Spanish Dialectology (LING 147GS – 4 Units)
Syllabus - UCSD Global Seminar – Cádiz, Spain

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This course will examine the history and diversity of Spanish dialects. Spanish has the third largest number of native speakers in the world (around 400 million), and exhibits extensive dialect variation. This course will approach Spanish dialectology from both historical and synchronic perspectives. Thus, we will study the origin of Spanish, as a dialect of Vulgar Latin spoken in Northern Spain, its extension throughout most of the Iberian Peninsula during the reconquest of Islamic Spain, and its dissemination in the Americas during Spain’s colonial period. The synchronic perspective will provide a linguistic description of major Spanish dialects, as spoken today and will discuss the social factors that determined their distribution.

Since the course will be conducted in English and no knowledge of Spanish will be assumed, the readings will be in English. Coursework will include readings, a midterm, a group presentation, and a class project. Both the class presentation and the final project will be done in groups (5-6 students each). These groups will pair Spanish-speaking students with students with less Spanish.

Cádiz, as a main port of departure for the Americas, has played a central role in exporting Andalucian dialect innovations to the New World. By cataloging actual Andalucian dialect features in present-day Cádiz, students can compare these to other New World varieties. This will require that students spend time listening to the Spanish spoken around them, allowing for an interesting cultural experience. Even students who don’t speak Spanish should be able to benefit from this experience, if guided by students with a background in Spanish. There will be a weekend excursion to Granada, which is relevant to the history of the reconquest; also, excursions planned for the flamenco course can provide exposure to the types of language data that are relevant to this course.

I will introduce the necessary linguistic concepts, particularly basic articulatory phonetics

Topics:

Week 1: Basic articulatory phonetics
   Phonetics of Standard Spanish – Castilian versus Latin American
   Overview of dialect areas in Spain and the New World
   Regional and social dimensions of dialect variation
   READING: On-line Phonetics Training

Week 2: The development of Castilian Spanish from Medieval Spanish through the reconquest of Islamic Spain
   Castilian Spanish in contact with other languages of Spain
   RECOMMENDED READING: Penny, chapters 1-3.
   PHONETICS QUIZ
Week 3: The development of Andalucian and Canary Island Spanish
The development of Latin American dialects as a result of differing colonial patterns
RECOMMENDED READING: Lipski, chapter 2, Penny, chapter 4-5.
MIDTERM

Week 4: Explaining the dialect variation in Latin America.
The influence of Andalucian Spanish on Latin American Spanish
RECOMMENDED READING: Penny, chapter 5.
GROUP PRESENTATIONS

Week 5: The influence of Indigenous languages of the Americas on Latin American Spanish
Afro-Hispanic influences
RECOMMENDED READING: Lipski, Chapters 3-4
PROJECTS DUE

Course Work:

Phonetics Quiz:

This will be a short quiz that will test basic articulatory phonetics, including phonetic symbols and articulatory descriptions of sounds. This is a bit technical, but really only requires a little bit of memorization – I encourage you to make flashcards to study for this.

Midterm:

The midterm will cover some of the basic dialect features of Spain, as well as the history of the Spanish sibilant system. There will be a study sheet with more details.

Group Presentation:

Each group will be assigned a Latin American country and will do a power point presentation on the dialects of Spanish spoken in that country. You can find information on this in the Canfield and Lipsky books, as well as on the internet. Be sure to include videos that illustrate some of the dialect features – newscasters, politicians, celebrities, comedians, etc. often show up on YouTube and can provide video examples of dialect features. Here are some tips on presentation:

(i) Everyone should talk for approximately an equal amount of time – if someone doesn’t talk, I’ll assume they didn’t participate; that will affect everyone’s grade.
(ii) Don’t read from a script – make it clear you know what you are talking about. Also make sure you know how to pronounce all the words you use.
(iii) Be entertaining, but don’t substitute cute gimmicks for real content.
Final Group Paper:

For this project, your group should write about three pages, double-spaced, describing features of Spanish, as spoken in Cádiz. This should come from things you have actually heard people say – don’t just repeat things you heard in class! Some of the members of each group will speak Spanish, so they might have to be more involved in the data collection – you can start this immediately. After describing the features of Cádiz Spanish, discuss each feature and say whether it, or something similar, happens in some variety of Latin American Spanish. Write this up as a short paper, using good academic English, etc. The point is to demonstrate:

(i) You have gone out and listened to local Spanish and wrote it down phonetically
(ii) You have an idea of what Andalucian Spanish might sound like
(iii) You know what the major features of different Latin American Spanish dialects are.

Grading:

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<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Phonetics quiz</td>
<td>10%</td>
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<td>Midterm</td>
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<tr>
<td>Group presentation – Latin American dialect (group)</td>
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<td>Final group paper:</td>
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Readings:


On-Line Phonetics Training: [http://ling75.arts.ubc.ca/ling200/study/index.php](http://ling75.arts.ubc.ca/ling200/study/index.php), Units 1, 2:1-5, 4