

ENG9QE

Language and
Gender

BETHAN BENWELL

AUTUMN SEMESTER 2006

Contents

| | |
|---|-------------|
| Aims of the Unit | 3 |
| Set Text | 3 |
| Meetings, Times and Places | 4 |
| Seminars and Attendance | 4 |
| Office Hours |4 |
| Assessment |4-5 |
| Plagiarism |5 |
| Assignments |5-6 |
| Unit Outline |7 |
| Background Reading List |8 |
| Week-by-week Topics and Recommended Reading |9 - 17 |

Aims of the Unit

In this unit we will be exploring the way in which language interacts with sex identity. Under the three headings, *Gender Reference*; *Talking and Writing Gender* and *Representing Gender*, we will investigate the powerful and informing influence of language upon our experiences of being men or women. Questions raised by the unit will include: *Does language have a shaping influence upon our experiences as either men or women? Does language contribute to the positioning of our social identity or even exaggerate the differences between the sexes? Does language play a role in marginalising the experiences and identity of women, particularly in public life? How do we begin to move away from descriptions of masculine language as "universal"? How do we constantly construct ourselves as men and women through everyday talk and why do we seem to be compelled to do this?*

The unit will allow you to explore and analyse texts - both written and spoken varieties, and it aims to heighten awareness of how language is really used by and about men and women, beyond many of the conventional stereotypes we have received or accumulated. The second assignment asks you to carry out some linguistic research on spoken or written texts you have collected yourself. You will be required to substantiate your analysis with detailed and principled linguistic analysis; skills which you will learn during the unit.

Set Texts for the Unit:

Unit Reader (available from department)

Cameron, D. (ed) (2nd ed. 1998) *The Feminist Critique of Language: A Reader*, London: Routledge.

Mills, S. (1995) *Feminist Stylistics*. London: Routledge.

Meetings, Times and Places

The unit will be based around a weekly two hour seminar which is *prescribed*.

Seminar time and place: Wednesday 11-1 in C.2A19 (Cottrell)

Tutor's office hours: Tuesday 12-1 and Thursday 12-1 in B5 (Pathfoot)

Attendance

There is one two-hour seminar each week and attendance at seminars is *prescribed*.

Tutorial and seminar teaching is designed to give students experience in guided reading and, week by week, to monitor their understanding and their preparation for specific topics. These communicative skills include the ability to formulate a point of view and to present, develop, illustrate and defend it orally. Listening to and taking part in the discussion of current critical issues in this way is a vital part of university learning. The ability to work co-operatively with others is another feature of the seminar experience along with the need to listen sensitively. This is why

attendance is 'prescribed' and why students who are absent from more than a third of such classes—for whatever reason—will receive a 'no grade' for that unit. There are no grounds on which an appeal can be made against this university ruling.

You are also asked to note paragraph 14 of the First Degree Regulations:

Attendance requirements are prescribed on behalf of the Academic Council by Departments. Students are required to attend all prescribed classes. With good cause shown, students may miss up to **one third** of prescribed classes on any unit. One class may be missed without good cause shown.

Students who are absent **more than once without good cause** shown or who, for whatever reason, are absent from **more than a third** of prescribed classes, will receive **no grade** for that unit.

The Academic Registrar must be informed in case of absence due to illness and a medical certificate forwarded where the absence is for 7 days or longer and in all cases of absence from prescribed tests or examinations.

If you are not able to attend a class you must fill in the form on the internet through the student portal at <http://stunix.stir.ac.uk/selfcert/selfcert.cgi>.

Assessment

The unit will be assessed by two pieces of work. The first assignment is a written essay that requires you to engage with theories of language and gender and is worth 40%. The second assignment is more substantial and involves original research on a short extract of either spoken or written text. You will have a choice of addressing a range of themes including 'talking gender' in spoken interaction (e.g. casual conversation, TV or radio interviews), 'gendered' styles of writing (e.g. 'lad' and 'chick' lit) and representations of gender in either the media or literature. The assessment of the second assignment will comprise the following: a) a joint presentation in tutorial, prepared in collaboration with another person; b) an independent write up of the same research presented in full-prose format, which you may choose to develop further in response to presentation feedback if you wish. The final grade for this assignment will reflect the combined efforts of the presentation (20%) and the write-up (40%) and will be worth 60% in total.

