Spanish 418: The evolution of Spanish (Fall 2013)

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Textbooks (these are required; buy them and bring them to every class):

Pharies, Breve historia de la lengua española (BHLE)
Klein-Andreu, Spanish through time (STT)

Required reference material:

A Spanish-English dictionary (also recommended is a comprehensive Spanish-only dictionary). This can be in printed form, a smart-phone app, a digital document, or an internet link, but you must have access to a dictionary at all times as you may be called upon to look up words.

Prerequisite: Spanish 215

OBJECTIVES:

The world’s 400+ million Spanish speakers are still speaking Latin after almost 1500 years (so are today’s French, Italian, Portuguese, and Romanian speakers)—but it’s not the same Latin (Julius Caesar wouldn’t be able to understand any of it). And the Spanish that spread to every continent in the world beginning in 1492 is very different than the many Spanishes of 2013. ALL languages change ALL the time. In this course we will discuss HOW and—to the greatest possible extent—WHY languages change, with primary emphasis on the evolution of Spanish. Whenever possible historical developments that affected Spanish will be compared with contemporary scenarios, many of which you will explore as part of the class assignments. You will learn about the resources available to study the development and spread of the Spanish language and will be introduced to some of the variation found in today’s Spanish-speaking world. You will also learn the fundamentals of linguistic analysis.

ASSIGNMENTS AND GRADES:

- 3 periodic exams during the semester (of necessity cumulative, but with emphasis on the material covered since the previous exam).
- 4 written homework assignments
- A final assigned topic on the origin (etymology) of a specific word or construction. This will be due at the beginning of final exam week.
- In-class participation (including brief oral presentations)
Grade breakdown:

- 3 exams @ 15%/each: 45%
- 4 homework assignments @ 5%/each: 20%
- final assignment: 15%
- overall participation: 20%

Participation:

The participation grade will be a composite of (1) being prepared to respond to questions and volunteer observations, (2) periodic brief oral presentations on assigned exploratory topics, (3) looking up definitions when requested, (4) and (only if I observe generalized inattentiveness) pop quizzes. There is no specific attendance policy except as regards exam dates (see below), but if you’re not there you’re not participating (no need to say more).

Grading: A: 92.5–100; A-: 89.5–92.4; B+: 86.5–89.4; B: 82.5–86.4; B-: 79.5–82.4; C+: 76.5–79.4; C: 72.5–76.4; C-: 69.5–72.4; D+: 66.5–69.4; D: 62.5–66.4; D-: 59.5–62.4; F: 00–59.4.

**THIS IS A PAPER-FREE COURSE.** All exams will be in virtual document format and be held in computer labs. All assignments are to be turned in electronically in documents prepared using Microsoft Word®. IPA (International Phonetic Association) phonetic symbols should be used when appropriate; IPA symbols should be in the DoulosSIL font, available from [www.sil.org](http://www.sil.org) Make sure you activate the “save TrueType fonts” or ‘embed fonts in the file” option in Word so that the IPA fonts will be embedded in the text and will be readable when I open them.

Send all written assignments in .doc format (choose the “Save as Word 97-2003” option), NOT as .docx Do NOT send your assignments in .pdf format; I will use the marginal comments function in Microsoft Word® to add my own observations.

Name each file with YOUR LAST NAME-ASSIGNMENT NAME.DOC (e.g. Lipski-first assignment.doc)

Contacting me

The best way to contact me (that is, outside of class or office hours) is by e-mail (jlipski@psu.edu). Do NOT send me messages in ANGEL since I use ANGEL only for posting class materials. During university working days I check my e-mail several times a day (that’s days, not nights) and will respond as soon as I open your message. On weekends, holidays and extended breaks I may not check e-mail more than once a day. I do not text, tweet, face, beep, or otherwise make myself instantly available so please be patient. I promise a timely, if not always instantaneous reply.

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.

Policy regarding missed exams

Makeup exams will be given only for absences recognized in official university policies
(http://senate.psu.edu/policies/42-00.html#42-27): personal or immediate family illness or
emergencies, participation in regularly scheduled, University-approved curricular and
extracurricular activities, or for documented civic duties (jury duty, court appearances, military
service, etc.). Absence due to job or professional school interviews will be excused upon receipt
of written confirmation prior to the date of the exam from the persons responsible for scheduling
the interview. (http://www.psu.edu/oue/aappm/classabs.pdf). Please note: non-emergency family
trips, vacations, weddings, internships, unofficial activities for other classes, and all other non-
official non-emergency absences will not be excused, so take note of the exam dates and make
your plans accordingly. When authorized, makeup exams will always be given after the
scheduled exam date, never before. A maximum of one makeup exam will be given for each
scheduled exam, at a time and place to be determined by me. Makeup exams will cover the same
material as the scheduled exam and have the same number of points, but will always have
different questions.

