

**Course FA-14**            **SPANISH IN AMERICA (ADVANCED LEVEL)** (45 class hours)

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## **OBJETIVES**

To acquire knowledge of the basic linguistic terminology necessary for the study and analysis of the aspects of formation, evolution and contact in terms of language study.

An approach is provided to the history and reality of present-day Spanish within the United States using a series of factors as points of departure: the identification of the different varieties that exist, as well as of the existing large-scale dialectal zones (Florida, California, New Mexico, Texas, Louisiana, together with large urban centers), the assessment of the distribution and evolution of the Hispanic population, of the Spanish language within U.S. society, of Spanish in the communication media, of the issue of bilingual education, of the 'English Only' movement as a reaction against the rise of Spanish, and of the manifestations of linguistic contact which occur between English and Spanish.

To make students aware of the history of Spanish in America with regard to how it reached there, to the range of linguistic policies carried through in relation to it, and also to the contrasts that emerge according to the different dialectal zones in which it is used.

## **METHODOLOGY**

This Course is geared to students who have a working knowledge of Spanish at an intermediate or advanced level. A study will be made of the different varieties of Spanish that exist in America. The aim is to bring to the fore the linguistic features of American Spanish within the general framework of Spanish itself, placing emphasis upon its linguistic peculiarities, as well as upon the analysis of the key phenomena that have contributed to its linguistic and socio-cultural history.

The Course will be divided into two parts. In the first of these a study will be made of Spanish within the United States, given attending students' familiarity with this variety, given the role of immigration as the crucible within which the many varieties of Spanish have come together, and also as a result of it being the scenario for the contact between the languages that are the subject of our study. An overview will be provided of the historical circumstances surrounding the arrival of, and expansion of, Spanish within the U.S.A.. An exploration will also be made of the present-day situation, while a specific study of the Spanish of the Free Associated State of Puerto Rico will be included, too.

Likewise, the phenomena derived from the contact between the English and Spanish languages will be dealt with, and more specifically the interferences and borrowings that take place during the interaction of both, as well as the process involving code-switching, while not forgetting the phenomenon of 'Spanglish'.

As far as the second part of the Course is concerned, an exploration will be made of the history and present-day situation with regard to Spanish in Latin America, as well as an explanation being given of its characteristics in phonological, morphological, syntactic, semantic, and pragmatic terms. An overview will also be offered of those phenomena involved in the contact between Spanish and Amerindian languages. At a final stage, the subject of the death and disappearance of languages, and what this signifies in terms of the loss of linguistic and cultural diversity, will also be broached.

For Linguistics to be assimilated, it is necessary to carry out activities which imply the real participation of students. With this aim in mind, one of the key aspects of the Course will be the individual and group work to be undertaken. Not only will students be expected to prepare beforehand the readings and exercises to be set, but also they will be asked to write up and present in class two short research assignments, together with a fieldwork activity involving the collection of interesting examples of the use of Spanish in America in contrast with how they would be used in the Spanish of Spain. In this regard they will need to read, listen to, and observe real examples of how American Spanish is used and establish the contrast between them and the uses of Spanish in Andalucía.

Fortunately, and due to immigration, globalization, and the mass communication media, many possibilities exist by which to access these examples that go beyond written texts. In classroom sessions, as well as in extramural activities, teachers will make available a wide variety of examples of the real use of Spanish as a language in America, either through the use of songs, documentary fragments, movies, TV series, or advertisements.

## **SYLLABUS**

1. Spanish and English in contact within the United States: 'Spanglish'
2. Spanish in the United States and Puerto Rico.
3. Pidgin and Creole languages. The almost total absence of Creole languages marked by a Spanish lexical base. Broadwalk-Palenque and Antillian Spanish.
4. The history of how Spanish reached America. The death and disappearance of languages in Spanish America.
5. The hypothesis concerning the presence of 'andalucismos' in the Spanish of America.
6. Dialectical zones of Spanish within America. Criteria of classification.
7. Key features of Spanish in America: Phonology.
8. Key features of Spanish in America: Morphosyntax and Semantics.
9. Origins of Spanish-based lexis in America.

## **BIBLIOGRAPHY**

### Handbooks:

LÓPEZ MORALES, Humberto. *La aventura del español de América*. Madrid: Espasa, 2005.  
MORENO DE ALBA, José G. *Introducción al español americano*. Madrid: Arco Libros, 2007.  
RAMÍREZ LUENGO, José Luis. *Breve historia del español de América*. Madrid: Arco Libros, 2007.  
SARALEGUI, Carmen. *El español americano: teoría y textos*. Pamplona: Eunsa, 2004 (2ªed).  
A range of articles in booklet form or via the virtual learning platform.