The first assignment should be approximately 2,500 words. The written version of the second assignment should be between 3,000 and 3,500 words.

All essays must be submitted **anonymously** under your student registration number. (Please see paragraphs §§C26-29 in the Department's *Undergraduate Handbook* for further information on the submission and grading of coursework.)

There are no resits available or optional essays

No essays will be accepted for grading after Monday 11th December. It would be very helpful to the Office if you could return earlier assignments for filing *earlier* than this date.

Plagiarism

This is the University's statement on plagiarism:

It is generally understood why cheating in examinations is wrong: It is an attempt to gain undeserved credit by presenting the work of another as one's own. For the University not to treat cheating as an extremely serious offence would be unfair to its students and would jeopardise the standard of its awards. Exactly the same is true of coursework submitted for assessment. Plagiarism is the equivalent of cheating in an examination because it involves the reproduction of another's work, whether ideas, data or expressions, without due acknowledgement. This is plagiarism, whether the source is printed, electronic or handwritten, whether it is reproduced *verbatim* or is paraphrased, and whether it is drawn on extensively or in brief.

The University has an agreed policy setting out procedures and penalties for dealing with plagiarism. This policy can be found in the University's Academic Standards and Quality Handbook, copies of which are held in the Library and in departmental offices. The policy also gives guidance on proper and adequate acknowledgement of source material, but if you are in any doubt at all about the nature of plagiarism, or the means by which to avoid it, you are strongly advised to consult your tutor. You should clearly understand that it is your responsibility to be sure you understand these matters. Ignorance is not accepted as a defence for plagiarism.

Assignments

Assignment 1 (due October 16th)

Choose one of the following questions:

1. Evaluate the principle of language reform (e.g. avoiding 'sexist' uses of language). How politically effective do you think it is?
2. The concept of 'women's language' is an empowering one. Do you agree?
3. How well does a 'performative' account of gender deal with issues of power?
4. "Being a man is an entitlement not to *masculine* attributes but to *non-gendered* subjectivity", (Coward and Black 1981). Discuss this statement in relation to both language use and language representation.
5. Evaluate the range of existing theories of the relationship between language and gender (deficit, dominance, difference, performative/poststructuralist). Which presents the most compelling account in your opinion and why?

Assignment 2 (due December 4th)

Choose from one of three themes. You are free to develop alternative ideas as long as you discuss them first with me. You will be required to construct your own research question with reference to the series of questions set out below the three themes:

(1) Record and transcribe a short sample of spoken data (e.g. an interview from the television, a conversation between friends in a pub; a conversation from a play or soap opera - here you must acknowledge the fictionality of the genre) or two short samples of data for contrastive purposes in which gender appears to be a salient feature. The sample(s) should be no more than five minutes in total.

(2) Choose a short extract of written text by a man or woman (or a fictional narrative written from a 'male' or 'female' perspective e.g. Doyle's *The Woman who Walked into Doors*; Hornby's

High Fidelity) or two shorter extracts by both; this may be literary or non-literary. (e.g. travel writing; personal letters; e-mail, autobiographical narratives). Again it would be most fruitful to choose texts in which gender plays a self-conscious role (e.g. 'lad lit'/'chick lit').

(3) Select one or more media or literary text(s) in which gender is a salient factor. Using the theory and the linguistic frameworks so far covered concerning gender, discuss and analyse your chosen text(s). The following topics are offered as a possible focus, but you are free to develop your own ideas:

Advertising in men's and women's lifestyle magazines; positioning and responsibility in news reporting of crime; representations of gender in written media interviews with celebrities; constructions of motherhood and fatherhood in parentcraft magazines; representations of gender in children's literature; agency and subjectivity in romantic literature; constructions of masculinity in "war" literature.

For all types of text you are asked to carry out a close and systematic analysis of how gender identity is being constructed, represented, enacted and/or negotiated through discourse. You might like to think about the following questions: What kinds of gendered 'scripts' or existing discourses do speakers/writers draw upon? What kinds of 'membership categories' are set up in the text? (e.g. wife/mother/lover/single 30-something). How do speakers/writer 'naturalise' and reify gender difference and relations in their texts? Or how do they challenge them? Is there any evidence of the kinds of gendered 'styles' suggested by e.g. Coates? Does your data support existing research on language and gender (e.g. males dominate mixed interaction)? In the written examples, do you find any support for Woolf's theories of differences between male and female writing? What kind of regular constructions of masculinity and femininity do we find in texts and what language strategies are employed to represent them?

