

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF HUMANITIES
DEPARTMENT OF ENGLISH**

Professor: Dr. Alicia Pousada (prof.alicia.pousada@gmail.com; extension 89626 or 89661). Office hours: Mon & Wed, 3-4 pm (Pedreira 4); & 4-6 pm (Pedreira 108) and Fri, 12-3 pm (Pedreira 4). Appointments are strongly recommended.

Course Title: Language and Gender

Course Number: INGL 3107

Number of Credit Hours: 3 (Mon & Wed, 1:00-2:40 pm, Ped 106)

Course Description:

Introduction to the study of gender-based differences in language use; of interest to students of linguistics, communication, translation, and education.

Course Objectives: By the end of the semester, students will be able to:

1. Explain how biologically-based sexual differences affect language acquisition and development of gender norms
2. Describe how children learn the norms for language and gender of their speech community
3. Demonstrate how the members of each sex use language under specific conditions
4. Consider how the language/gender connection affects our perceptions, attitudes, and behavior in everyday life
5. Show how the English language treats women and men differently and elaborate on the efforts made to eliminate sexist language
6. Provide evidence of how different cultures vary in the way in which language and gender are interrelated
7. Critique early studies of language and gender and point to needed revisions in their hypotheses and conclusions
8. Participate in periodic online blog discussions on the course website.
9. Do online and fieldwork-based research to complete assignments and contribute to discussions.
10. Prepare three written critical analyses of data provided by professor or collected by students dealing with the interaction of language and gender in society.
11. Demonstrate grasp of content of course by passing final exam.
12. Contribute in an effective form to the inclusion of fellow students with special needs in the classroom

Tentative Course Outline for Spring 2018: (subject to change).

Note: All assigned readings should be done **BEFORE** the class session in which they will be covered so that meaningful discussion can take place. We will cover approximately one conjoined chapter of our textbook every week. Supplementary readings and other materials will be available on the course website or sent by email as necessary. Students should check email daily for messages.

Session 1 & 2

(3/12, 3/14) Introduction to course, textbook, professor, and other students; distinction between sex and gender; analysis of gender in cartoons; discussion of early models of language & gender

Homework:

- 1) Read Sunderland Ch. A1 & B1 for Session 2
- 2) Download entire textbook to hard drives. Those wishing to purchase paperback copy should inform professor and bring money to next class.
- 3) Read Sunderland Ch. A2 for Session 3

Sessions 3 & 4

(3/19, 3/21) Feminism & feminist linguistics; deficit view (Robin Lakoff); dominance view (Dale Spender)

Homework:

- 1) Read Sunderland Ch. B2 for Session 4
- 2) Respond to **Blog #1** on course website
- 3) Read Sunderland Ch. A3 & B3 for Session 5

Session 5

(3/26) Difference model of language & gender (Maltz & Borker)

Homework:

- 1) **Assignment #1 (due 3/28):** Read two essays provided by professor. Try to guess the gender of each author based on the linguistic structure and writing style. Write a two-page typed comparison of the two essays.
- 2) Read Sunderland, Ch. A4 for Session 6.

Sessions 6 & 7

(3/28, 4/2) Developing understandings of gender; post-structuralism; power; gendered discourse; **Collection of Assignment #1 (3/28)**; feminism; transgression; queer theory

Homework:

- 1) Read Sunderland, Ch. B4 for Session 7
- 2) Read Sunderland, Ch. A5 for Session 8

Sessions 8 & 9

(4/4, 4/9) Developing understandings of language change; eliminating sexism in dictionaries and daily use; the case of Ms[Graham, Mills, Schwarz]; in-class rewriting of sexist text (Sunderland, pp. 274-275)

Homework:

- 1) Read Sunderland, Ch. B5 for Session 9
- 2) Respond to **Blog #2**
- 3) Read Sunderland, Ch. A6 and B6 for Session 10

Session 10

(4/11) Developing understandings of language context; gender in foreign language textbooks [Sunderland], communities of practice [Eckert & McConnell-Ginet], sex discourses in Southern Africa [Hanong Thetela]

Homework:

- 1) **Assignment #2 (due 4/18)**. Write a two-page typed reaction to the article given out in class.
- 2) No reading assignment for Session 11

Session 11

(4/16) Movie in class—"Gender; the Enduring Paradox"; in-class discussion of film

Homework:

- 1) Read Sunderland, Ch. A7 for Session 12

Note: Preliminary grades will be posted on 4/16

Sessions 12 & 13

(4/18, 4/23) Developing understandings of discourse; critical discourse analysis; intertextuality & interdiscursivity; gendered discourse: **collection of Assign. 2 (4/18)**

Homework:

- 1) Read Sunderland, Ch. B7 for Session 13
- 2) Read Sunderland, Ch. A8 for Session 14

Sessions 14 & 15

(4/25, 4/30) Approaches to gender & language research; corpus linguistics; ethnography; critical discourse analysis; pragmatics; quantitative variationist sociolinguistics; data collection (naturally occurring vs. epistemological data); longitudinal studies

Homework:

- 1) Collect personals ads online or in magazines or newspapers. Bring in to analyze in groups in class for Session 16. Consider how men and women of different sexual orientations, ages, educational backgrounds, etc. describe themselves and their ideal mates and what language is used to portray each gender
- 2) No reading assignment for Session 16

Session 16 In-class analysis of personals ads
(5/2)

Homework:

- 1) Read Sunderland, Ch. B9 for Session 17

Sessions 17 & 18

(5/7, 5/16) Analyzing masculinities: heteronormative (frat boys, locker room talk); metrosexual; homosexual (dominant, femme; drag queen); transgressive (bad boys); the New Man; role of advertising in promoting types of masculinities (in-class analysis)

Homework:

- 1) Respond to **Blog #3.**
- 2) Read excerpts from Bucholtz (2002) article on "Geek feminism" for Session 19 (Sunderland, pp. 217-222)

Sessions 19 & 20

(5/21, 5/23) Analyzing femininities: heterosexual (traditional, liberated); lesbian (butch, femme); geek feminist (female programmers & gamers); women in the workplace; sexual harassment; press coverage of sex crimes & women in politics. In-class analysis of online and newspaper articles provided by professor

Homework:

- 1) **Assignment #3 (due 5/30)** Write two pages double-spaced analyzing the fairy tale “Little Red Riding Hood,” utilizing the language and gender concepts and models learned during the semester.
- 2) Begin reviewing terminology of course to prepare for quantitative final exam during final exam week.

Sessions 21 & 22

(5/28, 5/30) Review of major terms covered during course.

Collect **Assignment #3 (5/30)**

(TBA) **Final exam**

Teaching Strategies: Lecture, discussion in class & via online course blog, fieldwork, small group work, workshop

Note: Those students who receive services from Vocational Rehabilitation should communicate with the professor at the beginning of the semester to plan the reasonable accommodation and the necessary equipment according to the recommendations of the Oficina de Asuntos para las Personas con Impedimento (OAPI) of the office of the Dean of Students. In addition, those students with special needs that require some type of assistance or accommodation should communicate with the professor.

Resources and Equipment Required:

- Required text: Sunderland, Jane. (2006). *Language & gender: An advanced resource book*. New York, NY: Routledge (Taylor & Francis) [.pdf of full text is available on course website and will also be sent directly to students' email addresses. Limited hard copies available for purchase.]
- Supplementary readings, videos, and images available on course website at: <http://ingl-3107.weebly.com/> (**password: 2018ingl3107**).
- Internet access and functioning email (vital to course).

Methods of Evaluation:

- Weekly readings and active participation in class and online blog discussions of those readings. (20%).
- Three written assignments based on critical analysis of data provided by professor or collected by student (60% total; 20% each).
- Final exam (20%).
- Differentiated evaluation of students with special needs.
- 11.25 hours may be imparted via alternative educational experiences (Internet, email, watching a film, visiting a museum or site, doing fieldwork, etc.)

Grading System: A, B, C, D, F.

Attendance policy: (used in calculating class participation).

| Absences | Attendance grade |
|-----------------|-------------------------|
| 0 | 100 |
| 1 | 98 |
| 2 | 95 |
| 3 | 90 |
| 4 | 88 |
| 5 | 85 |
| 6 | 80 |
| 7 | 78 |
| 8 | 75 |
| 9 | 70 |
| 10 | 68 |
| 11 | 65 |
| 12 | 60 |

Attendance is not optional. You will not benefit from the course unless you are present on a regular basis. Any extended absences (hospitalization, study trip, etc.) should be documented and discussed with the professor in order to determine how they may be made up.

Bibliography (partial list of sources used to prepare course).

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