**M.A. Reading List: Hispanic Linguistics (2024–2025)**

In preparing for the comprehensive exams, students should review all readings and lecture notes from relevant courses and should be familiar with the material on this reading list. **The following list is subject to change. Students should make sure they have the most recent list upon beginning their MA studies.**

**Students should also be familiar with the material in:**

Company Company, Concepción (ed.). 2006. *Sintaxis histórica de la lengua española. Primera parte: La frase verbal*. México: Fondo de Cultura Económica y Universidad Nacional Autónoma de México.

**Sound Patterns of Spanish**

Guidelines for choosing readings: Please consult with faculty and most recent syllabus for SPAN 545 (File-Muriel). Additionally students should familiarize themselves with the most commonly discussed phonological processes and have a good understanding of how sound patterns are described in at least one of the following two introductory textbooks:

Hualde, Ignacio. 2005. “The sounds of Spanish.” Cambridge.

-or-

Schwegler, Armin et al. 2010. “Fonética y fonología españolas.” Wiley.

Students should be familiar with usage-based phonological theory and the problems inherent in phonemic representation (6 of the following):

Bybee, Joan. (2002). “La difusión léxica y el modelo de ejemplares.” Unpublished manuscript Universidad de Nuevo México.

Bybee, Joan. (2010). *Language, Usage, and Cognition*. Cambridge: Cambridge University Press. Chapters 1-3.

Bybee, Joan. (2017). “Grammatical and lexical factors in sound change: A usage-based approach.” *Language Variation and Change* (29)273-300.

File-Muriel, Richard and Samuel Turiciano. (2013). “The storage of indexical information across segmental length utterances.” *Revista Interacción* (11)13-19.

Johnson, Keith. (2004). “Massive reduction in conversational American English.” Spontaneous Speech: Data and Analysis. Proceedings of the 1st Session of the 10th International Symposium, ed. by K. Yoneyama & K. Maekawa, 29-54. Tokyo, Japan: The National International Institute for Japanese Language.

Pisoni, David. (1997). Some thoughts on “Normalization” in speech perception. In Johnson and Mullennix.

Port, Robert F. (2010). Language as a social institution: Why phonemes and words do not live in the brain. *Ecological Psychology* (22)304-26.

Vitevitch, Michael S. and Eva Rodríguez. (2008). Neighborhood density effects in spoken word recognition in Spanish.” 3(1)64-73.

On categories, gradiency, and segmental variation

Balukas, Colleen and Christian Koops. (2014). "Spanish-English bilingual voice onset time in spontaneous code-switching." *International Journal of Bilingualism* (19)4:423-443.

Brown, Earl K and Matthew C. Alba. 2017. The role of contextual frequency in the articulation of initial /f/ in Modern Spanish: The same effect as in the reduction of Latin /f/?. Language variation and change (29)57-78.

File-Muriel, Richard J. & Brown, Earl (2011). "The gradient nature of s-lenition in Caleño Spanish." *Language Variation and Change* 23(2): 223-243.

Melero Garcia, Fernando. “Análisis acústico de la vibrante múltiple en el español de Valencia (España).” *Studies in Hispanic and Lusophone Linguistics* 8(1):183–206.

Michnowicz, Jim & Carpenter, Lindsey. 2013. “Voiceless stop aspiration in Yucatan Spanish: a sociolinguistic analysis”. Spanish in Context 10:3. 410-437.

Lexeme-specific reduction

Bybee, Joan, Richard J. File-Muriel, and Ricardo de Souza. (2016). "Special reduction: a usage-based approach." *Language and Cognition*, available on CJO2016. doi:10.1017/langcog.2016.19.

Díaz-Campos, Manuel, Stephen Fafulas and Michael Gradoville. (2012). Variable Degrees of Constituency: Frequency Effects in the Alternation of pa vs. para in Spoken Discourse. *Selected Proceedings of the 14th Hispanic Linguistics Symposium*, ed. Kimberly Geeslin and Manuel Díaz-Campos, 75-87. Somerville, MA: Cascadilla Proceedings Project.