This analysis will employ skills of conversation analysis or text analysis acquired in the previous weeks.

The **presentation** should last approximately twenty to twenty-five minutes. Remember that you are being assessed, so try to use interesting and audience-friendly methods of presentation, such as overheads and handouts.

Unit Outline

| | | |
|---------------------|---|--|
| Week 1 | Introduction: Language, Gender and Sex - some preliminaries | <i>Wednesday 20th September</i> |
| Week 2 | Reference: Denotation and Connotation; Terms of Address; Semantic Derogation | <i>Wednesday 27th September</i> |
| Week 3 | Current Debates and Theories Second and Third Wave Feminist Approaches | <i>Wednesday 4th October</i> |
| Week 4 | Talking Gender | <i>Wednesday 11th March</i> |
| Essay 1 due: | Monday 16th October | |
| Week 5 | Writing Gender | <i>Wednesday 18th October</i> |
| Week 6 | Mid-semester break: (October 23rd – 27th) | |
| Week 7 | Method Seminar: Tools for stylistic analysis: representations of gender in texts | <i>Wednesday 1st November</i> |
| Week 8 | Representation (literary): Feminist Stylistics of literary texts | <i>Wednesday 8th November</i> |
| Week 9 | Representation (media): Feminist Stylistics of media texts | <i>Wednesday 15th November</i> |
| Week 10 | Joint Presentations | <i>Tuesday 22nd November</i> |
| Week 11 | Joint Presentations | <i>Tuesday 29th November</i> |
| Essay 2 due: | Monday 4th December | |

Booklists

What follows is a general list of useful background reading, then a week-by-week list of the reading that is **required** for the unit. You will find every book either in Popular Loan or RBR. If for some reason you can not get hold of a book, please let me know.

General Background Reading

- Bergvall, V., Bing, J. & Freed, A. (1996)** *Rethinking Language and Gender Research: Theory and Practice*. New York: Longman. [MZ22 Ber]
- Bucholtz et al (1999)** *Reinventing Identities: The Gendered Self in Discourse*. OUP [MZ 22 Buc]
- Butler, J. (1999 – 2nd ed.)** *Gender Trouble: Feminism and the Subversion of Identity*
- Cameron, D. (1985; 1992)** *Feminism and Linguistic Theory*, London: Macmillan [MZ10Cam]
- Cameron, D. & Coates, J. (eds.) (1988)** *Women in their Speech Communities*, Harlow: Longman [MZ22 Coa]
- Cameron, D. and Kulick, D. (2003)** *Language and Sexuality*. CUP [on order]
- Coates, J. (1986, 1992)** *Women, Men and Language*, London: Longman [MZ22 Coa]
- ***Coates, J. (1997)** *Language and Gender: A Reader*, Oxford: Blackwell [MZ22 Coa]
- ***Coates, J. (1996)** *Women Talk*. Oxford: Blackwell. [MZ 22 Coa]
- ***Coates, J. (2002)** *Men Talk: Stories in the Making of Masculinity*. Oxford: Blackwell [MZ 22 Coa]
- Colebrook, C. (2004)** *Gender*. London: Palgrave. [D 6.2 COL]
- Crawford, M. (1995)** *Talking Difference: On Gender and Language*, London: Sage [MZ22 Cra]
- Goddard, A. & Mean Patterson, L. (2000)** *Language and Gender*. London: Routledge. [MZ22 God]
- Hall, K. & Bucholtz, M. (1995)** *Gender Articulated: Language and the Socially Constructed Self*. NY/London: Routledge. [MZ22 Hal]
- Holmes, J. (1995)** *Women, Men and Politeness*, London, Longman [MZ22 Hol]
- Holmes, J. & Meyerhoff, M. (2003)** *The Handbook of Language and Gender*. Oxford: Blackwell. [MZ22 Hol]
- Johnson, S. & Meinhof, U. (1997)** *Language and Masculinity*, Oxford: Blackwell [MZ22 Joh]
- Litosseliti, L. (2006)** *Gender and Language: Theory and Practice*. London: Hodder Arnold. [on order]
- Litosseliti, L. & Sunderland, J. (2002)** *Gender Identity and Discourse Analysis*. John Benjamins. [MZ22 Lit]
- Livia, A. & Hall, K. (1997)** *Queerly Phrased*. New York: Oxford University Press. [MZ22 Liv]
- Hall, K. Bucholtz, M & Moonwomon, B. (1992)** *Locating Power: Proceedings of the Second Berkley Women and Language Conference*. [MZ22 Ber]
- Mills, S. (1995)** *Language and Gender: Interdisciplinary Perspectives*, London: Longman [MZ22 Mil]
- Poynton, C. (1989)** *Language and Gender: Making the Difference*, Oxford: OUP [MZ22 Poy]
- ***Speer, S. (2005)** *Gender Talk: Feminism, Discourse and Conversation Analysis*. London: Routledge. [on order]
- ***Talbot, M. (1998)** *Language and Gender: An Introduction*. Cambridge: Polity Press [MZ22 Tal]
- Tannen, D. (1996)** *Gender and Discourse*, Oxford: OUP [MZ22 Tan]
- Walsh, C. (2001)** *Gender and Discourse: Language and Power in Politics, The Church and Organisations*. London: Longman [D.6.253Q42]
- ***Weatherall, A. (2002)** *Gender, Language and Discourse*. Routledge. [MZ22 Wea]
- Wodak, R. (1997)** *Gender and Discourse*. Sage [MZ22 Wod]

