

## SPANISH LANGUAGE IN SOCIAL CONTEXTS

FALL 2024

### **INSTRUCTOR**

**Instructor:** Kendra V. Dickinson, PhD  
**Office:** Academic Building 5171  
**E-mail:** [kendra.dickinson@rutgers.edu](mailto:kendra.dickinson@rutgers.edu)  
**Student support hours:** Tues. 1-3PM, and by appt.

### **COURSE INFORMATION**

**Course number:** 01:940:586  
**Section:** 01  
**Format:** In-person  
**Day/Time:** Thursdays, 10:20AM-1:30 PM  
**Location:** AB 5190

### **I. COURSE DESCRIPTION**

This course is designed to familiarize students with topics related to language use in social contexts in Spanish-speaking communities and to provide a comprehensive introduction to the theoretical frameworks and methods of sociolinguistic research. In particular, we will examine how both social elements – such as language ideologies, race, gender, socioeconomic status, and identity – and linguistic and cognitive mechanisms can influence sociolinguistic variation. In addition to theoretical components, this course will also include hands-on practice in sociolinguistic methods, including data collection and coding procedures. This course will expand students' awareness of social aspects of language and their implications for both for linguistic analysis and in the world at large and will provide them with the tools necessary to develop their own research related to Spanish in social contexts.

### **II. OBJECTIVES**

The course is designed to satisfy the learning goals of the [Department of Spanish and Portuguese for the PhD in Bilingualism and Second Language Acquisition](#). By the completion of this course, students will:

- Be familiar with the scope of sociolinguistics and its relationship to other subdisciplines and academic fields
- Have an expanded awareness of social aspects of language and their implications for linguistic analysis
- Have broad knowledge of multiple areas of sociolinguistic inquiry, including, but not limited to, the relationships between language and age, gender, social class, race, and identity.
- Be familiar with a breadth of methodologies that are used in sociolinguistic research, including, but not limited to, corpus analysis, sociolinguistic interviews, ethnography, and experimental methods.
- Possess the necessary methodological and analytical skills to develop their own research agenda on a specific topic related to Spanish sociolinguistic variation.
- Be aware of the real-life implications of sociolinguistic theory and the findings of sociolinguistic research
- Better understand how sociolinguistic theory and practice can be applied to their own life, work, and research, regardless of the discipline.

### **III. MATERIALS**

All course materials will be provided on Canvas, including journal articles and book chapters. Please see Section X for the full bibliography of required readings for the course, as well as related supplemental (optional) readings.

### **IV. CLASS STRUCTURE**

While there is no participation grade in this course, participation is an essential component in the success of this class. Scholarly endeavors and intellectual pursuits are richer when they foster community and include a variety of perspectives. As your instructor, I will spend time during class reviewing core concepts and answering questions,

but since this is a seminar-style course, the majority of our class time will be spent discussing concepts and readings *together*. For this reason, it is critical that you (1) show up for class, (2) do the readings, (3) reflect on the readings before coming to class, and (4) participate actively, both by sharing your insights and questions *and* by listening to and collaborating with peers. See [Succeeding in a Graduate Seminar](#) and [Maximizing Your Success in Graduate School Seminars](#) for additional tips.

## V. GRADING AND GRADE COMPONENTS

### GRADING SCALE

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
D	65-69
F	0-64

### GRADE COMPONENTS

Homework	30%
Research Notebooks	20%
Research Project and Related Assignments	50%

#### 1. Homework Assignments (30%)

At the end of class, students may receive a homework assignment to complete and submit on Canvas before the subsequent class. These assignments may consist of short essay prompts, activities to practice investigative methodologies, writing practice, and data analysis, among others.

