

English 441, Fall 2006
Dr. Jadwin

Collaborative Exercise Guidelines

The brief collaborative exercises require you to work with a partner class-member in researching, writing, and presenting a report. A collaborative effort helps ease research and writing and helps develop strong ideas. With your partner, you will be able to pool resources such as data collection time and places, equipment, data corpus, interpretations, etc. You'll be able to share ideas and compare findings, increasing the accuracy of your observations.

However, collaboration demands good teamwork - equal participation and communication among members - so choose your partners carefully. Partners may divide the work - including collecting data in the field, generalizing about the data, writing up the report, formatting the report - however they wish. Each partnership will turn in a single report for each assignment. I will evaluate the reports as single endeavors and both partners will receive the same grade.

You may work with the same partner throughout the term or change partners, as you like. I will informally "check in" with partnerships throughout the semester to help troubleshoot any problems that may develop. Remember that working collaboratively can be tricky, and you are always welcome to contact me for assistance.

The purpose of the collaborative assignments is to teach you to study systematically how language reflects and constructs (producing, reinforcing, resisting) gender in our local community, here at St. John Fisher or in the greater Rochester area. In your investigation you will want to make connections between language and gender and cultural expectations and values. You may also want to examine how other cultural elements such as age, race, ethnicity, and/or sexuality play a role in the construction of gender. Your study should go beyond merely describing differences in discourse between women and men to examine deeper issues that question *why* as well as *how*.

For each assignment:

- produce a report of between 4-6 pages in length, typed, double-spaced, with 10- or 12-point fonts and 1-inch margins on all sides of the paper
- indicate both partners' names on the report
- give the report a title that describes its thesis
- follow the instructions set out in the assignment for data collection, reporting, and interpretation
- proofread carefully and limit errors to less than one sentence-level error per page.
- attach a bibliography if secondary sources have been consulted
- attach your data sets and do not include them in the 4-6 page count

Collaborative Report Gender & Graffiti

This experiment requires you to transcribe graffiti from a single-sex environment. You and your partner should be of the same sex if both of you are to gather data. The goal of this assignment is to see if there are differences in graffiti in sex-segregated environments. This will provide us with another view on the different styles of communication (and the different topics of communication) between men and women in the US.

To do your research, you will need to gather data (instances of graffiti) in *either a male or female environment* - in rooms that are segregated by sex such as restrooms, locker-rooms, and dressing-rooms. If you can find other suitable sex-segregated environments in which to harvest graffiti, be sure to explain your rationale for choosing them. Visit as many venues as possible, and transcribe as many examples as you can. *Visit either ladies' rooms or men's rooms, but not both.* For the purposes of this assignment, you'll want to focus on one gender. Comparative discussion will happen when we talk about this assignment in class.

Organize your report in the following way. Your report should be about 4 pages long typed and double-spaced, not including the data set.

Section 1

Where did you collect your data? List places, times, and generalize as precisely as possible about the kinds of people who patronize the venues (ages, backgrounds, purpose for being there, etc.)

Section 2

Divide your data into topics (for example, "drugs," "politics," "love") and explain which topics emerged repeatedly. Why? Were there any surprises?

Section 3

Describe any gender-related focus you found in your graffiti. Consider the writers' choice of topics, wording (especially the use of expletives), joking and humor, aggression and violence, political focus, advice-giving, practical joking, declarations of love, anonymity versus attributed authorship, etc.

Based on the patterns you observe in your data and our readings and discussion about how gender is recorded in language, generalize carefully about what people are trying to communicate through graffiti, and hypothesize about the role gender plays in this communication process.

Section 4

Your data set - a transcription of the graffiti you collected (see below for template).