[* = particularly recommended]

Week 1

Introduction

Language, Gender and Sex - some preliminaries

*In this introductory week, we explore the complex issues surrounding sex identity, and the ways in which language interacts with such an identity in everyday life. We will consider whether language is responsible for shaping our experiences or whether it merely reflects an existing social situation. We will consider the important distinction between **sex** and **gender**, and consider the role of language in marginalising or disadvantaging certain identities. This first session will also provide an historical overview of how language and gender theories have developed over the past few decades. Finally we will address the question of why the relationship between language and gender might be a **feminist** one, and indeed what we might mean by 'feminist'.*

Required Reading

Cameron, D. (2nd ed. 1998) 'Introduction: Why is language a feminist issue?'. In *The Feminist Critique of Language*, London: Routledge (pp. 1 - 27) [set text]
Mills, S. (1995) 'Introduction'. In *Feminist Stylistics*. London: Longman (pp. 1-21) [set text]

Further Reading

Cameron, D. (1985; 1992) *Feminism and Linguistic Theory*, London: Macmillan [MZ10 CAM]
Cameron, D. and Kulick, D. (2003) *Language and Sexuality*. Cambridge: CUP [on order]
Coates, J. (1986, 1992) *Women, Men and Language*, London: Longman. Part 1: 'Language and Gender'; 'The Historical Background' [MZ22 COA]
Graddol, D. and Swann, J. (1989) 'Introduction', Chapter 1 in *Gender Voices*, Oxford: Blackwell: pp. 1-10 [MZ 22 GRA]
Thorne, B. & Henley, N. (eds)(1975) *Language and Sex: Difference and Dominance*, Rowley, Massachusetts: Newbury House [MZ 22 THO]
Walsh, C. (2001) 'Aims and General Theoretical Issues' in *Gender and Discourse: Language and Power in Politics, The Church and Organisations*. London: Longman (pp. 1-23) [D 6.253Q42]

Week 2

Reference

Denotation and Connotation; Terms of Address; Semantic Derogation

*Have you considered which term is most appropriate to describe a woman who chairs a meeting: **chairman**, **chairwoman** or **chair**? We will explore the implications of such choices. Why do so many people object to the use of generic 'man' or 'he'? Do these examples provide a clue?:*

Man's vital interests are food, shelter and access to females.

* Man, unlike other mammals, has difficulties in giving birth.

(Graddol and Swann 1989)

*If you are a woman, what is your choice of term of address? Why does **Ms** seem to have popular stigma attached to it? If you are a man, what are the equivalent male terms of address for **Mrs** and **Miss**? Why do so-called equivalent denoting terms for men and women in fact suggest **inequivalence** or even **derogation**?: **bachelor** ----- **spinster**; **hero** ----- **heroine**;
master ----- **mistress**.*

*We will also explore the process of **semantic derogation** in the history of terms which refer to women, e.g. how 'housewife' became 'hussy', and why there are disproportionately more of these terms referring to women than to men.*

Finally we will consider some of the broader ideological implications of 'language reform'.

