

**“Sociolinguistics of Spanish/ Sociolingüística de español”**  
**SP9717A/LIN9752A**



**Course Information**

Lecture: Fall, Thursdays (1.30 – 4.30 pm) **in-person**

**Contact Information**

Professor: Olga Tararova  
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**Course Description**

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 to survey methods in sociolinguistics and techniques for critically assessing different issues concerning the effect(s) of gender, age, education, and class are provided so students will be able to develop a research paper, as part of the course requirement. *The classes will be divided in two parts: 1) discussion of the weekly material, followed by 2) Goldvarb software use.* During the course, students will have an opportunity to carry an experimental work of their choice (e.g., investigating phonetic or morphological variation among different social groups).

## Course Material

Required weekly articles (see below)

### Recommended:

- *Díaz Campos, M. (2014). Introducción a la sociolingüística hispánica. New York: Wiley Blackwell.*
- *Díaz-Campos, M. (2015). Handbook of Hispanic Sociolinguistics. Malden, MA: John Wiley & Sons Incorporated.*
- *Labov, W. (2001). Principles of linguistic change. Social factors(Vol. 2). Oxford: Blackwell.*
- *Milroy, L., and Gordon, M. J. (2003). Sociolinguistics: method and interpretation. Malden, MA: Blackwell Pub*
- *Tagliamonte, S. A. (2009). Analysing sociolinguistic variation. Cambridge: Cambridge University Press.*

## Course Goals and Objectives

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

## Learning Outcomes

By the end of the course, students will be able to:

- Describe in a clear and concise manner the major *differences among gender groups, age groups, individuals with different levels of education*
- Understand *major theories in language variation and change*
- Integrate the knowledge students have gained in the course to critically analyze future articles and develop a solid research paper
- Apply Goldvarb knowledge in analysing and interpreting data

## Course Evaluation

- |                                    |     |
|------------------------------------|-----|
| • 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 online study 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 10<sup>th</sup>**.

**ETHICS**: Because the final project involves research using human subjects, the student will read the Tri-Council Policy Statement, as well as the relevant information on the office of research ethics website at Western (<http://www.uwo.ca/research/ethics/>). The student will not collect any data until ethics approval has been obtained. Besides, one representative of the REB office will come to class to give a workshop on research ethics. All students must complete the TCPS2 tutorial (<http://tcps2core.ca/welcome>).

### **Final project (for those students who will conduct an experimental work):**

The goal of this project is to introduce the student to empirical research on social variation and change. The student will choose a linguistic topic of their interest and choose the most appropriate method according to the proposed research question to run her own pilot project. The student and the professor will together discuss the ethical issues surrounding this project. The student understands that participants must be recruited in a way that does not threaten their privacy; that REB approval is needed before data collection. Potential participants will be given a letter of information and a consent form and informed of their right to refuse to participate and to withdraw at any time. They will also be given contact information if they are interested in seeing the final project. All data collected will be encoded to protect participants' confidentiality (e.g. names replaced by numbers). The student understands that the project must not involve more than minimal risk to the participants, as set out in the guidelines posted on the research ethics website.

Participants will be recruited from among acquaintances and other students from their department, never from the classes the student is TAing. They will be able to recruit undergraduate students from Spanish, French, and Italian classes.

The data will be collected by means of on-line questionnaires, online tasks, and/or by audio-/video-recording the participants, according to the most appropriate methodology for the topic under investigation. These data will be handled, coded and/or transcribed by the student, who will also analyze them to write the final project report. All data (tapes, spreadsheets created by the on-line survey, paper tasks, messages, etc.) will be destroyed after the grade appeal date for Winter 2022 (the mentor will ensure that the data are in fact destroyed). As stated in the syllabus, all testing materials must be justified according to the topic studied and will be carefully reviewed by the professor for approval prior to beginning her study. The student will prepare a letter that contains the details of their project and submit it to her mentor for approval prior to beginning her study. The student will not share the results from their online experiments outside of the classroom.

## COURSE POLICIES

### **Late or Missed Tests:**

Students must attend all evaluations unless exceptional circumstances exist. If a problem arises, students are expected to contact their instructor before the exam or assignment is due. Students seeking academic accommodation on medical grounds for any missed test, exams, participation components and/or assignments must apply to the Academic Counseling office of their home Faculty and provide documentation. The instructor or department cannot grant academic accommodation.

