LANGUAGE AND GENDER, A CRITICAL PERSPECTIVE
Lenguaje y Género: Un Acercamiento Crítico.

MODULE Módulo	SUBJECT Materia	YEAR Curso	SEMESTER Semestre	ECTS	TYPE Carácter
Linguistics	Language and gender, a critical perspective		2	5	Optional

PROFESSOR/Profesor(es)	CONTACT Dirección completa de contacto para tutorías
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	OFFICE HOURS **Horario de tutorías**
	M & W: 4.30 pm -7.30 pm

MASTER WHERE IT IS OFFERED Máster en el que se imparte	OTHER MASTERS WHERE IT COULD BE OFFERED Otros másteres a los que se podría ofertar
Máster en Literatura y Lingüística Inglesas Master in English Literature and Linguistics	GEMMA

PREREQUISITES AND/OR RECOMMENDATIONS
Prerequisitos y/o recomendaciones (si procede)

BRIEF DESCRIPTION OF COURSE CONTENTS
Breve descripción de contenidos (según memoria de verificación del máster)

Theory

In this seminar we scrutinise the relationship between a social construct such as gender and the system of communication we human beings come to use every single day.

The syllabus develops in a double direction: from language to gender and from gender to language. This means that we analyse both how the speaker's gender may influence their linguistic behaviour, and the way gender is represented in various contexts. The evolution from the deficit, difference and dominance approaches to a shift to discourse is regarded as crucial here. So attention is not directed to whether men and women speak differently, or whether the language used by females is a deviation from the male norm, but on which grounds gender can be comprehended as a dynamic construct.

The main theoretical framework underpinning this course is (critical) discourse analysis. Thus, among other things, we examine enactments of power by men and women in the public domain. We also see how research has abounded on the role of gender in politics, the media, the workplace or the classroom context. Sexism, victimisation, emancipation and the construction of identity are key issues in question. As for our

methodological bent, we aim for qualitative corpus-based research.

The description of so-called *female language* is the starting point from which students will depart. By the end of the course, they will have debunked some views on this particular issue and will have got familiar with sociolinguistics and pragmatics, as well. Notions such as power, status and hegemony will be employed to understand how asymmetry works.

Practice
- Individual exercise on gender and society;
- Individual exercise on gender and advertising;
- Oral presentation about gender and sociolinguistics;
- Individual final essay on gender and corpus linguistics.

GENERAL AND SPECIFIC COMPETENCIES
Competencias generales y específicas del módulo

Basic competences
- CB6 – To possess and understand knowledge that can provide a basis or opportunity to be original in the development and/or application of ideas, often in a research context;
- CB7 – To know how to apply the knowledge acquired in the classroom and how to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the area of study;
- CB8 – To integrate knowledge and face the complexity of formulating opinions based on information that includes reflections on the social and ethical responsibilities linked to the application of student's knowledge and judgment;
- CB9 – To know how to communicate conclusions and knowledge to specialised and non-specialised audiences in a clear and unambiguous way;
- CB10 – To have the learning skills that allow students to keep studying in a way that will be largely autonomous.

General competences
- CE1 – To understand and critically evaluate the most up-to-date theories and methods of research in the fields of English literature and English linguistics;
- CE2 – To identify case studies, and different epistemological approaches available to elaborate and defend arguments, as well as to solve problems within the area of English linguistics;
- CE3 – To design and carry out research projects, and translate their results into critical tests following the formal conventions of the MLA system, with a clear, rigorous and well-structured epistemological framework;
- CE4 – To expose and defend clearly the objectives, methodology and results of research in the field of literature and linguistics in English;
- CE8 – To know the different theoretical approaches as well as the principles of research (planning, sampling, collection, processing and analysis of data) in areas of English linguistics such as lexicography, sociolinguistics and historical linguistics, among others;
- CE9 – To know the principles of corpus linguistics and its different applications in various interdisciplinary fields;
- CE10 – To develop the ability to apply the principles of linguistics beyond theoretical linguistics, such as pragmatics and discourse analysis, language philosophy, gender studies, literary analysis, film language, or acquisition and bilingual education.

Specific competences
Cognitive
- To know the metalanguage of systemic-functional grammar, (critical) discourse analysis and sociolinguistics;
- To know the principles of classification of concepts such as sex, gender, androcentrism, sociolect or dialect;
- To know and distinguish the different sociolinguistic perspectives, their areas of study and their applications.

