

GESM 130g: 35431D

Jewish Language in the 21st Century

Spring 2021

Tuesdays and Thursdays, 11am-12:20pm

Instructor: Professor Sarah Bunin Benor, Jewish Studies

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Office Hours: by appointment (don't be shy!)

Classroom: Online

Course description

What happens when ethnic and religious groups immigrate to new lands and pick up new languages? This class explores language contact using the case study of the Jewish Diaspora. Hebrew and Yiddish are widely associated with Judaism, but most people are not aware of the many languages Jews have spoken throughout history, including Ladino (Judeo-Spanish), Judeo-Italian, Judeo-Arabic, Judeo-Malayalam (India), and Judeo-Shirazi (Iran). This class offers an introduction to this linguistic diversity, focusing on 21st-century “postvernacular” engagement. Phenomena covered include Moroccan and Yemenite Judeo-Arabic music in Israel, Hebrew and Ladino word of the day at American Jewish summer camps, *Harry Potter* and Black Lives Matter in Yiddish, and gendered language patterns in Hasidic communities. Through this Jewish case study, students will gain an understanding of the hybrid language practices of immigrant and religious groups.

How the course fulfills the social analysis requirement

This course applies methods from sociolinguistics and linguistic anthropology to the analysis of Jewish languages. Students will become familiar with the use of empirical evidence – mostly qualitative but also some quantitative – to understand how Jewish languages differ from surrounding non-Jewish languages and how contemporary Jews engage with elements of Jewish linguistic repertoires as they express their affiliations with various communities. This class intends to broaden student perspectives on the role of language in the integration and distinctiveness of minority groups within their broader society.

Learning objectives

By the end of the course, students will be able to:

1. Assess the usefulness of qualitative evidence in explaining sociolinguistic phenomena;
2. Explain and apply relevant concepts regarding language contact, including loanwords, postvernacularity, ethnolinguistic infusion, and translanguaging;
3. Explain why Jews around the world have spoken so many languages and why most longstanding Jewish languages are now endangered;
4. Analyze cultural artifacts that engage with Jewish languages;
5. Teach about the past and present of a lesser-known Jewish language.

Required books (print or electronic; can be found in the book store or library)

- A. Rubin, Aaron D., and Lily Kahn. 2021. *Jewish Languages from A to Z*. London: Routledge. ISBN: 9781138487307.
- B. Lowenstein, Steven M. 2000. *The Jewish Cultural Tapestry: International Jewish Folk Traditions*. Oxford: Oxford University Press. ISBN: 9780195158007.
- C. Other readings are available on Blackboard, indicated here by (B); Ares, indicated here by (A); or other websites.

Assignments and assessments (% of grade)

Attendance and participation (10%)

- Course objectives: 1, 2, 3, 4, 5

Glossary of terms (0%)

- Course objectives: 2

Reading responses, due by 9am before each class (15%)

- Course objectives: 1, 2, 3

Midterm quiz (multiple choice and short answers) (15%)

- Course objectives: 2, 3

Assignment #1: Cultural artifact analysis (20%)

- Course objectives: 1, 2, 4

Assignment #2: Teaching about a language (20%)

- Course objectives: 2, 3, 4, 5

Final exam (3 essays) (20%)

- Course objectives: 2, 3

Grading

93-100: A

90-92: A-

88-89: B+

83-87: B

80-82: B-

78-79: C+

73-77: C

70-72: C-

68-69: D+

63-67: D

60-62: D-

59 or below: F

Academic integrity

As defined in the Student Conduct Code, plagiarism includes: "The submission of material authored by another person but represented as the student's own work whether that material is paraphrased or copied in verbatim or near verbatim form"; "The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style"; and "improper acknowledgment of sources in

essays or papers.” In accordance with these standards, plagiarism will result in an ‘F’ grade for the course and possible suspension or expulsion from the University. (See *Scampus*, the Student Guidebook.) Because of the serious penalties for plagiarism, you should ensure that any writing you submit represents your own assertions and abilities and cites any texts in an open and honest manner. In academic assignments, writing is assumed to be the original thoughts and words of the student unless otherwise noted (i.e., material from other sources is clearly and properly cited). In other words, be careful to document your sources (print or online), even when you are only making use of data or ideas rather than a direct quote.

