

Arts and Humanities

Guides to
mainstreaming gender
in university teaching

Philology and Linguistics

Montserrat Ribas Bisbal

Xarxa Vives
d'universitats



THIS COLLECTION OF GUIDES IS PROMOTED BY THE GENDER EQUALITY WORKING GROUP OF THE XARXA VIVES D'UNIVERSITATS [VIVES NETWORK OF UNIVERSITIES]

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PRESENTATION

What is the gender perspective and what relevance does it have in teaching undergraduate and graduate programmes? When applied to a university setting, the gender perspective or gender mainstreaming is a comprehensive policy to promote gender equality and diversity in research, teaching and university management—all areas affected by different gender biases. As a cross-cutting strategy, it involves all policies taking into account the characteristics, needs and interests of both women and men, and distinguishing biological aspects (sex) from culturally and historically constructed social representations (norms, roles, stereotypes) of femininity and masculinity (gender) based on sexual difference.

The Xarxa Vives d'Universitats (XVU) (Vives Network of Universities) encourages a cohesive university community and reinforces the projection and the impact of academe in society by promoting the definition of common strategies, especially in the gender perspective scope of action. It should be highlighted that policies that do not take into account these different roles and diverse needs and are, therefore, gender-blind do not help to transform the unequal structure of gender relations. This also applies to university teaching, where we offer students a compendium of knowledge to understand the world and intervene in their future professional practice, providing sources of reference and academic authority and seeking to promote critical thinking.

Knowledge transfer in the classroom that is sensitive to sex and gender offers different benefits, both for teachers and for students. On the one hand, deepening the understanding of the needs and behaviours of the population as a whole avoids partial or biased interpretations—both theoretically and empirically—that occur when using man as a universal reference or when not taking into account the diversity of the female or male subject. In this way, incorporating gender perspective improves teaching quality and the social relevance of (re)produced knowledge, technologies and innovations.

On the other, providing students with new tools to identify stereotypes, social norms and gender roles helps to develop their critical thinking and skill acquisition that will enable them to avoid gender blindness in their future professional practice. Furthermore, the gender perspective allows teachers to pay attention to gender dynamics that occur in the learning environment and to adopt measures that ensure that the diversity of their students is addressed.

The document you are holding is the result of the biannual 2016-2017 work plan of the XVU Gender Equality Working Group, focused on gender perspective

in university teaching and research. At an initial stage, the report entitled *La perspectiva de gènere en docència i recerca a les universitats de la Xarxa Vives: Situació actual i reptes de futur (2017)* [*Gender Perspective in Teaching and Research at Universities in the Vives Network: Current Status and Future Challenges*], coordinated by Tània Verge Mestre (Pompeu Fabra University) and Teresa Cabruja Ubach (University of Girona), found that the effective incorporation of gender perspective in university teaching remained a pending challenge, despite the regulatory framework in force at European, national and regional levels of the XVU.

One of the main challenges identified in this report in order to overcome the lack of gender sensitivity in curricula on undergraduate and postgraduate programmes was the need to train teachers in this skill. In this vein, it pointed out the need for educational resources that help teachers provide gender-sensitive learning.

At the second stage, these guidelines for university teaching with a gender perspective has been prepared, under the coordination of Teresa Cabruja Ubach (University of Girona), M. José Rodríguez Jaume (University of Alicante) and Tània Verge Mestre (Pompeu Fabra University). Altogether, eleven guides have been developed—with between one to four guides for each field of knowledge—by expert lecturers and professors from different universities in applying a gender perspective in their disciplines:

ARTS AND HUMANITIES:

HISTORY: Mónica Moreno Seco (Universitat d'Alacant)

ART HISTORY: M. Lluïsa Faxedas Brujats (Universitat de Girona)

PHILOLOGY AND LINGUISTICS: Montserrat Ribas Bisbal (Universitat Pompeu Fabra)

PHILOSOPHY: Sonia Reverter-Bañón (Universitat Jaume I)

SOCIAL AND JUDICIAL SCIENCES:

LAW AND CRIMINOLOGY: M. Concepción Torres Díaz (Universitat d'Alacant)

SOCIOLOGY, ECONOMICS AND POLITICAL SCIENCE: Rosa M. Ortiz Monera and Anna M. Morero Beltrán (Universitat de Barcelona)

EDUCATION AND PEDAGOGY: Montserrat Rifà Valls (Universitat Autònoma de Barcelona)

SCIENCES:

PHYSICS: Encina Calvo Iglesias (Universidade de Santiago de Compostela)

LIFE SCIENCES:

MEDICINE: M. Teresa Ruiz Cantero (Universitat d'Alacant)

PSYCHOLOGY: Esperanza Bosch Fiol and Salud Mantero Heredia (Universitat de les Illes Balears)

ENGINEERING:

COMPUTER SCIENCE: Paloma Moreda Pozo (Universitat d'Alacant)

Learning to incorporate the gender perspective in subjects merely implies a reflection on the different elements that constitute the teaching-learning process based on sex and gender as key analytical variables. In order to review your subjects from this perspective, the guidelines for university teaching with a gender perspective provide recommendations and instructions that cover all the following elements: objectives; learning outcomes; content; examples and language used; selected sources; teaching methods and evaluation, and management of the learning environment. After all, incorporating the principle of gender equality is not just a matter of social justice but also teaching quality.

Teresa Cabruja Ubach, M. José Rodríguez Jaume and Tània Verge Mestre,
coordinators

01. INTRODUCTION

In this guide, Montserrat Ribas Bisbal, a professor at Pompeu Fabra University, has put together a wide range of recommendations to introduce gender mainstreaming to the teaching of philology and linguistics. Through teaching, we offer students the knowledge to understand the world and social relations, make forms of reference and academic authority available, and pursue the exercising of participation and critical thinking. As will become apparent in this guide, without a reflection on the gender biases that might be present in the exercise of our teaching, instructors may contribute to reinforcing and perpetuating gender inequality.

For this reason, the guide begins with a discussion on the aspects that reveal the **gender-blindness** of the field under discussion (Section I), followed by a discussion of its implications (Section II). In this sense, we point out how these fields have had the tendency to disassociate language from the social life of their speakers, even though language is not alien to the representations of the world that prevail in society.

Later, the guide develops different tools to help instructors implement a gender perspective into their teaching. On the one hand, we offer **general proposals** to incorporate a gender perspective in teaching (Section III). To do so, we problematise and highlight the role of gender in language. In addition, we present concrete proposals to implement a gender perspective into the teaching of these fields. Then, we offer a recollection of **good practices** that comprise content and learning results in philology and linguistics (Section IV). The guide also includes several **teaching resources** (Section V) and provides indications on how instructors can help the student body to incorporate a **gender perspective into their research**, especially in their bachelor theses (TFGs) and master theses (TFMs) (Section VI). Additionally, we have collected different **search tools** – such as websites, concept glossaries, and links to syllabi – that can serve as an example (Section VII), and we present several bibliographical resources in order **to elaborate** upon the reflection process as to how to teach with a gender perspective (Section VIII).

02. GENDER-BLINDNESS AND ITS IMPLICATIONS

In the field of philology and linguistics, gender has been approached almost exclusively from a grammatical perspective – that is, as a «form» through which we express the condition of masculine and feminine attributed to lexical unities and their possible combinations. This position is based on the postulate that the relationships between the code (linguistic system) and what the code represents are arbitrary. Reducing the concept of «gender» to this approach is the equivalent of disassociating a language from the social life of its speakers by merely considering it a system of abstract signs that is not concerned with the socio-cultural forms of organisation of human communities. It is not odd, then, to see that such proposals have generated critical positions against them. Since the 1970s, feminist activism has pointed out that language is not alien to the representations of the world proposed by dominant thought and that, because of this, it reproduces the androcentric, sexist, and patriarchal structures that articulate our social order.

Understanding languages as systems of signs and rules that do not correspond with the systems that organise our societies has meant that those in charge of drafting grammar books and dictionaries have not, until recently, considered the benefits of questioning rules and meanings that ignore, make invisible or undermine women and other subaltern identities. For this reason, despite the prolific research carried out in this field – primarily by women –, the gender perspective is still ignored. The same goes for teaching, where the fact that most of the teaching staff is composed of women does not seem to influence the introduction of proposals for more egalitarian linguistic usage.

Nevertheless, it should be noted that the interest of certain groups tied to feminist studies in changing this discriminatory situation has demonstrated how many entries in normative dictionaries (DREA, DIEC) reproduce sexist, androcentric, and patriarchal meanings, and they have lobbied for these terms to be reviewed and updated. Currently, both the DREA and DIEC have been reviewed regarding their gender perspectives, although it does not mean that such entries have been completely removed (see Lledó, 1998, 1999, 2005). These groups have also advocated for the introduction of grammatical changes in order to avoid certain constructions – like the indiscriminate use of the generic masculine – that render other gender expressions invisible.

Perhaps the subfield with the most research on the variable of gender in language has been discourse and communication analysis. In the 70s, Robin Lakoff observed

how men and women speak differently, and the general understanding was that men expressed themselves more assertively than women who, according to her, expressed themselves more insecurely. Later, the traits that were interpreted as «insecurity» were reinterpreted as a sign of «courtesy» or as more «empathic» ways of speaking (Coates, 1988, 1996; Holmes, 1995). Progressively, this debate has given way to positionings and controversies that, whether they be in the domain of teaching or research, are hardly avoidable.

03. GENERAL PROPOSALS TO INCORPORATE A GENDER PERSPECTIVE IN TEACHING

Language is a symbolic system that allows us to access the world. Consequently, it is a multidisciplinary instrument through which we build content in each field. Language is, certainly, a space of *representation*, but also of *interaction*. That is to say, it is the sphere in which human communication and socialization is made possible. From a gender perspective, we propose paying attention to:

- 1) Linguistic norms:** The concept of gender cannot be reduced to a grammatical form, especially if it refers to sexed beings, because it also necessarily refers to something outside of language. Grammatical rules that regulate normative constructions of gender in a language have not emerged out of nowhere; they are the expression of normative – thus, androcentric and patriarchal – thought that articulates and sustains the established social order. Acting on the norms of linguistics is therefore acting on the construction and reproduction of a way of understanding the world in order to try to transform it. Proposing, as some political groups do, to use the feminine form as generic, instead of masculine, is to be invested in reparation measures for the gender inequalities that the system continues reproducing.
- 2) Social interactions:** Human beings need to interact socially. There are spontaneous interactions, like colloquial conversations, and some more regulated ones, like institutional interactions. In all of them, however, it seems that women and men act based on culturally interiorised patterns. If we observe both these spontaneous and not-so-spontaneous interactions in detail, we can see how gender hierarchies are reproduced. We should pay attention to questions like: How do we assign the roles to the speakers (leadership, expertise, support, etc.) in a conversation? Who holds verbal capital? Who introduces new topics? What do we talk about? What type of enunciations are the most recurrent in each case? How are the transitions between speaking turns? How do we gesticulate? What space does each person occupy? How is courtesy expressed? etc. If we try to answer these questions in the interactions that we observe around us – be they familiar, social, professional, or institutional – we will observe that women and men do not express themselves in the same way nor do they occupy the same positions. And, obviously, they do not receive the same evaluation.

3) The construction of social stories: Human groups give meaning to the world around them. To do so, they use narrative structures. Narratives (stories) are the basic form by which individuals and communities explain the events they experience. We only need to observe the ways in which the media present the news to realise that how the protagonists are selected and characterised and how the story is organised has a strong cognitive impact. From a gender perspective, it is then interesting to observe: How much of the news – in printed press or on the radio and television – is protagonised by women? Which topics are women associated with? Do they appear as passive or active subjects? If they are active, what type of actions do they conduct? How are these actions valued? etc. This observation will likely make it clear that, again, the same cultural patterns are being reproduced and women appear as a subaltern alterity (Spivak, 1994). We should also realise that it is not only the stories in the media that reproduce such patterns, but also observe the ways women are represented in our stories about cultural issues, teaching, science, politics, sports, advertising, etc.

In regard to the pedagogical styles that we can use to work on content, language, and communicative skills from a gender perspective, we recommend:

- Reflecting on group dynamics. Groups are systems that influence their components and, at the same time, are affected by the conduct of their members. There is a reciprocal influence. Observing the dominant representations, values, and beliefs in a group surrounding gender identity and the interactions that derive from them will allow us to become aware of the dominant positions and the reparations that we should put into place.
- Re-signifying communicative practices. Facing the derogatory treatment that women's communication abilities have received from dominant androcentrism («nosy», «tattletale», «gossipy», etc.), we must instead give them value and show their positive side: increased sociability, a heightened ability to express opinions, less rigidity, etc.
- Making the contributions made by women in the fields of lexicography, popular phraseology and the maintenance of culture in general visible. Example: Maria Moliner created one of the most prestigious dictionaries in the Spanish language; Joana Raspall created the dictionary of locutions and expressions in Catalan; library workers¹ preserve books and the written word; etc.

¹ The School of Female Librarians (Escola de Bibliotecàries) was created in Barcelona in

- Working specific grammatical aspects like, for example, the different forms in which gender can be expressed or neutralised. Currently under debate is the use of «@» or «x» as possible solutions, and other options for gender activism in language will need to be pondered.

In fact, several groups and associations have emerged with the goal of working on a gender perspective in teaching and research, such as Genet (<http://genet.csic.es/>).

1915 in order to educate the female staff that would work in the public library network launched by the grouping of Catalan communities (Mancomunitat de Catalunya). It was a women-only school until 1982.

04. GOOD PRACTICES

After presenting the main ideas in relation to gender biases and having introduced the main proposals to introduce a gender perspective, in this section, we summarise in detail how to incorporate these ideas into teaching. In the following three cases, we will explore concrete examples of teaching goals and content and show the learning outcomes derived from the implementation of a gender perspective.

In the Degree in Applied Languages study program, there are no explicit criteria for equality or competences related to the topic. Nevertheless, the course «Language and Society» introduces a gender perspective. This subject concretely chooses to work with a case study methodology, also called problem-based learning, which allows for an elaboration on the content and the development of the expected skills in the course goals through the solving of real or fictional cases. Below, we present three of the cases that have been used in class in which a gender perspective was considered.

