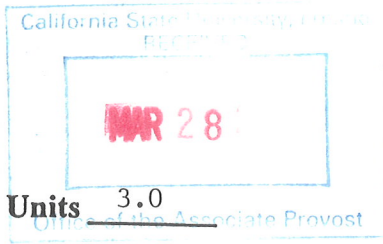


sent to PA 4/9/01



General Education Course Proposal

Proposed Course: LING 130 LANGUAGE AND GENDER
Prefix No. Title

Units 3.0
Office of the Associate Provost

Department: LINGUISTICS **School:** ARTS AND HUMANITIES

GE Category (Indicate one category only):

Foundation: A1 ; A2 ; A3 ; B4
Breadth: B1 ; B2 ; C1 ; C2 ; D ; E
Integration: B ; C X; D ; International/Multicultural

Existing Course ; **Revised Course** X; **New Course**

Course Included in Current GE Program

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

A critical examination of the relationship between language and gender; sexism in linguistic structure and oral and written discourse; gender-based variation in linguistic norms and practices in different cultures and social groups; social, educational, and political implications.

Enrollment limit per section: 20
Expected number of sections per semester – Year 1 1; **Year 3** 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Barbara Buch 12/4/00
Department Chair Date

Kathleen M. Guly 3/29/01
School Curriculum Committee Date

Paul J. Cook 3-21-00
School Dean Date

Paul Cook 5/11/01
General Education Subcommittee Date

J. Scheremma 5/11/01
Associate Provost Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S 54

Attachment #2: General Syllabus

Proposed Course: LING 130 Language and Gender

LINGUISTICS 130: LANGUAGE AND GENDER

Catalog Description: A critical examination of the relationship between language and gender; sexism in linguistic structure and oral and written discourse; gender-based variation in linguistic norms and practices in different cultures and social groups; social, educational, and political implications.

General Education: This course fulfills one of the General Education requirements in Integration, Area C.

3 units, no prerequisite

Instructor: xxxx

Office: Peters, Rm. xx (Phone: xxx-xxxx)

Department office: Peters, Rm. 383 (Phone: 278-2441)

E-mail: xxxx

Office hours: xxxx

Summary outline of the course: Language and gender is an introductory course dealing with the relationship between language and gender in society. The course consists of three major parts: (1) representations of gender in language, (2) relation of gender to norms and practices of speaking and writing, and (3) social, educational, and political implications. (See Course Schedule below for details.)

Course goals and student learning outcomes:

To stimulate students' thinking about the nature and function of language as it relates to gender; to familiarize the students with theories and methods of sociolinguistic research, in particular, language and gender studies. The course goals will be achieved through class discussions of readings as well as through lectures, student's papers, and some other assignments (see Assignments below). At the successful completion of this course, students should be able to:

- (1) examine various forms of the relationship between language and gender and increase awareness of the significant role language plays in gender arrangements in the society [topics 1-9 in Course Topics below],
- (2) recognize and analyze how men and women are conceptualized in language, how cultural models and stereotypes for men and women are produced and reproduced through linguistic structures and oral and written discourses, including literary works, [topics 1-3, 9],
- (3) critically examine the question of whether linguistic change, as it relates to sexism in words, phrases, and discourses in various genres in English and other languages, may contribute to social change [topics 1 and 2],
- (4) gain a better understanding of how gender norms and expectations for speech are produced and promoted in verbal interactions and through socialization [topics 3 and 7],
- (5) identify gender differences in speaking and writing and reflect upon the meanings of these differences [topics 4-6],

- (6) gain a better understanding of the way men and women in different cultures and social groups negotiate gender norms for speaking and writing and use language to express their voices and to index and construct their identities and interpersonal relationships [topics 5, 6, and 8],
- (7) evaluate the social, educational and political implications of the relationship between language and gender [topics 7-9].

Textbook:

Reading packet (See below for the content of the packet.)

Other teaching materials:

Films:

1. On gender norms for speech (a play)
2. On male and female communication styles (a play)

Course topics:

Part I: Representations of Gender in Language

In Part I, we analyze words, phrases and discourses in English and other languages in order to find out how men and women are conceptualized and represented in language and how cultural models and stereotypes for men and women are produced and reproduced through language. Part I consists of the following two topics:

- Topic 1: Sexism in language
(Time spent: 2.5 weeks)
- Topic 2: Representations of gender in discourse
(Time spent: 2.5 weeks)

