**SPAN 684 – Spanish Dialectology and Variation**

TBD

TBD

**Professor:**

**Office:**

**Office Hours:**

**Email Address:**

**Phone:**

**Course Website:** Sakai

***Course Description***

Spanish is a world language that, due to its wide geographical footprint, has developed many subdialects that incorporate features of the other languages with which it has come into contact. These variations make it possible to identify a speaker based on the words s/he uses or the manner in which s/he produces sounds. In this course we will examine the reasons behind Spanish dialectal development largely with regard to the other languages that have influenced it. We will consider influence from European languages (e.g., French, Portuguese, English) as much as non-European languages (e.g., African and Amerindian languages).

***Prerequisites***

SPAN 360,

OR graduate student status,

OR permission of the instructor.

***Course Objectives***

Upon completion of the course, the student will be able to demonstrate knowledge of:

* Language contact theories, especially:
  + Distinction between superstrate and substrate
  + Prestige and stigma effects
  + Linguistic borrowing
* How to analyze variations of Spanish based on their features
* How to identify, at least, the most probable origin of a Spanish speaker based on their manner of speaking

***Course Text***

* **Main text, required:** Klee, Carol A. and Andrew Lynch 2009. *El español en contacto con otras lenguas*. Washington, DC: Georgetown University Press. ISBN: 9781589012653 (print), 9781589016088 (eBook)
* **Optional/Suggested Text:** Lipski, John M. 1994. *Latin-American Spanish.* London: Longmans.
* Other articles, chapters, and readings as assigned by the professor, to be made available on Sakai

***Course Grading Scale***

Undergraduate students receive grades according to the official UNC-CH grading scale. Graduate students receive grade according to the UNC-CH Graduate School policy as shown below.

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| ***Undergraduates*** | | | ***Graduates*** |
| A = 92-100 | B- = 80-81 | D+ = 68-69 | H = 90-100 |
| A- = 90-91 | C+ = 78-79 | D = 60-67 | P = 80-89 |
| B+ = 88-89 | C = 72-77 | F = 0-59 | L = 70-79 |
| B = 82-87 | C- = 70-71 |  | F = 0-69 |

***Final Grade Evaluations and Percentages***

Participation 10%

*(\*Graduate students’ participation grade is based on facilitation a class discussion\*)*

Homework 15%

Midterm exam 20%

Final project 25%

Final exam 30%

***Asistencia y comportamiento en clase***

Students are expected to attend class regularly and to participate in a reasonable and satisfactory manner. Each class will be conducted in Spanish.

Students are expected to conduct themselves in a manner appropriate for an advanced-level course. The use of electronic devices such as laptops, cellphones, tablets, etc. should only be associated with the learning process, e.g. taking notes, following with the readings on the syllabus, etc. Any other activity is not permitted; whoever participates in unauthorized activities does so at the risk of imperiling their own grade.

***Attendance and Class Participation (10%)***

A major part of each class session is discussion of the day’s topics and how they are analyzed. There will be text exercises that accompany the topics; it is the responsibility and the expectation that all students work on the exercises as the professor directs. These exercises will normally be done in small groups.

Each student can miss two (2) classes during the semester without excuse. After those, the student will lose points on this portion of their grade. Furthermore, any homework or other assignment not turned in on those days without previous authorization cannot be made up.

***Readings and Homework (20%)***

Readings not from the main course text will be available for download on Sakai. The purpose of these readings is to give the student a deeper understanding of the material. It is expected that each student have the assigned material read before the start of each class.

To facilitate the understanding of the readings that can at times be dense, the professor will sometimes assign comprehension questions as homework. The questions will be formulated with the intention of being answered according to the readings, and it is also suggested (but not required) that the student informally cite their sources while answering the questions. I allow students to work together, with the requirement that each person indicate with whom they worked. Failure to do so, and the subsequent submission of overly similar work without the notification of collaborative effort, may constitute an Honor Code violation.

Moreover, text analysis exercises will be regularly assigned for homework. Students can expect each homework assignment to be at least a page in length. **Homework must be turned in via Sakai on the indicated due date *before* the beginning of each day’s class. Late homework assignments will only be accepted one (1) calendar day after the deadline, and for a letter grade lower.**

***Midterm Exam (20%)***

At the midpoint of the semester, there will be an exam of analysis and theoretical comprehension covering all the course material up to that point.