#### 2. Research Notebooks (20%)

A critical part of being an active researcher is generating new ideas for research projects and making connections between your own ideas and previous work. Students will keep a research “notebook” to reflect on the readings for each week, make connections between sociolinguistics and their own research interests, and brainstorm ideas for new research projects. Students are required to submit “notebook” entries to Canvas that provide answers to the questions below in any format (complete sentences, short paragraphs, bullet points). Submissions can be provided as electronic documents, or, if using a real-life notebook, as a picture of your written entry. **Submissions are limited to a 200-word maximum and will be graded for completion.**

##### Related to the reading(s) for the week:

- (1) How might the concepts, methods, or results, etc. in this week’s reading(s) be applicable to your own area of research interest?
- (2) What ideas for new research do you have based on this week’s reading(s)?
- (3) What, if anything, have you observed in language this week (e.g., with family, on the radio, in another class, etc.) that may be a variable of sociolinguistic interest? (optional)
- (4) What (if any) questions/doubts do you have either about the content of the readings or about applying sociolinguistic frameworks to your own research? (optional)

#### 3. Research Project (50%)

Students will produce an original research project related to an area of sociolinguistic inquiry. This proposal will consist of several assignments, including both an oral presentation and a final paper, as well as smaller assignments over the course of the semester that build to the final product.

- a. Topic Submission (5%)
- b. Research Questions (5%)
- c. Background Literature draft (15%)
- d. Hypotheses (5%)
- e. Methods draft (15%)
- f. Presentation (with preliminary results, at minimum) (20%)
- g. Final Written Project (40%)

## VI. 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, up to 50% off. This means that students can turn in late assignments at any time before the last day of classes and still receive up to 50% credit for their work. However, this policy is flexible, provided that you communicate your needs with me. 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.

### Communication

Both the teacher and the students are responsible for checking email every 48 hours, not including weekends and holidays. please email me at [kendra.dickinson@rutgers.edu](mailto:kendra.dickinson@rutgers.edu) to receive the promptest reply rather than contacting me through Canvas.

### Academic Misconduct

Students are responsible for reading and understanding 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. An example of plagiarism would be to submit a written sample which in part or in whole is not the student's own work without attributing the source. Cheating includes allowing another person to do your work and submitting the work under your own name.

For more information, please review the documents provided by Rutgers that outline the details of this policy: <http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/>

## VII. RESOURCES

### Rutgers University Libraries

The Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. Get started here: [Introduction to Rutgers University Libraries](#)

### Office of Disability Services (ODS)

(848) 445-6800 | [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu) | [website](#)

Rutgers University is committed to the creation of an inclusive and safe learning environment for all students and welcomes students with disabilities into all the University's educational programs. ODS provides reasonable academic accommodations for students with disabilities.

### **Rutgers Center for Social Justice Education and LGBT Communities (SJE)**

848-445-4141 | [sje@echo.rutgers.edu](mailto:sje@echo.rutgers.edu) | [website](#)

SJE promotes a supportive environment for students of all backgrounds, with a focus on gender and sexuality, while promoting both social and educational opportunities for leadership, identity, and social justice advocacy development.

### **Counseling, ADAP & Psychiatric Services (CAPS)**

848-932-7402 | [health@rutgers.edu](mailto:health@rutgers.edu) | [website](#)

University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University.

### **UWill**

<http://health.rutgers.edu/uwill/>

Free immediate access to teletherapy; you can choose a therapist based on your preferences including issue, gender, language, ethnicity.

### **Violence Prevention & Victim Assistance (VPVA)**

848-932-1181 (24/7 Availability) | [vpva@echo.rutgers.edu](mailto:vpva@echo.rutgers.edu) | [website](#)

The Office of Violence Prevention and Victim Assistance provides counseling and advocacy, to the University community, aiming to prevent and address interpersonal violence. They offer 24/7 crisis intervention with confidential advocates.

### **Additional Resources**

Bias Incident Reporting

<https://nbdiversity.rutgers.edu/bias-and-crisis-support>

Student Health Services

<https://health.rutgers.edu/>

Basic Needs Assistance (food, housing, and other essentials):

<https://ruoffcampus.rutgers.edu/basic-needs>

## **VIII. IMPORTANT ACKNOWLEDGEMENTS**

### **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 (<https://diversity.rutgers.edu/honor-native-land>). For more information, you can visit:

- <http://www.lspirg.org/knowtheland>
- <https://doi.org/10.2307/j.ctt1k3s9r0.5>

### **Instructor's Statement**

I believe that learning is not simply absorbing information, but rather from comes from doing and connecting to your own experiences. For this reason, 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 strive to create learning environments that make impactful connections between course content, the self, and the world-at-large, providing multiple means of representation, action, expression, and engagement to cultivate inclusive learning experiences for all students as whole persons.

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 and supported in life.

