRADING PRACTICES:

Description of assignments, and weight given to each assignment.

Grades will be determined according to the following formula. The scale is guaranteed for the minimum number of points one needs to earn an A, B, C, etc.

	1) Midterm 2) Final Exam	3) Transcription, 4) Group Project, 5) Paper 6) Paper Proposal (Paper will be downgraded by one whole grade if the paper proposal is not turned in on time and in the correct form)	7) Paper presentation a) Oral with visuals b) Poster with 1 minute introduction	8) Participation & Noticings (some written work may be required)	TOTAL = 300 points
	60 points each = 20% each	45 points each = 15% each	15 points = 5%	30 points = 10%	TOTAL = 300 points
Lowest A	54 points	40.5 points	18.5 points	27 points	270 points
Lowest B	48 points	36 points	12 points	24 points	240 points
Lowest C	42 points	31.5 points	10.5 points	21 points	210 points
Lowest D	36 points	27 points	9 points	18 points	180 points

Overall Points out of 210 needed to earn A, B, C, D, F for both Graduate and Undergraduate students are as follows: = A; = B; = C; = D, or less = F.

Graduate students' work will be expected to be at a higher level than that of undergraduate students. You will have either more questions or different questions on your exam(s), and your paper will be longer with more outside references required than that of the undergraduate students. You will present your paper orally to the class on the last day of instruction (or last week of instruction) using visual materials for illustration. You will also lead class discussion week 12, and will need to coordinate with other graduate students outside of class time for that activity. See me if you have any questions about this.

Undergraduates & Graduate Students ("graduate student" means anyone who already has a BA/BS degree and is not pursuing a second B.A.):

1. PARTICIPATION - worth 10% of the course grade (or 30 points):

Students are required to do all of the readings prior to attending class (with the exception of the first class meeting). Participation is vital to this course. Participation will be graded according to attendance and contributions to class discussions in positive and constructive ways. Class activities and any “homework activities to be brought back to class,” whether written or oral (some of which I call “noticings”) will be included in this portion of the grade. Absences or missing parts of class as well as disruptive behavior will detract from this portion of the grade. Disruptive students may be asked to leave the class on a temporary and/or permanent basis. Note: please turn off cell phones before class meetings. Please know that leaving early or arriving late disrupts the flow of the class and can affect your grade. Please give your classmates the courtesy of listening to what they have to say and using it constructively in your own responses. Please refrain from doing tasks other than what is expected at the moment for the class during class time (e.g., text messaging, checking text messages, using the cell phone in any way, browsing the internet, reading, talking with classmates, etc.). See comments above....

2. MIDTERM AND FINAL EXAMS - each worth 20% of the course grade (60 points each, for a total of 120 points): The format for the exams will be announced in class during the exam reviews.

3. PAPER is worth 15% of the course grade (or 45 points) and PRESENTATION is worth 5% (or 15 points): Paper proposal and choice of presentation mode must be done in order to receive full credit for the paper. If either is missing, the paper grade will be lowered a full grade. Presentations are graded separately, receiving 5% of your total overall grade.

The text of the papers should be 7-10 pages for undergraduate students, and 15-20 pages for graduate students. The text of the paper does not include the cover sheet, references, footnotes, or appendices. Papers must be typed, double-spaced, with reference list and in text citation format in AAA style, with attention to giving credit to sources used. Format: cover page with your name, the course, name of your paper, semester; **NO NAME ON THE BODY/TEXT OF THE PAPER**...body of the paper (intro, presentation of data, analyses of data, discussion/conclusion); end notes; cited references, appendices (transcriptions, etc.). Referencing in the text/body of the paper and for your references must follow the American Anthropological Association (AAA) format: <http://www.aaanet.org/publications/guidelines.cfm>). Your name should only appear on the cover page **and *not* on any other page of the paper.** *I will be very strict in grading the format of the paper.*

(See below for paper options.)