Zoom guidelines

Here are some guidelines to enhance the effectiveness of the Zoom class experience:

1. Muting: Keep yourself muted when not speaking.
2. Hand raising: Raise your hand (actual or blue icon) when you’d like to speak.
3. Camera: I strongly encourage you to keep your camera on when possible, as I watch for raised hands and facial expressions indicating comprehension or confusion.
4. Chat: We will use Zoom chat at specific times during class. At other times, you should only use it if there’s an urgent problem and I don’t see your hand raised. You can send a private message to me or an “Everyone” message to the entire class. To contact other students in the class, you can use email.
5. Distractions: Keep all apps/programs closed except those we are using in class, and keep all notifications turned off (e.g., text messages, Instagram, email). If this is difficult for you, consider using an app like [FocusMe](#).

Feel free to get in touch at any time if you want to discuss personal circumstances that make it difficult for you to follow these guidelines.

Accommodation of disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP (<https://dsp.usc.edu/>). Please be sure the letter is delivered to me as early in the semester as possible.

How to reach me

I am available to help you with your research, writing, and comprehension of the course material. You can e-mail me at benor@usc.edu, or you can talk to me after class. I encourage each student to meet with me at least once during the semester.

Assignments

Glossary of terms

In this class you will learn many new terms from linguistics, linguistic anthropology, and Jewish studies. You should keep a list of these terms, adding definitions as you encounter them in class and in readings. You will not submit this glossary or receive a grade on it, but it will be useful as you prepare for the midterm quiz, the final exam, and your assignments.

Reading responses (4-5 sentences each class day)

You are expected to complete all of the readings and video viewings in a thoughtful way before each class. To help you with this preparation, you will submit a brief response that addresses all readings and videos for that day by 9am the day of each class session. You might choose to address each reading individually or (especially on a day with multiple short readings) synthesize all of the readings for that day, but the response should provide evidence that you have engaged with all readings thoughtfully. You should think about all of the following questions for each reading, and then you should select one to answer:

1. What are the main points?
2. What perspective is the author coming from?
3. What questions are you left with after completing the reading?
4. What connections can you make between this reading and other readings and class concepts?
5. What is your personal response to the reading?

You will submit these responses under Assignments in Blackboard. I may share excerpts of your responses in our class discussions. If you do not want a particular entry shared, you can label it "PERSONAL."

Note: Your submissions for assignments #1 and #2 will be considered for inclusion in an online exhibit of student work on Jewish languages, in conjunction with the HUC-JIR Jewish Language Project and the Jewish Languages class at the University of Michigan (with your permission).

Assignment #1: Cultural artifact analysis (4-5 pages double spaced or 7-9-minute podcast or video)

Analyze one or more cultural artifacts that engage with Jewish language. The artifact(s) might be a film, a TV show episode, a YouTube video, a few songs, a few bilingual prayers, a novel, a cookbook, a children's book or two, a game, a series of advertisements, or a mock dictionary. Your analysis should take the form of a traditional paper, a webpage, a podcast, or a video and should address the following questions:

1. How does this artifact reflect historical patterns of migration and language shift? Is it an instance of postvernacular engagement?
2. How does this artifact reflect language contact? Apply relevant class concepts like loanwords, diglossia, translanguaging, and ethnolinguistic repertoires. Address multiple levels of language, if relevant: lexicon, phonology, morphology, semantics, discourse, orthography.
3. How does this artifact reflect and constitute contemporary language ideologies and practices associated with a particular group of Jews?

Cite at least five articles or books, at least three of which must be from the syllabus. In a traditional paper or webpage, these should be cited using footnotes or parenthetical references

with a bibliography (any format: MLA, APA, etc.; just be consistent). In a podcast or video, references should be listed or mentioned at the end.

