

SOCIAL AND GEOGRAPHIC VARIETIES OF SPANISH  
(Language and Culture in Contact and Conflict)

Spanish 413m, 6234gD, Fall 2015, VKC 211, TTh 2:00-3:20pm

Prof. Mario Saltarelli, THH 156R: TTh 3:30-4:30, x01261, saltarel@usc.edu

**Content and Goals**

This course studies aspects of diversity in Hispanic languages, cultures and societies, viewed across space and time. Close attention will be devoted to a comparative assessment of the interaction between language variety and ethnic lineage in the two major historical transatlantic areas: the Iberian Peninsula and the Americas.

The instructional goals of the course include (a) a descriptive account of the parameters of Hispanic varieties and (b) the conceptual nature of the dimensions necessary for a critical understanding of issues related to diversity. We focus on two dimensions of diversity: \*language and \*ethnicity. The academic aim is to raise the intellectual tension necessary for developing critical thinking on issues of language and ethnicity which the student may encounter in private or public endeavors as a global citizen. From a comparative perspective we assess the role of other dimensions (including social class and spiritual belief) which affect migrations, contacts, conflicts, and the quest for identity in these meta-linguistic regions of the world.

The course provides a structured academic program of lectures, readings, audio and video selections, class presentations and discussion, and (possible) field contacts. The content is organized in four topic/area parts I, II, III, IV. Language: Spanish and English.

**Textbooks:**

1. (Required) *Course Reader for Spanish 413m Fall 2015* USC Bookstore
2. (Recomm.) Lipski, J. M. *El Español de América*. Madrid: Cátedra. 2002

**Supplementary Sources** (Selections from):

1. Fuentes, Carlos *The Buried Mirror*. New York: Houghton Mifflin, 1992  
Also available as *El Espejo Enterrado*. A 5 programs video by C. Fuentes
2. *Ethnologue: Languages of the world*. . (search for contact language names, families, populations, maps, etc.).

**Course Requirements and Evaluation.** (a) One oral presentation on the scheduled day (10/15min..) accompanied by a 4 pages written report to hand in at the time of presentation, (b) three short term exams on assigned readings and class material and discussion, (c) comprehensive final exam, (d) one final essay on a research project (10 p.) on a topic and dimension approved by the instructor, and (e) class participation ).

(a) Oral presentation-written report	15%	due on the day of presentation
(b) Term exams: I, II, III	30%	Week 4, 9, 13
(c) Final exam	25%	(cf. USC schedule)
(d) Research project essay	20%	(due April 30, our last day of class)
(e) Class participation	10%	

**Grade Scale:**

100-93%	A	86-83%	B	76-73%	C	66-63%	D
92-90%	A-	82-80%	B-	72-70%	C--	62-60%	D-
89-87%	B+	79-77%	C+	69-67%	D+	59-0%	Fail

**Overview of the course: topics and term exams**  
**(your selected oral presentation will be scheduled and incorporated in the syllabus)**

**PART I PEOPLES, LANGUAGES AND MIGRATIONS**

- Week 1:** Introduction, migrations  
**Week 2:** Origins of Hispanism  
**Week 3:** The rise of Spanish identity and in its ethnic diversity.  
**Week 4:** EXAM I  
**Week 5:** Linguistic and Ethnic Conflict in the Iberian Peninsula

**PART II SPANISH IN AMERICA: DIVERSITY AND IDENTITIES**

- Week 6:** Partition of the World. Guaraní and Cono Sur Spanish  
**Week 7:** Indigenous Diversity: Aymara, Quechua and Andean Spanish  
**Week 8:** Trade Routes: Cultural and Linguistic Pipelines. Caribbean Diversity  
**Week 9:** Language and Ethnicity in Contact and Conflict  
 EXAM II

**PART III TRANSFORMATIONS: *Colonialismo, Criollismo, Indigenismo***

- Week: 10** The Enlightenment: quest for identity. Island Spanish diversity  
**Week: 11** Origins of Spanish American Identity. Mayan and Meso-Am. Divers.  
**Week: 12** *Mestizaje* and *Castas*: Mexican and Guatemalan Spanish.  
 EXAM III

**PART IV SPANISH IN THE U.S.A.**

- Week 13** Spanish as an immigrant language  
**Week 14:** Spanish and English in contact: hegemony and equal protection  
**Week 15:** Spanish in a multicultural society: assimilation or acculturation?  
 Research essay due in class

