

LANGUAGE AND GENDER
ECS 6950/7950-001

MONDAY 4:35-7:35
MBH 105

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Office hours: Mondays and Wednesdays 2-4

COURSE DESCRIPTION:

The study of language and gender can be traced back to the mid-1970s when anthropologists began to examine the speech of women and men in relation to larger questions about female and male “culture.” Within this context, scholars of language and gender debated the role of language in gender inequalities, focusing both on language used *about* women (such as the asymmetries between seemingly parallel terms like master and mistress) and language used *by* women, which some argue places women in a double bind between being appropriately “feminine” and being fully human. The argument that “women's language” expressed powerlessness triggered a controversy that continues to this day. In contrast, much recent feminist scholarship talks about “doing” and “performing” gender as well as the varied ways that gender is jointly constructed in particular communities of practice.

In this course, we seek to examine the ways that gendered identities are constructed, altered, and defended through discursive practices in local contexts by specific actors. Discourse analysis (used to investigate how speakers’ identities emerge from discourse) is combined with feminist theory (which views identity as a local production rather than an enduring category) in the pursuit of questions regarding the situated construction of gendered identities in specific local contexts. Drawing on feminist, social, and anthropological theory as well as the tools of linguistic analysis, we investigate the actual speech of women and men in different cultural contexts while interrogating assumptions and discourses widely circulating about language and gender.

In addition, we examine the intersections between multilingualism, second language learning, and gender in order to problematize the assumption that the meaning of gender is shared across cultures or fixed, unproblematic, and easily isolated from other aspects of social identity such as class, race, ethnicity, culture, sexuality, age, or nationality. Attempting to transcend the “monolingual bias” in a lot of recent scholarship on language and gender, we review work that investigates the relationship between gender, ideology and linguistic practices in multilingual communities. Finally, we interrogate common-sense, taken-for-granted notions about the relationship between language, gender, sexuality, and identity. With a focus on how femininity and masculinity are constructed and performed in and through language and literacy practices, recent work illuminates the situated and gendered nature of identity construction across a range of contexts.

COURSE OBJECTIVES:

- 1) to understand the historical context of recent scholarship on language and gender;
- 2) to replace stereotyped and essentializing conceptions of language and gender with more fluid and dynamic accounts and representations of gendered identities;
- 3) to understand the role of discourse in the construction, display and enactment of gendered identities in social contexts;
- 4) to examine the intersection of gender with race, ethnicity, sexuality, social class, nationality, and other dimensions of social identity;
- 5) to interrogate and deconstruct widely held assumptions about multilingualism, second language learning, and gender;
- 6) to understand the relationship between theory and method in the investigation of language and gender.

REQUIRED TEXTS:

Bucholtz, Mary, A. C. Liang, and Laurel A. Sutton. 1999. *Reinventing Identities: The Gendered Self in Discourse*. New York: Oxford University Press.

Lakoff, Robin Tolmach and Mary Bucholtz. 2004. *Language and Woman's Place: Text and Commentaries*. New York: Oxford University Press.

A course packet of required readings to be purchased on the first day of class.

COURSE REQUIREMENTS:

Class Participation	20%
Facilitation of readings	15%
Mid-term	25%
Final Paper	40%

Class participation (20%)

This class will be conducted as a seminar, which means that you must attend class, come prepared to discuss the assigned readings, *and* participate in class discussion. You are expected to be punctual and to stay the duration of the class. If you cannot meet this requirement, please contact me in advance and please also make arrangements with a classmate to find out what happened during your absence. Full participation and collaboration from all students is expected but full participation does not necessarily mean a lot of talking. In fact, quality of participation is valued more highly than quantity, and dominating discussion is discouraged. Absences and/or a lack of informed participation in class discussion will adversely affect your grade. As a sign of respect for your classmates and instructor, cell phones should be turned off before the start of class.

Facilitation of readings (15%)

Each student will work with three or more classmates to co-facilitate 60-90 minutes of class discussion of one set of readings. To prepare for this group facilitation, all students (in the group and in the class) are expected to read ALL the assigned readings for that class (additional recommended readings are optional). The group-led facilitation will be evaluated in terms of how well the group highlights key issues from the readings, connections among the assigned readings, and links to material read previously for class. The group should aim to balance coherence and creativity with intellectual rigor.

