The COSWL (Committee on the Status of Women in Linguistics) Collection of Language and Gender Syllabi.

The collection is intended as a resource for those developing or teaching a course about language and gender. (MSE)
The COSWL (Committee on the Status of Women in Linguistics) Collection of Language and Gender Syllabi

edited by Elizabeth Hume and Bonnie S. McElhinny

1993
INTRODUCTION

This collection includes 27 syllabi for courses on language and gender taught in an array of departments (linguistics, anthropology, English, French, German and folklore). Special features of the collection includes:

* syllabi for graduate and undergraduate courses
* ideas for paper topics
* examples of exam questions
* instructions for fieldwork exercises (gathering and analyzing gender differences in natural speech)
* bibliographies of works on language and gender
* comments from instructors about teaching the courses

We hope this collection will be a resource for anyone interested in teaching language and gender—whether you are organizing such a course for the first time, looking to update or revise a syllabus for a course taught many times, or hoping to improve a unit on language and gender in a sociolinguistics or other survey source. This project is one response to the LSA’s mandate to COSWL (the Committee on the Status of Women in Linguistics) to “encourage and support research on language and women.”

The syllabi here display a number of imaginative approaches to the teaching of a single topic. They also display a considerable commitment to thoughtful pedagogy, to designing syllabi and exercises to stimulate students’ thought, and to assembling materials that will allow students to undertake a wide range of relevant projects. It is unfortunately the practice in much of the academy to borrow pedagogical ideas such as these without acknowledgement, though they require thought as intensive as that required for any research project. We hope you will consider citing the sources of your pedagogical ideas when you adapt these exercises and syllabi for your own classroom use as one way to accord teaching and thought about teaching the attentions and rewards it does not always receive.

This project was coordinated by Elizabeth Hume (Ohio State University, Linguistics) and Bonnie McElhinny (Stanford University, Linguistics). We gratefully acknowledge the assistance of a number of people without whose help this project would not have been realized. In particular, we’d like to thank Christina McDougall for her help in compiling the syllabi. In addition, we’d like to thank Chris Barker, Helen Dry, Bob Kaspar and John Lawler for technical advice and assistance, and to thank COSWL members (Dawn Bates, Vicky Bergvall, Janet Bing, Alice Freed, Lynne Murphy, and Craige Roberts) for invaluable comments and suggestions. We also acknowledge the Departments of Linguistics at OSU and Stanford for support given this project, and in particular acknowledge the assistance of Brian Joseph. Finally we thank all those who contributed syllabi.

Additional hardcopies of "The COSWL Collection of Language and Gender Syllabi" are available from:

Linguistic Society of America
1325 18th Street, NW Suite 211
Washington DC 20036
202/835-1714

Electronic copies are also available on-line in LINGUIST archives (for LINGUIST subscribers) and through anonymous ftp from the Univ. of Michigan file-server (for others).

Beth Hume and Bonnie McElhinny, July 1993
OBTAINING COPIES FROM THE LINGUIST DATABASE

In the archives of LINGUIST, the syllabi are kept in 7 files called:
  lg-gen-0 syl
  lg-gen-1 syl --and so forth, through lg-gen-6 syl

To retrieve the syllabi, send a message to:
  listserv@tamvm1.tamu.edu (if you are on Internet)
  OR
  LISTSERV@TAMVM1 (if you are on BITNET)

The message should consist of a line or lines like the following:
  get <filename> <filetype> linguist

For example,
  get lg-gen-1 syl linguist

It is possible to request all the syllabi at once by sending one multi-line message consisting of 7 'get' commands; however the files are large, so don't do this unless you can handle large email messages.

The listserv will respond only to addresses it recognizes, so be sure to send the request from the address from which you subscribed to LINGUIST.

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OBTAINING COPIES FROM THE UNIVERSITY OF MICHIGAN FILE-SERVER

To obtain copies through ftp from the University of Michigan file-server you must be on Internet.

Follow the following procedure:
*   ftp linguistics.archive.umich.edu <at your system prompt>
*   login: anonymous
*   passwd: <type your email address>
*   cd linguistics
*   cd handouts
*   cd syllabi
*   get L-G.Syllabi.0
*   get L-G.Syllabi.1
*   get L-G.Syllabi.2
*   get L-G.Syllabi.3
*   get L-G.Syllabi.4
*   get L-G.Syllabi.5
*   get L-G.Syllabi.6
*   quit

Please note that these syllabi are lodged on a UNIX system. Unix is case-sensitive. If you use upper-case letters instead of lower-case letters, or lower-case letters instead of upper-case letters, it will not recognize your command. Follow the above format carefully.

You may not want to obtain all these files at the same time. They take up a considerable amount of disk space. Use only one or two 'get' commands if disk space is at a premium.

Questions should be directed to 'linguistics-archivists@umich.edu'
# THE COSWL COLLECTION OF LANGUAGE AND GENDER SYLLABI

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OVERVIEW OF SYLLABI

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| McConnell-Ginet       | ugrad | Linguistics/Women's Studies    |                                                   |
| McElhinny             | grad  | Linguistics/Anthro./Women's Studies | *discussion questions |
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Language and Gender in Cultural Perspective
Anthropology 601b
Yale University, Spring Semester 1993

Aims of the course

In the last two decades, anthropology has undergone a major paradigm shift, as gender, a hitherto peripheral category in the discipline, has emerged as a pivotal area of anthropological inquiry. This seminar explores the role that gender plays in the "fourth subfield" of the discipline, namely linguistic anthropology. Because the fourth subfield is a continuum between anthropology and linguistics, the seminar will also touch on the ways in which linguists (particularly sociolinguists) have approached the relationship between language and gender. However, the seminar will emphasize ethnographic approaches to language and gender over approaches that are primarily concerned with language structure. We will read ethnographic accounts from a broad variety of ethnographic settings, ranging from postindustrial complex societies to small-scale communities.

The seminar will first concentrate on the various theoretical frameworks through which the relationship between language and gender has been studied. This survey will suggest that the nature of this relationship is far from being understood. However, most headway in the direction of understanding has been made by theoretical approaches which centralize the way in which both language and gender are embedded in structures of power, authority, and social inequality, and are closely associated with conflicts over these structures. Indeed, linguistic practices often emerge as the very battleground of the struggle over power and inequality. Thus, in order to understand how language and gender are interwoven, we must cast our nets wide and investigate the social and cultural contexts that give meaning to both linguistic practices and gender categories.

How this contextualization should be accomplished is best understood empirically. In the last part of the seminar, we will focus on a number of ethnographies that have been particularly successful in locating language and gender in social and cultural perspectives. We will focus on several aspects of linguistic and social practices in which gender has been shown to be pivotal, including language socialization, emotionality, and literacy. The questions and problems which arise in each of these areas of concern will enable us to formulate the general theoretical concerns of relevance to the study of language and gender from an ethnographic perspective.

Texts


All three books are required and available at Book Haven, 290 York Street, 787-2848. A supplementary packet of required readings will be available for purchase after the beginning of week 2 at Audubon Copy, 48 Whitney Avenue, 865-3115.

**Course requirements**

(a) **Research paper (70%)**
The term paper for this seminar may be a report of original research, a critical review of the literature on a specific topic of relevance to the seminar, or a grant proposal for future research. Participants in the seminar are strongly urged to consult with me well ahead of time about the topic of the paper. A proposal for the paper is due on February 11, and will be returned to you with comments the following week. The proposal should be as elaborate or lengthy as you think is necessary to provide me with enough information to comment on. Ideally, a working bibliography will be attached to it. The paper is expected to be of professional quality and form.

(b) **Seminar presentation (20%)**
Every participant in the seminar will make a seminar presentation based on a paper-length ethnography chosen from the list provided in the semester outline. (It is also possible for a seminar participant to present an ethnography not on this list, in which case my prior approval is needed.) This exercise has two purposes: it is an efficient way for us all to learn about the range of ethnographic work that has been conducted on topics relating to the seminar; and it is a forum in which seminar participants will be able to practice the presentation skills they will later be expected to have in pedagogical settings as professionals. In evaluating the presentations, I shall pay equal attention to content and form: thus, presentations should be well prepared, clear, and not read, and the judicious use of handouts or other pedagogical aids are strongly encouraged.

(c) **General seminar participation (10%)**
Please note that the semester is very short; thus a missed seminar meeting subtracts a significant percentage of seminar time.

**Readings and breakdown of topics**

*Gender and its socio-cultural context.* Sex vs. gender, gender role vs. gender identity, female vs. male, women vs. men, nature vs. culture, domestic vs. public, and the trouble with dichotomies. The place of gender in society and culture.


Language and its socio-cultural context: Language as a commodity.


Language and gender: Approaches from ethnography.

125-143. Cambridge: Cambridge University Press.


Language and gender: Approaches from political economy.


Gender socialization and language socialization.

* Goodwin 1990.  [entire monograph]


Gender and emotionality in interactional practices I: Affect as a symbolic commodity.


Gender and emotionality in interactional practices II: Emotionality and the politics of aesthetics.

* Abu-Lughod 1986. [entire monograph]

Gender and literacy practices: Giving meaning to texts and taking meaning from texts.


* Radway 1991. [entire monograph]

Sexism in language: Authority and semiotics.


Conclusion.
LANGUAGE, GENDER AND POWER

ENGL 477/577
Department of English
Old Dominion University
Norfolk, VA 23529

JANET BING,
JMB100f@ODUVMBITNET

Remarks: I have taught this course for the past 5 years using a number of different textbooks. Since this is an interdisciplinary course rather than a linguistics course, and since most of the students come from the Interdisciplinary Studies Program, I'm trying to develop the coursepak into a textbook with an emphasis on different approaches to knowledge. (June 3, 1993)

Janet Bing

Textbooks:
Coursepaks available from Copytron on Hampton Ave.
(Table of contents at end of syllabus.)

Thorne, Barrie et al. (eds.) Language, Gender, and Society. (LGS)

Course objectives: Participants in this course will investigate how language reflects the changing roles of women and men in contemporary society. Students will practice examining, clarifying, and expressing their ideas and assumptions about language and the roles of men and women. The following questions will be central in this course:
1. How does language reveal and perpetuate attitudes?
2. What kinds of power are there, and what role does language play in empowerment or marginalization?

COURSE REQUIREMENTS:
Readings: In addition to the readings assigned below, there may be a few additional readings given out in class. If students want additional discussion of readings or additional help in interpreting the more scholarly readings, it is their responsibility to request this. Otherwise, the assumption is that students have read and understood the material and will come to class ready to discuss it.

Journals: Each student will be required to keep a journal which will be handed in and returned for each class. Please date and number each entry. The entire journal will be handed in for a grade at midterm and at the end of the course. The journal should minimally include a brief summary of and reaction to some of the readings and class or small group discussions (including things you wish you had said). Additionally, students may wish to add reactions to appropriate events, experiences, stories, and articles from other sources. Journals will be graded on thoughtfulness and quality of writing, and should be typed (or in very legible handwriting). At the beginning or end of class, place journal entry on desk and remove the last week's entry from the alphabetical file. The cumulative journal will
graded at midterm and at the end of the course.

Tests and Exams: There will be a midterm and a final exam. Some questions on the midterm and final exams will be essay questions (similar to questions on syllabus, unit questions in the coursepak, and discussion questions in class); there will also be objective questions on the readings.
Papers: Graduate students will write a 10-15 page course paper on any subject relevant to gender and language and will be required to make an oral presentation on their research. Undergraduate students will write a 7-10 page paper. If you have any doubt about whether or not your topic is appropriate, please ask.

Participation: Regular attendance is essential; after more than one absence, the participation grade will drop to C and after two to F. The small group discussions will often discuss the questions which will be used on tests, so it is usually helpful to address the questions seriously.

Grading:
- midterm 20%
- final 25%
- term paper 25%
- journal 20%
- participation 10%

Ground Rules:
One of the goals of this course is to help participants learn to express themselves in writing, in small groups, and in large groups. Students who have difficulty speaking before the whole class are encouraged to explore this issue in their journals.

Late work is accepted, but you cannot be sure of credit or comments on any test or assignment which is not handed in on time. Journal entries will be accepted the following class. Missed tests or exams for a legitimate excuse will not be graded until the end of the course. Late tests and papers will be filed; at the end of the semester the instructor will decide whether to grade them or not. Late tests and papers will not be returned.

Journal entries should be typed and term papers must be.

Tentative schedule.

9/3 Introduction to the field of language and gender; overview of the course. Possible topics for papers. Student interests and expectations. Small group discussion questions:
1. Why do some people insist on using Ms. but others insist on not using it?
2. Think of the animal (chick) and food (peach) words used to address and describe men and women. What do these words reveal about attitudes?
3. In what way do forms of address indicate relative status of different people? Do these vary from language to language?
4. What forms of address show respect? What forms can be insulting? How do forms of address vary from situation to situation?
5. How do groups of people become stereotyped? Are the stereotypes often true? How can someone escape being stereotyped?
6. How are black males, black females, jews, homosexuals and older women often stereotyped?

9/10 Read CP (Coursepak) sections I & II (Introduction and Language Reality) and pp. 7-24 in Language, Gender and Society; also look at pp. 153-342 in
LGS to see range of subjects for paper. Class presentations & discussions:
(a) The Sapir-Whorf Hypothesis and (b) metaphor. (c) Discussion questions
(small groups, then entire class.)
1. Does Nilsen accept the Sapir-Whorf Hypothesis in her article, "Sexism in English: A 1990's Update"? What is your evidence?
2. What is the purpose of a deliberate language change such as Bing's relabeling of the strong and weak versions of the Sapir-Whorf Hypothesis to the extreme and moderate versions? How is this deliberate change related to the subject of the paper?
3. Apply the metaphors "argument is dance" and "argument is building" to the following situations:
a. labor union negotiations
b. arguments between men and women
c. group discussions
d. courtroom proceedings
e. family discussions
4. Businesspeople sometimes use sport team metaphors to talk about cooperative efforts. (See B.L. Harragen (1977) Games Mother Never Taught You. New York: Warner Books.) Can you think of other metaphors which encourage cooperation, but use different metaphors?
5. Using the approach from the "Naming of Parts" article, think of all the terms you can find for sexually active women and men. Put them into categories and name the categories. What does this tell you about attitudes towards women's and men's sexuality? (See article by Julia Stanley. Paradigmatic women: The prostitute. In David L. Shores and Carole P. Hines, eds., Papers in Language Variation. University of Alabama Press, 1977, pp. 303-21.)

9/17 Come to class with a potential idea for a term project. Read CP III, Power and Solidarity, Backlash, Chapter 1. and LGS 7-21. a. Lecture: Power and Solidarity. b. Privilege c. Video: Excerpts from A, My Name is Alice.
1. What strategies can women use against street remarks and obscene phone calls?
2. How do endearments such as 'Hon' and 'Dear' work as indicators of friendship or status?
3. Why do we have Mother's Day, Father's Day, Secretary's Day, but no CEO Day or Millionaire's Day?
4. Compare and contrast male privilege and white privilege.
5. If Andre is correct about the words woman and lady, how do you explain the term cleaning lady?

9/24 CP III. Backlash, Ch. 3 and 11. LGS, pp. 140-150. Education. Film: Analyzing Teaching: Three Scenes from the Classroom (N.A.K. Production Associates (301) 565-0355)

10/7 CP IV, Backlash, Ch. 2 & 4. Socialization through the media. Film: Still Killing Us Softly.

10/14 CP V, Backlash, Ch. 5 & 6 Stereotypes. Midterm journals due.
1. Does the essay about Alice Crimmins argue that she was innocent of the charges brought against her? If not, what does it argue?
2. What are the stereotypes in "Putting Away Alice Crimmins"? What would you expect of people fitting these stereotypes?
10/21 Video on sexual harassment. Midterm exam.

10/28 Bibliography for paper due. CP VI, Defined In or Out of Existence. LGS pp. 89-124. Backlash, Ch. 7. Conversational interactions.
1. The most effective propaganda has the following elements: frequent repetition, an early age of acquisition, covertness, association with high prestige sources and indirectness. In what ways do dictionaries and books of etiquette qualify as propaganda?

1. Why have attempts to create an "epicene" (gender neutral) pronoun in English failed?
2. What evidence is there that generic nouns and pronouns include or exclude women?

11/11 CP VII, Backlash, Ch. 12, finish NT. Video, "Suzette Haden Elgin talks about Native Tongue & the Problem of Woman's Language." Ozark Film and Video Productions, Inc. (501) 751-6631


12/2 CP IX, X: Violence Against Women, From Silence to Eloquence, Backlash, Ch. 14.

12/9 CP XI In Our Own Words; Graduate Student Presentations.

12/16 Final Exam

Coursepak, Language, Gender and Power- Table of Contents
(Items with asterisks mark papers with copyright Janet Bing)

I. Introduction
1. *Janet Bing, "Goals of the Course."
2. Sample term paper suggestions
3. Characteristics of a good journal entry.
4. Sample journal entry;
4. Aileen Pace Nilsen, "Sexism in English: A 1990's Update. Copyright Aileen Pace Nilsen (English Dept., Arizona State University, Tempe, AZ 85287-0302)

II. Language, and Reality: the possible effect of language on thought and action.
2. George Lakoff and Mark Johnson, Metaphors We Live By (pp. 3-13).
5. Dorothy Lee, "Codifications of Reality" Psychosomatic Medicine, 1950, No. 12

II. Power and Solidarity: the distinction between status and rapport
2. *Judith Andre, "Ladies and Men"
3. *Janet Bing, Power and Solidarity in Language

III. Education: socialization from early childhood through adulthood.
6. * Letter from an instructor in English to the department
7. Unit questions and exercises

IV. Popular Wisdom: socialization through the media
4. Alan Dershowitz, It's Come to This: Laws Against Jokes.
6. Unit questions and exercises

V. Stereotypes: less than human
1. Toi Derricotte, "At an Artist's Colony"
6. Unit questions and exercises

VI. Defined In or Out of Existence
1. *Janet Bing, "Defined In or Out of Existence"
5. Donna Gant, "Subject Headings--Equity vs. Access."
6. Unit questions and exercises
VII. The Gatekeepers
3. Excerpt from Virginia Wolfe, A Room of One's Own
5. Unit questions and exercises

VIII. Men's Institutions
6. Excerpts from The Holy Bible (Revised Standard Version)
7. Unit questions and exercises

IX. Violence Against Women
1. *Jaime Johnson, Dear Michael
3. *Denise Moyer, Entry from a journal.
4. *Tricia Maher, The language used during a violent attack
5. Unit questions and exercises

X. From Silence to Eloquence

XI. In Our Own Words
1. * Denise Moyer, Muted Women and Regained Voices
2. *Pat Carlo, Gender Awareness in the Writings of Adrienne Rich
4. Marge Piercy, Unlearning Not to Speak
6. Unit questions and exercises
B.A.2: LANGUAGE AND GENDER (FREE COURSE)

Course Outline: full two-term course

Title: Language and Gender

Lecturer: Sue Blackwell

Level: BA 2nd year

Rationale:

Discussion of feminist concern with language in the popular press has tended to focus on (and ridicule) the apparently tokenistic and cosmetic efforts of the "politically correct". This course will seek to identify the issues involved and to locate them in a historical perspective which includes academic and non-academic analyses arising from reactionary, feminist, Marxist and other ideological viewpoints.

Description:

No prior knowledge of sociolinguistics or political philosophy is assumed.

The course will cover the way in which the study of language in relation to sex has shifted over the last few decades, from suggestions that women in some societies spoke different languages from men to equally startling claims by feminists, such as Spender's assertion that women inevitably occupy "negative semantic space." We will be examining some of these theories in detail, and students will be encouraged to criticise them and put forward their own findings and ideas.

The emphasis throughout this course will be on informed debate, not orthodoxy! Male as well as female students are positively invited to participate.

Objectives:

By the end of the course students should have acquired an understanding of the many complex currents which have contributed to the debates over language and gender. They should be aware that the issues include not only variation in language according to sex, but also the names given to women, the terms in which women are described and the standards by which women's language is evaluated. They will have conducted their own research and will have developed their skills in the presentation of seminar material.

Assessment

First term: one 3,000 word essay to be completed over the Xmas vacation. Second term: a seminar paper to be researched during Spring Reading Week, presented and discussed in the second half of the term and written up over Easter. Only the written-up version will be formally assessed.

Reading:

See attached reading list.
B.A. 2: LANGUAGE AND GENDER (FREE COURSE)

Teaching Plan for full two-term course

Term 1

Week 1
Introduction to course. Early sociolinguistic/anthropological work: "women's languages" etc.

Week 2
Early feminist work: Miller and Swift on changing sexist language. Handbooks, institutional guidelines, etc. "Political correctness".

Week 3
A case study: the University of Birmingham's Language Guidelines. Who knows about them? Who practices them?

Week 4
More early feminist work: Robin Lakoff. Why "pairs" like master/mistress aren't equal.

Week 5
The politics of women's names. Phyllis Trible's feminist analysis of Genesis: naming is the second sin. Naming of property and slaves. Alternatives to patriarchal naming conventions, from various cultures and feminist strategies.

Week 6 - Reading Week

Week 7
Radical feminist critiques of the reformist strategies examined so far. Dale Spender: women occupy "negative semantic space."

Week 8
Grammatical gender: does it have anything to do with sex? If not, why do most Europeans think it has?

Week 9
Acquiring "gendered consciousness" - Lacan, Luce Irigaray etc. Differences between male and female children in language acquisition.

Week 10
Patriarchy and prescriptivism in language and linguistics. Who writes the dictionaries, grammar books and syllabuses?
Week 11
Another perspective: a Marxist analysis of language, gender and class.

Term 2

Week 1
Variation I: lexis, syntax, pronoun usage.

Week 2
Variation II: women's discourse, women's silence.

Week 3
The politics of variation: why study it? Should women be studied as a speech community?

Week 4
Workshop on research methodology: students plan their seminar papers.

Week 5 - Reading Week
Students carry out research for their seminar papers.

Week 6
Feedback from research exercise. Is there such a thing as a theory-neutral methodology? What problems did students encounter in planning their research, obtaining data, observing language in use?

Week 7
Presentation and discussion of seminar papers.

Week 8
Presentation and discussion of seminar papers.

Week 9
Presentation and discussion of seminar papers.

Week 10
Overview: ways of theorising language and gender. Reformist and radical feminist theories; a Marxist theory. Is women's speech a sign of oppression or a sign of struggle? What conclusions have students drawn from their own research? Where do we go from here?
B.A. 2: LANGUAGE AND GENDER (FREE COURSE)

Reading List for full two-term course

Essential Reading:

Deborah Cameron, Feminism and Linguistic Theory, 2nd edition, Macmillan, 1991

Recommended Reading


Jennifer Coates and Deborah Cameron (eds), Women in their Speech Communities: New Perspectives on Language and Sex, Longman, 1989.


Robin Lakoff, Language and Woman's Place, Harper & Row, 1975. (out of print!)


Deborah Tannen, You Just Don't Understand, Morrow, 1990.

Peter Trudgill, "Sex, Covert Prestige and Linguistic Change in the Urban British English of Norwich", in Language in Society 1.

Sue Blackwell
March 1993
Comments:

At the time of my appointment, September 1992, I was asked to design a two-term course in Language and Gender to run as a Free Course in the second year of the B.A. in English. The course is available to both Single and Combined Honours students, and is optional. I have yet to see how many takers it attracts: since it is a "free" rather than a "core" course, if it doesn't reach a minimum quota (something like 5-6 students) it won't run, but I hope there's no danger of that.

My original course proposal met with various criticisms, some reasonable (overlap with existing courses) and some less so ("you won't have enough material for a two-term course" etc.), and so the syllabus has gone through several stages of refinement.

What has now been agreed by the English Language section of the School, subject to ratification by the School Committee (which includes the Literature staff as well as Language), is that in the academic year 1993-4 I will run a one-term pilot course as part of the existing course in Language and Ideology. The person who normally teaches Lang. & Id. will be on study leave for one term, so my course will replace what he would normally be doing. In the following academic year, if the "pilot" has run successfully, Language and Ideology will revert to its normal two-term format (including a couple of weeks on Gender), and the full two-term version of my Language and Gender course will run alongside it as another second-year option. I am therefore providing you with details of both the full and the pilot courses, but please bear in mind that the pilot course is just that, and will only run once.

Sue Blackwell
Lecturer in Modern English Language
School of English,
University of Birmingham,
Edgbaston,
BIRMINGHAM B15 2TT
U.K.

e-mail:
BLACKWELLSA@uk.ac.bham
Goals

The goals of this course are to introduce students to a wide range of linguistic analyses of language used by and used about women and men and to examine models of explanation for gender differences. Furthermore, students will be guided through the independent research process of data collection (recording and transcribing language in use) and linguistic analysis in the writing of their term papers.

Format and Evaluation

The format of the course for the first eight weeks is assigned readings, lectures, and discussion with four short exams over this material. The remaining four weeks will be devoted to "workshop" sessions in which students will analyze their transcripts, discuss their findings, and prepare their final written reports. The four exams are weighted once; the final project is weighted twice. The grading scale used is 93-100=A, 85-92=B, 77-84=C, 69-76=D.

Audience/Prerequisites

The linguistic aspects of gender differences explored in this course are relevant for students of anthropology, sociology, psychology, education, English, communications, and journalism. No courses are prerequisite.

Required Text:

Recommended Text:

Required Readings:


Books on Reserve:
Baron. 1986. *Grammar and Gender*.

Cameron. 1985. *Feminism and Linguistic Theory*


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English 300, Language and Gender  
Spring 1993  
Rebecca Burns-Hoffman  
Office: MB 319C  
Hours: Wed. 2-4  
phone: 284-2182


Key. 1975. *Male/Female Language.* (includes extensive bibliography)


Thorne, Kramarae, Henley, eds. *Language, Gender, and Society.* (extensive bibliography)

**SYLLABUS**

**Weeks 1 & 2**

Chapter 1 (pp. 1-11) (All chapters refer to Graddol & Swann)
- Rapid success of the study of language and gender, theoretical advances, activism
- Nature of language, introduction to psycholinguistics and sociolinguistics

Chapter 2 (pp. 12-40)
- Physiological aspects of voice: pitch, timbre, volume, intonation
- Social perceptions of voice
- Voice and personal identity

Exam on Friday, Jan 29

**Weeks 3 and 4**

Chapter 3 (pp. 41-68)
- Early anthropological studies of gender based grammars
- Men and women's language in social stratification studies
- Critiques of the sociolinguistic paradigm; alternative accounts of differences

Paper by Philips and Reynolds
- Language in the courtroom
- Interaction between morphology and discourse (cohesion)

Paper by Scherzer
- Ethnographic methodology, Cuna Indians
- Non-universality of dominance model of explanation for gender differences in language use

Exam on Friday, Feb 12

**Week 5**

Chapter 4 (pp.69-94)
-conversation analysis: speaking vs. silence, interruptions, supporting roles, directives, the language of uncertainty, topic maintenance/topic shift

**Week 6**
Chapter 5 (pp. 95-134)
- documenting sexism in language
- naming practices, titles, marked/unmarked forms, "generic he," lexical gaps, historical processes of pejoration/amelioration of gender references

Paper by Mueller and Hassan
- grammatical gender, occupational terms
- determinants of marking by children and adults in Spanish

Exam on Friday, Feb 26

**Week 7**
Chapter 7 (pp. 174-195)
- language intervention and change
- case studies of intervention and change
- Guidelines for Nonsexist Language Usage

Paper by Cooper
measuring change in written usage

**Week 8**
Chapter 6 (pp. 135-173)
- how ways of speaking acquire social meaning
- roles of individuals, institutions, processes of socialization
- models of explanation for gender differences: structure and agency model linguistic determinism model (Whorfian hypothesis)
- discourse model of social reality

Exam on Friday, March 12

**Weeks 9-15 Research Project**
- Record speech sample of language in use: permission, numbers of participants, gender of and relationship between participants, settings, language, representativeness.

- Transcribe five minutes of the data: transcription conventions for turn-taking, intonation, phonetic notation, pause-timing

- Analyze the transcript: compare the volubility of male and female participants, describe the turn-taking conventions, topic control and topic maintenance, interruptions, lexical choices, morphological and syntactic devices of participants, and describe any contrasting phonetic and phonological features of participants relevant to gender differences.

- Summarize each analysis (in writing). With feedback and suggestions from the instructor and the class, select one analysis to be more fully expanded for the final paper.

Final Exam Friday, May 7 8-10:30 AM Attendance Mandatory

Final papers will be presented during the time scheduled for the final exam. A compilation of all satisfactory papers from this course will be bound (with each student's permission) for the Women's Studies reading room.
This course will explore an approach to gender and language use that emphasizes the grounding in social practice of both. We will examine some of the basic theoretical notions available for thinking about language and about gender in social as well as psychological terms, drawing out our analytical tools not only from linguistics but also from recent theorizing about cognition, about society, and about gender. Our aim will be to integrate social and cognitive approaches to the interaction of language and gender and of language and society in general. Not only gender and linguistic conventions but most beliefs, knowledge, values and desires, we propose, emerge in and are transformed by people collectively engaged in practices that constitute them as members of a common community of practice. Stereotypes and biases about the sexes, heterosexist privilege and homophobia, standard and vernacular norms (and other ethnic and class-based norms for speaking and doing), epistemic authority, readily available presuppositions and metaphors: communities of practice are the locus of the activities that produce, reproduce, and sometimes challenge or transform such sociocultural and psychological phenomena. From this perspective we will discuss earlier research and theorizing about the significance of gender as social practice. We will close by looking at our own linguistic profession as a community of practice and thinking about how to improve the status of women in linguistics (in all areas) and how to involve talented linguists of both sexes in language-gender research.

