**LING 343: Women, Men and Language**

Summer 2016 Schedule

Monday – Thursday, 1:00-3:00pm

***Contact Info***

Professor: Jennifer Sclafani

Email: jms236@georgetown.edu

Office Hours: Mon/Wed 11:30am-12:45 pm

Location: Poulton Hall 247

***Course Objectives***

In this course, we explore the complex relationships between language, gender, and sexuality, integrating theory and analytical 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, narrative, 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)

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 regularly (12 total), as marked in the weekly syllabus. Responses are due on the date indicated in the syllabus by the start of class (time-stamped by 1:00pm). 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 identities are constructed in the interaction (4-6 pages).

1. Critical Literature Review

Students will write a critical review of two scholarly articles or book chapters 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 (4-6 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. Alternative final project formats are also permitted, but must be discussed with the professor before submission.

***Media Presentation***

Students will each present a media text (e.g. from a website, magazine, television show, film) and demonstrate how it portrays gender and/or 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 assignment submitted later than a week past the assignment deadline will be accepted.

***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 24%

Discourse Analysis 20%

Critical Literature Review 10%

Media Presentation 10%

Final Research Paper/Presentation 26%

Participation 10%

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| **SCHEDULE OF READINGS AND ASSIGNMENTS** | | | |
| **Date** | **Topic** | **Readings** | **Assignments, Notes** |
| M 6/6 | Introduction | Distribute syllabus, Course Intro | RR instructions |
| T 6/7 | Gender Constructs,  Early Work | Eckert and McConnell-Ginet – Constructing, deconstructing, reconstructing gender  **LWP** – Preface, Part 1 | **RR1**  Media Pres sign-up |
| W 6/8 | Early Work | **LWP** – Part 2, Commentaries by Bucholtz, Eckert, and 3 others of your choice | **RR2** |
| R 6/9 | Gender as Cultural Difference | Maltz and Borker 1982 – A cultural approach to male-female communication  **YJDU** – Preface – Chapter 3 | DA Directions |
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| M 6/13 | Gender as Cultural Difference | **YJDU** – Chapters 4-7  Troemel-Ploetz – Selling the apolitical | **RR3** |
| T 6/14 | Turn-taking | Coates – Gossip revisited  Coates – One-at-a-time | **RR4** |
| W 6/15 | Politeness | Holmes – What a lovely tie | Transcription lesson |
| R 6/16 | Humor | Mullany – Gender, politeness, humor at work  Humor Reading TBA | **RR5** |
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| M 6/20 | Narrative | Johnstone – Community and contest  Zimman – Other kind of coming out | **RR6** |
| T 6/21 | Masculinity | Kiesling – Power and the language of men  Kiesling – Dude | **Transcript DUE**  Data workshop |
| W 6/22 | Indexicality | Ochs – Indexing gender  Cameron – Young men’s talk and the construction of heterosexual masculinity | **RR7** |
| R 6/23 | Media Representations | Talbot – Synthetic sisterhood | **Discourse Analysis DUE** |
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| M 6/27 | TV and  Literature | Bednarek – Wicked Women  Children’s Lit reading TBA | **RR8**  **Media Presentation** |
| T 6/28 | Performance | Barrett – Supermodels of the world unite  Sclafani – Martha Stewart behaving badly | **RR9**  **Media Presentation** |
| W 6/29 | Language and Sexuality | Cameron and Kulick – Language Sexuality 1, 4  Armstrong – Homophobic slang | **RR10**  **Media Presentation** |
| R 6/30 | Intersections: Race and Ethnicity | Fordham – Those Loud Black girls  Miller – Those naughty teenage girls | **RR11**  **Media Presentation** |
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| T 7/5 | Home and School | Ochs and Taylor – “Father knows best”  Baxter – Jokers in the pack | **Lit Review DUE** |
| W 7/6 | Law and Politics | Ehrlich – The discursive construction of consent  Sclafani – Performing politics | **RR12** |
| R 7/7 | New Media | Mortenson – Heterosexual desire in online dating | **Final Presentations** |
| *Final papers are due on Monday, July 11, at 11:59pm. Please submit your final paper via Blackboard.* | | | |

**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.

Barrett, Rusty. 2006 [1995]. Supermodels of the world unite! Political economy and the language of performance among African American drag queens. Reprinted in Deborah Cameron & Don Kulick (eds.) *The Language and Sexuality Reader.* Cambridge: Cambridge University Press.

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.

Bednarek, Monika. 2015. “Wicked” women in contemporary pop culture: “bad” language and gender in *Weeds*, *Nurse Jackie*, and *Saving Grace*. *Text & Talk* 35(4): 431-451.

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. Chapters 1, 4.

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.

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.

Fordham, Signithia. 1993. ‘Those Loud Black Girls’: (Black) women, silence and gender ‘passing’ in the Academy. *Anthropology & Education Quarterly* 24(1): 3-32.

Holmes, Janet. 1995. What a lovely tie! *Women, Men and Politeness.* London and New York: Longman.

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(3): 281-305.

Maltz, Daniel & Borker, Ruth. 1982. A cultural approach to male-female miscommunication. In John Gumperz (ed.), *Language and Social Identity.* Cambridge: Cambridge University Press.

Miller, Laura. Those naughty teenage girls: Japaense kogals, slang, and media assessments. *Journal of Linguistic Anthropology 14*(2): 225-247.

Mortenson, Kristine Kohler. 2015. A bit too skinny for me: women’s homosocial constructions of heterosexual desire in online dating. *Gender and Language* 9(3): 461-487.

Mullany, Louise. 2004. Gender, politeness and institutional power roles: Humour as a tactic to gain compliance in workplace business meetings. *Multilingua* *23*, 13-37.

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.

Sclafani, Jennifer. 2009. Martha Stewart behaving Badly: Parody and the symbolic meaning of style. *Journal of Sociolinguistics* 13(5) 613-633.

Sclafani, Jennifer. In press. Performing politics: From the town hall to the inauguration. In R. Wodak & B. Forchner (eds), *The Handbook of Language and Politics.* Routledge.

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.

Troemel-Ploetz, Senta. 1991. Selling the apolitical. Review of Deborah Tannen’s *You Just Don’t Understand*. *Discourse & Society* 2(4): 489-502.

Zimman, Lal. 2009. ‘The other kind of coming out’: Transgender people and the coming out narrative genre. *Gender & Language* 3(1): 53-80.