

Spanish 597C: Spanish in contact (Fall 2009)

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BOOKS ON LIBRARY RESERVE:

Muysken-*Bilingual speech* (BS)
Sánchez, *Quechua-Spanish bilingualism* (QSB)
Thomason (ed.), *Contact languages* (CL)
Thomason, *Language contact* (LC)
Thomason & Kaufman, *Language contact, creolization and genetic linguistics* (LCCGL)

OBJECTIVES:

This course will use examples of Spanish in contact with other languages—in the contemporary world and in earlier times—in order to illustrate a variety of linguistic theories and the means by which they can be empirically tested. Topics in phonology include nasalization, the emergence and behavior of lexical tones, pitch accent systems, and vowel and consonant reductions. Morphosyntactic issues include innovative number and gender marking, clitic doubling, multiple negation, determiner systems, null objects, and grammatical constraints on code-switching. Semantic/pragmatic issues include pronominal address, honorific and diminutive constructions. Among the language contacts under study are Portuguese, Italian, Quechua, Guaraní, Tagalog, Palenquero, Haitian Creole, and several African languages. Students will work on individual projects that use language-contact environments as proving grounds for the development and testing of linguistic theories.

ASSIGNMENTS:

Each student will pick a research topic relevant to the study of Spanish or Portuguese in a contact situation, past or present. Topics should be chosen in consultation with the instructor, who in turn may suggest relevant bibliography. To this end, the course will require the following written projects:

(1) An annotated bibliography, developed in conjunction with the instructor, focusing on the chosen topic. The bibliography should contain a minimum of TEN entries, of which at most TWO can represent an assigned reading for the course. Each entry should be accompanied by a brief annotation of 3-5 sentences, describing the approach, contents, and potential contribution to the chosen topic. Prior to turning in the bibliography, a list of bibliographical titles will be submitted for approval (see calendar of assignments).

(2) An outline of the final paper, turned in far enough in advance to receive comments and suggestions (see calendar of assignments). This outline will not carry a grade, but must be turned in by the assigned date, in order for the final paper to be graded.

(3) Following approval of the outline/bibliography, an abstract of the final project that would be suitable for submission to a linguistics conference. Guidelines for abstract preparation will be provided previously, and should be followed in preparing the abstract.

(4) A final paper, incorporating the results of the bibliographical inquiries, as well as the student's own contributions to the topic. During the last portion of the semester, each student will make a brief presentation before the class, on the chosen research topic.

(5) For each class, students will be asked to give a brief oral summary of selected readings. This task will be assigned in a prior class, and will rotate among the students. All students should come to class prepared to discuss assigned readings. The final grade will reflect the quality and quantity of participation in class discussions.

☞ **This is a paper-free course.** All assignments are to be turned in **electronically** in documents prepared using Microsoft Word®. If IPA symbols are needed, they should be in the DoulosSIL font, available from www.sil.org When sending documents, be sure to save in **Word 97 format only** (.doc extension, **not** .docx) If you include any fonts other than the Microsoft Word® defaults, be sure to embed the remaining fonts in the document before saving. In “Tools” choose the “save” option and selection “embed true-type fonts.”

☞ All electronic communication should be through e-mail: jlipski@psu.edu. Do NOT send messages via ANGEL; I will use ANGEL only for posting readings, assignments, and other files.

GRADE BREAKDOWN:

Annotated bibliography:	25%
Abstract:	10%
Oral presentation of project:	10%
Class participation:	20%
Final research paper:	35%

ACADEMIC INTEGRITY

The Pennsylvania State University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20). Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering

with the academic work of their students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction. See <http://www.psu.edu/dept/oue/aappm/G-9.html>

DISABILITY ACCESS STATEMENT

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

APPROXIMATE CALENDAR OF ASSIGNMENTS

Week #1 (beginning August 24): INTRODUCTION; BASIC ISSUES IN SPANISH CONTACT LINGUISTICS. PHONOLOGICAL SYSTEMS IN CONTACT. *Readings on library reserve*: LCCGL, chaps. 1-2;

Week #2 (Beginning August 31): INTONATION, TONES. SPANISH OF EQUATORIAL GUINEA. SPANISH IN CONTACT WITH ITALIAN (RÍO DE LA PLATA). *Read*: "Spanish in contact" (on my web page); *Read on ANGEL*: Colantoni & Gurlekian; Imperio

Week #3 (September 9 only): SUPRASEGMENTAL PHONOLOGIES IN CONTACT, CONT.