Readings: The coursepack includes all the assigned readings, and will be available on reserve. The optional readings are also on reserve and can be ordered by the numbers following the titles on the syllabus.

Written work: Those registered for a grade will develop speculative papers or research proposals that reflect this course's approach to gender and language use. You are encouraged to work on joint projects in groups of up to four people. We will organize groups and topics during the first week of the course. Final projects will be due on July 29.

Office hours: Our (shared) office is 236 Kresge, phone 459-3532. We will hold joint office hours there on Monday 4:00-5:30. To make appointments for other times, use e-
mail, or leave information on how to contact you. Our e-mail addresses are mcginet@ling.ucsc.edu and eckert@ling.ucsc.edu (also copy to Penny_Eckert@irl.com).

COURSE SCHEDULE

Monday, July 8: Introduction
Linguistics and the individual/social distinction
Communities of practice
Overview of course

Reading

Optional Reading:

Thursday, July 11: Language and Gender as Social Practice
Theoretical constructs for studying language, society and action
social categories
social networks
speech communities
linguistic marketplaces
speech acts
interaction strategies

Gender Theory
power/hierarchy: Stratification and status
polarization: "roles" and domain
desire/affection/aversion
Reading


Optional Reading


Monday, July 15: Constructing Meaning, Knowledge, and Values in Communities of Practice

Learning and legitimate peripheral participation

The relation between knowing and genderized trajectories of community participation.

Differentiation within and between communities of rights (and inclination) to define rather than (simply) understand, to make rather than (simply) consume knowledge, to evaluate rather than (simply) enforce established values. "standard" language, "vernacular,"
"propriety," interpretive and epistemic authority.
Reading


Optional Reading


Thursday, July 18: Variation and Gender

Categorization, continua and oppositions

The construction of social meaning

Global and local explanation

Reading


Optional Reading


Monday, July 22: **Semantics/Pragmatics: Meaning and Interpreting**
- Presupposition
- Metaphor
- Indirection
- Semantic change/conflict
- Sexist language reform
- Expressing distinctive perspectives

Reading

Optional Reading
Thursday, July 25: **Intonation, Bilingualism**

**Intonation**
- Multiple functions
- Expressivity/control
- Iconicity and social symbolism

**Reading**

**Optional Reading**

**Bilingualism**
- Domains/activities/access
- Bilingual practice
- Stability and change

**Reading**

**Optional Reading**

Monday, July 29: **Conversational Interaction**

We will try to orchestrate this session more as a discussion than a lecture, drawing on participant's reading, observation and thinking about gender and conversational interaction.
Reading


Optional Reading


Thursday, August 1: Linguistics and its Communities of Practice: Prospects for Women and for Gender Studies in Linguistics.

Membership in the field

verbal style/demeanor

networks

mentors/colleagues

identity/learning, and the negotiation of knowledge
Constructing linguistics as a discipline

- genderizing science
- theory/description
- mathematics and formalism/imaginative "leading ideas"
- cross-disciplinary nature of gender/language research

Reading


SEXUAL DIFFERENCE, GENDER, AND THE FRENCH LANGUAGE

Course description: Sexual difference, gender theorists tell us, is an opposition that profoundly influences our experience and perception of the world. It is necessarily related to the semantic/conceptual categories 'male' and 'female', whence to the grammatical categories 'masculine' and 'feminine' on which the gender systems of many language are based, though the nature of the relationship is still controversial. In fact, the nature of the relationship between language and the extralinguistic world in general, or between language and society, has been a subject of longstanding debate: some insist that language simply reflects the society and culture of its speakers--a view we will refer to as language as symptom; others see the relationship as being the other way around, i.e., language determines, shapes, or at least influences society and our perception of the extra-linguistic world--a view we will refer to as language-as-cause. With respect to the complex of issues involving language, gender, and sexual difference, the language-as-symptom position sees language as a passive reflector of gender divisions operative in society, while the language-as-cause position credits language with a more active role in creating gender divisions and, accordingly, in being able to remedy gender-related inequalities.

The emphasis in contemporary culture on sexual difference and gender-related issues raises particular problems for a language like French that marks gender fairly extensively throughout its grammar and lexicon, much more so than does English. Though there is no necessary correlation between gender, as a grammatical category and sexism in language, for a variety of reasons, cultural as well as linguistic, it has been difficult for French, particularly in France (in contrast to francophone communities outside the Hexagon), to comfortably institute nonsexist usage.

This seminar will explore a range of cultural and linguistic issues involving sexual difference, gender, and the French language.

Workload: weekly reading and discussion; oral presentation of individual research topic; term paper. Your grade will be based on your term paper (50%), oral presentation (25%), and participation in class discussion (25%).

1 The category of others houses such 'strange bedpartners' as Whorfians, post-structuralists, and--with regard to gender issues--feminists.
Term papers due by Friday, May 14, 5:00 p.m. in my mailbox.

Course materials:

Required texts:


Course READER (purchase at Copy Central, Bancroft Way)—contains the course bibliography, required and optional readings, tables of contents of major collections of essays on language and gender.

Optional texts:


Structure of the seminar: The seminar will be organized in two parts: The first part will consist of general readings to be done by the entire class and discussed in seminar meetings. These readings will provide an overview of the major issues that have been of concern to gender-oriented linguists and language-sensitive feminists in recent years, both in general and specifically with regard to French. During this time you will also begin researching your individual projects. The second part of the seminar will be devoted to oral presentations of your research, consisting of (a) an outline of the scope, objectives, and organization of your project and (b) your findings (to date). The other members of the seminar will be asked to provide you with feedback. The results of your research will be written up in a formal term paper. The last meeting of the seminar (May 11) will once again be communal in focus: in addition to a 'wrap-up' of the issues we have covered, we will address ourselves to a topic of central concern to all of us: women's relationship to academic discourse/scientific writing.

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2 Optional readings are just that: your individual interests and level of familiarity with particular topics should guide you as to how much or how little to do.

3 For certain topics there will be a relevant item in the Reader which other members of the class may wish to read in preparation for the report.
A definitive syllabus/schedule for the course will be distributed at the second class meeting (Feb. 2). Please turn in to my mailbox by noon Friday, Jan. 29, a list of 3 choices for your research project.

Assignment for next week (Feb. 2)

Read: Graddol & Swann: Introduction, Chap. 1
Yaguello, Introduction, Chaps. 1-2
Reader: "Genre et sexe" (M. Yaguello)
Recommended: "Grammar and Gender" (Reader)--material on the history of gender in English entirely optional
SYLLABUS

N.b. Reading assignments for a given week are listed under that week. For each week of communal reading, you should come to class prepared with at least 3 questions/comments related to the readings. These should be written out to be turned in, but will not be graded.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>1/26</td>
<td>Goals and organization of the course Presentation of course materials Brief description of research projects No assignment</td>
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<tr>
<td>2</td>
<td>2/2</td>
<td>Language, Gender, and Sexual Difference: Introduction</td>
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<td></td>
<td>Read: Graddol &amp; Swann: Introduction, Chap. 1; Yaguello, Introduction, Part I, Chaps. 1-2; Reader: &quot;Genre et sexe&quot; (M. Yaguello) Optional: Reader: &quot;Grammar and Gender&quot; (D. Baron); &quot;Préciosité&quot; (Brunot)</td>
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<td>==&gt; Research-presentation schedule will be set up.</td>
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<tr>
<td>3</td>
<td>2/9</td>
<td>Gender as a Category of (Universal and French) Grammar: an 'empty' or a semantically meaningful category?</td>
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<td>Read: Yaguello, Part II, Chap. 1; Reader: 4 items in §2 (Violi, Arrivé, Valdman, Corbett)</td>
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<td>4</td>
<td>2/16</td>
<td>Men's Language and Women's Language</td>
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<td>Read: Yaguello, Part I, Chap. 3; Graddol &amp; Swann, Chaps. 3-4; Reader: &quot;Women&quot; (Jespersen). Optional: Reader: &quot;Le sexe du locuteur est-il un facteur de variation linguistique?&quot; (Pillon); Graddol &amp; Swann, Chap. 2; Lakoff, Part I, Chaps 1-2 and Part II.</td>
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<td>5</td>
<td>2/23</td>
<td>The Representation of (Men and) Women in Language --semantic derogation of women --the markedness of 'feminine' --the 'generic masculine'</td>
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<td>Read: Graddol &amp; Swann, Chap. 5; Yaguello, Part I, Chap. 5. Optional: King, Chaps. 2-3.</td>
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6  3/2  Semantic Asymmetries in Reference and Address
Read: Yaguello, Part II, Chaps. 3, 4, 6.
Optional: Lakoff, Part I, Chap. 3; King, Chap. 4.

7  3/9  Feminizing the French Language: Agentives and the Problem of Job Titles
Read: Yaguello, Part II, Chap. 2; Reader: items in §5.
Optional: King, Chaps. 5, 7.

8  3/16  Language Policy/Policing Language: Can we change society by changing language?
Read: Graddol & Swann, Chap. 6; Yaguello, Part II, Chap. 7; Reader ($II$): "Langage et sexisme" (Moreau)
Optional: Lakoff, Part I, Chap. 4; King, Chaps. 1, 8-9; Graddol & Swann, Chap. 7.

### Spring Break

9  3/30  Research Presentations:
Read: Yaguello, Chap. 5.

10  4/6  Research Presentations:

11  4/13  Research Presentations:

12  4/20  Research Presentations:

13  4/27  Research Presentations:

14  5/4  Research Presentations:

15  5/11  Women's relationship to professional (men's) language (academic/scientific discourse)
Read: Yaguello, Part I, Chap. 4; Reader: "What Feminists have Wrought" (two essays from Lingua Franca), Irigaray, "Le sujet de la science est-il sexué?"
SEX, GENDER, AND THE FRENCH LANGUAGE

Table of Contents for Course Reader

I. Course Bibliography

II. On Gender and Sexual Difference in Language

-- "Grammar and Gender" (Chap. 6 of Dennis Baron, Grammar and Gender. New Haven: Yale UP, 1986)

III. On (Grammatical) Gender

-- "Les origines du genre grammatical" (Patrizia Violi; from Langages, 85, March 1987)
-- "De quelques oscillations des théories du genre dans l'histoire récente de la linguistique." (Michel Arrivé: from Genre et langage, 1989)
-- Gender in French (§3.2.5 of Greville Corbett, Gender. Cambridge Textbooks in Linguistics. Cambridge: CUP, 1991)

IV. On "Womens' Language"


V. On Feminizing the French Language (with particular reference to professional/job titles)

-- Evans, Howard. "A Feminine Issue in Contemporary French

-- Strategies for feminizing professional titles: selections from Talking Gender and the Dictionnaire féminin-masculin des professions, des titres, et des fonctions

VI. Miscellaneous

--"Préciosité" (Chap. 9 of Ferdinand Brunot, Histoire de la langue française. t.3: La formation de la langue classique, 1922)
-- What feminists have wrought: writing the self back into scholarship: two pieces from Lingua Franca, 1,3 (February, 1991), 15-19, 33)
-- "Le sujet de la science est-il sexué." (Luce Irigaray; from Parler n'est jamais neutre, pp.307-321; originally published 1982 in Les Temps modernes)

VII. Reference

a) Tables of Contents of:

"Le langage des femmes: Enquête à l'échelle mondiale." Orbis, 1:10-86, 2:7-34.

b) Bibliography of:

Duchen, Claire, ed. Feminism in France. From May '68 to Mitterrand.
Suggested Topics for Individual Research

N.b.: You may wish to choose your seminar research project from the following list of topics, diverse in their orientation—hopefully something here for everyone! You are not, however, limited to these topics; I will entertain topics you propose.

--GENERAL LINGUISTICS

The origin of gender in language: theories concerning the ontogenesis of gender as a grammatical category: How did gender arise? How did it come to be linked with sex (masculine/feminine)? (see refs. in §6.1.1 of the bibliography)

--FRENCH LINGUISTICS (SYNCHRONIC)

Gender and Dictionaries: Examine a selection of modern French dictionaries with respect to their entries for homme and femme and related terms for referring to male and female humans. What denotative asymmetries do you observe in the definitions? What connotations are revealed by the examples? What attitudes/ideologies underlie the differences you observe? (cf. Yaguello, pp.166f.)

--This topic overlaps, and may be paired with, that on euphemism, listed below.

Affective connotations of suffixes: Many French suffixes have an affective meaning—hypocoristic/pejorative, diminutive/augmentative, etc.—in addition to a grammatical function or as their exclusive function. Can any generalizations be made along gender lines? E.g., do French diminutives tend to be masculine or feminine? Are there more pejorative suffixes referring to women than to men? (cf. Connors 1971, Chastaing 1973, Milner 1989, Yaguello, pp.121ff.)

--This project overlaps, and will be paired with, the psycholinguistic experiment with suffixed nonsense words listed below.

?? Gender errors: an analysis of gender errors made by native speakers.

?? Gender in Metaphors/Idioms: Many metaphorical and idiomatic expressions make reference to gender or traditional gender roles (she wears the pants in the family), or to male or female body parts (in the bosom of the family). What such expressions do we find in French, and what assumptions/beliefs underlie them? (cf. Guiraud 1978, Semiologie de la sexualité)
--FRENCH LINGUISTICS (DIACHRONIC)

History (external) of gender in the French grammatical tradition: Historical survey of grammarians' treatments of the category of gender, from the earliest vernacular grammarians (in the 16th c.) through the present. You will probably want to include Vaugelas, Port-Royal, Malherbe (?), the 18th-c. rational grammarians, Damourette et Pichon (Des mots à la pensée), and any other important figures in the history of French grammar.

Marks of a feminine discourse in Old French ??: what marks of women's language do we find in women writers of the Middle Ages (Marie de France, Christine de Pisan, the Occitan trobairitz) or in the speech of female characters (cf. Cerquiglini 1986)

--PSYCHOLINGUISTICS (WITH REGARD TO FRENCH)

The psycholinguistic status of gender assignment in French: How do (adult) speakers assign gender to nouns? What criteria (phonological, morphological, semantic) do they use? What sorts of errors do they make? (see Corbett 1991, chap. 4 and relevant refs. in §6.2.1 of our bibliography)

The connotations of gender in French (psycholinguistic experiment): Replicate or adapt, with a group of francophone speakers, Susan Ervin's experiment using nonsense words to elicit speakers' associations (in terms of the pairs good/bad, large/small, beautiful/ugly, strong/weak) with masculine and feminine gender (cf. Ervin 1962, summarized by Yaguello, pp.100ff., Corbett 1991:93)

--This project overlaps--and will be paired with--the suffixation project listed above.

The acquisition of (grammatical) gender in French: how do French-speaking children acquire gender? What gender-marking strategies do they develop? Which of these strategies are ultimately retained and which discarded in the process of mastering the adult grammar? (see Corbett 1991, §4.2, and refs. in §6.2.1 of our bibliography)

--LANGUAGE AND CULTURE

Préciosité: the phenomenon of préciosité, satirized by Molière in Les précieuses ridicules, turns around a particular style of speech cultivated by aristocratic women in the 17th c. What is at issue in préciosité? Why did it evolve when it did? What new light, if any, does contemporary gender theory and/or research on language and gender shed on the phenomenon.
Euphemism in reference to women: Languages commonly develop euphemisms to refer to women, to women per se (e.g. le beau sexe, personnes de sexe) or in various professional functional capacities (e.g. une professionnelle to refer to a prostitute). What euphemisms do we find in French and what attitudes or beliefs underlie them?

--This topic overlaps, and may be paired with, that on dictionaries.

--LANGUAGE AND LITERATURE

The gendering of French versification (in historical perspective): what is the linguistic psychological basis of 'masculine' and 'feminine' rhyme? Origin of the terms? Affective associations? Role of -e ("mute e")? You will want to examine treatises on poetics/versification over the history of French. (cf. Delas 1989)

Gender and Point of View: Choose an appropriate narrative text in French (novel or short story) and, on the basis of everything you will have read about women's language, communicative behavior, conversational strategies, etc., show, through close linguistic analysis of the text, how a feminine point of view is conveyed. Is a feminine point of view possible in a language like French, which, gender theorists argue, presupposes a masculine subject with woman as object.

--Several people may choose this topic. (see also below on Sphinx)

Sphinx: the obliteration of gender: In her novel Sphinx (Paris: Grasset, 1986), Anne Garreta attempts to camouflage the sex/gender of the narrator--not an easy task in a language like French that obligatorily marks gender quite extensively throughout its grammar. Is the narrator/point of view masculine or feminine? How do you determine this? What strategies does she resort to to obliterate marks of gender?

--PSYCHOANALYSIS

A psychoanalytic perspective on men's vs. women's language and the relationship of sex and gender (see refs. in §4.1 of our bibliography and additional refs. provided in these articles, e.g. to Lacan, Otto Rank & Hans Sachs)

--APPLIED LINGUISTICS (WITH REFERENCE TO FRENCH)

?? Acquisition of gender among learners of French: analysis of and strategies for correction. (see "L/2" references in §6.2.1 of our bibliography)
TABLE OF CONTENTS

1. Bibliographies

2. Journals and Newsletters on Language and Gender
   2.1. Special Issues on Language and Gender

3. Language and Gender (General)
   3.1. Collections of Essays
   3.2. General References (primarily with regard to English)

4. Language and Gender with particular reference to French
   4.1. Psychoanalytic Perspective
   4.2. Feminization of Titles and Professional Designations
   4.3. The Pre-modern Period (Old French--)

5. Guides to Nonsexist Usage (French and English)
   5.1. Feminist and Nonsexist Dictionaries and Glossaries

6. Grammatical Gender
   6.1. General
      6.1.1. Origin of Gender
   6.2. With particular reference to French
      6.2.1. Psycholinguistic studies
   6.3. Generic Use of Male Referents (il/he)

7. French Feminism

8. Gender-Related Fiction/Essays
1. Bibliographies (in chronological order)


2. Journals and Newsletters on Language and Gender

Language and Gender (newsletter published in Australia), ed. Anne Pauwels.

The Lonesome Node, ed. Suzette Hayden Elgin (bimonthly newsletter devoted to women and language and 5 other areas of language research).¹

Berkeley Women and Language Conferences (Proceedings).


Women and Language, 1976-- (published at Univ. of Illinois at Champaign-Urbana).

Women's Studies in Communication

2.1. Special Issues on Language and Gender


Ed. Luce Irigaray.


Cahiers du Grif, nos. 12, 13.

¹ Address: The Ozark Center for Language Studies, P.O. Box 1137, Hunstville, AR 72740; (501) 643-2385.

² Tables of Contents of volumes marked with an asterisk (*) are included in your Reader. Articles in the Reader are indicated by the @ sign.
3. Language and Gender (General)

3.1 Collections of Essays

Pop, Sever, ed. 1952-53. "Le langage des femmes: Enquête à l'échelle mondiale." Orbis, 1:10-86, 2:7-34.4

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3 Henceforth referred by the editors' names.

4 Table of contents of relevant sections of these two volumes of Orbis included in your Reader. The only piece on French, Stehli 1953, is listed in §6.1 below.

5 Table of Contents of this bibliography in your Reader.

3.2. General References (primarily with regard to English)


Schultz, Muriel. 1975. "The Semantic Derogation of Women." In: Thorne & Henley, eds. Pp. 64-75. Repr. in Cameron, ed. 1990, pp.134-147. (important article showing how terms designating women have taken on negative connotations over time)


4. Language and Gender with Particular Reference to French (cf. also §6.2 on Grammatical Gender)

Ager, Dennis. 1990. Sociolinguistics and Contemporary French., §6.2 (pp. 118-123). Cambridge: CUP. (on "sex" as a sociolinguistic variable)

De quelques oscillations des théories du genre dans l'histoire récente de la linguistique." In: Koskas & Leeman, eds., pp. 5-16. (on gender in relation to sex and as an 'empty' or meaningless category of grammar)


Michard-Marchal, Claire & Claudine Ribéry. 1982. Sexisme et sciences humaines. Pratique linguistique du rapport de sexage. Lille: Presses Universitaires de Lille. (analysis, using les théories de l'énonciation, of the treatment of the notions of 'man' and 'woman' in scientific discourse, where the sujet d'énonciation is clearly male)


Yaguello, Marina. 1989. Le sexe des mots. Paris: Belfond. (glossary of selected French words examining gender from a grammatical and
sociohistorical perspective; xerox copy in French Dept. Library)

4.1. Psychoanalytic perspective


4.2. Feminization of titles and professional designations (cf. also §5, Guides to Non-Sexist Usage)


Dumais, Hélène. 1987. La féminisation des titres et du discours au Québec: une bibliographie. Laval: Groupe de recherche multidisciplinaire féministe, Université Laval. (an important bibliography of works in French up to December 1986)


Martin, André & Henriette Dupuis. 1985. La féminisation des

6 Preface included in your Reader.
titres et les leaders d'opinion: Une étude exploratoire. "Langues et sociétés." Québec: Éditeur officiel du Québec. (summary in Titres et fonctions au féminin... [listed below], pp. 49-56)


Office de la Langue Française du Québec. 1986. Titres et Fonctions au féminin: essai d'orientation de l'usage. Quebec: Éditeur officiel du Québec. (written after wide consultation with grammarians, lexicographers, and language users in France, Quebec, and other francophone areas, this comprehensive study of the feminization of job titles in French offers a range of alternatives and explains the reasons for their varying degrees of acceptance)


"Une aventure linguistique: féminisation des noms de métiers." Luxembourg: CEE.


1990. "Quelques applications de la féminisation des titres en classe de français langue seconde." Revue canadienne des langues vivantes, 46,2:354-64. (putting non-sexist solutions into practice in French L/2 classrooms)


4.3. Pre-modern period (Old French-- )


5. Guides to Nonsexist Usage (French and English)


--------- 1990. Pour le traitement égalitaire des femmes et des
hommes dans les communications écrites - guide de rédaction.
Ottawa.
*Frank, Francine Wattman and Paula Treichler. 1989. Language,
Gender and Professional Writing. New York: Modern Language
Reform, and Language Change: A Review of Guidelines for
Nonsexist Usage." In: Frank & Treichler, eds.. Pp. 105-133.
Communication. Toronto: Copp Clark Pittman Ltd. (each chapter
contains relevant suggestions for forther reading)
Madison: University of Wisconsin.
Maggio, Rosalie. 1988. The Nonsexist Wordfinder: A Dictionary of
Gender-Free Usage. Boston: Beacon Press. (contains
alternatives, explanations, or definitions for over 5,000 words and
phrases)
Miller, Casey & Kate Swift. 1980. The Handbook of Nonsexist
Writing for Writers, Editors and Speakers. New York:
Ministère de l'Education du Québec. 1988. Pour un genre à part
entière: Guide pour la rédaction de textes nonsexistes.
Quebec. (contains suggestions for feminizing French discourse)
Moreau, Thérèse. 1991. Le langage n'est pas neutre. Guide de
rédaction non-discriminatoire. Lausanne: Secretariat de l'ASOSP.

5.1. Feminist and Nonsexist Dictionaries and Glossaries

Bengis, Ingrid. n.d. A Woman's New World Dictionary. Special
Collections. Evanston: Northwestern University.
of the English Language. Boston: Beacon Press/London:
Liberation." Everywoman 21 August: 16-17.
Kramarae, Cheris & Paula Treichler, eds. 1985. A Feminist
Lennert, Midge & Norma Wilson, eds. 1973. A Woman's New World
Maggio, Rosalie. 1988. The Nonsexist Word Finder: A Dictionary of

9 Supposedly available from: C.P. 63, CH-9000, Lausanne 9, Switzerland.
6. Gender as a Category of Grammar

6.1. General


6.1.1. Origin of Gender


6.2. With particular reference to French


Haden, E.F. and E.A. Joliat. 1940. "Le genre grammatical des
substantifs en franco-canadien empruntés à l'anglais." PMLA
moderne." In: Koskas & Leeman, eds. Pp. 137-146. (on gender-
variable nouns and adjectives in French and the markedness of
'feminine')
In: Koskas & Leeman, eds. Pp. 173-180. on the neuter gender in
old and modern French)
the Gender of French Nouns and their Endings." In: V. Ju.
Stockholm: Skriptor. (originally published in Russian,
1958).
Milner, Jean-Claude. 1989. "Genre et taille dans le lexique
morphological analysis of gender in relation to size, notably in French
diminutives and other nouns)
@________. 1953. "La formation du féminin en français moderne." 
Orbis, 2:1-18.

6.2.1. Psycholinguistic Research
(gender assignment, child language, L/2 acquisition)

Clark, Eve V. 1985. "The Acquisition of Romance with special
reference to French." In: Dan I. Slobin, ed. The
Crosslinguistic Study of Language Acquisition, 687-782.
Hillsdale, NJ: Lawrence Erlbaum.
leurs morphèmes de genre et de nombre." L'année
psychologique 82:401-19. (see below under Champagnol 1984)
________. 1984. "Représentation lexicale du genre et de ses
transformations." Revue canadienne de psychologie 38:625-44.
(claims, on the basis of recall experiments, that processing and
encoding of gender (and number) morphemes--as opposed to lexemes--is
partly autonomous)
(experimental study whose findings challenge--or nuance--the connection
between 'feminine' and 'diminutive')
Desrochers, A. 1986. "Genre grammatical et classification
Ervin, Susan. 1962. "The Connotations of Gender." Word, 18:249-
261. (important experimental study documenting speakers' associations
with gender; summarized in Yaguello 1987:100f., Corbett 1991:93)
Hardison, Debra M. 1992. "Gender Assignment to Nonwords in
French: Implications for the Role of the Final Syllable in
Lexical Processing and Organization of the Mental Lexicon." 
In: Indiana Linguistics Club 25th Anniversary Volume.
Bloomington: IU Linguistics Club.
6.3. Generic Use of Male Referents (he/il man/homme)


7. Feminism in France


8. Gender-Related Fiction/Essays


# Author Index

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General Information:

This is an undergraduate course with no prerequisites. At Montclair State, it can be used as an elective within the Linguistics major or minor and/or as an elective for the Women's Studies minor. It also satisfies the College's General Education Social Science Topics requirement and the Minorities' Culture requirement.

The course is designed to simultaneously introduce students to the field of language and gender (as a subfield of sociolinguistics) and to women's studies. A basic feminist perspective is built into the course and is made explicit from the beginning. An overview of language and gender research is provided by tracing the growth of the field and by exploring the development of research approaches; this is accomplished through readings and class discussion. A number of topics which are not included here could be substituted for the ones that are listed; for example, there is no section on the acquisition of sex-linked speech characteristics nor is there a section on women and politeness. The term project, which requires students to collect and analyze naturally occurring speech, is a particular focus of this course. This and the assignment for which students tape and transcribe a section of a conversation are both extremely successful.

There have been two sorts of difficulties encountered. 1. Although some of the students have had other courses in linguistics and some have not, this, in itself, is not a significant problem. More of a problem is getting a group of undergraduate students to discuss, with any level of sophistication, the important points of primary linguistic sources. However, teaching this course solely through textbooks and secondary sources is NOT satisfactory. 2. Depending on the composition of the class, there is sometimes resistance to the feminist perspective introduced in the class. This is a potential problem of much feminist pedagogy and requires vigilance on the part of the instructor.

Finally, it is becoming increasingly difficult to choose among the ever increasing number of interesting articles and books in language and gender. A number of good textbooks and anthologies are available in addition to the ones used here. (Some, however, seem to come in and out of print.) Compiling and copying a different xerox packet every year is quite time-consuming.

Outline of the Course

Required Readings:


Packet of xeroxed articles.

**Course Requirements:**

1. Assigned readings.
2. Written homework assignments.
3. Attendance and class participation.
4. A midterm exam.
5. A final exam.
6. A term project: Details below.

**Term project:**

Choose or create a situation in which you will be able to investigate the speech of women and men. You will have to deal with speech and not with writing and you will need to study "naturally occurring" speech, not "artificial or made-up speech." You can investigate any language that you are familiar with. The project will require collecting speech samples involving 15-20 different women and 15-20 different men. The speech samples will be analyzed for possible differences between the speech of the women and the men. As many variables as possible will have to be considered: i.e. the situation, the social context, the sex of the interviewer, the age of the informants, their social backgrounds, etc. If possible, you are encouraged to enlist the help of a friend or relative of the opposite sex to collect half of the data. Procedures for these projects will be discussed at length in class.

You will be required to:

1. Hand in a short description of your project. The most important part of this is a detailed description of your plan for data collection.
2. Give an in-class presentation of your project highlighting your results. This will be about a ten-minute presentation, and will be scheduled for the last two or three weeks of class.
3. Prepare a 8-10 page double-spaced typed paper. This is to be handed in three weeks before the end of the semester. All papers are due before the class presentations begin. The paper will include a transcription of your data, a discussion of the procedures which you used and an analysis and interpretation of the results.

Your paper should include the following:

I. Introduction: General discussion of what you report on in the paper.

II. Methodology:
   A. How you collected the data
   B. Where you collected the data. (Description of setting.)
   C. Who your informants were and what their relation was to each other, etc.
   D. Problems which you encountered.

III. Discussion of data:
   A. Findings: Include definitions and procedures for analysis.
B. Provide examples of your data and how these illustrate your findings.
C. Provide tables or charts if appropriate.
IV. Interpretations of Data and Conclusions
V. Appendix: A transcription of all (or most of your data).

(In the course of the semester, data collection techniques are discussed at length and samples of data collected by students from previous semesters are analyzed together in order to give students some training in simple linguistic analysis.)

I. Reading assignments for Weeks 1 and 2:

Gender Voices: Chapter 1 - "Introduction."


Consider the following questions: Apply these questions first to Jespersen's writing and then to Lakoff's.

1. What does Jespersen (pronounced "Yespersen") say about the way women speak? What does he say about men? What does Lakoff say about women's speech? What does she say about men? Compile a list of the language features each considers characteristic of women and of men.

