

EVOLUTION OF SPANISH
SPAN 418 --- SPRING 2012
TUESDAY, THURSDAY 1.00 – 2.15
270 WILLARD

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Office Hours: M 2:15 - 3:45, R 9:00 - 10:30 and by appointment

Objectives

The objectives of this course are (1) to introduce issues in the study of language change, focusing on sound change and morphosyntactic developments in Spanish; (2) to develop skills for carrying out text-based linguistic analysis; and (3) to gain familiarity with Spanish-language library resources and practice making academic presentations in Spanish.

Prerequisite SPAN 215 or 414 or 415 or equivalent

Texts

- 1: Klein-Andreu, Flora. 2010. *Spanish through time: An introduction*. München: Lincom. [= STT]
- 2: Pharies, David. 2007. *Breve historia de la lengua española*. Chicago: University of Chicago Press. See <http://www.clas.ufl.edu/users/pharies/breve.html> [= BHLE]

Requirements and grading

Exams (4 @ 18)	72%
Preparation, participation, assignments	10%
Oral presentation	13%
Final etymology assignment	5%

(1) The four partial exams will be taken in class on the day designated in the syllabus. Questions on the exams will be modeled on those contained in the assignments.

(2) Assignments will consist of answering review questions from *BHLE* and completing worksheets prepared by the instructor. We will review these in class on the date indicated and students should be prepared to participate by presenting their work. Since this class meets only twice a week, more than two absences per semester is considered excessive and will be reflected in the preparation/participation grade.

(3) Oral presentation: working in pairs, students will lead the class discussion on one of the topics indicated on the syllabus (*), on the corresponding date, with a 10 minute ppt presentation, followed by 5-10 minutes for questions. The presentation should draw on the textbook(s) and at least one print source (see General references below).

Students will prepare a handout, to be posted on Angel by midnight of the day preceding the class, consisting of 2-5 questions on the topic, which classmates should be able to answer by the end of the presentation. Submit these questions by email to the instructor at least one week prior to the scheduled presentation date. Think of these as short-answer questions appropriate for an exam.

The ppt should be uploaded to Angel no later than one day after the presentation (save the file as 'Topic_your names_date'). In addition, each student will individually turn in to the instructor one paragraph (in hard copy) describing their contribution to the ppt and listing sources consulted (for books, list the page range).

Oral presentations will be graded on:

- handout questions;
- content of the presentation (accuracy, relevance, thoroughness);
- organization of the presentation (is information presented coherently?);
- delivery (clarity and smoothness--practice together several times!).

(4) Final etymology assignment: each student will be assigned a Spanish word, for which they will identify the Latin source, show the regular sound changes leading up to its present realization, and provide at least one English cognate. Due: April 24. Hand in a one-page hard copy and be prepared to present to class.

Grade scale

A = 95 to 100; A- = 90 to 94; B+ = 88 to 89; B = 83 to 87; B- = 80 to 82; C+ = 76 to 79 C = 70 to 75; D = 60 to 69 and F = 59 and below.

Academic integrity

Penn State 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 other 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.

Disability access

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services. For further information regarding policies, rights and responsibilities please visit the Office for Disability Services (ODS) Website at: www.equity.psu.edu/ods/. Instructors should be notified as early in the semester as possible regarding the need for reasonable accommodations.

General 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*
Lapesa, *Historia de la lengua española*
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*

Week 1:	
1/10	Introducción: variación y cambio lingüístico
1/12	El método comparativo. Lenguas románicas (romances) <i>BHLE</i> Cap 2 La genealogía del español, pp. 21-31 <i>STT</i> Ch 2 Spanish as a Romance language, pp. 6-10 Tarea: <i>BHLE</i> #6 (p.31), #12 (p.32)
Week 2:	Latín clásico: fonología y morfosintaxis
1/17	<i>BHLE</i> Cap 4 La lengua latina, pp. 53-59 <i>STT</i> Ch 7 The production of speech sounds..., pp. 49-59 Tarea: <i>BHLE</i> #2, 3, 4, 5 (p.73)
1/19	<i>BHLE</i> Cap 4, pp. 59-73 Tarea: <i>BHLE</i> #6, 7, 8, 11 (pp.73-74)
Week 3:	Latín vulgar
1/24	<i>STT</i> Ch 3 'Vulgar Latin', pp. 11-23 <i>BHLE</i> Cap 3 Historia externa..., pp. 33-39; Transmisión... pp. 95-96
1/26	<i>STT</i> Ch 4 Vulgar Latin lexicon, pp. 24-26 *Préstamos y calcos célticos, germánicos, griegos <i>STT</i> Ch 10 Evidence of early developments, pp. 83-89 *El <i>Appendix Probi</i>
Week 4:	Cambio fónico
1/31	<u>PRIMER EXAMEN</u>
2/2	<i>BHLE</i> Cap. 5 Del latín al castellano medieval: Fonología, pp. 77-80 <i>STT</i> Ch 8 Early changes in consonants, pp. 60-64 Tarea: <i>BHLE</i> #1, 2, 3 (pp. 99-100)
Week 5:	Cambio de acentuación. Vocales
2/7	<i>BHLE</i> Cap 5, pp. 80-85
2/9	<i>STT</i> Ch 9 Changes in vowels, pp. 74-82 Tarea: <i>BHLE</i> # 5 (p. 100)
Week 6:	Consonantes - palatalización y lenición
2/14	<i>BHLE</i> Cap 5, pp. 85-87 <i>STT</i> Ch 8, 8.4-8.6, pp. 66-69
2/16	<i>BHLE</i> Cap 5, pp. 87-92 <i>STT</i> Ch 8, 8.7-8.8, pp. 69-73
Week 7:	Las derivaciones fonológicas
2/21	<i>BHLE</i> Cap 5, pp. 92-95 Tarea: <i>BHLE</i> #8 (p. 100)
2/23	<i>BHLE</i> Cap 5, pp. 95-99 Tarea: <i>BHLE</i> #6 (p. 100), #8 (p.101), #9 first 3 lines (p.100-101)
Week 8:	
2/28	Día de repaso para el segundo examen y/o 'catch-up'
3/1	<u>SEGUNDO EXAMEN</u>
Week 9:	Spring Break

