



YEREVAN STATE UNIVERSITY

1 Alex Manoogian, Yerevan 0025, Armenia

LANGUAGE AND GENDER: *Linguistics, Gender and Communication*

CENTER OF GENDER STUDIES AND LEADERSHIP

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Course Description

Language and Gender is a diverse and rapidly developing field, which has both academic and popular appeal. The ‘turn to language’ across the humanities and social sciences, and the impact of critical linguistics and discourse analysis, have contributed to a reframing of questions on language and gender,

This course provides a broad overview of key concepts and issues within the field. It introduces key theoretical concepts and frameworks and illustrates and exemplifies the relationships between gender and language use, by looking spoken and written texts in different contexts.

Note, that the word ‘text’ is referred to both spoken and written language, including dialogue. Contrary to text, which can exist physically = a transcript of a conversation or a newspaper article – discourse is a broader term and less easily defined.

Discourse analysis involves analysis of the text as product but it is concerned with language in a social context, shaped by discursive and socio-cultural practices.

A central theme running through the course is that language both reflects and creates how we see the world; and how we see the world includes assumptions about gender and gender inequalities.

Learning Outcomes and Course Objectives

Upon successful completion of this course:

- Students will understand and evaluate key concepts and theories about language and gender
- Students will become more critical toward gendered messages that they encounter in language
- People often put the blame for stereotyping elsewhere –for example, it is in language itself, it is the fault of the media, it is to do with the society. They tend not to include themselves in their account. The aim of the course is also to show how we all ‘do’ gender in our everyday thinking and speaking.
- Students will be able to construct an intelligent and professional talk on historical and contemporary issues of language and gender studies
- Students will acknowledge themselves with the theories and approaches that affect greatly the development of the relationship between language and gender
- Students will become aware of the contemporary issues on language and gender
- Students will have attempted to produce an essay suitable for use as a writing sample for a conference presentation or for further publication

Requirements, Expectations and Grading

- **Attendance and Participation Policy (2 points)**

Careful and analytical reading of the material is highly encouraged, and active participation in classes is required. Students are expected to come to class having already read the assigned texts, ready to actively participate in discussion about the material with their own questions, thoughts, ideas and attitudes toward the

discussed issues. Note, an effective participant is not someone who simply talks frequently, but someone who reliably offers thoughtful insights that help others to learn.

N.B.

Please, be aware that this course includes topics that might be controversial. If you choose to take this class, you are responsible for completing all the readings and written assignments. Remember that you do not have to agree with all of the material presented in this class, but you are required to read, listen, think, and write about the views presented.

- **Midterm Test 1 (4 points)**
- **Midterm Test 2 (4 points)**

- **Final Exam (10 points)**

- *Final Paper*

From the above mentioned final 10 scores, four will be given to the Final Paper (3,500-4,000-word essay), not including notes or bibliography, and its oral Presentation.

Thus, the **paper** is due at the beginning of the last month of the term. A copy of the final essay, accompanied by a cover sheet certifying that the essay is a student's own work, must be submitted.

The paper should reflect a student's own interests and ideas. This is not a book review or a summary of readings, but a critical analysis of the key questions and ideas raised by scholars relating to that topic. Students may use many of the course readings as sources for the paper, but they may should bring in related other material to support their argument.

Please, note that the writing assignment will be evaluated on content, strength of analysis, organization, and quality of writing.

Formatting work: It is a courtesy to your readers and a requirement of your examiners that your written work should be lucid and presented in a scholarly manner. Those are not incompatible qualities. Display only as much evidence as is essential to substantiate your argument without loss of weight or clarity. Document it in a manner which is concise, consistent, accurate and complete.

There are several sets of conventions and published guides to explain them. None is obligatory, but some are more appropriate than others for literary theses. You should follow one system throughout

all the pieces of work submitted at all stages.

The forms given below should meet the needs of most candidates within the course when they present extended written work, but other guides you could consult include:

Butcher, J. *Copy-editing: the Cambridge Handbook for editors, authors, and publishers*. 3rd ed. Cambridge: Cambridge University Press, 1992.