**Fall semester classes end on Dec. 4**

**Our last day of class is Th Dec. 3 (research essay due in class)**

**Final Exam (cf. Official Exam Schedule)**

## Schedule of Classes: Topics, Readings, Presentations, Exams

### PART I: PEOPLES, LANGUAGES AND MIGRATIONS

#### Focus: Origins of human kind

Origins of human language

Migrations, Diversity/Identity

Iberian origins of *Hispanidad*

Week 1:	Aug. 25, 27
TOPIC	<p>Introduction and organization</p> <ul style="list-style-type: none"> <li>• What is language? And why it matters ?</li> <li>• Origin of language: Mythical traditions</li> <li>• The debate over monogenesis (single origin) or polygenesis?</li> <li>• Genes, peoples, their language(s), their distribution</li> <li>• DNA evidence (R0): Mitochondrial /Y RO, R1</li> <li>• Comparing genes and linguistic distribution in the world (R1,144)</li> <li>• Monogenesis: consequences. The concept of the word “race”</li> <li>• Single route out of Africa: the spread of humans across the world</li> <li>• Tracing the genetic route to the Iberian peninsula: M17 (R1)</li> <li>• In search of food centers (J. Diamond (handout))</li> <li>• Migrations at the root of diversification: culture, language, power</li> <li>• -demic migrations: pacific settling of unoccupied lands</li> <li>• -élite-dominance: forced resettling of previously occupied land</li> <li>• Hegemony: language, culture, and power</li> <li>• Reconciling diversity and identity, ethnicity and race.</li> <li>• Language families: Tracing the genetic route to Iberia</li> <li>• Question 1: what is the origin of Hispanic language as a strictly human faculty: bio-logically and cognitively.</li> </ul>
READING	-Tracing prehistoric migrations through genes (Course Reader, 0)
VIDEO	-Genes and Languages (Reader,1): peoples their genes, their languages -m.youtube.com/speaking in tongues. The Origin of Language -Tracing the origins of the human race, Discovery Channel

### ORIGINS OF HISPANISM

Week 2:	Sept. 1, 3
TOPIC	<ul style="list-style-type: none"> <li>• Question 2: What is the immediate ancestral origin of the present-day spoken Hispanic languages (Spanish and its varieties): ‘historical’ linguistics.</li> <li>• The ‘comparative method’ (R1): language families <ul style="list-style-type: none"> <li>-establish relations through ‘language similarities’ based on a basic list of common word list (e.g.”V: eat, sleep, walk; N: mother, water, air; Pro: I, you, he; Dem.: this, that.).</li> <li>-lexico-statistics,(glotto-chronology) establish the rate at which ‘language dissimilate’ (one theory 20% change in the basic vocabulary 1,000 years.</li> <li>-Spanish is a Romance language sub-family of the</li> <li>-Indo-European language family</li> </ul> </li> <li>• Archeological and historical records <ul style="list-style-type: none"> <li>Peoples and languages of the Iberian Peninsula: 400bc-400ad</li> <li>-Las Cuevas de Altamira y las Damas (del Elche y de Baza)</li> <li>-Romanization: defeat of Hannibal (Carthage) and the rise of the Roman Empire and Latin bilingualism: cultural, linguistic (Latin hegemony), philosophical (Seneca the Stoic), legal (citizenship, <i>civis romanus sum</i>), access to imperial power (Hadrian (the sumptuous villa near Rome), Trajan (the Trajan column, the conquest of Dacia, present-day Romania). The roads from and to Rome and the aqueduct of Segovia.</li> <li>-Fall of Roman Empire, 400ad</li> <li>- Barbarian (Germanic) invasions 400-</li> <li>- El Reino Visigodo (585-711): The first kingdom of Hispania, Introduced Christianity to Hispania: the Arian schism concerning the divinity of Christ at the Council of Nicea (325) attended by the Roman Emperor Constantine.</li> <li>-The Germanic genitive: Martin-ez (son of Martin, etc)</li> <li>-The Moors’ swift conquest of Hispania (Jebel Al Tarik 711), stopped at Covadonga (Asturia) 722 by the gothic king Pelayo, and at Poitier (Tours, France) 733 by Charles Martel.</li> <li>-Sacred grounds contended in Cordoba: <ul style="list-style-type: none"> <li>Cristian church (S.Vicente) &lt;Mezquita&lt;Catedral</li> </ul> </li> <li>-The re-conquest of the Iberian Peninsula (Granada 1492)</li> <li>-Rise of Castilian as the dominant language of Spain:</li> <li>-Las tres culturas: la tumba de Fernando III de Castilla: the re-conquerer of Sevilla 1218: epitaph in 4 languages.</li> <li>-lingering borders: place-names, Jerez ‘de la frontera’</li> <li>-Christians (Spanish), Muslims (Arabic) and Jews (Hebrew): ethnic, religious and linguistic contact in medieval Spain: coexistence: ‘ identity in diversity’ was posible Hispania.</li> </ul> </li> </ul>
PRESENT..	<b>LADINO Will Chandler</b>

	<p>-C. Fuentes's characterization: "La Virgen y El Toro"</p> <p>Latin origins of Spanish and its variations in 1492:</p> <p>-La norma de Toledo y la de Sevilla:</p> <p>Seseo en Sevilla (<i>casa=caza</i> &gt; ['ka.sa]),</p> <p>-Yeísmo en Sevilla (se calló=se cayó)</p> <p>-The evolution of medieval sibilants: <i>ç, z = /ts, dz/</i></p> <p>Toledo= [θ], Sevilla=[s]</p> <p>-Non-Latin Elements in the Spanish Language (handout)</p> <p>Iberian, Celtic, Gothic, Arabic</p> <p>-Orthography (A. de Lebrixa): (handout)</p> <p>-De <i>vos</i> a <i>usted</i> (reverential address). El 'voseo' en América</p> <p>-Aspiración de la <i>h</i> (&lt;*VLat. ['fi.li.u(m)]&gt; *PR'hi.ljo&gt;</p> <p>OSp ['hi.fo]&gt;MSp ['i.χ.o]</p>
READING	<p>Fuentes C., The Conquest of Spain (Reader 2)</p> <p>Nebrija, A. Gramática de la Lengua Castellana (Reader 9)</p> <p>Video: 'La virgin y el toro' (El espejo enterrado)</p>