***Final Project (20%)***

At the end of the course, each student – or group of students – will compose an essay and create a visual presentation that details either (1) a theoretical topic not covered in class or (2) a more profound discussion of some point covered in class. Undergraduate students are required to write and essay of at least six (6) pages while graduate students are required to write a minimum of ten (10) pages.

Undergraduate students will work in groups to complete the project, preferably in groups of three. Graduate students are required to work individually on the project.

More details will come at a later date.

***Final Exam (30%)***

The final exam will be cumulative and will go over concepts covered on the midterm as well as others that were discussed but not included on that exam..

***The Center for Student Success and Academic Counseling***

Located in the Student Academic Services Building, the CSSAC offers support for all students via the Learning Center and the Writing Center.

***Honor Code (Código de Honor)***

**All students must be familiar with and abide by the Honor Code, which covers issues such as plagiarism, falsification, unauthorized assistance or collaboration, cheating, and other grievous acts of academic dishonesty. Violations of the Honor Code will not be taken lightly.**

***Reasonable Accommodations Policy (Política de Acomodaciones Razonables)***

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact *Accessibility Resources and Service* as soon as possible to discuss accommodations.

***Course Outline***

The topics under study in this course are the following:

* Basic and general notions of language contact, variation, and dialectology
* Dialectology of the Hispanophone world
  + Spain
  + The Caribbean
  + Mexico and Central America
  + The Andes
  + The Southern Cone
* Results of language contact in the Hispanophone world
  + Spanish in the Iberian Peninsula
  + Spanish and Amerindian languages
  + Spanish and African languages
  + Spanish and other European languages (including English)

***Course Bibliography of Articles***

Estigarribia, Bruno. 2017. Guarani morphology in Paraguayan Spanish: insights from code-mixing typology *Hispania* 100:1.47-64.

Flores Farfán, José Antonio. 2003. Efectos del contacto náhuatl-español en la región del Balsas, Guerrero. Desplazamiento, mantenimiento y resistencia lingüística. *Estudios del cultura náhuatl* 34.331-348.

García-Godoy, María Teresa. 2017. La diferenciación léxica del español de América: anglicismos jurídicos e institucionales en la Colonia tardía. *Hispania* 100:1.65-78

González-Rivera, Melvin y Yarelmi Iglesias-Vázquez. 2017. Lengua, migración y contacto lingüístico en Latinoamérica. *Oltreoceano. Andanzas entre códigos lingüísticos de la emigración en las Américas* 13.137-145.

Lipski, John M. 2003. La africanía del español caribeño: estado de la cuestión. In Fernando Sánchez Miret (coord.), *Actas del XXIII Congreso Internacional de Lingüística y Filología Románica* (vol. 5), 325-349. Tübingen: Niemeyer.

Lipski, John M. 2006. Too close for comfort? The genesis of “portuñol/portunhol.” In Timothy A. Face and Carol A. Klee (eds.), *Selected Proceedings of the 8th Hispanic Linguistics Symposium*, 1-22. Somerville, MA: Cascadilla Proceedings Project.

Lipski, John M. 2014. Existe un dialecto ecuatoguineano en el español? *Revistas Iberoamericanas*  248-249:2.865-882.

Martínez Sagredo, Paula. 2011. Consideraciones sobre el contacto quechua-español a través de documentos coloniales (s. XVI-XVII en la zona centro andina. *Lenguas Modernas* 38:2.107-120.

Muysken, Pieter. 2011. Spanish affixes in the Quechua languages: a multidimensional perspective. *Lingua* 122. 481-493.

Ortiz López, Luis. 2016. Dialectos del español de América: caribe antillano (morfosintaxis y pragmática). En Javier Gutiérrez-Rexach (ed.), *Enciclopedia de lingüística hispánica (vol. 1)*, 316-329. Londres: Routledge.

Ramírez Luengo, José Luis. 2012. Contacto de lenguas en la América dieciochesca: español y portugués en el Paraguay. *Cuadernos dieciochistas* 13.209-228.

Rojas Molina, Sandra Liliana. 2008. Aproximación al estudio de las actitudes lingüísticas en un contexto de contacto de español y portugués en el área urbana trifronteriza Brasil- Colombia- Perú. *Forma y Función* 21.251-285.

