ARA 4822 / LIN 4930 / LIN 6932
Arabic Sociolinguistics
Spring 2022
Course Syllabus

Instructor: Youssef A. Haddad
Meeting Time: MWF – 4rd period (10:40-11:30 a.m.)
Room: MAT0002
Office Hours: Monday and Wednesday 1:00-2:00 p.m. OR by appointment
Office: 357 PUGH or via Zoom: https://ufl.zoom.us/my/yhaddad
Tel: 273-2958
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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 two 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 be online, in-class, or a combination of both.
   - **Exam 1:   Wednesday & Friday, March 2 & 4, 2022**
   - **Exam 2:   Monday & Wednesday, April 18 & 20, 2022**

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 questions. See Schedule for tentative distribution.

3) Additional Reading Assignments (15%): There will be five of these. Each assignment requires reading one journal article or book chapter and answering a set of questions. See Schedule for tentative distribution.

   Items 2 and 3 will be posted on Canvas under Quizzes, but you should think of them as assignments and not quizzes.

4) Essay and Oral Presentation (15%: 10% for the essay + 5% for the presentation)
   Every student will be work with one or more partners as a pair or 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
  o will be assigned to TWO groups throughout the semester;
  o 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);
  o 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)

Students will need to earn a C or higher to use this course toward a major or minor and/or earn General Education Credit.

To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

For further information on UF's Grading Policy, see:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

GENERAL ADMINISTRATIVE ISSUES
Canvas
All assignments, lecture notes, handouts, 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
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/
Attendance is mandatory and will be assessed by roll call. You may miss 2 sessions without any penalty. Students will lose 1% from their final grade for each unexcused absence. Absences will be excused in accordance with UF policy. Acceptable excuses include illness, religious holidays, & military obligation. These need to be documented excuses. Should you miss a class for any reason, you are responsible for informing yourself as to 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. Arriving late or leaving early (before class is dismissed) is considered a half absence and results in minus 0.5% from the final grade.
After 15 unexcused absences, a student is not allowed to attend class anymore and s/he will receive a failing grade.

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: https://counseling.ufl.edu/ ; 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 feedback on the quality of instruction in this course by completing online evaluations 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/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 Assignment
Week 3	4-Diglossia-Overview & Problems	Albirini – Chapter 4 – Online Reading Homework 1 – Online
Week 4	4-Diglossia-Overview & Problems (Cont.) 5-Arabic & Prestige **Group 1 – Presentation & Essay: Digolssia**	Reading Homework 2 – Online
Week 5	6-Diglossia & Bilingualism	Albirini – Chapter 5 – Online
Week 6	7-Language Variation 8-Language Change	Albirini – Chapter 6 – Online
Week 7	9-How to Observe Language Variation 10-Variation & Levelling in Bahrain **Exam 1**	Reading Homework 3 – Online
Week 8	11-Variation & Change in Beirut 12-Language and Gender **Group 2 – Presentation & Essay: Language Attitudes**	Reading Homework 4 – Online
Week 9	13a-Sexist Language 13b-DoWomen&MenTalkDifferently **Group 3 – Presentation & Essay: Language & Gender**	Reading Homework 5 – Online
Week 10	14-Codeswitching 15-Codeswitching-Linguistic Terminology & Data Analysis	Albirini – Chapter 7 – Online
Week 11	16-Codeswitching-More Data for Analysis 17-Matrix Language Frame Model-Data & Application	Reading Homework 6 – Online
Week 12	18-Codeswitching-Social Motivations 19-National Language & Language Planning **Group 4 – Presentation & Essay: Codeswitching**	

Week 13	20-More Issues in National Language & Language Planning	Language Policy and Planning – Presentation (Due in week 14): Group 1: Tunisia & Algeria Group 2: Egypt Group 3: Palestine & Israel Group 4: Lebanon and Syria
Week 14	**All Groups – Language Policy and Planning – Presentations**	
Week 15	Wrap-up & **Exam 2**	