Required Reading

- ‘Satire, W.’ (alias Hofstadter, D.) ‘A person paper on purity in language’. In Cameron, D. (ed.) (1998) *The Feminist Critique of Language, A Reader*, London: Routledge pp. 141-148
[set text]
- Graddol, D. and Swann, J. (1989) ‘Is Language Sexist?’ Chapter 5 of *Gender Voices*, Oxford: Blackwell: 95-134 [unit reader]
- Mills, S. (1995) ‘Analysis: the word’, chapter 4 in *Feminist Stylistics*: London: Routledge: 83-127.
[set text]

Further Reading

- Cameron, D. (ed.) (1998) *The Feminist Critique of Language, A Reader*, London: Routledge - part 2, ‘Representations: Sexist language and sexist discourse’: 83-212 [set text]
- Hoey, M. (1996) ‘A clause-relational analysis of selected dictionary entries: contrast and compatability in the definitions of ‘man’ and ‘woman’.’ In *Texts and Practices: Readings in Critical Discourse Analysis*, eds. Coulthard and Coulthard. Routledge: 150-165 [MZ 20 Cal]
- Pauwels, A. (1998) *Women Changing Language*. London: Longman. [MZ 22 Pau]
- Poynton, C. (1989) *Language and Gender: Making the Difference*, Oxford: OUP [MZ22 Poy]
- Sutton, L. (1995) "Bitches and Skankly Hobags". In *Gender Articulated: Language and the Socially Constructed Self*, eds. Hall and Bucholtz. Routledge: 279-296. [MZ22 Hal]

Week 3 Current Debates and Theories

Second and Third Wave Approaches

*In this week we will continue to examine theories of language and gender but will examine more closely **current** debates and discussions. We will address the distinction between second and third-wave feminism and the implications this has for language approaches. More practically we will examine examples of how ‘dominance’, ‘difference’, ‘deconstruction’ and ‘performativity’ approaches have been applied to texts by linguists. Finally, we will address the often neglected area of language and masculinity and consider how it can be incorporated into feminist approaches.*

Required Reading

- Bing, J. and Bergvall, V. (1998) ‘The Question of Questions: Beyond Binary Thinking’. In a) *Language and Gender: A Reader*, ed. Coates, Oxford: Blackwell, (pp. 495-506). or b) *Rethinking Language and Gender Research: Theory and Practice*, eds. Bergvall, Bing and Freed. London and NY: Longman. [unit reader]
- Cameron, D. (ed.) (1998) ‘Introduction to Part 3: Talking Gender: Dominance, Difference, Performance’. In *The Feminist Critique of Language*, London: Routledge. (pp.215-221)
[set text]
- Cameron, D. (1995) ‘Rethinking language and gender studies: some issues for the 1990’s’. In *Language and Gender: Interdisciplinary Perspectives* ed. Mills, London: Longman (pp. 31- 44). [unit reader]
- Colebrook, C. (2004) Selected Extracts from *Gender* (including ‘Second Wave feminism and Difference’ and ‘Third Wave feminism’) [unit reader]

Further Reading

You may find it useful to follow up Cameron's essay by going to the original debate between Tannen and Troemel-Ploetz. These can be found on pp. 435-458 of *Language and Gender: A Reader*, ed. Coates (1998), Oxford: Blackwell [MZ22 Coa]

The following paper provides a useful description of the distinction between gender and sexual orientation in relation to language use:

Livia, A. and Hall, K. (1997) 'It's a Girl!: Bringing performativity back to linguistics'. In *Queerly Phrased: Language, Gender and Sexuality*, Oxford University Press. [MZ 22 Liv]

Other useful sources:

Bucholtz, M. (1999) 'Bad Examples: Transgression and Progress in Language and Gender Studies'. In *Reinventing Identities: The Gendered Self in Discourse*. [MZ 22 Buc]

Cameron, D. (1997) 'Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity'. In *Language and Masculinity* ed. Johnson and Meinhof, Oxford: Blackwell (pp.47-64) [MZ22 Joh]

Cameron, D. (1998) Section: 'New directions: Performing gender'. In *The Feminist Critique of Language*. pp295-344 [set text]

Johnson, S. (1997) 'Theorising Language and Masculinity'. In *Language and Masculinity* ed. Johnson and Meinhof, Oxford: Blackwell (pp.8-26) [MZ22 Joh]

Sunderland, J. & Litosseliti, L. (2002) 'Gender Identity and Discourse Analysis: Theoretical and Empirical Considerations'. In *Gender Identity and Discourse Analysis*. Amsterdam: John Benjamins. [MZ 22 Lit]

Swann, J. (2002) 'Yes, but is it gender?'. In Litosseliti & Sunderland (eds) *Gender Identity and Discourse Analysis*. John Benjamins. [MZ 22 Lit]

Week 4 Talking Gender

Do men and women speak differently? Is it possible to identify styles of speech or verbal behaviour which are distinctly male or female? How do the sexes construct their gendered selves through their everyday speech?

