

# University of Wisconsin-Stevens Point

## Department of World Languages and Literatures

### Spanish 483: Spanish American Culture and Civilization: Spanish American Dialectal Variation Spring 2018

Instructor: Dr. Michael K. Olsen

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Horas de oficina: lunes y miércoles, 2:00-3:00 and by appointment, CCC 411

Horas de clase: lunes y miércoles, 9:30-10:45 (sec. 1) o 12:30-1:45 (sec. 2)

#### **Required text**

- Lipski (2014). *El Español de América* (8ª edición). Catedra.

**Prerequisites:** SPAN 340 or permission of instructor

#### **Course description**

Spanish American Dialectal Variation provides an overview of the different varieties of the Spanish language found in Spanish-Speaking regions of North and South America. The overall objective of this course is to understand the socio-cultural and historical influences on the formation and dynamics of Spanish language variation. The course will briefly introduce the main areas of linguistic inquiry and the history and evolution of the Spanish language. The course also covers specific similarities and differences found among the varieties of Spanish in the Americas and the social situations that have contributed to the evolution of the language in each dialectal region.

#### **Enduring Understandings**

Students will come to understand that:

- Language variation is greatly influenced by socio-cultural contexts and constructs.
- Language (form and function) and culture are intrinsically linked together
- Spanish language variation can be explained by understanding the social, cultural, historical, and political situations experienced by Spanish-speakers.

#### **Essential Questions**

- Why are there different dialects of Spanish in the Americas?
- What are the features of the different Spanish dialects in the Americas?
- What are the social factors that influence language variation?
- What specific situations have influenced Spanish American language variation?
- How does language affect socio-cultural constructs?

### Learning Outcomes

Students will be able to:

- Describe Spanish American dialectal differences
- Lead discussions on socio-cultural situations that have led to language variation in Spanish America
- Compare different Spanish American dialects and socio-cultural situations
- Explain how socio-cultural constructs influence language variation
- Explain how language affects socio-economic status and cultural identity

### Evaluation

Participation and attendance	19%
Homework and readings	19%
Discussion Leadership	19%
Formal Assessments	
Prueba	5%
Examen Parcial	19%
Examen Final	19%

### Participation and attendance 19%

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work) and use of Spanish. We are here to learn; so contribute with your thoughts and concerns! Respectful behaviour is expected (**no use of cell phones** in the class).
2. Attendance is obligatory. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.
3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

### Homework and readings 19%

Students are expected to come to class prepared by having read the Lectura for that day. Although we will not be focusing on everything from the reading in class, students are still expected to understand the information in each reading.

Entradas assignments are postings on a "Grid" on the Flipgrid website <https://info.flipgrid.com/> (Grid code: 2g7rfu, password: Dialectos) that are tied with the reading and discussion for each class period and are meant to help students engage in the reading and prepare them for class discussion. Students will either 1) share something they thought was interesting from the reading, 2) pose a question (either for clarification or further inquiry) relating to the reading or 3) continue the discussion by responding to another student's posting. **These postings will be due at 9:00 am the day they are written on the course calendar.**

Tareas are chosen to help students practice and apply the concepts presented in class and in the readings. Tareas are due at the beginning of class the day indicated on the syllabus. You must type the questions and your answers, print them out, and bring them to class on the day they are due. Tareas will be graded with a ✓ (full credit) or a ✓- (half credit). **Any late assignment will receive a 10% reduction each day it is late.**

### **Discussion Leadership 19%**

Each student will have the opportunity to lead the class discussion for roughly 1/3 of one class period when we start covering specific dialectal features of particular countries. Students will prepare several questions that will allow them to lead a class discussion on the reading related to their assigned country. Students will also give a short presentation as part of this assignment. They should also include at least one outside source related to the socio-cultural and linguistic features of their assigned country. In addition to leading the class discussion, students will write a summary of the class discussion which will be used as material for the exams. More details on this assignment will be given in class and posted to D2L.

### **Formal Assessments 43%**

There will be 1 quiz, 1 partial exam, and 1 final exam covering the topics presented in the course. The quiz will cover basic linguistic theory needed to understand Spanish American language variation. The partial exam will cover specific dialectal differences among Spanish American countries, the socio-cultural and political situations that have contributed to those differences, and the main concepts needed to understand language variation. The final exam will cover material that ties the course together, focussing on the answers to why we see Spanish language variation in the Americas.

Make-up assessments will not be given without notification and written documentation of your absence and only in cases of emergency. No exceptions. Do not make any travel plans without checking the class calendar.

**Disability Services:** UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

**Academic Misconduct:** This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, no electronic devices, unless authorized to do so, any loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

**Grading Scale:**

A : 93-100	B- : 80-82	D+ : 67-69
A- : 90-92	C+ : 77-79	D : 63-66
B+ : 87-89	C : 73-76	D- : 60-62
B : 83-86	C- : 70-72	F : 0-59

**IMPORTANT:** This syllabus is accurate and complete to the best of my knowledge. However, I reserve the right to make midcourse changes to the readings, assignments, or exam dates as needed.

