

Identification	Subject	LIN 565 Sociolinguistics 3KU-6ECTS
	Department	English Language and Literature
	Program (Undergraduate, Graduate)	Graduate
	Term	Spring
	Instructor	Jala Garibova
	Email:	jgaribova@gmail.com
	Classroom/hours	Saturday 13.30-14.50 15.00-16.20 Narimanov 402A
Prerequisites	Introduction to Linguistics / General Linguistics	
Language	English	
Compulsory/Elective	Compulsory	
Textbooks and course materials	Holmes, Janet (2022). "An Introduction to Sociolinguistics. Routledge", 6th edition. or (2013), 4th edition, Routledge Wardhaugh, R; Fuller, J. (2021). "An Introduction to Sociolinguistics", 8th Edition or (2015), 7th Edition, Wiley Blackwell.	
Course description	This course is aimed at graduate students, but may also be offered to students in their final years of undergraduate studies. The course will expose students to the main problems of Sociolinguistics, both at the micro and the macro level, which will be elucidated on the basis of the relationship between language and society as well as language and individual. During the course the students will become familiar with such topics as: • history of sociolinguistics studies; • object of sociolinguistics and methods applied in sociolinguistics research • social and regional variation of language • diglossia, bilingualism, multilingualism and code-switching • language contact situations • language and identity • language attitudes and choices • language planning and linguistic human rights • language death and reversing language shift Students will gain a broad perspective on the development route of linguistics and factors contributing to the emergence of social approach to language. The basic research methods of micro- and macro-sociolinguistics will be presented in comparison to those applied in other fields of linguistics. The advantages	

	and limitations of these methods will be discussed as well. Students will also be offered an insight as to the ethical dimensions of social variation studies. Students will gain exposure to these methods also by participating in research projects conducted individually or under certain guidance from the lecturer/supervisor. The course will provide certain reflection on what regional and social variation of language presents in itself and on factors shaping such varieties. Students will also be familiarized with diverse, sometimes conflicting approaches to the definition of a social group, and consideration of identity and its relation to language choice. Social and regional varieties, pidgins and creoles, artificial languages will be considered as forms and types of language variation. A special attention will be given to language attitudes vs linguistic behaviors and concrete patterns of language behavior (e.g., code-switching or becoming bilingual) will be discussed. A considerable attention will be devoted to macro-sociolinguistic studies of the language-society relationship. Language policy models and their reflection on language maintenance, language functioning and linguistic rights will be broadly considered. The problems of language death, and various proposals towards sustaining linguistic diversity will also be presented. No specific prerequisites are set for this course. However, general familiarity with basic Linguistic phenomena will be helpful for better and faster acquisition of the main concepts and theories. General IT skills are required as the course will involve student presentations on (in groups or individual) research projects and assignments. The English language proficiency is required.
Course objectives	The course aims at preparing student to critically reflect on the topics presented, develop empirical and analytical research skills, and summarize research findings. Students will therefore be asked to read sophisticated literature on the subject, conduct fieldwork, write research projects and present their outcomes. As the course will provide a platform for discussions, debates and exercises involving a diversity of opinions on complex relationships between language and society, one of the main goals will be to encourage students to produce (and justify or defend) their individual views on most debated issues of current Sociolinguistics (such as social groups and stratification, social dialects, language policy and linguistic rights, language death and maintenance etc.). Consequently, the course also sets a “social” goal to expose students (based on, and through, the topics offered in the course content) to the ideas of social justice, tolerance, social responsibility, mutual

