

ANTHROPOLOGY 393, LINGUISTICS 396

TOPICS IN LINGUISTIC ANTHROPOLOGY:
THE ANTHROPOLOGY OF LANGUAGE AND GENDER

Fall 2010

Thursday

9 -12:00 a.m., EPS 1.128

Professor:

Elizabeth Keating, PhD

Office: EPS 2.206, phone 471-8518, email: ekeating@mail.utexas.edu

Office hours: Tuesday 3:30-4:30 and Thursday 12:15-1:15

No Prerequisites (v. 1)

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 from a context of their choice, 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. Galasinski, Dariusz (2005) *Men and the Language of Emotions*, Palgrave Macmillan
 3. Cameron, Deborah and Don Kulick (2003) *Language and Sexuality*, Cambridge Univ. Press
 4. Lancaster, Roger and di Leonardo, Micaela, eds. (1997) *The Gender Sexuality Reader*, Routledge
 5. Eckert, Penelope and McConnell-Ginet, Sally (2003) *Language and Gender*, Cambridge.
 6. Readings on the Blackboard site.

Requirements: Students will be responsible for engaging actively in class discussions, doing a transcription exercise, 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.

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 (Aug 26) & Week 2 (Sept 2) ***Introduction to the Issues***

- Readings:
- Eckert and McConnell-Ginet, Chapter 1 "Constructing, deconstructing and reconstructing gender" and Chapter 2 "Linking the linguistic to the social"
 - Gal, Susan, "Gender in the Post-Socialist Transition: The abortion debate in Hungary," in Lancaster and di Leonardo.
 - Butler, Judith, "Excerpt from 'Introduction' to Bodies That Matter" in Lancaster and di Leonardo
 - Fausto-Sterling, "How to Build a Man," in Lancaster and di Leonardo

Week 3 (Sept. 9) ***Introductions continued***

- Readings:
- Zavella, Patricia, "'Playing with Fire': The Gendered Construction of Chicana/Mexicana Sexuality," in Lancaster and di Leonardo
 - Sperling, Susan, "Baboons with Briefcases vs. Langurs with Lipstick" in Lancaster and di Leonardo.
 - Galasinski, Dariusz. "Men and their Emotions" in Men and the Language of Emotions
 - Goodwin, Marjorie, "Introduction" in Hidden Life of Girls

Week 4 (Sept. 16) ***Methodologies; the Importance of Context; Units of Analysis***

- Readings:
- Gal, S. "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. 1994
 - Eckert and McConnell-Ginet, Chapter 3 "Organizing talk"

Eckert and McConnell-Ginet, Chapter 4 “Making social moves”
Goodwin, M., Chapter 2 “Multimodality, Conflict, and Rationality in Girls Games” in *Hidden Life of Girls*

Week 5 (Sept. 23) ***Acquisition & Socialization***

Readings: Ochs, E. (Blackboard) “Indexing Gender” from: A. Duranti and C. Goodwin, eds. *Rethinking Context*. Cambridge University Press. 1992.
Boddy, Janice, “Womb as Oasis: The symbolic context of Pharaonic Circumcision in Rural Northern Sudan,” in Lancaster and diLeonardo
Goodwin, M. Chapter 3, “Social dimensions of a popular girls’ clique” and Chapter 4, “Social organization, opposition, and directives in the game of jump rope” in *Hidden Life of Girls*

Week 6 (Sept 30) ***Acquisition & Socialization***

Readings: Goodwin, M. Chapter 5, “Language practices for indexing social status: stories, descriptions, brags, and comparisons”
Eckert and McConnell-Ginet, Chapter 5 “Positioning ideas and subjects” and Chapter 6 “Saying and Implying”
Galasinski, Dariusz, “‘There is a Concern’--Strategies of Emotion Talk,” and “‘No worries,’ or the Emotional View of Reality”

