

**UNIVERSITY OF NEVADA, LAS VEGAS**  
**DEPARTMENT OF WORLD LANGUAGES AND CULTURES**  
**FALL 2023**  
**TOPICS IN HISPANIC LINGUISTICS**  
**BILINGUALISM**

- Course Number: SPAN 410
- Credits: 3
- Prerequisite: SPAN 302
- Section: 001
- Days: Mondays and Wednesdays
- Time: 2:30–3:45 pm
- Room: FDH 214
- Instructor's Name: Margarita Jara
- Office: BEH 358
- Office Hours: Mondays and Wednesday from 4-5 pm and by appointment
- Phone: 702-895-1690
- Instructor's E-mail: [margarita.jara@unlv.edu](mailto:margarita.jara@unlv.edu)

**COURSE DESCRIPTION**

This course is intended to familiarize students with bilingualism in the Spanish-speaking countries. It covers individual and social perspectives and discusses the role of majority and minority languages in Spain and Latin America in language shift and maintenance processes. This course is taught in Spanish.

**LEARNING OUTCOMES**

The students will be able to:

- Recognize the main theoretical approaches to bilingualism.
- Explain basic concepts of bilingualism with particular attention to the Spanish language.
- Demonstrate basic knowledge of the relationship between language and society in several Spanish-speaking communities.
- Describe the role of bilingualism for individuals and societies.
- Explain the sociohistorical development of Spanish varieties within bilingual contexts.
- Outline common phenomena related to bilingualism.

**REQUIRED TEXTBOOK**

- Montrul, Silvina (2013). El bilingüismo en Hispanoamérica. En *El bilingüismo en el mundo hispanohablante*. Wiley-Blackwell.

### REQUIRED ARTICLES

- Anna Maria Escobar and Kim Potowski. 2015. El español de los Estados Unidos. Cambridge University Press. *Chapter 9. El español y la identidad.*
- Ana Pino Rodríguez, Fernando Trujillo Sáez, Antonio González Vásquez. Translingüismo: revisión de la literatura y aplicación didáctica para la enseñanza de ELE y ELE2. Foro de Profesores de E/LE, 15, 2019

### RECOMMENDED READINGS

- Manuel Días Campos (ed). (2011). *The Handbook of Hispanic Sociolinguistics.*Wiley-Blackwell
- Mendoza-Denton, Norma. 2004. Language and Identity. In Chambers, J. K., Trudgill, P., & Schilling-Estes (Eds.). (2004). *The Handbook of Language, Variation and Change.* Malden, MA: Blackwell Publishers.
- José Ignacio Hualde, Antxon Olarrea and Erin O'Rourke (eds). 2012. *The Handbook of Hispanic Linguistics.* Wiley-Blackwell.
- Kathryn Woolard. (2008). Language and Identity Choice in Catalonia: The Interplay of Contrasting Ideologies of Linguistic Authority. In Kirsten Süselbelk, Ulrike Muhlschlegel and Peter Masson (eds.). *Lengua, nación e identidad. La regulación del plurilingüismo en España y Latinoamérica.* Madrid: Iberoamericana Vervuert.  
[http://www.ihc.ucsb.edu/research/identity\\_articles/WoolardNov5.pdf](http://www.ihc.ucsb.edu/research/identity_articles/WoolardNov5.pdf)
- Xabier Gutiérrez-Rexach (ed.) 2016. *Enciclopedia de Lingüística Hispánica.*NY: Routledge.

### ADDITIONAL MATERIALS:

Additional materials (handouts, instructions, rubrics, links) for each topic are available on WebCampus. The instructor will also recommend optional journal articles and books for your assignments.

### GRADING:

- Attendance 10%
- Class participation and homework 10%
- Assignments from the textbook 50%
  1. Diseño de cuestionario
  2. Lenguas minoritarias
  3. El español en el mercado
  4. Adquisición de la lengua en la infancia
  5. La adquisición de la segunda lengua
- Midterm Exam 15%
- Final Exam 15%

### ATTENDANCE (10%)

Attendance is necessary. Punctuality is essential. Missing 15 minutes of class—arriving late, departing early, or leaving during class-- counts as half an absence. However, you will

be allowed two (2) undocumented absences. After the third absence, your class participation grade will be adversely affected.

