

## Spanish Linguistics: Spanish of Latin America (A002050)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits** 5.0                      **Study time** 150 h

**Course offerings in academic year 2024-2025**

### Lecturers in academic year 2024-2025

Arrington Báez, Jennie Elenor	LW06	staff member
Jansegers, Marlies	LW06	lecturer-in-charge

### Offered in the following programmes in 2024-2025

	crdts	offering
<a href="#">Master of Science in Teaching in Languages (main subject Linguistics and Literature)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject Dutch - Spanish)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject English - Spanish)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject French - Spanish)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject German - Spanish)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject Iberian-Romance Languages)</a>	5	A
<a href="#">Master of Arts in Linguistics and Literature (main subject Latin - Spanish)</a>	5	A
<a href="#">Master of Arts in Historical Linguistics and Literature</a>	5	A
<a href="#">Exchange Programme Linguistics and Literature</a>	5	A

### Teaching languages

Spanish

### Keywords

Latin-American Spanish, creole languages, pidgins, geographical language variation, dialectology

### Position of the course

This option course offers students awareness about the particular characteristics of Spanish on the American continent and elsewhere in the Spanish-speaking world.

### Contents

This course contains the following topics:

- 1 History and geography of Latin American Spanish; development of Latin American varieties
  - 2 Linguistic characteristics: phonetics, syntax, lexicon
  - 3 Spanish creoles (with Papiamentu included): origin and linguistic properties of creoles
- The exercises are descriptive analyses of the Latin American characteristics of Spanish found in audio and text fragments.

### Initial competences

The course presupposes knowledge of Spanish linguistics acquired in the bachelor courses on Spanish linguistics.

### Final competences

- 1 To acquire a general understanding of the development of Latin American Spanish varieties.
- 2 To acquire a general understanding of the specific characteristics of Latin American dialects.
- 3 To be able to analyse and describe these varieties on the basis of texts and audio fragments.
- 4 To acquire a general understanding of the theories and hypotheses about the genesis of creole languages

- 5 To be able to recognize the structure of creole languages
- 6 Make use of digital research environments and search strategies to identify research objects.
- 7 To be familiar with the basic concepts, and inter- and transdisciplinary possibilities of Digital humanities.

### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

### Conditions for exam contract

This course unit cannot be taken via an exam contract

### Teaching methods

Lecture, seminar, independent work

### Extra information on the teaching methods

- Lectures and seminars: in an inductive process starting from linguistic data describe the characteristics, peculiar features of American Spanish and the concerned creole languages. Main purpose of the theoretical course is to discover the subjacent structures and principles of the American variants.
- Exercises and guided self-study: Based on readings of linguistic articles the variation in Latin American Spanish is analysed and discussed within the Spanish diasystem.

### Learning materials and price

Syllabus and various learning materials on Ufora.

### References

- Corrales, Cristobál & Dolores Corbella (2010). "Introducción." En: Tesoro léxico canario-americano. Casa de Colón: Las Palmas de Gran Canaria, pp. 13-28.
- Donni de Mirande, Néliida (1996). "Argentina-Uruguay." En: Alvar, Manuel (ed.) *Manual de dialectología hispánica*. Barcelona: Ariel Lingüística, pp. 209-221.
- Escobar, Anna María (2011). "Spanish in Contact with Quechua." En: Díaz-Campos, Manuel (ed.) *The Handbook of Hispanic Sociolinguistics*. Oxford: Wiley-Blackwell, pp. 323-352.
- Escobar, Anna María (2016). "Dialectos del español de América: español andino." En: Gutiérrez-Rexach, Javier (ed.) *Enciclopedia de Lingüística Hispánica*, Oxford: Routledge, vol. 2, pp. 353-362.
- Gynan, Shaw N. (2011). "Spanish in Contact with Guarani." En: Díaz-Campos, Manuel (ed.) *The Handbook of Hispanic Sociolinguistics*. Oxford: Wiley-Blackwell, pp. 353-373.
- Lipski, John M. (1996). "El español de México." En: *El español de América*. Madrid: Cátedra, pp. 294-307.
- Lope Blanch, Juan M. (1996). "México". En: Alvar, Manuel (ed.) *Manual de dialectología hispánica*. Barcelona: Ariel Lingüística, pp. 81-89
- Moreno Fernández, Francisco & Rocío Caravedo (2023). *Dialectología Hispánica : the Routledge Handbook of Spanish Dialectology*. Abingdon, Oxon: Routledge.
- Ortiz López, Luis (2016). "Dialectos del español de América: Caribe Antillano (morfosintaxis y pragmática)." En: Gutiérrez-Rexach, Javier (ed.) *Enciclopedia de Lingüística Hispánica*, Oxford: Routledge, vol. 2, pp. 316-329.
- Palacios, Azucena (2016). "Dialectos del español de América: Chile, Río de la Plata y Paraguay." En: Gutiérrez-Rexach, Javier (ed.) *Enciclopedia de Lingüística Hispánica*, Oxford: Routledge, vol. 2, pp. 330-340. Pountain, Christopher (2003). "Vestigial Spanish Varieties." En: *Exploring the Spanish Language*. London: Arnold, pp. 228-251.
- Parodi, Claudia (2016). "Dialectos del español de América: México y Centroamérica." En: Gutiérrez-Rexach, Javier (ed.) *Enciclopedia de Lingüística Hispánica*, Oxford: Routledge, vol. 2, pp. 375-386.
- Pountain, Christopher (2003). "Regional and Social Variation." En: *Exploring the Spanish Language*. London: Arnold, pp. 129-167.
- Rivera Castillo, Yolanda (2016). "Dialectos del español de América: Caribe Antillano (fonética)." En: Gutiérrez-Rexach, Javier (ed.) *Enciclopedia de Lingüística Hispánica*, Oxford: Routledge, vol. 2, pp. 305-315.
- Wagner, Claudio (1996). "Chile." En: Alvar, Manuel (ed.) *Manual de dialectología hispánica*. Barcelona: Ariel Lingüística, pp. 222-229.

### Course content-related study coaching

Specific questions can be asked during the ZAP's office hours; feedback will also be provided during and after the classes

### Assessment moments

end-of-term and continuous assessment

### **Examination methods in case of periodic assessment during the first examination period**

Oral assessment

### **Examination methods in case of periodic assessment during the second examination period**

Oral assessment

### **Examination methods in case of permanent assessment**

Assignment

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

### **Extra information on the examination methods**

- Theoretical questions based on either empirical data or theoretical problems.
- Assignment / portfolio: Group presentation and portfolio on one of the topics discussed during the lesson.

### **Calculation of the examination mark**

- 70% exam
- 30% continuous assessment (group presentation + portfolio)

See also **article 75 of the OER** with respect to absence during the exam. When a student cannot attend the periodical or continuous evaluations due to sickness or other unforeseen circumstances, he has to inform the responsible teacher(s) before the test takes place.

Students who do not take part in the assessment of one or more parts of the course evaluation cannot pass the course evaluation. Should the average mark be higher than 10/20, the final mark will be reduced to the highest non-pass mark (= 9).

When a student has less than 10/20 for at least one of the components, he/she cannot pass the entire course unit. Should the final mark be higher than 10/20, this will be reduced to the highest non-pass mark (= 9).

### **Facilities for Working Students**

Facilities:

- 1 Possible exemption from certain educational activities requiring student attendance (if class recordings are available, they will be shared with the working students).
- 2 Possible rescheduling of the examination to a different time in the same academic year