

Language and Sexuality

Anthropology 390

Dr. Nell Haynes

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1810 Hinman Av. Office 206

Spring 2017

Class: Wednesdays 2:00-4:50

Office Hours: M/W by appointment

Course Description

In understanding sexuality as desire, practice, or identity, both cultural context and language plays a key role. Linguistic anthropology offers important ways of understanding the concept of sexuality as related to phenomena such as globalization, politics, normativity, violence, intersectionality, and even the ways we think of sexuality in our everyday lives. Students will study ethnographic examples from the United States, Latin America, Africa, Oceania, and Asia, related to homosexuality, heterosexuality, and other various understandings of sexual identities, practices, and desires. This course uses methods of analysis from linguistic anthropology to understand the variation and meanings of sexuality in a comparative context.

Learning Objectives:

Students will be able to

1. understand different ways of approaching the study of sexuality
2. relate to the topics of human diversity and similarity
2. engage with key topics, theories, and methodological approaches of linguistic anthropology
4. understand the relationship between language, sexuality, gender, identity, class, and race
5. enhance their creative, critical, and informed thinking about language and sexuality

Requirements

Discussion Questions	15%	Ongoing
Class Presentation	15%	Ongoing
Reaction Papers (4)	40%	Ongoing
Final Project	15%	May 24
Project Essay	15%	June 7

About Attendance and Participation

Anthropology is constantly in motion, building off old ideas and incorporating new ones, so questions, discussion, and critique are welcome. We practice applying the ideas of the authors we read to new situations and contexts. Students are expected to offer opinions and examples, and pose challenges to what we discuss. Stereotypes and prejudices often exist in reference to material that is new, unusual, and foreign. Our challenge is to become aware of these stereotypes and question assumptions so that we may analyze and understand new material unimpacted by biases. Because this is an important time to explore ideas and learn new ways of understanding the world, participation is not only part of the final grade, but is necessary to build the kind of understanding required to successfully complete assignments. To make sure you are in the best possible position to get a good participation grade:

1. Complete the required reading. Don't worry about understanding absolutely everything, but take notes about parts that strike you as especially intriguing, important, or disconnected. Think about how it relates to things you have experienced in different contexts. Think about when it was written and by whom. Think about whether you agree or disagree and why.
2. Be prepared to ask questions. Whether they are about something you don't understand in the reading, or are simply about how other people reacted to a specific detail, questions help move class discussion along.
3. Be open to new ideas. Anthropology often challenges our assumptions about the world. Newer readings in anthropology often challenge older ideas that were common in anthropology. And hopefully, you will even challenge some of the readings that you think miss the point. You don't have to agree with everything that you read or hear, but take the time to think about it carefully before you decide. Or allow yourself to not decide. But most importantly, be respectful to all the opinions offered in class, and think about why someone might agree or disagree with them.
4. Participate in ways that are productive. Please remember that you may have a funny story related to the class discussion, but unless it advances our thinking on an anthropological topic, your anecdote might not move discussion in a productive manner.
5. Be respectful. Perhaps most importantly, respecting the classroom, your fellow classmates, and the instructor will help you succeed. Paying attention to the discussion and finding thoughtful ways to contribute will make everyone's experience more pleasant.

*Students are responsible for all material in the readings, lectures, and audiovisual presentations in class. Readings should be completed before the day for which they are assigned. It is crucial to link the ideas in readings to those in lectures and discussions.

*In the case of any major medical or other type of attendance issue, please speak with the professor during office hours if at all possible. If not possible, please communicate by email. Be advised that doing so early is key to creating a workable solution to problems. Last-minute emails will not be met with sympathy.

Laptop Policy

To be negotiated

Grading Standards

- A Superior: Student shows excellent critical analysis in oral contributions and writing; all assignments turned in on time. 90-100 (A+ 100, A 93-99, A- 90-92)
- B Very Good: Solid work evidenced by careful synthesis of reading, timely contributions to class discussion, and clear, logical writing; all assignments turned in on time. 80-90 (B+ 87-89, B 83-86, B- 80-82)
- C Satisfactory: Work demonstrates some understanding of materials and an average performance in written assignments and class discussion; all assignments turned in on time. 70-80 (C+ 77-79, C 73-76, C- 70-72)
- D Inconsistent: Meager performance in all assignments and class discussion; late in turning in written work. 60-70
- F Failing: Student makes minimal effort, shows little understanding of assignments, and turns in incomplete or unacceptable work. Below 60

If you have a major medical problem or family concern that requires you to miss several classes, please provide documentation and we will do our best to help you stay involved. Additionally, please make every effort to come to class on time so as not to disrupt discussion once it has begun. Leaving early is also disruptive, so please limit bathroom breaks and leave class early only when absolutely necessary, providing a reason beforehand.