2. What does Jespersen (and then Lakoff) base his (her) findings on? How can we evaluate the validity of what each says?

3. Do you agree with the views expressed about the speech of women and of men? Why or why not?

4. Compare the view of women's speech that we get from reading Jespersen and Lakoff. Are their views the same or different?

First class assignment:

Interview ten people, one person at a time, (five women and five men) about female and male speech characteristics. Ask these people whether women and men speak the same way or not; if they think that there are differences, ask them what they think the differences are. Keep a list of the answers. Try to keep track of the approximate age and ethnicity of the people you talk to. Did the people you interview have similar or difference views from Jespersen and Lakoff? What do you think about this?

II. Reading assignments for Week 3:

A. Gender Voices: Chapter 2 - "The voice of authority."
Consider the following questions:

1. In a continuation of our discussion of speech differences between women and men, we want to focus on the notion of "natural" differences as compared with "cultural" or "learned" differences. What does a consideration of voice quality teach us about this distinction?

2. What do the characteristics of men's and women's voices teach us about the relationship between language and gender inequity?

3. List the facts that the chapter outlines about voice qualities associated with women and those associated with men.


Consider the following questions:

1. What is the main thesis of the article? What is it that Sattel tells us about men's inexpressiveness? How does this tie in with what we have read about voice quality of women and men?

2. In your own life, how do you experience "inexpressiveness"? Do you associate it more with women or with men? Is it something that you are conscious of in your conversations with others? Is inexpressiveness something that people can control? Why or why not?

III. Reading assignments for Week 4: (Project descriptions due.)

A. Gender Voices: Chapter 3 - "Accents of femininity: Gender differences in language use."

Consider the following questions:

1. Be prepared to explain the following terms:
   - sex-exclusive differences and differences of degree
   - social stratification studies
   - social networks

2. What are the main findings of the social stratificational studies? Were differences found in the speech of women and men? What sorts of differences? What kinds of explanations were offered for the differences?

3. What are the criticisms of the kinds of studies described in this chapter?

B. Women in Their Speech Communities - Coates and Cameron.
   Part One: "Language and Sex in the Quantitative Paradigm."
   Chapter 1 - "Introduction" - Deborah Cameron.
   Chapter 2 - "Some problems in the sociolinguistic explanation of sex differences," Deborah Cameron and Jennifer Coates.

1. Explain the following terms:
quantitative paradigm  
linguistic variable  
sociolinguistic pattern

2. In Chapter 2, three main explanations for sex differences in speech are reviewed: conservatism, status, and solidarity. Be prepared to discuss each of these.

3. What are the problems that Cameron and Coates find with the studies which they review? Are their objections the same as the ones described in Gender Voices? Be sure to compare the conclusions of the two reading assignments for this week.

IV. Reading assignments for Week 5:


Think about the following:

Both of these articles describe the ways in which specific social conditions can influence the language choices of women and men. Be prepared to discuss the specific details of both of these communities so that we can understand the sorts of things that are at work in language variation. The statistical charts in these articles can be skimmed without its affecting your understanding of the major points in the articles.

V. Reading assignments for Week 6:

A. Women in Their Speech Communities - Coates and Cameron.
   Part One : "Language and Sex in the Quantitative Paradigm"
   Chapter 3 - "A pragmatic account of women's use of standard speech" - Margaret Deuchar.
   Chapter 4 - "The speech of British Black women in Dudley, West Midlands." Viv Edwards.

Ideas to consider:

Both of these chapters continue the discussion which we began last week about the different sorts of interpretations for the speech characteristics of women and men. These articles emphasize the need to consider the details of the social character of the speakers' lives rather than generalize in the abstract about characteristics of women and of men. Outline for yourself the details provided in each of these chapters.

B. Women in Their Speech Communities - Coates and Cameron.
   Part One : "Language and Sex in the Quantitative Paradigm" - Chapter 5 - "Differences of sex and sects: Linguistic variation and social networks in a Welsh mining village." Beth Thomas.
Consider the following:

This is still another example of using the theory of "social networks" to analyze the speech characteristics of women and men. Please note: Chapters 4 and 5 are both discussed briefly in Chapter 1 - "Introduction." You might want to go back to that chapter to situate the readings in a general context.

Assignment:

After reading all of this and based on the discussion from last week, list everything you can find that describes the conflicting reports about women and language change (language innovation) as compared to men and language change/innovation. Remember, we are trying to see if women can be accurately characterized as being more conservative in their language use than men or if they contribute as much (or more) to language change than men do.

VI. Reading assignments for Week 7:

A. Gender Voices: Chapter 5 - "Is Language Sexist?"

1. Define/explain the following terms and concepts and consider the following questions:

   linguistic sexism
   generic he or man
   "marked" form

2. What are the general issues involved in the way our language describes women? What does it mean to say that women are made invisible by the language? What is the difference between natural and grammatical gender? Are the issues of sexism in language different in languages other than English?

Assignment for class discussion:

Make a list of as many words as you can think of that are synonyms for the word woman and for the word man. These should all be "terms of reference" not "terms of address." Include as many off-colored words as you want. The words might fit in the following sorts of sentences: I met a real ---- last night. Go ask that ---- over there. What a ---- she (he) is!

B. Schulz, Muriel. (1975). "The semantic derogation of women"

Questions to consider:

1. Define: pejoration (of terms) / label of "primary potency"

2. What is Schulz's main point? What does she think the main cause is for the pejoration of terms for women?

3. Explain Gordon Allport's ideas about prejudice.
VII. Assignments for Week 8:

Continuation of discussion of Chapter 5 in Gender Voices.
Refer to class assignment sheet from Week 7.

MIDTERM EXAMINATION

All of the readings and related questions from the previous seven weeks should be reviewed. Material from class discussions as well as from the readings should be familiar to you. I will assume that you are familiar with the names of the authors whose articles we read or whose work we discussed.

Some exam questions will focus on concepts related to the broad outline of women, men and language. Other questions will be concerned with specific aspects of language which we have studied. Finally, some questions will focus on issues of feminism. Be prepared to answer things in specific detail, not in broad generalizations.

VIII. Reading Assignments for Week 9:

A. Gender Voices: Chapter 4 - "Conversation: The Sexual Division of Labor."

Questions to consider:

1. What are the various "functions" of conversation? What is meant by the "division of labor" in conversation?

2. Describe something of the following topics:
   - amount of talk by sex in conversations
   - interruptions in conversations
   - success in introducing topics
   - conversational support in conversations

3. What is the difference between identifying features of conversations between mixed-sex pairs and features of conversations between same-sex pairs?

4. What is the difference between the two explanations for what takes place in conversations between women and men: the "two-cultures" model and the "power or dominance" model?

B. Women in Their Speech Communities. Begin Part II - "Language and Sex in Connected Speech."

(You may want to start Chapter 7 - "Lakoff in context: The social and linguistic function of tag questions" (Cameron, McAlinden and O'Leary), although we will not get to discuss this until next week.)

Questions to think about for Chapter 6:

1. Review the meanings of the following terms:
   - the ethnography of communication
   - communicative competence
   - speech event
   - connected speech
   - dominance vs. difference approach to cross-sex communication
2. Review the conclusions on page 73.

IX. Assignments for Week 10:

Review all of the readings from week nine. Be sure that you have read both chapters carefully because you are going to need the information in these chapters for the assignment given below.

Record a conversation that you and one or more of your friends are having. Tell the other people that you are taping them but try very hard to get natural sounding conversation. Just set up the tape recorder and leave it running for as long as you can. (It is best to use at least a 60 minute tape so that you have 30 uninterrupted minutes on one side.)

Describe in a written statement, who the participants are, what the setting is, what the relationship is between/among the participants, what is going on at the time - i.e. what the speech event is, etc. Is this an intimate conversation? Where are the people at the time that they are talking; how long and how well do they know each other?

Transcribe a full three minutes of the conversation about half-way into the tape. Pick a section that sounds especially natural to you. Write down every single word that you hear and show when the speaker changes. (Follow the transcription guides at the end of either text or use your own conventions for transcribing, with an explanation of what you have done.)

Formulate a hypothesis about the interaction. What is going on? How does this show up in the language used? Talk about such things as topic control, interruption patterns, use of questions, special in-group vocabulary, instances of what appears to be “dominance” or power plays, hedges, use of you know, etc. Your description should be of the whole conversation but only try to transcribe a short section. Use specific examples from the transcribed section to illustrate the points that you wish to make.

X. Reading Assignments for Week 11:


Questions to consider:

1. What specific points does Fishman make about the work that women do in conversations as compared to men? Make a list of these. How does she interpret her findings?
2. What do West and Zimmerman say about interruptions in cross-sex conversations? How does this study compare with their earlier study of interruptions between "acquainted" people. Explain their approach to analyzing conversation.

B. **Women in Their Speech Communities.** Read in Part II - "Language and Sex in Connected Speech" - Chapter 7 - "Lakoff in context: The social and linguistic function of tag questions" (Cameron, McAlinden and O'Leary.)

Questions and ideas to think about: (Review Chapter 6 in thinking about these questions.)

1. The approach taken in this article is quite different from the one taken in the last few things that we have read. What is the emphasis taken here?

2. What are the criticisms that Cameron et al make of the earlier work that has been done?

3. Be sure that you understand the meaning of the words form and function as they are used in this article.

**WORK ON YOUR PROJECTS!**

XI. **Reading Assignments for Week 12:**

A. Review the reading in **Women in Their Speech Communities.** from last week. Chapter 7 - "Lakoff in context: The social and linguistic function of tag questions." (Cameron, McAlinden and O'Leary.)


Questions to consider:

1. What are the findings about you know from this study?

2. What do we learn about the importance of context in studying the speech characteristics of women and men? (Relate this question to our discussion of Chapter 7.) How does this force us to reevaluate the approaches taken in earlier studies?


1. What is the underlying hypothesis of this article?

2. How does the approach used in this study differ from the one taken by Lakoff? What are the authors' conclusions?
3. How do these conclusions relate to the conclusions reached by Cameron, McAlinden and O'Leary in "Lakoff in context..." - Chapter 7 of Women in their Speech Communities? In particular, compare the work here with the study of tag questions used between unequal partners discussed in that chapter.


1. What is the underlying hypothesis here?
2. This article is cited as providing evidence for the "two-cultures" model of gender differences in speech. Do you think that it provides evidence for this theory?
3. What does Goodwin say about the girl's ability to use different kinds of speech?

WORK ON YOUR PROJECTS Prepare questions about your data analysis.

XII. Assignments for Week 13:

TERM PROJECTS ARE DUE

Readings Assignments:


Questions to think about:

1. What is the general thesis of this work? How is it different from the interpretations given by other researchers whose work we have read so far? What do you think of this approach?
2. What does cross-cultural communication (or miscommunication) refer to? Do you think that women and men belong to two different cultures in the USA?
3. How is female communication characterized? What about male communication?

B. Women in Their Speech Communities - Chapter 8: "Gossip revisited: Language in all-female groups." Jennifer Coates.

Questions to consider:

1. What is the significance of the work on gossip? How is gossip defined? What does it teach us about women's language?
2. Define "cooperativeness" as used in this work.
3. Describe how interruption is analyzed. How does it differ from Zimmerman and West's view of interruption?
XIII. Reading Assignments for Week 14:

Women in Their Speech Communities - Chapter 9 - "Talk control: An illustration from the classroom of problems in analyzing male dominance of conversation." Joan Swann.

Questions to consider:

1. What problems of interpretation does Swann outline in regard to characterizing the speech of all women or all men? List these.

2. How do these points relate to language used in a classroom setting? What are the characteristics of language behavior which Swann describes in relation to girls and boys in the classroom?

3. What are the implications for issues of male dominance and for issues of classroom management?

Term project presentations will begin in the second part of this week. Schedules will be distributed in advance.

Be prepared to give a ten minute presentation about your project. What did you do your project on?; how did you collect the data? What did you find out about the language used by women and by men? How did you interpret your results? If you choose to, you have make charts or use hand-outs for your presentation. Five minutes will be reserved for questions.

Representative topics are:

- Talk between waitresses and diners at a diner.
- Talk at a counter of a deli.
- Ordering food at a luncheonette.
- Ordering pizza.
- Talking with a receptionist.
- Dialing wrong numbers.
- Buying lottery tickets.
- Verbal exchanges at the registrar's office.
- Nursery school children.
- Asking for the time.
- Talk at a ticket window of a movie theatre.
- "Could I borrow a cup of milk?" in a dorm.
- Asking for directions.
- Survey - Presidential Politics (Gays in the military).
- Survey - "What do you think of this picture?"

XIV. Assignments and overview of Weeks 14 and 15

Presentation of students' class projects will take place for the last two weeks of class.

Final Reading assignments

Gender Voices - Chapter 6 - "Language, communication and
Ideas and questions to consider:

1. In what way can language play a role in "reproducing and constructing ideologies which are oppressive to women?" The authors take the position that we reproduce and recreate social reality -- in particular one that perpetuates gender inequality and oppresses women -- in our daily spoken interactions. They say that the inequality is not just "encoded" in the language but enacted by the speakers who use the language. Explain what this means.

2. What are the sorts of "linguistic intervention" that the authors describe? What is their effectiveness? In what context must these suggested forms of intervention be considered?

FINAL EXAM WILL BE GIVEN DURING FINALS WEEK
REBECCA D. FREEMAN, University of Pennsylvania

Language in Education Division
Graduate School of Education
University of Pennsylvania
3700 Walnut Ave.
Philadelphia, PA 19104

To Others Teaching Language and Gender:

In this letter, I will briefly describe my goals in teaching a course on Language and Gender, the students I have, the reason for the approach I adopted, problems I have had, and solutions I have come up with. Spring 1993 was the first semester I have ever taught this course, and I have been experimenting with course design. I look forward to talking with others who are struggling to teach a course in such an interdisciplinary field, because it seems to me that interdisciplinary work that aims for social change requires a new pedagogical approach.

Goals:
* make students aware of the role of language in defining people relative to each other so that they will then be able to use language to position themselves and each other more equitably. To accomplish this, I wanted to encourage students to look critically at contexts they were involved in on a regular basis.

* give students an idea of major issues in the field including a critical look at 1) representations of women (and other underrepresented groups) in a variety of contexts, traditionally by men, more recently by feminists as a reaction against traditional patriarchal representations, and even more recently by underrepresented feminists as a reaction against traditional feminist representations; 2) binary categorizations, how else might we talk about gender, i.e. as a continuum?; 3) language in interaction: difference and/or dominance: e.g. men and women in conversation, women's/men's language, powerful/powerless language, women in conversation with women, 4) strategies for individual and social change. This list is by no means exhaustive.

* provide students with an introduction to tools they would need to conduct their own research. This would include at least field-based research, experimental designs, and written text analysis. I wanted to expose them to discourse analysis (including narrative, conversation, written texts, metaphors, attitudes/stance/ideology, positioning, etc.), so that they would know what kinds of analysis they could do. Each student then would have to do some kind of discourse analysis in their project. I wanted to emphasize creativity in methodological approach in order to attempt to resolve some of the problematic areas, i.e. what do we mean by context?, by power?, how do we relate micro and macro levels?, how do we account for the interaction of gender and culture? etc.

Students:
I knew that the majority of my students would be graduate students. I assumed that some, but not all, would have a background in linguistics. In addition, I assumed that each student would have some background academic, professional, and personal experiences
that we would want to draw on. As it turned out, I had twenty five students who represent a variety of cultural backgrounds: four undergraduates, mostly masters level students of TESOL and Intercultural Communication, a few doctoral students in Educational Linguistics, and a few graduate students from other departments. About half of the students had done some discourse analysis or conducted some original fieldwork.

**Approach:**
Since there has been a tremendous amount of work done on Language and Gender in sociolinguistics, social psychology, anthropology, social theory, literary criticism, etc., I knew that any attempt to cover the content of the field would be impossible. At first, I was having a very difficult time deciding on course readings, because I was always leaving out something crucial. Then the reading list was beginning to become overwhelming. I was also reluctant to choose which was "the most important", because what is the most important to me may not be the most important to my students.

Because of the scope of the field and my goals for the course, and my assumption of the students' diverse backgrounds and goals, I decided to take a cooperative learning approach and organize the course around the students' interests. I selected the texts for the course because they represent a wide range of issues, theories and methodologies, and have extensive bibliographies. The syllabus is in two parts, and is self-explanatory for the most part.

**Comments:**
Generally, I think this approach has worked quite well. I want to mention a few things that I did which the syllabus doesn't emphasize, and also point out a problem that I encountered.

I asked the reference librarian to organize a special session for our class when I got the students' preliminary ideas for projects, which worked beautifully. The librarian put together an hour and a half presentation, in which she showed the students how to research their topics on the library computer system. She also introduced the students to special resources for Language and Gender. This session provided the students with the means (including confidence) to generate their parts of our syllabus (the student-generated syllabus is clearly explained on the syllabus). If you have this service available at your library, I highly recommend it.

I strongly recommend the student-generated syllabus. The students seemed to enjoy taking on the responsibility, and have done a great job. Organizing the course this way really changes the student -teacher role relationship. They assigned me readings, and they lead the discussions. My job is to make sure they have covered the issues that I want them to cover without dominating the discussion, and to help them synthesize issues (the synthesis papers help in this part too). Teaching like this is a challenge, but the students are much more involved in their work and in the class discussions.

The only problem I've really had is getting the students to understand what group facilitation means. Although I clearly told them that I don't want them to report on their individual projects and summarize individual readings (because we don't have time - there are too many students), and that I wanted them to work together to use their projects and readings to help them facilitate our exploration of the larger group theme, they seem to resist working as a group. I'm not sure if I need to require group products (more than just the facilitation) in order to get group process, or if I just need to be more explicit and provide them with more concrete ideas of options available to them. Any suggestions for how to get groups to work as groups without too much teacher imposition would be greatly appreciated.
Language and Gender Syllabus: Part I

Course Schedule: Mondays 2-4.
Professor: Rebecca Freeman

Course Description: A critical investigation of the relationship between language, gender, and social structure which explores the role of language in reflecting and perpetuating gender inequities, as well as the potential of language for challenging and transforming gender relations. Students' ongoing discourse analytic projects are integral to our exploration of issues related to sexism in and through language. Implications for individual and social change are emphasized.

Course Requirements:

I. Project: By the end of Part 1, "Issues, Theories, and Methods: An Overview", each of you will have selected an issue that you want to investigate in more detail. You can work individually or in groups. At that point in the semester, please submit a PRELIMINARY description of the issue you would like to investigate, and the kind of approach you would like to take. Your projects will then form the basis for our course.

II. Research Proposal: By the end of Part 2, "Methodological Approaches", each of you will submit a research proposal that includes a problem statement, brief literature review, and an outline of your methodology (data collection and analysis). Please include discussion of any problems you are having or anticipate having, and a general schedule so that you can be sure to allow enough time to complete the project.

III. Syntheses. Based on your preliminary proposals, I will divide the course into three to five sections that correspond with your interests. Let's say, for example, that several students are interested in investigating some issue related to Language Socialization. There will be a section of our syllabus (to be organized when I receive your preliminary proposals) dedicated to Language Socialization. At the end of the section, each of you will be responsible for writing a 2-3 page synthesis of your thinking in response to the articles we read, the issues we discuss, your life experiences, your project etc.

Each synthesis will be due the week following the end of a section so that you will have opportunity to reflect and integrate. Your syntheses and my responses will then become a kind of dialogue journal between student and teacher.

IV. Group Discussion Facilitation: As mentioned above, when each of you proposes an idea of the issue you would like to research for your project, I will organize the course into sections. Each of you investigating an issue related to, e.g., the section on Language Socialization (if there is one), will form a group who will be responsible for facilitating our exploration of that section. At that point, your group can decide which readings from our texts or outside readings you want to include. I will then provide a new syllabus that outlines the course.

Your group will get together and organize your group facilitation. While there is a lot of flexibility in how your group approaches this task, there are two requirements: Each group must work together as a unit to facilitate the class's understanding of the general theme (as opposed to individual presentations of a reading and of each project), and each group must bring data to help the class explore the issue. Outside of these requirements, you could, for example, raise questions about the readings, talk about
further reading you are doing, your own experiences, your research projects etc. Your group will decide together how to best approach the issues/data you are working with in more detail in order to facilitate all of our learning.

Required Texts:


Course Schedule:

PART I: ISSUES, THEORIES, AND METHODS: AN OVERVIEW

Week 1: Introduction to the course and to each other.
Week 2: Issues, Theories and Methods: An Overview.
Readings:
Cameron-Introduction: Why is Language a Feminist Issue?
Coates-Part One: Introductory.
Todd and Fisher-Intro: Theories of Gender, Theories of Discourse.
Thorne, Kramerae and Henley-Introduction, and A Second Decade of Research.

* Please bring approximately five questions to class. The questions can be about the readings specifically, or about observations you’ve made that the readings stimulated. Your questions will help me see how you are relating to the reading, and will form the basis for our next class discussion.

Week 3: Continued discussion of Issues, Theories and Methods

* Please hand in your PRELIMINARY idea for your project.

PART II: METHODOLOGICAL APPROACHES

Week 4: Library Tour
First hour: Generate individual and group bibliographies.
Second hour: Divide into groups and beginning discussing readings/approaches for your group facilitation. You only need to pick a few articles (e.g. 2-4) for the entire class to read and discuss. For the facilitation, your group is encouraged to draw on your individual projects, and help the entire class synthesize the ideas that you cover.

Week 5: Methodology Part 1: Field based design.
Readings: In T, K & H: Nichols, Fishman
In Todd and Fisher: Davis, Goodman
Coates: finish book.

Goal of discussion: a critical look at methodology. Some discussion of issues is fine, but not the primary focus at this point. To be facilitated by students with experience in these
approaches.

**Week 6**: Methodology Part 2: Experimental Design
Readings:
In T, K & H: McKay
McConnell-Ginet
West & Zimmerman
Berko-Gleason

**Week 7**: Written Text Analysis:
Readings:
In T, K & H: Penelope & Wolfe
In Todd & Fisher: Cultural Discourse
  Institutional Discourse

Read a few of the readings in either Cultural Discourse or Institutional Discourse. Try to pick ones that look the most relevant to your project.

DUE: Group Syllabus: required and recommended readings.

**Week 8**: Research Design small group workshop.

Bring Research proposal to class.

For the majority of the class, you will work in pairs or small groups to discuss your research design and any problems you may be having. I will give back the group generated syllabus, and we'll get ready for facilitation of topics.

**Week 9**: BREAK!

**Language and Gender Syllabus: Part 2**

After the syllabus, you will find a brief description of each of your projects. Please use each other as resources in working on your projects in any way you can.

**Week 10**: Group Facilitation 1
Naming and Representation Part 1: In the Medical Profession
Facilitated by Lisa, Jody, Brenda, and Heidi.

Readings:


Week 11: Group Facilitation 2

Naming and Representation Part 2: Other Areas of "High Culture"
Facilitated by Rae, Karen, Kate M., Rebecca, and Nacha.

Readings:
Required
In Cameron: Schultz (pp. 134-147)
Kramarae and Treichler (pp. 148-159)
Elgin (pp. 160-163)
In Todd and Fisher: Penelope (pp. 255-273)
Recommended
In Cameron: Hofstader (pp. 187-196)

Week 12: Group Facilitation 3
Cross Cultural Perspectives
Facilitated by Ellen and Noriko

Readings:
Required


Recommended


* Synthesis 1 Due.

**Week 13:** Group Facilitation 4  
Interaction Part 1: In the Classroom  
Facilitated by Ako, Rachel, Julie, Kristin, and Kate L.

Readings:  
Required  


Recommended  

**Week 14:** Group Facilitation 5  
Interaction Part 2: In Conversation  
Facilitated by Hae Sook, Hi Jean, Kim, and Miriam.

Readings:  


**Week 15:** Language and Gender Synthesis.  
Class discussion which will synthesize what we have covered, and emphasize issues and methods for future research.

* Synthesis 2 due.

* Final project due.
STUDENT PRELIMINARY TOPIC LIST: ARRANGED BY GROUPS

Group 1: Naming and Representation in the Medical Field.
Lisa: Representations of childbirth in midwive's texts as compared to physician's texts.
Brenda / Heidi: African-American women in conversation about their bodies.
Jody: Women and depression.

Group 2: Naming and Representation in other areas of "High Culture"
Rae: Compare New Church publications and sermons during three periods for representation of Lillian Beekman, a controversial woman in the church.
Karen: How are women represented in rap music?: A comparison of male and female rappers.
Rebecca: Gender representations in advertising.
Nacha: Representation of women in the original and most recent Peruvian constitutions. A critical look.

Group 3: Cross-Cultural Perspectives
Ellen: Beliefs and practices about literacy, gender, and culture among two generations of women in two Cambodian families. How the women view themselves and their emergent literacies.
Noriko: Japanese-American women's stories about growing up biculturally with respect to gender identity.

Group 4: Interaction Part 1: In the Classroom
Ako: Gender relations in a Wharton Business School class.
Rachel: Differences in the way men and women speak out in class; the comments they make, questions they ask, how they form their questions, and teacher's responses in an Arts and Science class.
Julie: How teachers and ESL texts deal with sexism in language. How are the teachers and curriculum practicing or avoiding sexist language use.
Kristan: Looking at language socialization of ESL kindergarten students in ESL classes with respect to gender identity: among students at play and/or in official classroom.
Kate L: One intermediate speaking/listening in ESL class. Possibly looking at politeness phenomenon.

Group 5: Interaction Part 2: In Conversation
Hae Sook: Gender differences in language use among Korean couples.
Hi Jean: Relationship between changes in Korean social structure and women's language use in conversation.
Kim: Male/Female doctors' language use with patients.
Miriam: Gender differences in politeness strategies in conversations with members of two New Zealand communities.
Language and Gender

GOALS: To make visible the unseen but ever-present force of language in one's life as a gendered person, including how categories of language and communicative habits shape one's beliefs about one's self and others.

Required Text: Graddol, David and Swann, Joan. Gender voices.

Questions that the class will address include:
-- Do men and women speak differently? If so, in what ways?
-- What kinds of distinctions in languages are made between men and women (for example in vocabulary)?
-- What do these differences (if they indeed exist) mean for the lives of men and women in various societies?
-- How do societies differ in the role of language in creating gender roles?
-- Why do languages and language users make the kinds of distinctions discussed above (if they do)?
-- How is gender related to power, socio-economic class, and race in different societies with regard to language use?

REQUIREMENTS: 2 midterms (15% each) = 30%
1 final = 20%
homework = 20%
project = 20%
attendance = 10%

Students are required to read the assigned textbook and any assigned photocopied articles.

The project is a group assignment (FIVE people per group). The written version of this project will be due the last day of class; your group will give an oral presentation of the project during the last two weeks of class. Each group's oral presentation will be 15 minutes long. The project will be a piece of original research that involves you exploring one of the topics of the class by observing, surveying, or interviewing people (or traces of their behavior) in the Boulder/Denver area, or by conducting library research on a topic relevant to the class. The written report of the project should be 5-8 pages (typed). Your group should get my approval for your project before starting the research.

Students will be asked to think critically about all of the readings, especially with regard to the possibility of author's bias.

Make-Up Exams: Students who are unable to take the midterms at the scheduled time will be allowed to take a make-up exam (1) if they give the instructor 2 weeks prior notice, or (2) you have a written excuse from a doctor (or some other authority).
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English 103B: Varieties of English

Randy Allen Harris; raha@watarts.uwaterloo.ca
English, University of Waterloo, Waterloo ON N2L 3G1 Canada

Winter 1993; Tuesday & Thursday, 4:00-5:30 PM; ML 349

Randy Harris   Hagey Hall 247, x5362  Home phone (Moffat): (416)
854-1172   E-mail: raha@watarts  Hours: Thursday and Friday,
10:00-11:30; or whenever you can catch me.

Course epitome: We will look at some of the various styles, textures, and
dialects of English. Language is a mental phenomenon (you keep it
between your ears) and a social phenomenon (you use it by passing it on to
other ears and eyes). We will attend almost entirely to the social
dimensions of language, which serve two complementary purposes: cohesion
and power. People use language to bring them close to others, and to
distance themselves from others by exercising or resisting power. Through
most of the course, we will examine how English is used for bonding and
dominating, but we will also look briefly at another language, Laadan, and at poetry.

Required Texts:
Bailey, Images of English
Lakoff and Turner, More than cool reason

Requirements:
Midterm (11 February) 30%
Paper (due 1 April) 30%
Final 40%

Rules of the game: No late assignments will be accepted, no extensions
will be granted, and no incompletes will be awarded, without very
strong reasons. Please have all readings done before class.

Week  Topics  Readings: Bailey, Lakoff & Turner
1  Overview: Language as power
2  A cultural history of English  1, 2, 3
3  4, 5, 6
4  7, 8, 9, 10
5  English dialects
6  Midterm
   Study Break  (1-10?) (1-4?)
7  English registers
8  Gender and language
9  Laadan
10 Conceptual metaphors in poetry  1, 2
11 3, 4
12 Review and discussion
Some Comments on teaching "Language and Gender" at Stanford, Winter 1991
Bonnie McElhinny

In my first year of graduate school (1987-1988), Penny Brown was visiting Stanford and taught a course on language and gender—for undergraduates. I took that course then, but remained uncertain about whether one could be taken seriously as a linguist while undertaking studies of language of gender. After a leave of absence devoted to earning a master's degree in a field where feminist approaches are a central theoretical paradigm (English literature) I returned to linguistics heartened, believing that the relative lack of attention to gender as a social category presented an opportunity for doing original work rather than a professional deadend. Upon returning to Stanford, I decided to write a dissertation devoted to some aspect of the linguistic construction of gender, and I submitted a proposal to the linguistics department faculty for a course I wanted to teach to undergraduates on language and gender. Shirley Brice Heath supported my interest, and followed out one of her own, by offering to co-teach the course, and we co-designed the course whose syllabus is attached. Language and Gender has since become a regular offering in the Stanford linguistics department.