While preparing for the facilitation, one person from the group should keep track of meeting times and the specific ways that each individual contributed to the process of planning the facilitation. These notes should be signed off on by all members of the group and then turned in on the day of facilitation. In addition, the group is required to meet with me before 4:00 on the Friday before the facilitation to discuss what they have planned for the upcoming class. This requires that the group exchange contact information and plan well in advance when they are going to get together to discuss ideas and plan for facilitating the assigned readings. For this reason, you should carefully choose the week you are going to facilitate and make sure you are available to meet with members of your group during the two weeks prior to that class meeting.

Mid-term (25%)

For the midterm, you will be asked to write a well-written and well-organized paper in response to one of two questions provided by me. You will have two weeks to complete this take-home assignment and you are expected to work alone (without consulting me or your classmates). You will be evaluated according to how well you draw on material assigned to date as well as how well you demonstrate mastery of key issues raised in required readings and class discussions. For those who have read some of the “Additional Recommended Readings,” you are welcome to draw on this material as relevant to the argument you are constructing or the points you are making. For students registered at the 6000-level, the mid-term should be 8-10 pages (not including references); for those registered at the 7000-level, this paper should be 10-12 pages (not including references).

Final Paper (40%)

For the final paper, please write a well-written, well-organized, and coherent paper on a topic of your choice that is directly connected to issues raised by course content. The paper will be evaluated according to how well you have assembled and digested material on your chosen topic, how well you have addressed key issues addressed in the course readings or discussions, and how well you present and defend your “argument.” Ideally, this paper will address but go beyond required course content by synthesizing selected material assigned for class with non-required material.

Because a good paper requires adequate planning, you are required to submit a one-paragraph proposal of your chosen topic along with a list of references you plan to use at least three weeks before the paper is due (*up to five points will be deducted for incomplete or late paper topic submissions*). By this time, your paper topic should be well-considered and well-researched, and you are encouraged to consult with me prior to the proposal due date if needed. To begin conceptualizing the paper, please consult the references at the end of those articles that centrally inform your selected topic as well as the “Additional Recommended Readings” sections of the syllabus. For those registered at the 6000-level, the final paper should be between 12-15 pages long (not including references); for those registered at the 7000-level, this paper should be between 16-20 pages long (not including references). Please do not exceed 20 pages.

POLICY ON LATE PAPERS AND INCOMPLETES:

You are expected to complete all course work before the end of the semester. If extenuating circumstances mean that you cannot turn in your final paper by the due date, you must request permission to take an incomplete from me at least two weeks before the end of the semester. To make up the incomplete, you must turn in your work at least 2 weeks before the end of the semester in which you wish to receive a grade. If the work is not made up after one year, your incomplete will become permanent.

ACCOMMODATIONS POLICY:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make the arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to CDS.

Course Schedule Spring 2006

January 9: Introductions; syllabus; group work

January 16: Historical Context (46 pp.) *NO CLASS*

Rosaldo, Michelle. 1974. Women, culture and society: A theoretical overview. In M. Rosaldo and L. Lamphere (eds.), *Women, Culture and Society* (pp. 17-42). Stanford, CA: Stanford University Press.

Ortner, Sherry. 1974. Is female to male as nature is to culture? In M. Rosaldo and L. Lamphere (eds.), *Women, Culture and Society* (pp. 67-88). Stanford, CA: Stanford University Press.

January 23: Historical Context (84 pp.)

Keenan, Elinor (Ochs). 1974. Norm-makers, norm-breakers: Uses of speech by men and women in a Malagasy community. In R. Bauman and J. Sherzer (eds.), *Explorations in the Ethnography of Speaking* (pp. 125-143). Cambridge: Cambridge University Press.

Lakoff, Robin. 1975. *Language and Woman's Place*. In Lakoff & Bucholtz (eds.) 2004, *Language and Woman's Place: Text and Commentaries* (pp. 37-103). New York: Oxford University Press.

RECOMMENDED ADDITIONAL READING:

Zimmerman, Don and Candace West. 1975. Sex roles, interruptions and silences in conversations. In Thorne, Barrie and Nancy Henley (eds.) *Language and Sex: Difference and Dominance* (pp. 105-129). Rowley, MA: Newbury House.

Edelsky, Carole. 1981. Who's got the floor? *Language in Society*, 10: 383-421.

January 30: Rethinking language, gender, power and dominance (110 pp.)

