ANTH 490 – Gender and Language  
Winter 2011  
MWF 1-2:20, OM 482

Instructor: Prof. Judith M.S. Pine  
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Office: AH 338  
Office phone: x4783  
Office hours: TTh 10-11:30 and by appt

Course reading
BUCHOLTZ (ed)  
Language and Women’s Place
COATES  
Language and Gender: A Reader
CONLEY & O’BARR  
Just Words: Law, Language and Power
ECKERT &  
McCONNELL-GINET(ed)
Language and Gender

Required Certification: NIH training in ethical treatment of human subjects at http://phrp.nihtraining.com

Description
This course begins with the understanding that gender is a discursively constructed element of human identity which influences the linguistic production of individuals. That is to say, gender is something that we human beings construct using language, and it is also something which, as a socially recognized part of our individual identity, influences our own use of language. In this course we will tease apart the major strands of the ongoing scholarly conversation on gender and language with a particular focus on anthropology.

You will each have the opportunity to join this discourse, by producing your own original, unique piece of research on the topic of language and gender. You will collect linguistic data exploring some aspect of gender and language, analyze that data, and produce a final. This hands-on work will greatly enhance your understanding of the material we will be working with.

Scope and Goals
1. Students will gain a basic understanding of the theory and practice associated with the study of gender and language, with an emphasis on linguistic anthropology.
2. Students will gain an understanding of the two major currents within the theoretical discourse on language and gender, and think critically about their own position within this discourse.
3. Students will gain experience conducting basic research according to the methods of the ethnography of communication, writing up the results of this research, and presenting research results.
Course reading
I have selected the course reading with the intention of minimizing the library research you will conduct as part of your hands-on linguistic anthropology. We will read selections from all four books. You should consider all the articles in the edited books as potentially useful material as you develop your own argument in the paper you will write based on your original research.

Human Subjects Review
You are required, as part of this course, to complete NIH training in research ethics.

Academic Integrity
All students are expected to meet the standards of academic integrity set forth in WWU policy statements. Plagiarism will not be tolerated. See http://www.library.wwu.edu/ref/plagiarism.html for valuable information

Reasonable Accommodation Policy
It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disability Resources for Students at 360-650-3844 or www.drs.wwu.edu

Requirements
40% of your grade will come from class participation to include team-led reading discussion, occassional homework assignments, and a peer review of a classmate’s draft.

60% of your grade will come from your own independent research project, which will include:
- a formal proposal using the form found at http://www.wwu.edu/depts/rsp/human.pdf
- an annotated bibliography
- an initial draft of your final paper
- a second draft, revised according to comments on the first
- your final paper, which will be around 12-15 pages in length
- the in-class presentation of your research results

Doing the reading
This is a seminar course. We must all arrive in class prepared to discuss that day’s readings. To that end, I strongly encourage you to take reading notes. Reading notes will be very useful for the annotated bibliography which you must produce as part of your project.

Each of you will be on a team to lead discussion on class reading during the course of the quarter. Arriving prepared to participate in discussion is a responsibility we all share.
**Research project**
The cornerstone of this course is a research paper based on original research. Each student will select a topic for research, conduct library and ethnographic research as required to explore this topic, and write a draft and final version of a research paper based on this original research.

**Research proposal**
The research proposal, due 4 February, will follow the format provided below:

Your research project will address a specific problem or issue within the broad topic of gender and language. You must select a topic, determine the sort of research that you will conduct in the exploration of the topic, and write a substantive research paper (12-15 pages) presenting your findings.

Your proposal is your first opportunity to formally think about this term paper. It is also the point at which you get my permission to engage in work with this particular focus. It is a contract between you and me. **Should you decide to change your focus, you must come discuss this with me and you will need to complete a second proposal.**

**Project proposal (2-3 pages), due Friday, January 21**

1. Briefly describe the problem or issue you have selected.
2. List your primary reason(s) for this selection.
3. Describe the overarching question(s) regarding this topic or issue and connected to the topic of gender and language which you might want to explore.
4. In the APA format, construct a bibliography of at least 5 scholarly publications (journal articles or scholarly books) whose subject is the topic or issue you have selected.

