

# LING 307: Language, Gender and Sexuality

2013-2014

## Module information

**Credits:** 20

**Prerequisites:** LING 101, LING 201

**Module leader:** Dr Liz Morrish

**Contact details:** Room MAE 318

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**Deadlines:** Proposal: 1000 words due **Friday 29<sup>th</sup> November 2013 via Dropbox**

Project: **Friday 25<sup>th</sup> April 2014 via Tracking Office**

Presentations: **Weeks beginning 28<sup>th</sup> April & 5<sup>th</sup> May 2014**

## Rationale

Gender is a fundamental aspect of our personal and social identities and relationships. Language is an important means of expressing this identity and of forming relationships with others. The principle aim of this module is to examine how gender, and the related variable of sexuality, are reflected in and constructed through language. Throughout this module, you will be able to explore key aspects of the relationships between language and gender. You will develop an understanding of different theoretical approaches to the study of language and gender as well as gaining practical skills in data analysis. The module explores how research into language and gender has developed and diversified since its inception in the 1970s and, in particular, how poststructuralist approaches have become increasingly significant in recent years. Work since the 1990s, and especially since 2000 has also started to examine and problematize categories which were always taken to be central, and unmarked, e.g. masculinity and heterosexuality, and we will be discussing this work. Throughout the course of the module, you will have opportunities to investigate relevant issues through your own collection and analysis of data in different contexts.

## Aims of the module

The aims of this module are:

- To increase students' knowledge of the relationships between language and gender
- To enable students to develop a critical and informed stance on past and contemporary debates in the field of language and gender
- To provide students with the theoretical frameworks and practical skills for the analysis and interpretation of data
- To engage students in the process of investigation of language and gender related issues through their own collection and analysis of data

### **Intended learning outcomes: subject-specific**

By the end of this module, you will be expected to have:

- acquired and demonstrated an understanding of the nature of the relationships between language and gender
- acquired and demonstrated an understanding of the different theoretical approaches to and interpretations of gender-base differences in language use
- demonstrated an ability to critically evaluate these approaches and interpretations
- analysed, compared and evaluated linguistic data from different perspectives and in different contexts
- acquired and demonstrated an ability to carry out own independent research into this area (including developing skills in linguistic methodology, data analysis and interpretation, oral and written presentation skills).

### **Intended learning outcomes: generic**

By the end of this module, you will be expected to have developed skills in: critical thinking; presentation skills; research and writing skills; autonomy in learning

### **Structure of classes**

Teaching will consist of a mixture of **interactive lectures** and **class discussion**. Classes will be supplemented by office hours. All sessions will revolve around **discussions of directed reading** which must be done in advance of the class. Numbers on the module can be large. Electronic versions of journal articles and digitized readings are available where possible. Where not possible, finances and copyright considerations mean that copies of the assigned readings are limited. You will need as a class to be fair and economical with resources. You should expect to commit library time, as well as class time to this module.

Full attendance is expected, and monitored. Like every other Linguistics class you have taken, the content is designed so that topics build on knowledge laid down in previous weeks. Participation is also an expectation of this class, and the quality of every student's experience depends upon everyone committing themselves to these two key things: attendance and active participation.

Total study hours allocated for this module are <b>200</b>
Teaching hours: 28
Office Hours: 8
Directed learning and independent study: 164

# Assessment

## A. Project

**The written project** is worth 70% of the total assessment for this module. The exact title can be negotiated with the module leader, but you must follow the suggestions for research on pages 17-20 of this booklet. There is further information on researching and writing in the booklet on Writing up a Research Project on NOW.

The project must involve some research, relevant to the concerns of the module, that you have undertaken yourself. You are invited to test out a hypothesis, finding, or assertion which you come across in the reading for the module. A compulsory element of the project is the collection of original language data (with regard to the conventions and expectations of methods in linguistics), and the analysis of the data using, as appropriate, frameworks and designs you have encountered in project work in LING 201: Sociolinguistics, or LING 215 Discourse Analysis. You may expect that your project will require one or more of the following: linguistic and/or phonetic transcription, questionnaire design, statistical analysis, corpus linguistics or critical discourse analysis. You need to make explicit the framework you are using.

You should collect your own data, spoken or written, for this assignment (the collection of data may be done between a group of students). Your project should demonstrate an ability to apply and develop what you have learned throughout the module in an informed and critical manner. The project length should be approximately 3000 words. **It should be handed in at the Administration Office on the Ground Floor of MAE. Deadline for the project is Friday 25<sup>th</sup> April 2014.** In final year, the marking process is slightly longer as a sample of projects will need to be second marked, and also moderated by the external examiner. Marks should be available within a month of submission, however, and you will be notified by email how to receive your mark and collect your work.