4. TRANSCRIPTION & GROUP PROJECT - each worth 15% of the course grade (45 points) or a total of 40% (90 points). Each project must be typed, double-spaced, reasonable margins and font size, and have a cover page with your name on it - the number of the project/assignment - the name of the project/assignment - and the name of your class (Anthropology 475, Women’s Studies 475, Linguistics 470). Include a “references cited” page with your group project. The transcription is done individually, and receives an individual grade. The group project is done in a group, but you will receive an individual grade. You will each submit grades for every member of your group specifying what each of you committed to do for the project, and what each of you did (including yourself) and you will grade the quality of the work performed. These student grades will be turned in to the professor in a sealed envelope and are for the professor’s use. The professor will grade the projects taking all information into consideration.

(The following projects are taken from the Language and Gender Syllabi Project in 1993. The transcription/hedges and politeness projects are taken from the projects given by Brice-Heath and McElhinny to their language and gender classes [taken from the COSWL Language and Gender Syllabi collection, 1993.]

1. TRANSCRIPTION:

THE TRANSCRIPTION WILL BECOME YOUR DATA FOR THE GROUP STORYTELLING PROJECT, AND FOR YOUR PAPER (no matter which option you choose).

The transcription comes first. It will be graded for accuracy of content, and accuracy in terms of the employment of linguistic/sociolinguistic transcription conventions. Comments will be given. When you turn it in the second time along with your paper, it will be part of the paper grade – corrections marked the first time will need to be made on it. (For the paper, turn in your transcription with correctiOns, and the corrected transcription.)

- (1) Organize a dinner for 2 or 3 of your friends who will consent to having their dinnertime conversation taped. (Or, if you are part of a social group that naturally gets together in another forum, e.g., dorm room late at night, then talk to me about your possibility of taping that. Permission from me will have to be in writing, and turned in with your project.) Have your friends sign a consent form prior to being taped. Tape 40 to 60 minutes of your dinnertime conversation. (Generally, we all tell stories during a meal...e.g., “you know what happened to me the other day?...I remember when I was growing up...., The earthquake of 19XX took us all by surprise!, ...etc.” Allow the stories to be free-flowing – do not try to control them, or set them up. Contrived conversation is different from naturally-occurring conversation, and it can be easily spotted. Contrived conversations will receive a low score, if any score at all. Allow the interaction to be natural.) The stories can be about anything. Tape about an hour of this activity. You must get consent forms signed by everyone involved (storyteller and audience) prior to taping (see Beachboard for consent form). The consent forms must be turned in with your transcription project or you will not get credit for the project. (NOTE: If you do not have access to a tape/video recorder, you may be able to borrow one from the linguistics lab. I will talk about the details in class.)
- (2) At the beginning of your transcription, give relevant detail. Give a transcription key. Tell where and when the dinner/event was organized. Describe who the participants are – their gender, their relationships to each other (and anything else you think is relevant for understanding their patterns of language use).
- (3) On whatever page this starts, for the next consecutive 5 pages, transcribe five (5) or more pages of your taped story (be sure you have at least one complete story from beginning to end). Do not transcribe the first 5 to 10 minutes of the tape when speakers are likely to still be self-conscious and most aware of the taping. Start transcribing when you think that the speakers/signers are comfortable with the taping situation and are speaking normally. Use pseudonyms for the participants when you talk and write about them, even if it is about you.
- (4) In this part of the exercise, you will be thinking about what you need to transcribe to capture what is being said. You have to transcribe pauses, and discourse markers (such as rising and falling intonation, etc.) and/or fillers such as ‘um’, ‘hmmm’, ‘well’, ‘yeah’, ‘uh-huh’, and so on. You may want to transcribe laughter, gasps, sighs, intakes of breath, out breaths, and so on, as these may be meaningful in the story and will have to be transcribed if they are meaningful to the story. Transcription conventions will be available on Beachboard (there are some in your main textbook – we will discuss this in class). Use the ones given to you, but you are also welcome to use others that you have used in other classes, or invent your own additional symbols as needed for your particular transcription exercise. Be sure to give a transcription key at the top of your transcription (even if you are only using the transcription devices given to you in this

class). A transcription key is like a key on a map – it tells the reader how to read the symbols used in the transcription, for example, (xxxx) indicates a stretch of speech that was difficult to understand in the tape and impossible to transcribe.

