

SPN 4822 (section 23152)
Sociolinguistics of the Spanish-speaking World

*Tuesday, 7, Thursday, 7–8
Matherly 002*

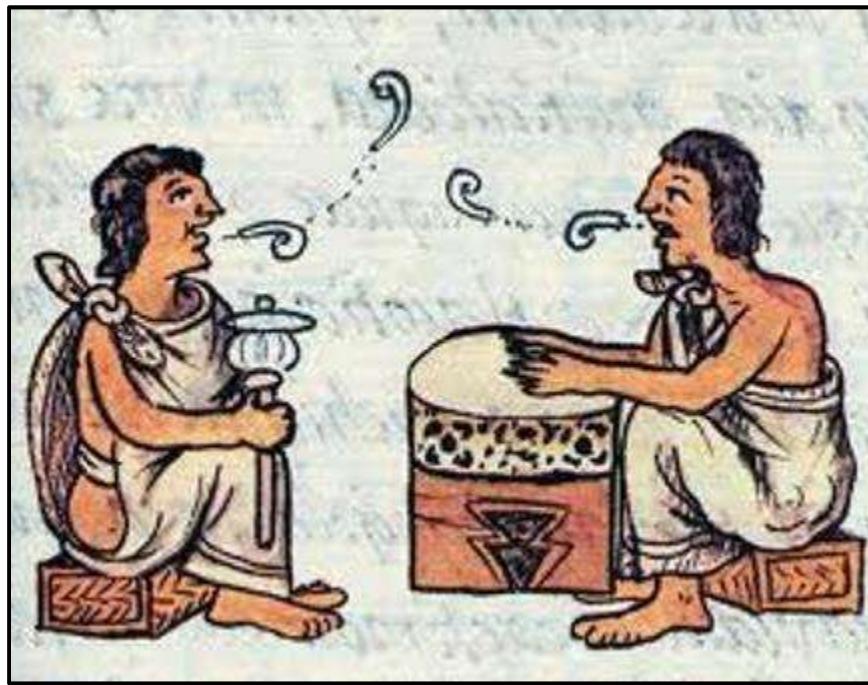


Imagen: <https://www.imer.mx/xeb/la-lengua-materna-orgullo-e-identidad/>

INSTRUCTOR INFORMATION

Instructor: Dr. Jessi Elana Aaron

Office: Dauer 153

Email: jeaaron@ufl.edu

Phone: (352) 273-3746

Office hours: Tue. 5–6, Thu. 6

STATEMENT ON LANGUAGE USE IN THE CLASSROOM

Following departmental policy, this course will be taught *in Spanish*. Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. The [American Council on the Teaching of Foreign Languages](#) recommends that language educators and their students use the target language as exclusively as possible (at least 90%) at all levels of instruction. The Department of Spanish and Portuguese Studies follows this recommendation in all coursework.

COURSE GOALS AND OBJECTIVES

El propósito de este curso es aprender sobre la variación en la lengua española hablada. Con enfoque en la diversidad lingüística en el mundo hispanohablante, los temas principales incluirán: 1) la variación fonológica; 2) la variación morfosintáctica; 3) el discurso; 4) las actitudes hacia la variación lingüística; y 5) el cambio lingüístico. Habrá un interés especial en la sociolingüística del español en Florida y el Caribe. Este curso se dará exclusivamente en español.

Objetivos

- Nombrar y explicar los rasgos fonológicos que varían en el español y saber describir el significado sociocultural de esta variación
- Nombrar varios fenómenos gramaticales y discursivos que conllevan información social
- Identificar representaciones lingüísticas y poder articular la conexión entre la representación y las actitudes sociolingüísticas
- Reconocer y poder explicar métodos para medir las actitudes lingüísticas en una comunidad
- Diferenciar entre diferentes comunidades hispanohablantes en Florida con respecto a la historia, la identidad y el uso del español

COURSE MATERIALS

- Articles for readings are available in pdf format for download on e-Learning:
<https://elearning.ufl.edu/>
- All course assignments appear in e-Learning

ASSESSMENT

Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93	C(S) = 76-73	NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at https://catalog.ufl.edu/ugrad/current/regulations/info/gades.aspx . [this statement can be removed for graduate courses]
A- = 92-90	C-(U) = 72-70	
B+ = 89-87	D+ = 69-67	
B = 86-83	D = 66-63	
B- = 82-80	D- = 62-60	
C+ = 79-77	E = 59-0	

Graded Course Components

- **Participation = 10%**
- **Individual community report = 15%**
- **Homework (6) = 40% (8% each, drop lowest grade)**
- **Final group project = 35%**

Participation = 10%

Esta clase tendrá muchas actividades interactivas en clase. Por lo tanto, el éxito del curso depende de la participación **activa e inteligente** de los alumnos. Estar en clase es necesario, pero no suficiente, para ganar una nota superior en la participación. Todos los alumnos deben traer una copia, sea en papel o en laptop, de la(s) lectura(s) del día **todos los días**. Además, se espera que los alumnos estén dispuestos a compartir sus ideas, experiencias y pensamiento crítico en clase, y que respeten la naturaleza del trabajo colectivo.

