

ARA 4822 / LIN 4930
Arabic Sociolinguistics
Spring 2019
Course Syllabus

Instructor: Youssef A. Haddad
Meeting Time: MWF – 4th period
Room: AND 021
Office Hours: Monday and Wednesday 1:00-2:00 p.m. OR by appointment
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Prerequisite: ARA 1131 OR LIN 3010

Course Description

The course focuses on the relationship between language and society in the Arab World. It examines the different varieties of Arabic. It also examines the relation between linguistic variation and other social variables, such as ethnicity, religion, urbanization, social class, gender, power, and ideology.

Objectives

By the end of this course, it is expected that students will be able to

- explain the linguistic situation in the Arab World;
- explain what diglossia is in general and as related to the Arabic World;
- define codeswitching and analyze codeswitching data phonologically and morphosyntactically;
- determine the social variables that influence linguistic choices made by individuals and communities.

Required Textbook

Albirini, Abdulkafi. 2016. *Modern Arabic Sociolinguistics: Diglossia, Variation, Attitude and Identity*. New York: Routledge.

Additional articles and book chapters will be assigned in the course of the semester. These will be available on Canvas. Here is a tentative list:

Ayari, Salah. 1996. Diglossia and illiteracy in the Arab world. *Language, Culture, and Curriculum* 9: 243-253.

Hachimi, Atiqa. 2013. The Maghreb-Mashreq Language Ideology and the Politics of Identity in a Globalized Arab World. *Journal of Sociolinguistics* 17: 269-296

Hachimi, Atiqa. 2015. "Good Arabic, Bad Arabic": Mapping language ideologies in the Arabic-speaking world. *Zeitschrift für Arabische Linguistik (Journal of Arabic Linguistics)* 61: 25-70.

Haddad, Youssef A. 2018. *The Sociopragmatics of Attitude Datives in Levantine Arabic*. Edinburgh: Edinburgh University Press.

Hoffman, Katherine E. 2006. Berber language ideologies, maintenance, and contraction: Gendered variation in the indigenous margins of Morocco. *Language and Communication* 26: 144-167.

Rizk, Sherin. 2007. The language of Cairo's young university students. In Catherin Miller, Enam Al-Wer, Dominique Caubet, and Janet C.E. Watson (eds). *Arabic in the city: Issues in dialect contact and language variation*, 291-308. London and New York: Routledge.

- Ryding, Karin. 1991. Proficiency despite diglossia: A new approach for Arabic. *The Modern Language Journal* 75: 212-218.
- Sayahi, Lotfi. 2011. Code-switching and language change in Tunisia. *International Journal of the Sociology of Language* 211: 113-133.
- Shaaban, Kassim, and Ghazi Ghaith. 2002. *Journal of Sociolinguistics* 6: 557-574.
- Shiri, Sonia. 2013. Learners' Attitudes Toward Regional Dialects and Destinations Preferences in Study Abroad. *Foreign Language Annals* 46: 567-587
- Walters, Keith. 1996. Gender, Identity, and the Political Economy of Language: Anglophone Wives in Tunisia. *Language in Society* 25: 515-555
- Walters, Keith. 2003. Fergie's prescience: The changing nature of diglossia in Tunisia. *International Journal of the Sociology of Language* 163: 77-109

COURSE REQUIREMENTS

There will be ten reading assignments and three exams. Details about each exam and assignment will be available on the course website (on Canvas) at least three days prior to the due date.

- 1) Two Exams (30%): These exams may take the form of an online exam or an in-class exam or both.
 - **Exam 1: Friday, March 1**
 - **Exam 2: Wednesday, April 24**
- 2) Textbook Reading Assignments (35%): You will be expected to read five textbook chapters in preparation for classroom lectures and/or discussions. Each chapter will be accompanied with an online quiz. See Schedule for tentative distribution.
- 3) Additional Reading Assignments (15%): There will be six of these. Each assignment requires reading one journal article or book chapter and answering a set of questions. See Schedule for tentative distribution.
- 4) Extended Abstract and Oral Presentation (15%: 10% for the abstract + 5% for the presentation) Every student will be assigned to a group. The group will be assigned one of the readings in (3) above plus additional readings (articles, book chapters). Each member of the group will be expected to write a 2000-word essay that engages with a common theme in the assigned readings. The essay may take the form of an extended abstract. It is expected to do some or all of the following: (i) highlight a problem or a research question, (ii) provide data to illustrate the phenomenon under examination, (iii) discuss earlier work on the topic and explain why it is inadequate where possible, (iv) provide a solution to the problem. Students are encouraged to discuss the readings together, but each student does the write-up of the extended abstract alone. In addition, the group will be expected to work together to prepare an oral presentation of 20-50 minutes. Remember that the class will have read one of the assigned readings; the group's task is to engage the class with the topic beyond the article/book chapter that the rest of the class has read. You may use any material you deem necessary to accomplish this task; e.g., powerpoint presentation, games, videos, etc.

Sample extended abstracts may be found at:

<https://journals.linguisticsociety.org/proceedings/index.php/ExtendedAbs>

Here is another link that provides tips on how to write an extended abstract:

<https://www.cs.indiana.edu/icfp96/advice.html>

Here are some guidelines on how to present a conference papers. Some of these tips may be useful as you prepare your oral presentation, keeping in mind that the tips focus on conference presentations, which normally take the form of a lecture and questions by audience follow.
<https://www.linguisticsociety.org/resource/lsa-paper-guidelines-0>

5) Language Policy and Planning – Country Presentation (5%)

The last module of the semester is on language policy and planning. Each group will be assigned a country plus suggested references (articles and book chapters) and will be expected to prepare a 20-25-minute presentation about the language situation (politics, policy, and planning) in that country.