Academic Integrity

Plagiarism is strictly forbidden. All work you turn in must be your own. This means no borrowing of ideas or wording from friends' work, other author's work, or the Internet. Any time another person's work is used, it absolutely **MUST** be cited properly. Suspected violations of academic integrity will be reported to the Dean's office. For more information on Northwestern's academic integrity policies see www.weinberg.northwestern.edu/handbook/integrity. Student work may also be checked using electronic databases.

Academic Accommodations

Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

Required Readings

Rudolph Gaudio. 2009. *Allah Made Us: Sexual Outlaws in an Islamic African City*. Malden, MA: Blackwell.

Paul Manning. 2015. *Love Stories: Language, Private Love, and Public Romance in Georgia*. Toronto: University of Toronto Press.

All other readings available on Canvas

Course Schedule

Week 1 March 29

An Introduction to Language and Sexuality

Week 2 April 5

Concepts: Sex, Sexuality, Gender, Normativity, Science, Truth

- Stephanie A. Sanders, Brandon J. Hill, William L. Yarber, Cynthia A. Graham, Richard A. Crosby, and Robin R. Milhausen. 2010. Misclassification bias: diversity in conceptualisations about having 'had sex'. *Sexual Health* 7: 31-34.
- Richardson, Diane. 2007. Patterned Fluidities: (Re)Imagining the Relationship between Gender and Sexuality. *Sociology* 41(3): 457-474.
- Gayle S. Rubin. Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality.
- Joseph Errington. 2001. Language Ideology. in *Key Terms in Language and Culture*. Malden, MA: Blackwell.
- Rusty Barrett. 2014. The Emergence of the Unmarked: Queer Theory, Language Ideology, and Formal Linguistics. Lal Zimman, Jenny L. Davis, and Joshua Raclas, eds. *Queer Excursions: Rethorizing Binaries in Language, Gender, and Sexuality*. Pp. 195-224. Oxford, UK: Oxford University Press

Class Presentation

- Emily Martin. 1991. The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles. *Signs* 16(3):485-501.

Essay 1 Due: (Photo Voices): Take three pictures that highlight the theme of sexuality and write a short essay explaining your thinking of how these images relate to the concepts we have discussed in class and in this week's readings. These should be photos you are comfortable sharing with the class.

Week 3 April 12

Language and Sexuality

- Liz Morrish and William Leap. 2007. Sex Talk: Language, Desire, Identity and Beyond. Helen Sauntson and Sakis Kyratzis, eds. *Language Sexualities and Desires*. Pp. 17-40. London: Palgrave McMillan.
- Rusty Barrett. 1997. The Homo-genius Speech Community. Anna Livia and Kira Hall, eds. *Queerly Phrased: Language, Gender, and Sexuality*. Pp. 181-201. Oxford, UK: Oxford University Press.
- Carrie Paechter. 2003. Masculinities and Femininities as Communities of Practice. *Women's Studies International Forum* 26(1):69-77.
- Judith Butler. 1988. "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory" *Theater Journal* 40(4):519-531.

Class Presentation

- Evelyn Blackwood 2002. Reading Sexualities Across Cultures: Anthropology and Theories of Sexuality. Ellen Lewin and William Leap, eds. *Out in Theory: The Emergence of Lesbian and Gay Anthropology*. Pp. 69-92. Urbana: University of Illinois Press.

Essay 2 Due: Think about the ways different cultures understand various forms of sexuality in different ways, in particular thinking about Gayle Rubin's "Charmed Circle." Choose a popular representation of a form of sexuality that might be considered to be outside of the central circle by most people in the US, and write a short essay explaining an anthropological perspective on the ways that language is used to describe, make sense of, and evaluate these practices. You may want to reference a blog, popular news article, or documentary. (Some suggestions: Objectifilia, NAMBLA, Polyamory, Real Dolls, etc.)