Como parte de la nota de participación, los alumnos dejarán **comentarios para las presentaciones finales** en Discusiones en eLearning. Cada comentario debe incluir al menos dos puntos positivos y una sugerencia para mejorar. Además, habrá **otras discusiones** en eLearning que se completarán durante la clase y que contarán como parte de la nota de participación.

Dada la importancia de la participación, además de recibir una nota de participación, habrá una política de **asistencia**:

Los alumnos pueden perder hasta tres (3) clases sin consecuencias y sin excusa. Después de tres (3) ausencias, cada ausencia sin excusa bajará la nota final por 1%.

Si hay que faltar, es la responsabilidad del alumno de ponerse en contacto con otro miembro de clase para saber lo que perdió. La profesora no podrá repetir la lección dada en clase.

Community Report = 15%

Cada alumno debe escoger un día en que le gustaría presentar sobre una comunidad o región donde hablan español. Pueden escoger de la lista de temas adjunta a este programa o escoger otro tema (en consulta con la profesora). Solo un alumno puede escoger cada tema.

Las presentaciones individuales deben durar entre alrededor de 10 minutos, y deben incluir al menos la siguiente información:

- Un mapa del lugar y las zonas más relevantes al uso del español
- Fotos y videos de los habitantes
- Ejemplos de las hablas regionales (las lenguas o variedades) – para escuchar si es posible
- Una breve historia de la región y de los grupos sociales presentes
- Descripción de la realidad sociolingüística de la comunidad, incluso actitudes sobre diferentes grupos o maneras de hablar
- Historia de la política lingüística de la región y su efecto en los grupos sociales presentes

Homework = 40%

Habrá seis (6) tareas en e-Learning. Las tareas son para chequear la comprensión de las lecturas y también para enseñarles a leer los artículos académicos. Es recomendado mirar la tarea *antes* de leer para saber cuáles son las preguntas y también *durante* la lectura.

La tarea con la peor nota no contará para la nota final, así que cada alumno tendrá cinco (5) tareas que cuentan para la nota final.

Final Group Project = 35%

This group assignment includes several components, some of which are individual and some of which will be created jointly. Within each group, each group member will be assigned a specific role to help with the division of labor and to allow for individualized grading.

Components of group project:

- Preliminary proposal (group)
- Project bibliography (group)
- Description of creative work from sociolinguistic community or community of practice (individual; must be different works from each team member)
- Visual and oral presentation for class, 25-35 minutes (group)
- Self-evaluation and evaluation of group (individual)

Preliminary proposal (10%)

This should describe the following: 1) region or community of interest; 2) sociolinguistic groups present in the region; 3) why this community is interesting; 4) which group members will fill the roles listed below. The text should be between 250 and 500 words in APA format.

Project bibliography (15%)

Each group member should contribute three or four *unique* scholarly references on language attitudes, language use, or culture in the community or region of interest. Group members should compile their lists into one bibliography in APA format.

Creative work description (25%)

Each group member should find a *unique* work (i.e. not the same as other group members) produced by or about the community or topic of interest. The creative works can include: visual artwork, poetry, literature, music, theatrical works, or other creative enterprises (please check with the professor if you are unsure). Group members should confer with each other to ensure that they have chosen different pieces.

Each student should then write up a 2-3-page description and analysis of the work, answering the following questions:

- Who created it?
- Why was it created?
- Who is the intended audience?
- For you, what does it convey about this community?

These works and descriptions should be incorporated into the final group presentation.

Visual class presentation (45%)

This presentation is the culmination of your work over the semester. It should do three things:

- 1) Draw upon ideas presented in class readings and lectures
- 2) Present linguistic, cultural, and historical ideas, concepts, and information about your community or region drawn from scholarly sources not otherwise seen in class
- 3) Present creative works relevant to your community and explain their relevance to the community's sociolinguistic reality.