How to select your cultural artifact(s): You can select just one artifact if it incorporates sufficient language contact for your analysis. If not, you should select two or three for comparative analysis. You should not select artifacts we analyzed in depth in class (e.g., “Transparent,” “The Hebrew Hammer,” DJ SoCalled’s music, Kali Hawk and Katerina Graham’s “Black and Jewish,” Aaron Samuels’ “Black and Jewish,” Drake’s SNL bar mitzvah). Make sure you have the language skills to analyze the artifact (e.g., if you don’t know any Bukharian, don’t analyze a Bukharian comedy skit, but it’s OK to analyze an English song with Bukharian words even if you don’t know Bukharian, because you can look up those words).

You’re encouraged to select your own artifact, but many students appreciate suggestions: a Hebraized English blog post from a Jewish summer camp, a Yiddish-themed crossword puzzle, Flori Senor Rosenthal’s book *Nono’s Kisses for Sephardic Children*, Sarah Aroeste’s book *Buen Shabat, Shabbat Shalom*, Dave Horowitz’s book *Five Little Gefiltes*, Sheryl Haft’s book *Goodnight Bubbala*, Ellis Weiner and Barbara Davilman’s book *Yiddish with Dick and Jane*, Dara Horn’s novel *The World to Come*, Philip Roth’s novel *Portnoy’s Complaint*, Mickey Katz’s song “Borscht Riders In The Sky,” three songs by Weird Al Yankovic (e.g., “Pretty Fly for a Rabbi,” “Cavity Search,” and “Amish Paradise”), three songs by Debbie Friedman (e.g., “Mishebeirach,” “613 Commandments,” and “Shelter of Peace”), Mel Brooks’ film “Spaceballs,” Jim Abrahams, David Zucker, and Jerry Zucker’s film “Top Secret!” Sascha Baron Cohen’s film “Borat,” San Francisco Jewish Film Festival’s [trailer](#), Mike Myers’ “Saturday Night Live” sketch “Coffee Talk with Linda Richman,” season 6, episode 10 of “Frasier,” the [JAP rap battle](#) on Rachel Bloom’s “Crazy Ex-Girlfriend,” a speech by a non-Jewish politician to a Jewish group, a Noah’s Bagels mock dictionary, Shmaltz Brewing Company’s line of beers, Davida Aprons’ line of products like Kosher Kurls.

Steps:

1. Feb 16: Select a cultural artifact(s) to analyze.
2. Read, watch, or listen to the artifact(s) carefully, taking notes on the distinctive linguistic features and other aspects. If you feel there’s not enough to analyze in line with the assignment, find a different artifact(s).
3. Search for five relevant articles on the syllabus, in the USC library, and online.
4. Feb 19: Submit your proposal (1-2 pages): name of the artifact(s) you plan to analyze, URL (if available), outline of your analysis, and list of five articles you plan to cite.
5. Dr. Benor will give you feedback on your proposal.
6. Write or record your assignment.
7. March 5: Submit it twice on Blackboard: under Assignments and Discussion Forum.
8. March 10: Read, watch, or listen to two of your classmates’ analyses, and offer comments (not just “good job” but something more substantive addressing class concepts).

Grading:

50 points: Analysis: a thoughtful analysis of the artifact(s), thoroughly addressing all 3 questions

40 points: Class concepts: demonstrates understanding of class concepts

10 points: Writing/production: writing is clear, concise, well structured, and error-free; production is fluid and engaging

Assignment #2: Teaching about a language (in pairs or individually)

Design and execute a multimedia lesson, video, or podcast to teach about the past and present of a lesser-known Jewish language (not Hebrew, Yiddish, or Ladino). You should use evidence from previous scholarship and apply relevant class concepts.

Option A: Script (4-5 pages) and video or podcast (8-10 minutes)

Option B: Lesson plan for a Jewish educational setting (4-5 pages) and mock class (15-20 minutes)

Your video/podcast/lesson should include the following:

1. Intro hook – song clip, comedy clip, image, statistic, etc.
2. Brief historical overview
 - a. relevant migration patterns
 - b. historical periods of the language
 - c. documentary evidence
 - d. extent of scholarship on this language
3. Linguistic components
 - a. What is the base language? Is it coteritorial?
 - b. previous Jewish language(s)
 - c. additional languages in contact
 - d. Hebrew/Aramaic component
 - i. pronunciation (e.g., taf/saf/thaf, het/chet, ayin/ngayin)
 - ii. semantic fields of loanwords
 - iii. morpho-syntactic integration of loanwords (nouns, verbs, adjectives)
4. Examples of words
 - a. concepts relating to weddings (e.g., bride, groom, chuppah, ketubah)
 - b. greetings: everyday, Shabbat, holidays
 - c. non-Jews (e.g., non-Jews, non-Jewish holiday, Christians, Muslims, Jesus, Muhammed)
5. Orthography
 - a. Hebrew script?
 - b. representation of Hebrew loanwords
6. Sociolinguistic variation
 - a. regional and social dialects
 - b. gender, learnedness
 - c. secret language
7. Interactive activity (for Option B) – could be earlier
8. Video clip (see [Jewish Language Website](#), [Endangered Language Alliance](#), [Mother Tongue](#))
9. Image of writing
10. Contemporary status

- a. vitality
- b. number of speakers, where they live
- c. vernacular and postvernacular uses

Your product should include at least one audio or video clip (if available) and at least one image of the written language (if available). In Option B, the lesson should include at least one interactive learning activity.

Cite at least five articles or books. In a lesson plan, these should be cited using footnotes or parenthetical references with a bibliography (any format: MLA, APA, etc.; just be consistent). In a podcast or video, references should be listed or mentioned at the end.

Steps:

1. March 11: Select language (and partner)
2. Choose option A or B. If you are doing Option A, decide format (video or podcast). If you are doing Option B, decide what age this lesson is for: grades 3-5, 6-8, high school, college, adult. Indicate these decisions on your proposal and assignment.
3. March 22: Submit a proposal (about half a page): name(s) of author(s), name of language, format, list of sources (articles, books, and websites) you plan to use.
4. Fill in the information above using articles, books, and websites.
5. Using this outline, write your lesson plan or script.
6. Apr 9: Submit your lesson plan or script under Assignments on Blackboard.
7. Dr. Benor will give you feedback.
8. Record and edit your video/podcast (Option A) or practice your lesson (Option B).
9. Apr 20: Submit your video/podcast on Blackboard Assignments and Discussion Forum (Option A) or present your lesson in class (Option B).
10. Apr 27: Submit comments on your classmates' videos/podcasts on Discussion Forum.

Grading:

The first four parts are based on the script; the last is based on the lesson/video/podcast
 30 points: Language: demonstrates knowledge about the selected language, addressing all relevant sections above

20 points: Class concepts: demonstrates understanding of class concepts

20 points: Sources: incorporates at least 5 sources

10 points: Writing: writing is clear, concise, well structured, and error-free

20 points: Lesson/video/podcast: speaking style or teaching is engaging (keeps listeners' interest and doesn't seem like you're reading a script); production is fluid. You can earn extra points on this if you address the instructor's comments on your lesson plan or script.

Resources

<https://www.jewishlanguages.org/resources>

Schedule

Readings and video viewings are to be completed before the class session under which they are listed. Don't forget to complete the reading response by 9am each class day. You do not need to do anything to prepare for the guest lectures.

Introduction to the class

Tuesday, Jan 19: No reading. Before class: browse Jewish Language Website:

<https://www.jewishlanguages.org/>.

Thursday, Jan 21:

Video lecture by Dr. Benor: Introduction to Jewish Languages:

<https://youtu.be/KPFjCEuULPo>. 0-13:24.

Rosenberg, Yair. 2020. "How Do You Say 'Quidditch' in Yiddish? The inside story of how 'Harry Potter' was translated into Yiddish." *Tablet Magazine*, February 5, 2020.

<https://www.tabletmag.com/sections/arts-letters/articles/harry-potter-translated-yiddish>.

Russell, Anthony. 2020. "Translating Black Lives Matter into Yiddish." *Jewish Currents*, June 5, 2020. <https://jewishcurrents.org/translating-black-lives-matter-into-yiddish/>.

Guttman, Vered. 2012. "Ladino in the Air, Sephardi Foods on the Table." *Washington Post*, September 11, 2012. https://www.washingtonpost.com/lifestyle/food/ladino-in-the-air-sephardi-foods-on-the-table/2012/09/10/11ddd566-f902-11e1-8b93-c4f4ab1c8d13_story.html.