CASE 1

Goals

- 1) Reflecting about the communicative patterns that both men and women have interiorised.
- 2) Observing if there are style differences between the written expression of men and women and what psycho-social effects derive from them.
- 3) Detecting paraverbal and contextual elements that play a role in the value of social identities.

Presentation of the case

Here we present fragments from two different studies which introduce characteristics and psychosocial effects of the communicative styles of men and women:

- (1) We find concrete and significant differences between the writing of men and women in the use of pronouns and nouns. Even if the total number of nominal forms in masculine and feminine texts is practically identical, women use many more pronouns than men, who typically use more nouns. In general, we observe that, even in formal writing, women have

the tendency to use more «involved» features, whereas men used more «informative» ones.²

- (2) As for the visibility of men and women, it has been observed that at the Australasian Evolution Society Conference in 2013 the attendance was similar in number between men and women. Similarly, there was practically no difference in gender distribution of the oral presentations. However, the women presenting their work used 20% less time than the men. The reason behind this difference is that the men chose to have longer presentations, whereas the women chose shorter ones. This tendency undoubtedly contributes to giving more visibility to the work of men than the work of women in academia.

Further down it is also mentioned that: «The result is not only a reduction in their [women's] immediate visibility, but it may have significant implications for future funding opportunities and publication success.»³

Suggested Work

- 1) Do you think that these observations are justified enough?
- 2) Perform a bit of empirical research that allows you to justify your answer.
- 3) Take a position on the convenience of neutralising (or not) the expressive differences between men and women.

Learning Results

- 1) Being able to assess if there are specific style traits in written texts characteristic of men and women.
- 2) Being able to describe the linguistic and communicative differences detected in oral and written presentations by men and women.
- 3) Being able to identify the meanings that paraverbal and contextual elements acquire in the social representation of gender.

2 ARGAMON, Shlomo; KOPPEL, Moshe; FINE, Jonathan & SHIMONI, Anat Rachel (2003). *Gender, Genre and Writing Style in Formal Written Texts*: <http://u.cs.biu.ac.il/~koppel/papers/malefemale-text-final.pdf>

3 JONES, Theresa M.; FANSON, Kerry V.; LANFEAR, Rob; SYMONDS, Matthew R.E. & HIGGIE, Megan (2014). *Gender differences in conference presentations: A consequence of self-selection?*: http://www.robertlanfear.com/publications/assets/Lanfear_etal_PeerJ_2014.pdf

CASE 2

Goals

- 1) Reflecting on the role of language in the construction and perpetuation of social inequalities, particularly gender inequality.
- 2) Detecting linguistic forms and structures that can be correlated with forms of exclusion and inequality.
- 3) Learning to propose linguistic uses that do not discriminate from a gender perspective.

Presentation of the case

As a result of the propositions that feminist studies have put forth on linguistic uses, most of the style books in public institutions include recommendations for a non-sexist use of language. Many of the recommendations follow the following concrete points:

In general documents and writings, the resources that we should use in order to avoid potentially sexist uses of language are the following: a) the use of the second plural form;⁴ b) the use of feminine forms in positions, titles, and professions when they exist; and c) very occasionally, the use of generic or collective designations. However, in this type of document, it is never recommended to resort to the simultaneous use of masculine and feminine forms in the singular and less so in the plural since – apart from being completely unnecessary – it results in expressions and texts that are tedious and antinatural. For example:

- The National Governors Association [and not National Governors and Governesses Association, nor The National Association of the People who Govern]
- The relationship between host and guest [and not between host or hostess and guest]⁵

4 In Catalan and Spanish, the use of the plural verb conjugation helps avoid gendered singular forms.

5 The examples are more numerous in Catalan and Spanish due to the gendered nature of adjectives and nouns that English can easily neutralize (for example, the use of «chairperson» instead of «chairman» or «chairwoman»).

Suggested Work

- 1) Do you think that language reproduces a sexist vision of the world?
- 2) Do you agree with the previous recommendations?
- 3) What socio-cognitive effects do you think the implementation (or lack thereof) of such recommendations might have?
- 4) Would you say that these recommendations are enough to achieve an inclusive and equalitarian language?

Learning Results

- 1) Being able to adopt a logical position on the role of language in the human representations we make of the world.
- 2) Being able to describe the forms and structures of language that convey and reproduce discriminatory gender representations through linguistic reasoning.
- 3) Being able to propose linguistic and grammatical features that contribute to fostering more egalitarian uses of language.

CASE 3

Goals

- 1) Reflecting on translation as a tool to transform sexist, androcentric, and heteronormative views that are hegemonic in our society.
- 2) Evaluating the socio-cognitive effects of specific translation cases.
- 3) Proposing and debating criteria that allow for the selection of alternative translation solutions to offensive, discriminatory, and/or exclusive forms.