**The proposal** for the project, together with the presentation, is worth 30% of the module grade. The project proposal of approx. 1000 words will be due **on Friday November 29<sup>th</sup> by 3pm** and is worth 15% of the project mark. The proposal should detail topic, methods, bibliography and indicate how the data will be obtained. The proposal should be **submitted to the online Dropbox**. Feedback will be given before the spring term starts.

A five-minute presentation at the end of the year is worth 15% of the project mark. These will take place in the Spring Term weeks beginning **28<sup>th</sup> April and 5<sup>th</sup> May 2014**.

**Attendance and participation:** If you attend 100% of scheduled lectures, you will be awarded a 2% bonus automatically. If you attend 85% of scheduled lectures, the award of a bonus 1% or 2% will depend on the quality of your preparation for and participation during the sessions.

## **Book Purchase**

Each student on the module is expected to purchase, and bring to each class, a copy of

- **Coates Jennifer and Pichler, Pia. (eds.) 2011. *Language and Gender: A Reader*. 2<sup>nd</sup> Edition. Oxford: Blackwell**

**The following will be referred to frequently:**

- Bucholtz, M., Liang, A.C. and Sutton, L. 1999. *Reinventing Identities*. Oxford: OUP. **Available as E-Book**
- Cameron, D and Kulick, D. 2006. *The Language and Sexuality Reader*. London: Taylor & Francis Ltd. **Available as E-Book**
- Hall, K. and Bucholtz, M.. 1995. *Gender Articulated: Language and the Socially Constructed Self*. London: Routledge
- Johnson, S. & Meinhof, U. 1996. *Language and Masculinity*. Oxford: Blackwell.
- Livia, A. & Hall, K. (eds) 1997. *Queerly Phrased: Language, Gender, and Sexuality*. Oxford: Oxford University Press. **Available as E-Book**
- Morrish, L. and Sauntson. H. 2007. *Language and Sexual Identity*. Basingstoke: Palgrave.
- Mills, S. and Mullany, L. 2011. *Language, Gender and Feminism*. London: Routledge.
- Holmes, Janet. Meyerhoff, Miriam (eds.) 2005. *Handbook of Language and Gender*. Blackwell Publishers **Available as E-Book**

**Helpful background reading on many topics:**

- Talbot, Mary. 2010. *Language and Gender: An Introduction*. 2<sup>nd</sup> Edition. Cambridge: Polity Press.
- Lakoff, R.T. 2004. *Language and Woman's Place: Text and Commentaries*. Revised and Expanded Edition. Bucholtz, Mary (Ed). Oxford: Oxford University Press. **Available as E-Book**
- Harrington, K, Litosseliti, L. Sauntson, H. and Sunderland, J. 2008. *Gender and Language Research Methodologies*. Basingstoke: Palgrave.

# Schedule of Class Topics and Key Readings

Chapter numbers (unless otherwise indicated) refer to J. Coates and Pia Pichler 2011. *Language and Gender: A Reader*. 2<sup>nd</sup> Edition. Oxford: Blackwell. Pay attention to when an item is available electronically as e-book or e-journal.

## Term 1

### *Week 1 Week Beginning (30/9) - Early developments in language and gender research, influences and directions*

This introductory session will introduce some key concepts, issues and approaches in the field of language and gender. We will examine some common preconceptions and stereotypes that many people have about how women and men use language and about how they are expected to use language. We will attempt to define the key terms we will be using on this module ('gender', 'male/female, etc) and some of the key questions which are to be addressed throughout the next eleven weeks will be discussed. We will look at the historical development of the study of language and gender and at some of the key historical events and intellectual movements which have influenced work in this field. There are several meanings of the term *feminism* and our discussion will focus in some detail upon how feminist and gay rights movements have impacted upon the development of the subject both in Europe and in the US. The readings cover some of the early British and American language-gender studies and we will evaluate the methodologies used to conduct these studies.

#### **Readings:**

- Hollows, J. 2000. *Feminism, Femininity and Popular Culture*. Manchester: Manchester University Press. Ch 1 **Digitized reading**
- Mills, S. and Mullany, L. 2011. *Language, Gender and Feminism*. London: Routledge. Ch 1 Contemporary issues in Language, Gender and Feminism, p1-22. **Available as E-Book**

### *Week 2 & 3 (7/10& 14/10) – Representing women: Sexist language and ‘political correctness’ slurs*

In these sessions we will return to debates about linguistic determinism invoked by Dale Spender. We will explore the language used to represent women by looking at a study of how women's genitals are described by dictionaries and how that reflects gendered discourse. We will debate what constitutes 'sexist' language and the social and political effects and implications of such language use. We will examine attempts to create awareness of sexist language, reclaim language and effect social change, and also discuss why these attempts at language reform are invariably called 'politically correct'.