Please, turn off your cell phone when you are in class.

### CLASS PARTICIPATION AND HOMEWORK (10%)

Participation is vital. Students must come to class fully prepared to discuss all reading assigned for that day. They should be prepared to ask questions, comment and participate actively in class activities based on the readings. Please, note that the instructor may collect the assigned homework for the day of the discussion. This component also takes into account your use of Spanish in the discussions.

### ASSIGNMENTS FROM THE TEXTBOOK (50%)

All assignments must meet the following format requirements:

- Assignment number (e.g., Assignment 1: Title)
- Student's name
- Work in pairs: Yes/No
- Times New Roman 12
- Double space
- Word format or text file format
- Word count
- Page number (bottom)

There will be five assignments from the textbook (10% for each assignment).

- **September 13. Assignment 1:** Diseño de cuestionario y entrevista (Tema de investigación p. 20). Work in pairs or individually.
- **September 27. Assignment 2:** Lenguas minoritarias (Temas de investigación, Ejercicios 1 and 2, p. 69). Work in pairs or individually.
- **October 11. Assignment 3:** El español en el mercado (Temas de investigación sobre la vitalidad del español, Ejercicios 1 y 2 p. 128). Work individually.
- **October 25. Assignment 4:** Adquisición de la lengua en la infancia (*Aplicación y análisis* (1 (a)-(f), pp. 172-173). Work in pairs or individually.
- **November 8. Assignment 5:** La adquisición de la segunda lengua (*Aplicación y análisis*, Ej. 1 and 2, pp. 201). Work individually.

### MID-TERM EXAM (15%)

The in-class midterm exam covers all the readings studied from week 1 to week 7. It is a closed-book exam. You will be asked to define concepts studied during those weeks and analyze cases of bilingualism.

### FINAL EXAM (15%)

The in-class final exam will be comprehensive. It is a closed-book exam. Topics will cover all the readings studied in the course. You will be asked to define concepts, analyze cases on bilingualism and write short paragraphs.

## COURSE ORGANIZATION

### WEEK 1: AUGUST 28 & 29

- Topics:
  - Introduction
  - Language structure
  - Concepts: first and second languages, majority and minority languages.  
Factors that characterize bilingual individuals
  - Attitudes toward bilingualism
- Required reading for class discussion and evaluations: Montrul, *El bilinguismo en el mundo hispanohablante* (pp. 1-8)

### WEEK 2: SEPTEMBER 4 AND 6

- **September 4: Labor Day Recess**
- Topics:
  - Language, power, and identity
  - Languages contact
- Required readings for class discussion and evaluations:
  - Montrul, *El bilinguismo en el mundo hispanohablante* (pp. 25-39)
- Ejercicios #1, #2 and #3, pp. 19-20.

### WEEK 3: SEPTEMBER 11 AND 13

- Topics:
  - Bilingualism in Spain
- Required readings for class discussion and evaluations:
  - Montrul, *El bilinguismo en el mundo hispanohablante* (pp. 43-68)
- Ejercicios #1 and #2, p. 40
- **Assignment 1** (September 13): Diseño de cuestionario (*Temas de investigación* p. 20)

### WEEK 4: SEPTEMBER 18 AND 20

- Topics:
  - Bilingualisms in the Americas
- Required readings for class discussion and evaluations:
  - Montrul, *El bilinguismo en el mundo hispanohablante* (pp. 73-96)
- Ejercicios de aplicación y análisis, #1, #2, #3, # 4 and #5, p. 97-98

### WEEK 5: SEPTEMBER 25 AND 27

- Topics:
  - Spanish in the United States
- Required readings for class discussion and evaluations:
  - Montrul, *El bilinguismo en el mundo hispanohablante* (pp. 103-124)
- Ejercicios de aplicación y análisis, #1 and #2, pp. 126-127

- **Assignment 2** (September 27): Lenguas minoritarias en (*Temas de investigación*, Ejercicios 1 and 2, p. 69)

