GENDER AND LANGUAGE ACROSS COMMUNITIES
Anthropology 149SL
Fall 2012
Tues-Thurs 12:30 - 1:45PM ROYCE 156

INSTRUCTOR: Elinor Ochs
eochs@anthro.ucla.edu
Office Hours: Wednesday 10AM – 12 PM, Haines 318

TEACHING ASSISTANT FOR SECTIONS: Jan David Hauck  email: jan.d.hauck@ucla.edu
Office Hours: Tuesday 2 – 4PM (or by app’t), Haines 360

TEACHING ASSISTANT FOR SERVICE LEARNING: Lauren Willner  email: lwillner@college.ucla.edu
Office Hours: TBD, Center for Community Learning (A265 Murphy Hall), 310.825.7867

Course Website: The course website (https://classes.sscnet.ucla.edu/course/view.php?name=12F-ANTHRO149SL-1) has up-to-date information about the course, including lecture notes, assignments, other course materials, service learning information, and guidelines for how to carry out research and write field notes.

Course Objectives:
Gender is rooted in biology and culture and impacts how one thinks, feels, and acts in the world. This course examines how language practices contribute to the expression of gendered identities in different social groups and social situations. Ideas about gender identity begin in infancy and impact how children, youth, and adults are expected to communicate at these different life stages. Through readings and field observations in a community service learning site, students in the course will consider the relation of gendered communicative practices and ideologies to the (trans)formation of stereotypes, normality, relationships, status, cognition, emotion, and morality.

Service Learning Objectives
Students are required to complete 20 hours of service learning in a community service program under the auspices of the UCLA Center for Community Learning. Service Learning allows students to learn through active participation in thoughtfully organized service that is conducted in and meets the needs of communities. Coordinated through the UCLA Center for Community Learning, service learning enhances the academic curriculum of the students, fosters active civic responsibility, and provides structured time for students to reflect on the service experience.

The community sites to be selected for the class will be relevant to the goals of the class topic of how gender identities are communicated in society and their consequences for the realization of human potential. Once appropriate community sites have been identified, contact information, a description of the community partners, and expectations regarding meaningful participation in each site will be provided to students prior to entering the site.

Students will be introduced to the concept of service learning and community-campus partnerships before engaging in community service learning through presentations by and discussions with the UCLA Center for Community Learning Director and community partners from the particular community sites that students will serve throughout this class. The basic principles of good community-campus partnerships will be considered, including mission, values, and desired outcomes for the partnership.

Prerequisites: Anthropology 33
Readings
• Articles for the course can be downloaded in PDF format from the course website
• Readings should be completed before the lectures for which they are assigned. This is critical as the lectures will focus on discussion of readings.

i>clicker2
• Students are required to purchase a clicker device (the i>clicker2). This clicker is for sale in the UCLA bookstore and will be used for quizzes, monitoring class participation, and for in-class discussions.
• You are required to bring your i>clicker2 to every class.
• IMPORTANT: PUT YOUR NAME ON YOUR i>CLICKER2. IF YOU USE SOMEONE ELSE’S YOU WILL NOT GET CREDIT FOR YOUR WORK.

How to Register Your Clicker
You must register your clicker ID number within the first week of class in order to get credit for quizzes and class participation. To do this go to the class website (https://classes.sscnet.ucla.edu/course/view.php?name=12F-ANTHRO149SL-1). Under the syllabus, you will see a link to register the i>CLICKER2. Simply click on the link and enter the code from the bottom of the back of your clicker. The i>clicker response system will be used in class, and you are responsible for bringing your remote daily.

Grading:
Lecture and Section Participation 10%
Service Learning Participation/Field Notes 10%
Service Learning Presentation 20%
Midterm Examination 30%
In-Class Quizzes (i>CLICKER2) 30%

Participation: Lecture and section participation is extremely important. Attendance will be registered through your i>CLICKER2. During class lectures and sections, you are expected to discuss weekly reading assignments, report on your field observations, and discuss progress towards your collaborative research presentation. If you are unable to be present at a class or section meeting, let your TA know in advance or bring a doctor’s note when you return to class.