#### **Readings:**

- Braun, V. and Kitinger, C. 2001. Telling it straight: dictionary definitions of women's genitals. *Journal of Sociolinguistics*. 5/2. 214-232 **Available electronically**
- Ehrlich, Susan. 2004. Linguistic discrimination and violence against women. In *Language and Women's Place*. R.T. Lakoff. Revised and Expanded edition. Bucholtz, M. (ed.) Oxford: Oxford University Press. Ch 15 p 223-228 **Available as E-Book**

- Cameron, D. 1995. Ch 4 *Verbal Hygiene*. London: Routledge. **Available as E-Book**
- Fairclough, N. 2003. 'Political correctness': the politics of culture and language. *Discourse and Society* 14 (1). **Available electronically**
- Mills, Sara. 2008. *Language and Sexism*. Cambridge: CUP. Chapter 3 "Language Reform" pp77-99. **Digitized reading**
- Pauwels, Anne. 2005. Linguistic sexism and feminist linguistic activism. Ch 24 in Holmes, J. and Meyerhoff, M. *The Handbook of Language and Gender*. Oxford: Blackwell. **Available as E-Book**

***Weeks 4 & 5 (21/10 & 28/10) - Theoretical approaches to language and gender (1): Difference***

In these sessions we will begin by looking at the evidence for variation in language between men and women. We will also examine what has become a rather popular conception – that men and women grow up learning different 'rules' about communication and interaction. Difference approaches locate gender differences in language in divergent paths of socialisation rather than in hierarchical power structures. Such approaches propose that men and women can be said to constitute two 'cultures' and are, therefore, subjected to different cultural socialisation processes which result in the emergence of gender-based language differences. Again, we will examine and evaluate some key studies which position themselves within a difference approach.

**Readings:**

- Ch 35 Maltz and Borker
- Ch 36 Tannen
- Ch 37 Troemel Ploetz
- Romaine S. Variation in language and gender. Ch 4 in Holmes, Janet. Meyerhoff, Miriam (eds.) 2005. *Handbook of Language and Gender*. Blackwell Publishers **Available as E-Book**
- Crawford, M. 1995. Ch 1 *Talking Difference*. London: Sage **Digitized reading**

***Weeks 6 & 8 (4/11 and 18/11)***

**Week 7 –RED Week w/b 11<sup>th</sup> November will intervene**

***Theoretical approaches to language and gender (2): Dominance***

In these sessions we will investigate what have come to be known as 'dominance' approach to examining the relationship between language and gender. Dominance approaches locate gender differences in language within hierarchical power structures in society, and considers how this power differential is 'naturalised' in language. Dominance adherents propose that language differences between men and women arise from and perpetuate male domination over women. We will explore some of the most well-known studies which adopt a dominance approach and will evaluate the validity of such an approach.

**Readings:**

- Spender, D. 1980. Ch 3 "The Dominant and the Muted", p76-105. *Man Made Language*. London: Routledge and Kegan Paul. **Available electronically**
- Meyerhoff, M. Doing and Saying: Some words on women's silence. In *Language and Women's Place*. R.T. Lakoff. Revised and Expanded edition.

Bucholtz, M. (ed.) Oxford: Oxford University Press. Ch 13 p 209-215.

**Available as E-Book**

- Ch 14 Herring et al
- Ch 12 Leto DeFransisco
- Ch 34 West
- Ochs, E. and Taylor, C. Ch 4 “The Father knows best dynamic in dinnertime narratives”, in Hall, K. and Bucholtz, M.. 1995. *Gender Articulated: Language and the Socially Constructed Self*. London: Routledge. **Digitized Extract**

***Weeks 9 & 10 (25/11 & 2/12) – Theoretical approaches to language and gender (3): performativist approaches***

In these sessions we will begin to explore some relatively new theoretical approaches to the study of language and gender which have become particularly influential in the field in more recent years. You’ll be introduced to the performativity theories pioneered over the past decade by Judith Butler. One of the questions raised by Butler is whether we can continue to view gender in terms of binary categories. The work of Butler has been particularly influential to queer studies and so these sessions will provide a useful introduction to the study of language and sexuality which will be addressed later in the module.

