ARA 4822 / LIN 4930 / LIN 6932
Arabic Sociolinguistics
Spring 2020
Course Syllabus

Instructor: Youssef A. Haddad
Meeting Time: MWF – 4rd period
Room: FLI 109
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;
- identify and analyze 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:   Wednesday & Friday, February 26 & 28**
   - **Exam 2:   Wednesday, April 29**

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) Essay and Oral Presentation (15%: 10% for the essay + 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 is expected to do the following:
   (i)   Present a leading idea, highlight a problem, or state a research question
   (ii)   Provide data to illustrate the phenomenon under examination
   (iii)   Discuss earlier work on the topic, highlight its merit, and explain why it is inadequate where possible
   (iv)   Carry out a micro-research project to examine some aspect(s) of the topic firsthand and report the purpose & methodology and present & discuss the results.
   Students are encouraged to discuss the readings together, but each student does the write-up of the essay alone. In addition, the group will be expected to work together to prepare an oral presentation of about 40 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. Leave about 10 minutes for questions and discussion.

Sample extended abstracts that may be used as a model 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. The tips may help with the writing of the essay:
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

For one-on-one assistance with writing, visit the University Writing Program (www.writing.ufl.edu) & Writing Studio (https://writing.ufl.edu/writing-studio/)

Recommended website for MLA formatting and style guide:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Recommended website for APA formatting and style guide:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

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.

Graduate Students
- Requirements (1), (2), (3) and (5) are the same for both graduate and undergraduate students.
- Requirement (4) is different: Every graduate student
  - will be assigned to TWO groups throughout the semester;
  - will be required to turn in two 3,000-word essays that engage with a common theme in the assigned readings plus at least two additional scholarly references (e.g., journal articles, books, book chapters);
  - will be expected to work with each group to prepare an oral presentation.

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
Class resources, announcements, assignments, etc. will be made available on course Canvas site.

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 excuse, 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 on 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. After 15 unexcused absences, a student is not allowed to attend class anymore and s/he will receive a failing grade. 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.

Class Demeanor
Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.
Student Honor Code and Student Conduct Code may be found here:
https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
Or may be saved as *The Orange Book*:
https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2018/08/The-Orange-Book-Web.pdf

Accommodations
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see https://disability.ufl.edu/.
HEALTH AND WELLNESS
- U Matter, We Care: umatter@ufl.edu; 392-1575
- Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx ; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: http://www.police.ufl.edu/ ; 392-1111 (911 for emergencies)

ACADEMIC RESOURCES
- E-learning technical support: Learningsupport@ufl.edu; https://lss.at.ufl.edu/help.shtml ; 352-392-4357 (opt. 2)
- Career Resource Center: Reitz Union; http://www.crc.ufl.edu/ ; 392-1601
- Library Support: http://cms.uflib.ufl.edu/ask
- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; http://writing.ufl.edu/writing-studio/ ; 846-1138

Course Evaluation

"Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/."

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	Reading Homework 3 – Online

		Group 3: Extended Abstract & Presentation – Language Attitudes – Due Week 8
	Exam 1	
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
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**	