	respect and understanding, appreciating the otherness, respect for the linguistic and cultural heritage, national identity and social integration etc.		
Learning Outcomes	On the completion of this course, students will be able to: a) Understand the difference between micro-sociolinguistic issues vs macro-sociolinguistic issues; interpret methodologies used in social variation studies and explain the reasons for inherent restrictions in some of them; reflect on the essence of some major social variation studies and explain the methods used in them; b) explain the factors that are responsible for the formation of regional and social variation; provide their own interpretation of a dialect vs. a language supporting their assumptions with illustration from the linguistic environment they are familiar with;-differentiate between qualitative and quantitative approaches to data analysis; c) understand the differences between <i>Abstandsprache</i> and <i>Ausbausprache</i> and provide examples of each type; d) explain forms and degrees of motivation in social groupings and relate them to the cohesion and social identity factors which are considered fundamental for the formation of social groups; e) understand principles of classifying diglossia, bilingualism, multilingualism and code-switching from various perspectives, and to produce a definition for the phenomena. f) understand various patterns of societal multilingualism and power relationships; between/among languages; acknowledge the global trends that affect multilingualism. g) differentiate between “de-facto” language situations and declared policies; explain the factors that brought to milestones in language policy treatment of multilingual situations; h) explain how (and what kind of) various political and socio-cultural factors can contribute to language maintenance and linguistic rights, and reflection thereof in language policies; evaluate concrete language policies from the perspective of their accommodating language rights, promoting linguistic diversity and from the point of view of objective challenges if any i) understand the basic principles of the language policy of Azerbaijan and analyze various legislative and official documents related to language policy and planning in Azerbaijan.		
Teaching methods	Case analysis		x
	Group discussions		x
	Interactive lecture		x
	Research-based learning (fieldwork projects)		x
Evaluation Criteria	Methods	Date/deadlines	Percentage (%)

	Midterm Exam	TBA	30
	Fieldwork Projects		10
	Case-based group presentations		5
	Class Participation and Group Discussions		15
	Final Exam	TBA	40
	Total		100
Methodology and Policies	The course covers 60 hours. The classes will be designed with the involvement of variety of elements. Each class is designed as a discussion based on a certain reading material. Students are expected to complete reading assignments before discussion classes to take an active part in them. The materials will be provided beforehand in the electronic format or as handouts. The reading of additional materials is highly encouraged and serves as a basis for distinguishing. Case studies will be based on topics selected by the instructor. An individual initiative to choose a presentation topic is welcomed. Literature for the case studies as well as for the discussion on the topic will be provided by the instructor beforehand. Presentations on case studies may be delivered in groups consisting of 2 students. Students will be given a practical task for the fieldwork. The fieldwork assignments are not aimed at the conduct of serious research, and the main purpose of this component is to introduce the students to the principles and procedures of empirical research. Each class will consist of a discussion of the topic, and may also include group or fieldwork presentations, depending on the schedule.		
Assessment Policy	Midterm and final exams account for 70% of the total grade. The remaining 30% will be earned through the following activities: Class participation and group discussions – 15% The course is a lively debate platform for students, and therefore, active participation in discussions will be encouraged. Students are required to read the class material assigned before coming to class. Participation of students will be evaluated from the perspective of their motivation to think, reflect on questions and produce a well-justified opinion, rather than their desire to speak in order “to fulfill the requirement for participation”. Students should try to provide clear and well-grounded comment (with illustrations from the academic literature (not only from easily available Internet resources) linked to their empirical observations from a relevant language environment), stick to the discussed topic, and avoid repetitions of previous comments. Students’ ability to provide their opinion in a well-structured, logical way and assertive way will be assessed positively. Students will be evaluated not only on the basis of the quality of responses but also on the basis of the frequency of participation in discussions. So, a one-time outstanding participation will not be considered sufficient to fulfill the requirement for a high score if the student has not been generally		

