

**“Sociolinguistics of Spanish/ Sociolingüística de español”**  
**SP9717A**



**Course Information**

Lecture: Wednesdays (12.30 – 3.30 pm) in UC3320

**Contact Information**

Professor: Olga Tararova  
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**Course Description**

This graduate seminar focuses on the study of linguistic variation across the Spanish speaking world. It covers the central issues in phonological, morphological, and syntactic variation, analyzed from a geographical as well as from a social point of view. Introduction to survey methods in sociolinguistics and techniques for critically assessing different issues concerning the effect(s) of gender, age, education, and class are provided so students will be able to develop a research paper, as part of the course requirement. *The classes will be divided in two parts: 1) discussion of the weekly material, followed by 2) Goldvarb software use.*

## Course Material

Required weekly articles (see below)

### Recommended:

- *Díaz Campos, M. (2014). Introducción a la sociolingüística hispánica. New York: Wiley Blackwell.*
- *Díaz-Campos, M. (2015). Handbook of Hispanic Sociolinguistics. Malden, MA: John Wiley & Sons Incorporated.*
- *Labov, W. (2001). Principles of linguistic change. Social factors (Vol. 2). Oxford: Blackwell.*
- *Milroy, L. (1987). Language and social networks (2nd ed.). Oxford, UK: B. Blackwell.*
- *Milroy, L., and Gordon, M. J. (2003). Sociolinguistics: method and interpretation. Malden, MA: Blackwell Pub*
- *Tagliamonte, S. A. (2009). Analysing sociolinguistic variation. Cambridge: Cambridge University Press.*
- *Thomason S. G (2001) Language contact: an Introduction. Edinburgh: Edinburgh Press*
- *Thomason S. G and Kaufman T. (1988) Language contact, creolization and genetic linguistics. University of California Press.*
- *Thomason S. G and Kaufman T. (1988) Language contact, creolization and genetic linguistics. University of California Press*
- *Real Academia Española (2010). Nueva gramática de la lengua española.*
- *Winford D. (2003). An Introduction to Contact Linguistics. Oxford: Blackwell Publishing.*

## Course Goals and Objectives

This course aims to achieve the following:

- Provide a comprehensive synthesis of different aspects of *issues on sociolinguistics* in a wide variety of Spanish-in-contact situations
- Raise a critical awareness of the complexity of bilingualism in the Spanish-speaking world in social, cultural and political contexts.
- *Get familiarized with the Goldvarb software*
- Develop strategies to write a solid research paper and design an experimental study

## Learning Outcomes

By the end of the course, students will be able to:

- Describe in a clear and concise manner the major *differences among gender groups, age groups, individuals with different levels of education*
- Understand *major theories in language variation and change*
- Integrate the knowledge students have gained in the course to critically analyze future articles and develop a solid research paper
- *Apply Goldvarb knowledge in analysing and interpreting data*

## Course Evaluation

- |                                    |     |
|------------------------------------|-----|
| • Article PowerPoint presentation  | 20% |
| • Attendance and participation:    | 15% |
| • Final project outline:           | 20% |
| • Project PowerPoint presentation: | 15% |
| • Final paper essay:               | 30% |

### **Article presentation (20%)**

Each student will be required to individually present one article from the list of the required readings (see below). The presentation has to generate further discussion of the issues discussed in the lecture and in the reading. The student will need to include his/her critical evaluation of the article. Presentations should be no longer than **30 minutes**. Presentations should be presented in **Spanish**.

### **Attendance & Participation (15%):**

You are expected to attend all the classes and participate **actively** during the discussion period. Inconsistent attendance (including frequent absences and late arrivals) will negatively impact your level of participation and will significantly affect your final participation grade. Attendance **without** active participation will lead to a poor final participation grade.