- (5) **Number each line of your transcription.** This is a line on a page, not each “sentence”.

E.g.,:

- 1 asldkfjlackfsj;dlasjdfldakjflajsadfljsaldkfj
- 2 asjldfkjlsfkdjla;sfdjlsakjdfsl;ajkfsdlskjf
- 3 a;l sdfjkl s d k f l a s k j f l s k a j d l d s ; k j f a ; l f j
- 4 asldkfj;alsdfkj;afjkd;adsjfas;lfjkds
- 5 slakjdf;lsfjk alksdfjlsakj f s;alfjksd;lafjk;l

Of course, *yours* will have actual verbiage, not nonsense type.

- (6) Hand in one copy of the transcript and a copy of your tape. BE SURE THAT YOU CUE YOUR TAPE TO WHERE YOUR TRANSCRIPTION BEGINS or else I cannot grade it, and it will be taken down one whole grade in order for me to hand it back to you – you cue it – and hand it back in to me. Bring a copy of your transcription for each member of your group. Retain the original transcript and data for yourself – *never* hand in your *only* copy. I will listen to/watch your Thumb Drive data and give you corrections on your transcription. With your paper, you must make turn in the corrected transcription along with the graded transcription (with my corrections marked) when you turn in your paper.

2. CLASS PROJECT:

- 1.) Submit your data/transcription on storytelling to the professor and make a copy available to each member of your group.
- 2.) Actively work with your class group to analyze your group’s data.
- 3.) Prepare an oral class presentation with visuals (e.g., put data in tabular form (as appropriate), make clips of your data, etc.)
- 4.) Prepare a written version of your analysis to hand in the day of the presentation.
- 5.) Follow the guidelines for how to write a paper. Don’t worry about the length – it should be as long as it needs to be. The structure is: introduction (how are you framing the problem? How are you looking at the data? Why did you decide to look at it that way? What literature is relevant to what you are doing?), the data and analysis (how did you use your transcriptions in order to analyze storytelling? What aspects of the various transcriptions were relevant? How did you decide what was relevant – this is where you link what you did to the relevant literature.), discussion/conclusion (is storytelling gendered? Why or why not? Does your findings support and/or contradict the literature? In what ways does it support it? In what ways does it contradict it? Why do you think your findings are the same as/different from the literature? What else do you have to say about this? What point do you want to make now that you’ve done this study?) This must be typed, double-spaced, with a references cited list, and follow AAA format guidelines.

3. PAPER – (see guidelines for undergraduate and graduate students above)

Option 1: Analyze your transcription for possible gendered uses of ‘hedges.’

Option 2: Analyze your transcription for possible gendered uses of ‘quotations of others’.

Option 3: An approved topic of your choice based on your original transcription that is cleared with me through the paper proposal process. Example: Analyze your transcription for some other possible gender marker, e.g., compliments, gender performance, etc.

PAPER OPTION #1: HEDGES PROJECT.

Some early research on language and gender (as we have read and talked about in class) claimed that a number of linguistic devices that seemed to soften or weaken the force of a claim or statement were more often used by women than by men. Some of these were:

-tag question (That's a wonderful book, ISN'T IT?)

-rising intonation (e.g., question intonation) where one might expect a falling intonation (such as in a declarative sentence) (As in the answer to the question: When will dinner be ready? Ans: AROUND SIX O'CLOCK?)

-frequent use of emphasis (also known as speaking in italics) as if to indicate, "Since my saying something by itself is not likely to convince you, I'd better use double force to make sure you see what I mean." (e.g., What a BEAUTIFUL day!)