Class Conduct

• You will have my undivided attention and respect at all times. I expect the same from
  you:
• Please turn off and stow cell phones, iPods, and all other portable electronic devices
  except those that will be used only for accessing class materials.
• You may use laptop and tablet computers during the class; if you do so, I will assume that
  you are taking notes and acquiring materials for the class because you are a highly
  motivated student, and I will be sure to call on you.
• You may record my classes if you feel this will help you. You may not share the
  recordings with anyone not enrolled in the class and you may not post the recordings on
the internet or anywhere else.

- You may eat or drink anything that doesn’t make noise or leave a mess.
- Please make sure that everything that enters the classroom with you leaves with you or ends up in the trash can.
- Family and friends are welcome to visit the class. Spanish-challenged visitors should be warned beforehand.

Some useful references:

Alatorre, *Los 1001 años de la lengua española*
Company Company (coordinadora), *Sintaxis histórica de la lengua española*
Corominas, *Diccionario crítico-etimológico castellano e hispánico*
Harris & Vincent, *The Romance languages*
Klee and Lynch, *El español en contacto con otras lenguas*
Lapesa, *Historia de la lengua española*
Lipski, *A history of Afro-Hispanic language*
Lipski, *Varieties of Spanish in the United States*
Lloyd, *From Latin to Spanish*
Menéndez Pidal, *Manual de gramática histórica*
Penny, *A history of the Spanish language*
Penny, *Variation and change in Spanish*
Pountain, *A history of the Spanish language through texts*
Spaulding, *How Spanish grew*

**APPROXIMATE CALENDAR OF ASSIGNMENTS**

Week #1 (beginning August 26): *INTRODUCTION TO LANGUAGE CHANGE; THE PLACE OF SPANISH AMONG THE WORLD’S LANGUAGES.* **Readings:** BHLE chaps 1-2; STT chaps. 1, 2.

Week #2 (beginning September 4): *A LITTLE BIT OF LATIN.* **Readings:** BHLE chap. 4. STT chap. 3, secs. 3.1 and 3.2; chap. 10

Week #3 (beginning September 9): *FROM LATIN TO MEDIEVAL SPANISH: vowels.* **Readings:** BHLE pp. 77-85. STT chap. 9

Week #4 (beginning September 16): *FROM LATIN TO MEDIEVAL SPANISH: some consonant changes.* **Readings:** BHLE pp. 85-92. STT chap. 8 **Assignment #1 due Friday September 20**

Week #5 (beginning September 23): *PHONOLOGICAL DERIVATIONS.* **Readings:** BHLE pp. 92-101. **Assignment #2 due Friday September 27**

Week #6 (beginning September 30): *POST-MEDIEVAL SOUND CHANGES; REVIEW.* **Readings:** STT chap. 19. **Exam #1 Friday October 4**

Week #7 (beginning October 7): *MORPHOLOGY AND SYNTAX: LATIN TO OLD SPANISH.* **Readings:** BHLE chap. 6
Week #8 (beginning October 14): MORPHOLOGY AND SYNTAX: MEDIEVAL TO MODERN SPANISH; GRAMMATICALIZATION. **Readings:** BHLE chap. 7 **Assignment #3 due Friday October 18**

Week #9 (beginning October 21): LANGUAGE CONTACT AS AN ENGINE OF CHANGE; EARLY LANGUAGE CONTACTS IN THE IBERIAN PENINSULA. **Readings:** BHLE chap. 3.

Week #10 (beginning October 28): THE TRIUMPH OF CASTILIAN, THE RECONQUEST, SEPHARDIC (JUDEO) SPANISH AND THE STATE OF SPANISH CIRCA 1492. **Readings:** STT chaps. 14, 17 **Exam #2 Friday November 1**

Week #11 (beginning November 4): THE EMERGENCE OF (LATIN) AMERICAN SPANISH; PENINSULAR AND INSULAR INPUT, THE RISE OF CITIES, **Readings:** BHLE chap. 9, STT chap. 21

Week #12 (beginning November 11): CONTACT WITH NATIVE AMERICAN LANGUAGES. **Readings:** TBA. **Assignment #4 due Friday November 15**

Week #13 (beginning December 2): CONTACT WITH LANGUAGES OF INVOLUNTARY IMMIGRATION. **Readings:** TBA. **Exam #3 Friday December 6.**

Week #14 (beginning December 9): CONTACT WITH LANGUAGES OF VOLUNTARY IMMIGRATION. **Readings:** STT chap. 23 & TBA.

**Final assignment project due Monday December 16**