### **Final Project (20% - outline, 15% - presentation, 30% - final essay):**

Students will have a choice of three options: 1) conduct an experimental work on Spanish socio-phonetic, socio-morphological or socio-syntactic variation taking into consideration at least one social variable. You will have a choice of working in pairs if needed. Minimum 3 participants should be recorded and analysed if working alone, and minimum 5 participants if working in pairs\*. 2) do an observational analysis of any studied variation. Students will not be required to record participants but rather be observers. 3) analyse a recorded corpus, written corpus, broadcasts, etc.

- Final Project outline (20%): this will involve presenting your project (with a partner) including the main research question(s) and hypotheses; (some of) the previous research on the topic; and a brief outline of the experimental methodology. The outline should not exceed 5 pages (Times New Roman, 12 pts, double-spaced).
- Oral PowerPoint presentation (15%): you (and your partner) will elaborate the aspects presented in your outline, including the addressed feedback that I will have provided, and present the complete methodological design (participant(s), task(s), stimuli, testing protocol) and some preliminary results.
- Final paper (30%): The final paper will consist any of the three options listed above with the specific focus on Spanish variation. The study must contain a critical review of previous research, data analysis, and (qualitative) results. The paper should not exceed 15 pages (Times New Roman, 12 pts, double-spaced). A hard copy of the papers together with an electronic copy must be submitted to the instructor by email. The date of submission is **Dec 6<sup>th</sup>**.

## COURSE POLICIES

### **Late or Missed Tests:**

Students who miss a test will be assigned **a mark of zero** unless they can provide the instructor with appropriate documentation. Please note that the weighting of tests, and class assignments cannot be modified or changed. It is your responsibility to contact me immediately if you miss a midterm or class assignment. No make-ups will be allowed without the presentation of the appropriate documentation UWO's Policy on Accommodation for Medical Illness:

(<https://studentservices.uwo.ca/secure/index.cfm>) for medical absences, or a letter from the College Registrar for other matters. Please note: "Mild colds, non-acute diarrhoea and/or vomiting, headaches, menstrual cramps, insomnia or other non-acute problems may benefit from medical advice and/or treatment but may not warrant a certificate. Non-medical issues, such as a death in the family, should be addressed through your college (if A&S) or faculty registrar." Note also that an illness verification form will not automatically result in alternative arrangements. The physician's report must establish that you were examined and diagnosed at the time of illness, and not after the fact. I will not accept a statement that merely confirms a report of illness made by a student and documented by the physician. If I feel that your condition was not serious enough to miss an assessment you will receive a mark of **zero**. Suspicious medical certificates will be forwarded to the Office of Student Academic Integrity. Extra work cannot be substituted for missed tests or class assignments. In case a midterm is missed for a valid legitimate reason, the weight will be redistributed to the final exam.

### **Late Penalties**

A late penalty of **10%** per day (i.e., including weekends and holidays) will be applied on your assignments and online quizzes.

### **Classroom Etiquette**

You are expected to come to lecture on time and stay for the entire class to receive the participation mark for that day. Any use of electronic devices will be restricted to note-taking and browsing the digital copy of the textbook. The use of social media, texting, emailing is prohibited and will be treated as a breach of classroom etiquette.

### **Communication:**

The Blackboard homepage and the Course Syllabus are your first sources for information and questions about the course. You can email me with more practical questions concerning the course organization. I will try to respond to e-mails within 24 hours. If you do not hear from me within that time, feel free to send a reminder e-mail. To ensure e-mail delivery, please use your @uwo.ca account and state the course code (**SP9717A**) in the subject line.

## UNIVERSITY POLICIES AND SERVICES

### **LINGUISTICS DEPARTMENT GRADING POLICY**

The Department of MLL follows the University and Grading Practices Policy. Please refer to <http://www.uwo.ca/modlang/undergraduate/policies.html>.

**ACADEMIC INTEGRITY** is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Western is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Western Ontario outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences (**refer to Scholastic Offense Policy in the Western Academic Calendar**). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

**ACCESSIBILITY:**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. If you require accommodation for a disability please register with accessibility services as soon as possible so that we can assist you in reaching your academic goals in this course.