In this week we will further explore theories of difference (second wave feminism) introduced last week before focusing our attention on Feminist Conversation Analytical approaches to gender identity (third wave feminism) which argue that gender can only be assumed to be in evidence if it is a relevant 'participants' concern'.

Required Reading

Holmes, J. (1998) 'Women's Talk: The Question of Sociolinguistic Universals'. In *Language and Gender: A Reader*, ed. Coates, Oxford: Blackwell, pp 461- 483 [unit reader]

Stokoe, E. & Smithson, J. (2001) 'Making Gender Relevant: Conversation Analysis and Gender Categories in Interaction'. In *Discourse and Society*12(2): 217-44. [unit reader]

Further Reading

Baker, C. (2000) 'Locating culture in action: membership categorisation in texts and talk'. In Lee and Pynton (eds) *Culture and Text: Discourse and Methodology in Social Research and Cultural Studies*. Routledge. [D 9.42 Lee]

Cameron, D. (ed.) (1998) Part 3, 'Talking Gender: Dominance, Difference, Performance'. In *The Feminist Critique of Language*, London: Routledge. (pp.215-343) [set text]

Coates, J. (1997) 'One-at-a-time: the organization of men's talk'. In *Language and Masculinity* ed. Johnson and Meinhof, Oxford: Blackwell (pp.8-26) [MZ22 Joh]

Coates, J. (1996) *Women Talk*. Oxford: Blackwell. [MZ 22 Coa]

Coates, J. (2002) *Men Talk: Stories in the Making of Masculinity*. Oxford: Blackwell [MZ 22 Coa]

Coulthard, M. (1985) 'Conversational Analysis'. Chapter 4 in *An Introduction to Discourse Analysis*. Longman. [MZE 103 Cou]

Eckert P. and McConnell-Ginet, S. (1998) 'Communities of Practice: Where Language, Gender, and Power All Live'. In *Language and Gender: A Reader*, ed. Coates, Oxford: Blackwell, (pp. 484-494). [MZ22 Coa]

Eckert, P. and McConnell-Ginet, S. (1995) 'Constructing Meaning, Constructing Selves.' In *Gender Articulated: Language and the Socially Constructed Self*. eds. Hall and Bucholtz, Routledge: 469-507. [MZ22 Hal]

Graddol, D. & Swann, J. (1989) 'Conversation: The Sexual Division of Labour'. Chap. 4 in *Gender Voices*. Blackwell. [MZ 22 Gra]

- Holmes, J. (1995) *Women, Men and Politeness*, London: Longman [MZ22 Hol]
- Ochs, E. and Taylor, C. (1995) 'The "Father knows best" dynamic in dinnertime narratives'. In *Gender Articulated: Language and the Socially Constructed Self*. eds. Hall and Bucholtz, Routledge: 97-120. [MZ22 Hal]
- Speer, S. (2005) *Gender Talk: Feminism, Discourse and Conversation Analysis*. London: Routledge.
- Stokoe, E & Weatherall, A. (2002) *Special Issue of Discourse and Society: Gender, Language, Conversation Analysis and Feminism*. vol13/6. [Periodicals D]
- Talbot, M. (1998) 'Conversation'. In *Language and Gender: An Introduction*. Cambridge: Polity Press: 80-103. [MZ 22 Tal]
- Weatherall, A. (2000) 'Gender Relevance in Talk-in-Interaction and Discourse'. In *Discourse and Society* 11(2) 286-8. [Periodicals: D]

Week 5 Writing Gender

The notion of "gendered" writing is a contentious one, which has many critics. In her text, "A Room of One's Own", Virginia Woolf discusses the concept of the "male sentence" and differences in style and subject matter between male and female authors. The idea of a uniquely "female" style of writing is a positive and politically empowering one for the French feminists (e.g. Helene Cixous) but ideologically suspect for some critics, (e.g. Sara Mills - "The male sentence"). In seminar, we will consider some of these theories and explore writers' strategies for constructing gender identity through narrative more generally.