Huback, Ana Paula. (2012). Chunking and the Reduction of the Preposition para ‘to, for’ in Brazilian Portuguese. Studies in Hispanic and Lusophone Linguistics (5)2:1-19.

**Morphosyntax**

Guidelines for choosing readings: Please consult with Faculty and syllabi from most recent Spanish morphosyntax courses for approval.

1. Bybee, J. 1999. Los modelos de redes en morfología. *Actas del XI congreso internacional de la Asociación Lingüística y Filología de América Latín.* Universidad de Las Palmas de Gran Canaria. 59-74.
2. Bybee, J. 2007. Introduction (Chapter 1). In Bybee, Joan. (ed) *Frequency of Use and the Organization of Language*, pp. 5-22*.* Oxford: Oxford University Press.
3. Bybee, J. and D. Eddington. 2006. A usage-based approach to Spanish Verbs of ‘Becoming’. *Language 82.2*, 323-355.
4. Bybee, J. & S. Thompson. 2007. Three frequency effects in syntax. In Bybee, Joan. (ed) *Frequency of Use and the Organization of Language,* pp. 269-278*.* Oxford: Oxford University Press.
5. Clements, J. C. 2006. Primary and Secondary Object Marking in Spanish. In J. C. Clements & J. Yoon (Eds.), *Functional Approaches to Spanish Syntax: Lexical Semantics, Discourse and Transitivity* (pp. 115–133). New York: Palgrave Macmillan.
6. Clements, J. C. 2006. Transitivity and Spanish Non-Anaphoric se. In J. C. Clements & J. Yoon (Eds.), *Functional Approaches to Spanish Syntax: Lexical Semantics, Discourse and Transitivity* (pp. 236–264). New York: Palgrave Macmillan.
7. Dumont, J., and D. V. Wilson. 2016. The role of language contact in the variation of analytic and periphrastic verbs in Spanish. *Spanish in Context.* 13(3).394-419.
8. File-Muriel, R. J. 2006. Spanish adjective position: Differences between written and spoken discourse. In *Functional Approaches to Spanish Syntax: Lexical Semantics, Discourse, and Transitivity*. Edited by J. C. Clements and J. Yoon. Palgrave-Macmillan, pp. 203–18.
9. Kanwit, M. & V. Terán 2020. Ideas Buenas o Buenas Ideas: Phonological, Semantic, and Frequency Effects on Variable Adjective Ordering in Rioplatense Spanish. *Languages* 2020, 5, 65.
10. Hopper, P. J., & Thompson, S. A. 2001. Transitivity, clause structure, and argument structure: evidence from conversation. *Frequency and the emergence of linguistic structure* (Vol. 45). John Benjamins Publishing.
11. López Meirama, B. 2006. Semantic and Discourse-Pragmatic Factors in Spanish Word Order. In J. C. Clements & J. Yoon (Eds.), *Functional Approaches to Spanish Syntax: Lexical Semantics, Discourse and Transitivity* (pp. 7–52). New York: Palgrave Macmillan.
12. Pulido, M. 2021. Remapping variable subject position in Spanish intransitives. A proposal for functionally defined categories in motion verbs. *Spanish in Context.*
13. Requena, P. 2020. A usage-based perspective on Spanish variable clitic placement. *Languages 2020, 5*(3), 33.
14. Rivas, J. 2008. La posición del sujeto en las construcciones monoactanciales del español: Una aproximación funcional. *Hispania 91*(4), 897-912.
15. Schewnter, S. 1999. Evidentiality in Spanish Morphosyntax: A Reanalysis of (de)queísmo. In: José Serrano, M (Ed). Estudios de la variación sintáctica. Vervuert/Iberoamericana/Madrid:65-87.
16. Schwenter, S. 2006. Null objects across South America. In T. Face & C. A. Klee (Eds.), *Selected Proceedings of the 8th Hispanic Linguistics Symposium* (pp. 23–36). Cascadilla Proceedings Project.
17. Schwenter, S. & M. Hoff. 2021. Variable constraints on *se lo(s)* in Mexican Spanish. In M. Díaz-Campos & S. Sessarego (Eds.), *Aspects of Latin American Dialectology. In honor of Terrell A. Morgan*, 47-68. John Benjamins.
18. Schwenter, S & R. Torres Cacoullos. (2014). Competing constraints on the variable placement of direct object clitics in Mexico City Spanish. *Revista Española de Lingüística Aplicada 27*(2): 514–536.
19. Shin, N., L. Hinojosa-Cantú, B. Shaffer & J.P. Morford. 2020. Demonstratives as indicators of interactional focus: Spatial and social dimensions of Spanish *este/esta* and *ese/esa.* *Cognitive Linguistics 31*(3): 485-514*.*
20. Wilson, D. V. & J. Dumont. 2015. The emergent grammar of bilinguals: The Spanish verb *hacer* ‘do’ with a bare English infinitive. *International Journal of Bilingualism*, Special issue "Gauging convergence on the ground: Code-switching in the community ", Rena Torres Cacoullos and Catherine E. Travis (eds.). 19. 444-458.
21. Shin, N. & R. Vallejos. Demostrativos y posesivos. To appear in G. Rojo, V. Vázquez Rozas, & R. Torres-Cacoullos (Eds.), *Routledge Handbook of Sintaxis del español Sintaxis del español / The Routledge Handbook of Spanish Syntax*.
22. Travis, C., & Torres Cacoullos, R. 2021. Categories and frequency: Cognitive verbs in Spanish subject expression. *Languages* 6, 126.
23. Vallejos, R. 2018. Functional-typological approaches to Hispanic linguistics. In Kimberly L. Geeslin (Ed.), *The Cambridge Handbook of Spanish Linguistics* (pp. 72-94). Cambridge University Press.
24. Vallejos, R., E. Fernández-Lizárraga, & H. Patterson. 2020. The role of information structure in the instantiation of objects: Evidence from Amazonian Spanish. *Studies in Hispanic and Lusophone Linguistics 13*(1), 219-245.

