



Sharif University of Technology
Languages and Linguistics Center
Fall, 2018

Course: *An Introduction to Sociolinguistics*
Number of Credits: *2 Credits*
Instructor: *Saeed Rezaei*
Location: *Sharif University of Technology*
Office Hours: *Mondays (by appointment, please!)*
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1. Course Description

This is an introductory course to sociolinguistics for M.A. students. As an interdisciplinary/cross-disciplinary field, *Sociolinguistics* derives its theoretical and methodological approaches from several fields including Linguistics, Sociology, and Anthropology. The focus of this course will be on exploring (English) language in its social context; however, several issues with regard to other languages in Iran will be raised. Students native in languages/dialects other than standard Persian will be encouraged to deliver lectures on their languages/dialects, their attitudes towards them, and other sociolinguistic factors therein.

2. Course Goals

By the end of this term, students are expected to:

- learn about the history, origin, and later developments in the field of sociolinguistics;
- have a firm understanding of the main areas of research introduced in the syllabus;
- learn the research methods and data collection approaches in sociolinguistic studies;
- know about the place of language in society and its sociopolitical power;
- explore the attitudes of Iranians towards English, Persian, Turkish, and Kurdish;
- learn to respect and value language diversity and variation.

3. Scoring Criteria

a) Active Participation **2 points**

Students are required to attend all the sessions well-prepared. They should bring their questions and comments and add to class discussion. Silent students or reluctant ones will not get this part of the score. Attendance in all sessions is compulsory and three or more unexcused absences will result in the failure of the course! Also, absences/tardiness will negatively affect your final score!

b) One Presentation **2 points**

Each student is obliged to have one presentation (for about 15 minutes) based on the topics for each session. These presentations will be based on the papers selected by the course instructor. For each presentation, students are required to have PowerPoint Slides, handouts, and a summary of the paper. Although all students are expected to read the assigned papers, the presenter will have a more profound reading on the topic. This will allow them to delve more deeply into an area of research and hence later be able to write a paper/proposal on the same/related topic.

c) Midterm Exam **6 Points**

d) Final Exam **10 Points**

e) Term Paper (Optional) **2 EXTRA Points**

The topic for the term paper will be confirmed based on the consultations with the course instructor. Students are expected to arrange some appointments with the instructor so that the term paper will emerge *during the term* based on the topics discussed. Students who do not finalize their topics with the instructor and merely submit a paper at the end will receive NO POINTS for their work however good it might be. The paper should be 5000 to 6000 words in length with at least 15 references including books, academic articles, and book chapters.

4. Required Texts and Articles

- Amouzadeh, M., & Tavangar, M. (2008). Sociolinguistic aspects of Persian advertising in post-revolutionary Iran. In M. Semati (Ed.), *Media, culture, and society in Iran: Living with globalization and the Islamic state* (pp. 130-151). London: Routledge.
- Ates, B., Eslami, Z. R., & Wright, K. L. (2015). Incorporating world Englishes into undergraduate ESL education courses. *World Englishes*, 34(3), 485-501.
- Borjian, M. (2016). Issues and challenges in constructing identity in an adopted home: Being an Iranian professor in America. In A. Komisarof & H. Zhu (Eds.), *Crossing Boundaries: Weaving Work, Life, and Scholarship* (pp. 105-117). London: Routledge.
- Cenoz, J. (2013). The influence of bilingualism on third language acquisition: Focus on multilingualism. *Language Teaching*, 46(1), 71-86.
- Encyclopaedia Iranica. Available online at <http://www.iranicaonline.org>
- Fishman, J. (2017). Theoretical and historical perspectives on researching the sociology of language and education. In K.A. King, Y-J., Lai, S. May (Eds.), *Encyclopedia of Language and Education: Vol. 10. Research methods in language and education*. Dordrecht: Springer Publication.
- Hasrati, M., Street, B., & Habibi, S. (2016). Vehicle writings in an Iranian context: The interplay of habitus and field. *Iranian Studies*, 49(1), 1-27.
- Hoffman, D. M. (1989). Language and culture acquisition among Iranians in the United States. *Anthropology & Education Quarterly*, 20(2), 118-132.
- Holmes, J., & Hazen, K. (Eds.) (2014). *Research methods in sociolinguistics: A practical guide*. Malden, MA: Blackwell.
- Hosseini Fatemi, A., Khajavy, G. H., & Choi, C. W. (2016). Testing a model of intercultural willingness to communicate based on ethnocentrism, ambiguity tolerance and sensation seeking: the role of learning English in Iran. *Journal of Intercultural communication research*, 45(4), 304-318.
- Huss, L. (2017). Researching language loss and revitalization. In K.A. King, Y-J., Lai, S. May (Eds.), *Encyclopedia of Language and Education: Vol. 10. Research methods in language and education*. Dordrecht: Springer Publication.
- Keshavarz, M. H., & Astaneh, H. (2004). The impact of bilinguality on the learning of English vocabulary as a foreign language (L3). *International Journal of Bilingual Education and Bilingualism*, 7(4), 295-302.
- Lawless, K. (2014). Constructing the 'other': Construction of Russian identity in the discourse of James Bond films. *Journal of Multicultural Discourses*, 9(2), 79-97.
- Meyerhoff, M., et al., (2015). *Doing sociolinguistics: A practical guide to data collection and analysis*. London: Routledge.
- Mirhosseini, S. A., & Khodakarami, S. (2016). Aspects of 'English language education' policies in Iran: 'Our own beliefs' or 'out of who you are'?. *Journal of Multicultural Discourses*, 11(3), 283-299.
- Mirshahidi, S. (2016). I find you attractive but I don't trust you: the case of language attitudes in Iran. *Journal of Multilingual and Multicultural Development*, 1-14.
- Mirvahedi, S. H. (2017). Exploring family language policies among Azerbaijani-speaking families in the city of Tabriz in Iran. In J. Macalister & S. H. Mirvahedi (Eds.), *Family language policies in a multilingual world: Opportunities, challenges, and consequences*. London: Routledge.