Procedural
- To develop students' capacity for linguistic analysis taking into account the co-textual and contextual factors that may have a decisive impact on language usage;
- To observe how the varieties of the English language depend on the degree of formality, place of birth, social context, age, and, especially, gender or identity sexual.

Attitudinal
- Intellectual curiosity to learn new theories and study new phenomena of social significance;
- Interest in the sociolinguistic aspects of English through active participation in class;

- Interest in the cultural and ideological manifestations of the English-speaking linguistic communities;
- Interest in the study of cultural identity;
- Initiative when adopting a multidisciplinary approach;
- Critical spirit with which to distinguish the pros and cons of any theoretical framework;
- Initiative to autonomously solve specific description problems;
- Flexibility and openness to diversity;
- Discipline and regularity in the study.

OBJECTIVES
Objetivos (expresados como resultados esperables de la enseñanza)

- To have learned to work on a team basis;
- To have learned to present ideas and opinions in public;
- To have learned to write ideas and opinions rationally and systematically;
- To have mastered the basic concepts related to sociolinguistics;
- To have understood the concepts of Speech Community and Social Network, and the relationships between them and linguistic variation;
- To have learned to identify variations in the English language motivated by variables such as the sex of the speaker or their sexual identity;
- To have learned to identify case studies of interest within the area, propose a project of analysis to solve the underlying problems to them following canonical and non-canonical models;
- To have learned to use the tools of corpus linguistics in order to carry out a bias-free analysis.

DETAILED DESCRIPTION OF THE CONTENTS
Temario detallado de la asignatura

1. **INTRODUCTION**
   1.1. KEY CONCEPTS
      1.1.1. "SEX" IS NOT THE SAME AS "GENDER"
      1.1.2. "SEXISM", "ANDROCENTRISM", "FEMINISM", ETC.
      1.1.3. GENDER AND LANGUAGE VS. LANGUAGE AND GENDER
   1.2. STEREOTYPING, SILENCE AND OPPRESSION: CAUSES AND CONSEQUENCES
      1.2.1. OTTO JESPERSEN'S "THE WOMAN"
      1.2.2. THE COLLINS COBUILD AT STAKE
      1.2.3. A FEMINIST DICTIONARY
   1.3. POTENTIALLY USEFUL THEORETICAL APPROACHES TO GENDERED LINGUISTICS
      1.3.1. SYSTEMIC FUNCTIONAL GRAMMAR
      1.3.2. CORPUS-BASED CRITICAL DISCOURSE ANALYSIS
      1.3.3. PRAGMATICS AND CONVERSATIONAL ANALYSIS

2. **LANGUAGE, GENDER AND SOCIETY**
   2.1. THE CONTRIBUTION OF SOCIOLINGUISTICS
   2.2. WHAT IS A "SOCIOLECT", AN "IDIOLECT" AND A "GENDERLECT"?
   2.3. MEN AND WOMEN SPEAK DIFFERENTLY, SOME CLAIM
      2.3.1. JENNIFER COATES' DEFICIT, DIFFERENCE, DOMINANCE AND DIVERSITY APPROACHES
      2.3.2. "WOMEN'S LANGUAGE" AS A CONSTRUCT
         2.3.2.1. THE STARTING POINT: ROBIN LAKOFF
         2.3.2.2. TRYING TO DESCRIBE THE DIFFERENCE
      2.3.3. THE EMPIRICAL EVIDENCE
         2.3.3.1. ONE EXAMPLE IN IRISH THEATRE
         2.3.3.2. MEN AND WOMEN IN POLITICS
         2.3.3.3. THE REPRESENTATION OF SEXUAL ORIENTATION
         2.3.3.4. GENDER AND LEARNER LANGUAGE

3. BY WAY OF CONCLUSION

    3.1. IN SEARCH OF A THEORETICAL ALTERNATIVE: JUDITH BUTLER'S POST-STRUCTURALIST STANCE

    3.2. THE PROS AND CONS OF FEMINIST CRITICAL DISCOURSE ANALYSIS

RECOMMENDED BIBLIOGRAPHY
Bibliografía

Bartley, L. & E. Hidalgo Tenorio (2015). "Constructing perceptions of sexual orientation: A corpus-based critical discourse analysis of transitivity in the Irish Press". *Estudios Irlandeses*, 10: 14-34.

