

SP9717A/LIN9819A

Lecture: Wednesdays (12.30 – 3.30 pm) in UC3320

Professor: Olga Tararova
Office: UC2313
Office hours: Wednesdays 11-12 or by appointment
email address: olga.tararova@uwo.ca

This graduate seminar focuses on the study of linguistic variation across the Spanish speaking world. It covers the central issues in phonological, morphological, and syntactic variation, analyzed from a geographical as well as from a social point of view. Introduction

This course aims to achieve the following:

Provide a comprehensive synthesis of different aspects of *issues on sociolinguistics* in a wide variety of Spanish-in-contact situations

Raise a critical awareness of the complexity of bilingualism in the Spanish-speaking world in social, cultural and political contexts.

Get familiarized with the Goldvarb software

Develop strategies to write a solid research paper and design an experimental study

Article PowerPoint presentation	20%
Attendance and participation:	15%
Final project outline:	20%
Project PowerPoint presentation:	15%
Final paper essay:	30%

Article presentation (20%)

Each student will be required to individually present one article from the list of the required readings (see below). The presentation has to generate further discussion of the issues discussed in the lecture and in the reading. The student will need to include his/her critical evaluation of the article. Presentations should be no longer than **30 minutes**.

Attendance & Participation (15%):

You are expected to attend all the classes and participate **actively** during the discussion period. Inconsistent attendance (including frequent absences and late arrivals) will negatively impact your level of participation and will significantly affect your final participation grade. Attendance **without** active participation will lead to a poor final participation grade.

Final Project (20% - outline, 15% - presentation, 30% - final essay):

Students will have a choice of three options: 1) conduct an experimental work on Spanish socio-phonetic, socio-morphological or socio-syntactic variation taking into consideration at least one social variable. You will have a choice of working in pairs if needed. Minimum 3 participants should be recorded and analysed if working alone, and minimum 5 participants if working in pairs*. 2) do an observational analysis of any studied variation. Students will not be required to record participants but rather be observers. 3) analyse a recorded corpus, written corpus, broadcasts, etc.

Final Project outline (20%): this will involve presenting your project (with a partner) including the main research question(s) and hypotheses; (some of) the previous research on the topic; and a brief outline of the experimental methodology. The outline should not exceed 5 pages (Times New Roman, 12 pts, double-spaced). For Spanish students, the outline has to be **in Spanish**.

Oral PowerPoint presentation (15%): you (and your partner) will elaborate the aspects presented in your outline, including the addressed feedback that I will have provided, and present the complete methodological design (participant(s), task(s), stimuli, testing protocol) and some preliminary results.

Final paper (30%): The final paper will consist any of the three options listed above with the specific focus on Spanish variation. The study must contain a critical review of previous research, data analysis, and (qualitative) results. The paper should not exceed 15 pages (Times New Roman, 12 pts, double-spaced). A hard copy of the papers together with an electronic copy must be submitted to the instructor by email. The date of submission is **Dec 6th**.



Late or Missed Tests:

Students who miss a test will be assigned

ACADEMIC INTEGRITY is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Western individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Western Ontario outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences (**refer to Scholastic Offense Policy in the Western Academic Calendar**). If you have questions or

TIP: To succeed in this course, you must read the assigned chapter prior to coming to the lecture.

<u>Week/Date</u>	<u>Theme / Structure</u>	<u>Readings & Assignments</u>
1: Wednesday, September 11	Introduction and syllabus How to present a paper What is Sociolinguistics? Sociolinguistic variable Models & methods	Walker, J. (2010) Milroy, L., & Gordon, M. (2006)
2: Wednesday, September 18	Main theories of sociolinguistics Introduction to Goldvarb	Thomason, S. (2008) Labov (1972)
3: Wednesday, September 25	VARIATION 1: SOCIO-	

11: Wednesday, November 20	LANGUAGES IN CONTACT Spanish with other (European) languages	Carvalho, A. (2016) Tararova, O. (2016)
12: Wednesday, November 27	LANGUAGES IN CONTACT Spanish in contact with indigenous languages	Escobar, A.M. (2011) Michnowicz, J. (2015)
13: Wednesday, December 4	Oral presentations Final remarks	

Final project is due on Dec 6th before 12 pm.

Required Readings:

1. Walker, J. A. (2010). Variation and Variables. In *Variation in linguistic systems*. (pp.5-15). New York, NY: Routledge.
2. Milroy, L., & Gordon, M. (2006). Sociolinguistics: Models and Methods. In *Sociolinguistics: Method and Interpretation* (2nd ed., pp. 1-19). Malden, MA: Wiley-Blackwell.
3. Thomason, S. (2008). Social and Linguistic Factors as Predictors of Contact-Induced Change. *Journal of Language Contact*, 2(1), 42-56. doi:10.1163/000000008792525381
4. Labov, W. (1972). The social stratification of (r) in New York City department stores. *The Social Stratification of English in New York City*.
5. Medina-Rivera, A. (2011). Variationist Approaches: External Factors Conditioning Variation in Spanish Phonology. In Díaz-Campos M. (ed). *The Handbook of Hispanic Sociolinguistics*. Malden, MA: Wiley-Blackwell, 2011. 36-53.
6. Díaz-Campos, M., Fafulas, S., & Gradoville, M.S. (2011). Going Retro: An Analysis of the Interplay between Socioeconomic Class and Age in Caracas Spanish.
7. Lynch, A. (2009). A sociolinguistic analysis of final /s/ in Miami Cuban Spanish. *Language Sciences* 31. 766-790.
8. Esparza, S. & Mazzaro N. (2018). /s/ Variation and Speech Accommodation in New and Old Settlements of Veracruzanos in Ciudad Juárez. *Revista Iberoamericana de Lingüística*, (13), 121-150.
9. Chang, C. (2008). Variation in palatal production in Buenos Aires Spanish. In Westmoreland, M. & Thomas, J. A. (eds.), *Selected proceedings of the 4th Workshop on Spanish Sociolinguistics*. Somerville: Cascadilla Proceedings Project. 54-63.
10. Rohena Madrazo, M. (2015). Diagnosing the completion of a sound change: Phonetic and phonological evidence for / / in Buenos Aires Spanish. *Language Variation and Change* 27. 287-317.

Symposium, editado por: David Eddington, 12-21. Somerville, MA: Cascadilla Proceedings

14. Carvalho, A.M. (2016). "The analysis of languages in contact: A case study through a variationist lens. *Cadernos de Estudos Linguísticos*. 58:3. Unicamp, Brasil. <http://periodicos.sbu.unicamp.br/ojs/index.php/cel/article/view/8647467>
15. Tararova, O. (2016). Negative doubling in the Italo-Mexican community of Chipilo, Mexico. *Revista Española De Lingüística Aplicada/Spanish Journal of Applied Linguistics The Acquisition and Processing of Spanish and Portuguese Morphosyntax Revista Española De Lingüística Aplicada/Spanish Journal of Applied Linguistics. Published under the Auspices of the Spanish Association of Applied Linguistics*, 29(2), 582-612. doi:10.1075/resla.29.2.08tar
16. Escobar, A. M (2011). Spanish in contact with Quechua. In M. Díaz-Campos (ed.) *The Handbook of Spanish Sociolinguistics*, ed. by Oxford: Blackwell. pp. 323-352.
17. Michnowicz, J. (2015). -Spanish contact in Yucatan, Mexico: Context and Perspectives on Hispanic Contact Linguistics in the Americas. Madrid: Iberoamericana/Vervuert. 21-42.

I hope you enjoy the course