SAMPLE DATA SET
Collaborative Exercise on Gender & Graffiti
Desktop Graffiti, Basil 206, St. John Fisher College, September 1994

The classroom Basil 206 is used by the St. John Fisher football team for its administrative meetings during the late summer when they are meeting to practice. These graffiti were found written on the tops of the desks in that classroom in September 1994, at the beginning of the Fall semester. Checked against the Registrar's list, the names on the desks were those of members of the football team except in the graffiti about women. Initials have been substituted below to protect the identities of those named explicitly. The rationale for considering Basil 206 a "sex-segregated environment" is that the football team and staff are all male and the classroom had been used during the summer for that group only.

Homosexual erotica:

K likes to weigh in S when S is wearing nothing but his sweaty jock.
B likes to make MM take butt pirate naked while he sings "Puff the Magic Dragon."
B was jailed for 5 years for the murder of 5 pretty boys in Stillwater.
S sticks his snake down M's pants and it bites him. He likes it when the snake eats him out.
DF cleans BS's club feet with a toothbrush so he can play.
D likes to do P with the business end of a bullwhip.
Boyce and The Squid pitch and catch. B loves to thrust it home and the squid can't wait to bend over and catch.
MR was caught masterbating [sic] with sour cream and a taco shell at the cafe. Now he has to wash all the windows in the cafe while Joe and Curtis take pictures and poke fun
MS uses his dirty gobbler to lure E to his room. There, E sits on M's lap and runs his fingers thru his soft, supple hair while looking deep in his eyes and singing love songs by REO Speedwagon.
M and K enjoy sitting home comparing their uncut gobblers while discussing their membership in the Hair Club for Men.
P and K practice being butt pirates in the hot tub in the training room.
BP is Coach K's bitch. He is hoping sexual favors will get him the starting centerfield job.
W and BS are longtime lovers. I have proof.
P and C do 69 while playing Tetris and watching old reruns of the X-files.
W and Opie play pass the pea-pod while C masterbates [sic] to the Civil War video.
P likes to finger C's bellybutton so C will sexually satisfy him while putting ice on every joint in P's body while M the [female] Trainer watches.

Cross-dressing:

M gets drunk and thinks he's a women [sic]. He pushes his 2 inches of manhood between his legs. Then he puts on pantyhose. High heels and a sports bra. And he climbs to the roof of Haffey and sings "Girls Just Want to Have Fun" in his best soprano voice.
PM likes to go on panty raids at Naz[areth College], then he likes to go home and try on all of the panties for bibbie.

Sexualized misogyny:

Call me a motherfucker and I'll say "Yeah, I fucked your mother."
P has to help S paint her face on before he can bring himself to fuck her.
M likes to share his women. Ask O or R.
[Woman's full name] is a lowlife whore.
W picks up women who are allowed to play in a men's softball league.
BP (aka "Heads Up!") likes to make love to large women. The only problem is that he can't finish before he pukes on them.

venue	date & time	description of patrons
-------	-------------	------------------------

--	--	--

graffiti and location		
-----------------------	--	--

--	--	--

Collaborative Exercise

“Generic Masculine” Constructions

Many of us are accustomed to seeing masculine pronouns like he/him/his used to mean “person” in sentences like “The average student is worried about his grades”; “We will hire the best qualified person regardless of his sex”; “Man is a mammal: he bears his young live and suckles them at his breasts” and so on. A plethora of recent sociolinguistic and psychological studies (see attached annotated bibliography) have demonstrated that masculine pronouns, though traditionally used as a generic or neutral referent for any individual, are 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 logically consistent language. However, “generic” masculine usages persist in many forms.

This excerpt from Jacob Bronowski’s *The Ascent of Man* (1973) incorporates many aspects of the generic masculine: nouns, pronouns, and metaphors that posit a hierarchical and gendered relationship between humans and nature. Recast the passage in gender-neutral terms and then discuss what happens to the meaning of the passage when you do so.

Unless man exploits others, he has to work in order to live. However primitive and simple his method of work may be, by the very fact of production, he has risen above the animal kingdom; rightly has he been defined as “the animal that produces.” But work is not only an inescapable necessity for man. Work is also his liberator from nature, his creator as a social and independent being. In the process of work, that is, the molding and changing of nature outside of himself, man models and changes himself. He emerges from nature by mastering her; he develops his powers of cooperation, of reason, his sense of beauty. He separates himself from nature, from the original unity with her, but at the same time unites himself with her again as her master and builder. The more his work develops the more his individuality develops.