Faculty of Arts and Humanities Medical Accommodation:

[http://uwo.ca/arts/counselling/procedures/medical\\_accomodation.html](http://uwo.ca/arts/counselling/procedures/medical_accomodation.html)

**IMPORTANT :** Documentation is required for either medical or non-medical academic accommodation. Students must submit such documentation directly to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted.

If no official accommodation request is provided to the professor, late assignments will not be accepted and will receive a grade of "0."

Scholastic offences are taken seriously and students are directed to read the

appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://uwo.ca/ombuds/student/cheating.html>

### **Classroom Etiquette**

You are expected to come to lecture on time and stay for the entire class to receive the participation mark for that day. Any use of electronic devices will be restricted to note-taking and browsing the digital copy of the textbook. The use of social media, texting, emailing is prohibited and will be treated as a breach of classroom etiquette.

### **Communication:**

The Blackboard homepage and the Course Syllabus are your first sources for information and questions about the course. You can email me with more practical questions concerning the course organization. I will try to respond to e-mails within 24 hours. If you do not hear from me within that time, feel free to send a reminder e-mail. To ensure e-mail delivery, please use your @uwo.ca account and state the course code (**SP9717A/LIN**) in the subject line.

## **UNIVERSITY POLICIES AND SERVICES**

**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 is a strong signal of each student's 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 concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

### **ACCESSIBILITY (AEW):**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature,

accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

## SUPPORT SERVICES

The Web sites for Registration Services is <http://www.registrar.uwo.ca> and Student Support Services is <https://studentservices.uwo.ca>. The Student Development Services can also be reached at [www.sdc.uwo.ca](http://www.sdc.uwo.ca)

**Important Notice:** Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwo/mentalhealth/> for a complete list of options about how to obtain help.

## Course Schedule

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

## SCHEDULE

<u>Week/Date</u>	<u>Theme / Structure</u>	<u>Readings &amp; Assignments</u>
1: Thursday, September 9	<ul style="list-style-type: none"><li>◆ Introduction and syllabus</li><li>◆ <b>How to present a paper</b></li><li>◆ What is Sociolinguistics?</li><li>◆ Sociolinguistic variable</li><li>◆ Models &amp; methods</li></ul>	Milroy, L., & Gordon, M. (2006)
2: Thursday, September 16	<ul style="list-style-type: none"><li>◆ Main theories of sociolinguistics</li><li>◆ Introduction to Goldvarb</li></ul>	Thomason, S. (2008) Díaz-Campos, M., & Torres, J. (2018)

3: Thursday, September 23	<b>VARIATION 1: SOCIO-PHONETICS</b> <ul style="list-style-type: none"> <li>◆ Introduction to socio-phonetics</li> <li>◆ <b>How to write a proposal</b></li> </ul>	Medina-Rivera, A. (2011) Díaz-Campos, M., Fafulas, S., & Gradoville, M.S. (2011)
4: Thursday, September 30	<b>VARIATION 1: SOCIO-PHONETICS</b> <ul style="list-style-type: none"> <li>◆ /s/ variation in and Mexican Spanish &amp; Dominican Spanish</li> </ul>	Esparza, S. & Mazzaro N. (2018) Bullock, B. & Toribio, A. (2015)
5: Thursday, October 7	<b>VARIATION 1: SOCIO-PHONETICS</b> <ul style="list-style-type: none"> <li>◆ Palatal production in Argentinian Spanish</li> <li>◆ Production of coda /r/ and syllable-initial /r/ in Puerto Rico</li> <li>◆ Goldvarb codification</li> </ul>	Galarza I, Delgado-Díaz G, Díaz-Campos M. (2019) Rohena Madrazo, M. (2015)
9 Thursday, October 14	<b>FALL BREAK</b>	
6: Thursday, October 21	<b>VARIATION 2: SOCIO-MORPHOLOGY</b> <ul style="list-style-type: none"> <li>◆ Introduction to socio-morphology</li> <li>◆ <i>Informal talk by Ana De Carvalho (Oct. 22 @10.30 am, online)</i></li> </ul>	Schwenter, S. (2011)
7: Thursday, October 28	<b>VARIATION 2: SOCIO-MORPHOLOGY</b> <ul style="list-style-type: none"> <li>◆ Goldvarb statistical significance</li> <li>◆ Copula use</li> </ul>	Diaz-Campos, M., & Geeslin, K. (2011) Devís, M.B., & Molina, J. (2020)
8: Thursday, November 4	<b>VARIATION 2: SOCIO-MORPHOLOGY</b> <ul style="list-style-type: none"> <li>◆ <b>How to write a paper</b></li> </ul>	<b>Proposal due</b> Orozco, R. (2016)
10: Thursday, November 11	<b>LANGUAGES IN CONTACT</b> <ul style="list-style-type: none"> <li>◆ Spanish in contact with English</li> <li>◆ Goldvarb practice</li> </ul>	Shin, N. L. & Otheguy, R. (2013) Lynch, A. (2017)
11: Thursday, November 18	<b>LANGUAGES IN CONTACT</b> <ul style="list-style-type: none"> <li>◆ Spanish in contact with indigenous languages</li> <li>◆ Goldvarb practice</li> <li>◆ <b>Informal talk by Grace Gomashe</b></li> </ul>	Schwegler, A. & Correa, A. (2019)
12: Thursday, November 25	<b>ATTITUDES TOWARD MINORITY GROUPS</b>	Tararova, O. (2016) Davidson, J. (2019)
13: Thursday, December 2	<b>Oral presentations</b> <i>Final remarks</i>	