**Calendar**

This calendar is tentative. Students are responsible for checking D2L and their university e-mail accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

E: Entradas    L: Lectura    T: Tarea			
Semana	Fecha	Tema	Lecturas y tareas
1	22 de enero	Introducción al curso	
	24 de enero	Fonética y Fonología	L: Morris Cap. 1 Plan de estudios
2	29 de enero	Fonética y Fonología	L: Morris Cap. 2 T: Ejercicios 1.5 (Morris)
	30 de enero	Morfología	L: Hualde: Cap. 3, pp. 123-145 T: Ejercicios 2.5 (Morris)
3	5 de febrero	Sintaxis	L: Hualde: Cap. 4, pp. 201-215 T: Ejercicios 3, 4, 5 (p. 129) Hualde
	7 de febrero	REPASO	T: Ejercicios 1 (p. 206), 2 (p. 207), 8 (p. 215) (Hualde)
4	12 de febrero	<b>PRUEBA</b>	
	14 de febrero	La clasificación de dialectos	L: Lipski: Cap. 1 E
5	19 de febrero	La variación social	L: Lipski: Cap. 5 E
	21 de febrero	La variación social	L: Díaz-Campos: Cap. 2 E

6	26 de febrero	Introducción a los dialectos y Puerto Rico	<b>L:</b> Lipski: Caps. 6 y 22 <b>T:</b> Aplicación (preguntas de comprensión) p. 59 (Díaz-Campos) <b>E</b>
	28 de febrero	Cuba y la República Dominicana	<b>L:</b> Lipski: Caps. 12 y 23 <b>E</b>
7	5 de marzo	Panamá y Venezuela	<b>L:</b> Lipski: Caps. 19 y 25 <b>E</b>
	7 de marzo	El Salvador y Honduras	<b>L:</b> Lipski: Caps. 14 y 16 <b>E</b>
8	12 de marzo	Costa Rica y Nicaragua	<b>L:</b> Lipski: Caps. 11 y 18 <b>E</b>
	14 de marzo	Guatemala y México	<b>L:</b> Lipski: Caps. 15 y 17 <b>E</b>
9	19 de marzo	Colombia y Ecuador	<b>L:</b> Lipski: Caps. 10 y 13 <b>E</b>
	21 de marzo	Bolivia y Perú	<b>L:</b> Lipski: Caps. 8 y 21 <b>E</b>
10	26 de marzo	<b>NO CLASS</b>	<b>SPRING BREAK</b>
	28 de marzo	<b>NO CLASS</b>	<b>SPRING BREAK</b>
11	2 de abril	Argentina y Chile	<b>L:</b> Lipski: Caps. 7 y 9 <b>E</b>
	4 de abril	Uruguay y Paraguay	<b>L:</b> Lipski: Caps. 20 y 24 <b>E</b>
12	9 de abril	<b>EXAMEN PARCIAL</b>	
	11 de abril	El español en los Estados Unidos	<b>L:</b> Díaz-Campos: Cap. 8 <b>E</b>
13	16 de abril	El español en los Estados Unidos	<b>L:</b> Lipski (2008): Cap. 3 <b>E</b>
	18 de abril	El español en los Estados Unidos	<b>L:</b> Op-ed-New York Times Lipski (2008): Cap. 13 <b>E</b>
14	23 de abril	El español en los Estados Unidos	<b>L:</b> Díaz-Campos: Cap. 9 <b>T:</b> Aplicación (preguntas de comprensión) p. 262 (Díaz-Campos) <b>E</b>
	25 de abril	Explicaciones Teóricas	<b>L:</b> Lipski: Cap. 2 <b>E</b>
15	30 de mayo	Explicaciones Teóricas	<b>L:</b> Lipski: Cap. 3 <b>E</b>
	2 de mayo	Explicaciones Teóricas	<b>L:</b> Díaz-Campos: Cap. 7 <b>E</b>
16	7 de mayo	Un estudio sobre el Representante Luis Gutiérrez	<b>L:</b> Fitzpatrick, pp. 1-32 <b>T:</b> Aplicación (preguntas de comprensión) p. 209-210 (Díaz-Campos) <b>E</b>

	9 de mayo	Un estudio sobre el Representante Luis Gutiérrez	<b>L:</b> Fitzpatrick, pp. 33-59 <b>E</b>
Finals	<b>EXAMEN FINAL</b>	Sec. 1: jueves, 17 de mayo	<b>10:15-12:15</b>
		Sec. 2: miércoles, 16 de mayo	<b>2:45-4:45</b>