Bartley, L. & E. Hidalgo Tenorio (2016a). "'To Be Irish, Gay, and on the Outside': A Critical Discourse Analysis of the Other after the Celtic Tiger Period". *Journal of Language and Sexuality*, 5(1): 1-36.

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Benítez Castro, M.A. & E. Hidalgo Tenorio (2018). "'We were treated very badly, treated like slaves': A critical metaphor analysis of the accounts of the Magdalene Laundries victims", in P. Villar-Argáiz (ed.), *Irishness on the Margins. Minority and Dissident Identities*. Houndmills & NY: Palgrave/Macmillan, pp. 101-127.

Benítez Castro, M.A. & E. Hidalgo Tenorio (2019). "Rethinking Martin & White's AFFECT taxonomy: A psychologically-inspired approach to the linguistic expression of emotion", in L. Mackenzie and L. Alba-Juez (eds.), *Emotion in Discourse*. Amsterdam/Philadelphia: John Benjamins, pp. 307-338.

Baxter, J. (2006). *Speaking out: the female voice in public contexts*. Basingstoke: Palgrave Macmillan.

Butler, M. & G. Keith (eds) (1999). *Language, power and identity*. London: Hodder & Stoughton.

Cameron, D. (ed.) (1998). *The feminist critique of language: a reader*. London: Routledge.

Cameron, D. & D. Kulick (2003). *Language and sexuality*. Cambridge: CUP.

Chambers, J.K. (1995). *Sociolinguistic theory. Linguistic variation and its social significance*. Oxford: Blackwell.

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Eckert, P. & McConnell-Ginet, S. (2003). *Language and gender*. Cambridge: CUP.

Goddard, A. & L.M. Patterson (2000). *Language and gender*. London & New York: Routledge.

Harrington, K. et al. (2008). *Gender and language research methodologies*. Basingstoke: Palgrave Macmillan.

Hidalgo Tenorio, E. (1999). "The Playboy of the Western World: The Subversion of a Traditional Conception of Irishness?". *Journal of Literary Studies*, 15(3/4), pp. 425-458.

Hidalgo Tenorio, E. (2002). "'I want to be a Prime Minister', or what linguistic choice can do for campaigning politicians". *Language and Literature*, 11(3), pp. 243-261.

Hidalgo Tenorio, E. (2004). "The discourse of good and evil in twentieth-century speeches", in M. Breen (ed.), *Truth, reconciliation, and evil*. Amsterdam & N.Y.: Rodopi, pp. 45-65.

Hidalgo Tenorio, E. (2009). "The metaphorical construction of Ireland", in K. Ahrens (ed.) Politics*, gender and conceptual metaphors*. Houndmills and N.Y.: Palgrave Macmillan, pp. 161-194.

Hidalgo Tenorio, E. (2010). "Side Effects of the Linguistic Construction of Others' Wickedness", in N. Billias (ed.), *Promoting and Producing Evil*. Amsterdam & N.Y.: Rodopi, pp. 33-63.

Hidalgo Tenorio, E. (2011a). "Politics and Language: The Representation of some "Others" in the Spanish Parliament", in J. Collins & N. Vosburg (eds) *Lesbian Realities/Lesbian Fictions in Contemporary Spain*. Lewisburg, PA.: Bucknell University Press and Rowman & Littlefield, pp. 119-148.

Hidalgo Tenorio, E. (2011b). "Critical Discourse Analysis, an Overview". *Nordic Journal of English Studies*, 10(1), pp. 183-210.

Hidalgo Tenorio, E. (2013). "'Good evening to you, lady of the house': Consideraciones sobre el principio de cortesía en el teatro de J.M. Synge". *RAUDEM. Revista de Estudios de las Mujeres*, 1, pp. 201-236.

Hidalgo Tenorio, E. (2016). "Genderlect", in N. Naples, R. C. Hoogland, M. Wickramasinghe & A. Wong (eds) *The Wiley-Blackwell Encyclopedia of Gender and Sexuality Studies*. Oxford: Wiley-Blackwell, pp. 1193-1196.

Hidalgo Tenorio, E., O.G. Luengo & M. Trenzado (2008). "Propaganda electoral", in V. Sampedro Blanco et al. (coords.) *Televisión y urnas 2004. Políticos, periodistas y publicitarios*. Madrid: Editorial Universitaria Ramón Areces, pp. 133-157.