### Others:

ALVAR, Manuel (dir.) *Manual de dialectología hispánica. El español de América*. Barcelona: Ariel, 1996.  
FRAGO GARCÍA, Juan Antonio. *Historia del Español de América*. Madrid: Gredos, 1999.  
---- y Mariano FRANCO FIGUEROA. *El español de América*. Cádiz: Universidad de Cádiz, 2003, 2ª Ed.  
GARRIDO DOMÍNGUEZ, Antonio. *Los orígenes del español de América*. Madrid: Mapfre, 1992.  
GRANDA, Germán de. *Español de América, español de África y hablas criollas hispánicas: cambios, contactos y contextos*. Madrid: Gredos, 1994.  
LIPSKI, John. *El español de América*. Madrid: Cátedra, 1996 (trad. de: *Latin American Spanish*. Londres: Longman, 1994).  
LIPSKI, John. *A history of Afro-Hispanic language: five centuries/five continents*. Cambridge: Cambridge University Press, 2005.  
----. *Varieties of Spanish in the United States*. Georgetown University Press, 2008.  
MARTINELL GIFRE, Emma. *La comunicación entre españoles e indios: palabras y gestos*. Madrid: Mapfre, 1992.  
RAMÍREZ, Arnulfo. *El español de los Estados Unidos: el lenguaje de los hispanos*. Madrid: Mapfre, 1992.  
VAQUERO DE RAMÍREZ, María. *El español de América I. Pronunciación*. Madrid: Arco Libros, 1996.  
----. *El español de América II. Morfosintaxis y Léxico*. Madrid, Arco Libros, 1996.

### Recommended Internet-based resources and articles:

Open-access page for articles within VARILEX

<http://lecture.ecc.u-tokyo.ac.jp/~cueda/varilex/public.htm>

Webpage: Culture and Inter-culture in the Teaching of Spanish (University of Barcelona). Follow up links

to articles of interest concerning newspapers in the Hispanic world, the Spanish of Nicaragua, Argentina, and the United States, as well as 'Spanglish'.

<http://www.ub.es/filhis/culturele/index.html>

<http://www.ub.es/filhis/culturele/diariosf.html>

<http://www.ub.es/filhis/culturele/nicaragu.html>

<http://www.ub.es/filhis/culturele/argentina.html>

<http://www.ub.es/filhis/culturele/torres.html>

[http://www.ub.es/filhis/culturele/spanglish\\_surg.html](http://www.ub.es/filhis/culturele/spanglish_surg.html)

<http://www.ub.es/filhis/culturele/spanglish.html>

<http://www.ub.es/filhis/culturele/Betti.html>

LANIC Latin America Network Information Center (displays a country-based list of newspapers which are available via Internet. Follow up the Radio and TV pages).

<http://lanic.utexas.edu/la/region/news/>

<http://lanic.utexas.edu/la/region/radiotv/>

Articles concerning Spanish in the United States on the Instituto Cervantes web-page:

[http://cvc.cervantes.es/obref/espanol\\_eeuu/indice.htm](http://cvc.cervantes.es/obref/espanol_eeuu/indice.htm)

Symposium on bilingual teaching, the Chicago branch of the Instituto Cervantes, 2003

[http://cvc.cervantes.es/obref/espanol\\_eeuu/bilingue/](http://cvc.cervantes.es/obref/espanol_eeuu/bilingue/)

Articles by John Lipski

<http://www.personal.psu.edu/jml34/papers.htm>

Dictionaries of varieties of Spanish

<http://www3.unileon.es/dp/dfh/jmr/dicci/001.htm>

## **ASSESSMENT CRITERIA**

When calculating Final Grades, several factors will be considered: active participation in class sessions and regular attendance, the two assignments already mentioned, their presentation in class, the fieldwork project on the collection of data involving examples of the real use of Spanish in America, together with two exams (one mid-way through the Course and the other at its close). In terms of their subject-matter, the first assignment and presentation will be related to a specific aspect of the situation of Spanish in the United States. Prior consultation with teachers, students will choose the topic to be dealt with.

Possible subject-matter may range from the situation of Spanish in a specific State within the U.S., or, in terms of a specific social or economic environment, the phenomena involved in the contact taking place between Spanish and English. It will also be possible to explore topics linked with bilingual education, or 'Spanglish', or the 'English Only' movement as a reaction against the increase in Hispanic immigration. Students will be expected to present their research-based findings in class sessions.