



GUIDE TO GENDER SENSITIVE USE OF LANGUAGE

TOPLUMSAL CİNSİYETE DUYARLI BİR YAZIM REHBERİ



GUIDE TO GENDER SENSITIVE USE OF LANGUAGE

Gender inequality manifests itself in every aspect of life. Language and word choices often reveal underlying assumptions about gender. This guide is designed to help raise awareness at the level of language about gender patterns related to daily life or individual, social and professional practices. It is an attempt to help ensure that in our writing and choices of language we are not silencing, constraining or stereotyping individuals.

PROBLEM #1: ALL SUBJECTS ARE MALE

The most easily recognizable form of sexist writing occurs in a sentence such as this:

When a student writes a paper, he must proofread carefully.

The sentence assumes that all students are male. To fix the sentence, we must include both genders in the category of “student.” There are several ways to approach this. An easy solution to this problem is to use “he or she” instead of “he.” However, this technique can be awkward especially if overused:

When a student writes a paper, he or she should use the spellchecker on his or her computer.

The abbreviations “he/she” and “s/he” fall into the same category as “he or she.” You can use them, but sparingly; the same holds for the substitution of “one” for “he.”

Solution #1:

Try making the subject of the sentence plural:
When students write their papers, they should use the spellcheckers on their computers.

The plural subject "students" now includes both genders, and the sentence retains its meaning without sounding awkward.

Solution #2:

Try to substitute a noun subject instead of a pronoun.

Example: Ask him to define the thesis.

Solution: Ask the writer to define the thesis.

Solution #3:

Try substituting the first or second person for the third:

Example: When a student writes a paper, he must proofread carefully.

Revision: When we students write our papers, we must proofread carefully.

Example: When a teacher is strict about spelling, his students will spend more time proofreading.

Revision: When you are strict about spelling, your students will spend more time proofreading.

Solution #4:

In some situations, the form one/one's can be substituted for he/his, but this construction should be used sparingly to avoid changing the tone of the writing.

Example: He might wonder what his response should be.

Revision: One might wonder what one's response should be.

PROBLEM #2: BIASED WORDS

Like the generic form he, the use of the word man to represent both women and men excludes women, and it minimalizes their contributions and their worth as human beings. To make language more inclusive:

Avoid exclusionary forms such as

- mankind
- man's achievements
- the best man for the job
- man the controls
- man the ticket booth

Choose inclusionary alternatives

- humanity, human beings, people
- human achievements
- the best person for the job
- take charge of
- staff the ticket booth

Some forms pose greater problem:

Example: man-made (as in man-made materials).

Revision: Artificial materials,, human-made materials

Example: freshman (as in certain official names such as freshman orientation).

Revision: First-year student is an alternative which may work.

When describing a job or career both men and women might perform, avoid using a combined term that specifies gender.

Avoid words and phrases such as

- chairman/chairwomen
- businessman/businesswoman
- congressman/congresswoman
- policeman/policewoman
- salesman/saleswoman
- fireman
- mailman

Choose inclusionary alternatives

- chair, coordinator, moderator, presiding officer, head, chairperson
- business executive, manager, businessperson
- congressional representative
- police officer
- salesperson, sales clerk, sales representative
- firefighter
- postal worker, letter carrier

PROBLEM # 3: TITLES, LABELS, AND NAMES

The titles used to name people and occupations often reflect unequal assumptions about males and females. Gender-fair language promotes more inclusive and equitable representations of both females and males, opening possibilities rather than restricting choices.

Identify men and women in the same way. In most cases, generic terms such as doctor, judge, or actor include both genders. Only occasionally are alternate forms needed, and in these cases, the alternate form replaces both the masculine and the feminine titles.

Avoid words and phrases such as

- stewardess
- authoress
- poetess
- coed
- male nurse
- lady lawyer
- woman doctor

Choose inclusionary alternatives

- flight attendant, steward
- author
- poet
- student
- nurse
- lawyer
- doctor

Try to find alternatives to language that omits, patronizes, or trivializes women, as well as to language that reinforces stereotyped images of both women and men.

Avoid forms such as

- I'll have my girl do that job.
- Maria is a career woman.
- You guys go ahead.
- The ladies on the committee all supported the bill.
- Pam had lunch with the girls at the office.
- This is a man-sized job.
- old maid; spinster

Choose inclusionary alternatives

- I'll ask my assistant (or secretary) to do that job.
- Maria is a professional. Maria is a doctor.
- students, class, folks, all of you, third graders
- The women on the committee supported the bill.
- Pam had lunch with the women at the office.
- This is a complex (huge, enormous, difficult) job.
- single person

Treat women and men in a parallel manner.

