ANTHROPOLOGY 393, LINGUISTICS 396, WGS 393
(31520, 40900, 47195)
TOPICS IN LINGUISTIC ANTHROPOLOGY:

THE ANTHROPOLOGY OF LANGUAGE AND GENDER

Spring 2012
Thursday 2-5 p.m., SAC 4.116
Professor: Elizabeth Keating, PhD
Office: SAC 4.156, phone 471-8518, email: ekeating@mail.utexas.edu
Office hours: Tuesday 1-3 p.m.

No Prerequisites

This course explores ideas about gender as they emerge through language and embodied behavior, and the role gender plays in the structure of human interaction and human society. Readings include both ethnographic studies and theoretical work about language and gender across a range of disciplines and cultures. Early on in the course students will collect language data, and this data will be analyzed both collaboratively and individually in terms of the concepts and issues examined in the readings and in class discussions.

Texts:
1. Goodwin, Marjorie (2006*) The Hidden Life of Girls: Games of Stance, Status, and Exclusion*, Blackwell.
2. Eckert, Penelope and McConnell-Ginet, Sally (2003) *Language and Gender*, Cambridge.
3. Cameron, Deborah and Don Kulick (2003) *Language and Sexuality,* Cambridge Univ. Press
4. Coates, Jennifer (2003) *Men Talk*. Blackwell Publishing
5. Holmes, Janet and Miriam Meyerhoff (2003) *The Language and Gender Reader*. Blackwell Publishing.
6. Readings on the Blackboard site.

Requirements: Students will be responsible for engaging actively in class discussions, one individual research paper, and an oral presentation based on the research paper. Each student will sign up to lead or co-lead an introduction to the weekly readings on three different weeks during the semester (including providing a hard copy for each class member and emailing to the class a handout summary).

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Week 1 (Jan 19) & Week 2 (Jan 26) ***Introduction to General Theoretical Issues***
Readings:
Eckert and McConnell-Ginet, "Introduction" and Chapter 1 "Constructing, Deconstructing and Reconstructing Gender"
Cameron and Kulick, "Preface" and Chapter 1 "Making Connections"
Butler, Judith. 1997. "Excerpt from 'Introduction' to Bodies That Matter" from Lancaster, Roger and di Leonardo, Micaela, eds. *The Gender Sexuality Reader*, Routledge
McElhinny, Bonnie, "Theorizing Gender," in Holmes and Meyerhoff
Hall, Kira, "Exceptional Speakers: Contested and Problematized Gender Identities," in Holmes and Meyerhoff

Week 2 (Feb 2) ***Gender, Race, Class, Borders***
Readings:
Trinh Minh-ha. 1998. "Difference: 'A Special Third World Women's Issue'" in Cameron, D., ed. *The Feminist Critique of Language* NY: Routledge.
Morgan, Marcyliena. 2007. When and Where We Enter: Social Context and Desire in Women's Discourse. *Journal of Gender and Language* Vol. 1.1:119-129. http://www.marcylienamorgan.com/sites/default/files/social_context_and_desire.pdf
Gal, S. 1994. "Between Speech and Silence: The Problematics of Research on Language and Gender" Roman, C., S. Juhasz, C. Miller, eds. *The Women and Language Debate*, Rutgers University Press.
Abu-Lughod, Lila. 2002. Do Muslim Women Really Need Saving: Anthropological Reflections on Cultural Relativism and Its Others, *American Anthropologist* Vol. 104, No. 3
Stoler, Ann. 1992. Sexual Affronts and Racial Frontiers: European Identities and the Cultural Politics of Exclusion in Colonial Southeast Asia, *Comparative Studies in Society and History*, Vol. 34, No. 3
Eckert and McConnell-Ginet, Chapter 7 "Mapping the World"

Week 3 (Feb 9) ***Methodologies; the Importance of Context; Units of Analysis & Comparison***
Readings:
Eckert and McConnell-Ginet, Chapter 3 "Organizing Talk"
Eckert and McConnell-Ginet, Chapter 4 "Making Social Moves"

Goodwin, M., "Introduction," Chapter 3 "Social Dimensions Of a Popular Girls' Clique" and Chapter 4, "Social Organization, Opposition, and Directives in the Game of Jump Rope"
Inoue, Miyako. 2002. Gender, Language and Modernity: Toward an Effective History of "Japanese Women's Language." *American Ethnologist*, 29 (2).392-422.
Holmes, Men Talk, Chapter 5 "Women's Stories, Men's Stories and the Construction of Gender"

Week 4 (Feb 16) ***Linguistic Elements***

Readings: Eckert and McConnell-Ginet, Chapter 2 "Linking the Linguistic to the Social"
Ochs, E. 1992. "Indexing Gender" from: A. Duranti and C. Goodwin, eds. *Rethinking Context.* Cambridge University Press.
LaFrance & Hahn. 1994. "The Disappearing Agent" from Roman, C., S. Juhasz, C. Miller, eds., *The Women and Language Debate*, Rutgers University Press.
Podesva, Robert. 2007. Phonation Type as a Stylistic Variable: The Use of Falsetto in Constructing a Persona. *Journal of Sociolinguistics*, 11:478-504.
Gaudio, R. 1994. Sounding Gay: Pitch Properties in the Speech of Gay and Straight Men, *American Speech* 69.1

Week 5 (Feb 23) ***Acquisition & Socialization***

Readings: Eckert and McConnell-Ginet, Chapter 5 "Positioning Ideas and Subjects," Chapter 6 "Saying and Implying," Chapter 8, "Working the Market" and Chapter 9 "Fashioning Selves"
Tannen, Deborah "Gender and Family Interaction," Holmes and Meyerhoff
Holmes, Chapter 3 "Men, Stories, and Masculinities"
Goodwin, M. Chapter 7 "Constructing Social Difference and Exclusion in Girls' Groups"
Gutmann, Mathew. 1997. The Ethnographic (G)ambit: Women and the Negotiation of Masculinity in Mexico City. *American Ethnologist*, Vol. 24, No. 4