#### WEEK 6: OCTOBER 2 AND 4

- Topics:
  - Psycholinguistic aspects of bilingualism
- Required readings for class discussion and evaluations:
  - Montrul, *El bilinguismo en el mundo hispanohablante* (pp.113-147 )
- Ejercicios de aplicación y análisis, #1 and #2 pp. 148-149

#### WEEK 7: OCTOBER 9 AND 11

- Topics:
  - Acquisition of language by children
- Required readings for class discussion and evaluations:
  - Montrul, *El bilinguismo en el mundo hispanohablante* (153-171)
- Ejercicios de aplicación y análisis, #3 p. 175
- **Assignment 3** (October 11): El español en el mercado (*Temas de investigación*, Ejercicios #1 y #2 p. 128)

#### WEEK 8: OCTOBER 16 AND 18

- OCTOBER 16: Review
- **OCTOBER 18: MIDTERM EXAM**

#### WEEK 9: OCTOBER 23 AND 25

- Topics:
  - Acquisition of a second language
- Required readings for class discussion and evaluations:
  - Montrul, *El bilinguismo en el mundo hispanohablante* (pp.179-199)
- Ejercicios de Aplicación y análisis, Ej. #3, p. 202)
- **Assignment 4** (October 25): Adquisición de la lengua en la infancia (*Ejercicios de Aplicación y análisis #1 (a)-(f)*, pp. 172-173

#### WEEK 10: OCTOBER 30 AND NOVEMBER 1

- Topics:
  - Weakening and incomplete acquisition of the first language
- Required readings for class discussion and evaluations:
  - Montrul, *El bilinguismo en el mundo hispanohablante* (pp. 205-233)
- Ejercicios de Aplicación y análisis, Ej. #1 and #2, pp. 234-235)

#### WEEK NOVEMBER 6 AND 8

- Topics:

- Fundamentals of bilingual education
- Required readings for class discussion and evaluations:
  - Montrul, *El bilingüismo en el mundo hispanohablante* (pp 241-257)
- *Ejercicios de Aplicación y análisis*, Ej. #1 p. 258
- *Ejercicios de Aplicación y análisis*, Ej. #2 pp. 258-259
- **Assignment 5** (November 8): La adquisición de la segunda lengua (*Aplicación y análisis*, Ej. #1 and #2, p. 201)

#### WEEK 12: NOVEMBER 13 AND 15

- Topics:
  - Bilingual Education in Spain
- Required readings for class discussion and evaluations:
  - Montrul, *El bilingüismo en el mundo hispanohablante* pp 261-273
- *Ejercicios de Aplicación y análisis*, Ej. #1 p. 274

#### WEEK 13: NOVEMBER 20 AND 22

- Topics:
  - Bilingual education in the United States
- Required readings for class discussion and evaluations:
  - Montrul, *El bilingüismo en el mundo hispanohablante* (pp 299-314)
  - Anna Maria Escobar and Kim Potowski. 2015. *El español de los Estados Unidos*. Cambridge University Press. *Chapter 9. El español y la identidad*.
- *Ejercicios de Aplicación y análisis*, Ej. #1 p. 316

#### WEEK 14: NOVEMBER 27 AND 29

- Topics:
  - Translanguaging
- Required readings for class discussion and evaluations:
  - Ana Pino Rodríguez, Fernando Trujillo Sáez, Antonio González Vásquez. *Translingüismo: revisión de la literatura y aplicación didáctica para la enseñanza de ELE y ELE2*. Foro de Profesores de E/LE, 15, 2019

#### WEEK 15: DECEMBER 4 AND 6

- Study week

#### WEEK 16: DECEMBER 13

- **FINAL EXAM**, Dec 13, 3:10-5:10 pm
- Office of the registrar: [Final Examination Schedule](https://www.unlv.edu/registrar/calendars/final)  
<https://www.unlv.edu/registrar/calendars/final>

**ATTENTION!**

**IT IS THE STUDENT'S RESPONSIBILITY TO CHECK THEIR REBEL MAIL REGULARLY. ALL THE MESSAGES FROM THE INSTRUCTOR WILL BE SENT USING REBELMAIL OR WEBCAMPUS MAIL.**

**POLICIES**

[Academic Policies for Students:](#)

<https://www.unlv.edu/policies/students>

QR code:

