

## APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts & Sciences Date: 9/24/08

Department/Division proposing course: Hispanic Studies

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number SPA 704

b. Title\* Seminar in Linguistic Analysis of Spanish Discourse: [subtitle required]

\*If title is longer than 24 characters, offer a sensible title of 24 characters or less: Seminar Span Discourse

c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week.

( ) CLINICAL    ( ) COLLOQUIUM    ( ) DISCUSSION    ( ) LABORATORY    ( ) LECTURE  
( ) INDEPEND. STUDY    ( ) PRACTICUM    ( ) RECITATION    ( ) RESEARCH    ( ) RESIDENCY  
( ) SEMINAR    ( ) STUDIO    (3) OTHER – Please explain: Lecture and discussion

d. Please choose a grading system:  Letter (A, B, C, etc.)     Pass/Fail

e. Number of credit hours: 3.0

f. Is this course repeatable?    YES     NO     If YES, maximum number of credit hours: 6.0

g. Course description:

Analysis from a sociolinguistic and discourse analysis perspective of the relationship between language and power in the Spanish-speaking world. It would imply the discussion of a theoretical framework and its application to non-canonical texts produced in Spanish.

h. Prerequisite(s), if any:

SPA 604 "Sociolinguistics of the Spanish-Speaking World"

i. Will this course also be offered through Distance Learning?    YES     NO

If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based     Interactive video     Extended campus

3. Supplementary teaching component:  N/A or  Community-Based Experience     Service Learning     Both

4. To be cross-listed as: \_\_\_\_\_ / \_\_\_\_\_  
Prefix and Number    printed name    Cross-listing Department Chair    signature

5. Requested effective date (term/year): Fall / 2009



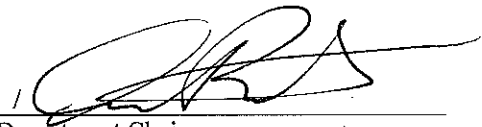
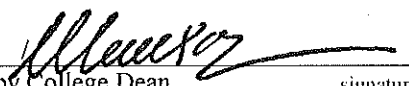
## APPLICATION FOR NEW COURSE

‡In order to change the program(s), a program change form(s) must also be submitted.

17.  The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18.  Check box if course is 400G- or 500-level. If the course is 400G- or 500-level, *you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)*
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Dr. Yanira B. Paz Phone: 257-7100 Email: yblaba0@uky.edu

20. Signatures to report approvals:

1/28/09	ANA RUEDA	
DATE of Approval by Department Faculty	printed name	Reported by Department Chair signature
3/31/09	L. Bachas	
DATE of Approval by College Faculty	printed name	Reported by College Dean signature
*	/	/
* DATE of Approval by Undergraduate Council	printed name	Reported by Undergraduate Council Chair signature
*	/	/
* DATE of Approval by Graduate Council	printed name	Reported by Graduate Council Chair signature
*	/	/
* DATE of Approval by Health Care Colleges Council (HCCC)	printed name	Reported by Health Care Colleges Council Chair signature
*	/	/
* DATE of Approval by Senate Council	Reported by Office of the Senate Council	
*	/	
* DATE of Approval by University Senate	Reported by Office of the Senate Council	

\*If applicable, as provided by the *University Senate Rules. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)*

ARTS AND SCIENCES  
EDUCATIONAL POLICY COMMITTEE  
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE, MAJOR, DEGREE or PROGRAM: SPA 704

DATE FOR EPC REVIEW: Mar. 31, 2009

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

*Anibal Biglieri*

7.

A&S Educational Policy Committee, Humanities Area Coordinator  
Anibal Biglieri, [biglieri@email.uky.edu](mailto:biglieri@email.uky.edu) 257-4640

Date: 3/31/09

University of Kentucky  
 DEPARTMENT OF HISPANIC STUDIES  
 SPA 704: SEMINAR IN LINGUISTIC ANALYSIS OF SPANISH DISCOURSE  
 [subtitle required]

Instructor:	Yanira B. Paz			
Office:	POT 1123	E-mail: <a href="mailto:yblaba0@uky.edu">yblaba0@uky.edu</a> (preferred method for reaching instructor)	Class Time:	TBA
Office Hours:	TBA	Ph: 7-7100	Room:	TBA

This syllabus will be made available electronically.