**Language Variation**

Guidelines for choosing readings: Please consult with Faculty and syllabi from related courses for approval (File-Muriel, Shin, Vergara Wilson).

Books on Spanish variation and change (Choose at least one)

1. Bills, Garland D. and Neddy A. Vigil. 2008. *The Spanish Language of New Mexico and Southern Colorado: A Linguistic Atlas.* Albuquerque, NM: University of New Mexico Press.
2. Díaz-Campos, Manuel. 2014. *Introducción a la sociolingüística hispánica*. Wiley.
3. Silva-Corvalán, Carmen. 1994. *Language Contact and Change: Spanish in Los Angeles.* Oxford University Press.
4. Silva-Corvalán, Carmen & Enrique Arias. 2017. *Sociolingüística y pragmatica del español.* Washington DC: Georgetown University Press.

Articles/Chapters on Spanish variation and change

1. Various chapters in Díaz-Campos, Manuel (ed.). 2011. *The handbook of Hispanic Sociolinguistics.* Wiley-Blackwell, including:
   1. Lipski, John. 2011. Socio-phonological variation in Latin American Spanish.
   2. Schwenter, Scott. 2011. Variationist approaches to Spanish morphosyntax: Internal and external factors.
2. Brown, Earl K and Matthew C. Alba. 2017. The role of contextual frequency in the articulation of initial /f/ in Modern Spanish: The same effect as in the reduction of Latin /f/?. *Language variation and change* (29)57-78.
3. File-Muriel, Richard and Earl K. Brown. 2011. The gradient nature of s-lenition in Caleño Spanish. *Language variation and change* (23) 223-243.
4. Rissel, Dorothy 1989. Sex, attitudes, and the assibilation of /r/ among young people in San Luis, Potosí, Mexico. *Language Variation and Change* 1(3): 269‐283.
5. Various chapters in Mendoza-Denton, Norma. 2008. *Language and Cultural Practice among Latina Youth Gangs*. Blackwell Publishing.