We decided to survey the history of the development of scholarship on language and gender, and consider contemporary approaches to its study in anthropology and linguistics, with a particular focus on gender and linguistic diversity within the United States. An important part of the course was the attached set of fieldwork exercises that the students themselves conducted. Using tapes and transcripts they made of conversations with peers, the students retested previous authors' claims about how men and women use interruptions, hedges, tag questions, profanity and vernacular phonological features. These exercises were more than the usual problem sets designed to allow students to replicate experts' findings, since asking students to consider for themselves the complexity of how language is used in social interaction turned out to be a way to empower them to question the methodological and theoretical assumptions made by earlier scholars in studies of language and gender. In many cases the students' conclusions didn't agree with the linguists' previous findings—not only because the students were studying a different group, but because the linguists assigned a single meaning to a form which students discovered on investigation of their own tapes was capable of meaning many things. For instance, among friends simultaneous talk and interruptions more often marked intimacy and solidarity than the domination of another that it has often been assumed to represent by sociolinguists.

Students began to question 'expert' findings and assumptions. For instance, students would find too that gender wasn't always the only, or most important, social characteristic that explained the patterns of interactions they had taped—though many sociolinguistic studies bent on examining gender differences do ignore other contextual, social and psychological factors influencing language use. Often, students would say, "But in MY data the most important difference isn't between men and women, but between this senior and this freshman, or between these two women with different personalities, or between the feminist and the non-feminist." Thus the participant structure of our classroom was changed from the traditional one of instructors-to-students to one where students shared data with one another, as developing experts on a given topic. Having their own data also empowered students to ask questions of the articles they were reading, and of us. One student who approached me at the end of the semester said that she would never gain read anything—academic article or otherwise—and assume that she could simply accept what she was reading there. Helping students towards this sort of critical reading, and to find ways to develop their own opinions, seems to me one of the most important goals in teaching undergraduate and graduate students.

Much feminist research, and many courses taught by feminists (including courses on language and gender), focus on the ways that women's behavior is devalued. Although these studies and these courses, by their very nature, are a protest against such devaluation, they fail to document the ways by which the women described offer their own, positive interpretations of their own actions, the ways they contest hegemonic interpretations, and the ways that negative interpretations change, and so they seem to suggest that feminist protest is largely located in the academy. For the students in our class, the crosscultural description of gender description and...
women's devaluation often seemed overwhelming. Though we discussed importance differences between societies, they tended to focus instead on what seemed to them to be a sexism so deep-seated and comprehensive as to be virtually incontestable. For this reason, I think, many of them were very enthusiastic about the exercise on language and sexism. It seemed like a place where change was possible. For many students, examining the transcripts of their peers also made it impossible not to ask questions about signs of resistance and multiple interpretations and the resulting changes in their own, and other, speech communities. The students' own work, then, served as a jumping-off point for a critique not only of prevailing stereotypes of women's speech in some of the cultures we studied, but of some of those present in the academic literature as well. I take students' active participation and empowerment in a classroom to be one distinctive feature of a feminist pedagogy. Marcia Westkott notes that often "Women's devaluation and the consequences of this devaluation are reinforced by a social science which records these conditions while systematically ignoring alternative possibilities." A feminist social science, and a feminist pedagogy too, should not be just a doleful catalogue of facts about oppression and discrimination, but should also serve as an opposition to such facts by identifying alternative interpretations, by recognizing resisting groups and individuals, and by denaturalizing existing ideologies about gender.

Bonnie McElhinny

LANGUAGE AND GENDER
Anthropology 171/Linguistics 154--Winter 1991
Stanford University
Instructors: Shirley Brice Heath and Bonnie McElhinny

TEXTS:

From time to time, readings on reserve in the library will also be assigned. You will also be asked to read parts of Tannen 1990 (You Just Don't Understand: Women and Men in Conversation). Some copies of this New York Times discounted bestseller are available in the bookstore.

REQUIREMENTS:
(1) 60%--SIX PROBLEM SETS due on dates indicated in the problem set packet. No papers will be accepted beyond the week in which sets are due.

(2) 40%--Choice between a FINAL EXAMINATION and a 10-15 page FINAL PAPER using course readings on a topic of student choice.

(3) 10%--Each Tuesday, beginning Jan. 15, a one-page summary of the readings of the week. These will not be graded, but they will be checked off, and occasionally shared with other class members to stimulate discussion. Note that these are in effect bonus points.

COURSE ASSIGNMENTS AND TOPICS:
JANUARY: Overcoming the stereotypes of language; deciding how to study language and gender; reconsidering the norms and expectations of mainstream culture: the power of the media; sorting facts from fictions.
Jan 8 and 10
Coates, Part 1: "Language and Sex", "The Historical Background: Folklinguistics and the Early Grammarians", "The Historical Background: Anthropologists and Dialectologists".
View Film "Killing Her Softly."

Jan 15 and 17.
PST, Introduction.

Jan. 22 and 24.

Jan. 29 and 31.
PST, Chapter 4: "A diversity of voices: Men and Women's Speech in Ethnography Perspective" (Joel Sherzer).

FEBRUARY: Gender, language and ethnicity in the U.S.; contrasting men and women in talk across cultures

Feb. 5 and 7.

Feb. 12 and 14.
PST, Chapter 1: "The womanly woman: Manipulation of Stereotypical and Nonstereotypical Features of Japanese Female Speech" (Janet Shibamoto).

PST, Chapter 2: "The Impact of Stratification and Socialization on Men's and Women's Speech in Western Samoa" (Elinor Ochs).

PST, Chapter 5: "Women's Speech in Modern Mexican" (Jane Hill).

Feb. 19 and 22.


Feb. 26 and 28.


MARCH: Acquisition of gender-differentiated language across cultures

March 5 and 8.

PST, Chapter 6: "Preschool boys' and girls' language use in pretend play" (Jacqueline Sachs).

PST, Chapter 7: "Sex Differences in Parent-Child Interaction" (Jean Berko Gleason).

PST, Chapter 8: "Children's Arguing" (Marjorie Harness Goodwin and Charles Goodwin).

PST, Chapter 9: "Do Different Worlds Mean Different Words?: An example from Papua New Guinea" (Bambi Schieffelin).


March 12 and 14.


FINAL PAPER DUE--March 12.
BOOKS ON RESERVE

You may want to consult these books in the course of preparing your final paper, if this is the option you choose.

Cameron, Deborah. 1985. *Feminism and Linguistic Theory.*
Ortner, Sherry and Jennifer Whitehead (eds). *Sexual Meanings.*
Smith, Philip. *Language, the Sexes and Society.*
Spender, Dale. 1989. *The Writing or the Sex? or Why you Don't have to read women's writing to know it's no good.*
Tannen, Deborah. 1990. *You Just Don't Understand: Wome and Men in Conversation*
This is a packet of six field exercises examining the ways that language reflects and constructs gender differences. You will be asked to complete these exercises throughout the quarter and turn them in on the dates listed below. For the assignments due on Jan. 15 and March 5 you must choose one of the two exercises included here—you are not required to do both. Each exercise is worth ten points and is the equivalent of 10% of your final grade. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

1a. Extralinguistic Constructions of Gender OR
1b. Politeness (Lakoff) DUE Jan. 15

2. Transcription DUE Jan. 29

3. Quantitative Analysis DUE Feb. 5


5a. Interruptions OR
5b. Hedges DUE Feb. 19

6. Sexism in Language DUE March 5

(Reminder: Your final paper is due March 12. Please budget your time accordingly.)

Included with each exercise is a list of further optional readings. These are NOT required reading. You will be able to satisfactorily complete each exercise without referring to these articles/books. We provide them here in case you should wish to read further on your own, or in case you decide to expand one of your exercises into a final paper.
EXERCISE 1a--Extralinguistic Constructions of Gender (Due Jan. 15).

PLEASE NOTE: CHOOSE EITHER THIS EXERCISE OR 1B (POLITENESS) TO COMPLETE FOR JAN. 15. DO NOT DO BOTH.

In GENDER ADVERTISEMENTS Erving Goffman compellingly demonstrates the ways that differences in power and authority between men and women are represented and constructed in advertising photographs. He shows, for example, the regularity with which (1) men are portrayed as larger, bigger, higher or taller than women, (2) women are portrayed as physically prostrating themselves before men, (3) women, social subordinates and children are held by or around the shoulders in a way that precludes reciprocal shoulder-holding, (4) women are portrayed as losing control of their emotions. Copies of photographs of several of the positions which he examined are attached. In this exercise you'll be attempting to duplicate Goffman's study EITHER by examining contemporary advertisements OR by examining body configurations which occur in everyday interactions. NOTE: You are not required to do both of these sections. Select only one.

(1) BODY POSTURE IN CONTEMPORARY ADVERTISEMENTS

Goffman's study was conducted in 1976. Are the same sorts of configurations still regularly used by advertisers in 1990? That is, are gender differences still constructed in the same ways? Choosing one of the positions/configurations examined by Goffman, examine a selection of popular magazines (you should look at 4 different magazines, at least), to see if that particular configuration is still found in advertising photographs. If so, cut out the relevant pictures and paste them up onto several sheets of paper. Submit a 1 or 2 page essay describing the ways in which this configuration fits (or perhaps does not precisely fit) Goffman's description. If the configuration you've chosen is no longer used in advertising you can either (1) choose another configuration, look for it and write about it, as above, or (2) write a 1 or 2 page essay explaining why you think that configuration is no longer used by advertisers, or (3) write a 1 or 2 page essay describing a configuration that is currently used that Goffman did not describe and attempt to explain why and how this new configuration might have become popular/effective.

(2) BODY POSTURE IN EVERYDAY INTERACTIONS

Although Goffman wasn't certain about the ways in which the configurations he discusses would correspond with poses adopted in natural settings, he suggests that the "standardization, exaggeration and simplification" that characterize commercial posings are also found in more natural settings, though there they may be understood as "babyishness, mockery and other forms of unseriousness" or may be a particular sort of ritualized behavior that is only acceptable during "moments of ceremony, occasions for giving sympathy, sudden access or friends" and other special occasions. No one has yet attempted to test these claims on the poses that people regularly adopt as they go about their day-to-day business. Select one of the poses which Goffman describes, and note down all the people whom you see arranged in that configuration in a given day. Note down the details of each occurrence, including who the participates were, where they were, what they were doing, the tone of the occasion (serious and academic, serious and romantic,
playful and friendly, playful and taunting, parodying, etc.) and any other details that seem significant to you. If you can do so, take a picture. Write a 1 or 2 page essay describing the results of your observations and commenting on Goffman's predictions. If you are unable to find any instances of the particular configuration you've chosen you can either (1) look for another configuration, look for it and write about it, as above, or (2) write a 1 or 2 page essay explaining why you think the configuration you can't find might be used in advertising but not in the natural interactions you observed, or (3) write a 1 or 2 page essay on a configuration that you regularly observed that went unmentioned by Goffman.

OPTIONAL FURTHER READINGS
EXERCISE 1B--Politeness  (Due Jan. 15)

PLEASE NOTE: CHOOSE EITHER THIS EXERCISE OR 1a (EXTRALINGUISTIC CONSTRUCTIONS OF GENDER) TO COMPLETE FOR JAN. 15. DO NOT DO BOTH.

In LANGUAGE AND WOMAN'S PLACE Robin Lakoff claims that "it is a truism to state that the 'stronger' expletives are reserved for men, and the 'weaker' ones for women" (1975:10). Jennifer Coates, on the other hand, in WOMEN, MEN AND LANGUAGE writes that Lakoff and other writers "claim to describe women's more polite use of language, but we should ask whether what they are actually doing is attempting to prescribe how women ought to talk. Avoidance of swearing and 'coarse' words is held up to female speakers as ideal to be aimed at....It is clear that people have thought for a long time that women and men differ in relation to the use of swear words and other taboo expressions....there is still very little evidence to confirm or refute this belief" (1986:22). This exercise is designed to test Lakoff's claim by gathering some evidence for how men and women use expletives.

(1) The attached worksheet lists 14 expletives. They've been ranked in order from least profane (GOSH) to most profane (CUNT) in an unpublished study conducted by Frank Anshen at SUNY-Stonybrook. Note that the expletives fall into roughly 3 groups. The first three (GOSH, DAMN, HELL) are all impious uses of religious terms, while CRAP, ASS, BULLSHIT, and PISS are all concerned with excrement. The last set (FUCK, SUCK, PRICK, MOTHERFUCKER, CUNT) all refer to sex. Each time you hear one of these 14 words in the next week note the sex of the speaker and the sex of the audience, and mark the appropriate column on the attached worksheet. If, for instance, you hear a woman on the bus say "Damn that was a good game" to the guy beside her, you'll mark W to M (woman to man) on the DAMN line. For the purposes of this study, take audience to be those to whom the speakers are directly talking, and not merely all those who can hear them (you wouldn't count, for instance, everyone who overheard the woman on the bus as the audience). Sometimes the audience will be more than one person. If all are women, mark W. If all are men, mark M. If both men and women are in the audience, mark MIX. If possible, also note age, ethnicity and/or class of the speakers and audience.

(2) Tabulate all tokens (each expletive you hear counts as one token) according to word (e.g. 11 tokens of DAMN), according to gender of speaker (e.g. 5 tokens of DAMN used by men, 6 used by women) and according to hearer (4 tokens of DAMN heard by men, 6 heard by women, 1 heard by a mixed audience).

(3) Can you make any generalizations about whether men or women are more likely to use the expletives in the impious set? The scatological set? The sexual set?

(4) Does the sex of the audience significantly affect men's or women's use of expletives? Are expletives more or less likely to be used when only women are in the audience? With a mixed audience? With an all-male audience? Which set of expletives are used most often with, respectively, all-male, all-female and mixed audiences?

(5) Do you think that use of expletives is a good measure of how polite a
speaker is? If so, why? If not, why not? In what other ways might one measure politeness?

(6) In what ways did ethnicity, class and age affect use of expletives?

(7) Turn in your worksheet and a 1-2 page essay which contains the answers to questions #2-6.

OPTIONAL FURTHER READINGS
Lakoff, Robin. 1975. Language and Woman's Place.

WORKSHEET FOR EXERCISE 1b--POLITENESS

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EXERCISE 2--Transcription (DUE JAN. 29)

(1) Tape an hour of casual conversation between two friends. The conversation may be between two women, two men or between a man and a woman. Because you'll be using the transcript resulting from this exercise for comparisons of men and women's speech in some of the later exercises (see exercises 3, 4, 5a, 5b) you may prefer to tape a man and a woman. If you elect to look at the speech of two women or two men you will need to find someone else in the class who has taped the speech of two people of the opposite sex with whom you can exchange transcripts. (NOTE: If you do not have access to a tape recorder, please check with the instructors about borrowing one.) Unless you have a very high-quality tape recorder, you'll probably want to tape in a location without a lot of ambient noise (e.g. a dorm room, or a quiet bench on campus, or a car).

(2) Transcribe at least one half-hour of this tape. As a rule of thumb, note that an hour of tape generally requires 7 hours of transcription time. Do not transcribe the first 10 minutes or so of the tape--this is the section in which speakers are likely to be most self-conscious and most aware of the tape-recorder. Later portions of the tape will probably be a bit more natural. Use pseudonyms for the participants.

(3) Transcribe as much of what is on the tape as is necessary to capture the essence of the conversation that you've taped. You will need to transcribe discourse markers and fillers like UM, HMMH, WELL, YEAH, etc. Transcribe laughter. Note pauses. Transcribe gasps, sighs, or other sharp intakes of breath. You might even want to include notes on the actions the two people were performing as the recording was taking place if you were there, to the extent that you can remember them. Attached is a set of transcription conventions developed by discourse analysts that you may find useful. Keep in mind also the comments by Ochs on the ways that transcription practices are also a theory of interaction. Be prepared to explain why you've chosen certain transcription practices for your purposes.

(4) Hand in one copy of the transcript and a copy of your tape. MAKE SURE THAT THE TAPE IS REWOUND TO THE POINT AT WHICH YOUR TRANSCRIPTION BEGINS. We may want to listen to your tape and compare it with your transcript. Retain the original transcript and tape for yourself--you'll need it for next week's exercise.

OPTIONAL FURTHER READING
TRANSCRIPTION CONVENTIONS

A: I <doh' know>
B: <you don>'t

Brackets indicate that the portions of enclosed speech are simultaneous. The left-hand bracket marks the beginning of the overlap, the right-hand bracket the end.

A: I was go-
B: Are you SURE?

A hyphen represents a syllable which was abruptly cut off.

Caps (or underlining) indicate heavier emphasis on the word marked.

A: I said that=
B: =No you didn't.

Equal signs indicate that the next speaker started precisely at the end of last speaker's utterance.

(.) or ( )

Parentheses indicate a short pause.

(.2)

Indicates a pause of 2/10 of a second

(xxxx)

X's mark a stretch of speech which was difficult to transcribe from tape.

Oh yeah?

Question mark marks rising intonation

Hhhhhhhhhhhhh

H's represent laughter.
EXERCISE 3--Quantitative Analysis (Due. Feb. 5)

In this exercise you'll be conducting a simple quantitative study that will serve to give you an idea of how studies like those described in Coates (Chapter 4) are designed and conducted. Although there are some cases in which gender differences in the use of a certain linguistic item are categorical (in the American Indian language Koasati, for example, there are male and female forms of some verbs, so that a woman will say LAKAWCIN 'don't lift it' while a man will say LAKAWCI.S 'don't lift it'), these are relatively rare. In most of the cases in which gender differences have been found in the use of certain linguistic forms, men and women both use the word (or morpheme or phoneme), or both use all possible variants of the word (or morpheme or phoneme) but they use them in varying degrees. The use of the variants -ING/IN (in phonetic transcription <ɪŋ>/ <ɪn>), as in WORKING/WORKIN is one such case that has been studied by several linguists, including Fischer 1964 and Trudgill 1972.

(1) Listen to your tape once more, while following along in your transcript. Make sure that you've correctly transcribed each instance of a word which ends in -ING/IN. In the transcription you first made, you probably heard many instances of -IN as -ING. (Each time conversational analysts use a transcript for a new purpose, they comb back through it to make sure they've accurately recorded each instance of the new phenomenon that they're examining.)

(2) Go through your transcript underlining each instance of a word which ends in -ING/IN for each individual.

(3) Count the number of -INGS and -INs you've found for EACH individual.

(4) Enter the totals into a table like the following:

<table>
<thead>
<tr>
<th>-IN</th>
<th>-ING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual 1 (woman)</td>
<td></td>
</tr>
<tr>
<td>Individual 2 (man)</td>
<td></td>
</tr>
</tbody>
</table>

(5) In one or two pages, describe your results. Use your table in this description. Is there a difference between your two speakers in the use of the two variants? Do you think it's a significant difference? (Note: If you were conducting a full-scale sociolinguistic study, you'd apply a Chi-square test of statistical significance to answer this question. Here, just offer an informed opinion.) If there does seem to be a significant difference between your two speakers, who uses the prestige variant -ING more? Who uses the vernacular variant -IN more? How might you explain the difference? In what sorts of situations might you expect the person who used more -ING to use less than he or she does here? In what sorts of situations might you expect the person who used more -IN to use less than she or he does here? How do your results compare with those of Trudgill (summarized in Coates, pp. 64-65)?

OPTIONAL FURTHER READINGS
EXERCISE 4--Narrative (Due Feb. 12)

Several discourse analysts have suggested that stories told by men and women differ in theme and structure. For instance, Barbara Johnstone in a description of the differences in the plots of stories told by midwestern men and women claims that women's stories tend to be about community while men's tend to be about contest. "The men," she writes, "tell about human contests--physical contests such as fights as well as social contests in which they use verbal and/or intellectual skill to defend their honor. Stories about contests with people or animals can take the form of tall tales, which are themselves a kind of contrast between a teller and his audience. When a male storyteller is not the protagonist in his story, the protagonist is a man; men rarely tell stories involving women. The women's stories, on the other hand, revolve around the norms of the community, and joint action by groups of people. The women tell about incidents in which they violate social norms and are scared or embarrassed as a result; about people helping other people out of scrapes; about sightings of apparent ghosts which are then explained by others; about meeting their mates and acquiring their cats. The women tell about peculiar people, dramatizing their abnormal behavior and setting it implicitly in contrast with social norms. They tell stories about themselves, about other women, and about men."

Susan Kalcik believes that there is a distinctive way of telling stories which characterizes all-women groups, especially feminist all-women groups. She cites a cooperative interactional style, with no story being told before another is finished and frequent attempts to solicit the opinions and comments of those present as the story is progressing, particularly those who have not been actively participating up until that point. In addition, stories are often begun with apologies (e.g., for the content of a story or its length) as a way of recognizing others' desires and face. She also describes a phenomenon she calls story-chaining, in which the telling of a story suggests a story to another member that is then told. She believes story-chaining works as a way of showing support by sharing a similar experience rather than, say, as an attempt to top the previous narrator's story (as Johnson found in midwestern men's stories).

(1) Consider 2 stories told by a woman and 2 told by a man. These stories may be drawn from literature (novels, children's books, etc.) from folktales, from a storytelling performance which you attended, or from your transcript. The social characteristics of the man and woman should be as much alike as possible (in age, ethnicity, class, sexual orientation, etc.) and the genres of the stories you choose should also be matched (i.e., compare storytelling performances, not a storytelling performance and a novel).

(2) Can you make any generalizations about gender-based differences in the themes of the stories? In addition to considering the subjects of the story, consider also which sorts of details are used in the story--descriptions of place and time, descriptions of objects, use of personal names, reports of other's speech. To what extent do you think any differences you have found are best understood as gender differences?

(3) Can you make any generalizations about gender-based differences in the structure of stories? Consider how the stories are begun, how they are ended, where the 'point' of the story appears, how long the stories are.
(4) How do your results compare with those of Johnson and Kalcik?

(5) Hand in the stories you examined, along with a 1 or 2 page essay that contains the answers to questions #2-4.

OPTIONAL FURTHER READINGS
Kalcik, Susan. 1975. "...like Ann's gynecologist or the time I was almost raped" in Women and Folklore Claire R. Farrer (ed) (Austin: Univ. of Texas Press), pp. 3-11.
Exercise 5a--Interruptions (Due Feb. 19)

PLEASE NOTE: CHOOSE EITHER THIS EXERCISE OR 5b (HEDGES) TO COMPLETE FOR FEB. 19. DO NOT DO BOTH.

One as yet unresolved question in language and gender research is that of whether men interrupt women more than women interrupt men. West and Zimmerman have, in a series of articles, claimed that men do interrupt women more than women interrupt men, that men interrupt women more than men interrupt men, and that men interrupt women more even when women are in relatively more powerful positions (i.e. a female physician with a male patient). Murray has however raised some questions about how one defines interruptions, while Trinen raises further questions about the ways that different ethnic interactional styles might need to be factored into discussions of interruptions. In this exercise, you'll discuss this question with reference to the conversation that you taped.

1) Read quickly through your transcript, identifying each location at which you think one person is interrupting another. Provide each of the participants in the conversation with a clean transcript (i.e. one unmarked by you) and ask them to do the same. If you were one of the participants, you'll have two sets of judgements (your own and that of the other individual). If you weren't one of the participants, you'll have three sets.

2) Compare the sets of judgements you've obtained. Are there any differences? Where? How would you attempt to explain the differences of opinion? Are people using different or similar definitions of interruption? What are those definitions?

3) Considering each set of judgements separately, do you find that one person interrupts more frequently than the other?

4) Are there any differences in the severity of the interruptions produced by each individual? If so, how would you characterize the differences? One possible scale of severity of interruptions might look something like the following (ranging from most to least severe):

- cutting off speaker before she/he makes first point in a conversation
- cutting off speaker before she/he makes first point in a speaking turn
- cutting off speaker in mid-clause after she/he has made at least one point in a speaking turn
- beginning to speak somewhere around a pause, or what seems to be the end of a clause, or the end of a turn

(This scale is adapted from Murray 1985. He provides examples of each of these sorts of interruptions.)

5) What answer does the analysis of your data suggest to the question of whether men interrupt women more than women interrupt men? What are some of the problems you've encountered in defining an interruption?

6) In what ways do you think interruptions might be differently defined by people of different ethnic or cultural backgrounds?

7) Turn in a one or two page discussion of questions #2-6. This discussion
should be amply illustrated with examples drawn from your transcript.

OPTIONAL FURTHER READING
EXERCISE 5b--Hedges (Due Feb. 19)

PLEASE NOTE: CHOOSE EITHER THIS EXERCISE OR 5a (INTERRUPTIONS) TO COMPLETE FOR FEB. 19. DO NOT DO BOTH.

Some early researchers on language and gender (see especially Robin Lakoff) claimed that a number of linguistic devices that seemed to soften or weaken the force of a claim or statement were more frequently used by women than men. Some of these were:

- tag questions (That's a wonderful book, ISN'T IT?)

- rising (i.e. question) intonation where one might expect falling (i.e. declarative) intonation (Q: When will dinner be ready? A: AROUND SIX O'CLOCK?)

- frequent use of emphasis (also known as speaking in italics) as if to indicate, "Since my saying something by itself is not likely to convince you, I'd better use double force to make sure you see what I mean." (e.g. What a BEAUTIFUL day!)  

- intensive so (I like him SO much!)

- politeness devices (greater use of PLEASE and THANK YOU. Less use of expletives. Greater use of mitigated syntactic structures. Consider the following series: Close the door. Please close the door. Will you close the door? Will you please close the door? Won't you close the door?).

- hedges (well, you know, kinda, sort of, like, etc., as in 'he's WELL SORT OF weird" or "she's LIKE SO together").

Much recent scholarship in linguistics has questioned these claims in two ways: (1) by asking whether it's true that women use these devices more than men and (2) by asking whether any or all of these devices only connote tentativeness. Thus, O'Barr and Atkins demonstrate that many of these forms are used by both men and women who are found in powerless positions in society, and are less frequently used by men and women in more powerful positions. When Dubois and Crouch examined the use of tag questions at an academic conference, they found that MEN used more tags. Work done by Holmes, Guy et al and McLemore has questioned whether any of the forms named above has, and only has, the function of mitigating a statement. Guy et al shows that use of question intonation is increasing in Australian English in situations where, for example a speaker is making sure that a listener is following a complicated description or set of instructions (as in IT'S SORT OF A GAME, RIGHT, YOU PLAY WITH A TENNIS BALL? AND YOU'RE SUPPOSED TO-UM, IT'S FOUR SQUARES? RIGHT? AND YOU HAVE A KING? HE'S IN CHARGE. HE SERVES). McLemore has demonstrated that rising intonation is interpreted in some Texan sororities as a special request for increased attention or participation in some unusual activity. It serves to heighten and mark a special interactional bond between sorority sisters. Holmes has demonstrated that a hedge like YOU KNOW might be used in a variety of ways, some expressing uncertainty, but others expressing linguistic imprecision (BETTER ENTERTAINMENT PRODUCT OR BETTER YOU KNOW MUSIC UH MUSICIANS) or false starts (I MEAN LOOK WHAT
In this exercise you'll be examining uses of hedges in your transcript.

(1) Make a list of all the sorts of hedges which are present in the transcript of the conversation you've taped. Include an example of the use of each hedge on your list.

(2) Take the two hedges that appear most frequently and pull out or highlight ALL of the utterances in which they occur. This will be your hedge-corpus.

(3) Does one of the speakers you've taped use either or both of the hedges in your hedge-corpus more frequently than the other speaker does?

(4) Do the two hedges in your hedge-corpus function in the same way in every utterance? Do they function in the same way for the two individuals? Before saying yes to either of these two questions, consult with at least one other person (the best consultant will probably be one of the people you've taped) to see if that person agrees. If the hedges do all function in the same way, write a one or two page essay (drawing upon examples from your transcript) that argues this point. Include the answers to questions #1-3.

(5) If the hedges in your corpus do not all function in the same way, write a one or two page essay that exemplifies and discusses each of the ways in which the hedges do work. Include the answers to questions #1-3.

OPTIONAL FURTHER READING
Exercise 6--Sexism in Language (Due March 5)

This course has concentrated for the most part on the ways in which language is used differently by women and by men, that is, the ways in which men and women talk differently. The different status of men and women in society is also reflected, however, by the ways in which women and men are talked about differently. In this exercise, you'll be collecting examples of sexist use of language and discussing possible approaches to eliminating it.

(1) Some words are used to refer both to people in general and men in particular, while the feminine counterparts refer only to women, and not to people in general. Some examples include: man, man-to-man, prehistorical man, brotherhood, you guys, policeman. In addition, masculine words are often used as the base from which feminine words are formed, but word-formation rarely goes in the other direction. Examples include Paul/Paulette, governor/governess, major/majorette, star/starlet. Find ten other examples of such asymmetry in language. What sorts of alternative usages can you suggest in each case? (For example, one can substitute police officer for policeman, person-to-person for man-to-man, prehistoric people for prehistoric man, etc. One can also use star to refer to male and female performers.)

(2) Of the words which serve as generic referents, the one which has recently received most attention is the use of the 'generic' masculine pronoun he/him/his in such sentences as the average student is worried about his grades, we will hire the best qualified person regardless of his sex, each student can select his own topic, everyone should do his best, each student will do better if he has a voice in the decision, and when everyone contributes his own ideas, the discussion will be a success. A number of recent sociolinguistic and psychological studies have demonstrated that the masculine pronoun, though traditionally used as a generic or neutral referent for any individual, is strongly linked in most people's minds, and in most people's usages, with men only. Many journals, magazines and newspapers now require that submissions be rewritten in more inclusionary language.

