

Spanish 362
Spanish Bilingualism
Linguistic Varieties/Language Contact in the Hispanic Speaking World
SPRING 2015

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Texts Required:

- Grosjean, Francois. Bilingual, Life and Reality. Harvard University Press, Cambridge, Massachusetts, 2010.
- Ferrero & Lasso-von Lang, ed. Variedades lingüísticas en el mundo hispano: El español en contacto con otras lenguas. Bloomington, Indiana: AuthorHouse, 2011.

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Course Description:

A study of the Spanish language from a global sociolinguistic perspective. The course will include studies of language contact, changes, dialectology, diglossia, bilingualism and the politics and sociology of the Spanish language in the Americas and Spain. Readings will be done both in English and Spanish. Class discussions, essays and exams will be in Spanish.

Goals and Objectives:

- a) To demonstrate the linguistic validity of all the dialects of spoken Spanish including nonstandard variants; to study the overwhelming linguistic overlap between nonstandard and standard dialects of Spanish; and at the same time, validate and promote the instrumental value of learning the standard language.
- b) To offer an overview of the sociolinguistic varieties and changes of the Spanish language in the countries where it has encountered or co-exists with other languages.
- c) To understand that the prestige value of the variants of language are not grounded in purely linguistic criteria, but rather on considerations such as the economic, political, and social status of the speakers of such dialects.
- d) To see through various examples the importance of bilingualism, how bilingualism has evolved and its current status in Spanish speaking regions of the world.
- e) To foster an understanding of language as a social construction and as a system of communication with significant lexical variation.
- f) To bring together analytical techniques employed in sociolinguistics and discourse analysis, uncovering the linguistic, cognitive, and social processes underlying language maintenance, as well as changes characteristic of language shift and loss.

Grade and Requirements: The stated goals/objectives for this course will be met and graded through the reading of all the assigned material, class discussions, exams, individual research which will be presented to the class as oral reports of “ejemplos actualizados” and a written essay.

Final grade:

- 3 exams in class (15% each) ----- 45%
- Preparation and active class participation ----- 15%
- Individual research for the direction of class debate ----- 10%
- Field project ----- 10%
- Final essay ----- 20%

Three Exams during the semester (45%): There will be 3 exams during the semester which will cover the material seen in class.

Preparation and active class participation (15%): The course will include critical discussions of studies on sociolinguistic varieties, bilingualism, dialectology, and the validity of the different forms of the Spanish language in the world. A selection of texts both in English and in Spanish will be assigned for reading and discussion throughout the semester. It will be the student’s responsibility to read the material assigned for the scheduled date.

Active Participation in class will be graded as follows:

A=95 Excellent participation (the student answers questions and offers interesting comments without the need of the professor calling on him/her. The comments and answers show that the student is well prepared, completed and understood the assignment).

B= 85 Good participation (the student answers questions and offers interesting comments whenever the professor calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student is prepared and understood the assignment).

C=75 Fair participation (the student answers questions and offers comments only when the professor calls on him/her. The comments and answers show that the student prepared or attempted to complete the assignment, but doesn’t seem to understand it all).

D=65 Poor participation (the student answers questions and offers very brief comments only when the professor calls on him/her. The comments and answers show lack of interest, improvisation and/or a poor preparation).

F=55 Lack of participation (the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers or incorrect answers shows that the student has not completed the assignment or prepared for the class. If he/she has done it, it has been in a careless or incomplete way).

No attendance, no participation at all: When a student is not in class, he/she gets a 0 for that day regardless of the reason for that absence.

Individual research for debate direction (10%): For each class, one student will bring extra updated material on the topic to be discussed that day. That student will help the professor direct the class discussion. The research can be presented with the aid of media.

Field Project (10%): Students will prepare their own questionnaire and will interview 3 bilingual people in the community, on or off campus, and will prepare a report about their attitudes about bilingualism to present in class. Questionnaires will be written with the help of the professor and using the material we will study in the Grosjean book.

Final Essay (20%): Each student will write a 8-10 page essay in Spanish (plus bibliography, MLA style) on the following topic: *Español e inglés en los EEUU: el “Spanglish” como nueva lengua.*

This essay can be handed in anytime during the last week of the semester. The last day of class is the deadline for handing in the essay. Students are encouraged to hand in a rough draft of the essay and meet individually with the professor to go over their material and their first draft of the essay. All class-related activities have two objectives: 1) to enhance the student’s experience with the sociology

of the Spanish language in the different parts of the world, and 2) to help develop his/her critical research skills.

Letter grade will be assigned as follows:

93-100	A	92-90	A	89-87	B+	86-83	B	82-80	B-
79-77	C+	76-73	C	72-70	C-	69-67	D+	66-63	D
62-60	D-	59-0	F						

Attendance policy:

Your attendance, punctuality, and active participation in class are crucial to the successful completion of this course. You are required to attend class on a regular basis. After three absences, each absence will reduce your final participation grade by one point. In case of any crisis or emergency, or an extended absence from class, you must inform your professor through the office of Learning Services or the Academic Dean. Lack of punctuality three times will be equivalent to one absence. Multiple absences may lead to failure in the class. It is recommended that students do not miss any class. You are responsible for all material assigned or covered in any class you miss, whether the absence is excused or not.

Remember: Requests to excuse absences at the end of the semester will not be considered. Students have the responsibility of keeping track of their own absences. No reminders will be given.

Academic integrity: academic dishonesty, that is, cheating on exams, and plagiarism (using another person's words and passing them off as your own) is a serious offense and will be handled according to the Moravian policy on Academic Honesty (please, see the Student Hand book). Make sure you cite ALL the sources you use for your work. It is your responsibility to avoid dishonest behavior. Any inappropriate or dishonest behavior will not be tolerated.

Electronic devices: When preparing work for a grade, you are prohibited from using electronic translation services. Electronic dictionaries used for single word inquiries or for short idiomatic expressions are acceptable. If ever you are unsure about how you are using an electronic source, please contact your professor.

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

- NOTE: a) The instructor reserves the right to modify this syllabus.
You will be notified within a reasonable period of time.
b) You will be expected to devote at least two hours in preparation for every hour in class.

PLEASE, DO NOT SEND/CHECK MESSAGES DURING CLASS. MAKE SURE YOU TURN OFF YOUR ELECTRONIC DEVICES TO AVOID DISTRACTIONS AND INTERRUPTIONS.

PROGRAMA DE CURSO

L lunes M miércoles

Enero

L 19 Presentación del curso

M 21 Eva Bravo: EL ESPAÑOL DE AMÉRICA EN LA HISTORIA Y EN SU CONTEXTO ACTUAL

L 26 Ana Isabel García Tesoro:

ESPAÑOL EN CONTACTO CON LENGUAS MAYAS EN GUATEMALA

Tema de debate: supervivencia de lenguas nativas en áreas conquistadas. Director(es):

Grosjean: 1. Why are people bilingual? (3)

M 28 Azucena Palacios Alcaine

LENGUAS EN CONTACTO EN PARAGUAY: ESPAÑOL Y GUARANÍ

Tema de debate: La diglosia. Director(es):

Grosjean: 2. Describing bilinguals (18)

Febrero

L 2 Azucena Palacios Alcaine

LA INFLUENCIA DEL QUICHUA EN EL ESPAÑOL ANDINO ECUATORIANO

Serafín M. Coronel-Molina

LENGUAS EN CONTACTO EN EL PERÚ: ESPAÑOL Y QUECHUA

Tema de debate: Situación lingüística en la región de los Andes. Director(es):

Grosjean: 3. The functions of languages (28)

M 4 Nilsa Lasso-von Lang

LENGUAS EN CONTACTO EN MÉXICO: ESPAÑOL/ZAPOTECO, ESPAÑOL/ TZELTAL Y ESPAÑOL/TZOTZIL

Carmen Ferrero

EL CASO LINGÜÍSTICO DE MÉXICO: EVOLUCIÓN DEL LÉXICO CASTELLANO PENINSULAR POR SU

CONTACTO CON EL NÁHUATL Y EL MAYA-YUCATECO

Tema de debate: Situación lingüística en México. Director(es):