-intensive 'so' (I like him DO much!)

-politeness devices (greater use of PLEASE and THANK YOU. Less use of expletives. Greater use of mitigated syntactic structures. Consider the following series: Close the door. Please close the door. Will you close the door? Will you please close the door? Won't you close the door?).

-hedges (well, you know. Kinda, sort of, like, etc., as in 'he's WELL SORT OF weird" or "she's LIKE SO together"). ***This is what you will be doing for this option. Focus on "hedges". But, what has been called a 'hedge' previously in the literature may be a sub-set of actual hedges. Are there any other conversational/linguistic devices that operate as a 'hedge' (possible example: pauses, certain kinds of eye gaze, certain kinds of gesture, etc.)? First you have to decide for yourself what a 'hedge' is, then check your data for the presence of hedges.***

- (1) Use your transcription. Go back over your raw data. Be sure you have transcribed all of the hedges present in the raw data. If not, then go back through and make sure they are in your 5 (plus) pages of transcription (that you have already transcribed – this is requiring you to refine your transcription accordingly).
- (2) Describe who the participants are – their gender, their relationships to each other (and anything else you think is relevant for understanding their patterns of language use).
- (3) Think about whether the items listed above – tag questions, rising intonation, etc. – all operate as hedges (not just the things called "hedges"), and to what extent they are gendered uses of language. Consider what has been said about hedges by all of the early writings you have read (particularly by Lakoff), and also consider the article by Cameron, D., F. McAlinden, and K. O'Leary (1988) - Lakoff in context: The social and linguistic functions of tag questions.
- (4) Make a list of all of the sorts of hedges that are present in your transcription of the conversation you taped. Include an example of the use of each hedge on your list (and multiple examples if the same hedge is used in different ways, maybe to mean different things, but is still used as a hedge).
- (5) Take the four hedges that appear most often, and pull out or highlight ALL of the utterances in which they occur. This will be your hedge corpus.
- (6) Where do the hedges occur in your data?
- (7) Do the hedges function in the same ways as talked about in the literature? (This is a question about the 'form and function' problem.)
- (8) Define "hedge". How does your definition conform and/or differ from definitions of hedges given in the literature.
- (9) Do the four hedges in your hedge-corpus function in the same way in every utterance? Do they function in the same way for the two individuals? Before saying yes to either of

these two questions, consult with at least one other person (the best consultant will probably be one of the people you've taped) to see if that person agrees. If the hedges do all function in the same way, write a one or two page essay (drawing on examples from your transcript - pointing to the lines in which the hedges appear, and copying and pasting that line with it's number into the text where appropriate - use your readings as a guide for how to do this!), that argues this point. Include the answers to questions #2-5.

- (10) If the hedges in your corpus do not all function in the same way, exemplify and discuss each of the ways in which the hedges function. Include the answers to questions #2-5.
- (11) MOST IMPORTANTLY, talk about the form and function issue raised by Cameron et. al in terms of this hedges project. Address all other relevant literature that we read for class.
- (12) Do you think hedges are gendered? If you think it is gendered, provide the evidence and pattern of behavior and link this to literature if you can. If you don't know, say why, and link this to literature if you can.

Note: Make sure you modify your transcription to show all relevant details for the analysis of hedges.

PAPER OPTION #2: QUOTING OTHERS & GENDER.

