

FRES 1010; Fall 2004. Linguistic Diversity in the Hispanic World (08-703)

Prerequisite: Freshman status

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Office: 206 Gilbert Hall
Office hours: Tuesday & Thursday 10:00 – 11:00 am (also by appointment)
Instruction: Tuesdays: 12:30 – 1:45 pm

Required material: Reading pack at Bel/Jean Copy Center

Description and Objectives

This course aims at encouraging students to think for themselves about the nature of the Spanish language in general, and its diversity in particular. To this end, students will be presented with readings and questions dealing with social and regional variation issues designed to stimulate them to raise further questions and seek possible solutions. They will gain actual knowledge about distinctive Spanish features of regional speech forms and, when pertinent, explore sociolinguistic implications of gender differences, and the use of forms of address, among others. This way, students will be enabled to participate in discussions to generate informed opinions. Students are also expected to gain oral and written communication skills through short written assignments, presentations, and discussion.

Instruction format

The instructor will introduce fundamental concepts as tools for the examination of the interaction between language and society. There will be practical tasks and exercises involving analyses of samples of speech common throughout the Spanish speaking world; there will also be opportunities to examine attitudes and beliefs about language and its speakers.

Evaluation

Students will be graded on a **pass/fail** system according to the following criteria:

- attendance and active class participation (30 %)
- written and oral assignments (essays, reactions reports, etc.) (50%)
- Short research project on a topic selected in consultation with the instructor. (20%)

Note: You will receive additional information for each of these assignments. As the percentages insinuate, the **pass/fail** grade presupposes some degree of quantitative assessment of the research project, the assignments and actual class participation. Your work must meet both a standard of quality and personal effort.

Academic Honesty

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. Academic honesty is defined broadly and simply by the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or

using any source of information not appropriately authorized or attributed. **All members of the University community are responsible for knowing and understanding the policy on academic honesty.** For further details, consult with the Office of the Vice President for Instruction (OVPI).

Contents of this course

In order to understand the state and the extent of the Spanish language today, we will read about and examine the circumstances in which it became a national language. We will look at some of the principles of language change, and the factors that promote or maintain it.

Regarding the country of Spain, we will identify and examine features representative of this Spanish variety, including the northern and southern regions, as well as the Canary Islands. We will also discuss cases of bilingualism in the Iberian Peninsula.

We will study the circumstances of the arrival of Spanish in the Americas, and will look at the extent of contact of this language with indigenous languages of Mexico, Central America, and the Andean region including Peru, Bolivia and Paraguay. We will look at some outcomes of language contact, including ‘Spanglish’ in the United States. Throughout this course we will learn about the role that social factors play in the promotion of linguistic diversity and the efforts of official institutions at preventing it. Finally, we will examine issues regarding language and education and discuss attempts at legislating the use of languages in the United States.

The following is a working list of titles of pertinent readings collected as a “reading pack” for every student enrolled in this seminar. It can be obtained from Bel/Jean Copy/Print Center (across from the Arches). Additional readings might be assigned as the semester develops. Some of these materials will be available at the library, on the Web, or will be provided by the instructor via E-mail.

1. The origins of Spanish. The historical context of a dominant language.
2. The extent and status of Spanish in the world.
3. The ‘castilianisation’ process. The emergence of Spanish as a dominant language
4. Spanish in Latin America.
5. Language and gender.
6. Discourse and gender.
7. Tú, Ud. and forms of address
8. Language, dialects, and varieties.

9. The standardization of Spanish
10. Spanish in a global era.
11. Spanish as minority language
12. Spanish in contact
13. The role of language in Spanish Nation-building.