

## Global Seminar 2013 - Midterm Study sheet

### **Dialectology:**

A. Know the history of Spanish sibilants (see handout). If given a sibilant system, you should be able to say approximately when and where (in Spain) it was spoken. You should be able to justify this on **linguistic** grounds. That is, for example, given the system in (1):

(1) /s/ /h/

You should be able to say this represents a contemporary Andalusian variety of Spanish because of the various sound changes that have and have not occurred - be specific about which changes! Study that handout!

B. Know what *yeísmo* is.

C. Know what *leísmo* is and what the non-*leísta* clitic pronoun system is.

D. Be familiar with the concepts of strong/weak social ties and prestige and how these figure into language change. Be prepared to write a short essay in response to a novel situation. Be sure to answer the question, no 'core dumps'!

### **Flamenco:**

A. Be able to identify the following forms:

- a. Soleares
- b. Fandangos
- c. Bulerías
- d. Alegrías
- e. Malagueña del Mellizo
- f. Tango

B. Be able to name two forms for each of the following rhythms:

- a. 12s
- b. 4s
- c. libre

C. Be able to name at least three forms from the fandangos family (this includes both Western and Eastern fandangos – Eastern includes levante and those derived from *abandolaos*).

D. Be able to name at least one form that is a *cante del levante*.

E. Be able to write a short essay question on how performers interact in a *tablaos* setting.