

University of Houston
Department of Hispanic Studies

SPAN 7393: Methods of Study in Spanish Linguistics

Houston: 22386

UTPA: 22387

U.S. Spanish: Sociolinguistic Aspects

Spring 2011

Prof. Manuel J. Gutiérrez
Office Hours: W 3-5 (or by app.)
432-AH

W: 5:30-8:30 (LAC)
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Goals for the Spanish Graduate Program

Master of Arts in Spanish Literature and Linguistics

- Student will be knowledgeable in the field of Hispanic Literature, Language and culture.
- Students will demonstrate critical and analytical ability in a breadth of topics related to literature, language, and culture.
- Students will be able to meet field expectations for professionalism and job preparedness.
- Students will develop suitable skills as Spanish instructors in the fields of literature or linguistics.

PhD in Hispanic Literature and Linguistics

- Students will be able to conduct an independent research in their field and transform this research in a publication type study (articles/books).
- Students will have the professional skills to teach at 4-year colleges or universities.
- Students will develop suitable skills as Spanish instructors in the fields of literature or linguistics.

Description of this course:

The proposed course intends to offer the students a first approach to the knowledge of basic linguistic concepts as applied to the study of the live varieties of the Spanish language spoken in the United States. The course will consist of a discussion of several linguistic and social aspects of the Spanish in the U.S. by means of lectures and a fieldwork in the Spanish speaking communities of Texas. Presentations of selected readings will be required.

Learning Outcomes:

- a. Students will be able to apply basic linguistic concepts to the study of the Spanish language.
- b. Students will be able to discuss critically about the main issues that take place in a language contact situation.

- c. Students will familiarize themselves with the current literature on the Spanish spoken in the United States.
- d. Students will be able to develop a first approach to sociolinguistic fieldwork.
- e. Students will be able to develop a basic analysis of live/real discourse.

Texts: -Silva-Corvalán, Carmen. 1994. *Language Contact and Language Change: Spanish in Los Angeles*. Oxford: Clarendon Press.

-Selected articles

Students' responsibilities: Attendance to scheduled sessions
 Active participation in discussions
 Oral presentations based on relevant readings
 Discussion of linguistic data
 Exam
 Written paper

Evaluation: Presentation(s) and written reports:* 10%
 Exam: 50%

Written Paper:** 40%

- Attendance is very important in this class.

* Articles to be presented by the students are the ones scheduled in the different sessions: Students will have 30 minutes (presentation + discussion) and should not read during the presentation (with the exception of selected quotations; if you read your highest possible grade will be 80). They should deliver a detailed hand out on the article to allow the listeners to follow the discussion. The audience should turn in one page with two ideas taken from the articles before the presentation takes place (deadline: Wednesday 1 p.m. via WebCT; no excuses, please).

** Term paper: see separate document.

Week:

1/19 Introducción: conceptos lingüísticos básicos.
 Lenguas en contacto: contacto e interferencia, contacto y niveles lingüísticos.

1/26 Bilingüismo y diglosia, intercambio de códigos, convergencia gramatical, lenguas pidgin y criollas.
 -Thomason: Language mixture: Ordinary processes, Extraordinary results.
 -Lipski: The importance of Spanish in the United States – Overview of scholarship on Spanish in the United States.

