

Course FA-14 SPANISH IN AMERICA

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45 CONTACT HOURS/3 SEMESTER CREDITS

THIS CLASS MEETS: TUES-THURS 5-7PM

OBJECTIVES

Nowadays more than ninety-five per cent of Spanish speakers use a variety of the language called American Spanish. As this Course develops, the following aims will be kept in mind:

1. Ensuring an understanding of the origins of the Spanish which was carried to America and of the features it has in common with the language of Andalucía.
2. The pinpointing of the essential characteristics of American Spanish.
3. An analysis of its vitality and the uses made of it in present-day communication media.
4. Raising an awareness of how this modality of Spanish is reflected in Hispanic-American Literature.
5. The tracing out of a current overview of the Spanish language within the United States, while taking into account its future projection.

SYLLABUS

1. A Brief History of Spanish in America.
 - 1.1. Andalusians Reach America.
 - 1.2. Contact with Indigenous Languages. Why America Speaks Spanish.
 - 1.3. Practical Sessions based on Movies.
2. The Manner of Speaking Spanish in America.
 - 2.1 Characteristics of the Most Widespread Forms of Pronunciation.
 - 2.2 Specific Features in Certain Countries: the Caribbean, Mexico, Argentina.
 - 2.3. Practical Sessions: Audiovisual Documents.
3. Grammatical Usage.
 - 3.1. Verb and Pronoun Peculiarities. Explaining 'vos': ¿Por qué vos hablás así, che?.
 - 3.2. Further Differences in Usage.
 - 3.3. Practice Sessions regarding Surveys and Literary Sources.
4. Words in America.
 - 4.1. How to Describe the New World. American Lexis (Americanisms) and the Vitality of Indigenous Lexis (Borrowings from Indigenous

Languages).

4.2. Differences in Word Meanings in Spain and America. Taboo Terms and Euphemisms.

4.3. Practical Sessions: Literary and Journalistic Texts.

5. Spanish and English in the United States.

5.1. Two Friendly Languages: Sociolinguistics and Issues and Attitudes regarding the Language Question.

5.2. “Forwardéame ese email.” Interference and Overlapping between Spanish and English. Not Everything is a Question of ‘Spanglish’.

5.3. Neutral, Latin, or International Spanish within the Communication Media.

5.4 Practical Sessions: Documentaries and Publicity.

BIBLIOGRAPHY

a) Starting Out:

BRAVO, E. “El español de América en la historia y en su contexto actual”. *Lenguas en Contacto*, Bloomington (Indiana): AuthorHouse, 2005, págs. 7-24.

VAQUERO, M. *El español de América*. Madrid: Arco Libros, 1995, 2 v.

SARALEGUI, C. *El español en América*. Navarra: Universidad de Navarra, 1996.

b) General Survey Manuals:

LIPSKI, J. *El español de América*. Madrid: Cátedra, 1996.

LÓPEZ MORALES, H. *La aventura del español en América*. Madrid: Espasa-Calpe, 1998.

RAMÍREZ, A. *El español en los Estados Unidos*. Madrid: Mapfre, 1992.

c) Study Back-up for Students from Abroad:

ALBERT, M. A. - ARDANAZ, F. *Hispanoamérica, ayer y hoy*. Madrid: SGEL, 2006.

QUESADA, S. *Imágenes de América Latina. Manual de historia y cultura latinoamericana*. Madrid: Edelsa, 2001.

ROMERO DUEÑAS, C. *De viaje por América Latina*. Madrid: Edelsa, 2002.

VÁZQUEZ, G. y MARTÍNEZ, G. *Historia de América Latina*. Madrid: SGEL, 2006.

VOCES de América, DVD y cuaderno de ejercicios. Madrid: SGEL, 2006.

This list of titles will be updated with articles and other kinds of specific texts in keeping with the needs of students as the Course develops.

These bibliographical titles are available either in the Faculty Library or in the Spanish Language Departmental Library.

COMPLEMENTARY ACTIVITIES

- Visit to the General Archive of the Indies in Sevilla.
- Visits to exhibitions based on American-related subject matter which are to be held in the city during term time.
- Movie screening. Keeping in mind student schedules, documentaries and movies, parts of which would have been used in class sessions, will be screened in their entirety. This complementary activity allows students access to material in a more rounded form, giving them the opportunity thereby to carry out personal, yet optional, assignments.

ASSESSMENT

Two examinations will be set, one mid-way through the the semester and another at its close, the dates of which will be posted in the Academic Guide.

As part of the process of complementary assessment, students will be asked to carry out two four-page essays based on two different syllabus-content units dealt with in class. Hand-in dates: the second weeks in November and December respectively. and two short practical assignments during the semester. The following suggestions may serve as a guide:

- Individual commentary on a movie extract.
- A commentary on the vocabulary used in a literary text.
- An analysis of the use of 'vos' within a text or a piece of conversation.
- The characteristics of pronunciation in movies, TV programs, etc.
- Publicity and advertising material in Spanish and in English.
- The social valuing of the Spanish language within the United States.
- *Spanglish* in texts and documents.
- Internet content, etc.: the comparison between the influence of Spanish and English upon one another.