Tannen, Deborah. 1993. The relativity of linguistic strategies: Rethinking power and solidarity in gender and dominance. In D. Tannen (ed.), *Gender and Conversational Interaction* (pp. 165-188). New York: Oxford University Press.

In Lakoff, Robin Tolmach and Mary Bucholtz. 2004. *Language and Woman's Place: Text and Commentaries*. New York: Oxford University Press.

Bucholtz: Editor's introduction (3-14) Editor's introduction:

Lakoff: Author's introduction & annotations (15-38; 103-120)

Bucholtz: Changing Places: Language & Woman's Place in Context (121-128)

McElhinny: "Radical Feminist" as label, libel, and laudatory chant (129-135)

McConnell-Ginet: Positioning Ideas and Gendered Subjects (136-142)

Holmes: Power, Lady, and Linguistic Politeness (151-157)

Eckert: The Good Woman (165-170)

Hall: Language and Marginalized Places (171-178)

RECOMMENDED ADDITIONAL READING:

Lugo, Alejandro and Bill Maurer. 2000. The Legacy of Michelle Rosaldo: Politics and Gender in Modern Sciences. In A. Lugo and B. Maurer (eds.) *Gender Matters: Rereading Michelle Z. Rosaldo* (pp. 16-34). Ann Arbor: University of Michigan Press.

February 6: Gender, Language Socialization and Positioning in Discourse (109 pp.)

Goodwin, Marjorie Harness. 1993. Tactical uses of stories: Participation Frameworks Within Boys' and Girls' Disputes. In D. Tannen (ed.), *Gender and Conversational Interaction* (pp. 110-143). New York: Oxford University Press.

Goodwin, Marjorie Harness. 1999. Constructing Opposition within Girls' Games. In M. Bucholtz, A. C. Liang, and Laurel A. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 388-409). New York: Oxford University Press.

Goodwin, Marjorie Harness. 2003. The relevance of ethnicity, class, and gender in children's peer negotiations. In J. Holmes and M. Meyerhoff (eds.), *The Handbook of Language and Gender* (pp. 229-251). Malden, MA: Blackwell Publishing.

In Lakoff, Robin Tolmach and Mary Bucholtz. 2004. *Language and Woman's Place: Text and Commentaries*. New York: Oxford University Press.

Tannen: Cultural Patterning in Language and Woman's Place (158-164)

Cook-Gumperz: Public discourse and the private life of little girls (195-201)

Kendall: Mother's place in language and woman's place (202-208)

Coates, Jennifer. 1999. Changing Femininities: The Talk of Teenage Girls. In M. Bucholtz, A. C. Liang, and Laurel A. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 123-144). New York: Oxford University Press.

February 13: Language, Gender & Political Economy (101 pp.)

Gal, Susan. 1978. Peasant men can't get wives: Language change and sex roles in a bilingual community. *Language in Society*, 7: 1-16.

Gal, Susan. 1989. Language and political economy. *Annual Review of Anthropology*, 18: 345-367.

Gal, Susan. 1991. Between speech and silence: The problematics of research on language and gender. In M. di Leonardo (Ed.), *Gender at the Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era* (pp. 175-203). Berkeley: University of California Press.

Ochs, Elinor. 1992. Indexing Gender. In A. Duranti and C. Goodwin (eds) *Rethinking context*. Cambridge: Cambridge University Press, pp. 335-358.

Gal, Susan. 1995. Language, gender and power: An anthropological review. In K. Hall, M. Bucholtz (eds.), *Gender Articulated: Language and the Socially Constructed Self* (pp. 169-182). New York: Routledge.

RECOMMENDED ADDITIONAL READING:

di Leonardo, Micaela. 1991. Introduction: Gender, Culture, and Political Economy: Feminist Anthropology in Historical Perspective. In di Leonardo, Micaela (Ed.), *Gender at the Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era* (pp. 1-48). Berkeley: University of California Press.

**February 20: Progress in language and gender research (37 pp.) NO CLASS
MIDTERM QUESTIONS SENT OUT BY EMAIL**

Bucholtz, Mary. 1999. Bad Examples: Transgression and Progress in Language and Gender Studies. In M. Bucholtz, A. C. Liang, and Laurel A. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 3-24). New York: Oxford University Press.

Eckert, Penelope and Sally McConnell-Ginet. 1999. New generalizations and explanations in language and gender research. *Language in Society*, 28(2): 185-201.