Jewish Renaissance. 2020. "Yallah 2020: Judeo-Arabic Music Across the World." January 30, 2020. <https://www.jewishrenaissance.org.uk/blog/yallah-2020>.

Reading response 1 due, 9am.

Jewish cultural diversity

Lowenstein 2002.

Tuesday, Jan 26:

Folk Traditions (1-9), Regional Cultures (11-48), and Names (69-84).

Reading response 2 due, 9am.

Thursday, Jan 28:

Cuisine (119-147) and Music (175-195).

Reading response 3 due, 9am.

Language contact

Tuesday, Feb 2:

Matras, Yaron. 2012. *Language Contact*. Cambridge: Cambridge University Press. 101-114. (A)

Vogel, Sara, & Ofelia García. 2017. "Translanguaging." In *Oxford Research Encyclopedia of Education*. New York: Oxford University Press.

<https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-181?print=pdf>. 1-12.

Video lecture by Dr. Benor: "Pastrami, Verklempt, and Tshoot-spa: Non-Jews' Use of Jewish Language in the United States." <https://fb.watch/2yyVJR1Ooi/>. 2:14-55:35.

Reading response 4 due, 9am.

Diversity in Jewish English

Thursday, Feb 4: Watch video lectures by Sarah Bunin Benor:

“Mensch, Bentsh, and Balagan: Language as a Marker of Jewish Identity.”

<https://vimeo.com/411026199>. 1:00-22:39.

“Diversity in Jewish English Writing: Hebrew and English Alphabets.”

https://youtu.be/cck7_jDqXzA. 2:13-26:04.

Reading response 5 due, 9am.

Guest lecture: Isaac Choua (Syrian Jewish English)

Longstanding Jewish languages

Tuesday, Feb 9:

Rubin and Kahn 2021. Short chapters on: Arabic, Medieval; Arabic, Modern; Aramaic, Ancient and Medieval; Aramaic, Modern; Catalan; Greek; Italian; Karaim (and Krymchak); Ladino (and Spanish).

Bring to class links to audiovisual materials for two of these languages (see [Jewish Language Website](#), [Endangered Language Alliance](#), [Mother Tongue](#), and other websites).

Reading response 6 due, 9am.

Guest speaker: Bryan Kirschen (Judeo-Spanish)

Thursday, Feb 11:

Rubin and Kahn 2021. Short chapters on: Latin; Malayalam; Persian; Portuguese; Provencal; Tajik (Bukhari); Tat (Juhuri); Yiddish, Old and Early Modern; Yiddish, Modern Standard; Yiddish, Modern Hasidic.

Bring to class links to audiovisual materials for two of these languages.

Reading response 7 due, 9am.

Emerging Jewish languages

Hary, Benjamin, and Sarah Bunin Benor, eds. 2018. *Languages in Jewish Communities, Past and Present*. Berlin: De Gruyter Mouton. Available for free download here:

<https://www.jewishlanguages.org/hary-benor-book>.

Tuesday, Feb 16:

Hary and Benor 2018. Chapter on Jewish Spanish in Buenos Aires and Mexico City (Evelyn Dean-Olmsted and Susana Skura, 383-407), Jewish English in the United States (Sarah Bunin Benor, 414-427).

Video lecture by Dr. Benor: Yiddish, Ladino, and Jewish English: <https://youtu.be/isJYtcJSczU> (13:17).

Come to class with two ideas for cultural artifacts you might analyze for Assignment #1.

Reading response 8 due, 9am.

Guest lecture: Evelyn Dean-Olmsted (Mexican Jewish Spanish, Judeo-Arabic heritage words)

Thursday, Feb 18:

Hary and Benor 2018. Chapters on Jewish Swedish in Sweden (Patric Joshua Klagsbrun Lebenswerd, 431-450), Israeli Russian in Israel (Renee Perelmutter, 520-540).

Reading response 9 due, 9am.

Friday, Feb 19, noon: Proposal for Assignment #1 due

(Non-Hasidic) Yiddish in America (and elsewhere)

Tuesday, Feb 23:

Shandler, Jeffrey. 2005. "Yiddish as Performance Art" and "Absolut Tchotchke." In *Adventures in Yiddishland: Postvernacular Language and Culture*. Berkeley: University of California Press. 126-176. (A)

Reading response 10 due, 9am.

