

A. Comparison: non-honors 367 and honors 367/294

Stated goals:

Current non-honors 367:

- evaluate theories about language differences between men and women
- consider how concepts of sex and gender are shaped by discourse
- learn about tools that linguists use to examine this process
- read literature from diverse fields bearing on language and gender.

Honors 294/367: In addition to the above goals,

- Evaluate claims about gender, language and relationship between them by doing research themselves
- Trace intellectual history of debate in the field, critiquing scholars' roles in strengthening vs. countering 'common sense' ideas about gender differences and the role of language in creating them.
- Learn how to write a research paper in the social sciences, including making explicit and warranted claims, describing methods explicitly, representing quantitative evidence, and providing interpretations of those results in ways linked to the stated arguments.

Content:

Current non-honors 367:

- Begins with given gender categories – men, women – and argues for linguistic differences between them.
- Distinguish between sex – as biologically given – and gender – as socially constructed,
- Appreciate that the possibility that the gender differences we see are more about social construction than biological ones.
- Theories addressed in the course not the most current.
- Considers sexuality separately from gender.

Honors 294/367:

- Consider more recent theories about how gender and language use are related – performativity and indexicality.
- evaluate notion of gender categories, without taking them for granted
- not assume gender differences in language use, but examine the range of linguistic behavior displayed by all persons, and the social processes of assigning gendered meanings to these practices
- examine how scholarly work in the field has contributed to the discourse of gender differences rather than stressing the vast overlap between men and women in language use.
- examine most recent theoretical advances in language and gender research, those rooted in debates about the relation between language and sexuality.
- Considers sexuality and gender to be socially intertwined.

Texts and other reading:

Current non-honors 367:

- 20-40 pages of reading a week
- Readings primarily address language of women, gay men.
- Focus on discourse level of language use.
- Focus on Western cultures.

Honors 294/367:

- Readings address language as a resource for all persons in constructing gender, sexuality.
- 30-90 pages of reading a week.
- Addresses lexicon, discourse, phonetics and phonology, morphology.
- More readings on gender and language in international settings

Assignments:

Current non-honors 367: Focused on readings, research of others, taking positions and supporting them with secondary sources, improving writing skills with .

- Response papers to two prompts.
- Group presentation of scholarly article
- Group critical review of same article
- Long position paper, with revisions
- Homeworks, quizzes
- 23 pages of writing overall, not including revisions.

Honors 294/367: Focused on taking positions in response to those of other scholars, learning the research process, conducting research themselves.

- Five written critical responses to scholarly articles throughout quarter.
- Research skills assignment: field observation – collect appropriate data in the field, report raw data systematically, apply appropriate analyses to it, derive warranted claims, report methods, results and conclusions clearly.
- Research project: progress successfully through stages of research project: select appropriate observation sites, record data successfully, use appropriate analytical tools and methods, report methods, results and conclusions clearly, considering implications of research in relation to secondary sources read over the course of the quarter.
- 30 pages of writing overall, not including revisions.

B. Honors-like features:

- increased reading load
- requires critical engagement with material as participant in an intellectual community
- critical learning skills include critical reading and research process, from data collection through interpretation
- students do research in the intellectual field they are currently learning
- focus on quantitative data analysis and reporting

C. About the final paper:

- 15 pages in length
- Based on all data collected by all field research teams in the class; interpretation and implications given by the student writers themselves.
- Integrates quantitative data from class and the writer's interpretation of them
- Considers implications of findings and interpretation in light of reading from the course
- Rough draft read and commented on by instructor – substantive revisions expected in final draft.