Presentation of the case

There are studies about the transmission of cultural and sexist patterns in translation and dubbing. For example, Marcella de Marco (2004) in «Sexism in dubbing and subtitling», observes:

For the last several years, audio-visual translation has become an object of research that has awakened interest in various fields, since it has been proven that how a film is dubbed or subtitled can generate a strong impact on viewers regarding their perception of reality. Cinema does not only reproduce real life on a screen; it reflects this life and makes the cultural values of a given society visible. Thus, dubbing and subtitling, which are the main ways in which cinematography disseminates its messages to different cultures, end up being the most important agents in conveying common places, points of view, and stereotypes about issues like class, ethnicity, and gender.

Thus, it becomes evident that sexist words and expressions clearly reflect gender stereotypes and that the representation of women that we can infer from such expressions is very similar between the US culture and Spanish culture, despite the linguistic differences between the languages.

Some of the movies analysed in the study provide many examples. In *Working Girl*, for example, they dubbed the expression «You talk fine» as «Hablas de puta madre»⁶. Even if the subtitle is literal, the dubbed version is closer to the colloquial register in the target language, since it is a very common idiom in the Spanish speaking culture. It is remarkable that it is an expression with a very clear sexist nuance, and the one using it is, in fact, a woman, which proves that certain twisted images about femininity go unnoticed by anyone, regardless of their gender.⁷

Other examples of non-literal translations that are justified as common idioms in the target language are the following:

Game of Thrones: «You are a fucking bastard» > «(Eres un) hijo de puta»
 Top Gear: “Don’t be such a pussy” > «No seas nenaza»

Source: Extracts from Adrián Fuentes-Luque, «Taboo language in audio-visual translation: Linguistic, cultural and social limits.»⁸

Suggested Work

- 1) Do you think that translation should contribute to a more egalitarian world?
- 2) How do you think we should think about translation so it can contribute to a more egalitarian society?

6 A slang expression that means «very good» by using the word «whore» and «mother» together.

7 See http://cvc.cervantes.es/trujaman/antiores/mayo_04/17052004.htm.

8 <https://cvc.cervantes.es/lengua/eaesla/pdf/01/70.pdf>

- 3) Present five examples of translations (real or made up) that you think can contribute to not reproducing sexist, androcentric, and heteronormative views of society.

Learning Results

- 1) Being able to detect cases of offensive and/or derogatory translation based on gender prejudices.
- 2) Being able to propose alternative forms of translation that are not offensive and/or derogatory about gender.
- 3) Being able to evaluate the possible socio-cognitive effects of the alternative forms that have been proposed and make consistent decisions.

05. TEACHING RESOURCES

In the previous sections we have insisted on the idea that language is the tool through which humans access the world. It is therefore the vehicle that allows us to create knowledge and interact with our surroundings. For this reason, we argue that its interest is multidisciplinary, and it affects different fields. Regarding uses of language that take gender into account, several linguistic services and cabinets, institutions like the Catalan and Spanish Women's Institutes, and scholars in the subject like Eulàlia Lledó have issued recommendations about how and when to use generic or double forms, how to refer to specific and generic people, the lexical choices, forms of writing and interaction, etc. You can find the links to some of them below:

Linguistic Perspective:

- Eulàlia Lledó's Proposals: http://www.mujeupalabra.net/pensamiento/lenguaje/eulalialledocunill/lengua_gnral.htm
- Politechnical University of Catalunya's proposals: <http://www.upc.edu/slt/ca/recursos-redaccio/criteris-linguistics/genere>
- Autonomous University of Barcelona's proposals: <http://www.uab.cat/doc/lenguatge>
- Instituto de la Mujer (Women's Institute) proposals: <http://e-mujeres.net/nombra-en-red/>

Discursive and Educational perspectives:

- University of Barcelona's Thoughts and Proposals: <http://www.ub.edu/cdona/>
- University of Vic-Central University of Catalunya's Thoughts and Proposals: <http://mon.uvic.cat/ceig/>
- University of Alicante's Thoughts and Proposals: <https://web.ua.es/va/unidad-igualdad/docencia-igualdad/presentacio.html>
- Netzwerk Frauen und Geschlechterforschung NRW Thoughts and Proposals: <http://www.gender-curricula.com/en/gender-curricula-startseite/>
- Autonomous University of Barcelona Thoughts and Proposals: <http://www.uab.cat/web/l-observatori/perspectiva-de-genere-en-la-docencia-i-la-recerca-1345703853830.html>

Audio-visual Materials

Audio-visual materials facilitate interpretation at different levels. Images, as semantic resources, are very powerful and provide narratives and counternarratives in formats that are usually attractive to students. Some resources in Spanish are:

- Pompeu Fabra University (March 2016). «A Gender Perspective in Teaching» [Video]. Retrieved from <https://youtu.be/dsE6w0XTPDk>
- AlendaBros (February 2013). «The Order of Things – A short film against gender violence» [Video]. Retrieved from <https://youtu.be/hfGsrMBsX1Q>
- laSexta (February 2016). «This is how a Gender Perspective Workshop Happens» – Salvados [Video]. Retrieved from <https://youtu.be/wXj5nqCjsA8>
- laSexta (February 2016). Marina Marroquí: «You change everything in your life for him, so you don't make him angry» – Salvados [Video]. Retrieved from <https://youtu.be/ZdjTFdbm0IA>

06. TEACHING HOW TO CARRY OUT GENDER SENSITIVE-RESEARCH

The sensitisation of the student body towards issues of gender is a task that needs to be performed through different courses taken during the degree. Currently, in the degrees of Translation and Applied Languages at UPF, we have involved two first-year courses and we will broaden the scope to other courses progressively up until the fourth year. Since we have just started this implementation, no significant results are available yet. We can, however, provide the list of Bachelor and Master's Theses in our archive. This list of theses by students in the Department of Translation and Language Sciences provides a series of examples on how to apply a gender perspective in this field of study and can be a guide for instructors who want to incentivise a gender perspective in their students' research.

One of the ways in which we see work from a gender perspective implemented is the discursive-linguistic approach: sexist and non-sexist uses of the language, how they are shaped and through which criteria, and the repercussions they can have in socially constructing people's gender or sexuality. As an example, we propose the following projects, with a commentary:

Sex, Gender and Language: An Analysis of the Language Used by the CUP (TOMÀS GUIX, Mireia);

In this project there is an approach to the treatment of gender by the CUP (a Catalan political party) in their discourse, such as gender-neutrality and generic feminine forms, among others. Following this goal, the project analyses several criteria that the political party uses in its discourse regarding gender and highlights the existence of alternative uses to the traditional ones.

Linguistic Gender Stereotypes in Teen Situation Comedy: An Analysis of Liv and Maddie (2013) and its Translation into Spanish (BOSCH FÀBREGAS, Marizell-Eugènia)

The analysis of this project is focused on the semantic and pragmatic functions of certain linguistic elements in a comedy series for teenagers. Linguistic stereotypes linked to gender situations have been detected to prove if they coincide with previous research on language and gender. Thus, on top of dealing with language and gender specifically, the project fosters contact with other research in the field of gender.

Coming out of the Closet: Discursive Characterisation Depending on the Gender Variable (DE LA MATA LLORCA, Aida)

This project uses a critical discourse analysis to observe how homosexual identity is discursively constructed, through the personal stories of young homosexuals who explain their experience when talking publicly about their sexuality.

Gender Socialization in Preadolescence: Gender Representation in the Discourse of Spanish Children's Literature in the 21st Century (TEMPORAL SELGA, Ruth)

This provides an analysis of the representation of gender in a very important phase for human development: childhood. The project highlights how the social views on gender are constructed, as well as the fostering of certain ideological mentalities that end up forming the social construction of gender of children.

Another way of incorporating gender mainstreaming in the field of Translation and Language Sciences is through the choice of topics that women have as objects of study or that are related to feminism or have a direct effect on women (and their literature or the translation of their work, for example). Within this context, we will also add some examples that have been pursued in our Faculty:

Social Representation of Feminism in Opinion Articles and its Acceptance or Rejection by the Audience: An Analysis of Conceptual Metaphors (GÓMEZ ÁLVAREZ, Nereida N.)

This project presents feminism as an ideology that promotes discourses of resistance and social transformation and analyses the different conceptual metaphors of six opinion articles by feminist authors. It brings to light the relationship between social representations of feminism that stem from such discourses and their reception by their audiences.

The Debate on Abortion in Brazilian Politics: Actors, Discourses, and Ideologies (BORTOLINI, Elisa)

The goal of the project is to identify and analyse the social actors present in the documents of Brazilian legislative power regarding abortion, as well as to prove if there is an ideology present in such documents and how it is legitimised or hidden.

The Translation and Reception in Spain of Afro-American Novels Written by Women: A Comparison between Alice Walker and Toni Morrison (LLOPART BABOT, Sandra)

This work approaches the reception of Afro-American literature written by women in Spain through the comparison of Toni Morrison and Alice Walker, two pillars not only of US literature, but also international literature. Hence, it focuses on female writers and investigates the factors that have favoured the translation and circulation of such work as well as the repercussion of the novels on the readers.