Notes on Gender-Neutral Language

Prof. Carolyn Jacobsen, University of Pennsylvania

General

The practice of assigning masculine gender to neutral terms comes from the fact that every language reflects the prejudices of the society in which it evolved, and English evolved through most of its history in a male-centered, patriarchal society. Like any other language, however, English is always changing. One only has to read aloud sentences from the 19th century books assigned for this class to sense the shifts that have occurred in the last 150 years. When readers pick up something to read, they expect different conventions depending on the time in which the material was written. As writers in 1995, we need to be not only aware of the conventions that our readers may expect, but also conscious of the responses our words may elicit. In addition, we need to know how the shifting nature of language can make certain words awkward or misleading.

"Man"

Man once was a truly generic word referring to all humans, but has gradually narrowed in meaning to become a word that refers to adult male human beings. Anglo-Saxons used the word to refer to all people. One example of this occurs when an Anglo-Saxon writer refers to a seventh-century English princess as "a wonderful man." Man paralleled the Latin word *homo*, "a member of the human species," not *vir*, "an adult male of the species." The Old English word for adult male was *waepman* and the old English word for adult woman was *wifman*. In the course of time, *wifman* evolved into the word "woman." "Man" eventually ceased to be used to refer to individual women and replaced *wer* and *waepman* as a specific term distinguishing an adult male from an adult female. But *man* continued to be used in generalizations about both sexes.

By the 18th century, the modern, narrow sense of man was firmly established as the predominant one. When Edmund Burke, writing of the French Revolution, used *men* in the old, inclusive way, he took pains to spell out his meaning: "Such a deplorable havoc is made in the minds of men (both sexes) in France. . . ." Thomas Jefferson did not make the same distinction in declaring that "all men are created equal" and "governments are instituted among men, deriving their just powers from the consent of the governed." In a time when women, having no vote, could neither give nor withhold consent, Jefferson had to be using the word men in its principal sense of "males," and it probably never occurred to him that anyone would think otherwise. Looking at modern dictionaries indicate that the definition that links "man" with males is the predominant one. Studies of college students and school children indicate that even when the broad definitions of "man" and "men" are taught, they tend to conjure up images of male people only. We would never use the sentence "A girl grows up to be a man," because we assume the narrower definition of the word man. The examples below seem disconcerting precisely for this reason:

*"Development of the Uterus in Rats, Guinea Pigs, and Men" (title of a research report)

*"The Pap test, which has greatly reduced mortality from uterine cancer, is a boon to mankind."

*"As for man, he is no different from the rest. His back aches, he ruptures easily, his women have difficulties in childbirth . . ."

The Pronoun Problem

The first grammars of modern English were written in the 16th and 17th centuries. They were mainly intended to help boys from upper class families prepare for the study of Latin, a language most scholars considered superior to English. The male authors of these earliest English grammars wrote for male readers in an age when few women were literate. The masculine-gender pronouns did not reflect a belief that masculine pronouns could refer to both sexes. The grammars of this period contain no indication that masculine pronouns were sex-inclusive when used in general references. Instead these pronouns reflected the reality of male cultural dominance and the male-centered world view that resulted.

"He" started to be used as a generic pronoun by grammarians who were trying to change a long-established tradition of using they as a singular pronoun. In 1850 an Act of Parliament gave official sanction to the recently invented concept of the "generic" he. In the language used in acts of Parliament, the new law said, "words importing the masculine gender shall be deemed and taken to include females." Although similar language in contracts and other legal documents subsequently helped reinforce this grammatical edict in all English-speaking countries, it was often conveniently ignored. In 1879, for example, a move to admit female physicians to the all-male Massachusetts Medical society was effectively blocked on the grounds that the society's by-laws describing membership used the pronoun he.

