RUTGERS–NEW BRUNSWICK
School of Arts and Sciences
Department of Spanish and Portuguese

SOCIOLINGUISTICS OF THE SPANISH-SPEAKING WORLD

INSTRUCTOR
Instructor: Kendra V. Dickinson, PhD
Office: Academic Building 5171
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Student support hrs: Wed. 1:30-3:30, or by appt.

COURSE INFORMATION
Course number: 01:940:367
Format: In-person
Day/Time: T/Th, 3:50-5:10pm
Location: HC-S120

I. COURSE DESCRIPTION

This course is a designed to familiarize students with topics related to language use in social contexts in Spanish-speaking communities and to provide a comprehensive introduction to theories and methods of sociolinguistic research. We will examine how both social elements – such as language ideologies, race, gender, socioeconomic status, identity, and multilingualism, – in addition to linguistic mechanisms, can influence language variation. This course will provide hands-on practice in sociolinguistic methods and will expand students' awareness of social aspects of language and their implications for both for linguistic analysis and in the world at large.

II. OBJECTIVES

The course is designed to satisfy the learning goals of the Department of Spanish and Portuguese for majors and minors. By the completion of this course, students will:

1. Recognize the complexity of Spanish as a polycentric language.
2. Have an expanded awareness of social aspects of language and their implications for linguistic analysis.
3. Have broad knowledge of multiple areas of sociolinguistic inquiry, including, but not limited to, the relationships between language and age, gender, social class, and identity.
4. Be familiar with a breadth of methodologies that are used in sociolinguistic research, including, corpus analysis, sociolinguistic interviews, experimental methods, and others.
5. Be aware of the real-life applications and implications of sociolinguistic theory and the findings of sociolinguistic research.
6. Better understand how sociolinguistic theory and practice can be applied to their personal and professional lives.

III. MATERIALS

The following text is required for this course. It is available in digital format via the Rutgers University Libraries and can be accessed via the link below. However, only 3 students can read the books online simultaneously. Books can be purchased in paperback or digital formats. All additional texts will be provided on Canvas.

Díaz-Campos, Manuel. (2014). *Introducción a la sociolingüística hispánica*. John Wiley & Sons. bit.ly/3XVdAHm

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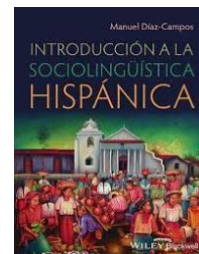
IV. ASSIGNMENTS AND GRADE COMPONENTS

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<tr><td colspan="2" align="center">GRADING SCALE</td></tr>
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A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
D	65-69
F	0-64

GRADE COMPONENTS

1. Homework	30%
2. Projects	70%
3. Extra credit (optional)	4%

1. **Homework Assignments (30%)**
   Students will regularly receive homework assignments to be submitted on Canvas. Assignments will be available to students at least one week in advance of the deadline. These assignments will include a mix of short answer questions, essay questions, reflection, linguistic analysis, and interpretation of sociolinguistic findings.

2. **Projects (70%)**
   Students will complete 4 mini-projects over the course of the semester. More detail will be provided about each project in advance of the due date.

   i. **Project 1: Entrevista sociolingüística y análisis sociofonético (20%)**
      Students will conduct and record a 10–15-minute sociolinguistic interview with a native speaker of Spanish and submit the recording on Canvas. Then, they will investigate the realization of coda /s/ in the interview, write a report of their findings.

   ii. **Project 2: Investigación de corpus (20%)**
      Students will select a morphosyntactic phenomenon and carry out a corpus search to collect and code 50 tokens of their chosen variable. They will code the tokens according to potential predictor variables and write a report of their findings.

   iii. **Project 3: Encuesta de actitudes (20%)**
      As a class, we will design an survey to investigate language attitudes. Each student will be responsible for recruiting 3 participants to complete the study. After examining the data, students will write a short paper about the process and the findings.

   iv. **Project 4: Paisajes lingüísticos de New Brunswick (10%)**
      Students will work in pairs to visit and document the linguistic landscape of an assigned location in New Brunswick.

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3. **Extra credit**

The following extra credit options are opportunities for students to receive up to 4% added to their overall grade in the course. Students may elect to:

   a) Not complete any extra credit
   b) Complete only one of the options (for 2% added to overall grade)
   c) Complete Option 1 once (for 2% added to overall grade) and Option 2 once (for 2% added to overall grade), for a total of 4%
   d) Complete Option 2 twice (2% for each time)

   i. **Option 1:** At the end of the semester, the instructor will administer a survey about your experiences studying linguistic landscapes in the course, which is part of a larger research project across multiple classes and sections. The survey will be anonymous and will take approximately 20 minutes to complete.

   ii. **Option 2:** Extra credit can be received by participating in an event or activity related to the use of Spanish or diverse Spanish-speaking cultures outside of the classroom and then preparing a brief reflection on the experience. Opportunities will be mentioned by the instructor. If you plan to participate in event that you believe could be used for extra credit, please get it approved by the instructor beforehand.