Gibaldi, J. *MLA Handbook for Writers of Research Papers, Theses, and Dissertations*. 6th ed. New York: Modern Language Association of America., 2003.

University of Chicago Press. *A Manual of Style*. 14th ed. Chicago: University of Chicago Press, 1996.

Note, these guides present differing rules and suggestions; you should choose one system and keep to it consistently.

Useful tips for form of submission: The text must be printed, in double spacing, on one side of each sheet. Indented block quotations, footnotes and endnotes, must be in single spacing. Single spacing should also be used for most tables, documentary material and for entries in the bibliography.

Pagination: Each page after the first (by convention left unnumbered) should be numbered, preferably at the top right-hand corner, where numbers are most easily seen.

- **Presentation**

As for the **presentation of the paper**, it will be held during the last two weeks of the term. This should be a 15 minutes talk that will be followed by some questions by the audience. Students are encouraged to use a power-point-type presentation with handouts.

You will be graded on organization and clarity of your presentation, correctness of your representation of the author's views, usefulness of your outline, intellectual engagement (e.g., using your own examples, offering your own criticisms, pointing out unclear passages in the text and providing your own interpretation, pointing out interesting connections between this text and other texts read in this class), and the ability to connect with the rest of us (e.g., by asking us questions or answering our questions, or otherwise inviting us to participate)

Required Books (these are either available online or their photo-copied versions are available at the department and/ or center library.)

Primary

- Goddard, Angela. *Language and Gender*. Routledge. 2009.
- Litosselini, Lia. *Gender and Language (Theory and Practice)*. Holder Arnold. 2006
- Sunderland, Jane. *Language and Gender*. Routledge. 2006.

Optional:

- Holmes, Janet. *The Handbook of Language and Gender*. Blackwell. 2003.
- DeFrancisco, Pruin Victoria. *Communicating Gender Diversity*. Sage Publications. 2007.
- Woods, Julia. *Gendered Lives*. Wadsworth. 2009.

Due DATES and TIMES: The instructor will not accept late assignments unless the student can provide documentation of a medical and/or family emergency.

Academic Dishonesty Policy: Note that university and department have clear policies against any academic dishonesty. This can include plagiarism, as well as cheating (or even an attempt of

cheating) during two midterm tests and a final exam. Plagiarism, including from the class texts, will result in a failing grade in the class. This is a nonnegotiable penalty.

Plagiarism is the copying or paraphrasing of other people's work or ideas into your own work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Collusion is another form of plagiarism involving the un-authorised collaboration of students (or others) on a piece of work.

Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional or reckless plagiarism may incur severe penalties.

It would be wrong to describe plagiarism as only a minor form of cheating, or as merely a matter of academic etiquette. On the contrary, it is important to understand that plagiarism is **a breach of academic integrity**. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

What forms can plagiarism take?

Verbatim quotation of other people's intellectual work without clear acknowledgement. Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.

Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising.

Cutting and pasting from the Internet. Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

Collusion. This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.

Inaccurate citation. It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. *Title of Book*, discussed in Wilson, E., *Title of Book* (London, 2004), p. 189).

Professional agencies. You should neither make use of professional agencies in the production of

your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided.

Autoplagiarism. You must not submit work for assessment which you have already submitted (partially or in full) to fulfill the requirements of another degree course or examination.

Feedback

The University, Faculty and your instructor are always glad to receive comments about students' experience of studying at Yerevan State University. Students are asked to fill a termly survey where they can also raise a concern. Students are also welcome to discuss any problems with their lecturer, and they can also bring issues or suggestions. However, if a student does wish to raise a concern or make an appeal against the outcome of assessment, it may be that an informal discussion with the person immediately responsible for the matter that a student wishes to complain about.

Students with a disability

The University is committed to ensuring that disabled students are not treated less favourably than other students, and to providing reasonable adjustment to provision where disabled students might otherwise be at a substantial disadvantage.