active during the entire course. As the course will extensively deal with social groups and varieties (hence with human factor), students will be expected to give a good consideration to potential ethical issues in their answers. Answers reflecting disrespect and offense about any language or culture will be evaluated negatively. Class participation also includes contributing to discussions during peers' group presentations. Case-based group presentations – 5% This component includes presentation of a published work on a certain case. Students should get into groups of 2 to complete reading and present the paper in class: each group is required to make an in-class presentation (15 minutes) of a book section, or a published article on a topic agreed with the instructor. Group presentations will be structured discussions (8-10 minutes) led by the presenters who are expected to add their own critique and encourage analytical feedback. The assessment of these presentations will depend on the overall success of the presenting group, so each student should make considerable effort to prepare well and be a good participant for the presentation. Fieldwork projects – 10% Students will be assigned a fieldwork project to observe a certain linguistic phenomenon and consequently make a presentation on their outcomes. Fieldwork should consist of observation and/or work with informants (elicitation or interviews) for the purpose of data collection. Note-taking and/or recording will make part of any fieldwork. Students will be expected to collect, process (using quantitative and qualitative methods) and analyze data and summarize them in their presentations. Ethical consideration should be given to every step of the work with informants in any language environment. The assignments will be given at the beginning of the course. AI Policy: Students may use AI tools to support learning, brainstorming, revision, and exploration of sociolinguistic concepts, language variation, and language use, unless prohibited for a specific assignment. Students must critically evaluate AI-generated information and ensure that their work reflects their own understanding and analysis. AI use must be appropriately acknowledged when required. Presenting AI-generated work as entirely one's own may constitute a violation of academic integrity.			
Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments
1		Syllabus Introduction Introduction of syllabus and explanation of learning outcomes of the course	

2		Introduction to Sociolinguistics Overview of historical and socio-cultural prerequisites for the emergence of social aspects in the study of Linguistics. Basic concepts employed in the field. The concept of code vs. language. Interdisciplinary aspects	Wardhaugh & Fuller 1-7; Holmes 1-15 The Cambridge Handbook of Sociolinguistics 1-4; 17-27
3		Language Variation: Regional variation Regional dialects. National languages, vernaculars, regional dialects. The rise of standard varieties. <i>Ausbau</i> and <i>Abstand</i> languages. Dialect continuum and isoglosses.	Wardhaugh 27-42; 142-152 <i>Additional reading:</i> <i>Fasold</i> http://www.lingref.com/isb/4/055ISB4.PDF Kloss, Heinz (1967). <i>Abstand Languages and Ausbau Languages. Anthropological Linguistics</i>, Vol. 9, No. 7, pp. 29-41
4		Language variation: social variation Social dialects, registers and idiolects. Social identity. Social groups and speech communities; Social integrity and cohesion theories	Wardhaugh 42-56; 72-74; 152-157 <i>Additional reading:</i> <i>Labov</i> 43-69; <i>Trudgill</i> 48-64; The Cambridge Handbook of Sociolinguistics 159-185
5		Bilingualism; Multilingualism; Diglossia and polyglossia Bilingualism and Bilinguals; Monolingual States and monolinguals; High Code and Low Code and power relationships between the two Historical aspects of multilingualism. Multilingualism and economy. Economics of multilingualism in EU	Wardhaugh 82-95 Holmes 19-33 <i>Additional reading:</i> The Cambridge Handbook of Sociolinguistics 261-282
6		Functions of Speech. Code-Switching	Holmes 34-52; 274-292 Wardhaugh 95-109

		Functions of Speech; Speech and Power relationship; Expressing Solidarity and Politeness. Understanding pragmatics Social motives for code-switching	The Cambridge Handbook of Sociolinguistics 301-314
7		Research Methods in Sociolinguistics Three ways of Variation Studies Three waves of Variation Studies Quantitative Research; Qualitative Research; Experiments; Matched Guise technique; Real time versus apparent time; Longitudinal Studies; Cross-sectional and Panel Studies. The role of ethics in sociolinguistics research	Wardhaugh and Fuller: 17-19; 169-192 Holmes 420-424 <i>Additional reading:</i> Katie Drager “Experimental Methods in Sociolinguistics: Matched guise and identification tasks” David Silverman. Qualitative Research Milroy and Gordon. Sociolinguistics. Methods and Interpretation
8		Midterm Exam	
9		Distribution of languages in the world; languages and communities Linguistic map of the world; linguistic atlases. Language as a tool for social interaction: Lingua Francas; Pidgins and Creoles; Artificial Languages; Marginal codes and marginal attitudes towards social groups and communities: social stratification. De-creolization in the context of socio-political and economic incentives. Hyper-creolization as an expression of identity. Intergenerational clashes Sources of motivation behind artificial languages; World Englishes and the process of globalization.	Holmes 76-85 The Cambridge Handbook of Sociolinguistics 261-264; 335-353 Ethnologue https://www.ethnologue.com/ <i>Additional reading:</i> <i>Ruhlen 275-378</i>