*Language maintenance & shift*

1. Bills, Garland D., Alan Hudson, & Eduardo Hernández Chávez. 2000. Spanish home language use and English proficiency as differential measures of language maintenance and shift. *Southwest Journal of Linguistics* 19(1). 11-27.
2. Jenkins, Devin. 2013. El suroeste creciente: Un breve análisis sociodemográfico de la población hispanohablante de los Estados Unidos. In *El español en los Estados Unidos: E Pluribus Unum? Enfoques Multidisciplinarios,* Domnita Dumitrescu and Gerardo Piña-Rosales, editors. Madrid/New York: Academia Norteamericana de la Lengua Española. 31-45.
3. Jenkins, Devin. 2009. The cost of linguistic loyalty: Socioeconomic factors in the face of shifting demographic trends among Spanish speakers in the Southwest. *Spanish in Context* 6 (1), 7-25.
4. Rivera-Mills, Susana. 2012. Spanish heritage language maintenance: Its legacy and its future. In Sara Beaudrie & Marta Fairclough (eds.), *Spanish as a heritage language in the US: The state of the science*, 26-64. Georgetown University Press.

*Variation in the language contact context*

1. Aaron, Jessi. 2015. Lone English-origin nouns in Spanish: The precedence of community norms. *International Journal of Bilingualism 19*(4), 459-480
2. Klee, Carol & Andrew Lynch. 2009. *El español en contacto con otras lenguas*. Washington DC: Georgetown University Press. (Selected chapters).
3. Otheguy, Ricardo, Ana Celia Zentella, & David Livert. 2007. Language and dialect contact in Spanish in New York: Towards the formation of a speech community. *Language* 83:770-802.
4. Poplack, Shana. 2000 [1980]. Sometimes I'll start a sentence in Spanish *y termino en español*: Toward a typology of code-switching. In Li Wei (ed.), *The bilingualism reader*, 221-256. London / New York: Routledge.
5. Shin, Naomi L. 2014. Grammatical complexification in Spanish in New York: 3sg pronoun expression and verbal ambiguity. *Language Variation and Change* 26(3):303-330.
6. Torres Cacoullos, Rena and Catherine E. Travis. 2011. Testing convergence via code-switching: priming and the structure of variable subject expression. *International Journal of Bilingualism* (15(3), 241-267.
7. Vallejos, Rosa. 2014. Peruvian Amazonian Spanish: Uncovering variation and deconstructing stereotypes. *Spanish in Context* 11.3: 425-453.
8. Wilson, Damián Vergara & Jenny Dumont. 2015. The emergent grammar of bilinguals: The Spanish verb *hacer* ‘do’ with a bare English infinitive. *International Journal of Linguistics 19*(4), 444-458.

**Language Acquisition and Teaching**

Guidelines for choosing readings: Please consult with Faculty and syllabi from acquisition related courses for approval (Rodríguez González, Shin and Vergara Wilson).

**1. Language acquisition theory**

A. General:

1. Ellis, Rod. 2002. *Second language acquisition*. New York: Oxford University Press.
2. Gass, Sue and Selinker, Larry. 2008. *Second Language Acquisition: An introductory course*. New York: Routledge.
3. Ortega, L. (2009). Understanding Second Language Acquisition. London: Hodder. (Chapters 1, 5 and 6).

B. Acquisition theory with a focus on Spanish:

*Books*

1. SLA: *Geeslin, Kimberly* (ed.), *The handbook of Spanish Second Language Acquisition.* Wiley Blackwell.
2. SLA: Lafford, Barbara A. and Rafael Salaberry. 2003. *Spanish Second Language Acquisition: State of the science*. Washington DC: Georgetown University Press.
3. Bilingual children: Silva-Corvalán, Carmen. 2014. *Bilingual language acquisition: Spanish and English in the first six years.* Cambridge: CUP.

C. Articles

C1. *First language acquisition articles*

* *Monolingual*

1. Eisenchlas, S. (2003). Clitics in child Spanish. *First Language 23*(2), pp. 193–211.
2. Aguado-Orea, J. & J. Pine. (2015). Comparing different models of the development of verb inflection in early Child Spanish. *PLoS ONE,* 10(3): e0119613.

* *Bilingual*

1. Gathercole, Virginia. 2007. Miami and North Wales, So Far and Yet So Near: A Constructivist Account of Morphosyntactic Development in Bilingual Children. *International Journal of Bilingual Education and Bilingualism* 10:3, 224-247.
2. Shin, Naomi L. 2018. Child heritage speakers’ Spanish morphosyntax: Rate of acquisition and crosslinguistic influence. In Kim Potowski (ed.), *Handbook of Spanish as a minority/heritage language*. Routledge. (Also see references therein).