N.B.

- Students are highly recommended and encouraged to contribute their ideas and pose questions during class discussion.
- Students are encouraged to express their own views in class, yet they should also will to hear other's perspectives.
- Common courtesy and basic respect for your peers and instructors demand that you turn off cellular phones before class begins and that you leave them turned off until class is over.
- I will answer your emails primarily during my office hours. Outside of office hours and during the week, I will strive to respond to your emails within a 24-hour period. During the week, if I have not responded to your email within 48 hours, please resend the email. Please note that I will not be obligated to respond to emails during the weekend.

*Welcome to the course “Language and Gender: Linguistics, Gender and Communication” and
good luck!*

Ani Kojoyan

WEEK 1

• The Critical Concepts of ‘Gender’ and ‘Sex’

key concepts to be covered

- ❖ *Developing Critical Concepts of Gender and Sex*
- ❖ *Approaches to Understanding Gender*
- ❖ *Approaches to Understanding Sex*

Primary Reading Assignment:

- Julia Wood (2009). Chapter 1. Sex, Gender // *Gendered Lives: Communication, Gender and Culture*. Wadsworth. (pp. 20-28).
- Victoria Pruin DeFrancisco (2007). Part I. Foundation// *Communicating Gender Diversity*. Sage Publications. (pp. 3-8, 30-34, 36-40, 43-44, 47-48, 51-60).

Secondary Reading Assignment:

- Julia Wood (2009). Chapter 1. Sex, Gender // *Gendered Lives: Communication, Gender and Culture*. Wadsworth. (pp. 15-20).
- Victoria Pruin DeFrancisco (2007). Part I. Foundation// *Communicating Gender Diversity*. Sage Publications. (9-29, 35-36, 41-42, 45-46).

NOTE! Critical reading/ discussion of the material is always highly encouraged!

WEEK 2

• Theorization of Language and Gender

key concepts to be covered

- *Putting a Gender and Language on the Map*
- *A View of Language: Gender and Language*
- *Pre-Feminist Linguistics*
- *Sexist Language*
- *Changing Language*
- *The Emergence of Feminist Linguistics*

Primary Reading Assignment:

- Lia Litosselini (2006). Theorization of Gender and Language// *Gender and Language (Theory and Practice)*. Holder Arnold. (pp. 2-20).
- Bonnie McElhinny. Theorizing Gender in Sociolinguistics and Linguistics // *The Handbook of Language and Gender*. Janet Holmes ed. Blackwell. 2003. (pp. 21-28).

Secondary Reading Assignment:

- Angela Goddard (2009). Projections // *Language and Gender*. Routledge. (pp. 1-20).
- Bonnie McElhinny. Theorizing Gender in Sociolinguistics and Linguistics // *The Handbook of Language and Gender*. Janet Holmes ed. Blackwell. 2003. (pp. 31-43).

WEEK 3

- **Historical Review: The ‘Language of Women’:**
Lacking, powerless, different, indirect

key concepts to be covered

- *Women’s Language as Deficient*
- *Conversational Labour: Whose Power?*
- *Talking Difference*
- *Beyond Difference*

Primary Reading Assignment:

- Jane Sunderland (2006). Early work on Gender and Language: Proverbs, Quotations and Folk-Linguistic Beliefs // *Language and Gender*. Routledge. (pp. 1-10).
- Lia Litosselini (2006). The ‘Language of Women’: Lacking, Powerless, Different // *Gender and Language (Theory and Practice)*. Holder Arnold. (pp.27-40).

Secondary Reading Assignment:

- Anna Livia. One Man in Two is a Woman: Linguistic Approaches to Gender in Literary Texts // *The Handbook of Language and Gender*. Janet Holmes ed. Blackwell. 2003. (pp. 142-159).
- Robin Lakoff. Language, Gender, and Politics: Putting “Women” and “Power” in the Same Sentence *The Handbook of Language and Gender*. Janet Holmes ed. Blackwell. 2003. (pp. 161-179).