February 27: Researching Language and Gender through Discourse (86 pp.)

Bucholtz, Mary. 2003. Theories of discourse as theories of gender. In J. Holmes and M. Meyerhoff (eds.), *The Handbook of Language and Gender* (pp. 43-68). Malden, MA: Blackwell Publishing.

Morgan, Marcyliena. 1999. No Woman, No Cry: Claiming African American Women's Place. In M. Bucholtz, A. C. Liang, and Laurel A. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 27-45). New York: Oxford University Press.

Mendoza-Denton. Norma. 1999. Turn-Initial *No*: Collaborative Opposition Among Latina Adolescents. In M. Bucholtz, A. C. Liang, and Laurel A. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 273-292). New York: Oxford University Press.

Philips, Susan. 2003. The power of gender ideologies in discourse. In J. Holmes and M. Meyerhoff (eds.), *The Handbook of Language and Gender* (pp. 252-276). Malden, MA: Blackwell Publishing.

March 6: Focusing on Power and Privilege (51 pp.)

MIDTERM PAPERS DUE

In Lakoff, Robin Tolmach and Mary Bucholtz. 2004. *Language and Woman's Place: Text and Commentaries*. New York: Oxford University Press. *Commentaries*.

Meyerhoff (209-215)
Herring (216-228)
Ehrlich (223-228)
Kiesling (229-236)
Morgan (252-259)
Mendoza-Denton (260-268)
Trechter (269-276)

March 13: SPRING BREAK

March 20: The Narrative Construction of Gendered Identities (88 pp.)

Orellana, Marjorie Faulstich. 1999. Good Guys and “Bad” Girls: Identity Construction by Latina and Latino Student Writers. In M. Bucholtz, A. C. Liang, and Laurel A. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 64-82). New York: Oxford University Press.

Dobkins, Rebecca J. 1999. Strong Language, Strong Actions: Native American Women Writing against Federal Authority. In M. Bucholtz, A. C. Liang, and Laurel A. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 181-199). New York: Oxford University Press.

Sawin, Patricia E. 1999. Gender, Context, and the Narrative Construction of Identity: Rethinking Models of “Women’s Narrative.” In M. Bucholtz, A. C. Liang, and Laurel A. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 241-258). New York: Oxford University Press.

Bucholtz, Mary. 1999. You da man: Narrating the racial other in the production of white masculinity. *Journal of Sociolinguistics*, 3(4): 443-460.

March 27: Language, Gender, Multilingualism and TESOL (97 pp.)

Bergvall, Victoria. 1999. Toward a comprehensive theory of language and gender. *Language in Society*, 28 (2): 273-293.

Pavlenko, Aneta. 2001. Bilingualism, gender and ideology. *The International Journal of Bilingualism*, 5 (2): 117-151.

Davis, Kathryn A. and Ellen Skilton-Sylvester. 2004. Looking back, taking stock, moving forward: Investigating Gender in TESOL. *TESOL Quarterly*, 38(3): 381-404.

Gordon, Daryl. 2004. “I’m tired. You clean and cook.” Shifting Gender Identities and Second Language Socialization. *TESOL Quarterly*, 38(3): 437-457.

Norton, Bonny and Aneta Pavlenko. 2004. Addressing Gender in the ESL/EFL Classroom. *TESOL Quarterly*, 38(3): 504-514.

April 3: (Re)constructing Gender in a New Voice (76 pp.)

Langman, Juliet. 2004. (Re)constructing Gender in a New Voice: An Introduction. *Journal of Language, Identity, and Education*, 3(4): 235-243.

Skapoulli, Elena. 2004. Gender Codes at Odds and the Linguistic Construction of a Hybrid Identity. *Journal of Language, Identity, and Education*, 3(4): 245-260.

Vitanova, Gergana. 2004. Gender Enactments in Immigrants' Discursive Practices: Bringing Bakhtin to the Dialogue. *Journal of Language, Identity, and Education*, 3(4): 261-277.

Warriner, Doris S. 2004. "The days now is very hard for my family": The negotiation and construction of gendered work identities among newly arrived women refugees. *Journal of Language, Identity, and Education*, 3(4): 279-294.

Menard-Warwick, Julia. 2004. "I Always Had the Desire to Progress a Little": Gendered Narratives of Immigrant Language Learners. *Journal of Language, Identity, and Education*, 3(4): 295-311.