*NPew scientific evidence is reviewed pointing to a single biological origin for the human race. The new DNA data corroborates earlier independent historicist conclusions about the classification of human languages, urging a rethinking of the terms and concepts of 'race', 'ethnicity' and human diversification. Critical assessment of selected issues.*

### THE RISE OF SPANISH IDENTITY

Week 3:	Sept. 8,10
TOPIC	<p>The legacy of 1492:  Events and policies in 1492 directed to the national unification of the Iberian peninsula and the rise of Spain as a European power under one King (Castile&amp;Aragon), one God (Catholicism) and one Language (Castilian)</p> <p><b>-One God.</b> The expulsion of the Jews ( cf. R5) from Castile and Aragon marked the end of religious co-existence and the inception of the <i>diáspora</i>, a policy that remained officially untouched for nearly five centuries. The cathedral of Cordoba stands upon the grounds of the Muslim mosque, which itself was built upon the grounds of a Christian church. Who has the “right” to worship on those grounds today?</p> <p><b>-One King.</b> The re-conquest of Granada bought to an end Arabic domination in Iberia.. The political hegemony of Castile (<i>Los Reyes Católicos</i>) over other Iberian states and the territorial expansion with the “discovery” of America marks the rise of Spain as a European power.</p> <p><b>-One Language.</b> 1492 was also the year of the publication of the first <i>Gramática de la Lengua Castellana</i> (A. de Nebrija) which declared Castilian the official language of the state over other existing Iberian languages.</p> <p>-Early variations Different norms of pronunciation in Toledo (<i>ceceo, lleísmo</i>) vs. Sevilla (<i>seseo, yeísmo</i>).</p> <p>-Historical, political and social factors underlying the notions of language, dialect, variety, standard language, norm, prestige (gender, social class, education, age and style)</p>
READING	Fuentes, The Crucial Year (Reader 3, 4) Edicto de la expulsión de los judíos (Reader 5) Nebrija, Prólogo de la <i>Gramática de la Lengua Castellana</i> (Reader 7)
VIDEO	Selection from <i>El Espejo Enterrado</i> by Carlos Fuentes

Week 4:	Sept. 15, 17 <b>EXAM I ( February 17))</b>
TOPIC	The Iberian Roots of Hispanic Identity (up to 1492) Tuesday: Review for Exam I: Study Guide Thursday: <b>Exam I (in class).</b>
READING	Review: Reader 0, 2, 3, 4, 5, 7. Class notes and other material.

*A historicist approach helps us understand the forces that may favor or disfavor diversity with positive or negative effects on the human condition. Rome imposed the hegemony of Latin on conquered Hispania, yet empowered four emperors of Hispanic ethnicity . Under the Moors (711-1492) three ethnic groups with their respective languages and religions coexisted in Iberia with mutual enrichment in the arts and sciences. In 1492, this of state diversity was banned by design (R.5) with consequences for ethnicity (diáspora) and language (hegemony of Castilian over other Iberian languages (reader 3,4,7). A critical assessment of the role of élite-dominance on diversity.*

**LINGUISTIC CONTACT AND CONFLICT IN THE IBERIAN PENINSULA**

Week 5:	Sept. 22, 24
TOPIC	<p>[Comments on Exam I, on Thursday]          What after 1492?  <i>Reyes, Dinastías y República</i> : 1492-1975  <i>La Constitución (12/29/1978): El Castellano</i>  <i>Las Comunidades Autónomas</i>          Catalan self-determination referendum 2014.          Letter=Sound Correspondences (orthography =pronunciation)          Vowels and Consonants Phonemes (hdt)          Syllabification and Rhythm (J. Martí: <i>Yo soy un hombre sincero</i>)          ¡Cuidado con los diptongos!          Origins (Identity) of the Spanish Language (1492) (hdt)          -Early variations Different norms of pronunciation in Toledo (<i>ceceo, lleísmo</i>) vs. Sevilla (<i>seseo, yeísmo</i>) (cf. above).          Phonemic and Phonetic Variation in Spain (R 13)          Medieval ‘Sibilant’ phonemes: Development (hdt)          Bilingualism and multilingualism in Spain (R 10, 11).          Linguistic diversity: minority and majority languages in conflict.          The quest for linguistic identity: Spanish, Catalan , Valencian, Mallorcan, Basque and Galecian-Potuguese, Aranés.etc.</p>
PRESENT.	<b>ESPAÑA: Laura Reilly</b>
READING & BIBL.	<p>Mar-Molinero, C. The Iberian Peninsula: Conflicting Linguistic Nationalisms (R14). MacInnes, Lang. normalization in Catalunya (R15). Penny, R. Variation in Spain. (Reader, 13)</p>

*What recourse is there for restoring equal protection to diverse linguistic and ethnic groups? After nearly five centuries of Castilian hegemony the monarchy of Spain under parliamentary democracy adopted a constitution (12/29/1975) which grants co-official status to Catalan, Valencian, Mallorquí, Basque, Galician in their autonomous ethnic communities (12, 13). Discuss how intelligent modern humans can reverse the historical nemesis with consequences for the human condition on current issues of diversity.*

**PART II SPANISH IN AMERICA: DIVERSITY AND IDENTITIES**  
**Focus: -The legacy of 1492, Spanish & Amerindian languages**  
**-Latin American Spanish**