C2. SLA articles:

1. Collentine, J. 1995. The development of complex syntax and mood-selection abilities by intermediate-level learners of Spanish. *Hispania* 78: 122-135.

2. DeKeyser, R. 1997. Beyond explicit rule learning: Automatizing second language morphosyntax. *Studies in Second Language Acquisition*, 19, 195-221.

3. Geeslin, K. 2003. A comparison of copula choice in advanced and native Spanish. Language Learning, 53 (4), 703-764.

4. Sparks, R. L., Patton, J., Ganschow, L., & Humbach, N. (2011). Subcomponents of second-language aptitude and second-language proficiency. Modern Language Journal, 95, 253–273.

**2. Language Teaching/Education**

*A. Heritage language education*

1. Carreira, María. 2004. Seeking Explanatory Adequacy: A Dual Approach to Understanding the Term Heritage Language Learner. *Heritage Language Journal* 2(1). 1-25.
2. Roca, Ana and M. Cecilia Colombi (eds). 2003. *Mi lengua: Spanish as a heritage language in the United States*. Washington DC: Georgetown University Press.
3. Beaudrie, Sara M. & Marta Fairclough (eds.). 2012. *Spanish as a Heritage Language in the United States: The State of the Field*. Washington, DC: Georgetown University Press.
4. Fairclough, Marta & Sara M. Beaudrie (eds.). 2016. *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*. Washington, D.C.: Georgetown University Press.
5. Wilson, Damián V. & Carlos E Ibarra. 2015. Understanding the inheritors: The perception of beginning-level students toward their Spanish as a Heritage Langauge program. *EuroAmerican Journal of Applied Linguistics and Languages* 2(2). 85–101.

*B. Second/foreign language education*

1. Brandl, 2008. K. 2008. Communicative Language Teaching in Action: Putting Principles to Work. New Jersey: Pearson Prentice Hall.
2. Hadley, A.O. 2001. *Teaching language in context: Proficiency-oriented instruction* (3rd ed.). Boston, MA: Heinle & Heinle Publishers.
3. Lee, James, and Bill VanPatten. 2003. *Making communicative language teaching happen.* Boston: McGraw Hill.
4. Salaberry, R. and Lafford, B.A. 2006. The Art of Teaching Spanish: Second Language Acquisition from Research to Praxis. Washington, D.C: Georgetown University Press.

**MA Courses: Hispanic linguistics**

**Note:** Students who have not taken an introductory linguistics course are urged to take SPAN 351 ‘Introducción a la lingüística hispánica’ (or equivalent) during their first semester of MA studies, and all students are urged to take LING 522 ‘Grammatical Analysis’ (or equivalent) during their first year.

1. **Language Variation and Change**

SPAN 546      Seminar in Hispanic Sociolinguistics

SPAN 547      Seminar in Southwest Spanish

Electives:

LING 531       Language in Society

LING 533       Sociolinguistic Variation

LING 534       Language and Gender

LING 539       Seminar in Sociolinguistics

LING 546       Introduction to Language Change

LING 548       Grammaticization

1. **Sound Patterns of Spanish.**

SPAN 545      Spanish Phonology

OR:

LING 503/SPAN 549  Usage-based phonology

Electives:

LING 502       Current Approaches to Phonology

LING 504       Phonological Analysis

1. **Morphosyntax**

SPAN 549      Seminar in the Language of Spain or Spanish America

SPAN 549 Spanish morphosyntax

LING 512       Morphosyntax

Electives:

LING 522       Grammatical Analysis

LING 523 Functional Syntactic Theories

1. **Language Acquisition and Teaching**

SPAN 541      Research and Methods for Teaching of Spanish

Electives:

SPAN 549      Topics course: SLA/Heritage Language Research

SPAN 549      Topics course: Childhood Bilingualism

LING 560       Child Language

LING 567       Psychology of Language

LING 568       Seminar in Psycholinguistics