

Anthropology 303: Gender and Language
Spring 2003
Instructors: Philips and Mendoza-Denton

Course Syllabus

Course Description

This course considers how gender, a major social distinction in all societies, is expressed and conveyed in communicative behavior, both verbal and nonverbal, and in the ways people talk about women and men.

Course Requirements

Students are expected to attend class, are responsible for knowing what happened in class, are expected to do the reading assignments by the days for which they are assigned, and are expected to be prepared to discuss the readings in class. They should see the instructors during office hours and by appointments or otherwise communicate with them when this is needed to understand the course material and do the assignments to the best of their ability. In other words, effort does matter. There are four specific graded assignments. There will be handouts in class on each of these assignments in addition to the information here and they will be discussed in class, as well as the information provided here.

- A. Two short papers, 5 pages double-spaced each.
 - 1. The first paper is due **Thursday, Feb. 13**. It is worth 20 % of the course grade. For this paper you are asked to compare and contrast two classic representations of gender and language written by Robin Lakoff and Otto Jespersen.
 - 2. The second paper is due **Thursday April 3**. It is worth 20% of the course grade also. For this paper you will be asked to write about how gender is represented in the media, using the reading assignment by Erving Goffman.
- B. Midterm exam, **March 6**, in class. This will be an essay exam. It is worth 20% of your course grade.
- C. Final exam. Due Tuesday, May 14 at 4 PM. This will be a take-home exam comprised of essay questions. This is worth 40% of the course grade.

Texts and Materials

There is one required text book. It is Emily Martin's *The Woman in the Body*.
It can be purchased at the ASUA Bookstore.

Other reading assignments are available through Electronic Reserves in the Main Library at the following address: <http://ereserves.library.arizona.edu>. You can read the assignments at the web site or download them. The "student password" for Anth 303 reading assignments is: anth303 (this is a case sensitive address, so be sure to use lower case letters for it).

Course Outline

- I. Introduction
- II. The Classics
- III. The Body
- IV. The Family
- V. Language Socialization
- VI. Education
- VII. Media
- VIII. Politics
- IX. Law
- X. Work
- XI. Romance
- XII. Sexuality
- XIII. Change

Office Hours

Instructor: Susan Philips
Office: Anthropology 312
Phone: 621-2964; 621-2585 (messages)
Office hours:
Tuesday 11-12
Thursday 2-3:30
and by appointment
E-mail: sphilips@u.arizona.edu

Instructor: Norma Mendoza-Denton
Office: Anthropology 310C
Phone: 621-6295
Office Hours: Wed. 1-2
Friday 11-1:30

(signup sheet outside my door)
or by appointment
Email: nmd@u.arizona.edu

Grading Policies

A. Criteria for evaluation/grading of assignments:

Assignments will be evaluated primarily on the basis of students' comprehension/understanding of materials presented in lectures, discussion, and readings. Other factors in the evaluation of assignments include creative and critical insight, and writing style (clarity, coherence, and organization). In the first graded assignment, grammar, punctuation, and spelling will not affect the grade, unless problems in these areas interfere with the intelligibility of the writing. After the first assignment, which will be at least partially edited in the grading process for these features of writing, these factors can affect the grades given on later assignments.

B. Incompletes:

Normally a grade of Incomplete is not given unless the student has had a personal or family emergency, and only has a small amount of work for the course that has not been completed. In addition, an Incomplete can only be given if the student contacts an instructor before the final exam and the instructor agrees.

C. Late Papers

Written material should be handed in to us in class, personally, if at all possible. Otherwise, it should be placed in our mailboxes in the anthropology building (please ask the office staff to date-stamp). Please do not hand papers in to us when you see us walking around outside of class, or slip them under our doors or leave them outside of our offices. This increases the likelihood that your paper could be misplaced or lost. Papers turned in late will drop 10% of their grade per day.

Attendance Policy

Attendance/tardiness in this course will only be noted negatively, that is, if you don't come, or if you are late. You can take one "personal management" (unexplained) absence and this will not count toward your attendance

requirement. All absences beyond that should be explained in person and/or with a physician's note. Three tardies in this class will equal an absence.