Week 6:	Sept. 29. Oct. 1 Guaran'I and Cono Sur Spanish
TOPIC	<p>The Division of the World (Reader <u>6</u>)</p> <p>-1493 Pope Alexander VI</p> <p>-1494 Tratado de Tordecillas</p> <ul style="list-style-type: none"> <li>• Why is Hispanic America so divided into Portuguese vs. Spanish speaking countries?</li> <li>• On what authority was the Pope of Rome deciding on Iberian Issues?</li> </ul> <p>The Routes of Discovery and Settlements</p> <ul style="list-style-type: none"> <li>• Why is the path of discovery relevant in understanding Spanish language diversity?</li> <li>• On what authority were settlements established in relation to the indigenous peoples?</li> </ul> <p>American Spanish Areas and Classification</p> <ul style="list-style-type: none"> <li>• What are the major areas of Spanish diversifications?</li> <li>• What is the possible basis for the classification.?</li> </ul> <p><i>Yeísmo en América</i></p> <ul style="list-style-type: none"> <li>• What is <i>yeísmo</i>? A phonetic description. Is it an American development?</li> <li>• How do we explain its presence in different areas?</li> </ul> <p>Language and Culture in the Southern Cone</p> <ul style="list-style-type: none"> <li>• What is the “identity” of the Southern Cone?</li> </ul> <p>Cultural identity, linguistic identity</p> <p>Mercosur (MS): an economic community</p> <ul style="list-style-type: none"> <li>• Discuss: How does MS differ from the European Union?</li> <li>• Where does American Spanish come from?</li> <li>• Theories about linguistic diversity in American Spanish: The “Andalusian” theory</li> </ul> <p>Variation theory based on time settlement and contact</p> <ul style="list-style-type: none"> <li>• What linguistic features identify the <i>Cono Sur</i> area</li> </ul> <p>Aspiration, palatalization, and devoicing in Porteño.</p> <p>The typically Spanish-American <i>voseo</i>. Why so?</p> <p><i>Loísmo</i>. Pronoun doubling and case</p> <p>Contact and conflict with indigenous languages and cultures.</p> <ul style="list-style-type: none"> <li>• How is Paraguay/Uruguay/Chile different from Argentina in culture and language?</li> </ul> <p>Officially Bilingual: Spanish and Guaraní in Paraguay. A non-violent resolution of language and culture in conflict.</p> <p><b>ARGENTINA, URUGUAY</b>  <b>Natalie Sami</b></p>
PRESENT.	
	Partition of the World (Reader 6); Lipski's Classification (33a), Gynan, N. Paraguayan Language policy and ...Guaraní (Reader <u>20</u> )



We have seen in Part I that people/policies can contribute to the human condition in a negative (R.5) or positive manner (1978 Constitution) literally by the stroke of the pen. Pope Alexander VI drew the line on a map of the Atlantic (1493) which accounts for the distribution of Spanish vs. (Brazilian) Portuguese in the Americas today with consequences on diversity that cannot be un-done.

The legacy of 1492 crossed the Atlantic to the Americas, where one observes the subordination of hundreds of indigenous ethnic groups, their languages, and cultural identities. In Paraguay the only official language was Spanish (until recently), in spite of the fact that the largest majority of Paraguayans are indigenous ethnic Guarani speakers. The colonial consequences of the indigenous economic condition lingers on (cf. Reader, 20). Discuss possible effects of hegemony on current diversity issues.

### AUTOCHTHONOUS IDENTITIES

Week 7	Oct. 6, 8 Aymara, Quechua and Andean Spanish
TOPIC	<p>Consonant phonemes and their variations: / s. r(r), ll, y/</p> <ul style="list-style-type: none"> <li>• What is Porteño and what unique features identify it?</li> </ul> <p>The sound of Spanish in different capitals (CD)</p> <ul style="list-style-type: none"> <li>• Listen how uniquely they sound!</li> </ul> <p>Cultural and linguistic identity in the Andes. (Video)</p> <ul style="list-style-type: none"> <li>• Raul Julia narrates on the Bolivian Aymara</li> </ul> <p>History of Spanish in Peru (R21)</p> <ul style="list-style-type: none"> <li>• Limeño Spanish and Quechua contact</li> </ul> <p>Spanish-Quechua language contact: the demographic factor</p> <ul style="list-style-type: none"> <li>• Spanish and Quechua in conflict.</li> <li>• What is Andean Spanish like? Some features</li> </ul> <p>The making of "Andean Spanish" as the prevalent urban variety</p> <p>Evidence for non-Andalusian features in Bolivia</p> <p>Quechua, Aymara and Spanish in conflict in Bolivia</p> <ul style="list-style-type: none"> <li>• What is "Indigenismo"</li> </ul> <p>What to do about "endangered" languages?</p> <ul style="list-style-type: none"> <li>• How does a language become "endangered" and possibly die out?</li> </ul> <p>The case of the Amazon basin</p> <ul style="list-style-type: none"> <li>• About 400 languages are spoken in the Amazon.</li> <li>• Global effects on diversification</li> </ul>
PRESENT.	<p><b>PARAGUAY, CHILE, BOLIVIA</b></p> <p><b>Katherine Plaxe,, Regan Quilling</b></p>
READING	Klee, C. Historical perspective... (R21)
VIDEO	Race and Identity in Bolivia, Americas #4, Annenberg