**Readings:**

- Salih, S. 2002. *Judith Butler*. London. Routledge 62-64; 88-92. **Available as E--book**
- Ch 26 Ehrlich
- Ch 19 Cameron
- Ch 17 Bucholz, M.
- Bergvall, V. 1996. Ch 8 in Bergvall, Victoria L., Janet M. Bing and Alice F. Freed. Eds. 1996. *Rethinking Language and Gender Research: Theory and Practice*. London: Longman. 173-201 **Digitized reading**
- Bergvall, Victoria. (1999) “Towards a comprehensive theory of language and gender”. *Language in Society*. 28/2. p273-293 **Available electronically**

<b>Xmas Vacation 9<sup>th</sup> December 2013 – 6<sup>th</sup> January 2014</b>
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**Term 2**

***Weeks 11 & 12 (6/1 & 13/1) – Language and gender: boys and girls in the street and in the classroom***

These sessions aim to examine language and gender within the specific contexts of the classroom and the social arenas of teenager boys and girls. We will look at some of the differences in the ways that boys and girls use language in the classroom, and some of the possible effects that this may have on their learning, as well as upon other aspects of their social development, such as stance-taking, resistance and identity negotiation. One of the principle aims of addressing this topic is to illustrate the importance of context in studying language and gender.

**Readings:**

- Ch 3 Cheshire
- Ch 13 Swann

- Ch 6 Eckert
- Coates, J. 1999. Changing Femininities: the talk of teenage girls. Ch 6 in Bucholtz, M., Liang, A.C. and Sutton, L. *Reinventing Identities*. Oxford: OUP. **Available as E-Book**
- Ch 4 Eisikovits
- Pichler, Pia.2008. Sex talk and identities in three groups of adolescent girls. Ch 3 p 68-95 in Sauntson, H and Kyratsis, S. *Language, Sexualities and Desires*. **Available as E-Book**

### ***Weeks 13 (20/1) - Men's and women's strategies in conversation***

In this session we will discuss the different strategies employed by men and women in their private spheres. As well as leisured conversation, we will examine the data of men's and women's narratives. One way of making sense of this data is to postulate that men and women might constitute different 'Communities of Practice' in the relationships they negotiate, and that gender differences are reproduced within these imagined structures.

#### **Readings:**

- Coates, J. 1996 *Women Talk: Conversations between women friends*. Oxford: Blackwell. Chapter 3 and **Chapter 5 Digitized reading**
- Coates, J. 2003 *Men Talk : stories in the making of masculinities*. Oxford: Blackwell. Chapters 2 **and 3 Available as E-Book**

### ***Week 14 (27/1) Women's strategies in the workplace.***

In this session we will look at some data from the context of the workplace, where gender differences can be very marked and highly consequential. We will examine the question of whether a workplace can be 'feminine' or 'masculine', and we will meet this question again later. The issue of politeness will be raised, and this is a very contemporary concern, and we may challenge the stereotype that women are more polite than men. One way of making sense of this data is to postulate that men and women might constitute different 'Communities of Practice' in the relationships they negotiate, and that gender differences are reproduced within these imagined structures.

#### **Readings:**

- Mullany, L.J., 2006. Language and Gender in the Workplace (with L. Litosseliti). In: Litosseliti, L., ed. *Gender and Language: Theory and Practice*. London : Hodder Arnold. **Digitized reading**
- Mills, S.  
<http://www.lboro.ac.uk/departments/ea/politeness/GenderandPoliteness.htm>
- Holmes, J. and Marra, M. 2004. relational practice in the workplace: Women's talk or gendered discourse? *Language in Society*.33. 377-398.. **E-Journal**

### **Week 15 Week beginning 3rd February RED Week**

#### **Week 16 & 17 (10/2 & 17/2)**

##### **Constructing masculinities through language**

In these sessions we will look at a relatively new aspect of language and gender research, namely, men's language. We will focus mainly upon men's same-sex



interactions as this is the area where most work has been done. We will examine some recent research which has been conducted in this area (eg Johnson & Meinhof) and will have an opportunity to discuss and evaluate this work during the session. It is important to recognise as well, that masculinity may be liberated from the male body and is something which women have to negotiate linguistically as well.

#### **Readings:**

- Coates, J. 2003 *Men Talk : stories in the making of masculinities*. Oxford: Blackwell Chapters 2 and 3 **Ch 2 Digitized reading**
- Kiesling, S.F. 1997. Ch 4 in Johnson, S. & Meinhof, U. (Eds.) 1996. *Language and Masculinity*. Oxford: Blackwell. **Digitized reading**
- Baxter, Judith and Wallace, Kieran. (2009) Outside in-group and out-group identities? Constructing male solidarity and female exclusion in UK builders' talk. *Discourse and Society*. 20. 411- 429. **Available as e-journal and on NOW weblinks**
- Ch 20 Coates
- de Klerk, V. 1997. Ch 8 in Johnson, S. & Meinhof, U. (Eds.) 1996. *Language and Masculinity*. Oxford: Blackwell. **Available in Short Loan**
- K. Sznycer (2010) Strategies of powerful self-presentations in the discourse of female tennis players. *Discourse and Society*. 21 (4) 459-479 **Available as e-journal and on NOW weblinks**