		Languages of empires. Languages of political, economic and cultural power.	
10		Language and Identity; Language attitudes Individual, social and national identity. Identity structure and aspects of identity. Language-identity relationships. Language and national identity. Identity construction. State language vs. official language. Style, registers and situation. Gendered language and stereotypes	Holmes 301-336; 409-423 Wardhaugh and Fuller: 52-55 The Cambridge Handbook of Sociolinguistics 138-155 <i>Additional reading:</i> <i>Joseph 1-40</i>
11		Words and Culture Relationship between language and culture. Linguistic Relativism and Linguistic Determinism; Reflecting on the relationship between sounds, words and syntax of a language and the ways in which speakers of that language experience the world.	Wardhaugh 11-13 Holmes 337-362 <i>Additional reading:</i> <i>Sapir 3-23.</i>
12		Languages in Contact: Sociolinguistics and Contact Linguistics Language contact. Contact situations. Borrowing versus relexification. The process of relexification. Structural convergence. Code-switching in contact situations. Mixed languages, Hybrid languages and creoles	Wardhaugh and Fuller: 114-134 Holmes: 283-300 <i>Additional reading:</i> Donald Winford. An Introduction to Contact Linguistics; Sara Thomason “Language Contact” Michael Meeuwis & Jan-Ola Östman. “Contact Linguistics”
13		Language Change and Shift. Language death and reversing language shift. Language change, language shift and language loss. Political, economic and demographic factors Reversing	The Cambridge Handbook of Sociolinguistics 320-328 Holmes. Chapter 3 (53-75)

		Language Shift; UNESCO red book of endangered languages. Reasons for language death. Language revival and revitalization	http://portal.unesco.org/culture/en/ev.php-URL_ID=22407&URL_DO=DO_TOPIC&URL_SECTION=201.html <i>Additional Reading:</i> <i>Fishman (in Ricento) 311-328; Fishman 88-114;</i> http://www.cal.org/heritage/pdfs/briefs/what-is-language-loss.pdf http://www-01.sil.org/~simonsq/preprint/Wisconsin%20Symposium.pdf;
14		Language Ecology. Maintaining Linguistic Diversity Why is it important to maintain linguistic diversity? Languages as repository of culture and ecological knowledge, and a source of identity and pride. Community involvement in maintaining languages. Intergenerational transmissions. Economical activities and language maintenance (tourism, production, environmental initiatives etc.). The role of native language in psychological development. Languages and Globalization. Linguistic Imperialism	The Cambridge Handbook of Sociolinguistics 315-320; 328-334 Skutnabb-Kangas, Tove & Phillipson, Robert. Language Ecology http://www.xn--sprkfrsvaret-vc4v.se/sf/fileadmin/PDF/Language_Ecology.pdf Blommaert 1-20; 137-151 <i>Additional reading:</i> <i>Phillipson (in Ricento) 346-361</i>
15		Language Policy and Planning; Language Rights Language policy and Planning; Aspects and stages of planning. The role of international organizations. Commitments of countries and international documents.	Wardhaugh and Fuller: 367-393

		Economic benefits and costs of language planning. Post-imperial languages in planning Individual and community language rights. Language rights in education. Non-discrimination oriented policy vs. promotion-oriented policy.	The Cambridge Handbook of Sociolinguistics 98-102 <i>Additional reading:</i> <i>The Cambridge Handbook of Sociolinguistics: 357-395; 411-429</i> <i>Skutnabb-Kangas (in Ricento) 273-291</i> <i>Ricento (in Ricento) 10-21; Hornberger (in Ricento) 24-37</i>
16		Final Exam	