07. PEDAGOGICAL RESOURCES

7.1 Links to teaching guides for courses related to gender and language

Bachelor Courses

Communicating with a gender perspective requires understanding how the discourses we express perpetuate our society's patriarchal and androcentric ideology, which places women and everyone else outside the definition of men as a marginalised subject in the alterity. Thus, it is important to identify how and when we express inequality and discrimination for gender reasons in linguistic and audio-visual discourses, whether it be implicitly or explicitly. The aim is to learn to practically apply the different recommendations for non-sexist communication and the use of inclusive language in order to gain precision and exactness in our messages:

- French Literature by Women analysed from a gender perspective (University of Alicante) <http://cv1.cpd.ua.es/ConsPlanesEstudio/cvFichaAsiEEES.asp?wcodasi=39220&wLengua=V&scaca=2017-18#>
- Discourse Analysis: Socio-Cognitive (UPF-Master in Political Philosophy) [https://gestioacademica.upf.edu/doa/consultaPublica/look\[conpub\]MostrarPubGuiaDocAs](https://gestioacademica.upf.edu/doa/consultaPublica/look[conpub]MostrarPubGuiaDocAs)
- Tools to Communicate with a Gender Perspective: (UAB Workshop granting ECTS credits): <http://www.uab.cat/web/l-observatori/estudiants/tallers-amb-reconeixement-de-credits-ects-1345685927557.html>

Graduate Courses

- Gender and Sexuality studies (Official Master in Comparative Literature: Cultural and Literary Studies, UAB) http://158.109.159.121/molcelc/wp-content/uploads/2012/07/GeneroSexualidad_2012-2013.pdf
- Gender and Literature (Master in Interdisciplinary Gender Studies, UAM) <http://www.uam.es/UAM/IUEM-Organización-y-ordenación-académica/1242675355483.htm?language=es&nodepath=Organización%20y%20Ordenación%20Académica>

- Languages and Sexism (Master in Equality and Gender in the Public and Private Domain, UJI) https://e-ujier.uji.es/pls/www/gri_www.euji22883_html?p_curso_aca=2017&p_asignatura_id=SRM007&p_idioma=CA&p_titulacion=42169
- Gender and Language (Master in Gender Studies and Equality Policies, University of La Laguna) <https://e-guia.ull.es/filosofia/query.php?codigo=265431104>
- Language, Communication Styles, and Gender (Master in Gender Studies and Management of Equality Policies, UdL) <http://guiadocent.udl.cat/pdf/14642>
- Gender and Communication (Master in Gender and Equality Policies, University of València) <https://webges.uv.es/uvGuiaDocenteWeb/guia?APP=uvGuiaDocenteWeb&ACTION=MOSTRARGUIA.M&MODULO=43364&CURSOACAD=2018&IDIOMA=V>
- Feminist Discourse Analysis in Science and Culture (Master in Women's, Gender, and Citizenship Studies, iiEDG) http://www.iiedg.org/ca/master/PDM3_AnalisFemDiscu_PRESCAT.pdf
- Language, Gender, and the Media (Master in Women's, Gender, and Citizenship Studies, iiEDG) http://www.iiedg.org/ca/master/PDM3_LlenguGenereMedis_PRESCAT.pdf
- Translation, Self-translation, and Gender (Master in Women's, Gender, and Citizenship Studies, iiEDG) http://www.iiedg.org/ca/master/PDM5_TraduccioAutotraduc_PRESCAT.pdf

7.2 Glossary

In order to become aware of the linguistic usages that can convey gender biases and propose dissident possibilities, the following concepts can be utilised:

Linguistic Activism: «The concept of linguistic activism is applied to several collective practices that have as a common denominator the goal of causing social change, assuming linguistic diversity as a cultural, social and historical value and, moreover, elaborating concrete political strategies with the goal of acting on status, corpus, and/or acquisition over the representations of one or many languages: linguistic ideologies and their production, legitimisation and circulation by the sectors in society that hold positions of power.»

Source: Cátedra de Etnolingüística de la Escuela de Antropología de la UNR, (N/A). *Activismo lingüístico*. Retrieved from <https://etnolingüisticablog.wordpress.com/activismo-linguistico/>.

Sexist Language: «Sexist language is known as a form of exclusion that reinforces discrimination against women and promotes the creation of stereotypes.»

Source: Instituto Nacional de las Mujeres INMUJERES (2007). *Glosario de género* (p.91). México: Colonia Guadalupe Inn. Retrieved from http://cedoc.inmujeres.gob.mx/documentos_download/100904.pdf.

Sexism in Language: «Language is like a mirror that reflects the society that uses it; it is a tool that drives our thoughts, organizing and structuring them, thus incorporating beliefs, values, judgements, and stereotypes. Hence, the persistence of discriminatory practices in the use of language is nothing but a sign of the generalized presence of sexism in our culture. The asymmetry between masculine and feminine concepts, the use of the generic masculine as the alleged universal form and the exclusion of women as discourse subjects are the main biases of discrimination in the use of language.» (Eulàlia Lledó).

Source: Unitat d'Igualtat de la University of València. (s/d). *Glossari sobre relacions de gènere i polítiques d'igualtat*. Retrieved from <https://www.uv.es/igualtat/MireiaLola/glossari.pdf>.