- (1) You have to go back through your transcription and note where your speakers quote others and transcribe only those passages (in addition to what you have already transcribed).
- (2) Listen/watch your tapes to find examples of your friends "quoting someone else". For example, this is when someone says, and then he said (and the person modifies her voice, lowering it to simulate his voice): "You need to do your readings a week in advance if you want your class to be easier!". In other words, pay attention to when someone takes on the voice of another. Transcribe every time a person quotes someone else. Attend to everything about that quotation that may be relevant, particularly if the speaker modulates her/his voice in order to simulate the person they are quoting (e.g., lowering/raising one's voice, affecting an accent, etc.).
- (3) Describe who the participants are - their gender, their relationships to each other (and anything else you think is relevant for understanding their patterns of language use). Analyze patterns of quoting others in your data, and write a paper about your findings. Who quotes whom? When do they quote someone else? What is quotation of others used for in conversations? How is it done? Who does it? Why do they do it? How often is it done? How and when do ideas about gender enter into quoting others? Cite relevant sources from class readings (and outside readings, if relevant).
- (4) Hand in your transcriptions and tape. (Remember, if you supplement your original 5 (plus) page transcription, you only need to transcribe the language used to quote others - not the whole 40 - 60 minute conversation.)
- (5) You may have to read ahead in order to read all relevant literature for this project. Look at the articles on voice and affect, and keep all other major points made in the literature in mind. What is coming into play during quotations?
- (6) Do you think quoting someone else in a conversation is a gendered activity? If so, why do you think so? Give evidence and the pattern of linguistic behavior and link this to the literature if you can. If you don't think so, say why and link this to the literature if you can.

LATE ASSIGNMENTS & EXAMS WILL NOT BE ACCEPTED WITHOUT INSTRUCTOR PERMISSION. PERMISSION WILL BE GRANTED ONLY IN EXTRAORDINARY CIRCUMSTANCES WHICH CAN BE DOCUMENTED. ASSIGNMENTS TURNED IN LATE WITHOUT INSTRUCTOR APPROVAL WILL NOT BE READ.

Other interesting readings in language and gender (be sure to also see the IGALA website for many more updated references, <http://www.lancs.ac.uk/fass/organisations/igala/Index.html>), and see the various syllabi located on my website.

ANNOUNCEMENTS TO ALL STUDENTS:

- If you wish to contact me, you can do so by:
 - Email: Barbara.LeMaster@csulb.edu The very best way to contact me Monday through Thursday is through email. I generally check email at least one time a day - more often first thing in the morning, and do not check email on the weekends or when I am away at conferences or meetings (whether on or off campus). Also, on some Fridays I am in meetings all day and cannot check email. Please try to think ahead to be sure to get your questions answered in a timely manner. I have set my office hour to Thursdays immediately before our class meetings. If you need to see me outside of this time, you can make an appointment at a mutually convenient time.
 - Call: (562) 985-5037 Calling during posted office hours are the best way to reach me by phone. If I cannot answer the phone at the time you call, leave a telephone message on my voice mail. (Voice Mail records the date and time of your call for me.)
 - Contact me before or after class, as time permits, for clarifications of course material, or other such information; but all scheduling requests, or requests for some action required from me must be done during my office hours. Some things may be able to be handled over email.

CLASS POLICIES

- **Attendance Policy:** Students are responsible for all materials presented in class, whether or not they choose to attend class. Students are responsible for getting class notes from other students in class when not in attendance. Attendance will be taken, and will be factored into the participation grade. In addition to attendance, the grade will reflect an assessment of the student's positive and negative participation in the class. Negative contributions to class, class distractions, and other detracting participation will result in negative points for participation. Students must be present for all in-class work, such as exams, quizzes, films, and so on (see "Late/Make-up Work" below). "Noticings" will be assigned in class, if given, with students being asked to observe behavior and report back to the class (specific information regarding this will be provided in class when relevant). Noticings are part of the participation grade.
- **Cell Phones/Computers/other such devices (whatever their current evolution):** Please place your cell phones on silent and do not consult them or send or receive messages while in class. If you must take a phone call in an emergency, please step outside (this includes texting, social networking, etc.). Anyone who engages in this kind of activity during class may be asked to leave the class for the remainder of the class period, and/or will receive a zero score for their daily participation points. Anyone who consistently participates in this kind of activity during class may be asked to leave the class permanently, or will receive a zero for their course participation grade.
- **Late/Make-up Work:** No late work/no make up work except under exceptional circumstances and emergencies that can be documented and are acceptable to the instructor. When extensions have been granted, the work must be turned in on time in accordance with the written extension deadline.
- **Recording Class:** No filming, taping, or otherwise recording of the class

discussions/lectures/etc. without written permission of the instructor. When permission is given, it is only for the personal use of the student (who has been granted permission), to assist the student in her/his studies for this class. The permission granted cannot be extended more broadly, and if it is, it will be treated as plagiarism. No posting of class materials (recorded, or otherwise) without written permission of the instructor and students involved in the recordings (or material being distributed).