**TRADE ROUTES; Cultural and linguistic pipelines**

Week 8:	Oct. 15, 17 Caribbean Coast and Island Spanish
TOPIC	<ul style="list-style-type: none"> <li>Recap. Cono Sur and Andean Spanish (cf. week 6, 7).</li> <li>Cultural and linguistic identity in the Andes (continued)</li> <li><i>Costeño</i> and <i>serrano</i> varieties in Ecuador. The former reminding of Caribbean varieties, testifying to the accessibility to later innovations by coastal population, a theory of variation which also accounts for the dialect distribution in Colombia and to a lesser extent in Venezuela.</li> </ul>
PRESENT.	<b>PERU, ECUADOR, VENEZUELA</b> <b>Amanda Chao      Ivette Cancino</b>
READING	Becker, History of <i>Indigenismo</i> in Latin America (19)
VIDEO	Race and Identity in Bolivia, Americas #4, The Annenberg/CPB

**LANGUAGES AND CULTURES IN CONFLICT**

Week 9	Oct. 20, 22 <b>EXAM II (Oct.22)</b>
TOPIC	Review of Spanish in contact in the Southern Cone and the Andes. Study guide for Exam II Explaining research essay assignment (due last day of class) <b>Thursday 2, Exam II</b>
PRESENT.	<b>COLOMBIA, PANAMA</b> <b>Sera Assefa</b>
READING	Review assigned readings: Weeks 5-8

*Linguistic diversity is brought about not only by hegemony, or institutionalization, but, ironically also by the lack of it: isolation from the cultural center. This "remoteness" effect accounts, at least in part, for the uniqueness of central American, Andean and Southern Cone vs. Caribbean and coastal varieties of Spanish (week 8). In Bolivia, a three languages (Aymara, Quechua, Spanish) and three ethnicities Andean nation, the effects of the legacy of 1492 lingered on through the 'hacienda' system until the 1956 revolution. Indentured exploitation of the indians and the medieval practice of the 'derecho de pernada' never ceased (Video: Race and Identity in Bolivia). Once again, intelligent humans can do something about their condition through the electoral process to reclaim indigenous rights often engendering new conflicts with historically hegemonic ethnicities. The current president of Bolivia is of Aymara ethnicity as is the newly elected president of Peru, indicating that reimpowerment of indigenous people of America may be in progress.*

**PART III TRANSFORMATIONS**  
**Focus on CHANGE in the 18<sup>th</sup> Century:**  
**Philosophical, Political and Social Evolution**  
**American Spanish Identities:**  
**-From *Colonialismo* to *Criollismo*. *Indigenismo***  
**-*Mestizaje*: social stratification. The *casta* paintings**  
**-Human Rights**  
**-Features of Caribbean and Central American Spanish**

Week 10	Oct. 27, 29 Taino and Caribbean Island Spanish
TOPIC	<ul style="list-style-type: none"> <li>• Philosophical, Social and Political Transformations in the 18<sup>th</sup> C.</li> <li>• The Enlightenment/<i>La Ilustración</i>: The Age of Reason</li> <li>• Demographics of Spanish America in 1800</li> <li>• Causes for the Wars of Independence (16)</li> <li>• Rise of American Spanish Identities: <i>Criollismo</i></li> <li>• Caribbean Coastal and Island Peoples and Languages</li> <li>• Caribbean Spanish is characterized by common features due to coastal trade route accessibility to earlier Andalusian evolution as well as to indigenous languages and African influence, thus contributing to a diverse linguistic, ethnic, cultural Hispanic identity of the Caribbean island and the continental rim. Some of its core features emerge in the coastal areas of central and south American communities. These include advanced stages in the evolution of pronunciation reminiscent of present-day Andalusian varieties.</li> </ul> <p>Features of Caribbean Spanish</p> <ul style="list-style-type: none"> <li>• Aspiration or Deletion of syllable final /s/ &gt; [h] or deletion</li> <li>• Absence of <i>voseo</i>,</li> <li>• Wh-question word order and the expression of the subject</li> <li>• The African Connection (33b)</li> <li>• Bolívar's ideals (R13)</li> </ul>
PRESENT.	<b>CUBA, REPUBLICA DOMINICANA, PUERTO RICO</b> <b>Alina Okamoto, Brianna Demus, Veronica Quezada</b>
READING	<i>Antecedentes de las Independencias Americanas</i> (R16) Wickert, R. Acculturation (R 27) Bilívar, S. <i>La carta de Jamaica</i> (R18)
VIDEO	<i>El Precio de la Libertad</i> . C. Fuentes, Program IV (Bolívar)

*Diversity is inevitably linked to 'identity' in a logically asymmetric relation. Academic thinking is divided over the issue: a nation with a diversity of linguistic and ethnic identities vs. a nation with only one historically faithful identity. Others, apparently, differ (R31). The debate is open to critical argumentation. Consider a discussion over possible academic arguments (pro/con): the quest from an American identity separate from England or separate from Spain (week 10,11)*