Each presentation should last 25-35 minutes, and it should include both text and visual (video and photographic) elements. Audio elements (e.g., voice recordings, music) are also encouraged. ALL students must contribute to the oral presentation of the materials in class.

Self- and group evaluation (5%)

Each student should produce a 500- to 1,000-word reflection on their experience in this group project. The reflection should include the following:

- What went well in this group project? What part did you most enjoy?
- What were some of the challenges?
- If you had to do this project over again, what should you or your group do differently?
- What was the most important thing you learned from this project?

Group roles

Group roles may include:

- editor/proofreader
 - responsible for correct language usage in all written work
- internet researcher
 - seeks out relevant websites or cultural information
- meeting/group work facilitator
 - sets up meetings, sets meeting agenda, guides group through the goals for each meeting, addresses interpersonal conflicts
- graphic designer
 - responsible for the visual aspects of the group presentation, including videos used and any artwork created

ALL students are responsible for searching for scholarly articles, reading the relevant readings, and contributing written text to the group assignments.

CALENDAR

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

DATE	READING/ASSIGNMENTS (to be discussed that day)	OTHER ASSIGNMENTS
1/7	Introducción	
1/9	Holmes. 2013, pp. 1-12.	
Variación Fonética y Fonológica		
1/14	Alfaraz. 2011. Cuban Spanish in the US context.	
1/16	Díaz-Campos, Fafulas, and Gradoville. 2011. Going retro.	Tarea 1
1/21	Schmidt. 2013. Regional Variation in the perception of sociophonetic variants of Spanish /s/.	
1/23	Lynch. 2009. A sociolinguistic analysis of final /s/ in Miami Cuban Spanish.	
1/28	Presentaciones individuales	
1/30	Carvalho. 2006. Spanish (s) aspiration as a prestige marker on the Uruguayan-Brazilian border.	Tarea 2
Variación Morfosintáctica		
2/4	DeMello. 1995. Tense and mood after <i>No sé si</i> .	
2/6	Aaron. 2004. The gendered use of <i>salirse</i> in Mexican Spanish.	ENTREGAR PROPUESTA
2/11	Presentaciones individuales	
2/13	Schwenter. 1999. Evidentiality in Spanish morphosyntax.	Tarea 3
2/18	Presentaciones individuales	
Entonación y Discurso		
2/20	Alvord. 2010. Disambiguating declarative and interrogative meaning with intonation in Miami Cuban Spanish.	
2/25	Presentaciones individuales	
2/27	Brown & Raymond. 2012. How discourse context shapes the lexicon.	Tarea 4
3/3	SPRING BREAK	
3/5	SPRING BREAK	
Las Actitudes Lingüísticas: La Sociología de la Lengua		
3/10	Presentaciones individuales	
3/12	Lindemann. 2011. Who's "unintelligible"? The perceiver's role.	ENTREGAR BIBLIOGRAFÍA
3/17	Presentaciones individuales	
3/19	Callahan. 2004. Native speakers' attitudes toward the use of Spanish by non-native speakers.	Tarea 5
3/24	Presentaciones individuales	
El Cambio Lingüístico		
3/26	Rasico. 1986. The Spanish lexical base of Old St. Augustine Mahonese.	ENTREGAR OBRA CREATIVA
3/31	Torres Cacoullos. 2011. Variation and grammaticalization.	
4/2	Presentaciones finales	Tarea 6
4/7	Presentaciones finales	

4/9	Presentaciones finales	
4/14	Presentaciones finales	
4/16	Presentaciones finales	
4/21	Conclusión del curso	ENTREGAR EVALUACIÓN FINAL