In class: Excerpts from YidLife Crisis.

Thursday, Feb 25:

Avineri, Netta. 2014. "Yiddish Endangerment as Phenomenological Reality and Discursive Strategy: Crossing into the Past and Crossing out the Present." *Language & Communication* 38: 18-32. (A)

Smulyan, Shayn E. 2012. "The SoCalled Past: Sampling Yiddish in Hip-Hop." In Rabinovitch, Lara, Shiri Goren, and Hannah S. Pressman, eds., *Choosing Yiddish: New Frontiers of Language and Culture*. Wayne State University Press. 357-375. (A)

Kafrissen, Rokhl. 2019. "Queer Yiddishkeit: Finding a Home in Yiddishland while Challenging the Status Quo." *Tablet Magazine*, June 18, 2019.

<https://www.tabletmag.com/sections/community/articles/golden-city-queer-yiddishkeit>.

Reading response 11 due, 9am.

Guest speaker: Rokhl Kafrissen (contemporary Yiddish culture)

Hebrew in America (and elsewhere)

Tuesday, Mar 2:

Glinert, Lewis. 1993. "Language as Quasilect: Hebrew in Contemporary Anglo-Jewry." In Glinert, Lewis, ed. *Hebrew in Ashkenaz: A Language in Exile*. Oxford University Press. 249-264. (A)

Mintz, Alan. 2018. "Hebrew in America: A Memoir." In Sokoloff, Naomi B., and Nancy E. Berg, eds., *What We Talk About When We Talk About Hebrew (And What It Means to Americans)*. University of Washington Press. 211-226. (A)

Benor, Sarah Bunin. 2018. "Hebrew Infusion in American Jewish Life: Tensions and the Role of Israeli Hebrew." In Sokoloff, Naomi B., and Nancy E. Berg, eds., *What We Talk About When We Talk About Hebrew (And What It Means to Americans)*. University of Washington Press. 124-138. (A)

Reading response 12 due, 9am.

Thursday, Mar 4:

Benor, Sarah Bunin, Jonathan Krasner, and Sharon Avni. 2020. *Hebrew Infusion: Language and Community at American Jewish Summer Camps*. Rutgers University Press. "The Building Blocks of Infusion" (142-171) and "'Sign' Language: Visual Displays of Hebrew and Jewish Space" (172-197). (A)

Reading response 13 due, 9am.

Friday, Mar 5, noon: Assignment #1 due

Language endangerment, documentation, and maintenance

Tuesday, Mar 9:

Hinton, Leanne. 2001. "Language Revitalization: An Overview." In *The Green Book of Language Revitalization in Practice*. Leanne Hinton and Ken Hale, eds. San Diego: Academic Press. 3-18. (A)

Abramac, Gabi. 2019. "Jewish Languages in Bosnia and Herzegovina: The Promise and Reality of the Language Rights Protection Regime." *Journal of Jewish Languages* 7/1: 85-116. (A)

Reading response 14 due, 9am.

Wednesday, Mar 10, noon: Submit comments on three classmates' assignments on Discussion Forum

Thursday, Mar 11:

Hary, Benjamin. 2016. "*Il-'arabi dyālna* (Our Arabic): The History and Politics of Judeo-Arabic." In Joshua Miller and Anita Norich, eds., *Languages of Modern Jewish Cultures: Comparative Perspectives*. Ann Arbor, MI: University of Michigan Press. 310-316 required (full article optional). (A)

Another article on Jewish languages in Israel today. (TBD)

Reading response 15 due, 9am.

Guest speaker: Habib Borjian (Endangered language documentation, Iranian Jewish languages)

In class: discuss options for Assignment #2.

Hasidic Yiddish and English

Tuesday, Mar 16:

Fader, Ayala. 2009. *Mitzvah Girls: Bringing up the Next Generation of Hasidic Jews in Brooklyn*. Princeton University Press. Chapter 4: "Making English Jewish" (87-117). (A)

Reading response 16 due, 9am.