**Note:**

*The purpose of this course is to analyze literary or non-canonical texts written in Spanish (songs, political speeches, letters, commercial advertisement, etc) from a linguistic perspective. This course is open to different topics each time it is taught. Among such possible topics are: issues of language and power in the Spanish-speaking world; gender and discourse either in literary or daily communicative settings; the intersection of linguistics and literature as it is perceived and made evident in the work of Spanish-speaking writers, etc. Attached is a copy of the syllabus as the course was taught in the Spring 08 as an example of the many possible topics which could be implemented in this course.*

***LANGUAGE AND POWER IN THE SPANISH-SPEAKING WORLD***

**COURSE DESCRIPTION:**

The purpose of this course is to analyze from a sociolinguistic and discourse analysis perspective the relationship between language and power in the Spanish-speaking world. It would imply the discussion of a theoretical framework and its application to non-canonical texts produced in Spanish (songs, political discourses, national or provincial anthems, etc.)

**OBJECTIVES AND STUDENT LEARNING OUTCOMES:**

- Knowledge of the theoretical framework related to critical discourse analysis.
- Ability to apply this framework to the analysis of non-canonical texts produced in Spanish.
- Development of skills to conduct research in linguistics using the critical discourse analysis approach.

**REQUIRED TEXTS:**

- Mar-Molinero, Clare. The Politics of Language in the Spanish-Speaking World. New York: Routledge, 2000.
- Fairclough, Norman . Language and Power. London: Longman, 2001.

Additional materials will be posted in Blackboard.

## COURSE REQUIREMENTS FOR THE DETERMINATION OF COURSE GRADE:

- ❖ **Attendance and Participation (10%):** Attendance is mandatory and it will follow the rubrics stated in University Senate Rules 5.2.4.2. . It will be your responsibility to sign the attendance sheet which will circulate in each class. Participation in class demonstrating a clear understanding of the reading and material assigned is a sine qua non condition for graduate classes.
- ❖ **Leading Discussion (10% each):** Students will lead the discussion of two aspects of the class previously selected and discussed with the professor.
- ❖ **Exams (15% each):** In order to assess students' understanding of the readings and ability to deal with topics, there will be two exams. The last one will be a take-home exam. (see dates in the schedule)
- ❖ **Research Paper (30%):** Students will write an essay in Spanish analyzing a non-canonical text applying the methodology discussed in class. Topic and bibliography should be discussed (and approved) with the professor. The essay will have two versions presented on the dates stated in the syllabus. The first version will be worth 20% and the final version will be 10%. Consequently, the first version should be close to a definite version as possible. No late work will be accepted.
- ❖ **Oral Presentation and Discussion of the Research Paper (10%):** Students will give an oral presentation (15 min) of their research. They will prepare a hand-out with an outline of the project, the findings, and a bibliography.
  - ❖ **ACADEMIC INTEGRITY:** All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: [http://www.uky.edu/USC/New/rules\\_regulations/index.htm](http://www.uky.edu/USC/New/rules_regulations/index.htm). The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.
- ❖ **Disability Accommodations:** If you have a documented disability that requires academic accommodations, please see me. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)).

**COURSE REQUIREMENTS AND PERCENTAGES:**

REQUIREMENTS	PERCENTAGES
Exams (1 & 2)	30%
Research Paper (version 1)	20%
Research Paper (version 2)	10%
Oral Presentation	10%
Leading Discussion	20%
Attendance and Participation	10%

A 91-100

B 80-89

C 70-79

E 60-69

Department of Hispanic Studies  
**SEMINAR IN LINGUISTIC AN ANALYSIS OF SPANISH DISCOURSE:  
 LANGUAGE AND POWER IN THE SPANISH-SPEAKING WORLD  
 SCHEDULE OF ASSIGNMENTS**

N.B: The instructor has the right to make any necessary changes to adapt the schedule to fit the progress of the class.