## IX. COURSE CALENDAR

This is a **tentative schedule**, which may be modified as the semester develops at the instructor's discretion. All assignments and readings are to be done *before* class on the day that they are listed.

**RN:** Research Notebook

**RP:** Research Project

**HW:** Homework

Class Date	Topic	Readings	Other Assignments
September 5 <sup>th</sup>	Introduction	Wardhaugh & Fuller (2015) Chapter 1	
September 12 <sup>th</sup>	The field of (Spanish) sociolinguistics	Wardhaugh & Fuller (2015) Chapter 3 Wardhaugh & Fuller (2015) Chapter 6 Díaz-Campos et al. (2020)	RN1
September 19 <sup>th</sup>	Age	Llamas (2006) Roels & Enghels (2020) Michnowicz (2021)	RN2 HW1 Download <a href="#">Praat</a>
September 26 <sup>th</sup>	Gender and sexuality	Queen (2013) File-Muriel et al. (2021) Fernández-Mallat & Dearstyne (2021)	RN3 HW2
October 3 <sup>rd</sup>	Social class	Ash (2013) Molina Martos (2020) Shin & Otheguy (2013)	RN4 HW3
October 10 <sup>th</sup>	Style	Schilling (2013) Holguín Mendoza (2017) Callesano (2023)	RN5 HW4
October 17 <sup>th</sup>	<i>No class – Kendra at conference</i>		
October 24 <sup>th</sup>	Race and ethnicity	Rosa & Flores (2017) Powel (2022)	RN6 RP: Topic(s) and RQs
October 31 <sup>st</sup>	Language Contact	Erker & Bruso (2017) Woods & Rivera-Mills (2012)	RN7 HW6

November 7 <sup>th</sup>	Language attitudes and sociolinguistic perception	Campbell-Kibler (2010a) Callesano & Carter (2019)	RN8 RP: Background Lit
November 14 <sup>th</sup>	Language attitudes and sociolinguistic perception	Chappell (2019) Walker et al. (2014) Chappell & Barnes (2023)	RN9 RP: Hypotheses
November 21 <sup>st</sup>	Cognitive Sociolinguistics	Campbell-Kibler (2010b) Claes (2017)	RN10 RP: Methods
November 26 <sup>th</sup> - <i>this is a Tuesday, Rutgers schedule change</i>	Sociolinguistics, communities, and justice	Wolfram (2013) Bucholtz et al. (2014) Carter (2018)	RN11
December 5 <sup>th</sup>	Final Presentations		RP: Presentation – with preliminary findings
<b>Final Written Project due by December 20<sup>th</sup> at 11:59PM</b>			

## X. BIBLIOGRAPHY

### *Required Readings*

- Ash, S. (2013). Social Class. In Chambers, J.K. & Schilling N. (Eds.), *The Handbook of Language Variation and Change* (pp. 350-367). John Wiley & Sons.
- Callesano, S., & Carter, P. M. (2019). Latinx perceptions of Spanish in Miami: Dialect variation, personality attributes and language use. *Language & Communication*, 67, 84-98.
- Campbell-Kibler, K. (2010a). Sociolinguistics and perception. *Language and linguistics compass*, 4(6), 377-389.
- Campbell-Kibler, K. (2010b). New directions in sociolinguistic cognition. *University of Pennsylvania Working Papers in Linguistics*, 15(2), 5.
- Chambers, J. K., & Schilling, N. (Eds.). (2013). *The handbook of language variation and change*. John Wiley & Sons.
- Chappell, W. (2019). The sociophonetic perception of heritage Spanish speakers in the United States. *Recent Advances in the Study of Spanish Sociophonetic Perception*, 21, 239-264.
- Chappell, W., & Barnes, S. (2023). Stereotypes, language, and race: Spaniards' perception of Latin American immigrants. *Journal of Linguistic Geography*, 11(2), 104-118.
- Claes, J. (2017). Probabilistic grammar: The view from cognitive sociolinguistics. *Glossa: A Journal of General Linguistics*, 2(1).
- Díaz-Campos, M., Escalona Torres, J. M., & Filimonova, V. (2020). Sociolinguistics of the Spanish-Speaking World. *Annual Review of Linguistics*, 6, 363-388.
- Erker, D., & Bruso, J. (2017). Uh, bueno, em...: Filled pauses as a site of contact-induced change in Boston Spanish. *Language Variation and Change*, 29(2), 205-244.
- File-Muriel, R., Brown, E., & Gradoville, M. (2021). A sociophonetic approach to /s/-realization in the Colombian Spanish of Barranquilla. In *Sociolinguistic Approaches to Sibilant Variation in Spanish* (pp. 246-61). Routledge.
- Fought, C. (2013). Ethnicity. In Chambers, J.K. & Schilling N. (Eds.), *The Handbook of Language Variation and Change* (pp. 388-306). John Wiley & Sons.
- Michnowicz, J. (2021). Apparently real changes: Revisiting final/-m/in Yucatan Spanish. In *The Routledge handbook of Variationist Approaches to Spanish* (pp. 249-262). Routledge.
- Molina Martos, I. (2020). Between dialect and standard: Dynamics of variation and change in Madrid. *Spanish in*