**Optimal research and writing schedule**

17-21 Jan – select topic, do initial database searches, download articles, order interlibrary loan books  
21 Jan – proposal due  
22 Jan – 11 Feb – continue to locate sources, read and make notes, design and conduct any needed ethnographic research  
26 Jan – 4 Feb – create annotated bibliography, due 4 Feb  
4 Feb – 18 Feb – write 1st draft of paper, due 18 Feb  
18 Feb – 23 Feb – read peer’s draft and write formal peer review, due 23 Feb  
23 Feb – 4 March – revise paper according to comments on 1st draft  
4 Mar – submit 2nd draft  
7-16 Mar – revise according to comments on 2nd draft  
16 Mar – paper due
Annotated bibliography
You will each produce an annotated bibliography for the research paper you will be writing for this class. This annotated bibliography must include 10 peer reviewed items which are relevant to the topic you have selected. These items may be drawn from our course reading, other material in course texts, or external sources. You may take as a given that all material in course texts is peer reviewed.

Bibliographic information: author, title, year of publication, publisher, etc
Argument/thesis of piece: this is a single declarative sentence, in your own words, which describes the point being made by the author(s)
Source of data: may use bullet points to list the ways the author gained the data used
Support for argument: brief notes on the main points the author makes in support of overall argument
Weak areas/lacunae: What did the author not convince me about? What did they not talk about which I would like them to have talked about?

Student led discussion teams
You will each be part of a 2-3 person presentation team. Each team will have two opportunities to develop a short class based on an assigned reading.

All of us will have read the material you are presenting and can be expected to have identified the central argument. A set of discussion prompts which merely regurgitate what the author had to say will not meet expectations for this assignment.

Each team must develop an activity or identify phenomena related to the central topic of their assigned reading, with the goal of providing the entire class clearer insight into what the author of this particular reading assignment has in mind and what sort of impact or implications this argument has on our larger class discourse. Illustrations may be based on examples provided in the article itself, or they may be drawn from your own personal experience. I expect each team to provide me with a relatively detailed outline of their class plan on the Tuesday or Thursday before they will run their segment of the class. Grades will be based on the class plan (75%) and implementation of that plan (25%).

On student-led discussion days, the class period will be divided into two separate segments with a short break. Student-led classes will last 30-35 minutes.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due dates, project related work</th>
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<tbody>
<tr>
<td>5 Jan</td>
<td>Introductions, and a discussion of research and research ethics</td>
<td>LGE Ch 1, LGE 7</td>
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<td>7 Jan</td>
<td>the nature of gender</td>
<td>LGE Ch 1, LGE 7</td>
<td>NIH certification due</td>
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<td>10 Jan</td>
<td>Robin Lakoff – starting the conversation</td>
<td>LWP pp37-118</td>
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<td>12 Jan</td>
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<td>LWP 1, LWP 2</td>
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<td>14 Jan</td>
<td>Student-led discussion</td>
<td>LWP 3, LWP 4</td>
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<td>17 Jan</td>
<td>MLK Jr. Day</td>
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<td>19 Jan</td>
<td>thinking ideologically – looking at the underlying structures</td>
<td>LGE 5, LGE 8</td>
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<td>LGC 27, LGC 28</td>
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<td>LGE 4, JW 9</td>
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<td>looking at language practice and speech acts through the lens of gender</td>
<td>LGE 2, LGE 3</td>
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<td>LGC 22, LGC 9</td>
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<td>31 Jan</td>
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<td>JW 2, LWP 13</td>
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<td>2 Feb</td>
<td>Ethnography of Communication</td>
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<td>SPEAKING</td>
<td>TBA</td>
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<td>Data collection and analysis, cont.</td>
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<td>Sociolinguistic differences</td>
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<td>14 Feb</td>
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<td>LGC 13, LGC 14</td>
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<td>16 Feb</td>
<td>Cross-cultural perspectives – challenging universals</td>
<td>LGC 30, LGC 31</td>
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<td>18 Feb</td>
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<td>LGC 25, LWP 18</td>
<td>1st draft of paper due – 2 copies</td>
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<td>23 Feb</td>
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<td>LGC 1, JW 6</td>
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<td>25 Feb</td>
<td>Looking at men</td>
<td>film “Tough Guise’”</td>
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<td>2 Mar</td>
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<td>16 Mar</td>
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<td>Paper due</td>
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