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Holmes, J. & M. Meyerhoff (2003). *The handbook of language and gender*. Malden, M.A.: Blackwell.

Lakoff, R. (2004). *Language and woman's place. Text and commentaries*. Oxford: OUP.

Lazar, M. (ed.) (2005). *Feminist Critical Discourse Analysis. Gender, power and ideology in discourse*. Houndmills: Palgrave Macmillan.
Litosseliti, L. (2006). *Gender and language. Theory and practice*. London: Hodder Arnold.
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Mills, S. (2004). *Gender and politeness*. Cambridge: CUP.
Pauwells, A. (1998). *Women changing language*. London & New York: Longman.
Preisler, B. (1986). *Linguistic sex roles in conversation*. Berlin.
Sunderland, J. (2004). *Gendered discourses*. Basingstoke & N.Y.: Palgrave Macmillan.
Tannen, D. (2006). *You're wearing that? Understanding mothers and daughters in conversation*. London: Virago Press.

RECOMMENDED LINKS
Enlaces recomendados

International Gender and Language Association; http://igalaweb.wixsite.com/igala
European Institute for Gender Equality: http://eige.europa.eu/
HeforShe: http://www.heforshe.org/en
Genderanalyzer: http://www.genderanalyzer.com/
Gender Guesser: http://www.hackerfactor.com/GenderGuesser.php
Language and gender1: http://www.universalteacher.org.uk/lang/gender.htm
Language and gender 2: https://sites.google.com/site/englishatknutsford/home/eng...

Paul Baker: http://www.lancaster.ac.uk/linguistics/about-us/people/pa...
Deborah Cameron: https://www.english.ox.ac.uk/people/professor-deborah-cam...
Jenny Chesire: http://www.putlearningfirst.com/language/index.html;
http://webspace.qmul.ac.uk/jlcheshire/publications.htm
Jennifer Coates: https://aggslanguage.wordpress.com/2009/10/06/jennifer-co...
Janet Holmes: http://www.victoria.ac.nz/lals/about/staff/janet-holmes
Veronika Koller: http://www.lancaster.ac.uk/linguistics/about-us/people/ve...
Robin Lakoff: http://robinlakoff.com/
Lia Litosseliti: http://www.city.ac.uk/people/academics/evangelia-litosseliti
Jane Sunderland: http://www.lancaster.ac.uk/linguistics/about-us/people/ja...
Deborah Tannen: http://www.deborahtannen.com/

EDUCATIONAL METHODS
Metodología docente

To facilitate the acquisition of the competences listed above, the students' personal work will be distributed as follows:
- Face-to-face activities (30%) – theoretical and practical classes, tutorials and seminars;
- Non-contact activities (60%) – study, bibliographical search and paper writing;
- Evaluation (10%) – essays, written and oral exams, and formative evaluation.

Students' active participation is more than welcome. Thus, the methodology of this seminar will be characterised by:
- The use of diverse teaching strategies (lectures, case studies, cooperative work);
- The integration of theory and practice;
- The use of techniques that encourage discussion and reflection on theoretical and practical aspects, in order to facilitate the evaluation of the different theoretical concepts and their practical application;
- Review and discussion of compulsory readings and other previously agreed materials;
- Collaborative work as well group discussion of individual analyses will be encouraged.

Criteria
- Critical knowledge of the concepts studied in the module;
- Ability to observe the English language from a sociolinguistic and discursive perspective, and to express properly the ideas that emanate from its reflection;
- Ability to develop a reasoned and informed explanation of all the aspects analysed in the classroom based on the analysis of all types of texts, be they speeches, news, images or multimodal documents.

EVALUATION
Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

Instruments
- Essays;
- Oral presentation;
- Final exam;
- Class participation.

Criteria
- Critical knowledge of the concepts studied in the classroom;
- Mastery of technical terminology;
- Ability to elaborate a reasoned and informed explanation about the different concepts studied;
- Capacity to apply the knowledge acquired in the classroom;
- Degree of development of the competences of the module.

Percentage
- Classwork: 30%;
- Attendance and participation: 20%
- Oral presentation: 20%
- Final assignment paper: 20%;
- Final exam: 10%.

Notice
Plagiarism is unacceptable.

ADDITIONAL INFORMATION
Información adicional

- The language of tuition is English;
- All the materials and readings necessary to follow the lectures will be uploaded in SWAD (https://swad.ugr.es/es).