

LING 343: Women, Men and Language

MW 12:30-1:45, ICC 102

Contact Info

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Office Hours: Monday, 11am-12pm

Location: Poulton Hall 253

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Course Objectives

In this course, we explore the complex relationships between language, gender, and sexuality, integrating perspectives from sociolinguistics and gender theory. Through readings, lectures, full-class and small group discussion, and hands-on data workshops, we will cover topics such as:

- Gender as socially constructed through language use
- Gender differences in language use and interaction (e.g., turn-taking and interrupting in conversation, gossip, humor, conflict)
- Sexism and heterosexism in language
- Sexual orientation and language
- Representations of gender and gendered language use in the media
- Language and gender in institutional contexts (school, family, work, law, politics)

Students also carry out original research on a topic of their choice, culminating in a final paper and class presentation.

Required Readings

- Tannen, Deborah. 1990. *You Just Don't Understand*. New York: Ballantine. (YJDU)
- Lakoff, Robin Tolmach. 2004 [1975]. *Language and Woman's Place: Text and Commentaries*. Edited by Mary Bucholtz. New York: Oxford University Press. (LWP)
- Other required readings will be available in electronic format on Blackboard

Blackboard Reading Responses

Students will post responses to the assigned readings on Blackboard almost every week (10 total), as marked in the weekly syllabus. Responses are due on the date indicated in the weekly syllabus by the start of class (timestamped by 12:30pm). Students may either respond to specific discussion questions posed by the instructor during class or may comment on aspects of the reading that they find interesting, illuminating, problematic, or related to other academic and professional areas of interest.

Written Assignments

1) Discourse Analysis

Students will record and transcribe a conversation, perform a discourse analysis of the communicative devices that participants employ, and consider how gender and/or sexuality is constructed in the interaction (4-5 pages).

2) Critical Literature Review

Students will write a critical review of two scholarly articles on a topic of their choice related to the course. The readings chosen for this review may serve as background research for the final project. Suggestions for appropriate readings will be provided in class (4-5 pages).

Final Research Project

Students will conduct original research on a topic of their choice related to any aspect of the course, write up their findings in a formal paper (7-8 pages per student), and present their research to the class at the end of the semester. Group work is encouraged.

Group Media Presentation

In small groups, students will present a media text (e.g. from a website, magazine, television show, film) and demonstrate how it portrays gender and sexuality through language and other communicative modes (such as images, color schemes, or gestures) by analyzing the text in terms of the concepts and frameworks covered in class lectures and readings.

Late/Missing Work

Points will be deducted each day for any assignments submitted late. No assignments will be accepted if submitted later than a week past the assignment deadline.

Honor Code

Any instance of academic dishonesty will result in a grade of 0 and may result in a failing grade for the course. For more information on Georgetown University's Honor System, go to:

<http://www.georgetown.edu/honor/>

Grading

The final grade will be calculated based on the following distribution of graded assignments:

Reading Responses	20%
Discourse Analysis	20%
Critical Literature Review	15%
Group Media Presentation	10%
Final Research Paper/Presentation	30%
Participation	5%

SCHEDULE OF READINGS AND ASSIGNMENTS			
Date	Topic	Readings	Assignment
W 8/28	Introduction to Language and Gender	Distribute syllabus	Student information sheets
M 9/2	<i>Labor Day – No Class</i>		
W 9/4		Eckert and McConnell-Ginet – Constructing, deconstructing, reconstructing gender	RR1
M 9/9	Early Work in Language and Gender	LWP – Preface, Part 1, Part 2 (37-102)	
W 9/11		LWP – Commentaries by Bucholtz, Eckert, and 2 others of your choice	RR2
M 9/16	Gender as Cultural Difference	YJDU – Preface – Chapter 4	
W 9/18		YJDU – Chapter 5 – Chapter 8 <i>Discourse Structure lecture</i> <i>Hand out directions for first paper</i>	RR3
M 9/23	Turn-taking	Coates – Gossip revisited	
W 9/25		Coates – One-at-a-time	Guest Speaker RR4
M 9/30	Speech Acts and Politeness	Holmes – What a lovely tie <i>How to transcribe</i>	
W 10/2		Macaulay – Indirectness in radio interviews	Media Presentation RR5
M 10/7	Narrative and Stance	Johnstone – Community and contest <i>Data workshop</i>	
W 10/9		Kiesling - Dude	Media Presentation RR6
M 10/14	<i>Columbus Day – No Class</i>		
W 10/16	Masculinity	Kiesling – Power and the language of men	Media Presentation
M 10/21	Indexicality and Sexuality	Ochs – Indexing gender <i>Sinae lecture</i>	Discourse Analysis Paper
W 10/23		Cameron – Young men’s talk and the construction of heterosexual masculinity, Armstrong – Homophobic slang <i>Hand out lit review instructions</i>	Media Presentation RR7
M 10/28		Cameron and Kulick – Language and Sexuality (Chapters 1, 4)	
W 10/30	Humor	Kotthoff – Gender and humor	Media Presentation
M 11/4	Media Representations	Talbot – Synthetic sisterhood	
W 11/6		Coupland – The “problem” of ageing <i>Martha Stewart Presentation</i>	RR8
W 11/13	Medicine, Politics, and Law	West – When the doctor is a “lady” Tannen – Hillary through a lens wrongly	<i>Critical Literature Review → 11/20</i>
M 11/18		Ehrlich – The discursive construction of sexual	Media Presentation