Anyone with six or more class absences for **any** reason will automatically be dropped from this course. Remember, six absences are equivalent to missing 20% of the entire class. At that point we would be unable to consider your contribution in a fair and equitable manner, despite what may otherwise be acceptable reasons for your absences.

Reading Assignments

Week 1: Overview

January 16 Course Syllabus and requirements

Week 2: Introduction

January 21: Philips, Susan. 1999. Gender Ideology, Cross Cultural Aspects. *International Encyclopedia of the Social and Behavioral Sciences*. Oxford: Elsevier.

January 23: Mendoza-Denton, Norma. 1994. Pregnant Pauses: Silence and Authority in the Hill-Thomas Hearings. In *Gender Articulated: Language and the Socially Constructed Self*. Kira Hall and Mary Bucholtz (eds.) London: Routledge.

Week 3: The Classics

January 28: Jespersen, Otto. 1922. The Woman. In *Language: Its Nature, Development, and Origins*. London: Allen & Unwin/New York: Holt; Repr. in Cameron, ed. 1990.

Lakoff, Robin. 1973. Language and Woman's Place. *Language in Society* 2, 45-79. Excerpt repr. in Cameron, ed. 1990.

January 30: Gilligan, Carol. 1982. Images of Relationship. In *In a Different Voice: Psychological Theory and Women's Development*. Cambridge, MA: Harvard University Press.

Week 4: The Body

February 4 Laqueur, Thomas. 1990. *Making Sex: Body and Gender From the Greeks to Freud*. Harvard University Press, Cambridge, Mass., 1990. (Excerpt TBA)

February 6: Continuing discussion of Laqueur, Thomas. 1990. *Making Sex: Body and Gender From the Greeks to Freud*. Harvard University Press, Cambridge, Mass., 1990. (Excerpt TBA)

Week 5: The Body Part II

February 11: Emily 1987. *The Woman in the Body: A Cultural Analysis of Reproduction*. Boston: Beacon Press.

February 13: Continuing discussion of Martin, Emily 1987. *The Woman in the Body: A Cultural Analysis of Reproduction*. Boston: Beacon Press.

Week 6: The Family

February 18: Ochs, Elinor. & Taylor, Carolyn. 1996. The 'Father Knows Best' Dynamic in Family Dinner Narratives. In *Gender Articulated: Language and The Socially Constructed Self*. ed. by K. Hall and M. Buchltz. Routledge. pp.97-121.

February 20: Mathews, Holly. 1992. The directive force of morality tales in a Mexican community. In *Human Motives and Cultural Models*. Roy G. D'Andrade, Claudia Strauss (eds.). New York: Cambridge University Press.

Carbaugh, Donal. 1996. The Marital Self: Styles of Names Used upon Marriage. Chapter 5 of *Situating Selves: The Communication of Social Identities in American Scenes*. Albany: State University of New York Press.

Week 7: Language Socialization

February 25: Schieffelin, Bambi. 1990. *The Give and Take of Everyday Life*. Cambridge: Cambridge University Press.
Chapter 1: Introduction.
Chapter 8: The Socialization of Gender-Appropriate Behaviors.

February 27: Sheldon, Amy, and Diane Johnson. 1998. Preschool Negotiators: Linguistic Differences in How Girls and Boys Regulate the Expression of Dissent in Same-Sex Groups. In Jenny Cheshire and Peter Trudgill, eds., *The Sociolinguistics Reader, Vol 2: Gender and Discourse*, pp. 76-98. London: Arnold.

Goodwin, Marjorie Harness. 2002. Building Power Asymmetries in Girls' Interaction. *Discourse & Society* 13:715-30

Week 8: Education

March 4: Eckert, Penelope. 1989. *Jocks and Burnouts: Social Categories and Identity in the High School*. New York: Teachers College Press. (excerpts TBA)

Mendoza-Denton, Norma. 1999. *Fighting Words: Latina Girls, Gangs, and Language Attitudes*. In *Speaking Chicanas*, D. Leticia Galindo and Norma Gonzalez-Vasquez (eds.). University of Arizona Press.

Week 9: Media

March 11: Kray, Susan. 1990. *Never Cry Bull Moose: Of Mooses and Men, The Case of the Scheming Gene*, *Women and Language*, 13(1), 31-37.