Required Reading

- Mills, S. (1998) 'The Gendered Sentence' in *The Feminist Critique of Language*, London: Routledge. (pp.65-78) ed. Cameron [set text] (also printed in *A Feminist Stylistics*, London: Routledge: 44-65 [set text])

Further Reading

- Cameron, D. (1998) 'Gender, Language and Literature'. (collection of essays) in *The Feminist Critique of Language*, London: Routledge, 31-96. [set text]
- Herring, S., Johnson, D. and DiBenedetto, T. (1995) 'This discussion is going too far!: Male resistance to female participation on the internet.' In *Gender Articulated: Language and the Socially Constructed Self*. eds. Hall and Bucholtz, Routledge: 67-96 [MZ22 Hal]
- Meinhof, U. (1997) 'Comparing Male and Female Written Narratives' In *Language and Masculinity* ed. Johnson and Meinhof, Oxford: Blackwell, pp.208-228. [MZ22 JOH]
- Mills, S. (1987) 'The Male Sentence', *Language and Communication* 7(3): 189-198
- Wolmark, J. (1995) 'Cyborgs and Cyberpunk: rewriting the feminine in popular fiction'. In *Language and Gender: Interdisciplinary Perspectives*. ed. S. Mills. Harlow: Longman. [MZ22 Mil]
- Woolf, V. (1993) *A Room of One's Own*, London: Bloomsbury [MA 6582.R6]

Week 7

Method Seminar:

Tools for stylistic analysis: representations of gender in texts

In this week's seminar we will explore some basic techniques for decoding representations of gender in written texts. You will engage with some basic grammatical and stylistic frameworks and apply these to sample texts.

Required Reading

(Read at least two of the following. All three references cover the transitivity framework – van Leeuwen's chapter is difficult but rewarding)

Knowles, M. (1997) "'You would if you loved me'" Language and desire in the teen novel'. In Harvey and Shalom (eds) *Language and Desire: Encoding Sex, Romance and Intimacy*. Routledge. **[unit reader]**

Mills, S. (1995) 'Transitivity Choices', (pp. 143-148) in *A Feminist Stylistics*, London: Routledge: 128-158 **[set text]**

van Leeuwen, T. (1996) 'The representation of social actors'. In *Texts and Practices: Readings in Critical Discourse Analysis*, eds. Coulthard and Coulthard. Routledge: 32-70 **[unit reader]**

Further Reading

Litosseliti, L. (2006) 'The shift to discourse: the discursive construction of gendered identities.' *Gender and Language: Theory and Practice*. London: Hodder Arnold **[on order]**

Walsh, C. (2001) 'Towards a Feminist Critical Discourse Analysis' (pp. 27-66) in *Gender and Discourse: Language and Power in Politics, the Church and Organisations*. London: Longman. **[D 6.253Q42]**

Week 8 Representation (literary) Feminist Stylistics of literary texts

Men and women often receive distinct language treatment in the ways in which they are represented in texts. We will examine a range of literary texts in order to highlight these differences. What are the implications of women occupying the Object position in clauses? Of governing intransitive verb processes? Why are women so often represented in terms of physical, bodily qualities, and what might this suggest about gaze? How can an examination of language aid us in a feminist decoding of patriarchal texts.

Required Reading

- Burton, D. (1982) 'Through Glass Darkly: Through Dark Glasses' in Carter, R. (ed.) *Language and Literature: An Introductory Reader in Stylistics*, London and New York: Routledge [**unit reader**]
- Mills, S. (1995) 'Analysis: discourse', chapter 6 in *A Feminist Stylistics*, London: Routledge: 159-197 [**set text**]