Week #4 (beginning September 14): SEGMENTAL CONTACT PHONOLOGY: AFRO-HISPANIC (PRE)NASALIZATION; ANDEAN VOWEL SYSTEMS. *Read*: "Spontaneous nasalization in the development of Afro-Hispanic language" (on my web page); *Read on ANGEL*: Píneros-Palenquero

Week #5 (beginning September 21): HIGHLY COGNATE LANGUAGES, CONGRUENT LEXICALIZATION. FLUENTLY DYSFLUENT SPANISH-PORTUGUESE EXAMPLES. THE LIKELY FORMATION OF URUGUAYAN FRONTERIZO. *Readings on library reserve*: LCCGL, chap. 3; CL, "Media lengua"; BS, chap. 5; *Read*: "'Fluent dysfluency" as congruent lexicalization: a special case of radical code-mixing" (on my web site); "Searching for the origins of Uruguayan *Fronterizo* dialects: radical code-mixing as "fluent dysfluency"" (on my web site); *Read on ANGEL*: Carvalho.

Week #6 (beginning September 28): **September 28: TOPIC SUBMITTED FOR APPROVAL** FURTHER TYPOLOGIES OF BILINGUAL ENCOUNTERS. EXTENSIONS TO SPANISH-ITALIAN AND SPANISH-ENGLISH CODE-MIXING. *Readings on library reserve*: BS, chaps. 8-9.

Week #7 (beginning October 5): **October 5: BIBLIOGRAPHICAL TITLES SUBMITTED FOR APPROVAL** REANALYSIS: ANDEAN CLITIC DOUBLING. STRATEGIES OF DOUBLE NEGATION. *Readings on library reserve*: QSB, chaps. @; *Read*: "Strategies of double

negation in Spanish and Portuguese” (on my web site). *Read on library reserve:* LCCGL, chap. 4

Week #8 (beginning October 12): STRADDLING CODE-SWITCHING AND BORROWING; *SO* IN SPANISH; SPANISH FUNCTIONAL ITEMS IN NATIVE AMERICAN LANGUAGES; *YO CA* IN AFRO-ECUADORAN SPANISH. *Readings on library reserve:* LCCGL, chap. 5; *Read:* “Code-switching or borrowing”; “Afro-Choteño speech” (on my web site); *read on ANGEL:* Aaron, “So respetamos un tradición del uno al otro”

Week #9 (beginning October 19): SYNTACTIC PROJECTIONS, UG AND (DE)CREOLIZATION; AFRO-BOLIVIAN NPs AND VERBS; ACQUISITION OF PALENQUERO BY SPANISH SPEAKERS. *Readings on library reserve:* LCCGL, chaps. 6-7; *Read:* “Morphosyntactic implications in Afro-Hispanic language” (on my web page)

Week #10 (beginning October 26): PRONOUNS IN CONTACT: VESTIGIAL AND MARGINAL SPANISH. *Read:* “Patterns of pronominal evolution in Cuban-American bilinguals”; “Los dialectos vestigiales del español en Estados Unidos”; “Subject pronoun usage” (on my web page).

Week #11 (beginning November 2): THE EMERGENCE OF HYBRID SYSTEMS: AFRO-IBERIAN “STRIPPED” PLURALS. *Read:* “Depleted plural marking in two Afro-Hispanic dialects” (on my web site); *read on ANGEL:* Scherre-plurals; Scherre-saliencia

Week #12 (beginning November 9): **November 11: OUTLINE SKETCH OF FINAL PAPER DUE.** AREAL CHARACTERISTICS AND CREOLIZATION: SPANISH IN CONTACT WITH PHILIPPINE LANGUAGES AND THE GENESIS OF CHABACANO. *Read:* “Modern Spanish once-removed; “New thoughts on the origins of Zamboangueno” (on my web page)

Week #13 (beginning November 16): **November 18: ANNOTATED BIBLIOGRAPHY DUE.** INNOVATIVE PRONOMINAL SYSTEMS IN CONTEMPORARY CHABACANO. THE BEGINNINGS OF RE-CREOLIZATION. *Readings:* TBA

Week #14 (beginning November 30): **December 2: ABSTRACT DUE.** FINAL ISSUES; BEGINNING OF PRESENTATION OF FINAL PROJECTS.

Week #15 (beginning December 7): PRESENTATION OF FINAL PAPER PROJECTS.

FINAL PAPER DUE MONDAY DECEMBER 14