V. COURSE POLICIES

Assignment policies

All assignments should be turned in on Canvas by the due date. Late assignments will be reduced by 5% of the total possible points for each 24-hour period that they are late, beginning 1 minute after the deadline. For each subsequent 24-hour period, another 5% will be subtracted, up to 50% off. This means that students can turn in late assignments at any time before the last day of classes for partial credit. However, this policy is flexible, provided that you maintain open communication with the instructor. If you feel that you will not be able to complete certain coursework by the established deadline for any reason at all, please contact me as soon as possible so that we can make alternative arrangements (such as a new deadline or additional support) for you to complete the work.

Attendance Policies

Students are expected to attend all classes. You will get out of this class what you put into it and attending class and actively participating will help you expand your abilities and succeed in the course. In the event of an absence, it is your responsibility to:

1. Self-report your absence via the Rutgers system for doing so: https://sims.rutgers.edu/ssra/
2. Reach out to fellow students for class notes and to contact the instructor or other students for information about assignments, announcements, etc.

For more information, visit: (https://scheduling.rutgers.edu/scheduling/religious-holiday-policy)

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Communication

Both the teacher and the students are responsible for checking email every 48 hours, except on the weekends and during holidays. To receive the promptest reply, please email me at rather than contacting me through Canvas.

Academic Misconduct

Students are responsible for reading, understanding, and abiding by the Code of Academic Integrity at Rutgers University. Examples of academic dishonesty include, but are not limited to, plagiarism, cheating, and aiding and abetting dishonesty. Students are responsible for:

- Properly acknowledging and citing all use of the ideas, results, or words of others
- Properly acknowledging all contributors to a given piece of work
- Making sure that all work submitted as their own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration.
- Treating all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

VI. RESOURCES

Office of Disability Services (ODS)

(848) 445-6800 / dsoffice@echo.rutgers.edu / www.ods.rutgers.edu

The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) can be requested and will be sent to the student and instructor.

Additional student support and wellness resources

Student Success Essentials	**https://success.rutgers.edu**
Student Support Services	https://www.rutgers.edu/student-support
The Learning Centers	https://learningcenters.rutgers.edu/
Rutgers Libraries	https://www.libraries.rutgers.edu/
Bias Incident Reporting	https://studentaffairs.rutgers.edu/resources/bias-prevention-reporting
Dean of Students – Student Support Office	https://success.rutgers.edu/resource/dean-of-students-advocacy-outreach-support
Office of Veteran and Military Programs and Service	https://veterans.rutgers.edu

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Student Health Services	https://health.rutgers.edu/
UWill: Free immediate access to teletherapy; you can choose a therapist based on your preferences	https://health.rutgers.edu/uwill
Office for Violence Prevention and Victim Assistance	https://vpva.rutgers.edu/
Basic Needs Assistance (food, housing, essentials)	https://ruoffcampus.rutgers.edu/basic-needs
Rutgers Student Food Pantry	https://ruoffcampus.rutgers.edu/basic-needs/food-assistance

VII. STATEMENTS

Land Acknowledgement

We acknowledge that the land on which we stand is the ancestral territory of the Lenape People. We pay respect to Indigenous people throughout the Lenape diaspora – past, present, and future – and honor those who have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous peoples. For more information, and details about moving *beyond* land acknowledgements, you can visit:

- https://diversity.rutgers.edu/honor-native-land http://www.lspirg.org/knowtheland
- https://doi.org/10.2307/j.ctt1k3s9r0.5

Instructor's Statement

My educational philosophy and teaching style are deeply rooted in teaching to the whole student, recognizing that everyone reacts to and understands course materials based on their own realities and lived experiences. I am a whole person and so is each one of my students. There are many circumstances in the world that can impact our ability to do our best academic work, from political unrest to pandemics, from social injustices to personal challenges. If, at any point, you experience anything impacting your performance or ability to participate in this class, please reach out to me. I promise to treat you as a whole person, and work with you to come up with solutions or resources to help you be successful in this course.

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VIII. COURSE CALENDAR

This is a **tentative schedule**, which may be modified as the semester develops at the instructor's discretion. Students will be advised of any changes and additions in class and on Canvas. All assignments and readings are to be done *before* class on the day that they are listed.