Week 4 April 19

Language and Identity

- Bucholtz, Mary, and Kira Hall. 2004. Theorizing identity in language and sexuality research. *Language in Society* 33.4: 469–515.
- Queen, Robin. 2014. Language and Sexual Identity. Susan Ehrlich, Miriam Meyerhoff, and Janet Holmes, eds. *The Handbook of Language, Gender, and Sexuality*. 2d ed. (pp. 203–219). Malden, MA: Blackwell.
- Rogers Brubaker and Frederick Cooper. 2000. "Beyond 'Identity'" *Theory and Society* 29:1-47.
- Kira Hall. 2005. Intertextual Sexuality. *Linguistic Anthropology* 15(1):125-144.

Class Presentation:

- Jonathan N. Katz. 2007. The Invention of Heterosexuality: The Debut of the Heterosexual. Karen E. Lovaas and Mercilee M Jenkins, eds. *Sexualities & Communication in Everyday Life: A Reader* (pp. 21-40). Thousand Oaks, CA: Sage Publications
- John d'Emilio. 1997. Capitalism and Gay Identity. In *Making Trouble: Essays on History, Politics, and the University*. New York: Routledge.

Lab: Tactics of Identification

Week 5 April 26

Language and Desire

- Paul Manning. 2015. *Love Stories: Language, Private Love, and Public Romance in Georgia*. Toronto: University of Toronto Press.

Class Presentation

- Don Kulick. 2014. Language and Desire. Susan Ehrlich, Miriam Meyerhoff, and Janet Holmes, eds. *The Handbook of Language, Gender, and Sexuality*. 2d ed. Malden, MA: Blackwell.
- Kira Hall. 1995. Lip Service on the Fantasy Lines. In Kira Hall and Mary Bucholtz, eds. *Gender Articulated: Language and the Socially Constructed Self*. New York: Routledge, 183-216.

Essay 3 Due: We have now discussed a number of different ways in which we can understand “sexuality.” This essay may argue for one view over others, or compare and contrast two different ways of framing sexuality. In both cases, the essay should address how language is a key part of these understandings.

Discuss Projects

Week 6 May 3

Institutions and Categories

- M Lynne Murphy. 1997. The elusive bisexual: social categorization and lexico-semantic change. Anna Livia and Kira Hall, eds. *Queerly Phrased: Language, Gender, and Sexuality*, pp 35-57. New York: Oxford University Press.
- Boellstorff, Tom. 2011. But I Do Not Identify As Gay: A Proleptic Genealogy of the MSM Category. *Cultural Anthropology* 26(2): 287–312.
- William Leap. 1991. AIDS, Linguistics, and the Study of Non-neutral Discourse. *Journal of Sex Research* 28(2):275-287.
- Barbara Johnstone. 2008. Introduction and “Discourse and World” in *Discourse Analysis*. Pp 1-75. Malden, MA: Blackwell.

Class Presentation

- Decena, Carlos Ulises. 2008. Tacit Subjects. *GLQ: A Journal of Lesbian and Gay Studies* 14(2-3): 339-359.
- Héctor Carrillo and Jorge Fontdevila. 2014. Border crossings and shifting sexualities among Mexican gay immigrant men: Beyond monolithic conceptions. *Sexualities* 17(8):919-938.

Lab: Critical Discourse Analysis

Week 7 May 10

Sexuality in West Africa

- Rudolph Gaudio. 2009. *Allah Made Us: Sexual Outlaws in an Islamic African City*. Chapters 1-4. New York: Wiley Blackwell.

Class Presentation

- Matthew Thomann. 2016. HIV vulnerability and the erasure of sexual and gender diversity in Abidjan, Côte d'Ivoire. *Global Public Health* 11(7-8):994-1009.

Essay 4: Use this essay to develop the beginnings of your final creative project. This may serve as a proposal for your final project and essay, and may include: outlining your reasoning for approaching a particular topic, its relationship to language, how you envision implementing a creative project, and/or why a creative project on this particular topic might be timely, useful for non-academics, or speak to a broad audience.

Week 8 May 17

Sexuality and Religion

- Rudolph Gaudio. 2009. *Allah Made Us: Sexual Outlaws in an Islamic African City*. Chapters 1-4. New York: Wiley Blackwell.

Class Presentation

- Marla Frederick. 2016. *Colored Television: American Religion Gone Global*. Introduction & Chapter 4. Durham: Duke University Press.

Week 9 May 24

Politics, Globalization, Neocolonialism

Class will choose topic(s)

Native Sexualities

- Smith, Andrea. 2010. Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism. *GLQ: A Journal of Lesbian and Gay Studies* 16(1-2): 41-68.
- Murray, David A. B. 2004. *Takatāpuri*, Gay, or just Ho-Mo-Sexual, Darling? Māori Language, Sexual Terminology, and Identity Aotearoa/New Zealand. William Leap and Tom Boellstorff, eds. *Speaking in Queer Tongues: Globalization and Gay Language*. Urbana: University of Illinois Press.