Final project is due on **Dec 10<sup>th</sup>** before 12 pm.

## **Required Readings:**

1. Milroy, L., & Gordon, M. (2006). Sociolinguistics: Models and Methods. In *Sociolinguistics: Method and Interpretation* (2nd ed., pp. 1-19). Malden, MA: Wiley-Blackwell.
2. 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
3. Díaz-Campos, M., & Torres, J. (2018). Corpus Approaches to the Study of Language, Variation, and Change. In K. Geeslin (Ed.), *The Cambridge Handbook of Spanish Linguistics* (Cambridge Handbooks in Language and Linguistics, pp. 121-142). Cambridge: Cambridge University Press. doi:10.1017/9781316779194.007
4. 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.
5. Díaz-Campos, M., Fafulas, S., & Gradoville, M.S. (2011). Going Retro: An Analysis of the Interplay between Socioeconomic Class and Age in Caracas Spanish.
6. 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.
7. Bullock, B. & Toribio, A. (2015). An experimental approach to hypercorrection in *Dominican Spanish*. 10.1075/ihll.4.13bul.
8. Galarza I, Delgado-Díaz G, Díaz-Campos M. (2019). Complex attitudes towards two sociolinguistic variables and their social meanings: providing evidence from production and perception data in a speech community. Work. Pap., Indiana Univ., Bloomington, IN
9. Rohena Madrazo, M. (2015). Diagnosing the completion of a sound change: Phonetic and phonological evidence for /ʃ/ in Buenos Aires Spanish. *Language Variation and Change* 27. 287-317.
10. Schwenter, S. (2011). Variationist approaches to Spanish morphosyntax: Internal and external factors (pp. 123-147).
11. Diaz-Campos, M., & Geeslin, K. (2011). Copula Use in the Spanish of Venezuela: Social and Linguistic Sources of Variation Spanish. *Spanish in Context*, 8(1), 73-94.
12. Devís, M.B., & Molina, J. (2020). The agreement of existential haber in three varieties of spoken Spanish: A contrastive analysis. *Spanish in Context*, 17, 273-293.
13. Orozco, R. (2016). Subject Pronoun Expression in Mexican Spanish: ¿Qué pasa en Xalapa?. Proceedings of the Linguistic Society of America. [S.l.], v. 1, p. 7:1-15, June 2016. ISSN 2473- 8689. Available at: . doi:http://dx.doi.org/10.3765/plsa.v1i0.3703.
14. Shin, N. L. & Otheguy, R. (2013). Social class and gender impacting change in bilingual settings: Spanish subject pronoun use in New York. *Language in Society* 42, 429-452.
15. Lynch, A. (2017). The Social Diffusion of English-Based Lexical Innovations in Miami Cuban Spanish.
16. Schwegler, A. & Correa, A. (2019). Languages in Contact. The Case of Colombia.
17. Tararova, O. (2016). Language is me. Language maintenance in Chipilo, Mexico.
18. Davidson, J. (2019). Covert and overt attitudes towards Catalanian Spanish laterals and intervocalic fricatives. 10.1075/ihll.21.03dav.

I hope you enjoy the course 😊