*Context*, 17(2), 178-199.

- Powell, D. (2022). Yo soy de p fkn r: Mainstream reggaeton artists' use of coda [l] as a raciolinguistic marker. *Borealis—An International Journal of Hispanic Linguistics*, 11(2), 7-40.
- Queen, R. (2013). Gender, Sex, Sexuality, and Sexual Identities. In Chambers, J.K. & Schilling N. (Eds.), *The Handbook of Language Variation and Change* (pp. 368-387). John Wiley & Sons.
- Roels, L., & Enghels, R. (2020). Age-based variation and patterns of recent language change: A case-study of morphological and lexical intensifiers in Spanish. *Journal of Pragmatics*, 170, 125-138.
- Rosa, J., & Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective. *Language in Society*, 46(5), 621-647.
- Schilling, N. (2013). Investigating Stylistic Variation. In Chambers, J.K. & Schilling N. (Eds.), *The Handbook of Language Variation and Change* (pp. 328-349). John Wiley & Sons.
- 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(4), 429-452.
- Walker, A., García, C., Cortés, Y., & Campbell-Kibler, K. (2014). Comparing social meanings across listener and speaker groups: The indexical field of Spanish/s. *Language Variation and Change*, 26(2), 169-189.
- Wardhaugh, R., & Fuller, J. M. (2015). *An Introduction to Sociolinguistic*. Wiley Blackwell.
- Woods, M. R., & Rivera-Mills, S. V. (2012). El tú como un "mask": Voseo and Salvadoran and Honduran Identity in the United States. *Studies in Hispanic and Lusophone Linguistics*, 5(1), 191-216.

### **Additional Optional Readings**

- Bayley, R. (2013). Variationist sociolinguistics. In R. Bayley, R. Cameron, & C. Lusas (eds.), *The Oxford Handbook of Sociolinguistics*, 11–30. Oxford: Oxford University Press.
- Bayley, R. (2013). The quantitative paradigm. In J. K. Chambers & N. Schilling (eds.), *The Handbook of Language Variation and Change*, 2nd ed., 85–107. Malden, MA: Wiley Blackwell.
- Bucholtz, M. (1999). Why be normal? Language and identity practices in a community of nerd girls. *Language in Society* 28: 203–223.
- Chaparro, S. E. (2019). But mom! I'm not a Spanish boy: Raciolinguistic socialization in a two-way immersion bilingual program. *Linguistics and Education*, 50, 1-12.
- Chappell, W. (2016). On the social perception of intervocalic/s/voicing in Costa Rican Spanish. *Language Variation and Change*, 28(3), 357-378.
- Delforge, A. M. (2012). 'Nobody wants to sound like a provinciano': The recession of unstressed vowel devoicing in the Spanish of Cusco, Perú. *Journal of Sociolinguistics*, 16(3), 311-335.
- Díaz-Campos, M., Fafulas, S., & Gradoville, M. (2011). Going retro: An analysis of the interplay between socioeconomic class and age in Caracas Spanish.
- Díaz-Campos, M., Fafulas, S., & Gradoville, M. (2018). Stable variation or change in progress? A sociolinguistic analysis of pa (ra) in the Spanish of Venezuela.
- Dibbern, J., & D'Onofrio, A. (2024). The influence of raciolinguistic expectations on phoneme categorization in Spanish–English bilinguals. *International Journal of Bilingualism*, 28(3), 440-453.
- Eckert, P. (2012). Three waves of variation study: The emergence of meaning in the study of sociolinguistic variation. *Annual Review of Anthropology*, 41(1), 87-100.
- Erker, D. (2022). How social salience can illuminate the outcomes of linguistic contact: Data from Spanish in Boston. In *The Coherence of Linguistic Communities* (pp. 145-162). Routledge.
- Fafulas, S., Díaz-Campos, M., & Gradoville, M. (2018). Stable variation or change in progress? A sociolinguistic analysis of pa (ra) in the Spanish of Venezuela. *Language variation and contact-induced change: Spanish across space and time*, 223-245.
- Feke, M. S. (2003). Effects of native language and sex on back channel behavior. In *Selected Proceedings from the First Workshop on Spanish Sociolinguistics. Cascadilla Proceedings Project* (No. 1997, pp. 96-106).

