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| Gender, Language &Learning | **Honors Seminar 3030**  **Cross-listed WGST 4350** |
| Instructor: | Virginia Navarro, Ph.D.  College of Education, Teaching & Learning |
| Required Text:   * Coates, J*.* (Ed.). (1998). *Language & Gender: A Reader.* Malden, MA: Blackwell. * Selected Articles   Select ONE text from optional list or propose selection   * Tannen, D. (1990). *You just don’t understand: Women and men in conversation.* New York: Ballantine Books. * George, R. (2007). *Girls in a Goldfish Bowl: Moral regulation, ritual and the use of power amongst inner city girls.* Rotterdam: Sense Publishers. * Cameron, D. & Kulick, D. (2006).*The Language & Sexuality Reader.* New York: Routledge. * Holland, D. & Eisenhart, M. (1990). *Educated in romance: Women, achievement and college culture. .*Chicago: Univ. of Chicago Press*.* * Abu-Lughod, L. (1986). *Veiled sentiments: Honor and poetry in a Bedouin society.* Berkeley: U. of California Press. * Delpit, L. & Kilgour, J. (Eds.).(2002). *The skin that we speak: Thoughts on language and culture in the classroom.* The New Press. * Heilbrun, C. (1988). *Writing a Woman’s Life.* NewYork: Ballantine. * Scott, J.W. (1988). *Gender and the Politics of History.* New York: Columbia University Press. | | |  |

**Course Purpose:**

An interdisciplinary look at the ways gendered identities and learning get developed and shaped through language and culture. Readings will address the complex, yet sometimes invisible, ways that learning, language and gender intersect, creating and assigning roles, responsibilities, and possible selves to individuals and groups. Both theoretical and historical perspectives can contribute to our understanding of how language games and cultural norms of action construct a defined state of affairs based on power relations. These norms then become internalized as stereotypes that shape the identity process. We will inquire about the practical ways language constructs identity and complicates interactions in a global world.

**Course Questions:**

1. Why is language a feminist issue?
2. How does language shape identity? (culture, media, advertisements, etc.)
3. How does power and resistance play out in every day discourse?
4. How does sexism manifest itself across historical eras, cultures, races, and ethnicities?
5. What understandings might inform the use or non-use of” politically correct” discourse?
6. How does the college experience shape aspirations and possible roles and statuses of individuals?
7. Why are there still so many problems in speech acts across gender, race, and ethnicity?
8. How does the way we acquire language and the language that we happen to acquire shape our mind and identity?
9. In what ways do we use speech genres to self-present in culturally acceptable ways to various audiences?

**Instructional Methods:**

Class time will primarily involve dialogue and debate on the assigned readings along with personal sharing. Students will present findings from research projects conducted in groups. My Gateway will be used to communicate information about the schedule, assignments, and supplemental resources.

**Course Objectives:**

* Reflect analytically on one’s own gender learning story: past, present, and future
* Identify unexamined socio-cultural forces that shape our gender identity.
* Critique gendered ways of speaking and listening that shape roles available to individuals and groups in family, school, and work settings.
* Analyze the effect of conversational style on gender communication.
* Synthesize and present key concepts from cross-cultural optional texts
* Discuss issues of gender in moral and cognitive development.
* Develop skills to gather and analyze research data.
* Design and complete group research projects based on course content.

**Expectations:**

As the semester begins we will identify skills needed to observe and collect data in the field and to work productively in groups. You will choose your own groups based on common interests, proximity, availability or other criteria. Each person has a unique and important perspective to bring to these tasks; the group should discover and utilize these varied talents. Learning through authentic dialogue allows you to construct meaning and deepen conceptual understandings.

We will follow the syllabus outline as a basic structure but may take a few detours as issues and interests evolve. Please identify and share current magazine, newspaper, and media artifacts about gender, language, and learning. Learning goes on in homes, offices, and social events as well as in classrooms - try to make connections with the theories you are studying.

Clarify assignments by checking My Gateway before every class. If needed call me or e-mail me rather than come to class unprepared. Please make an appointment if you are having any difficulty with the material, the assignments, or the learning process. I look forward to entering into conversation with you as we mutually explore concepts about the ways language, gender, and identity intersect and shape possibilities. **Please notify me BEFORE you miss a class.** Dialogic learning requires active participation by all class members.

Review the Code of Conduct in reference to plagiarism and civility. I will use the tools available to randomly check papers for Internet content. Phones should be turned off during class time. Readings must be read before coming to class in order to actively participate in interpreting meanings and contribute to the dialogue.

Written Work:

Keep a copy of every paper you submit on disk and a hard copy. All papers are to by typed using APA style, (<http://psywww.com/resource/apacrib.htm> or Purdue owl site). Papers with significant grammatical or compositional errors will be referred to the Writing Lab in the Center for Academic Development in order to rewrite the paper.