**COURSE SCENARIO**

**PART 1. COURSE DESCRIPTION**

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| **SUBJECT / TOPIC** | ***Language - gender - culture*** |
| **MODE** (online, face-to-face, blended) | face to face in class |
| **LEVEL**  (master, bachelor) | master |
| **PREREQUISITES**  (courses to be taken before, if applicable) | Not available |
| **SUMMARY / ANNOTATION OF THE CONTENT** | During the classes students get to know gender linguistics as one of the method of linguistic and culture research. Gender linguistics is generally described as relatively new and essentially current tool used to characterize the contemporary communication. As distinct from classic methods gender research on language and communication are focused on social and cultural contexts. Gender linguistics is also a part of interdisciplinary domain of gender studies what requires having regards to accomplishments of other academic disciplines (e.g. sociology, psychology, anthropology, cultural studies).  The classes are planned as a course of analyzing and discussing main gender issues in contemporary communication and culture. |
| **THE AIMS OF THE COURSE** | * To introduce a few chosen problems of gender aspects of language and communication on the example of Polish (one can chose any language as the example); * to outline gender inequality and blanks in language and communication; * to emphasize the language features which help to avoid offensive language forms and create political correct communicates; * to point the linguistic tools used in description and solution of gender problems in language and communication, culture and society. |
| **LEARNING OUTCOMES** | * Students can identify the areas of language where one can indicate gender problems (inequality, blanks, deficits etc.); * students are able to distinguish and name gender problems of language and communication and also describe and use language tools of gender linguistics; * students can name, illustrate, understand and classify gender aspects of Polish, give examples of unequal and offensive forms, interpret and paraphrase them; * Students can point main communication and culture domains which need changes due to gender problems of the present. |
| **STUDY AND ASSESSMENT METHODS** | Students participate actively in the discussions during the class. Students prepare presentations, posters, debate plans on the chosen gender issue inspired by the content of the class. |
| **BIBLIOGRAPHY** | Books and articles   * Karwatowska M., Szpyra-Kozłowska J., 2005, Lingwistyka płci. Ona i on w języku polskim, Lublin. * Kępińska A., 2006, Kształtowanie się polskiej kategorii męsko- i niemęskoosobowości. Język wobec płci, Warszawa. * Łaziński M., 2006, O paniach i panach. Polskie rzeczowniki tytularne i ich asymetria rodzajowo-płciowa, Warszawa. * Rejter A., 2013, Płeć — język — kultura, Katowice. * Rejter A., 2013, Władza płci w perspektywie komunikacyjnej. „Oblicza Komunikacji”, nr 6: Język władzy, 2013, p. 23-38. * Rejter A., 2014, Pamięć stereotypu a dyskursy dotyczące płci, „Tekst i Dyskurs – Text und Diskurs”, nr 7, 2014, p. 49-66. * Rejter A., 2029, Nazwy własne w kon/tekstach kultury, Katowice. * Skowronek B., ed., 2009, Gender — queer — edukacja, vol. 1, Kraków. * Skowronek B., ed., 2011, Gender — queer — edukacja, vol. 2: W stronę praktyki, Kraków. * Szpyra-Kozłowska J., 2021, Nianiek, ministra i japonki. Eseje o języku i płci, Kraków.   Filmography   * „Fanfik” (2023), directed by M. Karwowska, Netflix * „Jesteśmy idealni” (2023), directed by M. Kozakiewicz, Netflix. * Chosen YouTube materials. |