Patriarchal Language: «Patriarchal language a cultural, political, historical and social system structured around the construction of inequalities based on biological differences between men and women, thus establishing hierarchies. In this system, superiority is assumed by the masculine gender and inferiority is associated with the feminine. Patriarchal systems introduce the domination of women and children, and foster not only their obedience, but also their consent in defending the system or being part of it as if it were unavoidable and natural.»

Source: Institut Balear de la Dona (ed.) (s/d). *Llenguatge per la Igualtat. Guia general* (p. 35) Retrieved from http://oficinaigualtat.uib.cat/digitalAssets/297/297560_llenguatge-per-la-igualtat-guia-general.pdf.

Inclusive Language: «Inclusive language is a language free of words, phrases, or tones that reflect views that are preconceived, stereotyped, or discriminatory towards people or groups (in this case, women as a whole). It is also a language that excludes certain people from belonging to a certain group.»

Source: Institut Balear de la Dona (ed.). (s/d). *Llenguatge per la Igualtat. Guia general* (p. 34) Retrieved from http://oficinaigualtat.uib.cat/digitalAssets/297/297560_llenguatge-per-la-igualtat-guia-general.pdf.

Androcentric Language: «A term derived from *andros* in Greek, referring to men, as opposed to women, with the qualities of honour and courage. It is *centric* because it favours the perspective of men as a starting point of a logical and scientific discourse that considers the other reality (that of women) to be insignificant. It is an assumption that considers that the characteristics of men belong to and comprise the centre of the universe – a parameter of study and analysis of the universal reality and experience of humankind. It confuses humanity with the man/male. It is a specific form of sexism that especially manifests in the concealment of women and their lack of definition.»

Source: Institut Balear de la Dona (ed.) (s/d). *Llenguatge per la Igualtat. Guia general*, p. 34. Retrieved from http://oficinaigualtat.uib.cat/digitalAssets/297/297560_llenguatge-per-la-igualtat-guia-general.pdf.

Queer Language: «Queer theory is based on the postulate that not only gender but also sex are cultural constructions and, as such, genders can be changed and transgressed. From this position we derive that on no occasion can we speak of only two genders or two sexes. This theory has been defended by LGBTI movements.»

Source: APARICIO, Marta; LEYRA, Begoña; ORTEGA, Rosario (eds.) (2009). *Cuadernos de género: Políticas y acciones de género. Materiales de formación*, p. 183. Madrid: Complutense University. Retrieved from http://eprints.ucm.es/9638/1/estudios_e_informes_n%C2%BA_4.pdf.

Grammatical Gender: «A class to which a noun or pronoun belong to and conform in their forms, and generally in only one form, with their respective adjective and pronoun inflections. In Indo-European languages there are three of these forms in certain adjectives and pronouns: masculine, feminine, and neutral.»

Source: Institut Balear de la Dona (ed.) (s/d). *Llenguatge per la Igualtat. Guia general* (p. 35) Retrieved from http://oficinaigualtat.uib.cat/digitalAssets/297/297560_llenguatge-per-la-igualtat-guia-general.pdf.

«A grammatical category that, in some languages, entails a distribution of nouns in nominal classes based on a certain number of formal properties that are manifested through flexive affixes, agreement with adjectives, or with a pronominal reference.» (Source: DIEC2).

Grammatical Gender in Romance Languages: «Catalan, as a Romance language, is characterised by the fact that nouns, adjectives, pronouns and articles have a grammatical gender. When nouns refer to people, we use a masculine or feminine gender according to the person's sex. This fact might seem obvious, but it does not happen in other languages like English that normally do not grammatically mark nouns referring to men or women.»

Source: Language Services at Politechnical University of Catalunya. (s/d). *Criteris lingüístics. Tractament de gènere*. Retrieved from <https://www.upc.edu/slt/ca/recursos-redaccio/criteris-linguistics/genere>.

Generic Masculine: «Traditionally, the generic masculine form has been used to refer to indeterminate people, meaning they can be men or women, as can be seen in grammar rules. Currently, this generic masculine form is considered to conceal or minimise the presence of women and in some contexts is perceived as discriminatory.»

Source: Language Services at Politechnical University of Catalunya (s/d). *Criteris lingüístics. Tractament de gènere*. Retrieved from <https://www.upc.edu/slt/ca/recursos-redaccio/criteris-linguistics/genere>.

Generic Feminine: «The use of the feminine form for indeterminate groups or those including men and women, instead of the generic masculine form. It is a form of linguistic activism that expresses a social reaction to hegemonic sexism and androcentrism.»

Source: Montserrat Ribas Bisbal's proposal

08. FOR FURTHER STUDY

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In the field of philology and linguistics, gender has been worked on almost exclusively from a grammatical perspective, without taking into account that the relationships between the code or linguistic system and what the code represents are arbitrary.

The Guide of Philology and Linguistics to mainstreaming gender in university teaching offers proposals, examples of good practice, teaching resources and consulting tools that allow for reflection and questioning of rules and meanings that ignore, make invisible or belittle women.



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