This course studies the complex interactions among ways of speaking, beliefs about language, and individual and collective ways of enacting (and thinking about) gender identities, seen from the vantage point of sociocultural inquiry. Therefore, rather than conceiving of gender as a fixed biological, linguistic or sociocultural entity, the course will review influential preconceptions about language, gender, and the social order—that is, language and gender ideologies—in order to examine both large-scale dynamics and highly contextual links between linguistic performance and gender identities. To achieve this goal, several cross-cultural case studies in various historical contexts embracing both individual acts and social movements will be analyzed and discussed in class. Students may elect to complete a class project informed by course topics.

Required book:


Recommended book:


**Evaluation**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quality of in-class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion questions posted online</td>
<td>5%</td>
</tr>
<tr>
<td>Position paper</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm conversation analysis project</td>
<td>25%</td>
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<tr>
<td>Final project OR take-home exam</td>
<td>25%</td>
</tr>
<tr>
<td>Individual or group presentation</td>
<td>5%</td>
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**General participation (25 %) and quality of posted discussion questions/comments (5 %)**

You should prepare for class by taking notes on the readings, and coming to class prepared to discuss them. **Do not be afraid** to ask questions about terms, definitions, or concepts used in the readings or in class discussions. Your participation grade will reflect quality, relevance, and willingness, rather than frequency. After our first two sessions, the class will be divided, much like many Amazonian and Andean societies, into two halves, A and B (“moieties” in anthropological parlance). Each class participant will be **individually** responsible for posting 3 discussion questions OR brief critical points in our Blackboard site in an alternating fashion: members of group A will post their questions before 10 PM on Mondays (so I may
collect them before or Tuesday class), while Group B members will post before 10 PM on Wednesdays. I will employ your postings as a means of organizing class discussions.

**Position paper (15 %)**
You will write one position paper (minimum length 4 pages) due on **Sept. 26** in response to one of several essay-format questions about the readings.

**Midterm conversation analysis project (25%)**
You will prepare a brief analysis (8-10 pp.) of a conversational exchange that highlights any topic relating to language use and gender identities. You have two choices: 1) Recording or videotaping a “live” conversational exchange after obtaining the consent of your subjects; 2) Selecting an exchange that occurs in a visual mass media product of a documentary nature (i.e., documentary productions or talk shows, rather than a production with actors and a set script). In order to develop your transcription skills, we will prepare a practice transcription of a brief conversational exchange by **Oct. 3**, using standard English orthography and conversation analysis (C.A.) transcription methods. You need not transcribe a lengthy conversational exchange, but you will transcribe some portions of the exchange in order to quote them in your analysis. This project is due after Fall break on **Oct. 26**.

**Final research project OR final take-home examination (25 %)**
After consulting with me, you may develop a final research project that examines a topic of your choice pertinent to this course. If you choose this path, you will turn in a brief (2-page) outline and sample bibliography on **Nov. 16**, and a final draft of your project (8-10 pp.) on **Dec 18**. If you wish, you may develop your midterm project into a more ambitious final project.

If you cannot decide on a topic or do not want to pursue a final project, you will complete a final take-home examination. You will choose from a variety of essay questions, addressing two of them in two short essays with a combined length of 9-10 pages. You need not refer to any materials beyond assigned readings, lectures, and class discussions, but I will give extra credit for the appropriate use of additional sources. This final examination will be due on **Dec. 18**.

**Individual OR group presentation (5 %)**
If you are working on a final research project, you will present some of your findings during a brief (6-8 minute) presentation at the end of the semester. If you are not engaged in a final project, you will be part of a small group formed after Fall Break. Each of these groups will choose a language and gender topic (either something we have not addressed in class, or a topic you wish to explore further), notify me of its choice and turn in a brief outline by **Nov. 16**, select a short reading assignment (circa 20 pp., excluding bibliography) for the class, and prepare a 20-30-minute presentation. You may select a reading from a list of relevant sources located either at library reserves or on Blackboard (in “The Vault”).

**Attendance and extension policies**
Attendance and lateness will be noted at each session. You should aim to have, at most, one unaccounted absence. After two unaccounted absences, your final grade will be adjusted downward at the instructor’s discretion. Contact the Dean of Students if you have any personal or health emergency; they will notify all of your professors, and your grade will not suffer as a result. If you have a disability, you should identify yourself and discuss your needs with me so special arrangements may be made well ahead of time. Please note that extensions for turning in your work will be given only under exceptional circumstances (i.e., family emergencies or illnesses corroborated by the Dean of Students) and on a case-by-case basis. This
means that most extensions and all requests for an incomplete grade are, in practice, granted at the discretion of the Dean of Students.

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<tr>
<th>DATE</th>
<th>SESSIONS</th>
<th>( ● = readings on Blackboard )</th>
<th>NOTES</th>
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I. SOCIAL THEORY & SEXUALITY, GENDER, AND PERFORMANCE

Foucault on the history of sexuality


Sexuality, gender, and discourse


Speech acts, authority, and the linguistic market: Austin and Bourdieu


Gender and performance


II. GENDER DIFFERENCES AND LINGUISTIC PRACTICE

Lakoff's “woman's language”


Gender dichotomies or power dichotomies?

Holmes, Janet. Women's Talk: The Question of Sociolinguistic Universals;


Development of gender roles in formative years


TRANSCRIBING CONVERSATIONS: A MINI-WORKSHOP