Service Learning Participation: Students are required to complete 20 hours of service learning in a community service program under the auspices of the UCLA Center for Community Learning. You will sign up for a service learning site in the first week of class.

Service Learning Field Notes: In addition to your service learning participation, you will be expected to post “field notes” on the course website right after each service learning field experience (within 24 hours). The field notes will be no longer than 50 words and should include language and gender-related reflections on what happened at the site that day. Individual postings will not be graded but postings will be credited towards your final grade.

Service Learning Presentation: You will be asked to collaboratively present one group research project (with several other students who are participating at the same field site) based on your service learning
experience. This presentation will analyze language and gender in your field site, making connections between your field observations, your video/audio recordings at the site, the readings, and class discussions. You will have **10 minutes total time** to present your collaborative project in class. The presentation needs to be in a PowerPoint or Keynote format. Scheduling of your presentation will be determined at a later time but will be in the final weeks of the course.

You have a choice of field presentation projects:

- **Choice 1:** Together with your presentation collaborators, audio- or video-record social interaction that takes place in the community site (at least 10 continuous minutes). Using transcribed quotes from your recording, at least 2 course readings and other course materials to date, analyze how gender is communicated and its social significance. In your presentation, be sure to provide general information about your field site. To this end, incorporate into your presentation, photographs of the field site and activities that take place there to introduce your study.

- **Choice 2:** Together with your collaborators, conduct and record a 20-minute life history interview with a participant in the community field site. Using transcribed quotes from the recorded interview, at least 2 course readings and other course materials to date, analyze how a person’s life narrative may be influenced by gender and language ideologies and practices. In your presentation, be sure to provide general information about your field site. To this end, incorporate into your presentation, photographs of the field site and activities that take place there to introduce your study.

Guidelines for field project presentations will be distributed during section discussion and time will be dedicated to helping you develop your projects.

**In-Class Quizzes:** At the beginning of most classes, you will be quizzed (using your i>clicker) on the reading assignments for *that* day’s class and the content of the *previous* class lecture. Questions will be multiple choice.

**Midterm Examination:** There will be a take-home midterm examination covering the readings, lectures, class discussions, and other course materials. The exam will involve analyzing data in relation to ideas covered in the class lectures and readings. There will be no make-up midterm examination.

**Emails:** If you have questions about your service learning site, contact the Lauren Willner. If you have questions about class business, contact Jan Hauck. If you have substantive questions about course content, come to the office hours of Jan Hauck or Elinor Ochs. **We will not address questions about lectures and readings by email.**

**COURSE SYLLABUS**

**September 27  Course and Service Learning Introduction**

**October 2  Biological and Cultural Structuring of Gender**

**Readings:**
October 4  Reconfiguring Gender

October 9  The Culture of ‘Nature’
Readings:

October 11  The Two Cultures Model 1
Readings:

October 16  The Two Cultures Model 2

October 18  Politeness and Gender

October 23  Gender and Language of Power
Readings:

October 25  Saying No
Readings:
• Kulick, D. No. Language and Communication 23(2):139-51.
October 30  Gender and Political Language
Readings:
• Jackson, J.L. (2012). 'God's law indeed is there to protect you from yourself': The Christian personal testimonial as narrative and moral schemata to the US political apology. Language and Communication. 32 (1): 48-61.

Nov 1  Gender and Assertiveness
Readings:

REMEMBER: NOVEMBER 1: TAKE-HOME MIDTERM POSTED ON CLASS WEBSITE
NOVEMBER 4: TAKE-HOME MIDTERM DUE 11:59 PM

November 6  Gender, Race, Ethnicity, and Language
Readings:

November 8  Performing Gender: The Basics
Readings:

November 13  Performing Gender 2
Readings:

November 15 NO CLASS (AMERICAN ANTHROPOLOGICAL ASSOCIATION ANNUAL MEETINGS, SAN FRANCISCO)

November 20 Gender Advertising
Readings:

November 22 NO CLASS (THANKSGIVING HOLIDAY)

November 27 Gender and Youth Identity
Readings:

November 29 Service Learning Field Project Presentations and Discussion

December 4 Service Learning Field Project Presentations and Discussion

December 6 Service Learning Field Project Presentations and Discussion