Several strategies suggested for avoiding the use of the 'generic' masculine pronoun include the following:

- Drop the masculine pronoun
  The average student is worried about grades.
  We will hire the best qualified person regardless of sex.

- Rewrite the sentence in the plural rather than the singular
  Students can select their own topics.

- Substitute the pronoun one/one's for his/his
  One should do one's best.

- Use he or she, his or her
  Each student will do better if she or he has a voice in the decision.

- Use their when the subject is an indefinite pronoun
  When everyone contributes their own ideas, the discussion will be a success.
Collect 20 examples of sentences in each of which you find the use of the 'generic' masculine pronoun OR the use of one of these alternative strategies. These sentences may be culled from naturally occurring speech (you may want to consult your transcript), from radio shows, newspapers, magazines, soap operas, your own term papers, etc. Carefully note the source of each sentence. Which formulation do you find most frequently? Do men and women tend to use the same formulation, or different ones? Is any one formulation favored in certain discourse genres (e.g. newspapers or casual conversations with friends)? Consider at least 2 objections someone might offer to the alternative formulations. How might you counter such objections?

(3) What do ways of referring to men and women demonstrate about the values and behaviors normatively associated with the two sexes? The two lists below contain terms of reference for men and women. When you evaluate the connotations associated with each word, do you find any patterns? (One way of looking at the connotations is to mark each word according to whether it is associated with Animals (A), Objects (O), Food (F), Sex (S), Young (Y), Old (Ol), No Positive or Negative Connotation-neutral (N), Positive Connotation (P), Derogatory or Negative Connotation (D). Each word may be characterizable by more than one of these features. Can you add any words to these lists?

If you speak a language other than English, you may choose to create such lists for the language that you’re familiar with and evaluate those patterns instead of evaluating the English words listed here.

TERMS REFERRING TO WOMEN

<table>
<thead>
<tr>
<th>Term</th>
<th>Synonym 1</th>
<th>Synonym 2</th>
<th>Synonym 3</th>
<th>Synonym 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>woman</td>
<td>lady</td>
<td>girl</td>
<td>girlie</td>
<td>lass</td>
</tr>
<tr>
<td>broad</td>
<td>chick</td>
<td>babe</td>
<td>biddy</td>
<td>dame</td>
</tr>
<tr>
<td>damsel</td>
<td>crone</td>
<td>dish</td>
<td>honey</td>
<td>miss</td>
</tr>
<tr>
<td>skirt</td>
<td>sugar</td>
<td>toots</td>
<td>wench</td>
<td>hag</td>
</tr>
<tr>
<td>bitch</td>
<td>whore</td>
<td>tease</td>
<td>harpie</td>
<td>darling</td>
</tr>
<tr>
<td>bunny</td>
<td>maiden</td>
<td>witch</td>
<td>catch</td>
<td>tart</td>
</tr>
<tr>
<td>squaw</td>
<td>angel</td>
<td>cookie</td>
<td>hussy</td>
<td>gossip</td>
</tr>
<tr>
<td>dog</td>
<td>dyke</td>
<td>lesbian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TERMS REFERRING TO MEN

<table>
<thead>
<tr>
<th>Term</th>
<th>Synonym 1</th>
<th>Synonym 2</th>
<th>Synonym 3</th>
<th>Synonym 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>gent</td>
<td>boy</td>
<td>guy</td>
<td>fellow</td>
</tr>
<tr>
<td>lad</td>
<td>brother</td>
<td>bloke</td>
<td>chap</td>
<td>codger</td>
</tr>
<tr>
<td>geek</td>
<td>geezer</td>
<td>nerd</td>
<td>old goat</td>
<td>schmuck</td>
</tr>
<tr>
<td>stag</td>
<td>stud</td>
<td>hunk</td>
<td>jock</td>
<td>bum</td>
</tr>
<tr>
<td>he-man</td>
<td>wimp</td>
<td>jerk</td>
<td>creep</td>
<td>redneck</td>
</tr>
<tr>
<td>prick</td>
<td>asshole</td>
<td>fairy</td>
<td>gay</td>
<td>faggot</td>
</tr>
<tr>
<td>queer</td>
<td></td>
<td></td>
<td></td>
<td>motherf-er</td>
</tr>
</tbody>
</table>

(4) Often word choice reflects unexamined attitudes about appropriate sex roles, so that terms frequently or normatively associated with one sex are modified when used with the other sex. Examples include: nurse (male nurse), doctor (lady doctor), family man (but not family woman), career woman (but not career man). In other cases the feminine referent trivializes the woman's work/career as in authoress or poetess. Collect five examples of such sex-role stereotyping. If you were writing guidelines for nonsexist use of language, what sorts of substitutions or suggestions would you offer to
deal with such words?

(5) Add any other examples of sexist language that you may have heard during the quarter. Drawing upon these and your responses to questions #1-4, address the following question: What evidence is there that changing the way we use language will reshape power opportunities for men and for women?

(6) Turn in your responses to questions #1-5.

OPTIONAL FURTHER READING


Lakoff, Robin. 1975. *Language and Woman's Place*.


Piercy, Marge. 1976. *Woman on the Edge of Time* (Feminist Science-fiction which attempts innovative use of gender-free referents.)

Information:

I taught this course for the first time in the spring of 1992. There were 16 students in the class (8 women, 8 men), most of whom were juniors or seniors. Most students had little or no familiarity with linguistics. I had intended the course to be discussion-oriented as much as possible, but soon discovered that most students were unfamiliar with this type of class interaction, given that the majority of their courses were lecture-oriented. In an attempt to overcome their unease with discussing articles and voicing their opinions in class, I often had the class break up into small groups of 4 or 5 students. For part of the class they would discuss a particular topic in small groups then, towards the end of the class they would all come together as one large group to share the ideas that had been developing. This was very successful, resulting quite often in very stimulating and challenging discussions.

Students were required to do two projects (in addition to a number of short assignments): one midway through the course, and one at the end. The final project was on any topic relevant to the course, although I did have them submit a short abstract outlining what they proposed to do about three-quarters of the way through the course.

Drawing on a project done in a course given by Sally McConnell-Ginet, the students' first project involved collecting and analyzing data from mixed-group conversations. They were to draw on what they had learning in class to discuss the results of their project. On the day they were to hand in their assignments, each student gave a 5-10 minute presentation of their results. Although many students were hesitant and even fearful of doing this, the outcome was wonderful. At the end of the class, the air was buzzing with conversation, as these undergrads continued to share more details of their projects with each other. From that point on, in particular, students were much more at ease raising questions and offering comments in class.

One of the most rewarding aspects of the course occurred towards the end of the course when we discussed sexism in language. As part of this section, we examined and discussed the LSA's guidelines to nonsexist language usage (prepared by COSWL members). The students were so enthused by this that they decided to prepare their own guidelines for nonsexist language at the university. Beth Hume

Course description:

In this course we will explore the connections between language use and culturally/socially enshrined views of gender. Although many of the works that we will examine are linguistically oriented, we will also draw on research from the fields of anthropology, psychology, philosophy, sociology and women's studies. Throughout this course we will address questions such as the following: how are gender differences manifested and perpetuated through language use? is there such a thing as 'women's
language?; how do gender differences influence communication between women and men?; what can be done to promote gender equality in language use?

**Course requirements:**

**a.** 3 short assignments (about one page each)  
Given out on Friday April 10, April 24, May 8.  
Due back on Monday April 13, April 27, May 11.  
15%

**b.** Test, Friday May 8.  
10%

**c.** Recording and transcription project (2-3 pages).  
Details to come.  
To be handed in on Friday, May 1 (week 5).  
15%

**d.** Final project/paper (10 pages max.).  
Due on June 5, the last day of classes.  
A short abstract outlining what you plan to do should be given to me no later than Wed. May 15 (7th week).  
25%

**e.** Final exam  
20%

**f.** Class participation  
15%

**Required text:**


**Course outline:**

**A. Introduction and Overview (approx. 1 week)**

Readings:

Chapter 1. 3-14.


**B. Language and Gender as Social Practice (approx. 1 week)**

Readings:


**C. Gender Differences and Variation in Language Use (approx. 3 weeks)**

Readings:


Cameron, Deborah & Jennifer Coates. 1989. Some problems in the sociolinguistic explanation of sex differences. In Coates, Jennifer & Deborah Cameron
Coates, Jennifer. 1986. W. M & L. Chapters 2, 3 & 4. 15-78.

D. Conversational Interaction (approx. 2 weeks)
Readings:
Cameron, D., McAlinden & K. O'Leary. Lakoff in context: the social and linguistic functions of tag questions. In Coates, J. & D. Cameron (op. cit.).74-93.

E. Gender Inequality in Language Use (approx. 2 weeks)
Course Information: English 5337  
Special Topics in Linguistics: Language and Gender

Dr. Mary Jane Hurst  
Texas Tech University

Course Objectives and Course Design

Our primary goal will be to explore the relationship between gender and language at an introductory graduate level. We will first learn some basic principles of language study, and then we will investigate various linguistic approaches to the topic of gender and language. Aside from some introductory background lectures, the first three-fourths or so of the semester will be arranged around discussions of assigned readings. The last part of the semester will be devoted to student presentations. The presentations will apply course concepts in the analysis of texts. This course will generally operate as a seminar; students should not expect a lecture-driven course.

Required Books and Materials

Frank, Francine Wattman, and Paula A. Treichler. Language, Gender and Professional Writing. New York: MLA, 1989. (Reading assignments from this book are designated as MLA on the syllabus.)
Nilsen, Alleen Pace, Haig Bosmajian, H. Lee Gershuny, and Julia P. Stanley. Sexism and Language. Urbana, IL: NCTE, 1977. (Reading assignments from this book are designated as NCTE on the syllabus.)

Other books and articles that are required reading will be available at the reserve desk of the library. A complete list of these materials appears on another hand-out. (Reading assignments from this group are designated on the syllabus as RESERVE.)

Supplemental Readings

The textbooks listed above contain excellent bibliographies.
A ten page list of supplemental readings and research sources is available at the campus copy shop.
Due to the interdisciplinary nature of the course, researchers should be prepared to consult more than just the MLA Bibliography; reference indexes for psychology, history, linguistics, and other fields may be useful. Popular periodicals sometimes discuss issues related to this course, so it might also be wise to check such sources as the Reader's Guide to Periodical Literature and the New York Times Index. A list of selected reference sources and reference tools appears on another hand-out.

How To Contact Your Professor

Visit her office during office hours or call her office (806-742-2544) at any time.
Speak to her before or after class to set up an appointment.
Leave a written message with the English Department secretary.
Telephone the English Department (742-2501) and leave a message for her.
Telephone her at home ( ); please do not call after 9 P.M.
Course Information: English 5337  
Special Topics in Linguistics: Language and Gender

Course Requirements

Students will attend class regularly, having done the assigned readings in advance, and will participate positively in class discussions.

Students will take one written exam over the course material. The test may include an out-of-class component as well as in-class writing; we will discuss the format of the exam well in advance of the examination date.

Students will write a substantial paper (about 15-20 pages) applying data from gender and language research in the explication of some text or portion of text. Details on this assignment appear on another hand-out. Students will select their own texts (which may be, but do not need to be, written texts and which may be, but certainly do not need to be, works of literature) and will prepare their papers in consultation with their professor.

Students will discuss their research projects in oral presentations to the class. After their oral presentations, students may revise their work based on class discussions and instructor comments. Final papers will be accepted no later than noon on December 11.

General Class Policies

An individual's final grade will be determined by the quality of that person's daily work, written exam, research paper, and oral presentation. Questions about grades and grading policy are welcome at any time. Assuming that a student's attendance, class preparation, and class participation are appropriate for a graduate course, the weight given to course work will be as follows: exam, 40% of final grade; oral presentation, 10% of final grade; and research paper, 50% of final grade.

Students should plan to be present on exam day except in cases of extreme emergency. Students will not have the opportunity to arrange individual make-up tests at their convenience. In general, students should not expect to be able to arrange make-up tests at all.

Students are encouraged to use computers in preparing their research papers. On-campus computers are available for students to use in several locations including the ATLC in the library.

Conferences with the professor are welcome and encouraged at any time.

Any student who, because of a disability, may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations.

Other information about university policies can be located in the Undergraduate Catalog and in the Directory of Classes. Students with concerns not addressed in this policy statement should discuss their situations with their professor at their earliest convenience.

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Language and Gender Syllabus: English 5337

Dr. Mary Jane Hurst
Texas Tech University

This syllabus is subject to change; any alterations will be announced in class.

T SEPT 3 First day of class: course introduction and general discussion of topic using materials from popular culture.

Th SEP 5 A brief overview: what is linguistics?

T SEPT 10 A brief overview and history: what is gender and what does it have to do with language?
Read: "Linguistic Sexism as a Social Issue" (NCTE); "Introduction: Scholarship, Feminism, and Language Change" (MLA); and Introduction to Part III and the two articles in Part III of Language, Gender & Sex in Comparative Perspective.

Th SEPT 12 Examining texts with an eye toward gender and language: some early practice.

T SEPT 17 Perspectives from historical linguistics.
Read: Baron's Grammar and Gender.

Th SEPT 19 Other perspectives from historical linguistics.
Read: "Gender Marking in American English" (NCTE); "Sexism in the English Vocabulary" (NCTE); "The Reconstruction of Word Meanings" (MLA); "From Discourse to Dictionary" (MLA); "The Sexual (Re)Production of Meaning" (MLA).

T SEPT 24 Perspectives from sociolinguistics.
Read: all four articles in Part III of The Feminist Critique of Language; Milroy, "Social Networks" (RESERVE); and Coates, "Quantitative Studies" (RESERVE).

Th SEPT 26 Other perspectives from sociolinguistics.
Read: The Introduction and all five articles in Part I of Language, Gender & Sex in Comparative Perspective.

T OCT 1 Are we talking about sexism or feminism?
Read: The Introduction and all eight articles in Part II of The Feminist Critique of Language; and McConnell-Ginet, "Feminism in Linguistics" (RESERVE).

Th OCT 3 Are we talking about sexism or feminism?
Read: "Sexism in the Language of Literature" (NCTE); August, "Modern Men" (RESERVE); Killingsworth, "Literary Rival ..." (RESERVE); Brod, "Scholarly Studies of Men" (RESERVE); and Chapters 1, 2, and 3 in The Feminist Critique of Language.
Are we talking about power and prestige?
Read: "Sexism in ... Legislatures and Courts" (NCTE);
    Chavez, "Sex Differences in Language Shift" (RESERVE);
    Bourdieu, "The Economics of Linguistic Exchanges" (RESERVE);
    McConnell-Ginet, "Intonation in ..." (RESERVE); and
    Fishman, "Interaction: The Work Women Do" (RESERVE).

Are we talking about power and prestige?
Read: Satel, "Men, Inexpressiveness, and Power" (RESERVE);
    West, "Small Insults: A Study of Interruptions" (RESERVE);
    Henley, "Power, Sex, and Nonverbal ..." (RESERVE);
    Tannen, "Interpreting Interruption ..." (RESERVE); and
    Case, "Communication Styles in Higher Education" (RESERVE).

Is this an issue related to language acquisition?
Read: All four articles in Part II of Language, Gender & Sex in
    Comparative Perspective.

Is this an issue related to language acquisition?
Read: Gleason, "Men's Speech to Young Children" (RESERVE);
    Eckert, "Cooperative Competition" (RESERVE); and

Applications for writing and teaching.
Read: "Sexism in Children's Books" (NCTE);
    Tannen, "Teachers' Classroom Strategies" (RESERVE);
    Bolker, "Teaching Griselda to Write" (RESERVE);
    Farrell, "The Female and Male Modes of Rhetoric" (RESERVE);
    Pigott, "Sexist Roadblocks ..." (RESERVE); and
    Flynn, "Gender and Reading" (RESERVE).

More applications for writing and teaching.
Read: "English Handbooks 1979-85" (MLA);
    "Language Planning ..." (MLA);
    the Appendix (NCTE); and
    Part II of Language, Gender and Professional Writing (MLA).

General discussion and review.

Exam.

Discussion of research strategies and research sources.

Reports on individual research.

Reports on individual research.

Reports on individual research.

Reports on individual research.

Reports on individual research.

Thanksgiving Holiday. No classes.

Reports on individual research.

Reports on individual research.

Final drafts of papers are due by noon.
Readings are listed in the order of their appearance on the syllabus.


August, Eugene R. "Modern Men, or, Men's Studies in the 80s." College English 44.6 (1982): 583-96.


Assignment:
Write a paper which applies findings in gender and language research to the explication of some text or portion of text. The choice of topic (that is, the text) is to be made by individuals in consultation with their professor. After applying the findings to a text, each student should develop a thesis about his or her research and support that thesis in an academic, research-based essay of fifteen to twenty pages in length. The primary audience for the paper will be the class and the professor, though students are encouraged to prepare their papers with an eye toward publishing them. Students will present their research to the class, and their work will be discussed by the other students in the class. Students will then be able to revise their material based on comments by the other students and the professor.

Guidelines:
1. Choose your topic carefully. Texts may be written or oral. Feel free to discuss your topic ideas with me and with the entire class. Some suggestions will be made in class.
2. Identify a number of features or variables which you wish to examine in your text. Study the text according to these features.
3. Draw up a prospectus for your project (about one page; handwritten is fine) and submit that to me no later than October 29.
4. Background research for the papers can come in part from readings we have done in class. It will be necessary, though, to do additional research beyond the course readings. Enough source material and enough specific examples must be used in the paper to establish your thesis effectively.
5. I will try to help you locate sources, but, for some topics, the reference librarians or professors in other departments may be more knowledgeable resources.
6. Based on your research and on your examination of your selected text, develop a thesis and organize your material around that thesis. Then write the paper.
7. Essays should be written in a consistent style and tone appropriate for academic discourse. Adherence to standard conventions of writing is expected. Effective academic prose is, at best, readable, informative, direct, and persuasive. It is not contrived, pretentious, or wordy.
8. Essays should be fifteen to twenty pages in length, typed and doublespaced.
9. Refer to the most recent edition of the MLA Style Manual for the bibliographical format expected in English Department papers. Note especially that the current MLA format does not use footnotes to document sources.
10. Plan an interesting presentation of your research and your ideas for the class. Exactly how much time each student will have for the oral presentation will depend on how many students there are in the class, but we can tentatively plan for each student to have forty minutes, with twenty minutes allotted for the actual presentation and twenty minutes allotted for discussion of the presentation.
11. You are encouraged to use a computer in preparing your manuscript. If your paper is stored on disk, making corrections and revisions will be much simpler.

Due Dates:
October 29: last day to submit a prospectus.
November 7 through December 10: oral presentations.
December 11: final drafts of papers are due by noon.
Selected Reference Sources: Gender and Language

Dr. Mary Jane Hurst
Texas Tech University

Selected Periodicals with Information Relevant for Gender and Language Studies
(not an exhaustive list)

<table>
<thead>
<tr>
<th>American Dialogue</th>
<th>American Speech</th>
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<tr>
<td>Anthropological Linguistics</td>
<td>Atlantis: A Women's Studies Journal</td>
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<td>Children's Language</td>
<td>Feminist Studies</td>
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<td>Genders</td>
<td>Herstory Microfilm Collection</td>
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<tr>
<td>Journal of Linguistics</td>
<td>Journal of Psycholinguistic Research</td>
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<td>Language</td>
<td>Language and Communication</td>
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<td>Language and Speech</td>
<td>Language in Society</td>
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<td>Language Variation and Change</td>
<td>Lifestyles</td>
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<td>Linguistic Inquiry</td>
<td>Ms.</td>
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<td>New Directions for Women</td>
<td>Psychology of Women Quarterly</td>
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<td>Sage; A Scholarly Journal on Black Women</td>
<td>Sex Roles</td>
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<td>SECOL Review</td>
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<td>Signs: Journal of Women in Culture and Society</td>
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<tr>
<td>Southwest Journal of Linguistics</td>
<td>Style (and its annual bibliography!)</td>
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<tr>
<td>Theory and Society</td>
<td>Tulsa Studies in Women's Literature</td>
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<td>Women and Language</td>
<td>Women and Performance</td>
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<td>Women and Politics</td>
<td>Women's Studies Abstracts</td>
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<td>Women's Studies in Communication</td>
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<td>Women's Studies International Forum: A Multidisciplinary Journal</td>
<td>Women's Studies Quarterly</td>
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<td>Women's Studies</td>
<td>Writing Women</td>
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<td>The Women's Review of Books</td>
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Selected Reference Tools with Information Relevant for Gender and Language Studies
(not an exhaustive list)

<table>
<thead>
<tr>
<th>LLBA</th>
<th>MLA Bibliography</th>
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<tr>
<td>ERIC</td>
<td>America: History and Life</td>
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<tr>
<td>Humanities Index</td>
<td>Social Sciences and Humanities Index</td>
</tr>
<tr>
<td>Arts and Humanities Index</td>
<td>Reader's Guide to Periodical Literature</td>
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<tr>
<td>Philosopher's Index</td>
<td>Sociological Abstracts</td>
</tr>
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</table>

If you do not know how to find or use any of the resources listed above, if you do not know how to use the on-line services (including "UNCOVER" and various on-line searches available on tools such as FirstSearch), or if you do not know how to access Interlibrary Loan, please see me or talk to one of the reference librarians.
Sample Items Suitable for Identification Questions

Directions: Write about a paragraph for each answer, giving as much information as possible (within the practical limits of time) to identify the entry and to explain its significance for language and gender studies.

- semantic derogation
- covert prestige
- the etymology of man and woman
- the etymology of male and female
- network theory
- prescriptivism
- social solidarity
- the etymology of gender
- interruption patterns
- Sapir-Whorf hypothesis
- sexism in language of courts
- generic he
- semantic derogation

Sample Items Suitable for Essay Questions

Directions: Write a fully developed essay about one of the following questions. The essay should be arranged around a clearly-stated thesis, and that thesis should be supported with specific evidence and specific examples. Appropriate references to existing research should be made in the essay. Adherence to conventions of standard written English is expected.

Offer an explanation to account for the presence of gender differences in American English. Include in your discussion references to existing theories that have been developed to explain the presence of gender differences in language.

If someone were to say to you that the study of language and gender is relevant only for white, middle-class, English-speaking feminists, how would you respond?

Identify the organization techniques that unify Baron's Grammar and Gender. Evaluate the effectiveness of his method.

Maltz and Borker present specific patterns of speech that have been attributed to boys and girls. Discuss what these patterns are and whether you find (based on your research as well as on your person experience) that Maltz and Borker's conclusions are valid.

Describe and discuss two or three instances of sexism or reverse sexism that you have observed in the assigned readings of this course. Discuss the significance of your observations for the works in which the sexist examples occur and for the credibility of the authors involved.
In his chapter on "Language and Sex," Peter Trudgill raises and refutes several sociological explanations for gender differences in men's and women's language before he presents his own theory. Review his presentation and reconstruct his basic argument, discussing the viability of his theory as opposed to the ones he rejects.

Have male authors written about the topic of language and gender differently than female authors have written about the topic? Consider methodological factors as well as social or political factors.

Provide a history of the stands taken by organizations such as NCTE and MLA on the issue of nonsexist language.

Who has written about issues of power and gender as they affect language use? Describe some of the main points relating to power, gender, and language that have been presented in the literature to date.

Discuss patterns of gender differences in languages other than English. How do these differences compare to gender differences in English?

Discuss, in a very specific format, applications of your readings in gender and language to your own work or study. Do not focus only on the research you are doing for your paper, although you may mention that application if it is relevant to your larger answer.
Folklore 736: The Gender of the Word
Deborah Kapchan
Ass't Professor, Folklore Institute, Indiana University-Bloomington

What is the relation of gender to forms of artistic expression? Does art have a sexual orientation? This course examines the intersection of human expressivity with theories of gender construction, focusing specifically, though not exclusively, on verbal discourse, poetics and genres of folklore. Beginning with the subtle relationship between cognitive categories, genre and gender, we move on to explore notions of embodiment, appropriation, expressive authority, aesthetics and the politics of emotion and power, paying particular attention to the way ethnographers of artistic communication as well as language theorists have treated the question of gender. Readings will be drawn from folklore, anthropology, and sociolinguistics, as well as from feminist, literary and social theory.

REQUIRED TEXTS
Irigaray, Luce. 1991. The Irigaray Reader
Lakoff, Robin. 1975. Language and Woman's Place.
Philips, Susan, Susan Steele and Christine Tanz (eds.) 1987. Language, Gender and Sex in Comparative Perspective
+articles on reserve

ON RESERVE
Bakhtin, M. M. 1986. Speech Genres and Other Late Essays
Barthes, Roland. 1975. The Pleasure of the Text.
Medvedev, P.N. and M.M. Bakhtin. 1985. The Formal Method in Literary Scholarship
Miller, Nancy. 1986. The Poetics of Gender.
Sapir, Edward. Selected Writings of Edward Sapir.

Course Requirements (3):
(1) Critical reading and class discussion are essential.
(2) Every week two students will each be responsible for a written abstract and an oral interpretation of some of the readings.
(3) Students may either write an article-length paper based on field research/archival materials OR submit a thoroughly annotated bibliography (of about 30 works) which delves into an aspect of one of the themes of the course.
Jan. 11: A Place to Begin
Themes: language is not neuter; the social construction of gender; the socio-sexual construction of linguistic expression; sexual division of labor in the expressive economy; the relevance of the ethnography of speaking, ways of speaking and models of performance to the study of gender and discourse

Jan. 18: Defining the Difference
themes: different uses of language or different languages and worlds? socialization and the development/construction of gender; critique of Lakoff
readings:
Carol Gilligan *In a Different Voice*
recommended
Shiefflin, B. 1986. "Language Socialization"

Jan. 25: Structure I (Breaking out of) the Prison House of Language
themes: Can we think outside of language? Can we speak outside of gender? ideology, political economy, sexuality and the reproduction of social values in language
readings:
Gal, 1989. "Language and Political Economy"
Sapir in Mandelbaum, 1949. "Male and Female Forms of Speech in Yana"
recommended
Bourdieu, P. 1982. *Ce Qui Parler Veut Dire*

Feb. 1/Feb. 8: Structure II: Engendering Metaphors and Cognitive Categories
themes: folk theories, meaphor, metonymy and representations of gender
readings from:
Quinn, Naomi in Fernandez 1991 "The Cultural Basis of Metaphor"
Durham and Fernandez "Tropical Dominations"
recommended:
Fernandez, J. W. 1986. *Persuasions and Performances* (Chapters 1 and 2)

Feb. 15: Counter-Structures: Women's Folklore and Culture
themes: thinking and speaking in an 'other' paradigm
readings:
Babock, B. (ed.) 1987. special issue *Journal of American Folklore.* "Folklore and Feminism"
Stoeltje, Beverly ms. "Gender, Power and Ritual in the Asante Cycle of Curse"; "Asante Queenmothers: A Source of Identity"

Feb. 22: Feminine Desire in Language and Literature: Writing the Body
themes: inscription of the feminine in discourse and genre; the paradigm of 'embodiment'
readings:
Moi, T. 1985. Ch. 6 "Helene Dixous: An Imaginary Utopia", other readings in Sexual Textual Politics

March 1: How Women Do Things with Words
themes: linguistic codes, style, poetics, strategies, and the performance of subversion
readings:

March 8: Speaking of Difference: Sociolinguists on Gender
themes: case studies
readings:
Graddol and Swann. 1989. Gender Voices
Schieffelin, in Philips, Steele, Tanz. Language, Gender and Sex.... 1987. "Do different worlds mean different words? An example from Papua New Guinea"
Sherzer, Joel. 1987. in Philips, Steele, Tanz. Language, Gender and Sex.... "A Diversity of Voices: Men and Women's Speech in Ethnographic Perspective"

March 15: Spring Break

March 22: Agency and Performance
themes: appropriation, transgression, revoicing
readings:
March 29: Genre and Agency: Gossip
themes: the power of words, the power of plurality, the function of 'just talk'
readings:
see also Tannen's chapter on gossip in You Just Don't Understand

April 5: Genre and Agency II: lament and other feminine genres
themes: the emotional register, the hidden voice
readings:

April 12: Sexual Divisions of the Expressive Economy: Language and Emotion
themes: the discourse of emotions, emotional discourse
readings:

April 19: The Effect of Affect
themes: the encoding of affect
readings:

April 26: Brief Oral Presentations of Paper Topics
LING L485  Topics in Linguistics: Language and Women
MIMI KLAIMAN
University of Indiana
klaiman@cvax.ipfw.indiana.edu

Fall, 1992

OBJECTIVE
The past three decades have seen an explosion of high-quality scholarly research into women's issues as reflected in communication and language. This course covers three general areas in the study of language and women: (1) language, power, and women's status; (2) language and sex stereotypes; and (3) male vs female style in communication and linguistic interaction. Students should come away from the course with enhanced awareness of the role of language in relation to issues of inequality and sexual politics.

TEXT
D. Graddol and J. Swann, Gender Voices, Basil Blackwell, 1989. Material from other sources is also assigned. Library reserve is being requested to stock all materials listed on the syllabus.

REQUIREMENTS
Some short exercises (participation is mandatory) will be done in class. There will be three end-of-unit quizzes which must be taken on time (under ordinary circumstances, course requirements cannot be fulfilled late). The main requirement is a term paper of 10-15 pages (2500-3750 words) due at the last class meeting for the course. Each student is responsible for discussing a term paper topic with the instructor after class hours before the end of week six.

GRADING
The tentative grading formula is: term paper, 40%; quizzes, 30%; participation, 20%; attendance, 10%. Students are advised to read the section on 'Academic Honesty' in the undergraduate Bulletin.