Week 6 (Mar 1) ***Interaction analysis and Narrative Analysis***

Readings: Goodwin, M. Chapter 5, "Language Practices for Indexing Social Status: Stories, Descriptions, Brags, and Comparisons"
Holmes, Chapter 2 "The Formal Characteristics of Male Narrative" & Chapter 4 "Stories in Sequence"
Goodwin, M. Chapter 6, "Stance and Structure in Assessment and Gossip Activity in Girls' Groups"

Week 7 (Mar 9) ***Technologies***

Readings: Aarsand, Pal Andre and Aaronson, Karin. 2009. Gaming and Territorial Negotiations in Family Life, *Childhood* Vol. 16(4): 497–517
Herring, Susan "Gender and Power in On-Line Communication," in Holmes and Meyerhoff
Herring, Susan and Anna Martinson. 2004. Assessing Gender Authenticity in Computer-Mediated Language Use: Evidence From an Identity Game, *Journal of Language and Social Psychology* 23; 424
Hall, K. 1996. "Cyberfeminism" from Herring, S., ed. *Computer Mediated Communication* Philadelphia: John Benjamins

Week 8 (Mar 15) ***Spring Break***

Week 9 (Mar 22) ***Language and Sexuality***

Readings: Cameron and Kulick, Chapter 3 "What Has Gender Got To Do With Sex? Language, Heterosexuality and Heteronormativity" and Chapter 4 "Sexuality As Identity: Gay and Lesbian Language"
Besnier, Niko. "Crossing Genders, Mixing Languages: The Linguistic Construction of Transgenderism in Tonga," in Holmes and Meyerhoff.
Cameron and Kulick, Chapter 5 "Looking Beyond Identity: Language and Desire" and Chapter 6 "Language and Sexuality: Theory, Research and Politics"
Kiesling, Scott. 2005. Homosocial Desire in Men's Talk: Balancing and Re-Creating Cultural Discourses of Masculinity. *Language in Society*, Vol. 34, No. 5: 695-726

Week 10 (Mar 29) ***Non Verbal Gender Displays***

Readings: Marianne France and William Ickes. 1981. Posture Mirroring and Interactional Involvement: Sex and Sex Typing Effects. *Journal of Nonverbal Behavior*, Volume 5, Number 3, 139-154
Goodwin, M., Chapter 2 "Multimodality, Conflict, and Rationality in Girls Games"

Week 11 (Apr 5) ***Authority***

Readings: Smith, F. 1995. "The Pulpit and Woman's Place: Gender and the Framing of the 'Exegetical Self' in Sermon Performances" from: Hall, K. and Bucholz, M. *Gender Articulated.* Routledge.
McElhinny, Bonnie. 2003. Fearful, Forceful Agents of the Law: Ideologies About Language and Gender in Police Officers' Narratives about the Use of Physical Force, IPRA *Pragmatics* 13:2.253-284, 2
Wodak, Ruth. 2003. "Multiple Identities: the Roles of Female Parliamentarians in the EU Parliament," in Holmes and Meyerhoff.
Philips, Susan. 2003. "The Power of Gender Ideologies in Discourse," in Holmes and Meyerhoff
Fader, Ayala. 2007. Redeeming Sacred Sparks: Syncretism and Gendered Language Shift Among Hasidic Jews in New York. *Journal of Linguistic Anthropology*. 17:1. 1-23.

Week 12 (Apr 12) ***Humor***

Readings: Holmes, Janet. 2006. Sharing a Laugh: Gender and Humor in the Workplace. *Journal of Pragmatics* 38:26–50
Crawford, Mary. 2003. Gender and Humor in Social Context. *Journal of Pragmatics* 35: 1413-1430
Jefferson, Gail. 2004. A Note on Laughter in Male-Female Interaction. *Discourse Studies* 6(1): 117-33.

Week 13 (Apr 19) ***Using Data to Think about Language and Gender: Data Analysis session***

Week 14 (Apr 26) ***Class Presentations***

Week 15 (May 3) ***Class Presentations***

Other Information

Religious Holidays:
Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify your instructor at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

Special Needs:
Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to me at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind me of any testing accommodations that will be needed. See following website for more information: http://deanofstudents.utexas.edu/ssd/providing.php

University Electronic Mail Notification Policy (Use of E-mail for Official Correspondence to Students):
All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html. In this course e-mail will be used as a means of communication with you. You will be responsible for checking your e-mail regularly for work and announcements. Note: if you are an employee of the University, your e-mail address in Blackboard is your employee address.

Use of Blackboard in this Class:
This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course. You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Blackboard is available at

http://courses.utexas.edu. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

Note about Feedback:
Feedback is an important part of learning. Without feedback on how well you understand the material, it is more difficult for you to make good progress. During this course you will give me feedback on your learning in informal and formal ways, such as assignments or exams. Please let me know when something is not clear. This will enable me to provide additional information when needed or to explain a concept in different terms.

Academic Honesty:
Although I encourage you to work together, you are expected to do your own work and acknowledge use of anyone else's work or ideas. Academic dishonesty includes: (a) copying another student's work or letting another student copy your work and (b) copying passages or ideas directly from another source and passing them off as your own; that is, without properly referencing them. When scholastic dishonesty is suspected, I am required to notify you and possibly turn the matter over to the Dean of Students office. Penalties for academic dishonesty include a failing grade on the assignment or in this course and possible expulsion form the university. If you have specific questions about these issues, contact the Office of the Dean of Students in FAC 248.

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.