#### ***Weeks 18 & 19 (24/2 & 3/3) – Language and sexuality (1): Queer Identity***

These sessions will return to Butler's performativity framework and we will begin exploring the relationship between language and sexuality and examine how that links to the work that has been done on language and gender. We will be thinking about what 'sexuality' actually is and how straight and queer (gay, lesbian, bisexual etc) sexualities may be expressed and constructed through language. During the seminar discussions, we will analyse some examples of gay male and lesbian language use and compare these with various aspects of 'straight' language analysed in previous weeks.

#### **Readings:**

- Land, V. and Kitzinger, C. 2005. Speaking as a Lesbian: Correcting the heterosexist presumption. *Research on Language and Social Interaction*, 38 (4) 371-416. **Available electronically**
- Leap, W. 1996. *Word's Out: Gay Men's English*. Minneapolis: U.Minnesota Press Ch 3 **Digitized reading** and p56-60 in short loan
- Leap, W. 1999. Ch 13 in Bucholtz M., Liang, A.C. and Sutton, L. *Reinventing Identities*. Oxford: OUP. **Available as E-Book**
- Liang, A.C. 1999. Ch 15 in Bucholtz, M., Liang, A.C. and Sutton, L. *Reinventing Identities*. Oxford: OUP. **Available as E-Book**
- Liang, A.C. 1997. Ch 16 in Livia, A. & Hall, K. (eds) 1997. *Queerly Phrased: Language, Gender, and Sexuality*. Oxford: Oxford University Press. **Available as E-Book**
- Morrish, and Sauntson. 2007. *Language and Sexual Identity*. Basingstoke: Palgrave. Chapter 3: The Language of Shame, Risk and Concealment. **Digitized reading**

**Week 20 & 21 (10/3 & 17/3) – Language and sexuality (2): Heterosexual Identity**

In these sessions we will look at the way in which a previously unmarked identity has recently become a subject for analysis and critique. How do subjects index heterosexuality, and is it done differently by men and women? We will be examining notions such as ‘compulsory heterosexuality’, homosociality and we will re-visit the idea of a Community of Practice.

**Readings:**

- Coates, J. 2007. Ch 2 in Sauntson, H. and Kyratzis, S. (Eds.) *Language, Sexualities and Desires*. Basingstoke: Palgrave. **Available as E-Book**
- Penelope Eckert. 2006. Ch 15 in Cameron, D and Kulick, D. *The Language and Sexuality Reader*. London: Taylor & Francis Ltd. **Available as E-Book**. Also on NOW weblinks as : **Heterosexuality and Language**.
- Hall, K.1995. Ch 8 in Hall, K. & Bucholtz, M. (eds). 1995. *Gender Articulated: Language and the Socially Constructed Self*. London: Routledge. **Available as E-Book**
- Ch 21 Kiesling.
- Kitzinger, C. 2005. Speaking as a heterosexual: (How) does sexuality matter for talk-in-interaction? *Research on Language and Social Interaction*, 38 (3) 221-265. **Available electronically**
- Sauntson, Helen and Morrish, Liz 2012. How gay is football this year? Identity and intersubjectivity in a women’s sports team. *Journal of Language and Sexuality*. 1: 2. 151-178.

**Week 22 (24/3) Individual project tutorials will be arranged – TBA.**

**Spring Break 31<sup>st</sup> March – 14<sup>th</sup> April 2014**

**Term 3**

**Week 23 (8/4) Good Friday – No Classes**

**PROJECT DUE Friday 25<sup>th</sup> April 2014**

**Project presentations: Weeks beginning 28<sup>th</sup> April & 5<sup>th</sup> May 2014**

## Bibliography

### Essential reading

Coates, J. (ed) (1998) *Language and Gender: A Reader*. London: Routledge.

### Suggested further reading

Akar, D. & Erdem, B., 2004. When the joke fails: Gender differences in handling failed humorous attempts. In: *International Conference on Language Politeness and gender: The Pragmatic roots*, University of Helsinki, September 2-5, 2004. Abstract available at: <http://www.nord.helsinki.fi/clpg/CLPG/Akar%20&%20Erdem.pdf>

Baxter, J. (2002a) 'Competing discourses in the classroom: a poststructuralist analysis of pupils' speech in public contexts', *Discourse and Society*, 19: 827-42.

Baxter, J. (2002b) 'A juggling act: a feminist post-structuralist analysis of girls' and boys' talk in the secondary classroom', *Gender and Education*, 14: 5-19.