Part II: Relation of Gender to Speaking and Writing: Norms and Practices

In Part II, we first examine how norms and expectations for male and female speech styles are constructed and promoted in the society. We then focus on empirical studies examining male and female speech in English and other languages, including both earlier quantitative variation studies and more recent ethnographic studies that examine various communities of practices, including issues related to male and female language in dramatic and general fiction as well as poetry. Through this examination, we consider how men and women actually talk and why. Part II consists of the following four topics:

- Topic 3: Male and female speech: Cultural norms and expectations
(Time spent: 1.5 weeks)
- Topic 4: Male and female speech patterns: Variation studies
(Time spent: 1.5 weeks)
- Topic 5: Construction of gender identities through discursive practice
(Time spent: 2 weeks)
- Topic 6: Women's language and writing
(Time spent: 2 weeks)

Part III: Language and Gender: Social, Educational, and Political Implications

Part III discusses social, educational, and political implications of language and gender studies. Part III consists of the following three topics:

Topic 7: Language, gender, and socialization
(Time spent: 1.5 weeks)

Topic 8: Language and gender in institutional contexts
(Time spent: 1.5 weeks)

Topic 9: Language, gender and power
(Time spent: 1 week)

Note: The order in which these topics are presented and the emphasis given to them may vary with the instructor.

Course calendar: Each syllabus will contain information on the weeks that topics will be covered, reading assignments, the dates for examinations, and writing assignments due. The syllabus will state that this information on the course calendar is subject to changes and that any changes will be communicated to the students as needed.

Assignments:

1. Attendance and class participation: Students are required to attend every class and participate in class discussions.
2. Homework: Students are required to do the assigned readings and answer the reading questions in the study guide before each class so that they can participate in class discussions and otherwise understand the class content.
2. Examinations: There will be two mid-term examinations and a final examination. The final examination is comprehensive.

Criteria for evaluating exams: (1) accuracy of the content of the answers and (2) the style of writing (conciseness, grammar, etc.).

3. Writing assignments: According to the General Education Policy, each upper division GE course has a 4,000 word writing requirement with one sustained writing assignment of at least 2,000 words. Accordingly, each student in this course is required to complete the following writing assignments:
 - (1) A 300-word mini-essay on gender in proverbs in English and other languages.
(Due: at the end of the 2nd week)
 - (2) Research project: Choose one topic in Part I or II of the course. Collect language data relating to the topic and analyze them and discuss the findings. (A 500-word proposal due at the end of the 5th week. A 2,000-word paper due at the end of the 11th week. See the Guidelines for further information.)
 - (3) A 600-word mini-essay: Choose one reading in Part II of the course. Summarize it and discuss critically the issues raised by the reading. (See the Guidelines for

further information.)

- (4) A 600-word mini-essay: Choose one reading in Part III of the course. Summarize it and discuss critically the issues raised by the reading. (See the Guidelines for further information.)

The guidelines for each writing assignment will be given in class.

The writing assignments will be graded based on the following criteria:

1. Clarity of organization
2. Understanding of problem, issue, or topic
3. Utilization of the relevant literature pertinent to problem, issue, or topic
4. Analysis of problem, issue, or topic
5. Discussion of the results of the analysis of problem, issue, or topic
6. Theme development and coherence
7. Accuracy in grammar, spelling, and punctuation
8. the appropriateness of styles for the genres in question

Rating of each criterion: 0 (unsatisfactory), 1 (satisfactory), or 2 (good)
Total: A=16-15 B=14-13 C=12-11 D=10-8 F=7-0

Note: The details of the writing assignments may vary depending on the instructor.

Criteria for evaluating student work/Grading basis: Each syllabus will state how each of the assignments is weighted and what basis will be used for assigning the course grade.

General information:

1. Attendance policy: All students should strive to attend every class.
2. No special arrangements will be made for makeup exams. Every writing assignment must be turned in on the due date.
3. Cheating and plagiarism. All students must refer to the Catalog and the Schedule of Courses for the University's policy regarding cheating and plagiarism.
4. Students with disabilities. If you have a disability, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course can be made. Please contact Services to Students with Disabilities.

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Attachment #3: Typical Syllabus

Proposed Course: LING 130 Language and Gender
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LINGUISTICS 130: LANGUAGE AND GENDER

3 units, no prerequisite

Fall 2001

Instructor: Shigeko Okamoto
Office: Peters, Room 417 (Phone: 278-4729)
Department office: Peters, Room 383 (Phone: 278-2441)
E-mail: shigeko_okamoto@csufresno.edu
Office hours: MWF xxx

CATALOG DESCRIPTION:

A critical examination of the relationship between language and gender; sexism in linguistic structure and oral and written discourse; gender-based variation in linguistic norms and practices in different cultures and social groups; social, educational, and political implications.