### ORIGINS OF SPANISH AMERICAN IDENTITY

Week 11	Nov. 3, 5 Mayan and Central American Spanish
TOPIC	<ul style="list-style-type: none"> <li>• Philosophical Context (The Enlightenment) Cont. from Week 10</li> </ul> <p>Focus on the individual:</p> <ul style="list-style-type: none"> <li>-“I think, therefore I am” (Descartes)</li> <li>-Facts as reasonable truths” (Leibnitz)</li> <li>-“Dare to know” (Kant)</li> <li>-“Never exceed your rights and they will become unlimited”(Rousseau)</li> </ul> <ul style="list-style-type: none"> <li>• Political Context:</li> </ul> <p><i>Las Reformas Borbónicas</i>: Carlos III 1759-88. Carlos IV 1788-1808.</p> <ul style="list-style-type: none"> <li>-Administration: <i>Virreinos</i> y <i>Capitanía</i></li> <li>-<i>Los Intendentes</i> (1786)</li> <li>-<i>Expulsión de los jesuitas</i> (1767)</li> <li>-<i>Castilianización</i></li> <li>-<i>El ejercito, los ‘pardos’ y la ‘blancura’</i></li> <li>-The end of ‘<i>puerto único</i>’ (1765, 1756)</li> <li>-<i>Libre comercio</i> (1778)</li> <li>-1778 <i>Nueva ley de inmigración</i></li> <li>-<i>La ley de 1795 anula la denominación ‘infames’</i></li> </ul> <ul style="list-style-type: none"> <li>• International Context (American and French Revolution. Napoleon).</li> <li>• Social Caste System and Code Names:</li> </ul> <ul style="list-style-type: none"> <li>- “<i>la pureza de sangre</i>”</li> <li>-<i>el libro de españoles y el libro de castas</i></li> <li>-<i>español, mestizo, castizo, mulato morisco, zambo etc.</i>)</li> <li>-The Casta Paintings</li> </ul> <ul style="list-style-type: none"> <li>• Central American Spanish.</li> </ul> <p>While Panamá is another example of trade-route variety of Spanish discussed in week 9, Nicaragua, Honduras and El Salvador seem to form a unit with respect to pronunciation in contrast with Guatemala and Costa Rica (Canfield, 1981). In Costa Rica we find the <i>voseo</i> (cf. Argentina) and in Honduras an extended use of the polite form of address.</p> <ul style="list-style-type: none"> <li>• Demographic factors and strong cultural identity help in maintaining language and cultural tradition.</li> <li>• Linguistic rights as human rights?</li> </ul> <p><b>PANAMA, EL SALVADOR, COSTA RICA, HONDURAS</b>  <b>Karen Molina, Juhee Shah, Evan Sawyer</b></p>
PRESENT.	
READINGS	UN Declaration of Human Rights 1948-1998 (28); Falk, R. Human Rights (Reader 30) UN Decl. on H.R of Indigenous People (29)

**MESTIZAJE: SOCIAL STRATIFICATION THROUGH CODE NAMES**

Week 12:	Nov. 10, 12 Guatemalan and Mexican Spanish
TOPIC	<p>-More on the institutionalization of Code Words</p> <p>-Acculturation Theory (Review Wickert (Reader 27)</p> <p>- Acculturation vs. Assimilation, “melting pot” or “salad bowl”?</p> <p>- Kim’s Intercultural Identity Model</p> <p>- Is Third Culture Building at odds with Multiculturalism?</p> <p>- Are Human Rights Universal? (Rev. Falk’s article Reader 30)</p> <p>- Do HR include “linguistic rights”?</p> <ul style="list-style-type: none"> <li>Spanish in Mexico and Guatemala</li> </ul> <p>The demographic factor has not prevented a decline in bilingualism. Spanish is rapidly replacing scores of indigenous languages. Linguistic and cultural identity appears to be strong, however, among the Mayan speakers of the state of Chiapas.</p> <ul style="list-style-type: none"> <li>The Pyramid of Cholula (Puebla) and the Christian church built on its summit are vivid reminders of the legacy of 1492.</li> </ul> <p>Features of Central American Spanish:</p> <ul style="list-style-type: none"> <li>A linguistic situation of trade route accessible (s-aspiration) and remote areas (<i>voseo</i>) during the colonial era.</li> </ul>
PRESENT.	<p><b>11/10 NICARAGUA, GUATEMALA,</b>  <b>Annette Gomez, Aidan Blant</b>  <b>11/12 MEXICO, JALISCO</b>  <b>Hannika Hoy, Christian Alvarez</b></p>
READING	<p>UN Declaration of Human Rights 1948-1998 (R 28, cont.)</p> <p>Falk, R. Human Rights. Foreign Policy (March, 2004, R30, cont.)</p> <p>UN Declaration of Indigenous People (R 29 , cont.)</p> <p><i>El Populismo en América del Sur</i> (R32)</p> <p><b>Review for Exam III: Readings: 16, 27, 30, 32</b>  <b>&amp; Study Guide for Exam III Take-Home, due April 14 )</b></p>
VIDEO	<p><i>El Precio de la Libertad</i> , IV (cont.)</p>

*The American Spanish identity (‘Criollismo’) may have not been unlike the American English identity, in the sense that both reclaimed the right to govern themselves and neither was concerned with the human condition of the indigenous populations. As a fact of difference, the causes for the wars of independence from Spain included specific reforms by the Bourbon king (cf. R16) which favored the condition of the indians: the use Castilian and the abolition of Code Names (‘libros de castas’) discriminating mestizos on the purity of blood (‘pureza de sangre’). In different ways diversity issues revolve around the dimensions of language and ethnicity. In a critical sense this is not an unexpected fact if we consider that language and ethnicity are bio-linguistically bound (cf. Part I: R1, DNA evidence). Discuss issues of inequality in our immediate environment and the social consequences of hegemony in language and ethnicity with possible resolutions of conflict..*

**PART IV SPANISH IN THE U.S.A.**  
**Focus on: Migration, Immigration, Language policies, Bilingualism and education: The Debate on Learning and Speaking Spanish in L.A.**