Guest speaker: Chaya Nove (Hasidic Yiddish and English)

Thursday, Mar 18:

Assouline, Dalit. 2018. "Haredi Yiddish in Israel and the United States." In Hary and Benor 2018 (see link to download on Feb 16 above). 472-482.

Reading response 17 due, 9am.

Monday, Mar 22, noon: Proposal for Assignment #2 due

Tuesday, Mar 23: No class (USC Wellness Day)

Hebrew/Aramaic component

Thursday, Mar 25:

- Sabar, Yona. 1999. "The Hebrew Elements in Written Jewish Neo-Aramaic Texts." In *Vena Hebraica in Judaeorum Linguis: Proceedings of the 2nd International Conference on the Hebrew and Aramaic Elements in Jewish Languages*. Shelomo Morag et al., eds. Milan: Centro Studi Camito-Semitici di Milano. 387-391. (A)
- Krivoruchko, Julia. 2001. "The Hebrew/Aramaic Component in Romaniote [Judeo-Greek] Dialects." *Lekket: World Congress of Jewish Studies* 13. 1-8. (A)
- Benor, Sarah Bunin, and Benjamin Hary. 2018. "A Research Agenda for Comparative Jewish Linguistic Studies." In Hary and Benor 2018 (see link to download on Feb 16 above). 672-690.
- Reading response 18 due, 9am.

Jewish language theory

Tuesday, Mar 30:

- Weinreich, Max. 1980. *History of the Yiddish Language*. Translated from Yiddish by S. Noble and J. Fishman. Chicago: University of Chicago Press. 166-8, 175-202. (A)
- Bunis, David M. 1981. "A Comparative Linguistic Analysis of Judezmo and Yiddish." *International Journal of the Sociology of Language* 30. 49-70. (A)
- Reading response 19 due, 9am.

Thursday, Apr 1:

- Rabin, Chaim. 1981. "What Constitutes a Jewish Language?" *International Journal of the Sociology of Language* 30. 19-28. (A)
- Fishman, Joshua. 1985. "The Sociology of Jewish Languages from a General Sociolinguistic Point of View." In *Readings in the Sociology of Jewish Languages*. Joshua Fishman, ed. Leiden: E.J. Brill. 3-20. (A)
- Reading response 20 due, 9am.

Jewish languages in Iraq and Iran

Tuesday, Apr 6:

- Sabar, Ariel. 2009. *My Father's Paradise: A Son's Search for His Jewish Past in Kurdish Iraq*. Algonquin Press. "Aramaic" (155-196). (A)
- Reading response 21 due, 9am.

Thursday, Apr 8:

- Borjian, Habib. 2014. "What Is Judeo-Median—and How Does it Differ from Judeo-Persian?" *Journal of Jewish Languages* 2/2: 117-142. (A)
- Reading response 22 due, 9am.

Friday, Apr 9, noon: Assignment #2 lesson plan / script due

Jewish languages in Central Asia

Tuesday, Apr 13:

- Tolmas, Chana. "Judeo-Tajik." <https://www.jewishlanguages.org/judeo-tajik>.
- Video lecture by Ruben Shimonov: "The Story of the Bukharian Jews." https://youtu.be/v-ttq8F_aRY. 0-56:49.
- Reading response 23 due, 9am.

Guest speaker: Ruben Shimonov

Thursday, Apr 15:

Lomtadze, Tamari, and Reuven Enoch. 2019. "Judeo-Georgian Language as an Identity Marker of Georgian Jews (The Jews Living in Georgia)." *Journal of Jewish Languages* 7: 1-26. (A)

Shalem, Vitaly. "Judeo-Tat / Juhuri." *Jewish Language Website*.

<https://www.jewishlanguages.org/judeo-tat-juhuri>.

Reading response 24 due, 9am.

Presentations

Tuesday, Apr 20: No reading

Assignment #2 due (Option A: 11am on Blackboard; Option B: in class today and Apr 27)

Thursday, Apr 22: No class (USC Wellness Day)

Tuesday, Apr 27: No reading

Before class: Submit response to your classmates' videos/podcasts on Discussion Forum

Review

Thursday, Apr 29: No reading

May 11, 11am-1pm: Final exam