COURSE DESCRIPTION

The world has watched with fascination as popular democratic revolutions have unfolded in Tunisia, Egypt, Syria, and elsewhere in the Middle East. This course looks this “Arab Spring” from the perspective of language: What languages are spoken in the Middle East? How do Middle Eastern societies distribute access to various forms of language, and how is that changing? How do people use language with the many new communication technologies (internet, twitter, satellite television, etc.), and how has this pattern of language-use figured in the popular uprisings?

COURSE OBJECTIVES

This course aims to provide students with an overview of sociolinguistics (which examines the relationship between language, culture, and society), while introducing students to the variety of languages spoken (and written) in the Middle East and the Mediterranean.

REQUIRED TEXTBOOKS

AUTHOR: Laura M. Ahearn
TITLE: Living Language: An Introduction to Linguistic Anthropology
PUBLISHER: Wiley-Blackwell
ISBN #: 978-1-4051-2441-6
DATE/EDITION: 2012

AUTHOR: Haeri, Niloofar
TITLE: Sacred Language, Ordinary People
PUBLISHER: Palgrave
ISBN #: 0-312-23897-5
DATE/EDITION: 2003

TOPICAL OUTLINE OF COURSE

C1- June 19: Language & the Arab Spring
  ● Read: Aday, et al, “Blogs and Bullets II”
C2- June 20: The Nature of Language
   ● Read: Ahearn, Chapter 1, “The Socially Charged Life of Language,” pp.3-30

C3- June 21: Communities & Languages
   ● Read: Ahearn, Chapter 6, “Multilingualism and Globalization,” pp.119-139

C4- June 22: Speech & Writing
   ● Read: Ahearn, Chapter 7, “Literacy Practices,” pp. 140-159

June 23-June 26: Casablanca

C5- June 27: The Arabic Language
   ● Read: Haeri, Chapter 1, “Introduction,” pp. 1-24

C6- June 28: Language & Religion in the Middle East
   ● Read: Haeri, Chapter 2, “Humble Custodians…,” pp. 25-52

C7- June 29: Language & Middle Eastern States
   ● Read: Haeri, Chapter 3, “Language Regulation,” pp. 53-72

June 30 – No Classes

C8- July 1: Language Histories
   ● Read: Haeri, Chapter 4, “Creating Contemporaneity,” pp. 73-112

C9- July 2: Turkic Languages

July 3-5: Antalya

C10- July 6: Language & Middle Eastern Nationalisms
   ● Read: Haeri, Chapters 5-6, “Persistent Dilemmas,” pp. 113-158

C11- July 7: Language & Gender in the Middle East
   ● Read: Ahearn, Chapter 9, “Language & Gender,” pp. 187-213

July 8-11: Istanbul

C12- July 12: Language Minorities in the Middle East

C13- July 13: Diglossia in the Greek World
   ● Read: Browning, Robert. 1982. “Greek Diglossia Yesterday and Today.” International
Journal of the Sociology of Language 35: 49-68

July 14-17: Piraeus

C14- July 18: Learning Languages
  ● Read: Ahearn, Chapter 3, “Language Acquisition and Socialization,” pp. 50-64

C15- July 19: Linguistic Relativity
  ● Read: Ahearn, Chapter 4, “Language, Thought, and Culture,” pp. 65-98

C16- July 20: Jargons, Argots, and Made-Up Languages
  ● Read: Ahearn, Chapter 5, “Communities of Language Users,” pp. 101-118

July 21-23: Livorno
July 24-26: Civitavecchia

  ● Read: Ahearn, Chapter 11, “Death and Revitalization,” pp. 240-258

C18- July 28: The Maltese Language

July 29-31: Malta

C19- August 1: Emerging Dialects: North Africa-in-Europe

C20- August 2: Language & the Public Sphere

August 3-5: Marseille
August 6-8: Barcelona

C21- August 9: Language & New Media in the Mediterranean

C22- August 10: Language & Power
August 11-13: Cadiz
August 14-16: Lisbon

C23- August 17: Course Review

August 18: Study Day

C24- August 19: Final Exams

August 20: Reflection/Reentry

August 21: Convocation/Packing

August 22: Southampton

FIELD WORK

FIELD LAB

- Maltese Language Maintenance (Malta)
  - Field Lab involves a class research project to examine language use on the island, with a special focus on Maltese language
  - Will begin with meeting / discussion with a linguistics professor at the University who is an expert (and activist) in Maltese language maintenance
  - Bulk of the field lab experience will involve travel to select locations on the island for small-group student observations of language use
  - Students will collect the data on language use (each group will be assigned a specific language-use domain (markets, university, restaurants, etc.) to characterize)
- Alternative Field Lab: Linguistic Landscape (with focus on Arabic) in Marseilles

FIELD ASSIGNMENTS

- The theme for the field assignments will be “observing patterns of language use”
- Each port will involve a field assignment
- For each port I will assign a different aspect of language use for students to observe, record, contemplate, and report on.
- Students will be asked to record their observations of language use in journals that will be turned in and evaluated after each port.
- Students will also share their findings as part of class discussion after each port.

METHODS OF EVALUATION / GRADING RUBRIC

- Daily Quiz on Reading Assignment (20%) – doubles as record of attendance!
- Class Participation (10%) – measured as ability to respond productively to questions posed during class
- Report on a Language (10%)
- Field Assignments Journal (20%)
RESERVE LIBRARY LIST

AUTHOR: Laura M. Ahearn
TITLE: Living Language: An Introduction to Linguistic Anthropology
PUBLISHER: Wiley-Blackwell
ISBN #: 978-1-4051-2441-6
DATE/EDITION: 2012

AUTHOR: Haeri, Niloofar
TITLE: Sacred Language, Ordinary People
PUBLISHER: Palgrave
ISBN #: 0-312-23897-5
DATE/EDITION: 2003

AUTHOR: Crystal, David
TITLE: The Cambridge Encyclopedia of Language
PUBLISHER: Cambridge University Press
ISBN #: 0-521-42443-7 (newer edition would be fine!)
DATE/EDITION: 1987

AUTHOR: Garry, Jane and Carl Rubino
TITLE: Facts About the World's Languages: An Encyclopedia of the World's Major Languages, Past and Present
PUBLISHER: H.W. Wilson Company
ISBN #: 0-8242-0970-2
DATE/EDITION: 2001

ELECTRONIC COURSE MATERIALS (Please note that I have e-copies of all of these already and can supply. DL)


“Writing Systems,” IN: Language Files, 8th


ADDITIONAL RESOURCES
None.

HONOR CODE
Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”