- Pitkänen-Huhta, A. & Pietikäinen, S. (2017). Visual methods in researching language practices and language learning: Looking at, seeing, and designing language. In K.A. King, Y-J., Lai, S. May (Eds.), *Encyclopedia of Language and Education: Vol. 10. Research methods in language and education*. Dordrecht: Springer Publication.
- Rahman, O., Fung, B., & Yeo, A. (2016). Exploring the meanings of Hijab through online comments in Canada. *Journal of Intercultural Communication Research, 45*(3), 214-232.
- Rezaei, S. (2017). Researching identity in language and education. In K. A. King, Y-J., Lai, S. May (Eds.), *Encyclopedia of Language and Education: Vol. 10. Research methods in language and education*. Dordrecht: Springer Publication.
- Rezaei, S., Khosravizadeh, P., & Mottaghi, Z. (2018). Attitudes toward World Englishes among Iranian English language learners. *Asian Englishes, 1*-18.
- Rezaei, S., Latifi, A., & Nematzadeh, A. (2017). Attitude towards Azeri language in Iran: a large-scale survey research. *Journal of Multilingual and Multicultural Development, 38*(10), 931-941.
- Rezaei, S., & Naghibian, M. (2018). Developing Intercultural Communicative Competence through Short Stories: A Qualitative Inquiry. *Iranian Journal of Language Teaching Research, 6*(2), 77-96.
- Rezaei, S., & Tadayyon, M. (2018). Linguistic landscape in the city of Isfahan in Iran: The representation of languages and identities in Julfa. *Multilingua*.
- Spolsky, B. (2011). Ferguson and Fishman: Sociolinguistics and the sociology of language. In R. Wodak, B. Johnstone and P. E. Kerswill (Eds.), *The Sage handbook of sociolinguistics* (pp. 3-15). London: Sage.
- Stilo, D. L. (1981). The Tati language group in the sociolinguistic context of Northwestern Iran and Transcaucasia. *Iranian Studies, 14*(3-4), 137-187.
- Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics* (7th ed.). New York: Blackwell.
- Wei, L. (2017). Research perspectives on bilingualism and bilingual education. In K. A. King, Y-J., Lai, S. May (Eds.), *Encyclopedia of Language and Education: Vol. 10. Research methods in language and education*. Dordrecht: Springer Publication.
- Windfuhr, G. (Ed.). (2009). *The Iranian Languages*. London: Routledge.

5. Recommendations for Further Readings

- Ball, M. J. (Ed.). (2010). *The Routledge handbook of sociolinguistics around the world*. London: Routledge.
- Bourdieu, P. (1991). *Language and symbolic power*. Cambridge: Harvard University Press.
- Coulmas, F. (Ed.). (1997). *The handbook of sociolinguistics*. Oxford: Blackwell.
- Coupland, N. (Ed.). (2011). *The handbook of language and globalization*. New York: Blackwell.
- Coupland, N., & Jaworski, A. (Eds.) (2009). *Sociolinguistics: A reader*. New York: Palgrave Macmillan.
- Duranti, A., Ochs, E., & Schieffelin, B. B. (Eds.). (2011). *The handbook of language socialization*. New York: Blackwell.
- Holmes, J. (2013). *An introduction to sociolinguistics*. London: Routledge.
- Kachru, B., Kachru, Y., & Nelson, C. (Eds.). (2009). *The handbook of world Englishes*. New York: Blackwell.