Week 7 (Oct. 7) ***Language and Sexuality***

Readings: Cameron and Kulick, Chapter 3 “What has gender go to do with sex? Language, heterosexuality and heteronormativity” and Chapter 4 “Sexuality as identity: gay and lesbian language”
Gutmann, Mathew, “Seed of the Nation: Men’s Sex and Potency in Mexico” in Lancaster and di Leonardo

Week 8 (Oct. 14) ***(More) Emergent, Constructed Gender***

Readings: Eckert and McConnell-Ginet, Chapter 7, “Mapping the World”
Goodwin, M. Chapter 6, “Stance and structure in assessment and gossip activity in girls’ groups”
Hall, K. (Blackboard) “Cyberfeminism” from Herring, S., ed. *Computer Mediated Communication* Philadelphia: John Benjamins. 1996
Galasinski, D. “Speaking Helplessly: The Emotions of Unemployment” and “Masculinity? What Masculinity?”

Week 9 (Oct. 21) ***Habits of Gender Difference***

Readings: Smith, F. (Blackboard) “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. 1995.
LaFrance & Hahn, “The Disappearing Agent” Roman, C., S. Juhasz, C. Miller, eds. *The Women and Language Debate*, Rutgers University Press, 1994.
Bucholtz, M. “Black Feminist Theory and African American Women’s Linguistic Practice” Bergvall, V., J. Bing, A. Freed *Rethinking Language and Gender Research: Theory and Practice*, NY: Longman. 1996.

Week 10 (Oct 28) ***Back to Theory***

Readings: Eckert and McConnell-Ginet, Chapter 8, “Working the Market” and Chapter 9 “Fashioning selves”
Cameron and Kulick, Chapter 5 “Looking beyond identity: language and desire” and Chapter 6 “Language and sexuality: theory, research and politics”
Trinh Minh-ha (Blackboard) “Difference: ‘A Special Third World Women’s Issue’” from

Cameron, D., ed.. *The Feminist Critique of Language* NY: Routledge 1998.
Hoskins, C. (Blackboard) "In the Interests of Maori Women? Discourses of Reclamation"
Women's Studies Journal, Volume 13, Number 2 The Women's Studies Association
of New Zealand with the University of Otago Press. 1997

Week 11 (Nov. 4) ***Comparing Data: Some Studies***

Readings: Brown, Penelope "Gender, Politeness, and Confrontation in Tenejapa" Roman, C., S. Juhasz, C. Miller, eds., *The Women and Language Debate*, Rutgers University Press. 1994
Gaudio, R. "Sounding Gay: Pitch Properties in the Speech of Gay and Straight Men" (Blackboard) from *American Speech* 69.1, 1994
Goodwin, M. Chapter 7, "Constructing social difference and exclusion in girls' groups"

Week 12 (Nov. 11) ***Ways of Using Data to Think about Language and Gender***

Readings: Goodwin, M. "Conclusion"
James, Deborah "Women, Men, and Prestige Forms: a Critical Review in Bergvall, V., J. Bing, A. Freed, *Rethinking Language and Gender Research: Theory and Practice*, NY: Longman, 1996.
Bergvall, V. "Constructing and Enacting Gender through Discourse: Negotiating Multiple Roles as Female Engineering Students" in Bergvall, V., J. Bing, A. Freed *Rethinking Language and Gender Research: Theory and Practice*, NY: Longman, 1996.

Week 13 (Nov. 18) ***Class Presentations***

Week 14 (Nov. 25) ***Thanksgiving Holiday***

Week 15 (Dec. 2) ***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 from the university. If you have specific questions about these issues, contact the Office of the Dean of Students in FAC 248.

Resources for Learning & Life at UT Austin:

The University of Texas has numerous resources to provide assistance and support for your classes, your major or your career.

Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

5 Habits for Effective Students

<http://www.lifelearning.utexas.edu/handouts/habits%20of%20effective%20students.pdf>

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.