Week 13	Nov. 17, 19 Spanish as an immigrant language
TOPIC	<p>-Historical, demographic, linguistic aspects.</p> <ul style="list-style-type: none"> <li>• Ponce de Leon, Cabeza de Vaca</li> <li>• The treaty of Guadalupe Hidalgo 1848 Ratified with modifications by the US Congress</li> </ul> <p>-From majority to minority language: contact &amp; conflict</p> <ul style="list-style-type: none"> <li>• Acculturation or Assimilation in Southern California? Is diversity good for society? From John Adams to Robert Putnam and Samuel Huntington</li> </ul> <p>-Opportunity and challenge. Hello or <i>Hola</i>?</p> <ul style="list-style-type: none"> <li>• Which language to use in addressing a person? L.A. Times 11/12/07 - Identity in diversity</li> <li>• Possibilities and challenges</li> </ul> <p><b>SPANISH IN THE UNITED STATES</b>  <b>East Los Angeles</b>  <b>Olivia Ceja</b></p>
PRESENT	
READINGS	Huntington, S.H. The Hispanic Challenge., (handout) Zentella, A.C., Hispanofobia... (R25)

Week 14:	Nov. 24,(26 Thanksgiving) Spanish as a second Language
TOPIC	<ul style="list-style-type: none"> <li>• L2 Learning English by native Spanish speakers in SoCal</li> <li>• “Interlanguage”</li> <li>• Language “Transfer”, “Interference”</li> <li>• Language “loyalty”</li> <li>• Language “attrition” (generational)</li> <li>• Living with two (or more) languages in (one) mind</li> <li>• L2 Learning Spanish at USC by Speakers of English and other languages.</li> <li>• Code-switching ( Shana Poplack): “...I’ll start a sentence in English <i>y termino en espanol</i>”</li> <li>• Is Spanglish a new American language -The Quijote in Spanglish (Ian Stavans)?</li> </ul> <p><b>FILIPINAS, EQUATORIAL GUINEA</b></p>
PRESENT	

<p>Week 15</p> <p>TOPIC</p>	<p>Dec. 1, 3 (Research Essay due)</p> <p>Review</p> <ul style="list-style-type: none"> <li>• Spanish Language Variation: <ul style="list-style-type: none"> <li>-Geographic origins and developments: Phonology, Morphology, Syntax, Pragmatics, Lexicon</li> <li>-Historical, social and contact factors</li> </ul> </li> <li>• -Identity in diversity? <ul style="list-style-type: none"> <li>-assimilation or acculturation?</li> <li>-seeking ‘unity in diversity’ (The European Union)</li> </ul> </li> <li>• -Guide to the final exam</li> <li>• -research essay due on the last day of class.</li> </ul>

*Drawing from the global observation of diversity in the meta-linguistic areas of Hispanic languages and ethnicities, in Part IV we apply the conceptual knowledge and critical skills developed in the course of the semester to the diversity of languages and ethnicities in our own American everyday experience. The issues, in Southern California and in Los Angeles around USC, revolve around the concept of hegemony. In contrast with other nations we have surveyed, the Spanish language in our nation has a subordinate social role and the concerned Hispanic ethnicity recalls the reviewed concept of migration (Part I). For a critical assessment of the issues confronting our nation will be necessary to gain an informed conceptual knowledge of ‘bilingualism’ and the acquisition of subaltern languages in a multilingual environment (week 15). Equally important for an informative analysis will be the historical precedents (week 14). In this light, the following diversity issues will be up for critical discussion and assessment regarding the consequences of their resolution for the Hispanic condition: bilingual education (Prop 227), the nature of migration and pending immigration laws, the respectful use of language in the workplace (R24), the ‘English Only’ movement, and the desirability of an official language. Critical discussion and argumentation over these issues most closely meet the intellectual goals of the course in compliance with the diversity requirement and USC’s commitment to global education for its students.*

**SPRING SEMESTER classes end Dec. 3**

**Our last day of class is Thursday, Dec. 3 (Research Essay due in class)**

**FINAL EXAM: (cf. USC official schedule)**

## APPENDIX

### Course expectations:

- Attend every session on time.
- Prepare all assignments (written and oral assignments as well as assigned readings) in advance.
- Hand in assignments on time.
- Take exams and give class presentations as scheduled.
- Type all assignments on a computer word processor with proper diacritics and accent marks. Store file in your 413m document folder.
- All in the respect to USC's stated principles of academic integrity.

### Additional Bibliography

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### ORAL PRESENTATION

Spanish 413m

Following the outline below prepare an **oral presentation (10 min) along with a written report (4 pages) on (a diversity topic** of) one of the (regions of) country.

#### Suggested outline:

- Brief history the region or topic in Spain or other Spanish speaking community.
- Brief history of the Spanish American country: pre-Colombian cultures, pathways to colonization, independence.
- Spanish and other languages and their influences (indigenous, African, etc.)  
 Search [www.ethnologue.com](http://www.ethnologue.com) for languages, speakers, map of the country
- Focus on an individual, region/city, issue, fact, event, etc. identifying the country.
- External forces which molded the language, culture and identity of the region.
- Main features of the country's variety of Spanish: pronunciation, grammar and vocabulary.
- **Dimensions of human diversity issues: age, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class. (Diversity Guidelines at USC)**
- **Bibliographical list of references consulted.**

**Sources:** Course Reader, Lipski, references therein, class lectures, discussion material, as well as internet links like the Ethnologue [www.ethnologue.com](http://www.ethnologue.com) and any other reference available to you. including personal experiences.