SUMMARY OUTLINE OF THE COURSE:

Language and gender is an introductory course dealing with the relationship between language and gender in society. The course consists of three major parts: (1) representations of gender in language, (2) relation of gender to norms and practices of speaking and writing, and (3) social, educational, and political implications. (See Course Schedule below for details.)

COURSE GOALS AND STUDENT LEARNING OUTCOMES:

To stimulate students' thinking about the nature and function of language as it relates to gender; to familiarize the students with theories and methods of sociolinguistic research, in particular, language and gender studies. The course goals will be achieved through class discussions of readings as well as through lectures, student's papers, and some other assignments (see Assignments below). At the successful completion of this course, students should be able to:

- (1) examine various forms of the relationship between language and gender and increase awareness of the significant role language plays in gender arrangements in the society [topics 1- in Course Topics below],
- (2) recognize and analyze how men and women are conceptualized in language, how cultural models and stereotypes for men and women are produced and reproduced through linguistic structures and oral and written discourses, including literary works, [topics 1-3, 9],
- (3) critically examine the question of whether linguistic change, as it relates to sexism in words, phrases, and discourses in various genres in English and other languages, may contribute to social change [topics 1 and 2],
- (4) gain a better understanding of how gender norms and expectations for speech are produced and promoted in verbal interactions and through socialization [topics 3 and 7],

- (5) identify gender differences in speaking and writing and reflect upon the meanings of these differences [topics 4-6],
- (6) gain a better understanding of the way men and women in different cultures and social groups negotiate gender norms for speaking and writing and use language to express their voices and to index and construct their identities and interpersonal relationships [topics 5, 6, and 8],
- (7) evaluate the social, educational and political implications of the relationship between language and gender [topics 7-9].

TEXTBOOK

Reading packet [Available at Master Copy, SE corner of Cedar & Shaw.] (See below for the content of the packet.)

COURSE TOPICS

Part I: Representations of Gender in Language

In Part I, we analyze words, phrases and discourses in English and other languages in order to find out how men and women are conceptualized and represented in language and how cultural models and stereotypes for men and women are produced and reproduced through language. Part I consists of the following two topics:

- Topic 1: Sexism in language
- Topic 2: Representations of gender in discourse

Part II: Relation of Gender to Speaking and Writing: Norms and Practices

In Part II, we first examine how norms and expectations for male and female speech styles are constructed and promoted in the society. We then focus on empirical studies examining male and female speech in English and other languages, including both earlier quantitative variation studies and more recent ethnographic studies that examine various communities of practices. Through this examination, we consider how men and women actually talk and why. Part II consists of the following four topics:

- Topic 3: Male and female speech: Cultural norms and expectations
- Topic 4: Male and female speech patterns: Variation studies
- Topic 5: Construction of gender identities through discursive practice
- Topic 6: Women's language and writing

Part III: Language and Gender: Social, Educational, and Political Implications

Part III discusses social, educational, and political implications of language and gender studies. Part III consists of the following three topics:

- Topic 7: Language, gender, and socialization
- Topic 8: Language and gender in institutional contexts
- Topic 9: Language, gender and power

COURSE SCHEDULE: Topics to be covered and reading assignments

The readings listed for each week will be discussed in class during that week. You will receive a study guide for each reading assignment. Prepare answers for ALL the questions in the study guide for that reading BEFORE you come to class.

PART I: Representations of Gender in Language

Weeks 1-3 Sexism in Language [topic 1]

- Reading:
- R. Lakoff, 1975. Talking about women, Part 1-3 of *Language and Woman's Place*.
 - C. Hines, 1999. Rebaking the pie: the WOMAN AS DESSERT metaphor. In M. Bucholtz, A.C. Liang, and L. A. Sutton (eds.), *Reinventing Identities: the Gendered Self in Discourse*.
 - A. Bordine, 1975. Androcentrism in prescriptive grammar: singular 'they', sex-indefinite 'he', and 'he or she'." In *Language in Society*, 4.
 - O. Endo, 1995. Aspects of sexism in [the Japanese] language. In K. Fujimura-Fanselow and A. Kameda (eds.), *Japanese Women: New Feminist Perspectives on the Past, Present, and Future*.
 - S. Ehrlich and R. King, 1992. Gender-based language reform and the (de)politicization of the lexicon. In *Language and Society* 3.
 - Survey: Gender in proverbs and maxims in world languages.