DC = Díaz-Campos (2014)

https://www.primerahora.com/opinion/prof-gabriel-paizy/columnas/en-puelto-rico-hablamos-mal/

Wk	Class Date	Topic	Readings	Assignments Due
1	Jan. 22nd	Introducción		
2	Jan. 27th	Introducción	DC Capítulo 1: pp. 1-7 What is 'Correct' Language?	
	Jan. 29th	Introducción	DC Capítulo 1: pp. 7-23	Intro Survey
3	Feb. 3rd	Edad	DC Capítulo 2: pp. 30-38	
	Feb. 5th	Género	DC Capítulo 2: pp. 38-50	Tarea 1
4	Feb. 10th	Nivel socioeconómico	DC Capítulo 2: pp. 50-57	
	Feb. 12th	Taller de Proyecto 1	Tagliamonte (2006)	Tarea 2
5	Feb. 17th	Sociofonología	DC Capítulo 3: pp. 65-79	
	Feb. 19th	Sociofonología	DC Capítulo 4: pp. 90-101	Tarea 3
6	Feb. 24th	Guest Speaker: Yhosep Barba Blanco	¿En 'Puelto Rico' hablamos mal?	
	Feb. 26th	Sociofonología y la música popular Taller de Project 1b	Everybody Wants to Sound Like Bad Bunny	Proyecto 1, Parte A
7	March 3rd	Variación morfosintáctica	DC Capítulo 5: pp. 123-138	
	March 5th	Variación morfosintáctica	DC Capítulo 6: pp. 154-166	Tarea 4
8	March 10th	Variación morfosintáctica	DC Capítulo 6: pp. 166-172	
	March 12th	Taller de Mini-Proyecto 2	DC Capítulo 5: pp. 139-148	Proyecto 1, Parte B
8	Spring Break			
9	March 24th	Actitudes e identidad lingüísticas	DC Capítulo 10: pp. 266- 270	
	March 26th	Actitudes e identidad lingüísticas	DC Capítulo 10: pp. 271-280	Proyecto 2, Parte A
10	March 31st	Actitudes e identidad lingüísticas	DC Capítulo 10: pp. 281-290	
	April 2nd	Guest Speaker: Alejandro Jauma Losa	TBA	Proyecto 2, Parte B

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11	April 7th	Taller de Mini-Proyecto 3	Drager (2018) Chapter 3	Proyecto 3, Parte A (at the end of class)
	April 9th	Lenguas en contacto	DC Capítulo 7: pp. 179-191	Tarea 5
12	April 14th	Lenguas en contacto	DC Capítulo 7: pp. 191-201	
	April 16th	Lenguas en contacto	DC Capítulo 7: pp. 202-208	Proyecto 3, Parte A
13	April 21st	Actitudes e identidad lingüísticas	DC Capítulo 10: pp. 271-280	
	April 23rd	Paisajes lingüísticos Taller de Mini-Proyecto 4	Gorter (2006)	Proyecto 3, Parte B
14	April 28th	Bilingüísmo y el español en los EEUU	DC Capítulo 8: pp. 214-224	
	April 30th	Bilingüísmo y el español en los EEUU	DC Capítulo 8: pp. 225-235	Tarea 6
15	May 5th	Course Wrap-up		Proyecto 4

Bibliography

Cenoz, Jasone & Durk Gorter. 2006. Linguistic landscape and minority languages. *International Journal of Multilingualism*, *3*(1), 67-80.

Díaz-Campos, Manuel. 2014. *Introducción a la sociolingüística hispánica*. John Wiley & Sons.

Drager, Katie. 2018. Experimental Research Methods in Sociolinguistics. London: Bloomsbury.

Gorter, Durk. 2006. Introduction: The study of the linguistic landscape as a new approach to multilingualism. *International Journal of Multilingualism*, *3*(1), 1-6.

Medina, E., Dominguez, L., & Sulbarán, P. (2024, June 14). Bad Bunny and reggaeton have sparked a Puerto Rican Spanish renaissance. The New York Times. https://www.nytimes.com/interactive/2024/06/14/arts/music/bad-bunny-reggaeton-puerto-rico-spanish.html

Paizy, G. (2020, January 16). ¿En 'Puelto Rico' hablamos mal? Primera Hora. https://www.primerahora.com/opinion/prof-gabriel-paizy/columnas/en-puelto-rico-hablamos-mal/

Tagliamonte, Sali. 2006. *Analysing Sociolinguistic Variation*. Cambridge University Press.