Course Plan*
*no class Thursday-Friday, Nov. 22-23 (Thanksgiving Recess)

UNIT 1. Power and Language

Week 1. The Attack on 'Gender'

Week 2. The Attack on 'Gender' (continued)
Week 3. Power and Control
   Required: Text, pp. 146-55; Lakoff 1990, Ch.1. Recommended: Lefcourt, Ch. 1.

Week 4. Controlling the 'Agender': Social Roles and Communicative Acts

Week 5. Written Language and Sex Roles

QUIZ 1.

UNIT 2. Language and Sex Stereotypes

Week 6. Overview of Sex-Related Linguistic Stereotypes in English

Week 7. Expressing Politeness and Powerlessness

Week 8. Compliments

Week 9. How Are Sex-Related Linguistic Stereotypes Acquired?

Week 10. How Are Sex-Related Linguistic Stereotypes Acquired? (continued)

QUIZ 2.

UNIT 3 Male vs Female Style in Communication

Week 11. Community and Contest
   Required: Tannen, Chs. 6-7; J. Pfeiffer, 'Girl Talk-Boy Talk', pp. 325-333 in Eschholz. Recommended: Downes, Ch. 8.
**Week 12. Power and Conversational Style**


**Week 13. The Manipulation of Silence**


**Week 14. The Future of Communication Between the Sexes**


**Week 15. Review.**

**QUIZ 3.**

**Materials Requested for Library Reserve**


About the course: Language, Sex and Gender (Anthropology 214, cross-listed with Linguistics and Women's Studies)

Taught by Professor Robert K. Herbert as a summer course since the mid-eighties; taught by me first in summer 1992, now in spring 1993. 200-level undergraduate course.

Considering that gender and sex/sexuality are everywhere (and thus within easy reach of students' reflection), and are usually mediated by language, I find discussion vital to this course. I try to get students to keep an open eye towards newspaper/TV reporting and to the ways in which gender characteristics are represented (e.g. a local newspaper starting an article with "The conversation among the women at XYZ agency over coffee on Tuesday morning was no mere idle chatter" - a conversation among men would not be described in this way). Generally, I try to have roughly equal amounts of lecture and discussion per class meeting, though I find that these should not be strictly divided.

I start the course with presenting examples of cross-cultural variation in concepts of gender and sexuality. This has worked well to get students to think about the gender & sexuality constructions prevalent in this culture and to reexamine assumptions about the naturalness of such categories. We then turn to the ways in which gender is significant as a social category in this culture, e.g. how it affects a person's sense of self, mobility, career options, pay, etc. Since students come from a variety of backgrounds, I find it helpful to complement the general discussion with the film "Still Killing Us Softly" (by Jean Kilbourne) about the gender messages in advertising. This helps provide a common starting point for discussion on things that everyone is to some degree familiar with but may not have examined to equal degrees.

About myself: M.A. in anthropology, spring 1993 (thesis on emotions and human action). Interested in combining psychological anthropology with social work, looking for contexts (e.g. therapy or other forms of social work) in which to apply this to conflict situations related to gender, sexuality, and ethnic identity.
LANGUAGE, SEX, AND GENDER

Tue, Thur 10:05- 11:30am S-II 138
Thur 6:00- 9:00pm SW 328

Instructor: Kerstin Lange
Office: Sci-1 221
Office hours: Wed 1:30- 2:30, Thur 11:30- 12:30

Language is the primary symbolic system by which we structure our experiences. We will explore the relationships between language and gender from a variety of perspectives. Gender, itself a significant social category that affects us daily, is intricately related to sexuality and biological sex. How does language shape our ways of thinking about these concepts? How are the social positions of women and men reflected in language? How do social constructs, via language, affect our views of ourselves as individual persons? In examining these questions, we will draw on materials from anthropology, sociology, psychology, and philosophy, while keeping an emphasis on linguistic and cultural approaches. The course is organized around the following central questions:

   a) Language structure and the sexes: How does language treat the sexes differently?

   b) Language usage and the sexes: How do the sexes use language differently?

   c) Language and the sexes in social context: What effects do these linguistic differences have in our everyday lives? How does language reflect and recreate social reality?

Format: The class meetings will consist of approximately equal amounts of lecture and discussion. As this field of study is closely related to our daily lives, your questions, comments, and relevant personal experiences/observations will play an important role in our explorations of the above questions. Active class participation is therefore encouraged.

Requirements: There will be one in-class test and a take-home final, each of which will contribute 35% to the final grade. The format of the first test will be a combination of short answer (true-false) and brief essay questions; the second will consist of a number of essay questions. If you need to be absent from a test, you need to inform me as far in advance as possible and have a valid reason.

You will also be asked to complete a short field project, which will count 30% to the final grade. Instructions will be
handed out and discussed in class.

LxC option: This course is supported by the LxC (Languages across the curriculum) program. For students in section 1 of this course, participation is voluntary; for students in section 2 it is mandatory. To participate in this program, students with a reading ability of either French, Spanish, or German will have the opportunity to read materials in one of these languages. The assistance of language resource specialists who are native speakers of these languages is available. Participation in this program will not increase your overall workload.

Textbooks: The following books are on order at the Bookbridge (Vestal Plaza):

required
Cameron, Deborah 1992 (2nd ed.): Feminism and Linguistic Theory. New York: St. Martin's Press

recommended

Additional materials (some optional, some required) have been placed on reserve at the Bartle Library reserve room.

Outline of topics and readings (somewhat tentative)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Tue 1/26</td>
<td>General introduction and overview of the course-discussion of central terms</td>
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<tr>
<td>Thur 1/28</td>
<td>LxC option explained; Graddol &amp; Swann</td>
<td>Graddol &amp; Swann</td>
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<td></td>
<td>The significance of gender as a social category</td>
<td>Ch. 1</td>
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<td>Tue 2/2</td>
<td>Film: Still Killing Us Softly</td>
<td>Bate Ch. 1</td>
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<td></td>
<td>Cameron Ch. 1&amp;2</td>
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<tr>
<td>Thur 2/4</td>
<td>The representation of women</td>
<td>G&amp;S p.95-120</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>Tue 2/9</td>
<td>The representation of women and men in language I</td>
<td>G&amp;S p.120-129</td>
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<td></td>
<td>Penelope p.101-119</td>
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<td>Bodine (FCL)</td>
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<tr>
<td>Thur 2/11</td>
<td>The language of sexuality</td>
<td>Sanday Ch. 5</td>
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<td>Tue 2/16</td>
<td>Language, thought, and reality: origins of linguistic determinism</td>
<td>Cameron Ch. 7</td>
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<td>Schulz (FCL)</td>
<td>G&amp;S p.146-155</td>
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<td>Hofstadter</td>
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<td>Penelope Ch. 2</td>
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<td>Thur 2/18</td>
<td>Language, thought, and reality: Cameron Ch. 8</td>
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<td>Black &amp; Coward (FCL) - skim</td>
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<td>Leclerc (FCL)</td>
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<tr>
<td>Tue 2/23</td>
<td>Man Made Language?</td>
<td>Cameron Ch. 5&amp;9</td>
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<td>Cameron Ch. 5&amp;9</td>
<td>G&amp;S p.157-173</td>
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<td>Societal and psychological implications of sexist language</td>
<td>Bate p.87-93</td>
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<td>Instructions for class project</td>
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<td>Video: She Said, He Said</td>
<td>Tannen (TBA)</td>
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<td>Thur 3/25</td>
<td>Child language (and identity)</td>
<td>Coates Ch. 7</td>
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acquisition
Dinnerstein rev. Cam. Ch. 8

Tue 3/30 Language in context: the ethnography of speaking TBA
Thur 4/1 Language, gender & emotion Lutz

Tue 4/13 Linguistic and cultural change Piercy
G&S Ch. 7
Penelope Ch. 11
Cameron Ch. 6

Thur 4/15 LxC reports

Tue 4/20 project reports; papers due
Thur 4/22 project reports; papers due

Tue 4/27 Language of science Keller

Thur 4/29 PC - free speech; sexist humor Heldke

Tue 5/4 review, wrap-up Cameron Ch. 10

Thurs 5/6 revised papers due
take-home exam handed out (due Mon 5/10 at noon)

Bibliography: Language, Sex & Gender

Baron, Dennis 1986: Grammar and Gender. New Haven: Yale University Press


Cameron, Deborah 1992 (2nd ed.): Feminism and Linguistic Theory. New York: St. Martin's Press


Coates, Jennifer and Deborah Cameron (eds.) 1989: Women in their Speech Communities. New York: Longman


Heldke, Lisa 1991: Do you mind if I speak freely? Reconceptualizing freedom of speech. Social Theory and Practice vol. 17, no. 3


Keller, Evelyn Fox 1982: Feminism and science. Signs 7:589-602


Key, Mary Ritchie 1975: Male/Female Language. Metuchen, N.J.: The Scarecrow Press


Lakoff, George, and Mark Johnson 1980: Metaphors We Live By. Chicago: The University of Chicago Press


Lutz, Catherine 1990b: The erasure of women's writing in sociocultural anthropology. American Ethnologist 17:611-625


Mills, Anne 1986: The Acquisition of Gender: A Study of English and German. Berlin Heidelberg: Springer Verlag


Northwest Regional Educational Laboratory Center for Sex Equality 1984: Bibliography of Nonsexist Supplementary Books (K-12). Phoenix: Oryx Press


Philips, Susan, Susan Steele, and Christine Tanz (eds.) 1987: Language, Gender, and Sex in Comparative Perspective

Reviews

Housman, Judy 1982: Mothering, the unconscious, and feminism. (Comments on various works by Nancy Chodorow). Radical America 16: 47-61


Kramarae, Cheris 1992: Review of Speaking Freely (by Julia Penelope, 1990), You Just Don't Understand (by Deborah Tannen, 1990), and Telling It: Women and Language across
Cultures (by Telling It Book Collective, 1990). Signs 17: 666-671


Rose, Ruth 1991: Review of You Just Don't Understand (by Deborah Tannen 1990); Sex Roles 24:785-787


Part I: Indicate whether each of the following statements is TRUE or FALSE. (2 pts. each)

1. The use of singular "they" (e.g. "If someone calls for me, tell them I'm not home") was first suggested by feminist linguists in the late 1960's as an alternative to "generic he".  
2. The statement "Most people use 'singular they' as a third person pronoun" is an example of prescriptive grammar.  
3. Muriel Schulz coined the term "semantic derogation" to argue that over time, terms referring to females have undergone a semantic change towards more negative meanings.  
4. In the study by Condry & Condry described in class, boys typically displayed more anger than girls, whereas girls displayed more fear when presented with certain stimuli.  
5. Benjamin Whorf argued that once a person has learned his/her native language, it becomes impossible for this person to think outside of the categories of that language.  
6. Studies of color perception and -terminology have not provided consistent support for the Sapir-Whorf hypothesis.  
7. Linguists have established a close correlation between natural and grammatical gender in most Indo-European languages.  
8. The term "frigidity" was not always exclusively understood to refer to women.  
9. Dale Spender cites lexical gaps as evidence for her theory that language is "man made".  
10. Ferdinand Saussure's approach to language was synchronic.  
11. A postmodern anthropologist would be more likely than a semiologist to draw on psychoanalytic theory in his/her work.  
12. Between 1950 and 1970, there was a trend in children's books towards more male bias.  
13. In Saussurean linguistics, "signifier" refers to sounds (e.g. a word), whereas "signified" refers to a concept.  
14. Black & Coward coined the term "language myth" to criticize Spender's view that experience, rather than language, determines meaning.  
15. Cultural constructionist perspectives on gender emphasize universal tendencies in male/female personality traits.
Part II: Answer five of the following questions - be succinct.
(10 pts each).

1. Surveys of dictionaries have shown that the English language has more words to refer to men than to women. Julia (Penelope) Stanley has pointed to one conspicuous area of exceptions. What kinds of terms did she study, what were her findings, and how is the marking of 'common gender nouns' (such as lawyer) affected by this?

2. Briefly define (in one or two sentences each) five of the following terms
   a) negative semantic space
   b) grammatical gender
   c) lexical gap
   d) linguistic relativism
   e) Sapir-Whorf hypothesis
   f) prescriptive grammar

3. Why does Peggy Reeves Sanday make a distinction between sexuality and sexual expression? What is meant by "ideology" and "discourse" in her discussion of fraternity sexual discourse?

4. Briefly describe the overall strategy used by Douglas Hofstadter in A person paper on purity in language, as well as three specific ways in which this becomes apparent in the language of the paper.

5. What do Moulton et.al. (1978) mean by "parasitic reference"? How does this relate to supposed generics like "he" and "man"?

6. Why is grammatical gender called "gender" and how does it differ from natural gender?

7. What did Benjamin Whorf mean by "linguistic analogy" and how did he use that concept to explain the different ways in which speakers of English and Hopi think about units of time?

8. According to Lakoff & Johnson, what role do metaphors play in people's behavior and worldviews? Give an example.

Part III: Answer one of the following (20 pts).

1. Jacques Lacan's conception of the relationship between gender and language has been taken up favorably by some feminist theorists.
   a) Why? (What feminist criticisms of language does it address?)
   b) Why is Lacan's view of the meaning of the phallus seen as problematic by other feminist theorists?

2. In what sense can a Saussurean view of language be seen to be
at the root of the "language myth" described by Roy Harris (in Cameron)? How does Cameron's statement "Where there is no determinacy, there can be no determinism" relate to this?
Course Project (LxC)

Papers due: Thursday, April 22 (Section 2)

Papers must be written in English!

Papers should be 14-16 papers in length. Students will have the option of revising their papers once. The revised papers are due Thursday, May 6.

* Submit your chosen topic on a piece of paper by March 16 *

Choose one of the following types of project:

1. Write a critical annotated bibliography of the foreign language readings you have done for this course. For each reading, summarize the important points made by the author(s), and evaluate them in light of class readings and discussions. Where necessary, complement your discussion of LxC readings with library research. (This topic is contingent on the number of LxC readings available).

2. Choose a topic from the syllabus and discuss it on the basis of both the regular class readings/discussions for that topic and the relevant LxC readings. LxC readings must make up at least 50% of your sources. You may need to do some additional library research to complement the readings selected by the LRS's.

3. Take the perspective of an observer from another galaxy. You are a staff psychologist in charge of writing a report on sex and gender differences among Earth inhabitants. You have a general idea of the appearance and biology of the two sexes. Your report should focus on personality traits associated with each of the two sexes. The sources of information available to you are a dictionary of French/Spanish/German (your LxC language), a thesaurus in that language, and those LxC readings addressing the representation of the sexes in language (you may supplement these with other sources from the library - check with me if unsure).

4. If you have access to a French, German, or Spanish speaking community and you are able to communicate reasonably well in that language, you may choose topic 2 from the "non-LxC topics" (see back of this page) and conduct the interviews in your chosen LxC language. You will need to provide notes or transcripts from the original interviews and explain the responses in English.
Course Project

Papers due: Tuesday, April 20 (Section 1)

Papers should be 14-16 pages in length. Students will have the option of revising their papers once. The revised papers are due Thursday, May 6.

* Submit your chosen topic on a piece of paper by March 16. *

Choose one of the following topics:

1. Stereotypes are judgments of other persons on the basis of their membership in particular social groups. Television plays a significant role in both reflecting and sustaining American stereotypes. For your project, select one program from the following categories:
   
   a) soap operas  
   b) situation comedies  
   c) TV dramas  

   Tape the program and analyze it with regard to male/female interactions and the language used in them:

   a) Record (write down) all instances of the indicators of "powerless language" (Lakoff's "women's language"). These indicators include; tag questions, questioning intonation, hedges, 'empty adjectives', use of 'so' and 'very', overemphasis ('speaking in italics'), 'polite language', sex-specific vocabulary, hypercorrect forms. In your chosen TV program, are these linguistic usages best described as indicative of gender or of power (or something entirely different)?

   b) Record all instances of interruption, overlap, and swearing.

   c) Use class or other readings where appropriate.

   d) Indicate elements of the program that you see as promoting or countering stereotypes about the ways in which women and men speak, and explain why you reached your conclusions.

   e) How do these stereotypes (or their absence) relate to other aspects of social reality (especially with regard to concepts of gender)?
2. This project involves eliciting responses from 10 adult women and 10 adult men to two or three images (depending on complexity). The images should be photographs depicting adult human beings involved in different activities. The purpose is to examine whether women and men use different ways of describing

a) people (of either sex, or of indeterminate sex),
b) activities,
c) other relevant aspects of the photographs.

You should pay special attention to the terms used to refer to men and women and comments involving references to sexuality. You may also wish to comment on any other indicators of 'feminine' or 'masculine' styles of speech (see discussion by Coates) that you may detect and examine these with regard to context, the respondent's life situation (e.g. occupation, social network, upbringing) or other relevant factors. Use relevant readings where appropriate.

You should select the photographs on the basis of their portrayal of gender-typical activities, non-typical activities, or sexuality. Good sources of photographs are popular periodical magazines such as National Geographic or Life.

You should tape-record the responses of your participants or take diligent notes. Append the transcriptions or notes to your written analysis.

3. Every year, Americans send some 7.3 billion greeting cards, at a total cost of about $5 billion. According to the chair of Hallmark Cards, Inc., greeting cards "not only reflect [the sender] and their personality and their relationships with the other person, but it has to reflect that other person".

Many greeting cards are addressed to persons of a particular gender ("For a wonderful father", etc.). Examine the kinds of messages that are sent about the recipients of such cards on the basis of their gender. How do these (implicit or explicit) messages about the roles, activities, or behaviors of men compare to those of women? Are these gender messages conveyed via some linguistic means more than via others (e.g. metaphors or particular words)? Are there any hidden messages?

In your paper, state how you went about gathering your data, what your sample size was, and how you analyzed your data (append a listing of all 'gender messages' analyzed). You may do the data gathering part of the project as a team, but analysis and write-up must be done individually.
GENDER SYSTEMS (LIN BC3052y) [3 points] 3/9/93

Enrollment limited to undergraduates

The structure and function of gender systems and similar linguistic marking networks: systems based on sex (e.g. Spanish, Arabic), animacy (e.g. Ojibwa), shape (e.g. Chinese classifiers). Natural, arbitrary, and emblematic systems. Pronouns, syntax, and semantics; social implications of sex-based marking; measures undertaken to combat sexist effects.

Professor Joseph L. Malone
Linguistics Department
Barnard College, Columbia University
3009 Broadway
New York, NY 10027-6598
212-854-5363/3577

The course at this writing has been taught once, Spring 1991, but will be offered again in Spring 1994. Though planned largely as a "service course" for the Barnard College Women's Studies Program and Columbia University's Women's Center, enrollment turned out to be limited to a small group of linguistics majors. It is hoped that advertising will attract a wider enrollment next time.

Bibliography will comprise roughly ten items, of which the first here listed should constitute the core text. The second is an article by the instructor:

Greville Corbett, Gender, Cambridge University Press, 1991

Language and the Sexes
Linguistics/Women's Studies 244

Spring 1989, MWF 11:15

Course Description

We will explore connections between language (use) and gender/sex systems, examining a variety of theoretical perspectives, methodologies, and findings in recent research and writing. Readings, lectures, and class discussion will draw on work in linguistics, anthropology, philosophy, psychology, sociology, literature, and general women's studies and feminist theory that addresses questions such as the following: How do patterns of speaking and interpreting reflect, perpetuate, and create our experience of gender? How does gender interact with race, class, socioeconomic status, age, occupational and social/familial roles, institutional settings, and other factors? How does gender connect to linguistic change? What do controversies about sexism and other biases in language suggest about the connections between language, thought, and socially situated political struggles? How are meanings produced and reproduced, negotiated and legitimated? What is the role of language in the development of theory and of ideology? Participants will also learn (and use) some techniques for analysis of conversational and written texts.

Course Requirements

All course participants will be responsible for (and graded on)

- Regular class attendance and participation in discussion; Fridays will typically be devoted to discussion though Monday and Wednesday lectures will also allow for some discussion.

- Required readings. The readings will be available from Quoin Copy, 117 Dryden Road. Readings will also be on reserve in Uris Library and in Women's Studies, Uris Hall 333.

- Three "hands-on" projects to be presented for class discussion on February 17, March 31, and April 28. Written reports, reflecting class discussion as well as prior research, will be due a week later. Two of these will involve taping and transcribing conversations and analyzing them, and one will involve analysis of written materials. You will receive more detailed instructions on these assignments soon.

- Two mid-terms, based on take-home questions: March 3, April 14.

- An end-of-term project or research paper, collective or individual. Brief (one-page) but detailed proposals for the term project or paper are to be submitted no later than March 10.

An S/U requires "passing" work quality on all three requirements (including attendance and participation); for letter grades, the weighting is roughly as follows: participation (15%), "hands-on" projects (40%), midterms (20%), final project or paper (25%). Extensions/make-ups for projects and midterms not allowed (except in exceptional circumstances); extension possible (but not encouraged) for final paper or project.
SEMESTER SYLLABUS OF TOPICS AND READING ASSIGNMENTS

Week 1  Overview and Orientation

We will begin by looking at some general methodological and theoretical issues raised in the study of language as it interacts with gender/sex. The paper by me and that by Thorne, Kramarae, and Henley show something of the scope and development of recent research and thinking about gender and language but emphasize conversational usage in the American context. Borker, in contrast, puts cross-cultural diversity in focus and also draws attention to the wide range of ways in which language enters into human lives and thought. Finally, the selection from Kramarae and Treichler describes a recent project of compiling a dictionary of "women's words". On Friday, January 27, Professor Paula Treichler of the University of Illinois, who is coauthor of that reading, will speak on "Creating 'A Feminist Dictionary'". Paula Treichler is a Senior Fellow at the Society for the Humanities this spring.


Week 2  "Women's language": Scholarly and folklinguistic views

Traditional grammarians, dialectologists, and other writers on language have not always agreed on substance of differences linked to speaker sex but have generally seen women as "special" (and usually "devalued") language users. Jespersen's survey is relatively benign and introduces some ideas that continue to be important: e.g. a focus on sex-differentiated work, mobility, interests, and values. Baron examines other writings predating Jespersen, and Coates looks at early work by anthropological linguists and dialectologists. Lakoff's more recent feminist-inspired proposals have been very influential; though adopting different explanatory frameworks from those prevalent in more traditional research, she also presents "women's language" in English as the marked case (and women as deficient speakers); compare her picture of women speaking English with Jespersen's. Valian is critical of Lakoff's failure to discriminate language systems from their use; Stanback draws attention to neglect of ethnic diversity. We will later consider other responses, direct and indirect, to Lakoff's discussion of "women's language".
Week 3 Cross-sex communicative interaction: Dominance

Lakoff proposed that women are in a linguistic "double-bind". Using data from North Carolina courtrooms, O'Barr and Atkins propose that much of what Lakoff has called "women's language" is really "powerless" language, both in the sense of being used by those whose power is limited and in being relatively ineffective. Much work on conversational analysis also seems to find women at a disadvantage in cross-sex exchanges though for somewhat different reasons than Lakoff suggests. Fishman's research on allocation of responsibility for keeping conversation afloat, and West and Zimmerman's work on interruptions have been widely discussed as examples of men's exerting conversational dominance over women. Mann's account of "bar talk" and Gardner's analysis of "street remarks" point to communication that is somewhat problematic for women in semi-public contexts where gender and cross-sex relationships are especially salient.


Week 4  Cross-sex communicative interaction: Difference

It has also been argued that there are gender-differentiated models of how communication ought to proceed which are basically acquired in single-sex peer interaction among children. On this view, at least some communicative difficulties between the sexes arise from misunderstanding. Reviewing research on single-sex groups such as Goodwin's for children and Kalcik's study of narrative style in a women's group, Maltz and Borker argue that (American) females and males come from different communicative "cultures" and that each misinterprets the other. Though Maltz and Borker do not cite it, Edlesky's work showing that women say more when there is a "shared floor" is also suggestive of distinctive communicative cultures along the lines they suggest. Tannen points to ethnic styles of communication as another source of misunderstanding important in cross-sex intimate communication (and also, though she does not discuss it, a potential problem for same-sex couples).


Kalcik, Susan. 1975. "...like Ann's gynecologist or the time I was almost raped": Personal narratives in women's rap groups. IN Farrar, Claire, ed., Women and Folklore, 3-11.


FIRST PROJECT DUE FEBRUARY 17

Week 5  Communicative Styles: Aims and strategies

Communicative style depends not only on group identity but is also a matter of aims and strategies for achieving them, given assessment of one's social resources. Drawing on philosopher Grice's theories of conversation, linguist Michell proposes that women's "telling it slant" (conveying partial or distorted truths), while ultimately an imperfect strategy, is nonetheless a reasonable and effective response to their communicative problems in male-dominated society. Brown draws on a general Gricean-style theory of politeness as involving strategies to maximize one another's "negative face" (sense of one's autonomy and individuality being respected) and "positive face" (sense of being included in a connected social group). She examines women's politeness to one another and to men in a particular social group where women's position is quite explicitly and strikingly subordinate to that of men. It is illuminating to read Costello's paper on the poet Marianne Moore and her "subversive" use of "feminine" modes of language use for
particular communicative aims with Michell's and Brown's strategic focus in mind. From a somewhat different perspective, Treichler and Kramarae look at language use in academic settings and discuss strategies women students have used to restructure problematic classroom interactions.


Week 6 At the "edge" of language

Prosodic features of speech --(relative) tempo, rhythm, pitch--are to some extent controlled by linguistic rules and to some extent not. My paper looks at some of the research on women's and men's uses of these features and problems raised for interpretation of their significance. Movements and gestures are also important accompaniments to speech in communication; to some extent, they are conventionalized and structured although not grammaticized in quite the same ways that language is (except in languages such as ASL used by hearing-impaired people in this country). Henley explores a number of dimensions of the sexual politics of bodily movement. Goffman analyses postures and demeanors as components of stylized gender display.


FIRST MIDTERM, MARCH 3

Week 7 Social variation and language change

Linguists have been very interested in systematic variation in language use that is keyed to social identity; such variation is of special interest because of its ties to ongoing language change in a community. Some linguists have proposed that women are generally in the vanguard of change, others that women are conservative in their usage; as might be expected, matters are far more complex. Coates reviews sociolinguistic research on gender-linked variation (with a focus on work in urban Britain), looking both at the ties to social stratification and at work on social networks. Eckert's work in a Detroit high school is of interest as a case where gender identity is far less significant than self-identified adolescent social group membership. Nichols' research deals with a rural setting where mainstream English is in competition with Gullah, an English-based creole; she explains sex-linked variation chiefly in terms of women's and men's occupational opportunities. Hill's research looks at Spanish influences on a Mexican
Indian language, tying women's language use to their lives and values in the community. Rather than variation within a single language, Gal looks at competition between two different languages (German and Hungarian) in a situation where very different language-associated options exist for women and men.

Coates, Jennifer. 1986. Chapter 4, Quantitative studies, and Chapter 5, Social networks. IN Women, Men and Language. 57-95.


TERM PROJECT PROPOSALS DUE, MARCH 10

Week 8 Cross-cultural perspectives on genderized language use

Recent research has made clear the diversity in the ways that speech and gender interact. We will discuss a variety of ethnographic situations and consider whether it is possible to say anything systematic about how general features of social organization and of the "arrangements between the sexes" link to genderized language use. Are we able yet to posit interesting universals? To connect kinds of interactions between language and gender with broad differences in types of societies?

Ochs, Elinor. 1987. The impact of stratification and socialization on men's and women's speech in Western Samoa. IN Philips, Steele, and Tanz, eds..

Schiefflin, Bambi B. 1987. Do different worlds mean different words?: An example from Papua New Guinea. In Philips, Steele, and Tanz, eds..


SPRING BREAK

Week 9 Everyday genders and gender relations

Approaching language use analytically uncovers its complexities in much more familiar settings. We will look at research that shows some of the richness and complexity of many everyday kinds of language use--children's games, jokes, graffiti--in connection to gender/sex systems.


Bergmann, Merrie. 1986. How many feminists does it take to make a joke?: Sexist humor and what's wrong with it.

SECOND PROJECT DUE, MARCH 31

Week 10 Genderized meaning: Grammatical gender and pronouns

Grammatical gender systems of the sort found in many familiar European languages (e.g., French, Spanish, Italian, German, Russian) is sometimes said by linguists to be totally unconnected to sociocultural gender, but matters are considerably more complex than this. English essentially lost its grammatical gender system hundreds of years ago; nonetheless, anaphoric pronouns in English (pronouns that are understood via their connection to some other linguistic expression--e.g., "Every woman thinks that she is intelligent") do vary in ways that depend not just on the sex of potential referents. We will explore briefly what grammatical gender systems convey. We will then consider both the subtleties of actual pronominal usage and interpretation in English and the reforms proposed and resistance to them.


Frank, Francine Wattman and Paula A. Treichler. 1989. Language, Gender and Professional Writing. [Introduction, up to but not including "The social and professional context of scholarly writing"]. IN Frank and Treichler, eds., 1-24.

Week 11  Addressing and labelling

Address forms designate the recipient of an utterance ("you guys", "Miss", "honey", "smartass", "ladies") and at the same time convey messages about assessment by speakers of the social situation and of their relationship to their addressees. Many of the same forms are also used to label and refer to third parties though some forms are only referential/labelling and others only address. We will look at some of the work on how address and labelling not only reflect but help create gender relations.


SECOND MIDTERM, APRIL 14

Week 12  Authority, discourse, and meaning

Implicit in much of our earlier discussion has been the view that being able to say what one means can be problematic. In this section we consider questions about the development of meaning in discourse and about competition among alternative meanings.


Treichler, Paula J. 1989. From discourse to dictionary: How sexist meanings are authorized. IN Frank and Treichler, eds., 51-79.