Dubbing Culture

- Tom Boellstorff and William Leap. 2004. Globalization and New Articulations of Same Sex Desire. William Leap and Tom Boellstorff, eds. *Speaking in Queer Tongues: Globalization and Gay Language*. Pp. 1-22. Urbana: University of Illinois Press.
- Tom Boellstorff. 2003. Dubbing Culture: Indonesian gay and lesbi subjectivities and ethnography in an already globalized world. *American Ethnologist* 30(2):225-242.
- Wong, Andrew and Qing Zhang. 2001. The linguistic construction of the *tongzhi* community. *Journal of Linguistic Anthropology* 19(2): 248-278.

Homonationalism

- Jasbir Puar. 2013. Rethinking Homonationalism. *International Journal of Middle East Studies* 45:336-339.
- Tommaso M. Milani and Erez Levonb 2016. Sexing diversity: Linguistic landscapes of Israeli homonationalism. *Language and Communication*:1-18.
- William Leap. 2004. Language, Belonging, and (Homo)sexual Citizenship in Capetown, South Africa. William Leap and Tom Boellstorff, eds. *Speaking in Queer Tongues: Globalization and Gay Language*. Pp. 134-162. Urbana: University of Illinois Press.

Immigration

- Eithne Luibheid. 2005. Queering Migration and Citizenship. Eithne Luibheid and Lionel Cantu Jr., eds. *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*. Minneapolis: University of Minnesota Press.
- Lionel Cantu Jr. 2005. Well-Founded Fear: Political Asylum and the Boundaries of Sexual Identity in the U.S.-Mexico Borderlands. Eithne Luibheid and Lionel Cantu Jr., eds. *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*. Minneapolis: University of Minnesota Press.

- Oliva M. Espin. 1995. Race, Racism, and Sexuality in the Life Narratives of Immigrant Women. *Feminism and Psychology* 5(2):223-238.

Black U.S. Sexuality

- Nikki Lane. 2011. Black Women Queering the Mic: Missy Elliott Disturbing the Boundaries of Racialized Sexuality and Gender. *Journal of Homosexuality* 58(6-7):
- E Patrick Johnson. 2004. Mother Knows Best: Black Gay Vernacular and Transgressive Domestic Space. William Leap and Tom Beollstorff, eds. *Speaking in Queer Tongues: Globalization and Gay Language*. Pp. 251-278. Urbana: University of Illinois Press.
- Lena Denise Saleh and Don Operario. 2009. Moving beyond “the Down Low”: A critical analysis of terminology guiding HIV prevention efforts for African American men who have secretive sex with men. *Social Science and Medicine* 68(2):390-395.

DUE: Creative Project (Presentations)

Final Project Papers Due June 7

Assignments

Discussion Questions (15%)

Each week, all students will prepare 2 discussion questions based on course readings. Students may also submit supplemental questions based on readings, current events, contemporary media, etc. Questions should be emailed to the professor by *midnight on Tuesday*.

Class Presentation and Questions (15%)

Once in the quarter, students will be responsible for leading class discussion, and providing their peers with three questions about the reading to start discussion. The presentation should be 15-20 minutes. This presentation should not just summarize the reading, but draw out the main themes in order to point out how they connect to other readings from the class, and how they make the subject relevant to both issues in the study of sexuality and linguistic anthropology.

Reaction Papers (40%)

Students will submit a total of four reaction papers throughout the quarter. The point of the paper is to react: evaluate, criticize, support, or raise questions about the readings (do not merely summarize). You are encouraged to draw connections to other readings from this class or others. Aim for 2-3 pages, double spaced, but as in all work, quality is more important than quantity (but also remember we're all busy people, I start to get grumpy the more I read...)

Final Creative Project (15% + 15%)

The project should use what we have learned about sexuality and language throughout the course and present a particular topic relevant to current interests in a creative form. This may include short video, podcast, photo exhibit, graphic novel, interactive online installation, live performance, or other creative works approved by the professor. They may be based on literature review, archival, or ethnographic work. The creative project will be accompanied by a 5-page paper describing the theoretical basis of this work. Specific length, form, and other requirements for the final assessment will be negotiated individually with the professor.