Just as "man" is not logically generic, "he" is not a logically generic pronoun. Studies have confirmed that most people understand "he" to refer to men only. Sentences like "A doctor is a busy person; he must be able to balance a million obligations at once" imply that all doctors are men. Imagine what it would be like if we were to continue reading: "A doctor is a busy person; he must be able to balance a million obligations at once. Dr. Jones is no exception. He has a clinic to run, medical students to supervise, and a husband with pancreatic cancer." In this context, the realization that Dr. Jones is a woman comes as a surprise to many readers. To push the point further, check out this sentence: "The average American needs the small routines of getting ready for work. As he shaves or blow-dries his hair or pulls on his panty hose, he is easing himself by small stages into the demands of the day." The first image that comes to mind is a transvestite, not the average American woman. As a result of the fact that "he" is read by many as a masculine pronoun, many people, especially women, have come to feel that the generic pronouns excludes women. This means that more and more people find the use of such a pronoun problematic.

Solving the Pronoun Problem

They as a Singular--Most people, when writing and speaking informally, rely on singular they as a matter of course: "If you love someone, set them free" (Sting). If you pay attention to your own speech, you'll probably catch yourself using the same construction yourself. "It's enough to drive anyone out of their senses" (George Bernard Shaw). "I shouldn't like to punish anyone, even if they'd done me wrong" (George Eliot). Some people are annoyed by the incorrect grammar that this solution necessitates, but this construction is used more and more frequently.

He or She--Despite the charge of clumsiness, double-pronoun constructions have made a comeback: "To be black in this country is simply too pervasive an experience for any writer to omit from her or his work," wrote Samuel R. Delany. Overuse of this solution can be awkward, however.

Pluralizing--A writer can often recast material in the plural. For instance, instead of "As he advances in his program, the medical student has increasing opportunities for clinical work," try "As they advance in their program, medical students have increasing opportunities for clinical work."

Eliminating Pronouns--Avoid having to use pronouns at all; instead of "a first grader can feed and dress himself," you could write, "a first grader can eat and get dressed without assistance."

Further Alternatives--he/she or s/he, using one instead of he, or using a new generic pronoun (thon, co, E, tey, hesh, hir).

The Practical Side

This is not about freedom of speech; this is an issue of audience and awareness. Gender-neutral language has gained support from most major textbook publishers, and from professional and academic groups such as the American Psychological Association and the Associated Press. Newspapers like the New York Times and the Wall Street Journal avoid such language. Many law journals, psychology journals, and literature journals do not print articles or papers that use gender-inclusive language. If you anticipate working within any of these contexts, you will need to be able to express yourself according to their guidelines, and if you wish to write or speak convincingly to people who are influenced by the conventions of these contexts, you need to be conscious of their expectations.

Sources:

From Sarah Werner, and *The Handbook of Nonsexist Writing* by Casey Miller and Kate Swift (New York: Lippincott, 1988) and, with very minor changes, from Professor Carolyn Jacobsen's website at the University of Pennsylvania <http://www.english.upenn.edu/~cjacobso/gender.html>.

**Collaborative Exercise on "Generic Masculine" Constructions
ANNOTATED BIBLIOGRAPHY**

"Anaphora, Nonanaphora, and the Generic Use of Pronouns by Children" by Bennett-Kastor, Tina L. *American Speech*, 1996, 71, 3, Fall, 285-301.

Two studies are presented on comprehension & the use of generic pronouns by children in the American Midwest. In experiment 1, subjects ([Ss] N = 19 males & 17 females, aged 9-12) decided whether each of 18 sentences was about a male (minister), female (nurse) or neutral (singer), paired with the anaphoric pronouns his /himself, her/herself, or their/themselves. His/himself was interpreted generically only 4% of the time, her/herself 2%, & plural pronouns 31%. In experiment 2, Ss (N = 9 males & 18 females, aged 9-12) wrote stories to the prompt A day in the life of (dentists, a secretary, the artist). Ss preferred I/we (21.3%), deletion (19.4%), impersonal you (15.0%), or they (13.1%) to generic he (11.9%). It is concluded that children's usage & interpretation of generic pronouns are influenced by beliefs about the world rather than by grammatical form. It is suggested that generic he & she be avoided in textbooks for children.