Week 13 Language, theory, and ideology

We turn finally to look at the very deep and difficult question of how ways of talking and ways of thinking and acting are mutually influential. Examples are drawn from a number of different domains: sociobiology, feminist philosophy of science, feminist discussions of lesbianism.


Week 14 New voices, new readings

We close by briefly looking at some of the innovative uses of language in recent writings by women and at women's re-reading of familiar texts.


COURSE DESCRIPTION:
This course is a comprehensive introduction to the study of language and gender. Students need not have any previous linguistic training to enroll in the course, though students with some linguistic background will probably reap additional benefit from the course. The course has a strong international focus, drawing on descriptions of women and men’s speech in Europe (Spain, Newfoundland, the Netherlands, Wales, Germany, Hungary), Asia (Java, Japan), North America (African-American, European-American, Native American, Puerto Rican), Africa (Egypt, Madagascar), South America (Waraao, Tenejapa, Mexicano, Kuna) and the Pacific Islands (Samoa). Students will consider some of the debates currently taking place in sociolinguistic studies of gender about which theoretical frameworks to use in understanding why, how and when gender differences in language use exist. Though this debate takes a particular form within sociolinguistics (often, dual culture models vs. power/resistance models), similar debates take place in psychology, history, anthropology and other fields. This course thus also provides an introduction to some of the principal questions of feminist theory, as viewed from sociolinguistics. The course introduces students to a variety of sociolinguistic concepts as they are used and useful in studies of language and gender (including style, dialect, standard and nonstandard language, speech community, bilingualism, politeness and communicative competence).

COURSE REQUIREMENTS:
An important part of this course is the set of attached mini-fieldwork exercises. These are intended to provide students with practice in the gathering, analysis and interpretation of naturally-occurring conversational data. Near the beginning of the quarter students will tape a conversation somewhere on campus, and then will use that audiotape to consider a number of questions about language and gender. I expect that these exercises done by the students will in some cases provide evidence against some overly hasty generalizations made in the sociolinguistic literature about men and women’s speech. Further, these exercises provide students with firsthand evidence about how one’s choice of methods and data can influence the outcome of a study.

Students will also be expected to turn in a weekly one-page response to the readings. This response should NOT be a summary of the readings (I’ve read them!) but rather than attempt to consider some point in more detail—illustrating it with data from one’s own tape or experience, questioning it, offering an alternative interpretation, relating it to other reading we’ve done.

Finally students will be required to write a final paper (20 pages) on a some issue relating to language and gender. This paper may be an extension of one of the fieldwork exercises, or an investigation of some issue not addressed by class readings, or a theoretical critique of some aspect of language and gender research.

Many of the articles listed below could be classified under more than one of the weekly subject headings. When an article from previous weeks is particularly relevant, that article is included in parentheses at the end.
of the brief paragraph describing that week's readings. So, for instance, Briggs 1993 is included under week 4 (power and resistance) but also under week 7 (gender and affect). Such articles should be reviewed carefully, along with the other readings assigned for that week.

We'll be using the following texts in this course:


**WEEK 1: THEORETICAL OVERVIEWS**

These articles provide an overview of theoretical perspectives on the study of gender in general, and on language and gender in particular. The questions these articles raise are ones we'll return to frequently throughout the semester. Come to class prepared to discuss the definitions of 'gender' offered in these articles.


Eckert, Penelope and Sally McConnell-Ginet. 1992. "Think Practically and Look Locally: Language and Gender as Community-Based Practice" *Annual Review of Anthropology*.


**WEEK 2: GOSSIP**
Stereotypes about men and women’s speech shape many speakers’ (and many scholars’) ideas of what differences exist between men and women’s language. One negative stereotype attached to women’s speech in many cultures is that women talk all the time, or talk too much, about trivial things and other people. This week’s articles consider the functions of gossip in three very different communities: a Spanish village, a Newfoundland village and an African-American urban community. Borker reviews studies of gossip across Europe, while Spacks develops an account of the way that subordinate groups more generally (servants, women, slaves) use gossip as a way of disseminating information, promoting unity, and keeping their distance from the superordinate group. Consider the functions of gossip discussed here in light of Gal’s views on silencing and resistance. Come into class with a short list of stereotypes of men’s and women’s speech in languages and communities with which you are familiar. Are there any patterns? How do you think the stereotypes correspond to the way men and women actually talk?


Coates, Jennifer. 1986 "Ch. 2: The Historical Background: Folklinguistics and Early Grammarians" in Women, Men and Language, pp. 15-34.


Exercise 1 --Transcription of Conversation-is due.

WEEK 3: DUAL CULTURE MODELS AND CRITIQUES
One explanation for gender differences in speech is that boys and girls in a given society are socialized so differently that communication between them (and between men and women) is like communication between two different cultures. Borker and Maltz 1982 first presented this dual culture model; Tannen 1990 provides the most elaborated and well-known version of it. In psychology Carol Gilligan’s work (especially, In a Different Voice) makes a similar argument. Before class you will want to review Eckert and McConnell-Ginet’s critique of this dual-culture model. Also reconsider Goodwin’s 1980 article. Does her work provide evidence for or against a dual-culture model?

WEEK 4: POWER AND RESISTANCE

Critics of the dual-culture model argue that thinking of men and women as separate but equal cultures doesn't take power differences between men and women into account. They argue that that model doesn't explain how these different cultural styles arose for men and women, and the ways that differences in men and women's speech might reflect and support differential access to power in their shared culture. These articles explore a variety of ways of thinking about power and resistance to power as it is expressed in language (See also Gal 1991, Eckert and McConnell-Ginet 1992).


WEEK 5: INTERPRETING LINGUISTIC FORMS AND THEIR SOCIAL FUNCTIONS

Some of the earliest work on gender differences suggested that women's speech isn't as effective as men's because women tend to use certain negatively evaluated forms more than men do. The next wave of linguistic research suggested that often linguistic forms that were negatively evaluated when used by women were sometimes positively evaluated when used by men, and that where linguistic forms were consistently negatively evaluated, people of lesser status (whether male or female) used such forms more than people of greater status (male or female). All this suggested that it isn't a linguistic form itself which should be considered to have an inherent meaning, but rather the social position of the speaker, and the context in which that speaker is speaking. Recently this has been used as evidence for the necessity of studying the use and interpretation of linguistic forms within the norms of a given community by scholars like Penny Eckert, Marjorie Goodwin and Cindie McLemore. They've suggested that the
categories of 'men' and 'women', unless defined within the context of a given community, are too abstract to be useful in understanding why people use a given linguistic form and what it means. We'll consider the question of the interpretation of linguistic forms and their relationship to cultural context with this week's readings. Coates surveys studies of a number of linguistic forms (intonation, hedges, tag questions) associated with sex differences in English. Tannen and West focus on the role of interruptions in English interactions. McLemore and Ochs provide theoretical accounts of how to determine the meaning of a linguistic form within a community. Does the work of Tannen here best support a dual-culture model of gender difference, or a power/resistance model? How about the work of Zimmerman and West?

Coates, Jennifer. 1986. Ch. 6 "Sex Differences in Communicative Competence" in Women, Men and Language, pp. 96-118.


Exercise 2--Gender Differences in Interruptions--is due.

**WEEK 7: POLITENESS**

Expressions of politeness not only indicate one's attitude towards an interlocutor (one is generally more genuinely polite to those one respects than those one does not), and one's social distance from them (for instance, one is generally more likely to be polite to a stranger than to family, in the West), but they also often index one's own social position (so that in the West one is often more polite to a social superior than to a peer, and one is differently polite to a social superior than to a social inferior). Levinson and Brown is a seminal attempt to codify the principles governing the expression of politeness. The other articles included here discuss the ways that use of politeness by men and women in a number of cultures indexes, and often reproduces, their social positions.


WEEK 7: AFFECT
In many cultures the expression of certain emotions like anger or sorrow are considered appropriate only in certain carefully defined contexts and/or for certain members of the society. Often such expression is implicated (or indexed--see Ochs 1992) in cultural notions about what women and men are like. These articles explore the expression of affect among Bedouins, Americans, Malagasy and Tenejapan men and women, and its role in the construction of gender. (See also Briggs 1992.)


WEEK 8: POLITICAL ECONOMY AND GENDERED LANGUAGE

We continue our consideration of how power shapes gender relationships as we turn to the ways that larger economic and political structures shape speech and possibilities for speech. Gal provides a theoretical overview of language and political economy. Coates reviews the interaction of language, gender and class in quantitative (Labovian) sociolinguistic studies of largely First World countries, while Sherzer develops a typology of the sorts of gender differences one might expect in developed and non-developed societies. Consider the different notions of stratification developed in the anthropological articles (Ochs, Sherzer, Thomas) and in the more sociologically-influenced articles (e.g. Labov), and the influence that has on definitions of gender and how gender affects language use.


Coates, Jennifer. 1986. Chapter 4 "Quantitative Studies" and Chapter 5 "Social Networks" in Women, Men and Language.


Sherzer, Joel. 1987. "A diversity of voices: Men's and Women's Speech in Ethnographic Perspective" in Language, Gender and Sex in Comparative Perspective, pp. 95-120.


WEEK 9: GENDER AND LANGUAGE CHANGE

As socio-political structures change, so often does language. People within a given society can indicate changing orientations towards social structure by the language they choose to use. These changes may be part of their life.
cycle (so that adolescents and students often rebel against parents and extant political structures) or part of a historical change (as wars, legislative revolutions, changing populations, and changing occupational opportunities give people new ways of thinking about or participating in old political economies). These articles consider how changing gender roles affect, and are affected by, changing language use.


Exercise 4--Quantitative Analysis of Phonological Variation in English—is due.

**WEEK 10: BILINGUALISM: GENDER AS LINGUISTIC BROKER**

In multilingual or multidialectal societies, different languages or dialects may be differently accessible to, or have different values for, different members of a society—old/young, men/women, members of different ethnic groups. The articles by Gal, Hill, Medicine and Urciulu consider these complex interactions. Consider the work of Gal and Hill in light of last week's discussion about language change. To what extent do these anthropological studies support or contradict the generalizations made by Labov 1990?


Transition (Albany: SUNY Press), pp 159-166.


**WEEK 11: SEMANTICS AND PRAGMATICS**

In the past weeks we've considered differences in the ways men and women talk. This week and next week we consider differences in the ways that men and women are talked about, differences in the ways they may interpret language, and the ways that sexist language arises.


Exercise 5--Sexism in Language--is due.

**WEEK 12: SEXISM IN LANGUAGE**

One ongoing debate in sociolinguistics is between people who say that language is sexist, and others who say that language is not sexist, but its users are. As you read the articles below, try to decide which claim is most convincing to you, and why.


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Linguistic Society of America Guidelines for Nonsexist Usage.


WEEK 12: CLASS CONFERENCE/SUMMING UP

We'll use this week for the presentation of work done by students this semester. Instead of meeting in our regularly scheduled slot, we'll hold a one-day mini-conference for the presentation of student research. Dozens of questions remain unresearched in language and gender--it's quite likely that the research you're doing for this class is original and innovative! Each student will have 20 minutes to give a research presentation based on research done for the final paper, followed by 10 minutes for questions from other students in the class. Your final paper will be due ONE WEEK after the date of the conference. If you're interested, we may try to publish the papers (in course-reader format) as a conference proceedings.
SEMINAR IN LANGUAGE AND BEHAVIOR: LANGUAGE AND GENDER
Rae Moses
Linguistics C30, Section 20
Time: MW 1:00-2:00
Office address: 2016 Sheridan Road
Phone: 491-8053

COURSE DESCRIPTION: The language we use to talk about men and women is often different. Men and women also use language differently. This course examines these differences and how society evaluates them, attempts to regulate them and how these differences have changed over time reflecting our changing society. We will explore the use of gender specific language, e.g., him/her, waitress, postman, the best man for the job, and language attitudes about these expressions. We will also examine the language used by men and women in special contexts, how gender differences are learned and what these differences seem to mean in our society.

PREREQUISITES: None. P/N registration is permitted.

TEACHING METHOD: Two lectures per week and one discussion section.

EVALUATION: Weekly reaction papers or exercises, a mid-term quiz, and a take-home final.

Rae A. Moses

TEXTS:
1. They Used to Call Me Snow White... but I Drifted. Regina Barreca, Penguin, 1990.
3. The Handbook of Nonsexist Writing, Casey Miller and Kate Swift, Barnes & Noble, 1981.
5. Xeroxed Reading

EVALUATION: Three of the weekly projects (A-1) must be turned in. Late mid-term. A project or research paper (8-10 pages).

10% Article report & class participation
30% Projects to be written up
30% Midterm
30% Project
DATE: TOPICS and READINGS:

9/21 Introduction to the scope of the field. An overview of language differences of women and men and how language refers to them.

9/23 What is gender and how are the differences learned? How does the language we speak reflect gender differences?

2. Part One

A. Reflect on your own youth. Are there ways that you were socialized to speak a male or female code? What models of communication were present? How does your early experience affect the way you use language today? Relate to readings and lecture.

9/28 A history of the literature on gender differences in language and how to find our way through the bibliographies.

4. Thorne/Karamarae Henley

9/30 How does language refer to gender? Theories about the effect of speaking differently and of language structure differences. How does language shape thinking?

5. Sampson, "The Sapir-Whorf Hypothesis"

B. Poll 8 family or friends. How do they believe men's and women's language are different? Evaluate their responses in terms of the readings.

10/5 The historical roots of belief about language. The history of words.

4. Martyna

10/7 Grammar and Gender and the making of masculine and feminine.

4. Mackay

5. Dennis Baron, "Etymologizing Man and Woman", "Grammar and Gender" (Ch. 9)

C. Find a text that uses sexist language and comment on the nature of the usage. Relate to readings.

10/12 Making changes and finding new ways of expressing ourselves.

3. Ch. 4,5,6

10/14 Women's ways with words, some evidence.

2. Part Two Ch. 4,5

D. Find or compose a text that is radical (uses she generically, varies pronouns, uses funny words). Present it to 3 or 4 people and get their reaction.

10/19 The sociolinguistic status of men's and women's speech. How are the differences regarded?

2. Part Two, Ch. 6
4. Nichols

10/21 The differences in how we talk: conversation interruption, topic control and silence.

4. West

E. Eavesdrop on a mixed sex dyad or record one of your own conversations; note the characteristics in terms of our readings.

10/26 The differences in sound systems, word choice and syntax.

4. McConnell-Ginet

10/28 They ways we learn sex differences and children's language.

2. Ch. 7

F. Find a child in the park or supermarket (or perhaps one you know). Note the ways you can tell the gender of the child (clothes, activities, language).

11/2 Gossip, Joking and Naming ourselves: some special functions of language.

1. All
5. Moses, "Naming Ourselves"

11/4 Language in Families How do we talk to each other?

4. Fishman Sattel

G. Interview four males and four females about their desires regarding name change at marriage. Describe any you find.

or

Observe joking behavior between you and friends of the opposite sex and same sex. Comment.

11/9 "Hate speech" and "Politically Correct"

5. Ruth Perry, A short history of the term "Politically Correct"

11/11 Essay -- Mid-term (30%)

11/17 Talking about medical matters.

5. Emily Martin, "Medical Metaphors of Women's Bodies: Menstruation and Menopause West, Metaphors of gender.

11/18 The role of sex differences in language history and some conclusions.

2.8, 9
11/23  I. Are there issues you find easier to talk about with same sex and opposite sex friends?

or

Write a discussion question that is appropriate for this class and then answer it.

***PROJECTS ARE DUE WEDNESDAY, December 7, 1992 by 3:00pm***

SOME NOTES ON PROJECTS

The projects for this class are intended to give you an opportunity to work with issues of language and gender in a first-hand manner. You should find some question or issue for which you can collect some language data or can observe and note some feature of language. The feature of language which you select might be a matter of sexism in language or a way of avoiding it; it might be a way in which males and/or females talk; or you could examine some aspect of language use like topic choice or interruption patterns; it could be a feature of a written text or language as it is used orally (e.g. television broadcasters or university professors.) You might also take up a practise such as forms of address (Mr. vs. Miss, Mrs., Ms.). Your project could also take up an attitude about language and involve a questionnaire and/or interview. It is very important that the project have some connection to the topics found on the syllabus and in the readings. The bibliography at the end of Thorne, Henley and Kramarae provides a catalogue of references. You might think about replicating or altering one of these studies.

I expect your project to be 8-12 pages, but quality is not to be confused with length. You should describe the question you are investigating and how you intend to investigate it (methodology). You should then explain what has been done on the topic by others or what others have said about it and explain why the question or topic is important. Then you should present your results. You may want to comment on the results, but it is not important that you say something new or prove something. Many of the projects will only provide new questions. What I’m really interested in is that you have played with some language and tried to reason about it.

As I have said, I am happy to have you collaborate in groups of two or three. I will, of course, expect collaborators to show more work than solo projects. All members of collaborations will get the same number of points for their projects.

A Selected Bibliography on Language and the Sexes
Prof. Rae A. Moses


*Baron, Dennis. Grammar and Gender* (Yale University Press, 1986). A comprehensive history of gender in language, especially grammatical gender, but also lexical reference.
Cameron, Deborah. *Feminism and Linguistics Theory* (St. Martin's Press, NY 1985). Examines the place of language in feminist theory.


Lakoff, Robin. *Language and Woman's Place* (Harper and Row, NY, 1975). A slim volume that summarizes both women's language (especially politeness) and the sexism of our language.


*Tannen, Deborah. *You Just Don't Understand* (Wm. Morrow & Co., NY, 1990). Best seller that argues that men use language to establish place in social hierarchy but women use it as social glue that establishes intimacy, leading to male-female communication problems.


Stewart, Lea, Pamela Cooper and Sheryl Friedley. *Communication Between the Sexes, Gorsuch Scarisbrick* (Scottsdale, AR, 1986). An excellent text that focuses on sex role stereotypes. Especially good on classroom, media and business communication.

* ON RESERVE
Language, Gender, and Social Identity

In this course we will examine the role of language use and other communicative phenomena in the construction and reproduction of the social identities of groups and persons characterized by differences in access to and control over social and cultural resources. Readings will be drawn from empirical and theoretical work in sociolinguistics, psycholinguistics, and interdisciplinary, feminist scholarship to provide a basis for the integration of individual consciousness, situated talk, and social structure. Beginning with research on the ways conceptions of gender are inherent in the structure of language, we will examine in detail the creation of social identities through language use, focusing on research on genderlects, power, cross-cultural comparisons, and ethnic identity among U.S. minorities. Sustained consideration will be given to the prevalent methodologies in research on these topics, and future directions for work on language and social identities will be explored.

Depending upon the interests and backgrounds of class members, a fieldwork project on one of the topics covered in the course may be carried out.

The following books are recommended for purchase:


Additional readings will be drawn from:

February 3: Introduction to the course

February 10:

1. Sex bias and the structure of language

   Lakoff, R. In LWP, pp 19-42.


Martyna, W. Beyond the he/man approach: The case for nonsexist language. In LGS, pp 25-38.


February 17:
Schultz, MR. The semantic derogation of woman. In LSDD, pp 64-75.


Bodine, A. Sex differentiation in language. In LSDD, pp 130-152.

Henley, NM. Sex bias in language: what we don't know. Invited address presented at the Eastern Psychological Association, New York, April, 1986. (Xerox on reserve).

Recommended:

(In-class project)

II. Language Use, Power, and Social Identity
February 24:
A) Genderlects

Lakoff, R. In LWP, pp 51-64.


Swacker, M. The sex of the speaker as a sociolinguistic variable. In LSDD, pp 76-83.

O'Barr, WM and Atkins, BK. "Women's language" or "powerless language?" In S McConnell-Ginet, R Borker, and N Furman (Eds.), Women and language in literature and society. New York: Praeger, 1980, pp 93-110.

March 2, 9, 16:
B) Power

Lakoff, R. In LWP, pp 64-83.

Brown, P. How and why are women polite: Some evidence from a Mayan community. In S McConnell-Ginet, R Borker, and N Furman (Eds.), op cit pp 111-136.


C) Male-Female Interactions


Bennett, A. Strategies and counterstrategies in the use of yes-no questions in discourse. In LSI, pp 95-107.


Wolfson, N and Manes, J. "Don't 'dear' me!". In S McConnell-Ginet, R Borker, and N Furman (Eds.) , op cit pp 79-92.

March 23:
D) Cross-Cultural Research

   Maltz, DN. and Borker, RA. A cultural approach to male-female miscommunication. In LSI, pp 195, 216.


   Young, LWL. Instrucitability revisited. In LSI, pp 72-81.

March 30:
E) Language and Ethnic Identity among US Minorities
   Stanback, MH. Language and Black woman's place: Evidence from the Black middle class. In PA Treichler, C Kramer, and B Stafford (Eds.), op cit, pp 177-196.


   Nichols, PC. Linguistic options and choices for Black women in the rural South. In LGS, pp 54-68.


III. Methodological Approaches to the Study of Language and Social Identity
April 13:
A) Quantitative Research
   Trudgill, P. Sex, covert prestige, and linguistic change in the urban British of Norwich. In LSDD, pp 88-104.

   Milroy. Social context of speech events. pp 71-84, 107-137.
April 20 and 27:

**B) Qualitative Research**


Akinnaso, FN and Ajirotutu, CS. Performance and ethnic style in job interviews. In LSI, pp 119-144.

Hansell, M and Ajirotutu, CS. Negotiating interpretations in interethnic settings. In LSI, pp 119-144.

(In-class project)

May 4:

**IV. New Directions**


May 11:

**V. Toward an Integration**

Discussion of individual projects/papers.

Additional Bibliography:


This course is intended to stimulate awareness of how culturally enshrined ideas about gender affect language and the use of language, and, in turn, how linguistic conventions for the expression of gender differences tend to reinforce these ideas. The concept of gender involves not only individual characteristics (e.g., sex), but also a web of associated social relations and stereotypes, culturally defined norms, ideology and politics. Language use connects the individual (her linguistic competence and what she intends to communicate) to the social (since without historically transmitted conventions and community usage patterns, language has no meaning). It is in the dynamic between individual intention and social convention that the possibility for social change arises. By carefully considering the nature of this dynamic in language use, we can raise our awareness of how abstract notions such as "sexism" are embodied in our daily lives, and make more informed decisions about how to foster gender equality.

The entire course will focus on the ways in which gender is reflected in contemporary American linguistic usage, and is intended to meet the "Social Diversity in the United States" requirement of the General Education Curriculum (GEC). In order to bring our own situation into perspective, we will compare the relationship between language and gender in various ethnic groups and classes within this country, and also in other cultures and eras, considering which, if any, characteristics of our own language use are universal reflections of gender differences, and which are tied up with the particular gender ideology of the contemporary United States.

Course requirements will include reading a number of papers, writing a mid-term and a final exam, and carrying out research on the reflexes of gender in actual language usage. Grades will be based on exams (50%), class participation (20%), and the report on research (30%).

The required text for the course will be Women, Men and Language by Jennifer Coates (Longman Studies in Language and Linguistics, New York, 1986). In addition, students will be required to purchase a reader including a number of papers. In the following preliminary syllabus, relevant references are listed for each section of the course; readings would include some selection from these references, averaging two papers per week.

Preliminary Syllabus:

Section 1. Introduction. [two weeks]


References:

Language Files. The Ohio State University Department of Linguistics, introductory Files on the nature of linguistics, and on phonetics and phonology.

Coates, Chapter 1, Language and Sex; Chapter 2. The Historical background -- Folklinguistics and the early grammarians
Section 2. How does gender affect the way women speak? [three weeks]

Consideration of characteristics pointed out by earlier writers (e.g. Jespersen, Lakoff) on "women's language", mostly with reference to the English of white middle class American women: e.g., politeness; trepidation and timidity (questions vs. assertions, tag questions); "proper" grammar vs. slang. Comparison with recent sociolinguistic studies of women's speech.

Consideration of literature on gender and language in other cultures (e.g., Mayan, African-American women) in order to address the question of which (if any) characteristics of "women's language" in our culture are universal.

References:


Lakoff, Robin (1973) Language and woman's place. Language in Society 2:45-79.

Coates, Chapter 3, The historical background (II), Anthropologists and dialectologists; Chapter 4, Quantitative studies


Section 3. How do men and women interact linguistically, and what are the social roots of this type of interaction? [two weeks]

The power of lexical meaning and language usage patterns to maintain and enforce social relations. Literal content vs. meta-messages about speaker's attitude: illocutionary force, register, and conversational implicatures. The power of presuppositions in conveying intended meaning: e.g., he as gender-neutral and the idea of norm. Conversational
analysis and turn-taking: the difference between women's work and men's work in discourse.

References:

Coates. Chapter 5, Social networks; Chapter 6, Sex differences in communicative competence; Chapter 7, The acquisition of sex differentiated language; Chapter 8, The role of sex differences in linguistic change.; Chapter 9, The social consequences of linguistic sex differences.

Henley, Nancy M. (in press) Molchill or Mountain? What we know and don't know about sex bias in language. In M. Crawford and M. Gentry (eds.), Gender and Thought. Springer-Verlag, New York, 59-78.


Section 4. What can be done about sexism in language use? [three weeks]

The possibility of ideologically motivated change in meaning, in its various aspects: word meaning, connotation, and utterance meaning. Comparison of historical sources of words and expressions and their contemporary meanings; e.g. woman, husky. Rewriting history: women vs. wymym; history vs. herstory. Forms of address: Miss, Mrs., Ms. Grammatical gender in pronouns: her, him, him or her, and them. Alternatives to discourse as competition. Consideration of guides to writing in a non-sexist manner.

References:


Also the following guides to usage:


Bambi B. Schieffelin, New York University

Language in Everyday Life

Spring 1993 Tues. 6:10-7:50 Liberal Studies

Bambi B. Schieffelin
509 Rufus Smith Hall

Articles* available for purchase at NYU Bookstore. Books available for purchase at NYU Bookstore:


Hewitt, R. 1986. White talk black talk: Inter-racial friendship and communication amongst adolescents. NY: CUP.


Requirements: Please do all of the readings in the order listed below.

Four short critical writing assignments will be due during the semester which will help sharpen your analytic skills and make class discussion more engaging. All are 5 pages typed double-spaced and handed in at the end of class for a grade. There are 2 Book Reviews - Philips due week 2; Hewitt due week 9; and 2 essays - one on the concept of Cross Talk due week 8, and one on Language and Gender due week 14. Each will count for 20% of the final grade. Focus questions will be handed out a week before the assignment is due.

In order to provide a reality check and give you some familiarity with conversational data, there is also a Transcription/Conversation Analysis Project. This will involve taperecording and transcribing 15 minutes of conversation, and analysing it according to procedures from conversation analysis. Details will follow. This project is due on week 6 and consists of the transcript and a report of findings (19 pages max). This project counts for 20% of the grade.

I. LANGUAGE AND SOCIAL LIFE

I. The nature of language in social life 1/26

2. Variation in language use across social groups 2/2


3. Speech stereotyping 2/9 American Tongues (video)

II. THE ORGANIZATION OF TALK
4. Taking turns 2/16


5. Sequencing in conversation 2/23


6. Misunderstandings - Pre's and Repairs 3/2


III. CROSS-TALK: SPEAKING THE "SAME" LANGUAGE


Chapter 6 Contextualization conventions
Chapter 7 Socio-cultural knowledge in conversational interference
Chapter 8 Interethnic communication
Chapter 9 Ethnic style in political rhetoric

8. Crosstalk 2 3/23


Chapter 4 Young, L. Inscrutability revisited.
Chapter 8 Akinnaso, N. & Ajiotutu, C. Performance and ethnic style.
Chapter 13 Jupp, T. C. et al. Language and disadvantage.


9. Interracial communication 3/30

Hewitt, R. 1986 *White tall- black talk: Inter-racial friendship and communication amongst adolescents.* NY: CUP


IV. LANGUAGE SOCIALIZATION

10. Educational consequences 4/6

V. LANGUAGE AND GENDER

11. Language and Gender 1 "politeness" 4/13


*Brown, P. How and why are women more polite: some evidence from a Mayan community. In Women and language in literature and society. S. McConnell-Ginet, R. Borker, & N. Furman (eds.). NY: Praeger.

12. Language and Gender 2 "two cultures" 4/20


13. Language and Gender 3 "power/prestige" 4/27


14. Language and Gender 4 4/4


Language and Power


Required texts:

(2) Sources and Selected Readings in Language and Power. (Available at cost from the Department of Linguistics during the first week of classes. Students who purchase the reader and drop this course by the last date for changing registration in Fall Session half courses (17 September) may receive a refund of the purchase price if there is no writing at all in the reader. Refunds are not available after 17 September.) [Reader]

Reserved items:
The following books have been placed on reserve in the Reserve Reading Room in the University Library. Assigned portions of them are required reading. A few articles (not listed in this outline) will be placed on reserve in the University Library from time to time.


Evaluation of Student Performance:
(1) Midterm test, Friday, 23 October 1992, 30% of course grade

(2) Team project: Groups of three-to-five students will combine their efforts to produce a presentation to the class on a topic of relevance to the course. This topic must be approved by the instructor in advance. The presentations will be 15-20 minutes in length and will be scheduled at various times throughout the course. [Volunteers are solicited earlier rather than later in the course. A schedule will be made available as soon as possible.] Subject matter of the project may be drawn from the sources in the course bibliography (in the Reader) or the reserved items. The grade on the presentation will be based on content, level of interest stimulated in the rest of the class and degree of participation by all members of the team. Students are encouraged to combine secondary sources with current happenings (political, gender or ethnic relations and the like). 10% of course grade.