Avoid forms such as

- The reporter interviewed Chief Justice William Rehnquist and Mrs. Sandra Day O'Connor (or Chief Justice William Rehnquist and Sandra Day O'Connor).
 - The reading list included Jane Austen, Joyce, Proust, and Virginia Woolf.
 - The steward seated Mr. Clinton and his lovely wife Hillary.
 - The invitation was addressed to Mr. and Mrs. Michael Webber.
 - The invitation was addressed to Dr. and Mrs. Michael Webber (when both are doctors).
-

Choose inclusionary alternatives

- The reporter interviewed William Rehnquist and Sandra Day O'Connor (or Chief Justice Rehnquist and Justice O'Connor).
- The reading list included Austen, Joyce, Proust, and Woolf (or Jane Austen, James Joyce, Marcel Proust, and Virginia Woolf).
- The steward seated Mr. and Mrs. Clinton.
- The invitation was addressed to Dr. Olivia and Mr. Michael Webber.
- The invitation was addressed to Drs. Michael and Olivia Webber.

Use courtesy titles that promote gender equity. Courtesy titles that label a woman in regard to her marital status or forms of address that depict a woman as the extension of someone else trivializes and/or renders them invisible.

Avoid exclusionary forms such as

- Miss, Mrs.
- Mrs. Michael Webber
- Mr. and Mrs. Michael Webber

Choose inclusionary alternatives

- Ms.
- Ms. Olivia Webber
- Ms. Olivia Webber and Mr. Michael Webber

Note: Too often, people substitute Ms. for Miss and keep using Mrs. for married women, defeating the original purpose of adopting Ms. to create an equitable form of address for all women regardless of marital status. Use Ms. for married as well as unmarried women.

Additionally

- Use the corresponding title for females ('Ms.', 'Dr.', 'Prof.') whenever a title is appropriate for males.
- Using 'Dear Colleague' or 'Editor' or 'Professor', etc. in letters to unknown persons (instead of 'Dear Sir', 'Gentlemen').

Do not label athletic teams according to gender.

Avoid words and phrases such as

- girl pitcher or lady pitcher
- the Lady Cardinals

Choose inclusionary alternatives

- pitcher
- the Cardinals

Adapted from the following:

National Council of Teachers of English (NCTE). Guidelines for Gender-Fair Use of Language. <http://www.ncte.org/positions/statements/genderfairuseoflang>

APA Guidelines for Non-Sexist Use of Language. <http://www.apaonlinecs.org/apa-guidelines-for-non-sexist-use-of-language>

Klein, Jennifer. Avoiding Sexist Language. Nesbitt-Johnston Writing Center Hamilton College



TOPLUMSAL CİNSİYETE DUYARLI BİR YAZIM REHBERİ

TOPLUMSAL CİNSİYETE DUYARLI BİR YAZIM REHBERİ

Türkçede sözcükler İngilizce, Almanca, Arapça ya da Yunanca gibi dillerden farklı olarak, eril ve dişil olarak ayrılmaz. Ayrıca üçüncü tekil kişi zamiri (o) de kadın ve erkek için farklı kullanılmaz. Ancak bu durum Türkçenin cinsiyetçilikten uzak olmadığı anlamına gelmez. Aşağıda örnekleri verilen bazı kelime, ifade, deyim ve atasözleri dilin tarihsel, toplumsal ve kültürel olarak beslendiği cinsiyetçi özellikleri ortaya koymakta ve bu konuda farkındalık sağlayarak, söz konusu ifadelerden kaçınmanın yollarını göstermektedir:

1)

Bazı mesleklerin, kelimelerin, ifadelerin sadece erkeklere özgü olduğu varsayımından hareketle, bu tür sözcüklerin önüne gereksiz biçimde “kadın” vurgusu yaparak kadını ötekileştiren ifadelerden kaçının!

- Kadın başbakan
- Kadın yönetici
- Kadın milletvekili
- Kadın yazar
- Kadın gazeteci

Halihazırda “kadın” mesleđi olarak görölen mesleklerde ise “kadın” sözcüğünü eklememek yine aynı örtük ayrımcılıđa işaret etmektedir: *Hemşire, bakıcı, ana okulu öğretmeni, sekreter gibi.*

2) Örtük olarak “erkek olmayı”, “insan/adam” olmayla özdeşleştiren ve “herkesi” kapsama iddiasıyla kadını görünmez kılan ifadelerden kaçının!