"Automatic Stereotyping" by Banaji, Mahzarin R; Hardin, Curtis D. *Psychological Science*, 1996, 7, 3, May, 136-141.

A form of automatic stereotyping was tested in two experiments in which Ss (total N = 128 adults) saw gender-related (e.g., mother, father, nurse, or doctor) or neutral (e.g., parent, student, or person) primes followed by target pronouns (stimulus onset asynchrony = 300 msec) that were gender-related (e.g., she or he) or neutral (e.g., it or me) or followed by nonpronouns (e.g., do or all [experiment 2 only]). In experiment 1, Ss judged whether each pronoun was male or female; automatic gender beliefs (stereotypes) were observed in faster responses to pronouns consistent with the gender component of the prime regardless of Ss' awareness of the prime-target relation & independently of Ss' explicit beliefs about gender stereotypes & language reform. In experiment 2, automatic stereotyping was obtained even though a gender irrelevant judgment task (pronoun/nonpronoun) was used. Together, these experiments demonstrate that gender information imparted by words can automatically influence judgment, although the strength of such effects may be moderated by judgment task & prime type.

"Does This "He or She" Business Really Make a Difference? The Effect of Masculine Pronouns as Generics on Job Attitudes" by Stericker, Anne. *Sex Roles*, 1981, 7, 6, June, 637-641.

F & M (N = 66 each) undergraduates read six job descriptions referring to the jobholder(s) either as "he," "he or she," or "they." Following each description, Ss indicated their interest both in the job & a related job category, & estimated how difficult the job would be to get for a: (1) black person, (2) Mexican-American person, (3) woman, (4) person over age 60, (5) handicapped person, & (6) man. There were no main effects for pronoun condition, but several sex of S X pronoun interactions. Significant effects for Fs generally supported the notion that use of masculine pronouns to refer to people in general narrows the reader's attitudes toward the topic in question, while corresponding results for Ms did not.

"Generic Pronouns and Sexist Language: The Oxymoronic Character of Masculine Generics" by Gastil, John. *Sex Roles*, 1990, 23, 11-12, Dec, 629-643.

The propensity of the generic he to evoke male (M) images, relative to he/she & the plural they is studied. Undergraduates (N = 48 women, 48 men) at a midwestern university read sentences aloud & described into a tape recorder the images that came to mind. Responses were coded for M, female (F), mixed, or neither sex. The results provide strong support for the hypothesis that the generic he evokes a disproportionate number of M images, & that while the plural they functions as a generic pronoun for both Ms & Fs, Ms may comprehend he/she in a manner similar to he. Theoretical implications for a critique of sexist language & prescription of generic pronoun usages are considered.

"Why Sexist Language Affects Persuasion: The Role of Homophily, Intended Audience, and Offense" by Falk, Erika; Mills, Jordan. *Women & Language*, 1996, 19, 2, Fall, 36-43.

A persuasion theory perspective is used to ascertain why masculine bias in English leads to gender inequality. A review of relevant literature examines the topics of identification & persuasive appeals & gendered language & receiver imagery. University students (N = 465, 58% women) were presented with one of four hypothetical advertisements - two advertising a free flu shot & two requesting applicants for a writing position. One ad in each pair was gender-neutral, the other using masculine pronouns. Likert scales were used to rate each ad on its persuasiveness, whether the subject (S) felt he or she was a member of its intended audience, how homophilous Ss felt themselves to be with the imagined writer, & their opinion of sexist language. It was determined that the Ss' perceptions of the intended audience were influenced by text language & that the idea of perceived intended audience seems crucial to persuasive efficacy. It is also held that the use of sexist language inhibits women's persuasion, although feelings of offense & level of persuasion did not appear to be related.