All assignments must be typed. Additional specifications may accompany certain assignments.

Grading Scale (& GPA equivalent):

| | | | | | | | | | | | |
|--------|--------|--------|-------|--------|--------|-------|--------|--------|-------|--------|-----|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
| 100-93 | 92-90 | 89-87 | 86-83 | 82-80 | 79-77 | 76-73 | 72-70 | 69-67 | 63-66 | 62-60 | 59- |
| (4.0) | (3.67) | (3.33) | (3.0) | (2.67) | (2.33) | (2.0) | (1.67) | (1.33) | (1.0) | (0.67) | (0) |

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>;
<https://student.ufl.edu/minusgrades.html>

GENERAL ADMINISTRATIVE ISSUES

Canvas: All assignments, announcements, exercises, study guides, grades, etc. will be posted on the course website on Canvas. It is your responsibility to check the website regularly and keep up to date with the class.

Attendance: Attendance is mandatory and will be assessed by roll call. Absences will be excused in accordance with UF policy. Acceptable excuses include illness, religious holidays, & military obligation: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. These need to be documented excuses. Should you miss a class for any reason, you are responsible for informing yourself about the material covered. Except in the case of certified illness or other UF accepted excused absences, there will be no make-up option for missed exams/assignments. Where possible, make-ups should be arranged prior to absence. Alternatively, students should contact me upon return to classes.

You may miss 3 sessions without any penalty. Every absence thereafter results in minus 1% deducted from your final grade unless the absence is a documented excuse. Arriving late (within 5 minutes of the beginning of class time) or leaving early (within 5 minutes before class is dismissed) is considered a half absence and results in minus .5% from the final grade. Missing more than 5 minutes of class time is considered absence.

Refer to the following website:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>

Late and Make-Up Work: No late work will be accepted or make-ups will be offered unless the

student offers a legitimate documented excuse. See **Attendance** above.

Cell phones and other electronic devices: Students are expected to put their cellphones on silent during class sessions. No texting or cellphone/smartphone activities are allowed during class time. No electronic devices are needed in this course. Accordingly, all other electronic devices must be put away as well.

Academic Integrity: Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Violations of the honor code include, but are not limited to: plagiarism, cheating, bribery, misrepresentation, fabrication, and conspiracy. Such violations may result in the following: lowering of grades, mandatory 0 on assignments, redoing assignments, a final failing grade in the course, expulsion from the course, referral to the student-run Honor Court. The Honor Code states: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *On my honor, I have neither given nor received unauthorized aid in doing this assignment.* For more information, refer to: <https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx#honesty>

Students with Special Needs: Students requesting classroom accommodation must first register with the Dean of Students Office (Disability Resources in Reid Hall). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<https://drc.dso.ufl.edu/>) for information about available resources.

Counseling & Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <https://counseling.ufl.edu/>).

Online Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

SCHEDULE

This schedule is a tentative roadmap.

| | Topic | Readings & Assignments |
|---------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | 1-Sociolinguistics-An.Overview 2-Arabic-Some History | Albirini – Chapter 1 – Introduction |
| Week 2 | 2-Arabic-Some History (Cont.) 3-Arabic Dialects | Albirini – Chapter 2 – Online Quiz |
| Week 3 | 4-Diglossia-Overview & Problems | Albirini – Chapter 4 – Online Quiz Reading Homework 1 – Online Group 1: Extended Abstract & Presentation – Diglossia – Due Week 4 |
| Week 4 | 4-Diglossia-Overview & Problems (Cont.) 5-Arabic & Prestige Group 1 - Presentation | Reading Homework 2 – Online Group 2: Extended Abstract & Presentation – Literacy & Diglossia – Due Week 5 |
| Week 5 | 6-Diglossia & Bilingualism Group 2 - Presentation | Albirini – Chapter 5 – Online Quiz |
| Week 6 | 7-Language Variation 8-Language Change | Albirini – Chapter 6 – Online Quiz |
| Week 7 | 9-How to Observe Language Variation 10-Variation & Levelling in Bahrain Exam 1 | Reading Homework 3 – Online Group 3: Extended Abstract & Presentation – Language Attitudes – Due Week 8 |
| Week 8 | 11-Variation & Change in Beirut 12-Language and Gender Group 3 - Presentation | Reading Homework 4 – Online Group 4: Extended Abstract & Presentation – Language, Identity, & Ideology – Due Week 9 |
| Week 9 | 13a-Sexist Language 13b-DoWomen&MenTalkDifferently Group 4 - Presentation | Reading Homework 5 – Online Group 5: Extended Abstract & Presentation – Language and Gender – Due Week 9 |
| Week 10 | 14-Codeswitching 15-Codeswitching-Linguistic Terminology & Data Analysis Group 5 - Presentation | Albirini – Chapter 7 – Online Quiz |

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|---------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 11 | 16-Codeswitching-More Data for Analysis 17-Matrix Language Frame Model-Data & Application | Reading Homework 6 – Online Group 6: Extended Abstract & Presentation – Codeswitching – Due Week 12 |
| Week 12 | 18-Codeswitching-Social Motivations 19-National Language & Language Planning Group 6 - Presentation | |
| Week 13 | 20-More Issues in National Language & Language Planning | Language Policy and Planning – Presentation (Due in week 14): Group 1: Tunisia Group 2: Algeria Group 3: Sudan Group 4: Egypt Group 5: Palestine & Israel Group 6: Lebanon and Syria |
| Week 14 | All Groups – Language Policy and Planning – Presentations | |
| Week 15 | Wrap-up and Exam 2 | |