Further Reading

- Bradford, R. (1997) 'Gender and Evaluation' part 3 of *Stylistics*, London: Routledge, 171- 205 [**M 203.B7**]
- Easthope, A. (1990) *What a Man's Gotta Do: the masculine myth in popular culture*, Boston: Unwin Hyman. [**D 6.2 Eas**]
- Harvery, K. & Shalom, C. (eds) (1997) *Language and Desire: Encoding Sex, Romance and Intimacy*. London: Routledge. [**MZ 22 Har**]
- Knowles, M. and Malmkjaer, K. (1996) *Language and Control in Children's Literature*, London: Routledge. [**KC 4.22 Kno**]
- Mills, S. (1996) 'Knowing your place: A Marxist feminist stylistic analysis' In *The Stylistics Reader*, ed. Weber, London: Arnold. (pp.241-257) [**MZ 10.6 Web**]
- Roper, M. and Tosh, J. (1991) *Manful Assertions: Masculinities in Britain since 1800*, London: Routledge. [**D6.21 Rop**]
- Silverman, K. (1992) *Male Subjectivity at the Margins*. Routledge. [**D6.21 Sil**]
- Stephens, J. (1992) *Language and Ideology in Children's Fiction*, London: Longman [**KC 4.22 Ste**]

Week 9 Representation (media)

Feminist Stylistics of Media Texts

Slim blonde, 32, gives evidence in MP sex-scandal enquiry

How do we know that this subject is a woman?

In this session we will apply some of the linguistic principles of male and female representation in texts, to the media, including newspapers and magazines. We will analyse tabloid representations of women, and the tendency for women to be typified; and extend the discussion of a focus on bodily parts and physical appearance to media representations. We will also examine the conjunction of visual images with textual representation in, for instance, women's magazines.

Required Reading

- Clark, K. (1992) 'The Linguistics of Blame: representations of women in the *Sun's* reporting of crimes of sexual violence.' In *The Feminist Critique of Language* ed. Cameron, Routledge. pp 183-197. **[set text]**
- Litoselliti, L. (2006) 'Gender and Language in the Media'. In *Gender and Language: Theory and Practice*. London: Hodder Arnold. **[unit reader]**
- Mills, S. (1995) 'Analysis at the Level of the Phrase/Sentence' (pp. 128-137 only) in *Feminist Stylistics*. London: Routledge. **[set text]**
- Montgomery et al. (1992) 'Positioning the reader or spectator'. In *Ways of Reading*, London: Routledge **[unit reader]**

Further Reading

- Caldas-Coulthard, C. (1995) 'Man in the news: the misrepresentation of women speaking in news-as-narrative discourse'. In *Language and Gender: Interdisciplinary Perspectives*, ed. Mills, (pp 226-239) **[MZ22 Mil]**
- Caldas-Coulthard, C. (1996) 'Women who pay for sex. And enjoy it: Transgression versus morality in women's magazines.' In *Texts and Practices: Readings in Critical Discourse Analysis* ed. Coulthard and Coulthard. Routledge. 250-270. **[MZ20 Cal]**
- Carter, C., Branston, G. & Allan, S. (1998) *News, Gender and Power*. London: Routledge. **[D 6.25]**
- Fowler, R. (1991) *Language in the News*, London, New York: Routledge - esp. chapter 6 'Discrimination in discourse: gender and power': 91-105. **[M512.12F6]**
- Lazar, M. 'Consuming personal relationships: The achievement of feminine self-identity through other-centredness'. In Litoselliti and Sunderland (eds) *Gender Identity and Discourse Analysis*. **[MZ 22 Lit]**
- McCracken, E. (1993) *Decoding Women's Magazines*, London: Macmillan. **[D2.6 MCC]**
- Sunderland, J. (2002) 'Baby entertainer, bumbling assistant and lie manager: Discourses of paternal identity in parentcraft texts'. In Litoselliti and Sunderland (eds) *Gender Identity and Discourse Analysis*. John Benjamins. **[MZ 22 Lit]**
- Talbot, M. (1995) 'A Synthetic Sisterhood: False Friends in a Teenage Magazine'. In *Gender Articulated: Language and the Socially Constructed Self*. eds. Hall and Bucholtz, Routledge: 97-120. **[MZ22 Hal]**
- Talbot, M. (1997) 'Randy Fish Boss Branded a Stinker: Coherence and the Construction of Masculinities in a British Tabloid Newspaper'. In *Language and Masculinity* ed. Johnson and Meinhof, Oxford: Blackwell (pp.173-187) **[MZ22 Joh]**
- Taylor, Y. & Sunderland, J. (2003) "'I've always loved women": the representation of the male sex worker in *Maxim*'. In *Masculinity and Men's Lifestyle Magazines* ed. Benwell. Oxford: Blackwell. **[D 6.21 Ben]**

Week 10 Joint Presentations

Week 11 Joint Presentations