Week 10: 3/13	Cambio morfosintáctico. Expresión analítica - expresión sintética <i>STT</i> Ch 5 Developments in grammar, 5.1, 5.1.1, 5.1.2, pp. 29-32 * Origen y evolución del sufijo <i>-mente</i> * Comparativos y superlativos <i>BHLE</i> Cap 6 Del latín al castellano med.: Morfología y sintaxis (p.108-109, 131)
3/15	Gramaticalización. <i>STT</i> Ch 5, 5.1.3, 5.1.4, 5.1.5, pp. 33-37
Week 11: 3/20 3/22	Analogía. Cambios en la frase nominal. <i>BHLE</i> Cap 6, pp. 120-128, 133-134 <i>STT</i> 5, 5.1.6, 5.1.7, pp. 37-43 <i>BHLE</i> 6, pp. 104-120, pp. 131-132
Week 12: 3/27	Reanálisis. <i>STT</i> Ch 6 Another word...on reinterpretations, pp. 44-47 * Los nombres de los días de la semana; <i>-a/-o</i> como femenino/masculino <i>BHLE</i> 6, pp. 134-6
	Tarea: <i>BHLE</i> #5--b, c, d, h, m, n, o (p.139)
3/29	<u>TERCER EXAMEN</u>
Week 13: 4/3	Contacto lingüístico <i>BHLE</i> Cap 3, pp. 39-46 <i>STT</i> Ch 11 The Germanic invasions, pp. 90-94 <i>STT</i> Ch 12 The Arab invasions, pp. 95-99 <i>STT</i> Ch 13 French influence, pp. 100-104 * Consecuencias lingüísticas de la invasión visigótica * Contacto con el árabe * Influencia del francés
4/5	Historia externa: el auge del castellano <i>BHLE</i> Cap 3 Historia externa..., pp. 46-51 <i>BHLE</i> Cap 7 Del castellano medieval al español moderno, pp. 141-150 <i>STT</i> Ch 17 The rise of Castilian, pp. 119-123 <i>STT</i> Ch 18 Standardization, pp. 124-128
	Tarea: <i>BHLE</i> #12, #13, #14, #15 (p.52) <i>BHLE</i> #2, #7 (p.165)
Week 14: 4/10	El castellano: cambio fónico <i>STT</i> Ch 14 Characteristics of Castilian, pp. 105-107 <i>STT</i> Ch 19 Modern changes in sound..., pp. 129-133, 139-140 <i>BHLE</i> Cap 7 Del castellano medieval al español moderno, pp. 150-156
4/12	<i>STT</i> Ch 19, pp. 133-139, 140-141
	Tarea: <i>BHLE</i> #8, #9, #10, #11 (pp. 165-166)
Week 15: 4/17	El castellano: cambio morfosintáctico <i>STT</i> Ch 16 Developments in form, pp. 113-118 <i>STT</i> Ch 20 More reinterpretations, 20.2, pp. 146-152 <i>BHLE</i> , pp. 111-112, 156-158 * Términos de tratamiento
4/19	<u>CUARTO EXAMEN</u>
Week 16:	Etymology assignment presentations

SPAN 418 Topics for pair presentations

Date Topic

1/26 Préstamos y calcos célticos, germánicos, griegos [*STT* §4.1, *BHLE*, pp. 34-35]

1/26 El *Appendix Probi* [*STT* §10.1]

3/13 Origen y evolución del sufijo *-mente* [*STT* §5.1.1, *BHLE*, pp. 131]

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Comparativos y superlativos [*STT* §5.1.2, *BHLE*, pp. 108-109]

3/27 Los nombres de los días de la semana [*STT* §6.1.1]

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Interpretación de las desinencias -a/-o como femeninas/masculinas [*STT* §20.2.5]

4/3 Consecuencias lingüísticas de la invasión visigótica [*STT* Ch 11, *BHLE*, pp. 39-42]

4/3 Contacto con el árabe [*STT* Ch 12, *BHLE*, pp. 42-46]

4/3 Influencia del francés [*STT* Ch 13]

4/17 Términos de tratamiento (*vos, usted*) [*STT* §20.2.2, *BHLE*, pp. 111-112, 156-158]