- 2/2 Las situaciones de contacto y el cambio lingüístico.
-Sánchez: Our linguistic and social context.
-Lipski: Mexican Spanish in the United States.
- 2/9 Cambios en la expresión del tiempo verbal.
-Lipski: Cuban Spanish in the United States.
-Lipski: Puerto Rican Spanish in the United States.
- 2/16 Cambios en la expresión de modo y aspecto verbal.
-Klein: A quantitative study of syntactic and pragmatic indications of change in the Spanish of bilinguals in the U.S.
-Otheguy: A reconsideration of the notion of loan translation in the analysis of U.S. Spanish.
- *Para la próxima semana, Ud. debe tener los datos para su trabajo final.**
- 2/23 Efectos de la simplificación de las categorías verbales en el discurso narrativo.
-Poplack: “Sometimes I’ll start a sentence in Spanish y termino en español”: toward...
-Silva-Corvalán y Montanari: The acquisition of *ser*, *estar* (and *be*) by a Spanish-English bilingual child: The early stages.
- *Hoy Ud. ya debe tener los datos que va a utilizar en su trabajo final.**
- 3/2 Efectos de la simplificación de las categorías verbales en el discurso hipotético.
-Pueyo: El sistema de clíticos en niños bilingües de Los Angeles: transferencia lingüística y motivación social; Van der Vlugt: Orden de palabras en el español de un niño bilingüe.
-García/Cuevas: Spanish ability and use among second-generation nuyoricans.
- 3/9 Sobre la motivación interna de los cambios lingüísticos: *estar* innovador, clíticos.
-Gutiérrez: Restringiendo la subida de clíticos: reflexividad, modalidad verbal y contacto lingüístico en el español de Houston.
-Gutiérrez: La media subida de clíticos en el español de Houston.
- 3/16 **Vacaciones**
- 3/23 Sobre la motivación externa de los cambios lingüísticos.
-Martínez: La oposición –ra y –se en Tejas durante el siglo XIX.
-Balestra: Formas de tratamiento en el español de California y NM (1800-1900).
- 3/30 Traditional varieties: New Mexico and Louisiana.
-Bills/Vigil: New Mexican Spanish; The survey.
-Bills/Vigil: Historical overview of the Spanish Language and Culture of NM.
- 4/6 Métodos de estudio en la lingüística sociohistórica: el caso del futuro en el español de los Estados Unidos.
-Bills/Vigil: Independent developments.
-Bills/Vigil: Dialects in NM Spanish.

- Alvárez: Codeswitching in narrative performance.
- Martínez: Políticas de subordinación lingüística en Tejas.
- Gutiérrez: Subida de clíticos, tipo de frase verbal ... en los siglos XIX y XX.

- 4/13 **Examen**
- 4/20 Presentaciones (Trabajo en progreso)
- 4/27 Presentaciones (Trabajo en progreso)

**Entrega del trabajo final: 6 de mayo (1 p.m.) o antes
(5 puntos serán descontados en la nota del trabajo por cada día de atraso.)**

Additional Bibliography

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- Bulletin of Hispanic Studies*, LXXIV-3:257-269.
- _____ . 1996. "Tendencias y alternancias en la expresión de condicionalidad en el español hablado en Houston". *Hispania*, 79-3:568-577.
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PLAGIARISM

Plagiarism is a serious form of cheating. To plagiarize is to claim another's ideas or writing as one's own. It is a form of stealing.

Plagiarism can take several forms. Students often associate the term with writers who copy entire passages from a book, magazine, encyclopedia, or other printed source and turn them in to an instructor as their work. This is, perhaps, the most blatant form of plagiarism as well as the easiest for instructors to detect. After all, instructors can usually recognize a passage lifted from Time magazine or other sources with distinctive styles. In fact, instructors can almost always recognize professional writing, even if they cannot immediately identify its source.

But plagiarism takes several other forms. For instance, students plagiarize when they borrow ideas from other writers without giving them credit. In this case, students might not even use the other writer's language; nevertheless, they are stealing the writer's content. Students also plagiarize when they present another student's work *{or the work of a professional paper writing service, or work copied from a Web Site}* as their own. Thus, documentation involves more than just citing the source of direct quotations.

Because plagiarism is such a complex concept to come to grips with in its entirety, take note of the following summary definition:

1. Plagiarism includes the **literal repetition without acknowledgement of the writings of another author**. All significant *words, phrases, clauses or passages* in a student's paper which have been taken directly from the source material must be enclosed in quotation marks and acknowledged either in the text itself or in foot or endnotes.
2. Plagiarism includes borrowing without acknowledgement another writer's **general plan, outline, or structure of argument** in the creation of one's own organization.
3. Plagiarism includes borrowing another's **ideas** and representing them as one's own. To **paraphrase** the thoughts of another writer without acknowledging them is to plagiarize.
4. Plagiarism includes allowing **any other person or organization (including those found on the internet)** to prepare the paper and submitting it as one's own work.

Plagiarism in the course will not be tolerated. Penalties for plagiarism include, but are not limited to, failure in the course, suspension, and permanent expulsion from the university. For more information, consult the University of Houston Undergraduate Studies handbook, section on "Academic Honesty."

GRADUATE PAPERS

Papers written for a graduate class cannot be used –entirely or partially- to fulfill the requirements of a different graduate course. This will be considered an act of **academic dishonesty**. If you want to incorporate some materials from a previous research paper, you need to get a written authorization from both professors, the one for whom the paper was written originally, and the professor of the current class. If you don't comply with this regulation, you will be facing sanctions ranging from failure in the course (F) to suspension from the Graduate program at MCL.