**April 10: Gender, Language, Literacy & Social Practice (100 pp.)
FINAL PAPER TOPICS DUE (PARAGRAPH + REFERENCES)**

Orellana, M. F. 1995. Literacy as a gendered social practice: Tasks, texts, talk, and take-up. *Reading Research Quarterly*, 30 (4), 674-708.

Davies, Bronwyn. 1997. Constructing and deconstructing masculinities through critical literacy. *Gender and Education*, 9(1): 9-30.

Heller, Monica. 2001. Gender and public space in a bilingual school. In A. Pavlenko, A. Blackledge, I. Piller, and M. Teutsch-Dwyer (eds.), *Multilingualism, Second Language Learning, and Gender* (pp. 257-282). New York: Mouton de Gruyter.

Blackledge, Adrian. 2000. Power relations and the social construction of 'literacy' and 'illiteracy': The experiences of Bangladeshi women in Birmingham. In M. Martin-Jones and K. Jones (eds.), *Multilingual Literacies: Reading and Writing in Different Worlds* (pp. 55-69). Philadelphia: John Benjamins.

RECOMMENDED ADDITIONAL READING:

Lloyd, C.V. 1998. Adolescent girls: Constructing and doing literacy, constructing and doing gender. *Reading Research Quarterly*, 33: 129-136. [a review of three books]

Blackburn, Mollie V. (2003). Boys and literacies: What difference does gender make? *Reading Research Quarterly*, 38 (2) 276-287. [a review of four books]

April 17: Language, Gender & Sexuality: Performance & Performativity (102 pp.)

Trechter, Sara. 1999. Contextualizing the Exotic Few: Gender Dichotomies in Lakhota. In M. Bucholtz, A. C. Liang, and Laurel A. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 101-119). New York: Oxford University Press.

Leap, William. 1999. Language, socialization, and silence in gay adolescence. In M. Bucholtz, A. C. Liang, and Laurel A. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 259-272). New York: Oxford University Press.

Kulick, Don. 2003. Language and Desire. In J. Holmes and M. Meyerhoff (eds.), *The Handbook of Language and Gender* (pp. 119-141). Malden, MA: Blackwell Publishing.

Besnier, Niko. 2003. Crossing genders, mixing languages: The linguistic construction of transgenderism in Tonga. In J. Holmes and M. Meyerhoff (eds.), *The Handbook of Language and Gender* (pp. 279-301). Malden, MA: Blackwell Publishing.

Hall, Kira. 2003. Exceptional Speakers: Contested and Problematized Gender Identities. In J. Holmes and M. Meyerhoff (eds.), *The Handbook of Language and Gender* (pp. 353-380). Malden, MA: Blackwell Publishing.

RECOMMENDED ADDITIONAL READING:

Cameron, Deborah. 1997. Performing gender identity: Young men's talk and the construction of heterosexual masculinity. In S. Johnson and U. H. Meinhof (eds.) *Language and Masculinity* (pp. 47-64). Oxford: Blackwell.

April 24: Language, Gender & Sexuality—Part II (86 pp. + Blackburn)

Liang, A.C. 1999. Conversationally Implicating Lesbian and Gay Identity. In M. Bucholtz, A. C. Liang, and Laurel A. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 293-310). New York: Oxford University Press.

Barrett, Rusty. 1999. Indexing Polyphonous Identity in the Speech of African American Drag Queens. In M. Bucholtz, A. C. Liang, and Laurel A. Sutton (eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 313-331). New York: Oxford University Press.

Blackburn, Mollie V. (in press). The experiencing, negotiation, breaking and remaking of gender rules and regulations by queer youth. *Journal of Gay and Lesbian Issues in Education*.

Lakoff, Robin Tolmach and Mary Bucholtz. 2004. *Language and Woman's Place: Text and Commentaries*. New York: Oxford University Press: pp. 143-149; 277-302.

May 1: FINAL PAPERS DUE IN MBH 307 BY 4:30 P.M.

POLICY ON LATE PAPERS AND INCOMPLETES: You are expected to complete all course work before the end of the semester. If extenuating circumstances mean that you cannot turn in your final paper by the due date, you must request permission to take an incomplete from me at least two weeks before the end of the semester. To make up the incomplete, you must turn in your work at least 2 weeks before the end of the semester in which you wish to receive a grade. If the work is not made up after one year, your incomplete will become permanent.