Collaborative Exercise

Gendered Use of Expletives

In *Language and Woman's Place* (1975) 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* (1986) 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 them 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 Prof. Frank Anshen at SUNY-Stonybrook. Note that the expletives fall into roughly 3 groups. The first several (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, COCKSUCKER, 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 the 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) Your data consists of your tabulated worksheets; your report should answer questions #2-6.

Data Sheet: Gendered Use of Expletives

Word	M to M	M to W	M to Mix	W to W	W to M	W to Mix	TOTAL
God							
Jesus							
damn							
hell							
goddamn							
crap							
bullshit							
shit							
piss							
ass							
fuck							
suck							
prick							
cocksucker							
motherfucker							
cunt							
TOTAL							

Collaborative Exercise

Gender & Language in Personal Ads

For this assignment, you will need to read through and analyze "personal" ads from a newspaper source chosen by the professor (this will be handed out in class, and will be the same for all groups). This is a one-page listing from a Sunday edition of the *Washington Post*, a major daily newspaper based in Washington D.C. with both local, national, and international subscribers.

Divide the ads into those written **for** men and those written **for** women. For the purposes of this exercise, we will focus exclusively on ads seeking heterosexual partners. If you'd like to focus on same-sex relationships instead, consult with me first because the criteria are slightly different.

Then consider the following questions:

- What kinds of words or phrases were used to describe *the kind of person being sought* in the ads?
- What kinds of words or phrases were used to describe the *writer* of the ad?
- How do writers balance writing about themselves and writing about their ideal others?
- Are there patterns in the way writers list physical attributes, activities, political biases, philosophies, etc.?
- Are there any words or phrases that you perceive as "coded" - i.e., they mean something more than their surface meaning?
- Are there consistent differences between the way male and female writers tend to construct classified advertisements? What gender-based patterns did you observe?

Your report should make careful, well-documented generalizations about the ways in which men and women compose classified advertisements in both different and similar ways. Attach your data set to the end of your report.

Collaborative Exercise

Gender & Language in a TV Talk Show

This topic requires that you watch a TV talk show containing a good amount of dialogue from ordinary speakers (preferably not trained performers like actors and commentators). 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 *three* of the following areas of language usage:

- intonational contours (sentence melodies, rising inflections).
- pronunciation differences (e.g., runnin' vs. running, watchin' vs. watching; would'ja vs. would you; gonna vs. going to, etc.).
- 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.).
- 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).
- 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.

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.

Collaborative Exercise

Extralinguistic Constructions of Gender: Body Posture in Advertisements

In *Gender Advertisements* (1976) sociologist 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 by examining contemporary advertisements.

Goffman's study was conducted in 1976. Are the same sorts of configurations still regularly used by advertisers in 2001, twenty-five years later? 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 report 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) submit a report explaining why you think that configuration is no longer used by advertisers, or (3) submit a report 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.

Collaborative Exercise

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 addressor.

What conclusions can you draw about others' perceptions of you as a social persona on the basis of the terms of address you receive? Each group member should tabulate the results of their journal entries and the entries should be combined. Your report should include the tabulations as its data source, and should address both the addressor, the medium of address (face to face? telephone?) social identity, sex, and approximate age of the addressor. In addition to summarizing the data, you should comment on the patterns you see in the data.

SAMPLE SPEECH

Collaborative Exercise on Metaphor

This is an excerpt from Winston Churchill's address to Parliament on May 13, 1940, as Britain organized to fight Germany in WWII. Churchill's key metaphors have been **highlighted**, with the most important metaphors in **red**. (This is subjective - your choices may be different.)

"I now invite the House by a **resolution to record** its **approval of the steps taken** and **declare its confidence** in the new government.

The **resolution**:

"That this House welcomes the formation of a government representing the **united and inflexible resolve of the nation to prosecute the war with Germany to a victorious conclusion.**"

* * * *

I say to the **House** as I said to **ministers** who have **joined this government**, I have **nothing to offer** but **blood, toil, tears, and sweat**. We have before us an **ordeal of the most grievous kind**. We have **before us many, many months of struggle and suffering**.