- Llamas, C., Mullany, L., & Stockwell, P. (Eds.) (2007). *The Routledge companion to sociolinguistics*. Oxford, New York: Routledge.
- McKay, S. L., & Hornberger, N. H. (Eds.). (1996). *Sociolinguistics and language teaching*. Cambridge: Cambridge University Press.
- Mesthrie, R. (Ed.). (2011). *The Cambridge handbook of sociolinguistics*. Cambridge: Cambridge University Press.
- Meyerhoff, M. (2011). *Introducing sociolinguistics*. New York: Routledge.
- Wodak, R., Johnstone, B., & Kerswill, P.E. (Eds.). (2011). *The SAGE handbook of sociolinguistics*. London: Sage Publications.

6. Course Schedule

Session	Topics	Sources
1	Introducing the syllabus History of Sociolinguistics	Wardhaugh & Fuller (2015), Ch. 1 Spolsky (2011) Fishman (2017)
2	Bilingualism Multilingualism Diglossia code-switching/mixing	Cenoz (2013) Wei (2017)
3	Language loss, maintenance, shift and revival	Huss (2017) Stilo (1981) https://vimeo.com/194528637 https://www.aparat.com/v/98JpN/ - وفس <u>مستند زبان مادری</u>
4	World Englishes	Ates et al. (2015) Rezaei et al. (2018)
5	Language policies and planning	Mirvahedi (2017) Mirhosseini & Khodakarami (2016)
6	Research Methods in Sociolinguistics	Rezaei (2017) Holmes & Hazen (2013) Meyerhoff et al. (2015)
7	Iranian languages and dialects	Windfuhr (2009) Encyclopaedia Iranica entries on Iranian languages
8	Research Reports	Keshavarz & Astaneh (2004) Rezaei & Naghibian (2018)
9	Midterm Exam	
10	Language in social networks and media	Lawless (2014) Pitkänen-Huhta & Pietikäinen (2017)
11	Language Attitudes	Rezaei et al. (2017) Mirshahidi (2016)
12	Intercultural Communication	Hosseini Fatemi et al. (2016) Rahman et al., (2016)
13	Linguistic landscape	Amouzadeh & Tavangar (2008) Hasrati et al., (2016) Rezaei & Tadayyon (2018)
14	Anthropological Linguistics and Migration	Borjian (2016) Hoffman (1989)
15	Research Reports	

Journals

- *Anthropological Linguistics*
- *International Journal of the Sociology of Language*
- *Journal of Linguistic Anthropology*
- *Journal of Multicultural Discourse*
- *Journal of Multilingual and Multicultural Development*
- *Journal of Sociolinguistics*
- *Language Variation and Change*
- *Language Policy*
- *Language in Society*
- *Multilingua*
- *Research on Language and Social Interaction*
- *Language Problems and Language Planning*
- *Current Issues in Language and Society*
- *Current Issues in Language Planning*
- *Language and Gender*
- *International Journal of Bilingualism*
- *Journal of Language and Social Psychology*
- *World Englishes*
- *Journal of Intercultural Communication*

Late Assignment Policy

The completion of assignments in a timely fashion is appreciated. Late assignments will receive deductions or will be discarded and only in rare cases with convincing causes this rule is waived (unless under certain extenuating circumstances or the instructor's own extension!). Requests for extensions should reach me no later than a week before the assignment is due.

Professional Writing Policy

Assignments submitted are expected to follow standard writing features vaccinated from language deviations, editorial problems, or APA-related inconsistencies.

Code of Ethics and Academic Integrity

Students accused of intentional/unintentional plagiarism or cheating will receive a failure on this course and will be sent to the Office of Graduate Studies for further penalties.

E-mail Policy

Students are expected to have academic e-mails and **check their e-mails** each session before the class starts in case handouts are sent to them or specific instructions are given for the class.

Office Hours and Appointment Policy

I will be available during my office hours posted on my office door. If you have some schedule conflict and cannot meet me during my schedule time, you can e-mail me to arrange an appointment at a mutually convenient alternate time. Please contact me at least two days before the appointment.