Baxter, Judith and Wallace, Kieran. (2009) Outside in-group and out-group identities? Constructing male solidarity and female exclusion in UK builders' talk. *Discourse and Society*. 20. 411- 429.

Benedict, H. 1992. *Virgin or vamp. How the press covers sex crimes*. Oxford: Oxford University Press.

Benwell, Bethan, (2003) Ed., *Masculinity and Men's Lifestyle Magazines*, Oxford: Blackwell

Benwell, B., & Stokoe, E. 2006. *Discourse and Identity*. Edinburgh: Edinburgh University Press.

Benwell, B. 2005. 'Lucky this is anonymous': Ethnographies of reception in men's magazines: A textual culture approach. *Discourse and Society*. 16/2: 147-172.

Benwell, B. 2002. Is there anything new about these 'new lads'? in Litosseliti, L. and Sunderland, J. (Eds). 2002. *Gender Identity and Discourse Analysis*. Philadelphia: Benjamins.

Benwell, Bethan,(2004) 'Ironic Discourse, Evasive Masculinity in Men's Lifestyle Magazines', *Men and Masculinities*, 7 (1)

Bergvall, Victoria L., Janet M. Bing and Alice F. Freed. Eds. 1996. *Rethinking Language and Gender Research : Theory and Practice*. London: Longman

Bergvall, Victoria. 1999. "Towards a comprehensive theory of language and gender". *Language in Society*. 28.

Bilmes, J. 1997. Being interrupted. *Language in Society*. 26/4. 507-533

Bing, J and Heller, D. 2003 'How many lesbians does it take to screw in a lightbulb?'. *Humor: Intl. J. Homour Research* 16/2. 157-182

Bohner, G. 2001. Writing about rape: Use of the passive voice and other distancing text features as an expression of perceived responsibility of the victim. *British Journal of Social Psychology* 40: 515-529.

Braun, V. and Kitzinger, C. 2001. Telling it straight: dictionary definitions of women's genitals. *Journal of Sociolinguistics*. 5/2. 214-232

Bucholz, M. 1999. "Why be normal?": Language and identity practices in a community of nerd girls *Language in Society* 28/2. p203-223

Bucholtz, M. and Hall, K. 2004. Theorizing identity in language and sexuality research. *Language in Society*. 33/4. 469-515

Bucholtz, M., Liang, A.C. and Sutton, L. 1999. *Reinventing Identities*. Oxford: OUP.

Butler, J. 1990. *Gender Trouble: Feminism and the Subversion of Identity* New York: Routledge

- Cameron, D. 1985. *Feminism and Linguistic Theory* London: Macmillan
- Cameron, D. 'Not gender difference but the difference gender makes - explanation in research on sex and language'. *International Journal of the Sociology of Language* 94 13-26
- Cameron, D. 1992. *Feminism and Linguistic Theory (Second Edition)*. London: Macmillan
- Cameron, D. 1995. *Verbal Hygiene*. London: Routledge
- Cameron, D. (ed) 1998. *The Feminist Critique of Language*. 2<sup>nd</sup> Ed. London: Routledge
- Cameron, D. 2001. *Working with Spoken Discourse*. London: Sage.
- Cameron, D. and Kulick, D. 2003. *Language and Sexuality*. Cambridge: CUP.
- Cameron, D and Kulick, D. 2006. *The Language and Sexuality Reader* London: Taylor & Francis Ltd.
- Campbell-Kibler, K. et al. (Eds). 2002. *Language and Sexuality*. CSLI.
- Carll, E.K. 2003. News portrayal of violence and women. *The American Behavioral Scientist* 46(12): 1601-1610.
- Andrea Carnaghi and Anne Maass. 2007. In-Group and Out-Group Perspectives in the Use of Derogatory Group Labels: Gay Versus Fag. *Journal of Language and Social Psychology* 26: 142-156.
- Charteris-Black, J and Seale, C. men and emotion talk: Evidence from the experience of illness. *Gender and Language*. 3.1. 81-113.
- Clark, K. 1992. The linguistics of blame. Representations of women in *The Sun's* reporting of crimes of sexual violence. In *Language, text and context. Essays in stylistics*, edited by M. Toolan, 208-224. London: Routledge.
- Coates, L.; Beavin Bavelas, J. and J. Gibson. 1994. Anomalous language in sexual assault trial judgments. *Discourse and Society* 5(2): 189-206.
- Coates, J. 2004. *Women, Men and Language*. Harlow: Pearson Education Ltd
- Coates, J. 1996. *Women Talk: Conversations between women friends*. Oxford: Blackwell.
- Coates, J. 2003. *Men Talk : stories in the making of masculinities*. Oxford: Blackwell
- Coates, J. & Cameron, D. (eds) 1988. *Women in their Speech Communities: New Perspectives on Language and Sex*. London: Longman.
- Coupland, N and Jaworski, A. 1997. *Sociolinguistics: A Reader and Coursebook*. Basingstoke: MacMillan
- Crawford, M. 1995. *Talking Difference*. London: Sage
- Crawford, M., 2002. Gender and humor in social context. *Journal of Pragmatics*, 35(9), 1413-1430.
- Crawford, M., 1989. Humour in Conversational Context: Beyond Biases in the study of Gender and Humour. In: Rhoda K. Unger, ed., *Representations: Social Constructions of Gender*. New York: Baywood Publishing Company, pp. 155-166
- De Klerk, V. 1992. "How taboo are taboo words for girls ?" *Language in Society*. 21/2. 277-89.
- Eckert, P. 2000. *Linguistic Variation as Social Practice*. Oxford: Blackwell
- Eckert, P. and McConnell-Ginet, S. 2003. *Language and Gender*. Cambridge: CUP.
- Eelen, G. (2001) *A Critique of Politeness Theories*. Manchester: St. Jerome
- Ervin-Tripp, S. and Lampert, M., 2006. Risky laughter: Teasing and self-directed joking among male and female friends. *Journal of Pragmatics*, 38(1), 51-72.
- Fairclough, N. 1995. *Critical Discourse Analysis*. London: Longman

