**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | SCHOOL OF HUMANITIES |
| **ACADEMIC UNIT** | DEPARTMENT OF MEDITERRANEAN STUDIES |
| **LEVEL OF STUDIES** | UNDERGRADUATE |
| **COURSE CODE** | **ΚΥΕ-13** | **SEMESTER** | **A** |
| **COURSE TITLE** | GENDER AND LANGUAGE |
| **INDEPENDENT TEACHING ACTIVITIES** *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits* | **WEEKLY TEACHING HOURS** | **CREDITS** |
|  | 3 | 3 |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* |  |  |
| **COURSE TYPE***general background, special background, specialised general knowledge, skills development* | SPECIAL BACKGROUND |
| **PREREQUISITE COURSES:** | NONE |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | GREEK |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | NO |
| **COURSE WEBSITE (URL)** | https://eclass.aegean.gr/modules/auth/courses.php?fc=83 |

1. **LEARNING OUTCOMES**

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| **Learning outcomes** |
| *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.**Consult Appendix A* * *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
* *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
* *Guidelines for writing Learning Outcomes*
 |
| 1. To understand the framework of feminist linguistics and the analysis of gendered discourses
2. To be able to recognize, collect and analyze sexist discourse
3. To work with Greek data from mass culture texts and administrative documents
4. To be able to write and present a paper on discourse and gender
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| **General Competences**  |
| *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?* |
| *Search for, analysis and synthesis of data and information, with the use of the necessary technology* *Adapting to new situations* *Decision-making* *Working independently* *Team work**Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*  | *Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking**……**Others…**…….* |
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| 1. Search for, analysis and synthesis of data and information, with the use of the necessary technology
2. Adapting to new situations
3. Decision-making
4. Working independently
5. Team work
6. Working in an interdisciplinary environment
7. Production of new research ideas
 |  1. Respect for difference and multiculturalism
2. Showing social, professional and ethical responsibility and sensitivity to gender issues
3. Criticism and self-criticism
4. Production of free, creative and inductive thinking
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1. **SYLLABUS**

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| This course is part of a number of interdisciplinary courses on gender and equality established by the University of the Aegean. Its purpose is to introduced students to the study of discourse and gender within feminist and post-feminist linguistics. It adopts the constructivist outlook on gender identity and (critical) discourse analysis methodologies on research and data analysis. It presents the second and third wave of feminism calling for a social and localised model analysis of sexism that explores the pragmatic force of overt and covert sexism as well as the ideological underpinnings of institutionalised sexism. What is more, it investigates the predominant use of the masculine grammatical gender in Greek administrative documents and mass culture texts.**Key words**: gender, sex, language, society, sociolinguistics, linguistic relativity, gender, language sexism, discourse analysis |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY***Face-to-face, Distance learning, etc.* | Face to face |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | **Yes**  |
| **TEACHING METHODS***The manner and methods of teaching are described in detail.**Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.**The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS* |

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| ***Activity*** | ***Semester workload*** |
| **lectures** | **1.56 ECTS** |
| **personal study** | **1.32 ECTS** |
| **assignment** | **2 ECTS** |
| **end of semester exam** | **0.12 ECTS** |
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| Course total  | **5 ECTS** |

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| **STUDENT PERFORMANCE EVALUATION***Description of the evaluation procedure**Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other**Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | 1. Assignement presentation (project)
2. End of semester exam *(multiple choice questionnaires, short-answer questions, open-ended questions)*

Language of evaluation: Greek |

1. **ATTACHED BIBLIOGRAPHY**

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| **In Greek**1. Παυλίδου, Θ.-Σ. 2002. *Γλώσσα- Γένος- Φύλο.* Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών2. Γεωργαλίδου, Μ. 2009.“Η γλωσσική κατασκευή του φύλου κατά τη διάρκεια δραστηριοτήτων παιδικού παιχνιδιού”. Πρακτικά του *8th International Conference on Greek Linguistics,* Ioannina, 30-2 September 2007, 714-727. Αναρτημένο στην ιστοσελίδα: [http://www.linguist-uoi.gr/cd\_web/](https://hermes.aegean.gr/owa/redir.aspx?C=bf4e6a616acc4b9d982c88ea83f8a827&URL=http%3a%2f%2fwww.linguist-uoi.gr%2fcd_web%2f) 3. Λαμπροπούλου Σοφία. 2014. «Κοινωνικό φύλο: μέθοδοι και προσεγγίσεις». Στο Μαριάνθη Γεωργαλίδου, Μαρία Σηφιανού & Βίλλυ Τσάκωνα (επίμ.). 2014. *Ανάλυση Λόγου: Θεωρία και Εφαρμογές*. Αθήνα: Εκδόσεις Νήσος.4. Γεωργαλίδου, Μ. & Λαμπροπούλου Σ. 2016. Γραμματικό γένος και γλωσσικός σεξισμός στα έγγραφα της Ελληνικής δημόσιας διοίκησης. Γλωσσολογία 24: 23-43.http://glossologia.phil.uoa.gr/sites/default/files/2.Georgalidou&Lampropoulou.pdf**In English**Antaki, Charles & Widdicombe, Sue. 1998. Identity as an Achievement and as a Tool. Στο Charles Antaki & Sue Widdicombe (επιμ.), *Identities in Talk*. London: Sage, 1-14. Benwell, Bethan. M. & Stokoe, Elizabeth. 2006. *Discourse and Identity*. Edinburgh: Edinburgh University Press.Bergvall, Victoria. 1996. Constructing and enacting gender through discourse: negotiating multiple roles as female engineering students. Στο Victoria Bergvall, Janet M. Bing, & Alice Freed, (επιμ.), *Rethinking Language and Gender Research: Theory and Practice*. London: Longman, 173-201. Bergvall, Victoria, Bing, Janet M. & Freed, Alice. 1996. The Question of Questions: Beyond Binary Thinking. Στο Victoria Bergvall, Janet M. Bing, & Alice Freed, (επιμ.), *Rethinking Language and Gender Research: Theory and Practice*. London: Longman, 1-30. Bucholtz, Mary. 1999. ‘Why be normal? 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Στο Barrie, Thorne, Cheris, Kramarae & Nancy, Henley (επιμ.), *Language, Gender and Society*. Rowley, MA: Newbury House, 102-117.Zimmermann, Don H., and Candace West. 1975. Sex Roles, Interruptions and Silences in Conversation. Στο Barrie, Thorne & Nancy, Henley (επιμ.), *Language and Sex: Difference and Dominance.* Rowley, MA: Newbury House, 105-29. |