You ask, what is our policy? I say it is to **wage war by land, sea, and air**. War with all our **might** and with all **the strength God has given us**, and to **wage war** against a **monstrous tyranny never surpassed** in the **dark and lamentable catalogue of human crime**. That is our **policy**.

You ask, what is our **aim**? **I can answer in one word. It is victory**. Victory at **all costs** - Victory in spite of **all terrors** - Victory, however **long and hard the road** may be, for without victory there is no survival.

Let that be realized. No **survival for the British Empire**, no **survival for all that the British Empire has stood for**, no survival for **the urge, the impulse of the ages, that mankind shall move forward toward his goal**.

I **take up my task** in **buoyancy and hope**. I feel sure that **our cause will not be suffered to fail among men**. I feel **entitled** at this **juncture**, at this time, to **claim the aid of all** and to say, "Come then, **let us go forward together** with our **united strength**."

Collaborative Exercise

Marriage and Surname Changes

For centuries, it has been customary in western culture for a woman to adopt her husband's surname at marriage. Children of the marriage also receive the husband's surname, regardless of which parent has the largest role in rearing them. Anthropologists refer to this kinship custom as "patrilineal" marriage, meaning that family descent is traced through the surnames ("lines") of fathers. In this system, women's surnames disappear to such an extent that banks routinely suggest that you use your mother's "maiden" name as a secret password code.

Many people follow this custom without questioning it, but in recent years, many people have begun to resist the process by which women are automatically "renamed" when they marry and by which children are automatically given their fathers' surnames.

Each group member should interview a minimum of three men and three women about their desires and intentions regarding name change at marriage. Try to choose respondents from different gender, age, class, and ethnicity groups if possible. (For example, you might interview your roommate, your aunt, a classmate, and an older supervisor at work.)

Ask each respondent (regardless of gender):

unmarried respondent:

- please describe your age, gender, and ethnicity
- are you currently single, married, divorced, or widowed? (If not single, see below.)
- what does it mean in our culture to change one's name (surname or first names?)
- if you get married, do you plan to change your surname at marriage? Why or why not?
- do you expect your partner to change his/her name at marriage? Why or why not?
- if you have children, what will their surnames be?
- what ideas and traditions inform your feelings about marital naming traditions?
- do you have comments about this survey?

married, divorced, or widowed respondent:

- please describe your age, gender, and ethnicity
- are you currently single, married, divorced, or widowed? (If single, see above.)
- what does it mean in our culture to change one's name (surname or first names?)
- did you or your spouse change their surname at marriage? Why or why not?
- did you expect your partner to change his/her name at marriage? Why or why not?
- if you had children, what surname(s) did you give them?
- what ideas and traditions inform your feelings about marital naming traditions?
- do you have comments about this survey?

How To Tell A Businessman From A Businesswoman

A businessman is aggressive.	A businesswoman is pushy.
He's detail-oriented.	She's a micromanager.
He loses his temper because he's so involved in his work.	She's bitchy and moody.
He's depressed or not in a good mood.	It must be her time of the month..
He follows through.	She doesn't know when to quit.
He's firm and decisive.	She's stubborn or "willful" or "headstrong."
He's confident about his decisions.	She is judgmental.
He's a man of the world. He's a womanizer or flirt.	She's been around She's been handed around.
He isn't afraid to say what he thinks.	She's opinionated.
He believes in himself.	She's self-centered.
He knows how to say "no"; he knows his limits.	She's selfish or not a team-player.
He's authoritative.	She's a tyrant.
He's discreet.	She's secretive.
He's a stern taskmaster.	She's difficult to work for.
He quits his job to "spend more time with his family" because he's gotten fired or demoted.	She quits her job to "spend more time with her family" because she's not serious about her job.
He's a jock and loves sports.	She's a dyke.
He's an eligible bachelor.	She's an old maid or spinster.
He demands accountability.	She blames and persecutes people.
He can really hold his liquor.	She's a drunk.