Grosjean: 4. Language mode and language choice (39)

L 9 **Examen 1**

M 11 Mirta Pimentel

VARIACIONES LINGÜÍSTICAS EN EL ESPAÑOL PUERTORRIQUEÑO

Tema de debate: Contacto del inglés y español en el Caribe. Director(es):

Grosjean: 5. Code-switching and borrowing (51)

L 16 Jiwanda V. Gale-Rogers

EL ESPAÑOL PANAMEÑO EN CONTACTO CON EL INGLÉS

Tema de debate: Contacto del inglés y español en Centro América. Director(es):

Grosjean: 6. Speaking and writing monolingually (63)

M 18 M. Cecilia Saenz-Roby

LA INFLUENCIA DEL ITALIANO EN EL ESPAÑOL DE ARGENTINA

Tema de debate: La inmigración europea en el Cono Sur (Chile, Argentina y Paraguay). Director(es):

Grosjean: 7 Having an Accent in a language (77)

L 23 Ismênia Sales de Souza

EL PORTUÑOL: ¿UNA TERCERA LENGUA?

Tema de debate: Pidgin, creole, lengua franca... Director(es):

Grosjean: 8. Languages across the lifespan (85)

M 25 Repaso. Clase para completar lecturas y debates sobre América Latina.

Marzo

L 2 *Examen 2*

M 4 Ramón Morillo-Velarde Pérez

CONTACTO VERNÁCULO-ESTÁNDAR EN EL ESPAÑOL MERIDIONAL Y LA CUESTIÓN DEL PRESTIGIO LINGÜÍSTICO

Tema de debate: Mapa lingüístico actual de España. Director(es):

Grosjean: 9 Attitudes and feelings about bilingualism (97)

Vacaciones de primavera (Spring Break)

L 16 Carmen Ruiz Sánchez

ESTUDIO SOCIOLINGÜÍSTICO DE LA /-L/ EN ANDALUZ

Tema de debate: El “seseo” y el “ceceo”. Director(es): _____

Grosjean: 10 Bilinguals who are also bicultural (108)

M 18 “Payos y Gitanos” El lenguaje del Flamenco.

Grosjean: 11 Personality, thinking and dreaming, and emotions in bilinguals (121)

L 23 Xulio Viejo Fernández

EL CONTACTO DE CASTELLANO Y ASTURIANO EN ASTURIAS

Tema de debate: El leonés y el bable. Director(es): _____

Grosjean: 14 Bilingual Children: In and out of bilingualism (163)

M 25 Adolf Piquer Vidal

EL CATALÁN Y SUS VECINOS

Tema de debate: El valenciano y el mallorquín. Director(es):

Grosjean: 15 Acquiring two languages (178)

L 30 Robert E. Vann

EL ESPAÑOL DE LOS PAÍSES CATALANES

Tema de debate: El catalán en Calatufia. Director(es): _____

Grosjean: 16 Special aspects of childhood bilingualism (191)

Abril

M 1 Andoni Barreña

ESPAÑOL Y EUSKERA EN CONTACTO

Tema de debate: El vasco o euskera. Director(es): _____

Grosjean: 17 Family strategies and support (205)

L 6 **Examen 3**

M 8 Verónica Rivera Reyes

LENGUAS EN CONTACTO EN CEUTA: ESPAÑOL Y ÁRABE CEUTÍ

Tema de debate: El árabe y el castellano en Ceuta. Director(es):

Grosjean: 18 Effects of bilingualism on children (218)

L 13 Carmen Ruiz Sánchez

EL CAMBIO DE CÓDIGOS INTRA-ORACIONAL EN LA COMUNIDAD GIBRALTAREÑA

Tema de debate: Code-switching, alternancia de códigos. Director(es):

Grosjean: 19 Education and bilingualism (229)

M 15 Spanglish ¿una nueva lengua?

Grosjean: Conclusion (243)

L 20 **Easter Recess**

M 22 Presentaciones individuales del estudio de campo.

L 27 Presentaciones individuales del estudio de campo.

M 29 Presentaciones individuales del estudio de campo.