WEEK 4

• The Discursive Construction of Gendered Identities

key concepts to be covered

- ❖ *Discourse and Discourses*
- ❖ *Analyzing Discourses*
- ❖ *Gendered Discourses, Gendered Identities*
- ❖ *Feminist Linguistics: Current Trends*

Primary Reading Assignment:

- Lia Litosselini (2006). The Shift to Discourse: The Discursive Construction of Gendered Identities // *Gender and Language (Theory and Practice)*. Holder Arnold. (pp.47-62).
- Mary Bucholts. Theories of Discourse as Theories of Gender: Discourse Analysis in LAnguage and Gender Studies // *The Handbook of Language and Gender*. Janet Holmes ed. Blackwell. 2003. (pp. 44-54).

Secondary Reading Assignment:

- Susan Philips. The Power of Gender Ideologies in Discourse // *The Handbook of Language and Gender*. Janet Holmes ed. Blackwell. 2003. (pp. 252-276).

WEEK 5

• **Language and Gender in Context:** *Language, Gender and the Media*

key concepts to be covered

- ❖ *Media Discourse*
- ❖ *Gender in the World of Magazines*
- ❖ *The Construction of Gender in Advertisements*

Primary Reading Assignment:

- Lia Litosselini (2006). Gender and Language in the Media // *Gender and Language (Theory and Practice)*. Holder Arnold. (pp. 91-118).

Secondary Reading Assignment:

- Jane Sunderland (2006). Developing Understanding of Language: Language Change and Context // *Language and Gender*. Routledge. (pp. 32-47).

WEEK 6

• Language and Gender in Context: *Language and Gender in the Workplace*

key concepts to be covered

- *Difference and Dominance in the Workplace*
- *Gendered Discourse at Work*
- *Changing the Discourse in Organizations*

Primary Reading Assignment:

- Lia Litosselini (2006). *Gender and Language in the Workplace // Gender and Language (Theory and Practice)*. Holder Arnold. (pp. 123-143).
- Janet Holmes. "Feminine" Workplace: Stereotype and Realty // *The Handbook of Language and Gender*. Janet Holmes ed. Blackwell. 2003. (pp. 273-280).

Secondary Reading Assignment:

- Janet Holmes. "Feminine" Workplace: Stereotype and Realty // *The Handbook of Language and Gender*. Janet Holmes ed. Blackwell. 2003. (pp. 281-600).

WEEK 7

• Making up Gender while Using Language

key concepts to be covered

- ❖ *Social Roles*
- ❖ *Fictional Worlds*
- ❖ *Fictionalizing Ourselves*

Reading Assignment:

- Angela Goddard (2009). *Making up Gender // Language and Gender*. Routledge. (pp. 21-39).
- Jane Sunderland (2006). The Influence of Feminism and Feminist Linguistics: Robin Lakoff, Dale Spender, 'Deficit' and 'Domination'. Daniel Maltz and Ruth Borker, and 'Difference' // *Language and Gender*. Routledge. (pp. 11-21).

Week 8

- **MIDTERM TEST 1**

WEEK 9 (*Final paper topic due*)

- **Gender, Generics and Grammatical Rules**

key concepts to be covered

- ❖ *Cognition and Language*
- ❖ *Constructing and Categories*
- ❖ *Gender, Generics and Grammatical Rules*
- ❖ *Generics and Cognition*

Primary Reading Assignment:

- Angela Goddard (2009). All in the Mind? // *Language and Gender*. Routledge. (pp. 41-59).
- Jane Sunderland (2006). Developing Understanding of Gender // *Language and Gender*. Routledge. (pp. 21-31).

Secondary Reading Assignment:

- Jane Sunderland (2006). Approaches to Gender and Language Research // *Language and Gender*. Routledge. (pp. 55-61).