- Flores, N., Phuong, J., & Venegas, K. M. (2020). "Technically an EL": The production of raciolinguistic categories in a dual language school. *Tesol Quarterly*, 54(3), 629-651.
- Guy, G. R. (2014). Words and numbers: Statistical analysis in sociolinguistics. In J. Holmes & K. Hazen (eds.), *Research Methods in Sociolinguistics: A Practical Guide*, 194-210. Malden, MA: Wiley-Blackwell.
- Hernández-Campoy, J. M. (2014). Research methods in Sociolinguistics. *AILA Review*, 27(1), 5-29
- Hurtado, A., & Vega, L. A. (2004). Shift happens: Spanish and English transmission between parents and their children. *Journal of social issues*, 60(1), 137-155.
- Labov, W. (1973). *Sociolinguistic Patterns*. University of Pennsylvania Press.
- Lawrence, A., & Clemons, A. (2023). (Mis) languaging and (mis) translating identity: Racialization of Latinidad in the US mediascape. *Latino Studies*, 21(1), 42-63.
- Lyons, K., & Rodríguez-Ordóñez, I. (2017). Quantifying the linguistic landscape: A study of Spanish-English variation in Pilsen, Chicago. *Spanish in Context*, 14(3), 329-362.
- Mendoza-Denton, N. (1999). Sociolinguistics and linguistic anthropology of US Latinos. *Annual Review of Anthropology*, 375-395.
- Mendoza-Denton, N., & Osborne, D. (2010). Two languages, two identities. *Language and Identities*, 113.
- Milroy, J. (2001). Language ideologies and the consequences of standardization. *Journal of Sociolinguistics*, 5(4), 530-555.
- Otheguy, R., Zentella, A. C., & Livert, D. (2007). Language and dialect contact in Spanish in New York: Toward the formation of a speech community. *Language*, 770-802.
- Padilla, L. (2024). Spanish subject pronoun expression among Bube speakers in Equatorial Guinea. *International Journal of Bilingualism*, 28(2), 204-218.
- Roels, L., De Latte, F., & Enghels, R. (2021). Monitoring 21st-Century real-time language change in Spanish youth speech. *Languages*, 6(4), 162.
- Ramos, J. E., & Shea, C. (2023). Speaking Race or Racialized Speaking: Evidence from Perceptions of Lateral Variants by Puerto Rican Listeners. *Hispania*, 106(3), 473-494.
- Rosa, J., & Flores, N. (2020). Reimagining race and language. *The Oxford handbook of language and race*, 90-107.
- Toribio, A. J., & Clemons, A. M. (2019). Se comen la [s] pero a veces son muy fisnos: Observations on coda sibilant elision, retention, and insertion in popular Dominican (-American) Spanish. In *Dialects from Tropical Islands* (pp. 71-87). Routledge.
- Valenzuela, M. R. (2016). Sociolinguistic variation and change in Chilean voseo. *Forms of Address in the Spanish of the Americas*, 87-117.
- Wolfram, W. (1993). Identifying and interpreting variables. In D. Preston (ed.), *American Dialect Research*, 193-211. Amsterdam: John Benjamins.
- Zentella, A. C. (2014). TWB (Talking while Bilingual): Linguistic profiling of Latina/os, and other linguistic torquemadas. *Latino Studies*, 12(4), 620-635.