(3) Term paper: Paper proposal and sample bibliography must be submitted to the instructor in writing no later than Wednesday, 14 October 1992. Students will not
proceed with their term papers until their proposals and bibliographies have received written approval from the instructor. Any subsequent changes in paper topic must be approved in writing by the instructor as well. Students are strongly urged to begin considering term paper topics early in the course. An examination of all texts and the course bibliography will give an idea of the range of suitable topics. Papers may be based primarily on secondary sources or may involve observation/analysis of language in social context; in the latter case, work with human subjects will be involved. In either case original thought and critical analysis together with a clear and succinct writing style are highly valued. All materials taken or adapted from other sources must be appropriately acknowledged in the paper. Students should be aware that plagiarism (whether through conscious intent or carelessness) is a serious matter which can have grave academic consequences.

Term papers may be presented orally in class in the form of a five-to-ten-minute précis during the last week or so of term. The instructor will ask for volunteers for the oral presentation in late November. Final versions must be turned in at the last class meeting (9 December 1992). Papers will not be accepted late for other than medical or similar reasons. Any such reasons must be supported by a written excuse from a qualified professional. 30% of course grade.

(4) Final examination to be scheduled by the Registrar's Office during the Examinations Period (14-23 December 1992) 30% of course grade.

Note: The Midterm and Final will consist mainly of essay questions with a small number of questions on terminology (e.g., definitions, comparisons and the like). Students who miss the Midterm and present what the instructor regards as a valid excuse for so doing will have the weighting normally assigned that test transferred to the Final. Students who miss the Midterm and do not present an acceptable excuse will receive a grade of 0 for that test. There are no make-ups in this course. Regulations regarding deferred Final Examinations are on page 68 of the 1992-93 Calendar.

Course content:
The topics covered in a course of this nature are all interrelated and are all linked to the notion of power. No particular structure or sequence of topics necessarily imposes itself on the subject matter. One could start with any of the topics listed below (or others not treated in this course) and proceed in almost any order. The sequence chosen partially reflects that in the Lakoff text but is also ordered to allow relevant topics to coincide with the fall election campaigns, referenda and the like. Note that readings below from the Fairclough text are suggested (encouraged even) but not required. That volume will provide you with a more theoretical overview of (and a somewhat different perspective on) the topic area of language and power.

9-11 Sep
Introductory, course overview
Lakoff: introduction [pp. 1-7]

11-18 Sep
The micropolitics of language: discourse types, politeness, directness vs. indirectness, verbal aggression (cursing and swearing).
Lakoff: Part I [chapters 1-3]

21-25 Sep
Language and the law: the explicit encoding of power in the courtroom.
Lakoff: chapters 5 and 6

28 Sep - 2 Oct
Language and medicine. Power in public and power in private: therapy and courtroom compared. Medical and dental interviews.
Lakoff: chapters 4 and 7

5-14 Oct
Language and minorities. Language across cultural and social groups. Language and "illness".
Lakoff: chapters 9 and 10.
Reader: Greenberg, J., S. L. Kirkland and T. Pyszczynski. Some theoretical notions and preliminary research concerning derogatory ethnic labels.

16-21 Oct
Persuasive language.
Lakoff: chapters 12 and 13.
Reader: Geis, Michael. The strength of a claim.
Fairclough: suggested additional readings.

26 Oct - 4 Nov
Language and politicians.
Lakoff: chapter 14.
Wilson: chapters 1 and 2.
Fairclough: suggested additional readings.

6-20 Nov
Language and gender:
Lakoff: chapter 11
Additional readings on reserve (for assignment over Reading Days).

23-25 Nov
Academic discourse.
Lakoff: chapter 8.
Fairclough: suggested additional readings.

27 Nov -
Language "authorities".
Lakoff: chapter 15.
Reader: Fries, Charles C. Other attempts to determine what language matters to teach.
Ricks and Michaels: Nunberg, Geoffrey. What the Usage Panel Think [pp. 467-482].
Fairclough: suggested additional readings.
DEBORAH TANNEN

Linguistics 684
Gender Differences in Language Use
Spring 1989

Note: I last taught this course in Spring 1989, while I was working on You Just Don't Understand: Women and Men in Conversation. Some of the readings are outdated, but some are classics. If I were to teach the course again now, I'd probably assign my own book and also the one I just finished editing: a collection of papers entitled Gender and Conversational Interaction to be published by Oxford University Press in a few months. I would also make Lakoff's Language and Woman's Place required, for historical and foundational reasons. I would not use any of the other collections, but would put a packet together from recent publications. The outline of the course and its concerns would probably not change.

Time: Thursday 2:40 - 5:10

Prerequisite: Linguistics 484 Discourse Analysis: Conversation

Requirements: Attendance in class and participation in discussion
Required reading (texts and packet)
Outside reading (and oral & written summaries)
Taping and transcribing conversation
Research project and class presentation
Written research paper (c. 15 pages)

Texts, Required:

Recommended:

Recommended Subscriptions and Memberships:
Women and Language News
Organization for the Study of Communication, Lg & Gender

Goals:
1. To survey and evaluate the research that has been done on gender differences in language use.
2. To do original research to clarify, verify, build on, and/or otherwise contribute to that research.

This is an advanced course in conversational analysis. Our concern is gender differences in ways of speaking.

**Topics include:**

- Power and solidarity (Lakoff; Tannen; others)
- Turntaking (Is it true that men interrupt women? Zimmerman & West and critics, including Schegloff & Murray)
- Topic (Is there a difference in what women and men talk about?)
- Genres (anthropological work on men's and women's speech genres; Greece: Caraveli on women's laments; Herzfeld, The Poetics of Manhood; Ochs on Malagasy; Schieffelin on religious rites; American genres (tall tales, gossip, joke-telling, family stories, baseball stories, etc. etc.))
- the role of conversation in relationships
- public vs. private Domains
- communicative styles (cooperation vs. competition; message vs. metamessage; indirectness; use of questions, tag questions, polite forms, other syntactic types)
- the interaction of styles (complementary schismogenesis?)
- men and women as listeners and speakers (Do men and women talk differently to men and women? Do they listen differently?)
- gender and sexual orientation

**Research paper:**

A paper of at least 15 pages analyzing conversational tapes and transcripts, including relevant literature review.

Topics may be chosen from the following list, or be approved by me:

- Compare men's and women's personals ads: What do women and men say they want?
- Compare male and female callers to talk shows on topics of interest to women and men
- Compare male and female questioners at meetings, in class
- Overlaps and interruptions
- Topic
- Storytelling in conversation
- Who talks more?
- Uses of talk
- Dominance: what linguistic strategies have been seen as showing dominance? How valid are these evaluations?
- Exploring particular women's or men's genres (laments, joke-telling, etc.)
--evaluation of women and men who use the same linguistic forms
--response to problems

Contents of Required Packet

1. Cover Sheet: List of Readings
2. List of Assignments (with due dates)
4. Required readings in order of assignment:

Talbot, Mary. 1988. The operation was a success; unfortunately, the patient died: A comment on 'Women and men speaking at the same time' by Murray and Covelli. Journal of Pragmatics 12:1.113-4.

List of Assignments

Date Reading Due

WEEK 3: CONVERSATIONAL COHERENCE ACROSS AGES

1/26 I: Lecture and Video Presentation
You: Tape conversations and begin transcribing

WEEK 4: BEGINNING AT THE BEGINNING: RESEARCH ON CHILDREN
2/2 Tanz, Introduction, Pt II (163-77) (PST)
Sachs, Preschool boys’ and girls’ lg use (PST)
Goodwin & Goodwin, Children’s arguing (PST)
Schieffelin, different worlds/ different words? (PST)

WEEK 5: KIDS CONT’D & GENDER AS CULTURE VS. POWER

2/9 Berko-Gleason, Men’s speech to young children (TKH)
Berko-Gleason, Sex diffs in parent-child inter. (PST)
Fishman, Interaction: The Work Women Do (TKH)
Fishman, What do couples talk about ... (packet)
Maltz & Borker, A cultural approach ... (packet)
Henley & Kramarae, Miscommunication ... (packet)

WEEKS 6 & 7: CROSS-CULTURAL PERSPECTIVES

Shibamoto, The womanly woman (PST)
Ochs, The impact of stratification ... (PST)

2/23 Philips & Reynolds: The interaction of ... (PST)
Sherzer, A diversity of voices (PST)
Hill, Women’s speech in modern Mexicano (PST)

WEEK 8: SMALL GROUP INTERACTION (EXPERIMENTAL STUDIES)

3/2 Aries, Interaction patterns and themes ... (packet)
Aries, Verbal and nonverbal behavior ... (packet)
Leet-Pellegrini, Conversational dominance ... (packet)

WEEK 9: INTERRUPTIONS AND SILENCE

3/16 West & Zimmerman, Small Insults (TKH)
Murray, Toward a model of members’ methods (packet)
Murray, Power and solidarity in "interruption" (packet)
Murray & Covelli, Women & men speaking ... (packet)
Talbot, The operation was a success ... (packet)
Murray, A rejoinder (packet)
Sattel, Men, inexpressiveness, & power (TKH)

WEEK 10: SUMMING UP: NATURE/NURETURE ETC.

3/30 McConnell-Ginet, Intonation in a man’s world (TKH)
Goffman, Gender display (packet)
Thorne, Kramarae, Henley, Lg, Gender & Society (TKH)
Philips, Introduction (1-25) (PST)

WEEKS 11-14 PRESENTATION OF FINAL PROJECTS

(We may have guest speakers on 4/6)

FINAL PAPERS DUE on the date for which a final exam is scheduled.
No late papers or incompletes, for any reason.
LINGUISTICS 113: Language, Gender & Society. (4 units)

Professor Lenora A. Timm  
Program in Linguistics  
UC Davis  
Davis, CA 95616-8685  
916/752-4540/9933 (mess.)


Course Goals: The course examines the nature and function of sex differences in communication on a cross-cultural basis. The emphasis is on verbal (spoken and written) language, but some attention is also paid to differences in nonverbal communication. The contrasts between stereotypes about how women and men communicate and the actually occurring patterns are carefully examined. The significance of different communication patterns is considered in connection with theoretical models drawn from sociolinguistics, anthropology, and psychology. Topics covered include:

- Sex differences in linguistic forms (pronunciation, vocabulary, syntax, etc.);
- Conversational patterns; issues of status and politeness; gender bias in language use;
- Developmental aspects of sex-differential language use; sex differences in nonverbal communication; case studies in language use (i.e., sex-related differences in legal language; in educational texts; in the mass media); and strategies for changing sexist linguistic practices.

Recommended Preparation: Linguistics 1 or Anthropology 4.

Course format: Lectures and discussion; several videos & films.

Student Assignments: One short paper (25%); one term paper (50%); final exam (25%)

Textbooks:


Linguistics 113
Language, Gender and Society
Winter 1993

Professor: Lenora A. Timm.
Office Hours: Tues/Thurs., 12-1:30 or by appt. My office is in 903 Sproul. The Linguistics Office is in 922 Sproul.
Telephone: 752-4540/9933 (message)

T.A.s: Ulrike Cristofori & Helen Hadji

TEXTBOOKS:
(4) LINGUISTICS 113 READER: a collection of articles available at Navin's Copy Shop [Abbreviated in the Syllabus as L113R]

COURSE REQUIREMENTS: This is a General Education Course (Contemporary Societies). There is, therefore, an emphasis on the enhancement of writing skills. Specific requirements include:
(1) one short paper (5-7 pages), worth 25% of the course grade; (2) a longer research paper (12+ pages) due at the end of the quarter, worth 50% of the course grade; (3) a final examination, worth 25% of the course grade. More information on the nature of the writing assignments will be provided early in the quarter.

SCHEDULE

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SYLLABUS

LECTURE TOPICS AND REQUIRED READINGS

Abbreviations Used:

L113R = Linguistics 113 Reader (a collection of articles and book chapters compiled from different sources)

1.0. THE STUDY OF SEX DIFFERENCES IN GENERAL AND LANGUAGE AND SEX IN PARTICULAR

a. WTSC: Ch. 1, “Introduction”; Ch. 2, “Some Problems in the Sociolinguistic Explanation of Sex Differences” (by D. Cameron & J. Coates)
b. LGS: pp. 7-24, "Language, Gender and Society: Opening a Second Decade of Research" (by B. Thorne, C. Kramarae, & N. Henley)

2.0. THE INTERPRETATION OF SEX DIFFERENCES IN LINGUISTIC FORMS

a. L113: “What has Gender Got to do with Sex?” (by D. Cameron in Language and Communication 5(1):19-27)
b. LGS: pp. 69-88, "Intonation in a Man’s World" (by S. McConnell-Ginet)

3.0. SEX DIFFERENCES IN THE SELECTION AND FREQUENCY OF LINGUISTIC FORMS

3.1. Assumptions and Stereotypes: Speech Styles


3.2. Empirical Evidence

a. WTSC: Ch. 7, “Lakoff in context: The social and linguistic functions of tag questions” (by D. Cameron, F. McAlinden & K. O’Leary)
b. L113R: “How Taboo are Taboo Words for Girls?” (by V. De Klerk in Language in Society 21(2): 277-290)
c. L113R: “Functions of you know in women’s and men’s speech” (by J. Holmes in Language in Society 15(1):1-22)

4.0. STRATEGIES OF COMMUNICATION

4.1. The Politics of Conversation

c. WTSC: Ch. 8 "Gossip Revisited..." (by J. Coates); Ch. 9, “Talk Control...” (by J. Swann); Ch. 10 “Talking Shop...” (by N. Woods).
4.2. Issues of Status, Politeness, Power and "Face"

a. WTSC: Ch. 3, "A Pragmatic Account of Women's Use of Standard Speech" (by M. Deuchar)
b. LGS: pp. 119-124, "Men, Inexpressiveness, and Power" (by J. Sattel)

4.3. Identity and Conservatism vs. Innovation

a. LGS: pp. 54-68, "Linguistic Options and Choices for Black Women in the Rural South" (by P. Nichols).
b. WLT: pp. 159-166, "The role of American Indian women in cultural continuity and transition" (by B. Medecine).
c. WLT: pp. 167-179, "Language and female identity in the Puerto Rican community" (by A. Zentella).
d. WTSC: Ch. 5, "Differences of sex and sects..." (by B. Thomas)

5.0. PSYCHO-SOCIAL CONSTRAINTS REFLECTED IN LANGUAGE: GENDER BIAS IN ENGLISH

5.1. The Generic Masculine and Other Male-as-Norm Phenomena

a. LGS: pp. 25-37, "Beyond the He/Man Approach: The Case for Nonsexist Language" (by W. Martyna).
c. WLT: pp. 28-36, "Linguistic description: He/she, s/he, he or she, he-she" (by B.L. Dubois and I. Crouch)

5.2. The Lexicon: Words about Women and Men


5.3. References to the Sexes

b. WLT: "Surnaming: The struggle for personal identity" (by J. Penfield).

6.0. THE ACQUISITION OF SEX DIFFERENTIAL LANGUAGE

a. LGS: pp. 140-150, "Men's Speech to Young Children" (by J. B. Gleason and E. Greif)
c. L113R: "'Kings are Royaler than Queens': Language and Socialization" (by A. Shelton in Young Children [January]:4-9)

7.0. SEX DIFFERENCES IN NONVERBAL COMMUNICATION

a. L113R: "Silent sounds and secret messages " (by B. Eakins & G. Eakins in B. Eakins & G. Eakins, Sex Dif-
8.0. CASE STUDIES IN LANGUAGE USE (VERBAL & NONVERBAL)

8.1. Literature

a. LGS: pp. 125-139, "Consciousness as Style: Style as Aesthetic ((by J. Penelope & S. Wolfe)

8.2. The Law


8.3. Education

c. WLT: pp. 87-53, "Guidelines against sexist language: A case history" (by A.P. Nilsen)

8.4. The Media


9.0. STRATEGIES FOR SOCIAL AND LINGUISTIC CHANGE

a. WLT: pp. 3-27, "The new species that seeks a new language: On sexism in language and language change" (by N. Henley)
b. WLT: pp. 65-72, "Resources for liberating the curriculum" (by B. Withers).
Topics for Paper #1

1. This topic requires that you watch some TV...specifically, a show with a good amount of dialogue, such as a soap opera or a talk show. Tape-record a minimum of one hour of talk from one type of show or the other, and while watching it, take notes on characteristics of the speakers in terms of their sex, approximate age, approximate socioeconomic status and educational level, as well as their relationship with other characters if you’re watching a soap opera (friend, parent, child, lover, estranged spouse); or participants if you are watching a talk (guest, host, famous or not, relative age and authority of guest vs. host) The assignment involves listening to these dialogues and documenting any sex-linked differences in two of the following areas of language usage

   1) intonational contours (sentence melodies).
   2) pronunciation differences (e.g., runnin' vs. running, watchin' vs. watching; would'ja vs. would you; gonna vs. going to, etc.).
   3) vocabulary differences (e.g., in choice of expletive such as 'darn' vs. 'damn' or something stronger; choice of adjectives such as 'neat/nice' vs. 'rad/awesome', etc.; also in reference to the sexes--e.g., 'woman', 'girl', 'chick', 'lady'; 'man', 'boy', 'guy', 'dude', 'dudette', etc.).
   4) tag questions (divide tags into modal vs. facilitative, following the model provided in Reading 3.2.a, and pay attention to intonation on the tags).
   5) hedges & fillers ('you know', 'sort of', 'kinda', 'like', etc.)

You will need to consider how any differences you find correspond (if they do) with the particular conversational pairs involved (i.e., wife-husband, daughter-mother, daughter-father, lover-lover, son-mother, son-father; host-guest, guest-guest); and you may find it useful to comment on particular traits of given characters or personalities.

In writing up your findings, tie your discussion in as much as possible with what we have so far covered in class (lectures and/or reading) about stereotypes of female and male speech and also what is known from empirical studies that have been carried out (see the readings in 2.0., 3.1., & 3.2.).

It is important that you structure your paper in an organized way, including:

--a statement of purpose (what you hope to accomplish and why).
--a brief discussion of the programs you chose to watch and why these particular programs.
--a compact presentation of your data, and possibly examples of some exchanges among speakers that you recorded.
--a discussion of the data and their implications in connection with the stereotypes and realities of male/female communication differences.
--a brief conclusion.

Your paper should be typed double-spaced, well proof-read and of approximately 6-7 pages in length (it may be longer if you wish).

2. Drawing on what you have so far learned about sex differences in English, create three conversations (about 1-1/2-2 pages each) between female-female, male-male, and female-male conversational partners. The speakers should be matched for age, education, and socioeconomic status. Construct the conversations around one (and only one) of the following themes:
Does television influence people's behavior?
--Finding employment after graduation
--Life in the U.S in the year 2020

Construct the conversations so that they sound reasonably natural to you—that is, don't overdo the stereotyped linguistic features associated with the female and male speech registers (styles). On the other hand, you should incorporate those linguistic features that seem to be in agreement with real usage (according to what has been reported in lectures and/or the readings, and based also on your own experience).

Following the conversations, provide a discussion of the similarities and contrasts in the three sets of conversations that you have constructed, and indicate specific readings and/or lecture materials that you have drawn on in creating them—see the Syllabus 3.1., 3.2., & 4.1.)

Your paper should be typed double-spaced, well proof-read, and of approximately 6-7 pages in length (it may be longer if you wish).

3. Carefully read and think about the xeroxed editorial by columnist John Keasler found on the other side of this sheet. Your assignment is to write a rebuttal to Keasler's attack on the revised edition of Rogers Thesaurus that has attempted to eliminate sexist linguistic usages.

You should respond to each of his assertions, or complaints, and you may do so with rhetorical vigor; but be sure to document your statements or points of rebuttal with references to research presented in lecture and/or readings for this course. The readings especially pertinent to this assignment are found in Sections 5.1, 5.2, and 5.3 of the Syllabus.

Your paper should be 5-7 pages, typed and double-spaced. Pay attention to your grammar, style, and spelling.
The topics that follow are suggestive rather than exhaustive. In other words, if there is some other project which you would like to undertake that falls within the rather generous boundaries of the field we are studying, that will probably be fine by me; just be sure to clear your idea with your T.A. or with me first.

Most of the topics I have included here involve data collection and analysis. Your paper should include both some examples of the data and a discussion of your data-gathering techniques. You may wish to include all of your data as a kind of appendix to which the reader can be referred (however, the appendix is not to be counted as part of the 12 pages required; bibliography, on the other hand, may be counted). Your paper grade will depend greatly on the quality of your analysis and interpretation of the data and also on the coherence of its overall organization.

1. a. Differential Usage of Tag Questions.

Collect data for at least a week from overheard conversations and from radio and T.V. (especially talk shows). You should note down in a systematic way the following factors in each situation:

1) sex of speaker and addressee  
2) approximate ages of speaker and addressee  
3) social identity of speaker and addressee (e.g., mother-daughter, brother-sister, friend-friend, student-teacher, newscaster-newscaster, host-guest, etc.)  
4) the actual sentence heard with its tag question (e.g., 'I can go now, can't I?; 'You're a real wise-guy, aren't you?')  
5) the type of sentence melody on the tag (rising, falling, or other).  
6) additional voice modulations (e.g., angry, supplicating, sarcastic, etc.)  
7) the place where you heard the tag question (e.g., on the sidewalk outside of the speaker's apartment, in a linguistics class, in a TV talk show, etc.).

Relate your findings to such research as exists on this topic (see relevant articles listed in Part IV.B. of the Annotated Bibliography in LGS, pp. 239-246 and in Part V.B. of the L113 Bibliography)

1.b. Differential Usage of Rising Terminals on Sentences that are Responses to Questions

This research topic is related to Topic 1.a., and was mentioned in class in connection with the claim that has been made that women tend much more than men to answer, in effect, a question with a question—e.g. Q: What is your name? A: My name is Sara Strong (with the answer ending in a rising terminal, suggesting a question). Follow the directions as for 1.a. through Item 3 and also Item 7). Beyond that look for any factors in the context or the nature of the interaction that might help you understand why this type of intonational pattern is selected. It would also be very useful, if possible, to record instances of the same speaker using falling intonation in some contexts, and then to see which variables (if any) have changed across the examples of rising vs. falling intonation in response to a question.

Relate your findings to such research as exists on this topic (see relevant articles listed in Part IV.B. of the Annotated Bibliography in LGS, pp. 239-246 and in Part V.B. of the L113 Bibliography)

2. Differential Usage of Direct/Indirect Imperatives

You will need to consider all of the same variables as given in #1, adapting them, of course, to the use of imperatives. In addition, you may find it useful to classify the imperatives in the following way:

DIRECT: e.g., Shut up!, Go away!  
INDIRECT: Will you go away? Would you mind going away? Won't you please go away?  
DIRECT + INDIRECT: Go away, please! or Go away, won't you please?
Relate your findings to the hypotheses and interpretations of sex differences in politeness forms set forth in Penelope Brown's article "How and Why are Women More Polite..." (in your L113R set of readings; also look at relevant articles in Part VII. of LIN 113 Bibliography).

3. Differences in Conversational Practices

For this project you will need to tape-record and take careful notes on what goes on during a conversation or informal discussion among the members of a small group (4-6 people, mixed sex). You will need at least an hour's worth of talk to get enough data for patterns to become evident; and you must also get the consent of the people whom you record. Alternatively, you can collect data from TV talk shows; such data are somewhat less than "normal", but they usually are spontaneous and they are readily accessible.

Questions that you will be trying to answer are: who takes more turns; who takes longer turns; who interrupts whom; who is interrupted most often; who interrupts most; how is sex related to turns and interruptions?

The following information should be noted for each participant in the conversation:
1) sex and approximate age of speaker
2) number of turns taken in a particular conversation
3) average length of speaker's turns (in seconds or minutes)
4) number of interruptions made by each speaker
5) number of times each speaker was interrupted
6) reaction of the person interrupted (e.g., tried to regain the floor, overrode the interruption, lapsed into silence, etc.).

Discuss your findings in light of the readings and lectures on conversational dynamics (and see Part V of the Annotated Bibliography of LGS, pp. 264-292 and Part VI of LIN 113 Bibliography).

4. Differences in Terms of Address

Keep a journal for at least a week in which you record how you were addressed by whom in what situations. Note down systematically the setting in which each term of address was used (e.g., service stations, restaurant, a telephone call received, doctor’s office, etc.); the social identity of the addressor (e.g., gas station attendant, waitress or waiter, insurance salesperson, doctor or nurse); the sex and approximate age of the addressee.

What conclusions can you draw about others’ perceptions of you as a social persona on the basis of the terms of address you receive. Discuss in relation to readings in section 5.3. of the syllabus; and look at articles in Part XI of LIN 113 Bibliography

5. Differences in the Use of the Third Person Pronoun

Collect examples, in the sentences in which you hear them, of the third person pronoun used to refer to a person whose sex is unknown or irrelevant. Jot them down in a notebook as you hear them, noting also sex of speaker and of addressee, approximate age and socioeconomic position of the speaker. Collect examples for two weeks. You may pad out your corpus of data with examples culled from written sources as well. Organize your data along the following lines (from Ann Bodine [1975] "Androcentrism in Prescriptive Grammar , Language in Society 4:129-146):

1) Either sex, distributive (e.g., Anyone can do it if ||| tries)
2) Either sex, disjunctive (e.g., A father or mother is supposed to love ||| child)
3) Sex unknown (e.g., Who didn't return ||| library book on time?)
4) Sex concealed (e.g., A certain party told me that ||| had forgotten)

Which third person pronouns are used in each category and with what relative frequencies? Be prepared to hear 'they/their/them' in addition to the singular pronouns 'she/her/her' and 'he/his/him'.

Does usage vary with any of the social variables noted above (sex of speaker, etc.). Discuss findings in relation to other research on the generic masculine (Section 5.1. of syllabus and additional references in Part II.D. of the Annotated Bibliography of LGS, pp. 174-181 and in Part IX of LIN 113 Bibliography).

6. Differences in Nonverbal Communication: Smiling/Frowning and Touching

Observe same-sex and mixed-sex dyads of people interacting and note differences between each pair in smiling/frowning behavior and in touching. Who, in terms of sex, age, social identity,
smiles/frowns more frequently at whom? And who touches whom and what is the nature of the touching (handshaking, grasping the upper arm, tapping the back of the other's hand or back, leaning on the other party, etc.). Find a way of coding your observations so that you will be able to give some quantitative statements about differences in body language. Relate findings to some of the literature on nonverbal communication (see Part IX of the Annotated Bibliography in LGS, pp. 327-331 and Part XIII of LIN 113 Bibliography).

7. Speech Role Models in Children's Books

Compare several books written for children (perhaps in different decades—e.g., the 1940's, the 1960s, and the 1980s) looking for differences in speaking portrayed by the girls and boys in the dialogues—differences relating to verbosity, content, topic, politeness, etc. Look also for differences in the adult speaking models—do they parallel what you find for the children? Relate your findings to those reported by Nilsen (in section 8.3 of syllabus) and relevant articles cited in Part XVI of LIN 113 Bibliography.

8. Adult Speech Patterns in Literature

Contrast the dialogue of female and male characters in works of fiction written by female and male authors who are of about the same generation and nationality. A sample of four novels should suffice—two by female and two by male writers of an equivalent genre (e.g., spy, science fiction, romance, etc.). Compare your findings with some of that reported in the research on literary style (Part VI.B. of the Annotated Bibliography in LGS pp. 300-304 and Part XIV of LIN 113 Bibliography).

Some Topics that Have Been Examined by LIN 113 Students in Past Years

Differences in language used to infants
Sexism in popular music lyrics
Sisters sing: the lyrics of African American women singers
The images of woman in popular music
Gender in poetry
Sleeping beauties and sinister stepmothers: How fairy tales affect children's perceptions of gender in society
The influences of Disney movies on children's perceptions of gender in society
Sex in Seuss: An examination of gender bias in beginner books
'Girl' vs. 'guy': an analysis of language usage
The depiction of sex role (and language usage) in greeting cards
Inmates and classmates: What men call women
Gender and conversational practices: A comparison of three UCD discussion sections
Eye contact: The study of one form of nonverbal communication
The dance floor as a laboratory: A study of nonverbal communication between the sexes
Facial expression: A part of our everyday lives
Techniques of address in four American plays
Women and terms of address in Russian
Hey, nice game, dude! Terms of address in sports
The effects of clothing on terms of address
Interruption patterns on television talk shows
Power surge: The masculine characteristics of female talk-show hosts
Sex and gender exploitation in the advertising industry
The portrayal of males and females in men's and women's magazines
The portrayal of women in the media
Media, advertisements, and African American women in white America
Ferraro, woman candidate: Her treatment by the press
Sexism in sports coverage
Sexism in TV commercials
Sexism in the language of stand-up comedians
Gender perception of American English words
An analysis of female and male language use in describing attractive people
Beginning writers' conceptions of female/male speech styles.
Dr. Morgan, the Wizard, and Mary: What are women worth in the comics?
Gendered stereotyped speech in fictional dialogue
Sex differences and stereotypes in science fiction
Confidence in a linguistic form
Linguistic portrayal of gender identity as expressed in nursery rhymes
Innocent nursery rhymes?
The portrayal of female and male characters in Saturday morning cartoons
Sociolinguistic analysis of the movie *He said/She said*
A linguistic perspective on the musical *My Fair Lady*
A sociolinguistic analysis of *Fatal Attraction*
*Saturday Night Live*: A sociolinguistic analysis
Sex stereotyping of animals
The influence of culture on language: A study of two Greek societies
The generic masculine: Its use and perception by children
A survey of fraternity word usage
A survey of attitudes towards women retaining their birth names
What's in a name?
Women's and men's joke-telling at UCD
Assessment of sex role stereotypes with regard to occupations by non-American students studying English:
A study of attitudes
Adolescent sex-role perceptions: A survey of Davis Senior High School students
The role of sexist language and stereotypes among teenagers
An examination of speech habits in four Davis children
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WS 1991/92

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