BIBLIOGRAPHY of COURSE READINGS

- Aaron, Jessi E. 2004. The gendered use of *salirse* in Mexican Spanish: *Si me salía yo con las amigas, se enojaba*. *Language in Society*, 33(04), 585-607.
- Alfaraz, Gabriela. 2011. Cuban Spanish in the US context: Linguistic and social constraints on the variation of syllable final (r) among Cuban newcomers. *Sociolinguistic Studies*, 5(2), 291-320.
- Alvord, Scott M. 2010. Disambiguating declarative and interrogative meaning with intonation in Miami Cuban Spanish. *Southwest Journal of Linguistics*, 28(2), 21-66.
- Brown, Esther L., & Raymond, William D. 2012. How discourse context shapes the lexicon: Explaining the distribution of Spanish f-/h- words. *Diachronica*, 29(2), 139-161. doi 10.1075/dia.29.2.02bro
- Callahan, Laura. 2004. Native speakers' attitudes toward the use of Spanish by non-native speakers: From George W. to J. Lo. *Southwest Journal of Linguistics*, 23(1), 7-34.
- Carvalho, Ana M. 2006. Spanish (s) aspiration as a prestige marker on the Uruguayan-Brazilian border. *Spanish in Context*, 3(1), 85-114.
- DeMello, G. 1995. Tense and Mood after *No sé si*. *Hispanic Review*, 63(4), 555-573.
- Díaz-Campos, Manuel, Fafulas, Stephen, and Gradoville, Michael. 2011. Going retro: An analysis of the interplay between socioeconomic class and age in Caracas Spanish. In *Selected Proceedings of the 5th Workshop on Spanish Sociolinguistics*, ed. Jim Michnowicz and Robin Dodsworth, 65-78. Somerville, MA: Cascadilla Proceedings Project.
- Holmes, Janet. 2013. What do sociolinguists study? *An introduction to sociolinguistics* (4th ed.) (pp. 1-12). London: Routledge.
- Lindemann. 2011. Who's "unintelligible"? The perceiver's role. *Issues in Applied Linguistics*, 18(2), 223-232.
- Lynch, Andrew. 2009. A sociolinguistic analysis of final /s/ in Miami Cuban Spanish. *Language Sciences*, 31, 766-790.
- Rasico, Philip D. 1986. The Spanish lexical base of Old St. Augustine Mahonese: A Missing Link in Florida Spanish. *Hispania*, 69(2), 267-277.
- Schmidt, Lauren B. 2013. Regional variation in the perception of sociophonetic variants of Spanish /s/. *Selected Proceedings of the 6th Workshop on Spanish Sociolinguistics*, ed. Ana M. Carvalho and Sara Beaudrie, 189-202. Somerville, MA: Cascadilla Proceedings Project.
- Schwenter, Scott A. 1999. Evidentiality in Spanish morphosyntax: A reanalysis of (*de*)*queísmo*. *Estudios de variación sintáctica*, 65-87. Madrid: Vervuet-Iberoamericana.
- Torres Cacoullos, Rena. 2011. Variation and grammaticalization. *The Handbook of Hispanic Sociolinguistics*, Manuel Díaz-Campos (ed.), 148-167. Malden, MA-Oxford: Wiley-Blackwell.

UNIVERSITY POLICIES AND RESOURCES

Attendance and Make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

Academic Integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Resources Available to Students

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; 392-1575
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- E-learning technical support: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)

- *Career Resource Center:* Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support:* <http://cms.uflib.ufl.edu/ask>
- *Teaching Center:* Broward Hall; 392-2010 or 392-6420
- *Writing Studio:* 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).

Temas para presentaciones individuales

Costumbres discursivas

1. Variación pronominal: voseo y tuteo en el mundo hispanoparlante
2. Variación en el uso de diminutivos y el significado de los diminutivos
3. Lengua y migración centroamericana en México
4. Religión y lengua entre los afrocubanos (candomblé)

Dialectología

5. El seseo y el ceceo en España
6. El leísmo, el laísmo y variación en España
7. Estereotipos regionales en México (lingüísticos y culturales) sobre los mexicanos
8. Rasgos del español andino

Español en contacto

9. Los haitianos en la República Dominicana
10. La presencia del inglés en Puerto Rico – historia y presente
11. Las comunidades hispanoparlantes en Florida fuera de Miami
12. La entonación “italiana” en Argentina
13. La identidad bicultural y el cambio de código en la literatura
14. El movimiento de “Solo inglés” en los EEUU
15. Las comunidades judías y la lengua española (y el judeoespañol)
16. Lengua española e identidad en el norte de África
17. Los criollos con influencia del español (palenquero y papiamento)
18. El catalán y la identidad regional en España

El género y la sexualidad

19. El debate sobre el sexismio en la lengua española y el movimiento “latinx”
20. La representación del habla gay en el mundo hispanoparlante
21. El género como factor en la variación sociolingüística
22. El vocabulario especializado entre la comunidad LGBTQ de habla hispana

La música y los medios de comunicación

23. La clase social y la raza en las telenovelas latinoamericanas
24. La presencia y representación del español en la música estadounidense
25. El uso del español no estándar y la identidad social en los corridos mexicanos
26. Representaciones de los EEUU y uso del inglés en la música en español
27. El uso del español y el cambio de código en uno de los siguientes: *I Love Lucy*, *One Day at a Time* o *Vida* (Starz), o en otro programa o película (consulta con la profesora)