

Department of English
The Chinese University of Hong Kong

COURSE OUTLINE

Module code and title: ENGE3690 Gender and Language
Instructor: Prof. Wilkinson Daniel Wong Gonzales



(Detailed version on Blackboard)

Course description

In this course, we will explore the complex relationship between gender and language and how these intertwine with other related constructs such as sex and sexuality. Through an interdisciplinary approach, students will be given the opportunity to work with major theoretical and analytical approaches for investigating how language shapes and reflects societal perceptions, constructs, and experiences related to gender and sexuality (with a greater focus on gender).

Students will first be introduced to key concepts and theories related to sex, gender, sexuality, and language. Then, as the course progresses, students will explore the ways in which language both constructs and reinforces social norms, expectations, and hierarchies. It will also emphasize how gender and sexuality intersect with other social constructs/identities, and how these influence language practices. Topics such as gendered language, heteronormativity, linguistic stereotype, variation and gender, and stylistic construction of gender will be covered. We will also delve into contemporary issues and debates surrounding gender, sexuality, and language, where the following topics such as gender-neutral language and the representation of gender and sexuality in media and popular culture will be covered.

Throughout the course, students will engage in a range of learning activities. They will develop critical thinking skills, enhance their ability to analyze and interpret language use, and gain insights into the lived experiences of diverse gender and sexual identities and personae.

After delving into the theoretical frameworks, historical contexts, and contemporary issues, students will be expected to have a deeper understanding of the ways in which language shapes and reflects gender and sexuality. They will leave the class being equipped with the tools to critically examine and challenge linguistic norms and practices. This course aims to foster inclusive and respectful communication practices and empower students to advocate for linguistic diversity and social justice in their personal and professional lives.

By the end of the course, you will be able to...

1. demonstrate an understanding of major approaches to gender, sexuality, and language, as well as related concepts;
2. explain why and how people use language differently, depending on their multiple intersecting identities, using various frameworks taught;
3. engage with theoretical discussions and apply them to real life sociolinguistic phenomena.
4. develop a capacity to critically reflect on issues that you encounter in daily life related to gender, sexuality, and language.

Class format

The main class format (lecture) will vary from session to session but will generally comprise a lecture and/or a discussion.

- 2 hrs of lecture + 1 hr tutorial based on selected reading materials

Course activities & Assessment

Component	Percentage
Concept engagement - Participation (e.g., tickets/mini-reflections) (10%)	10%
Collaborative Inquiry - Response to Discussion Questions (20%) - Focus Group Discussion (30%)	50%
Beyond Knowledge - Themed essay OR Article Critique OR Mini-research paper (35%) - In-class 2-minute Multimedia reflection (5%)	40%

Course grade descriptors

Grade	Descriptor
A	Excellent Outstanding performance on <u>ALL</u> learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade is reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.
A-	Very Good Generally outstanding performance on <u>ALMOST ALL</u> learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations.
B+	Good (Plus) <u>HIGH</u> performance on all learning outcomes, OR <u>HIGH</u> performance on some learning outcomes which compensates <u>WELL</u> for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply <u>WELL</u> the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level <u>WELL</u> .
B	Good <u>SUBSTANTIAL</u> performance on all learning outcomes, OR <u>SUBSTANTIAL</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a <u>MORE COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.
B-	Good (Minus) <u>GOOD</u> performance on all learning outcomes, OR <u>GOOD</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course

		in a <u>COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.
C+	Adequate (Plus)	<u>VERY ADEQUATE</u> performance on the majority of learning outcomes. Demonstrates the ability to apply the principles or skills learned in the course in a <u>SOMEWHAT SUSTAINED</u> manner that would meet the basic requirement at this level.
C	Adequate	<u>ADEQUATE</u> performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.
C-	Adequate (Minus)	<u>SOMEWHAT ADEQUATE</u> performance on <u>A NUMBER OF</u> learning outcomes. Demonstrates the ability to <u>SOMEWHAT</u> apply the principles or skills learned in the course in a manner that would meet the <u>BARE</u> basic requirement at this level.
D+	Pass (Plus)	<u>BARELY SATISFACTORY</u> performance on <u>A FEW</u> learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.
D	Pass	<u>ALMOST BARELY SATISFACTORY</u> performance on <u>VERY FEW</u> learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in <u>very few</u> areas while responding <u>very</u> minimally with possibly tangential content in others.
F	Failure	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.

Course topics and potential readings (subject to change)

Wk	Topic(s)	Readings and resources
1	Overview of the course Sex, gender, and sexuality	(Eckert and McConnell-Ginet 2013) Chapter 1 and 2
2	Gender and language	(Cameron and Kulick 2003)
3	Language as a resource	(Eckert and McConnell-Ginet 2013) Chapter 3 (Gratton 2016)
4	Variation and gender	(Podesva 2007) (Meyerhoff 2018) Chapter 10 (Stratton 2022)
5	Corpus linguistics and gender	(Milani 2013; Kreyer 2015; Caldas-Coulthard and Moon 2010)
6	Gender and sexuality in media	(Lazar 2017; De Bres and Dawson 2021)
7	Meanings and indexicality	(Inoue 2004; Wong 2005) (Garza 2021)
8	Naturalization and stereotyping	(Garner and Grazian 2016; Kang and Chen 2017; Kiesling 2018)
9	Masculinities and power	(Baker and Levon 2016; Hiramoto and Lai 2017)
10	Agency and subjectivity	(Ehrlich 2007; Shen 2016)
11	Language, gender and sexuality in Hong Kong and the Asia-Pacific	
12	Language, gender and sexuality in Hong Kong and the Asia-Pacific	
13	Connecting the dots	

References

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