WEEK 10 (*Final paper paragraph due*)

• **Speech Styles and Gender**

key concepts to be covered

- ❖ *Folk-linguistics*
- ❖ *A History of Research on Gender and Speech Styles*
- ❖ *The Linguistic Relativity Criticism*
- ❖ *The Language Context Criticism*
- ❖ *The Cultural Diversity Criticism*

Primary Reading Assignment:

- Angela Goddard (2009). Gender and Speech Styles // *Language and Gender*. Routledge. (pp. 81-106).

Secondary Reading Assignment:

- Deborah Cameron (1998). Gender, Language, and Discourse: A Review Essay // *Sign*, Vol. 23/ 4 (pp. 945-973).

WEEK 11 (*Bibliography paragraph due*)

• **Discourses, Identities and Ideologies**

key concepts to be covered

- ❖ *What is a Discourse?*
- ❖ *Invisible Discourses, Powerful Practices*
- ❖ *Prominence and Dominance*

Primary Reading Assignment:

- Angela Goddard (2009). Projections // *Language and Gender*. Routledge. (pp. 101-125).

Secondary Reading Assignment:

- Jane Sunderland (2006). Developing Understanding of Language: Discourse and Discourses // *Language and Gender*. Routledge. (pp. 32-47).

WEEK 12 (*Final paper due*)

• **Gendered Voices: Constructing Gender in Communication**

Verbal Means of Communication

key concepts to be covered

- ❖ *Constructing Gender in Communication*
- ❖ *Constructing Sex in Communication*
- ❖ *Gendered Conversational Styles*
- ❖ *Power and Talk: Male Generic Language Excludes Women*
- ❖ *Language Organizes Perceptions of Gender*
- ❖ *Gendered Styles of Verbal Communication*
- ❖ *Gendered-Based Misinterpretations in Communication*

Reading Assignment:

- Julia Woods (2009). *Gendered Verbal Communication // Gendered Lives*. Wadsworth. (pp. 117-132).
- Victoria Pruin DeFrancisco (2007). *Gendered/ Sexed Voices // Communicating Gender Diversity*. Sage Publications. (pp. 61-71).

WEEK 13

• Gendered Bodies

Non-Verbal Means of Communication

key concepts to be covered

- ❖ *Gender Embodiment: Why Non-verbals Matter*
- ❖ *Components of Nonverbal Communication*
- ❖ *Gender as a Body Performance*
- ❖ *Refusing the Command Performance*
- ❖ *Functions and Forms of Nonverbal Communication*
- ❖ *Cultural Values and Gendered Nonverbal Communication*

Reading Assignment:

- Julia Woods (2009). *Gendered Nonverbal Communication // Gendered Lives*. Wadsworth. (pp. 139-157).
- Victoria Pruin DeFrancisco (2007). *Gendered/ Sexed Bodies // Communicating Gender Diversity*. Sage Publications. (pp. 82-92).

WEEK 14 (Presentations)

• Gendered and Sexed Language

key concepts to be covered

- ❖ *Theories Explaining the Power of Language*
- ❖ *Language Can Be Used to Oppress*
- ❖ *Language Can be Used to Subordinate*
- ❖ *Language and Resistance*

Reading Assignment:

- Victoria Pruin DeFrancisco (2007). *Gendered/ Sexed Voices // Communicating Gender Diversity*. Sage Publications. (pp. 107-139).

WEEK 15 (Presentations)

- **Language, Gender and Intercultural Communication**

key concepts to be covered

- ❖ *Gender, Language , Identity and Intercultural Communication*
- ❖ *Cultural Identity, Representation and Othering*

Primary Reading Assignment:

- Jane Jackson ed. (2012). Language, Identity and Intercultural Communication // *The Routledge Handbook of Language and Intercultural Communication*. Routledge. (pp. 167-194).

Secondary Reading Assignment:

- Jane Jackson ed. (2012). *The Routledge Handbook of Language and Intercultural Communication*. Routledge. (pp. 17-37, 195-211).

WEEK 16

- **MIDTERM TEST 2**

- **FINAL EXAM**

Thank you for your collaboration, and good luck with your final exam!