Said-Mohand, Aixa. 2014. Los marcadores del discurso en el español hablado en los Estados Unidos: estado de la cuestión. *Tonos Digital* 26.1-25.

***Programa de clase***

Los estudiantes deben familiarizarse con los capítulos (y las secciones si se especifican) antes del día indicado.

Las lecturas en *letra itálica* son **opcionales y suplementarias**; las lecturas no en letra itálicas son **obligatorias y asignadas**.

\*El profesor se reserva el derecho de modificar el horario donde sea necesario.\*

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| **Unidad** | **Semana** | **Fecha** | **Tema** | **Lecturas**  (KL = Klee y Lynch) |
| -0-Preliminares: Contacto lingüístico | 1 |  | Introducción al curso  ¿Qué es la dialectología?  Contacto lingüístico:  Situaciones de contacto – colonización, migración y fronteras  Los dialectos de superestrato y sustrato | KL 1 (todo) |
| -1-  España | 2 |  | Breve historia del castellano y de otras lenguas de la Península Ibérica: influencias extranjeras no ibéricas  Situaciones diglósicas: el español y el vasco | KL 2.1-2.2  KL 2.3 |
| 3 |  | Situaciones diglósicas: el español y el catalán  Situaciones diglósicas: el español y el gallego | KL 2.4  KL 2.5 |
| -2-  Español frente a lenguas africanas:  el Caribe y África | 4 |  | Primeros contactos entre el español y otras lenguas en el Nuevo Mundo  Inicios del español caribeño:  El contacto entre el español y lenguas africanas: el tráfico de esclavos  La teoría sustratista en el español caribeño | KL 3.1-3.2  KL 3.6 |
| 5 |  | Rasgos del español caribeño:  Diferencias entre países y zonas  Características *bozales* | KL 3.5  Lipski (2003)  Ortiz-López (2016) |
| 6 |  | Teoría de los pidgins y las lenguas criollas  Lenguas criollas y pidgins del Caribe con aporte español  Historia y rasgos del español de Guinea Ecuatorial  Contrastes entre el español caribeño y el español ecuatoguineano: las teorías sustratista y superestratista | KL 3.3, 3.4, 3.7  KL 3.8  Lipski (2014) |
| -3-  Español frente a lenguas amerindias | 7 |  | El contacto entre el español y lenguas indígenas: la colonización y la conquista  Las influencias náhuatl y maya en el español mesoamericano | KL 4.1 |
| KL 4.2  *Flores Farfán (2003)* |
| 8 |  | La influencia incaica y quechua en el español andino | KL 4.3  *Martínez Salgredo (2011)* |
| 9 |  | La influencia guaraní en el español paraguayo y conosureño Situaciones diglósicas en Paraguay: el español y el guaraní | KL 4.4  *Estigarribia (2017)* |
| **Examen parcial** | |
| -4-  Español frente a otras lenguas europeas | 10 |  | Español x portugués:  Efectos mutuos entre las dos lenguas en Sudamérica y España  El portuñol | KL 5.1-5.3  *Lipski (2006)*  *Rojas Molina (2008)*  *Ramírez Luengo (2012)* |
| 11 |  | El alemán, el danés y el inglés en el español conosureño  El cocoliche y el lunfardo  Los efectos del italiano en el español rioplatense | KL 5.4-5.6 |

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| -5-  Español en los Estados Unidos | 12 |  | La historia del español en los Estados Unidos  El español de los Estados Unidos actual:  Las variedades del español  Situaciones fronterizas  Situaciones inmigratorias | *García-Godoy (2017)*  KL 6.1, 6.2, 6.4  *Said-Mohand (2014)* |
| 13 |  |
| 14 |  | La continuidad y la evolución del español en los Estados Unidos | KL 6.3 |
| Día de consulta para proyectos finales | |
|  | 15 |  | Presentaciones de proyectos finales | |

***Examen final:***

The Department of Romance Studies and the College of Arts and Sciences support the University’s core values encouraging diversity and equal educational and employment opportunities throughout the University community. These values are articulated in the University’s non-discrimination policy and by the office of Diversity and Multicultural Affairs.