- **Distracting Behavior in Class:** Keep non-class talk and other potentially distracting behaviors to a minimum in the classroom. Respect everyone in class – students distracting from the classroom experience may be asked to leave the classroom, and may be dropped from the course.
- **For all class/university policy infractions:** Anyone who engages in this kind of activity during class may be asked to leave the class for the remainder of the class period, and/or will receive a zero score for their daily participation points. Anyone who consistently participates in this kind of activity during class may be asked to leave the class permanently, or will receive a zero for their course participation grade, or for the assignment affected by their behavior.

UNIVERSITY POLICIES:

Campus Computer/Network Usage:

Careful and ethical use of computing resources is the responsibility of every user. As a user of these resources, you agree to be subject to the guidelines of the "[Policy Governing Access to and Use of CSULB Computing Resources](#)." These guidelines apply to all computing resources provided by the University; some guidelines are more directly related to time-sharing systems, some to microcomputers and local area networks, and some to all systems.

Disabilities:

Disabled Student Services office (<http://www.csulb.edu/divisions/students/dss/>) is a student support program within the Student Services Division. Its mission is to assist students with disabilities as they secure their university degrees at California State University, Long Beach. They provide services to over 1,300 students each semester. Over 3,000 students with disabilities have graduated from CSU Long Beach with the assistance of their program. The Disabled Student Services office is located on the 2nd floor in the Administration Building, room SS/AD 270. *Please see me individually if you need any accommodations for disabilities that have been verified by the university.*

DEPARTMENTAL & UNIVERSITY WITHDRAWAL POLICY: Please keep in mind that you are held responsible for completion of every course for which you register or for withdrawing from courses that you do not intend to, or will not be able to complete. Please see your "Schedule of Classes" for details.

It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so.

The deadline to withdraw from a class without a "W" is listed in your schedule of classes. Withdrawal from a course with a "W" is permissible only for serious and compelling reasons and requires the signature of the instructor and the department chair. The university deadline to withdraw from classes is listed in your schedule of classes.

AFTER the withdrawal deadline :

During the last three weeks of instruction, you may not drop (withdraw from) a class except for a very seriously acute reasons (which must be documented – see the Schedule of Classes for acceptable reasons to drop a course during this time period). Usually, such circumstances mean that you will need the approval of the college Dean as well as that of the class instructor and department chairperson for each class you drop.

The College of Liberal Arts adheres to this policy strictly, and does not sign withdrawal forms in the final three weeks of instruction for other reasons.

Academic Integrity:

Students in this course will be expected to comply with the California State University, Long Beach Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the [University Guidelines on Academic Integrity \(http://www.csulb.edu/divisions/students/studentdean/campus_regulations/regulations_XV-XX.htm#reg20\)](http://www.csulb.edu/divisions/students/studentdean/campus_regulations/regulations_XV-XX.htm#reg20). This may include, but is not limited to, failing the assignment/exam, failing the course, expulsion from the university. Some examples of plagiarism include recycling work from other classes, paraphrasing and/or quoting others' work (from books, the internet, journals, other student work, and so on) without proper citation. When in doubt – cite your sources. Plagiarism is plagiarism whether it is intentional or unintentional. Academic currency is our ideas – our writings – so use of ideas of others without proper citation is plagiarism, and can result in failure of an assignment, the class, or expulsion from the university.

Turn It In:

You will be submitting your papers (and possibly your projects) through the system called “Turn It In”. (Details forthcoming.)