**SUPPORT SERVICES**

The Web sites for Registration Services is <http://www.registrar.uwo.ca> and Student Support Services is <https://studentservices.uwo.ca> (including the services provided by the USC listed here: <http://westernusc.ca/services/>). The Student Development Services can also be reached at [www.sdc.uwo.ca](http://www.sdc.uwo.ca)

**Important Notice:** Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

## Course Schedule

TIP: To succeed in this course, you must read the assigned chapter prior to coming to the lecture.

## SCHEDULE

<u>Week/Date</u>	<u>Theme / Structure</u>	<u>Readings &amp; Assignments</u>
1: Wednesday, September 11	<ul style="list-style-type: none"> <li>◆ Introduction and syllabus</li> <li>◆ <b>How to present a paper</b></li> <li>◆ What is Sociolinguistics?</li> <li>◆ Sociolinguistic variable</li> <li>◆ Models &amp; methods</li> </ul>	Walker, J. (2010) Milroy, L., & Gordon, M. (2006)
2: Wednesday, September 18	<ul style="list-style-type: none"> <li>◆ Main theories of sociolinguistics</li> <li>◆ Introduction to Goldvarb</li> </ul>	Thomason, S. (2008) Labov (1972)
3: Wednesday, September 25	<b>VARIATION 1: SOCIO-PHONETICS</b> <ul style="list-style-type: none"> <li>◆ Introduction to socio-phonetics</li> <li>◆ <b>How to write a proposal</b></li> </ul>	Medina-Rivera, A. (2011) Díaz-Campos, M., Fafulas, S., & Gradoville, M.S. (2011).
4: Wednesday, October 2	<b>VARIATION 1: SOCIO-PHONETICS</b> <ul style="list-style-type: none"> <li>◆ /s/ variation in Cuban and Mexican Spanish</li> </ul>	Lynch, A. (2009) Esparza, S. & Mazzaro N. (2018)
5: Wednesday, October 9	<b>VARIATION 1: SOCIO-PHONETICS</b> <ul style="list-style-type: none"> <li>◆ Palatal production in Argentinian Spanish</li> <li>◆ Goldvarb codification</li> </ul>	Chang, C. (2008) Rohena Madrazo, M. (2015)
6: Wednesday, October 16	<b>VARIATION 2: SOCIO-MORPHOLOGY</b> <ul style="list-style-type: none"> <li>◆ Introduction to socio-morphology</li> <li>◆ <i>Informal talk by S. Schwenter</i></li> </ul>	Schwenter (2011)
7: Wednesday, October 23	<b>VARIATION 2: SOCIO-MORPHOLOGY</b> <ul style="list-style-type: none"> <li>◆ Goldvarb statistical significance</li> </ul>	Klee, C. & Caravedo, R. (2005)
8: Wednesday, October 30	<b>VARIATION 2: SOCIO-MORPHOLOGY</b>	<b>Proposal due</b>
9 Wednesday, November 6	<b>FALL BREAK</b>	
10: Wednesday, November 13	<b>LANGUAGES IN CONTACT</b> <ul style="list-style-type: none"> <li>◆ Spanish in contact with English</li> <li>◆ <b>How to write a paper</b></li> <li>◆ Goldvarb practice</li> </ul>	Geeslin, K. & Guijarro-Fuentes, P. (2008)

11: Wednesday, November 20	<b>LANGUAGES IN CONTACT</b> ◆ Spanish with other (European) languages	Carvalho, A. (2016) Tararova, O. (2016)
12: Wednesday, November 27	<b>LANGUAGES IN CONTACT</b> ◆ Spanish in contact with indigenous languages	Escobar, A.M. (2011) Michnowicz, J. (2015)
13: Wednesday, December 4	<b>Oral presentations</b> <b>Final remarks</b>	

Final project is due **on Dec 6<sup>th</sup>** before 12 pm.