WEEK	READINGS AND ACTIVITIES
1	<p><b>Discusión:</b> Lenguaje y poder desde la perspectiva del análisis del discurso Lectura y discusión del programa de clases.</p> <p><b>Lecturas:</b> Fairclough. <u>Lang. and Power</u>, Caps. 1, 2 3</p>
2	<p><b>Discusión:</b> Lenguaje y poder desde la perspectiva del análisis del discurso.</p> <p><b>Lecturas:</b> Fairclough. <u>Lang. and Power</u>, Caps. 4, 5, 6</p>
3	<p><b>Discusión:</b> Lenguaje y poder desde la perspectiva del análisis del discurso.</p> <p><b>Lecturas:</b> Fairclough. <u>Critical Discourse Analysis</u> (Section A) (pdf en Bb)</p>
4	<p><b>Discusión:</b> Lenguaje, nacionalismo y contra-nacionalismo.</p> <p><b>Lecturas:</b> Mar-Molinero. <u>The Politics of Language...</u> Caps. 1, 2 y 3 Lodares. 'Un diagnóstico sociolingüístico...' (pdf en Bb)</p>
5	<p><b>Discusión:</b> Cuatro (y más) idiomas para un Estado. Plurilingüismo y política lingüística en España. Invitados para una discusión sobre el tema.</p> <p><b>Lecturas:</b> Mar-Molinero. <u>The Politics of Language...</u> Cap. 5 (Spain) Mar-Molinero. <u>The Spanish Speaking World</u>, Caps. 3 y 9 (pdf en Bb) Bierbach, C. 'Cuatro idiomas para un Estado...' (pdf en Bb)</p> <p>***Haber discutido tópico para el ensayo con la profesora***</p>
6	<p>***Examen 1 (1 hora)***</p> <p><b>Discusión:</b> "Los españoles" de América. Las lenguas indígenas. Plurilingüismo y política lingüística en América Latina.</p> <p><b>Lecturas:</b> Mar-Molinero. <u>The Politics of Language...</u> Cap. 5 (Latin America), 6 y 7</p>
7	<p>***Entregar revisión # 1***</p> <p><b>Discusión:</b> "Los españoles" de América. Las lenguas indígenas. Plurilingüismo y política lingüística en América Latina. Invitados para una discusión sobre el tema.</p> <p><b>Lecturas:</b> Mar-Molinero. <u>The Spanish Speaking World</u>, Caps. 2 y 11 (pdf en Bb) Lecturas adicionales (pdf en Bb)</p>



WEEK	READINGS AND ACTIVITIES
8	<p><b>Discusión:</b> Cruzando la frontera de donde antes vivíamos. 'La jerga loca': El español en los Estados Unidos.</p> <p><b>Lecturas:</b>            Mar-Molinero. <u>The Politics of Language...</u> Cap. 9            Valle en Mar-Molinero. "US Latinos, <i>la hispanofonía</i> and the Language Ideologies of High Modernity" in <u>Globalization and Language...</u> (pdf en Bb)            Lecturas adicionales de I. Stavans, E. Paz Soldán, R. Rodríguez, E. Morales (pdf en Bb)</p>
9	<p><b>Discusión:</b> Cruzando la frontera de donde antes vivíamos. 'La jerga loca': El español en los Estados Unidos.</p> <p><b>Lecturas:</b>            Mar-Molinero. <u>The Politics of Language...</u> Cap. 9            Valle en Mar-Molinero. "US Latinos, <i>la hispanofonía</i> and the Language Ideologies of High Modernity" in <u>Globalization and Language...</u> (pdf en Bb)            Lecturas adicionales de I. Stavans, E. Paz Soldán, R. Rodríguez, E. Morales (pdf en Bb)</p>
10	<p><b>Discusión:</b> 'Ud. es la culpable...' (lengua y género): Representaciones de la mujer en la música popular en español.            Invitados para una discusión sobre el tema.</p> <p><b>Lecturas:</b>            Mar-Molinero. <u>The Spanish Speaking World</u>, Cap. 8            Tannen. 'The Relativity of Linguistic Strategies...' (pdf en Bb)            Lecturas adicionales (pdf en Bb)</p> <p>***Entrega primera versión del ensayo***</p>
11	<p><b>Discusión:</b> 'Ud. es la culpable...' (lengua y género): Representaciones de la mujer en la música popular en español.            Invitados para una discusión sobre el tema.</p> <p><b>Lecturas:</b>            Mar-Molinero. <u>The Spanish Speaking World</u>, Cap. 8            Tannen. 'The Relativity of Linguistic Strategies...' (pdf en Bb)            Lecturas adicionales (pdf en Bb)</p>
12	<p><b>Discusión:</b> 'Ayer el diablo estuvo aquí. Huele a azufre todavía': Gaitán, Castro y Chávez. La retórica incendiaria de la revolución. Palabras que tienen éxito cuando las políticas fracasan.</p> <p><b>Lecturas:</b>            Molero de Cabeza. 'Recursos lingüísticos y estrategias...' (pdf en Bb)            Lecturas y material adicional en Bb</p>