Weeks 3 & 5 Representations of Gender in Discourse [topic 2]

- Reading:
- D. Smith, 1988. Femininity as discourse. In L. G. Roman and L. K. Christian-Smith (eds.), *Becoming Feminine: the Politics of Popular Culture*.
 - L. Christian-Smith, 1989. Power, knowledge and curriculum: constructing femininity in adolescent romance novels. In S. de Castell, A. Kuke and C. Luke (eds.), *Language, Authority and Criticism: Readings on the School Textbook*.
 - M. F. Orellana, 1999. Good guys and "bad" girls: identity construction by Latina and Latino student writers. In M. Bucholtz, A.C. Liang, and L. A. Sutton (eds.).
 - B. Johnstone, 1993. Community and contest: Midwestern men and women creating their worlds in conversational storytelling. In D. Tannen (ed.), *Gender and Conversational Interaction*.
 - K. Clark, 1992. The linguistics of blame: representations of women in The Sun's reporting of crimes of sexual violence. In M. Toolan (ed.), *Language, Text and Context*.

Midterm I

PART II: Relation of Gender to Speaking and Writing: Norms and Practices

Weeks 6 & 7 Male and Female Speech: Cultural Norms and Expectations [topic 3]

- Reading:
- O. Jerspersen, 1992. The woman, Ch. 8 of *Language: Its Nature, Development and Origin*.

- R. Lakoff, 1975. Talking like a lady, Part 1-2 of *Language and Woman's Place*.
- S. Trechter, 1999. Contextualizing the exotic few: gender dichotomies in Lakshota. In M. Bucholtz, A.C. Liang, and L. A. Sutton (eds.).
- George Bernard Shaw. *Pygmalion* (excerpts).

Film:

-*Pygmalion*.

Weeks 7 & 8

Male and female Speech Patterns: Variation Studies
[topic 4]

Reading:

- J. Coates, 1993. Quantitative studies, Ch. 4 of *Women, Men and Language*.
- J. Coates, 1993. Gender differences in communicative competence, Ch. 6 of *Women, Men and Language*.
- D. Tannen (with Robin Lakoff), 1994. Conversational strategy and metastrategy in a pragmatic theory: the example of *Scenes from a Marriage* [Ingmar Bergman play], Ch. 4 of *Gender and Discourse*.

Film:

-*Scenes from a Marriage*.

Weeks 8 & 9

Construction of Gender Identities through Discursive Practice [topic 5]

Reading:

- P. E. Sawin, 1999. Gender, context, and the narrative construction of identity: rethinking models of "women's narrative." In M. Bucholtz, A.C. Liang, and L. A. Sutton (eds.).
- M. Bucholtz, 1999. Why be normal?!: language and identity practices in a community of nerd girls. In *Language in Society* 28.
- S. Okamoto, 1995. Tasteless Japanese: less 'feminine' speech among young Japanese women. In K. Hall and M. Bucholtz (eds.), *Gender Articulated: Language and the Socially Constructed Self*.
- D. Cameron, 1997. Performing gender identity: young men's talk and the construction of heterosexual masculinity. In S. Johnson and U. H. Meinhof (eds.), *Language and Masculinity*.
- K. Hall and V.O'Donovan, 1996. Shifting gender positions among Hindi-speaking *hijiras*. In V. L. Bergvall, J.M. Bing, and A. F. Freed (eds.), *Rethinking Language and Gender Research: Theory and Practice*.

Weeks 10 & 11

Women's Language and Writing [topic 6]

- Virginia Woolf, 1966. "Women and fiction" in *Collected Essays Vol. II*.
- C. Kaplan, 1986. Language and gender [Women and poetry]. In *Sea Changes*.
- Gender and writing systems: *Onna de 'Woman's hand'*--e.g. Murasaki Shikibu, *Genji Monogatari* 'The Tale of Genji', (excerpts).
- Merican, 1994. The limits of my language are the limits of my world: women's language in contemporary Malay fiction. In *The Proceedings of the 3rd Berkeley Women and Language Conference*.

-L. Yorke, 1995. Constructing a lesbian poetic for survival. In S. Mills (ed.), *Language and Gender: Interdisciplinary Perspectives*.

Midterm II

PART III: Language and Gender: Social, Educational, and Political Implications

Weeks 12 & 13 **Language, Gender, and Socialization [topic 7]**

- Reading
- J. Coates, 1993. The acquisition of gender-differentiated language, Ch. 7 of *Women, Men and Language*.
 - A. Sheldon and D. Johnson, 1994. Preschool negotiators: linguistic differences in how girls and boys regulate the expression of dissent in same-sex groups. In *Research on Negotiations in Organizations 4*.
 - J. Coates, 1999. Changing femininities: Talk of teenage girls. In M. Bucholtz, A.C. Liang, L. A. Sutton (eds.).
 - W. Leap, 1999. Language, socialization, and silence in gay adolescence. In M. Bucholtz, A.C. Liang, L. A. Sutton (eds.).

