

**ARA 4822 - Section 03B1**  
**LIN 4930 – Section 02AF**  
**LIN 6932 – Section 21C4**  
**Arabic Sociolinguistics**  
**Spring 2018**  
**Course Syllabus**

**Instructor:** Youssef A. Haddad  
**Meeting Time:** MWF – 4<sup>th</sup> period  
**Room:** LIT 0237  
**Office Hours:** Monday and Wednesday 1:00-2:00 p.m. OR by appointment  
**Office:** 357 PUGH  
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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) Textbook Reading Assignments (35%): These are reading assignments that will be expected to be completed in preparation for classroom lectures and/or discussions. They involve online quizzes plus open-ended questions. See Schedule for tentative distribution.
- 2) Other Reading Assignments (35%): There will be three of these with different readings assigned to different groups. Each assignment requires reading one or more journal articles or book chapters, as well as answering a set of questions (possibly in the form of an extended abstract) and/or giving an oral presentation. See Schedule for tentative distribution.
- 3) Two Exams (30%): These exams may take the form of an online exam or an in-class exam or both.
  - **Exam 1: Wednesday, February 28**
  - **Exam 2: Wednesday, April 25**

### 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	Reading
Week 1	1-Sociolinguistics-An.Overview 2-Arabic-Some History	Albirini – Chapter 1 – Introduction Haddad 2018 – Chapters 1 & 2
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
Week 4	4-Diglossia-Overview & Problems (Cont.) 5-Arabic & Prestige	Diglossia & Language Attitudes – Assignment & Presentations (Due in Week 5) Group 1: Walters 2003 Group 2: Ayari 1996 & Ryding 1991 Group 3: Shiri 2013 Group 4: Hachime 2013 Group 5: Hachimi 2015
Week 5	6-Diglossia & Bilingualism <b>Diglossia &amp; Language Attitudes – Assignment &amp; Presentations</b>	Albirini – Chapter 5 – Online Quiz
Week 6	7-Codeswitching 8-Codeswitching-Linguistic Terminology & Data Analysis	Albirini – Chapter 7 – Online Quiz
Week 7	9-Codeswitching-More Data for Analysis 10-Matrix Language Frame Model-Data & Application	

Week 8	10-Matrix Language Frame Model-Data & Application (Cont.) 11-Codeswitching-Social Motivations <b>Exam 1</b>	
Week 9	12-Language Variation 13-Language Change	Albirini – Chapter 6 – Online Quiz
Week 10	14-How to Observe Language Variation 15-Variation & Levelling in Bahrain	Codeswitching/ Language Variation & Change / Gender and Language – Assignment & Presentations (Due in Week 12) Group 1: Sayah 2011; Shaaban & Gaith 2002 Group 2: Rizk 2007 Group 3: Walters 1996 Group 4: Bassiouney 2010 Group 5: Hoffman 2006
Week 11	16-Variation & Change in Beirut 17-Language and Gender	
Week 12	18-Sexist Language <b>Codeswitching/ Language Variation &amp; Change / Gender and Language – Assignment &amp; Presentations</b>	Language Policy and Planning – Presentation (Due in week 14): Group 1: Tunisia Group 2: Algeria Group 3: Sudan Group 4: Palestine & Israel Group 5: Lebanon and Syria
Week 13	19-National Language & Language Planning	
Week 14	20-More Issues in National Language & Language Planning <b>Language Policy and Planning – Presentations</b>	
Week 15	Wrap-up and <b>Exam 2</b>	