### **Required Readings:**

1. Walker, J. A. (2010). Variation and Variables. In *Variation in linguistic systems*. (pp.5-15). New York, NY: Routledge.
2. Milroy, L., & Gordon, M. (2006). Sociolinguistics: Models and Methods. In *Sociolinguistics: Method and Interpretation* (2nd ed., pp. 1-19). Malden, MA: Wiley-Blackwell.
3. Thomason, S. (2008). Social and Linguistic Factors as Predictors of Contact-Induced Change. *Journal of Language Contact*, 2(1), 42-56. doi:10.1163/000000008792525381
4. Labov, W. (1972). The social stratification of (r) in New York City department stores. *The Social Stratification of English in New York City*.
5. Medina-Rivera, A. (2011). Variationist Approaches: External Factors Conditioning Variation in Spanish Phonology. In Díaz-Campos M. (ed). *The Handbook of Hispanic Sociolinguistics*. Malden, MA: Wiley-Blackwell, 2011. 36-53.
6. Díaz-Campos, M., Fafulas, S., & Gradoville, M.S. (2011). Going Retro: An Analysis of the Interplay between Socioeconomic Class and Age in Caracas Spanish.
7. Lynch, A. (2009). A sociolinguistic analysis of final /s/ in Miami Cuban Spanish. *Language Sciences* 31. 766-790.
8. Esparza, S. & Mazzaro N. (2018). /s/ Variation and Speech Accommodation in New and Old Settlements of Veracruzanos in Ciudad Juárez. *Revista Iberoamericana de Lingüística*, (13), 121-150.
9. Chang, C. (2008). Variation in palatal production in Buenos Aires Spanish. In Westmoreland, M. & Thomas, J. A. (eds.), *Selected proceedings of the 4th Workshop on Spanish Sociolinguistics*. Somerville: Cascadilla Proceedings Project. 54–63.
10. Rohena Madrazo, M. (2015). Diagnosing the completion of a sound change: Phonetic and phonological evidence for /ʃ/ in Buenos Aires Spanish. *Language Variation and Change* 27. 287-317.
11. Schwenter, S. (2011). Variationist approaches to Spanish morphosyntax: Internal and external factors (pp. 123-147)
12. Geeslin, K. & Guijarro-Fuentes, P. (2008) Variation in contemporary Spanish: Linguistic predictors of estar in four cases of language contact. *Bilingualism: Language and Cognition* . 11. 365-380.
13. Klee, C. & Caravedo, R. (2005). Contact-induced language change in Lima, Peru: The case of clitic pronouns. En: *Selected Proceedings of the 7th Hispanic Linguistics*

Symposium, editado por: David Eddington, 12-21. Somerville, MA: Cascadilla Proceedings

14. Carvalho, A.M. (2016). "The analysis of languages in contact: A case study through a variationist lens. *Cadernos de Estudos Linguísticos*. 58:3. Unicamp, Brasil. <http://periodicos.sbu.unicamp.br/ojs/index.php/cel/article/view/8647467>
15. Tararova, O. (2016). Negative doubling in the Italo-Mexican community of Chipilo, Mexico. *Revista Española De Lingüística Aplicada/Spanish Journal of Applied Linguistics The Acquisition and Processing of Spanish and Portuguese Morphosyntax Revista Española De Lingüística Aplicada/Spanish Journal of Applied Linguistics. Published under the Auspices of the Spanish Association of Applied Linguistics*, 29(2), 582-612. doi:10.1075/resla.29.2.08tar
16. Escobar, A. M (2011). Spanish in contact with Quechua. In M. Díaz-Campos (ed.) *The Handbook of Spanish Sociolinguistics*, ed. by Oxford: Blackwell. pp. 323-352.
17. Michnowicz, J. (2015). "Maya-Spanish contact in Yucatan, Mexico: Context and sociolinguistic implications". In S. Sessarego and M. González Rivera (Eds.). *New Perspectives on Hispanic Contact Linguistics in the Americas*. Madrid: Iberoamericana/Vervuert. 21-42.

I hope you enjoy the course ☺