Weeks 13 & 14 **Language and Gender in Institutional Contexts [topic 8]**

- J. M. Conley and W. M. O'Barr, 1998. Speaking of patriarchy, Ch. 4 of *Just Words: Law, Language, and Power*.
- C. West, 1990. Not just 'doctors orders': directive-response sequences in patients' visits to women and men physicians. In *Discourse and Society 1*.
- B. S. McElhinny, 1995. Challenging hegemonic masculinities: female and male police officers handling domestic violence. In K. Hall and M. Bucholtz (eds.).
- J. Swann, 1988. Talk control: an illustration from the classroom of problems in analyzing male dominance of conversation. In J. Coates and D. Cameron (eds.), *Women in their Speech Communities*.

Weeks 15 **Language, Gender, and Power [topic 9]**

- M. Morgan, 1999. No woman, no cry: claiming African American women's place. In M. Bucholtz, A.C. Liang, L. A. Sutton (eds.).
- M. Mendoza-Denton, 1995. Pregnant pauses: silence and authority in the Anita Hill-Clarence Thomas hearings. In K. Hall and M. Bucholtz (eds.).
- S. Mills, 1997. Feminist theory and discourse theory, Ch. 4 of *Discourse*.

Week 16 Final Examination (May xx)

Note: This schedule is subject to change. I will communicate all changes to you as needed.

ASSIGNMENTS

1. Attendance and class participation: You are required to attend every class and participate in class discussions. If for some reason you are unable to attend a class meeting, it will be your responsibility to find out what you missed that day.
2. Homework: You are required to do the assigned readings and answer the reading questions in the study guide before each class so that you can participate in class discussions and otherwise understand the class content.
2. Examinations: There will be two mid-term examinations and a final examination, as shown in the course calendar above. The final examination is comprehensive.

Criteria for evaluating exams: (1) accuracy of the content of the answers and (2) the style of writing (conciseness, grammar, etc.).

3. Writing assignments: According to the General Education Policy, each upper division GE course has a 4,000 word writing requirement with one sustained writing assignment of at least 2,000 words. Accordingly, each student in this course is required to complete the following writing assignments:
 - (1) A 300-word mini-essay on gender in proverbs in English and other languages. (Due: at the end of the 2nd week)
 - (2) Research project: Choose one topic in Part I or II of the course. Collect language data relating to the topic and analyze them and discuss the findings. (A 500-word proposal due at the end of the 5th week. A 2,000-word paper due at the end of the 11th week. See the Guidelines for further information.)
 - (3) A 600-word mini-essay: Choose one reading in Part II of the course. Summarize it and discuss critically the issues raised by the reading. (See the Guidelines for further information.)
 - (4) A 600-word mini-essay: Choose one reading in Part III of the course. Summarize it and discuss critically the issues raised by the reading. (See the Guidelines for further information.)

The guidelines for each writing assignment will be given in class.

The writing assignments will be graded based on the following criteria:

1. Clarity of organization
2. Understanding of problem, issue, or topic
3. Utilization of the relevant literature pertinent to problem, issue, or topic
4. Analysis of problem, issue, or topic
5. Discussion of the results of the analysis of problem, issue, or topic
6. Theme development and coherence
7. Accuracy in grammar, spelling, and punctuation
8. the appropriateness of styles for the genres in question

Rating of each criterion: 0 (unsatisfactory), 1 (satisfactory), or 2 (good)
Total: A=16-15 B=14-13 C=12-11 D=10-8 F=7-0

GRADING

| | | |
|---|-----|--------|
| Attendance (-2 points for each absence) | 50 | points |
| Class participation | 50 | |
| Mid-term exams (50 x 2) | 100 | |
| Final exam (comprehensive) | 100 | |
| Mini-essays (30+60+60) | 150 | |
| Paper | 150 | |
| Total | 600 | |

Eligibility for passing grade: To be eligible for a passing grade in this course, the student must (1) complete all the writing assignments and (2) earn 359 points (60%) or more in the course.

Your course grade will be assigned as follows:

A: 600 - 540 B: 539 - 480 C: 479 - 420 D: 419 - 360 F: 359-0

GENERAL INFORMATION

1. Attendance policy: All students should strive to attend every class.
2. No special arrangements will be made for makeup exams. Every writing assignment must be turned in on the due date.
3. Cheating and plagiarism. All students must refer to the Catalog and the Schedule of Courses for the University's policy regarding cheating and plagiarism.
4. Students with disabilities. If you have a disability, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course can be made. Please contact Services to Students with Disabilities.