WEEK	READINGS AND ACTIVITIES
13	<p><b>Discusión:</b> 'Ayer el diablo estuvo aquí. Huele a azufre todavía': Gaitán, Castro y Chávez. La retórica incendiaria de la revolución. Palabras que tienen éxito cuando las políticas fracasan.</p> <p><b>Lecturas:</b> Lecturas y material adicional en Bb</p>
14	*** Presentaciones orales***
15	<p><b>Discusión:</b> El español en la era de la globalización. Retos y perspectivas.</p> <p><b>Lecturas:</b> Mar-Molinero. <u>Globalization and Language...</u> Caps. 1 y 2 (pdf en Bb) Marcos-Marín. <u>Los retos del español.</u> (pdf en Bb) Lamo de Espinosa y Nova. 'El mercado de las lenguas: La demanda del español como lengua extranjera en Francia y Alemania' (pdf en Bb)</p> <p>***Entregar revisión # 2***</p>
16	<p>EXAMENES FINALES</p> <p>***Entregar examen para la casa y versión # 2 del ensayo***</p>

## RELEVANT BIBLIOGRAPHY

Anuario del Instituto Cervantes. El español en el mundo. Madrid: Plaza y Janés, 2002.

Bossong, Georg, et al. Identidades lingüísticas en la España autonómica. Madrid: Iberoamericana-Vervuert, 2000.

Castillo Lluch, Mónica y Johannes Kabatek, eds. Las lenguas de España. Política lingüística, sociología del lenguaje e ideología desde la Transición hasta la actualidad. Madrid: Iberoamericana-Vervuert, 2006.

Fairclough, Norman. Critical Discourse Analysis: The Critical Study of Language. Harlow, England: Longman, 1995.

---. Language and Power. Harlow, England: Longman, 2001.

Olbertz, Hella y Peter Muysken, eds. Encuentros y conflictos. Bilingüismo y contacto de lenguas en el mundo andino. Madrid: Iberoamericana-Vervuert, 2005.

Mar-Molinero, Clare. The Spanish-Speaking World. A Practical Introduction to Sociolinguistic Issues. London: Routledge, 1997.

---. The Politics of Language in the Spanish-Speaking World. London: Routledge, 2000.

---. ed. Globalization and Language in the Spanish-Speaking World. New York: Palgrave, 2006.

Marcos-Marín, Francisco. Los retos del español. Madrid: Iberoamericana-Vervuert, 2006.

Ortiz López, Luis A y Manel Lacorte, eds. Contactos y contextos lingüísticos. El español en los Estados Unidos y en contacto con otras lenguas. Madrid: Iberoamericana-Vervuert, 2005.

Tannen, Deborah. Gender and Discourse. New York: Oxford UP, 1994.