- Fairclough, N. 2003. 'Political correctness': the politics of culture and language. *Discourse and Society* 14 (1).
- Freed, A and Greenwood, A. 1996. "Women, men and type of talk: What makes the difference?" *Language in Society*. 25. 1-26.
- French, J. and French, P. 1984. Gender imbalance in the primary classroom. *Educational Research*. 26 (2). 127-136.
- Gelb, S.A.. 1989. 'Language and the problem of male salience in early childhood classroom environments' *Early Childhood Research Quarterly* 4 (2) 205-215
- Gordon, E. 1997. "Sex, speech and stereotypes: Why women use prestige forms more than men". *Language in Society*, 26(1), 47-63.
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## Appendix: Project Suggestions:

In researching and writing your project you will be required to reference and justify your research methods. You should refer to the booklet on NOW 'Writing up a Project', and you should follow the section headings suggested in it. A compulsory element of the project is the collection of original language data (with regard to the conventions and expectations of methods in linguistics), and the analysis of the data using, as appropriate, frameworks and designs you have encountered in project work in LING 201: Sociolinguistics, or LING 215 Discourse Analysis. You may expect that your project will require one or more of the following: linguistic and/or phonetic transcription, questionnaire design, statistical analysis, corpus linguistics or critical discourse analysis.

### A note on ethics

You should be aware that it is good ethical practice to obtain permission from any subject to use their data for research purposes. You should be as clear as you can about the purposes of your project, without compromising the subject's linguistic performance (Observer's Paradox). You may also offer them a digested copy of your results upon completion. Please refer to these ethical issues, and how you negotiate them in your project write-up.

## Discourse constructing gender

### For all these topics, it's a good idea to read:

M. Bucholz: Theories of discourse as theories of gender: Discourse analysis in language and Gender studies. Ch 2 in Holmes, Janet. Meyerhoff, Miriam (eds.) 2005. *Handbook of Language and Gender*. Blackwell Publishers

Cameron 2001 *Working with Spoken Discourse*. London: Sage

Harrington, K.; Litosseliti, L.; Sauntson, H. and Sunderland, J. (Eds.) 2008. *Gender and Language Research Methodologies*. Basingstoke: Palgrave.

Mills, Sara and Mullany, L. 2011. *Language, Gender and Feminism*. London: Routledge.

Litosseliti, L. 2006. *Gender and Language: Theory and Practice*. London: Hodder Arnold. Several chapters will outline approaches and resources for some of the questions below.

Sunderland, Jane. 2006. *Language and Gender: An Advanced Resource Book*. London: Routledge

### **Possible research questions:**

- How do men and women construct and perform gender on social networking sites e.g. Facebook, MySpace. Download some profiles and analyse the way men and women describe themselves and their activities, desires, ambitions etc.
- How does talk in the workplace reflect/construct gender. Record some interactions between men and women at meetings ? Compare your results using one of the categories that Pamela Fishman looked at in her couples study: "Interaction: The work women do" in Thorne and Henley. Are women doing all the conversational labour ?
- How do conversations (at dinner, for example) among family/friends; parents/children reflect/construct gender. You might record some of your parents and their friends at a dinner party ? Transcriptions of 'Big Brother' interactions might also be appropriate.
- How do people's narratives (courtship, family lore, how's your day, etc.) reflect/construct gender. There are techniques for eliciting narratives and your friends will be a rich vein to mine ?
- Collect some exchanges from an e-mail discussion group or internet chatroom. Do the results seem confirm or challenge the findings of Herring et al (Weeks 6&8)?
- Collect some spoken data from teenagers in single sex groups. You may wish to analyse differences in terms of narrative style, swearing, discourse markers. Consult <http://helmer.aksis.uib.no/colt/> where there are downloadable papers for you to consult. Test out a hypothesis proposed in one of the papers and see if your data replicates findings elsewhere, or not.
- Collect some data of classroom interaction between teacher and pupils. Does your data confirm or challenge the findings of Swann or Eckert?
- Spender asserts that the finding that women are more polite than men has not been refuted (1980:36). She also writes that there is a social expectation that subordinates will be more polite than superiors. Collect some spoken data of mixed-sex conversations and examine these two assertions. Do women exhibit more markers of politeness ? And, do they exhibit markers of subordination in relation to male interlocutors ?

## Critical Discourse Analysis

For all these topics, it's a good idea to read:

Cameron, D. 2001. *Working with Spoken Discourse*. London: Sage

Fairclough, N. 1995. *Critical Discourse Analysis* for framework of analysis.

Harrington, K.; Litosseliti, L.; Sauntson, H. and Sunderland, J. (Eds.) 2008. *Gender and Language Research Methodologies*. Basingstoke: Palgrave. Part 5.

Litosseliti, L. 2006. *Gender and Language: Theory and Practice*. London: Hodder Arnold. Ch 3 on Discourse and Ch 7 on Researching Gender and Language.

- How do texts and policies of a particular church/religion reflect/construct gender. Collect some samples of publications or websites from a particular church ?
- How do men's and women's magazines reflect/construct gendered ideology ?
- How do dictionaries reflect/construct gender ?
- How do sexual harassment/ sexual offence policies reflect gender ? You can collect a number of these from websites of Universities and other organisations. (See Ch 17 in Cameron and Kulick, 2006 on Antioch College Sexual Offense Policy).
- Does newspaper reporting of domestic violence or rape reflect a particular ideology about men and women ?

## Corpus projects

Harrington, K.; Litosseliti, L.; Sauntson, H. and Sunderland, J. (Eds.) 2008. *Gender and Language Research Methodologies*. Basingstoke: Palgrave. Part 2

Some of the projects listed above might also be researched using corpus linguistics techniques. To facilitate any of these, you may wish to build your own small corpus. This can be done by e.g. scanning magazine articles, romantic fiction stories, interview data. The internet facilitates building of a corpus – you may collect samples of dating ads, Coming Out Stories (on NOW), social networking profiles, chat room interactions, newspaper articles etc. Remember, there is a lot you can do by looking at the frequencies of words, and then doing concordancing on several of these.

If you wish to look at a ready-made corpus – here is one which gives a lot of search options:

**The Michigan Corpus of Academic Spoken English.**

<http://www.hti.umich.edu/m/micase/> offers a web interface by which you can specify

different speaker attributes, male or female, undergraduate, graduate and different kinds of academic encounters. Download some transcribed data and try and relate interactions between lecturers and students of different genders to the theoretical positions outlined by Thornborrow, Swann etc. Is power gendered in the university context ?

Download some transcriptions from <http://www.hti.umich.edu/m/micase/> is the **Michigan Corpus of Academic Spoken English**. Examine some of the politeness features of the interactions and assess whether Sara Mills is justified in questioning “the way that previous research on politeness has assumed a stereotypical correlation between masculinity and impoliteness and femininity and politeness”. Read her paper on “Impoliteness and gender identity” on <http://www.linguisticpoliteness.eclipse.co.uk/Gender%20and%20Politeness.htm> and argue for or against her assertion that “communities of practice, rather than individuals, arbitrate over whether speech acts are considered polite or impolite”.

## **Referencing Your Work**

In Linguistics we follow the **Harvard** system of referencing, which is the one recommended by NTU guidelines. A clear and comprehensive outline of the system can be found in a Library and Learning Resources (LLR) guide:

### **‘Citing References: a guide for users’**,

This is available as a free booklet in the library and is regularly updated. It is also available online at <http://www.ntu.ac.uk/lis/library/citingrefs.htm>. Please study this guide carefully if you are taking any 2<sup>nd</sup> or 3<sup>rd</sup> year Linguistics modules because you will be expected to follow this system in your essay and project work. Make reference to this guide constantly, both when you are citing particular passages and when you are producing your list of references at the end of your work.