**SIGN UP for one of the countries/regions of your interest. Hand in one paragraph statement on your country and topic by the end of the second week of classes.**

Note: One or at most two persons for countries like Spain and Mexico with more diversity issues. Persons reporting on the same country should avoid focusing on the same diversity issues and areas. A schedule of presentations with the date your assignment will be distributed. Instructions on oral presentation and written report will be distributed on a separate document.

ARGENTINA\_\_\_\_\_

BOLIVIA\_\_\_\_\_

CHILE\_\_\_\_\_

COLOMBIA\_\_\_\_\_

COSTA RICA\_\_\_\_\_

CUBA\_\_\_\_\_

ECUADOR\_\_\_\_\_

EL SALVADOR\_\_\_\_\_

GUATEMALA\_\_\_\_\_

ESPAÑA \_\_\_\_\_

ESTADOS UNIDOS \_\_\_\_\_

HONDURAS\_\_\_\_\_

MEXICO \_\_\_\_\_

NICARAGUA \_\_\_\_\_

PANAMA\_\_\_\_\_

PARAGUAY \_\_\_\_\_

PERU\_\_\_\_\_

PUERTO RICO\_\_\_\_\_

REPUBLICA DOMINICANA\_\_\_\_\_

:

URUGUAY\_\_\_\_\_

VENEZUELA\_\_\_\_\_

WORLD: EQUATORIAL GUINEA, FILIPINAS, LOS ANGELES, OTHER

(Specify)\_\_\_\_\_

**Schedule of Oral Presentations:** Spanish 413m Fall 2015

-Presentations are normally scheduled for approx. 15 minutes each

-At the time presentation a 4-page summary report is handed in to the instructor.

<b>Country/Area</b>	<b>Date</b>	<b>Presenter</b>	<b>Topic, Theme</b> <b>Identity, Diversity Issue</b>
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See page 17

**Research Essay** (approx. 8-10 pages) (20 % of final grade, see syllabus)  
**The final written version is due on the last day of class (December 3).**

**General instructions for the Research Essay::**

While in the oral presentation you reported on a region/country/personality of the Spanish speaking world, **the goal of the final research essay, is to focus on a possible dimension of diversity/identity**, as we have been developing during the semester and you wish to study in greater depth as an expansion of your presentation report or beyond.

-In a redacted expansion of your presentation report introduce (or expand) a section/aspect on a theme, issue, figure or event which identifies a dimension of diversity/identity from a critical thinking point of view and/or your individual perspective on the issue, in the form encouraged in the course and tem exams.

-You may use published and/or internet sources. These sources should be listed in a reference list and indicated in the text, when appropriate.

-It's suggested that the essay be organized in logical/content sections with main title (for example, on linguistic identity: Los Angeles, Buenos Aires (Porteño), Peru, Spain, Andalusia, País Vasco, etc.; on linguistic vs. cultural/ethnic diversity : Ecuador, Caribe, Mexico, Spain in the Middle Ages, etc; on gender identity: Evita (Argentina), Subcomandante Marcos (Mexico), etc.; on cultural identity : *Indigenismo* in Chiapas, Aymara and Quechua in Bolivia; on oppression: the *encomienda* and *hacienda* system; the caste nomenclature in Mexico, etc.; on conflict: the Panama canal, Tupac Amaru, Maya in Guatemala, etc; on the resolution of conflict: language policies in Paraguay, the 1978 Spanish constitution, language normalization in Euskadi and Catalunya (or independence as recently moved); Proposition 227 in California; Spanish in the workplace, etc.); on Spanish beyond Europe and Spain; on cultural stereotypes in literature: "el indio en el ensayo hispanoamericano"; on economic collaboration over cultural diversity: Mercosur, Fábricas ocupadas en Argentina, US-Mexico border studies, socio-economic, cultural and linguistic identity in Los Angeles; on endangered languages in contact with Spanish anywhere.

Keep your own record !

Spanish 413m  
Grade Record

Name: \_\_\_\_\_

		%	Points
1. Oral Presentation +Written Report	_____	15%	_____ (150)
2. Exam I	_____	10%	_____ (100)
3. Exam II	_____	10%	_____ (100)
4. Exam III	_____	10%	_____ (100)
5. Final Exam	_____	25%	_____ (250)
6. Research Project Essay	_____	20%	_____ (200)
7. Class Participation	_____	10%	_____ (100)
Course Grade	_____	100%	_____ (1000)

8. Grade Scale:

100-93%	A	76-73%	C
92-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	59-0	F

9. Notes:

**GEOGRAPHIC AND SOCIAL VARIETIES OF SPANISH  
( Language and Culture in Contact and Conflict)**

**Mario Saltarelli**

**Professor**

**Dana and David Dornsife College of Letters Arts and Sciences**

**Course Reader, Fall 2015**

Readings & Bibliography

**0. Introductory Reading:**

**Prehistoric Migrations:** Traces of a distant past. Gary Stix, *Scientific American*.  
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**1. Cavalli-Sforza, L. (1999) Genes and Languages.** *Genes, Peoples, and Languages*.  
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(b) The Treaty of Tordesillas, 1494 (Thomas, H., *Rivers of Gold*. New York:  
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