Lubiano, Wahneema. 1992. *Black Ladies, Welfare Queens And State Minstrels: Ideological War by Narrative Means*. In *Race-ing Justice, En-gendering Power: Essays on Anita Hill, Clarence Thomas, and the Construction of Social Reality*, ed. Toni Morrison. New York: Pantheon Books, pp. 323-363.

March 13: Goffman, Erving. 1976. *Gender Commercials*: pp. 24-27; p. 28; pp. 40-56. In *Gender Advertisements*. New York: Harper.

SPRING BREAK MARCH 15-23

Week 10: Politics

March 25: Keenan Ochs, Elinor. 1974. *Norm-makers, Norm-breakers: Uses of Speech by Men and Women in a Malagasy Community*. In *Explorations in the Ethnography of Speaking*, Richard Bauman & Joel Sherzer (eds.). Cambridge: Cambridge University Press, pp. 125-143.

Harding, Susan. 1975. *Women and Words in a Spanish Village*. In *Toward an Anthropology of Women*, Rayna R. Reiter (ed.). New York: Monthly Review Press, pp. 283-308.

March 27: Kennedy, Elizabeth & Madeleine Davis. 1993. "We're Going to be Legends Just Like Columbus Is": The Butch-Fem Image and the Lesbian Fight for Public Space. Ch. 5 of *Boots of Leather, Slippers of Gold: The Story of a Lesbian Community*. Routledge: New York, pp. 151-190.

Week 11: Law

April 1: Danet, Brenda. 1980. 'Baby' or 'Fetus'? : Language and the Construction of Reality in a Manslaughter Trial, *Semiotica* 32 (3/4), 187-219.

April 3: Fineman, Martha. 1988. Dominant Discourse, Professional Language and Legal Change in Child Custody Decisionmaking, *Harvard Law Review* 101, 727-774.

Week 12: Work

April 8: Tannen, Deborah. 1994. "She's the Boss": Women and Authority. Chapter 6 of *Talking Nine to Five: How Women's and Men's Conversational Styles affect Who Gets Ahead, Who Gets Credit, and What Gets Done at Work*. New York: William Morrow, pp. 160-203

April 10: Gal, Susan. 1998. Peasant Men Can't Get Wives: Language Change and Sex Roles in a Bilingual Community. In Jennifer Coates (ed.) *Language and Gender: A Reader*. Oxford: Blackwell Publishers, pp. 147-159.

Nichols, Patricia C. 1983. Linguistic Options and Choices for Black Women in the Rural South. In: B. Thorne et al., eds. *Language, Gender and Society*. Rowley, Mass.: Newbury House, 54-68.

Week 13: Romance

April 15: Abu-Lughod, Leila 1986 Modesty and the Poetry of Love. Chapter 7 of *Veiled Sentiments*. Berkeley: University of California Press, pp. 208-232.

April 17: Holland, Dorothy & Margaret Eisenhart. 1990. Chapters from *Educated in Romance: Women, Achievement, and College Culture*. Chicago: University of Chicago Press.

Chapter 1: Why Study Women's Responses to Schooling?

Pp. 3-9

Chapter 7: Gender Relations Culturally Construed: Romance
and Attractiveness, pp. 93-107.

Chapter 10: Strategic Moves: Postponing, Feigning, and
Dropping Out of Romance, pp. 134-151.

Week 14: Sexuality

April 22: Kennedy and Davis. "Now You Get This Spot Right Here":
Butch-Fem Sexuality during the 1940s and 1950s. Ch. 6
of *Boots of Leather, Slippers of Gold*, pp. 1991-230.

April 24: Hines, Caitlin. 1996. "Let me call you sweetheart": The
WOMAN AS DESSERT metaphor. In *Cultural
Performances: Proceedings of the Third Berkeley Women
and Language Conference*. Mary Bucholtz, A.C. Liang,
Laurel A. Sutton, and Caitlin Hines (eds.). pp.295-303

Week 15: Change

April 29: Inoue, Miyako. 2002 Gender, Language, and Modernity:
Toward an Effective History of Japanese Women's
Language, *American Ethnologist* 29 (2), 392-422.

May 1: No reading assigned

Week 16: Review

May 6