		consent	RR9
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W 11/20	School and Home	Ochs and Taylor – “Father knows best”	New due date
M 11/25		Baxter – Jokers in the pack Tannen – Agonism in the Academy	Media Presentation RR10
W 11/27	New Media	Baron – See you online VIRTUAL CLASS – DIRECTIONS TBA	
M 12/2	Course Wrap-Up	YJDU – Chapter 10, Afterword	Final presentations
W 12/4			Final presentations
<p><i>Final papers are due on Friday, December 13 at 11:59pm. Please email your final paper as a Word document to jms236@georgetown.edu.</i></p>			

Bibliography of Assigned Readings

- Armstrong, James D. 1997. Homophobic slang as coercive discourse among college students. In Anna Livia and Kira Hall (eds.), *Queerly Phrased: Language, Gender, and Sexuality*. New York: Oxford University Press. 326-34.
- Baron, Naomi. 2004. See you online: Gender issues in college student use of instant messaging. *Journal of Language and Social Psychology* 23: 397-423.
- Baxter, Judith. 2002. Jokers in the pack: Why boys are more adept than girls at speaking in public settings. *Language and Education* 16(1): 81-96.
- Cameron, Deborah. 1998. Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity. In Jennifer Coates (ed.) *Language and Gender: A Reader*. Oxford: Blackwell. 270-284.
- Cameron, Deborah and Don Kulick. 2003. *Language and Sexuality*. Cambridge: Cambridge University Press, selected chapters.
- Coates, Jennifer. 1997. One-at-a-time: The organization of men's talk. In Sally Johnson and Ulrike Meinhof (eds.), *Language and Masculinity*. Oxford: Blackwell. 107-129.
- Coates, Jennifer. 1998. Gossip revisited: Language in all-female groups. In Jennifer Coates (ed.) *Language and Gender: A Reader*. Oxford: Blackwell, pp. 226-253.
- Coupland, Justine. 2007. Gendered discourses on the 'problem' of ageing: consumerized solutions. *Discourse & Communication* 1: 37-61.
- Eckert, Penelope and McConnell-Ginet, Sally. 2003. Constructing, deconstructing, and reconstructing gender. *Language and Gender*. New York: Cambridge University Press.
- Ehrlich, Susan. 2006. The discursive reconstruction of sexual consent. In Deborah Cameron and Don Kulick (eds.), *The Language and Sexuality Reader*, pp. 196-214. New York: Routledge.
- Holmes, Janet. 1995. What a lovely tie! *Women, Men and Politeness*. London and New York: Longman. 115-153.
- Johnstone, Barbara. 1993. Community and contest: Midwestern men and women creating their worlds in conversational storytelling. In Deborah Tannen (ed.), *Gender and Conversational Interaction*. New York: Oxford University Press. 62-80.
- Kiesling, Scott. 1997. Power and the language of men. In Sally Johnson and Ulrike Meinhof (eds.), *Language and Masculinity*. Oxford: Blackwell. 65-85.
- Kiesling, Scott. 2004. Dude. *American Speech* 79: 281-305.
- Kotthoff, Helga. 2006. Gender and humor: The state of the art. *Journal of Pragmatics* 38: 4-25.
- Ochs, Elinor. 1991. Indexing Gender. In Alessandro Duranti and Charles Goodwin (eds.) *Rethinking Context*. Cambridge: Cambridge University Press, pp. 335-358.
- Macaulay, Marcia. 2001. Tough talk: Indirectness and gender in requests for information. *Journal of Pragmatics* 33: 293-316.
- Ochs, Elinor. 1991. Indexing gender. In *Rethinking Context*, ed. by A. Duranti and C. Goodwin. Cambridge: Cambridge University Press.
- Ochs, Elinor and Carolyn Taylor. The "Father Knows Best" dynamic in dinnertime narratives. In Kira Hall and Mary Bucholtz (eds), *Gender Articulated: Language and the Socially Constructed Self*. New York; London: Routledge. pp. 97-120.
- Talbot, Mary. 1995. A synthetic sisterhood. In Kira Hall and Mary Bucholtz (eds), *Gender Articulated: Language and the Socially Constructed Self*. New York; London: Routledge. pp. 143-165.
- Tannen, Deborah. 2000. Agonism in the academy: Surviving higher learning's argument culture. *The Chronicle of Higher Education*. March 31, 2000. B7-B8.
- Tannen, Deborah. March 9, 2008. Hillary Clinton, through a lens wrongly. *Washington Post*. <http://www.washingtonpost.com/wp-dyn/content/article/2008/03/07/AR2008030702844.html>
- West, Candace. 2011 [1984]. When the doctor is a "lady": Power, status and gender in physician-patient encounters. In Jennifer Coates and Pia Pichler (eds.), *Language & Gender: A Reader, 2nd edition*. Malden, MA: Wiley-Blackwell. 468-485.