- Adam olmak
 - Adam gibi
 - Adamakıllı
 - Adam başı
 - Adam yerine koymak/konmak
 - Adamdan saymak/saymamak
 - Adam etmek
 - Adamına göre davranmak
 - Adamına düşmek
 - Adam kaçırmak
 - Bilim adamı
 - Devlet adamı
 - Halk adamı
 - İş adamı
 - İnsanođlu
 - Ademođlu
 - Hin ođlu hin
 - Görmemişin ođlu
 - Elođlu vb.
-

3)

“Kadın” kelimesini olumsuz bir kavram olarak, “sakıncalı”, “kirlenmiş”, “bakire-olmayan” olarak yaftalayan ifadelerden kaçının!

“Kadın” yerine daha “kibar” “edep”li” olduğunu düşünerek “bayan”, “hanım”, “hanımefendi”, “kız”, “bacı” vb. kullanmayın.

“Erkek” ifadesini kullanacağınız yerlerde “kadın”ı, “bay” ifadesini kullanacağınız yerlerde de “bayan”ı tercih edin. Gündelik hayatımızda sıklıkla karşılaştığımız aşağıdaki ikilikler bu ayrımı net bir biçimde göstermektedir:

- Erkek tuvaleti / Bayan tuvaleti
- Erkek yüzücü / Bayan yüzücü
- Erkek öğretmen / Bayan öğretmen
- Erkek arkadaş / Bayan arkadaş
- Erkek yanı / Bayan yanı (*Toplu taşımacılıkta*)

4)

“Kız” kelimesinin “cinselliği çağrıştıran bir ifade” olarak ve bazı durumlar için olumsuz kullanımından kaçının!

- Kızlık soyadı
- Kız oğlan kız
- Kız gibi gülmek /yürümeğ
- Kız gibi kırtmak

5)

“Er”, “baba” “oğlan” kelimelerinin, örtük olarak kadını dışlayan ve kapsayıcı olduđu düşünölen ifadelerinden kaçının!

- İnsanoğlu
 - Ademoğlu
 - İşinin eri
 - Sözüünün eri
 - Er sözü
 - Bilim erleri
 - Babalanmak
 - Baba parası
 - Allah baba
 - Babalar gibi
 - Baba evi
-

6)

Bazı deyim, atasözü, klişe cümleler ve ifadelerde cinsiyetçi kullanımlardan kaçının!

Kadınlar için en iyi meslek öğretmenlik (!) (*Eve erken gelip çocukla ilgilenmek, yemek ve diğer ev işlerini yapabilmek kast ediliyor!*)

- Anasına bak kızını al
- Kızını dövmeyen dizini döver
- Kız almak/kız vermek
- Kadınlar hamamına çevirmek
- Yuvayı yapan dişi kuştur
- Evde kalmış
- Karı ağızlı
- Hanım evladı
- Hanım hanımcık
- Senin gibi hanım bir kıza yakışıyor mu?
- Delikanlı kız
- Adam gibi adam
- Erkek adam ağlamaz
- Anasını satmak

Aşağıdaki kaynaklardan uyarılarak hazırlanmıştır:

Güden, Menekşe Pınar. "Dilde Cinsiyet Ayrımcılığı: Türkçe'nin İçerdiği Eril ve Dişil İfadeler Bakımından İncelenmesi". Yüksek Lisans Tezi, İstanbul Üniversitesi, 2006.

Üstün, İlknur. Toplumsal Cinsiyet Eşitliği Hesaba Katabiliyor muyuz? Ankara, 2011.

Pincha, Chaman. Toplumsal Cinsiyete Dayalı Afet Yönetimi. Çev. Derya Keskin Demirer. İzmit: Kocaeli Üniversitesi Yayınları, 2009.

Cibali Merkez Kampüsü
Kadir Has Caddesi Cibali, 34083 İstanbul
Telefon: (212) 533 65 32
Fax: (212) 533 65 15

Bahçelievler Kampüsü
Kadir Has Center Mehmetcik Sok. No.1 34590 Bahçelievler, İstanbul
Telefon: (212) 441 47 24
Fax: (212) 441 45 34

Selimpaşa Kampüsü
E-5 Karayolu Üzeri Selimpaşa, İstanbul
Telefon: (212) 731 90 08
Fax: (212) 731 57 37



/genderandwomen



@GenderKhas



<http://www.khas.edu.tr/kadin/>