# M.A. Reading List: Hispanic Linguistics (2021–2022)

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 Unpublished manuscript Universidad de Nuevo México.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.

<u>Lexeme-specific reduction</u>

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 related courses for approval Vallejos).

**Book**

Rodríguez Ramalle, T. M. (2005). *Manual de Sintaxis del Español*. Madrid: Editorial Castalia.

**Articles**

1. Ashby, William J. and Paola Bentivoglio. 1993. Preferred argument structure in spoken French and Spanish. *Language Variation and Change 5*.61–76.

2. Bybee, J. and D. Eddington. (2006). A usage-based approach to Spanish Verbs of 'Becoming'. *Language 82.2*, 323-355.

3. 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.

4. 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.

5. Etxepare, R. (2012) Ch. 24. Coordination and Subordination. *The Handbook of Hispanic Linguistics.* Blackwell Publishing.

6. 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.

7. 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.

8. Maldonado, R. (2006). El Gerundio Español como Progresivo Estático. *Revista Española de Lingüística*, *35*(2), 433–459.

9. Mendikoetxea, A. (2012). Passive and se Constructions. In J. I. Hualde, A. Olarrea, & E. O'Rourke (Eds.), *The Handbook of Hispanic Linguistics* (pp. 477–502). Malden, MA: John Wiley & Sons.

10. Olarrea, A. (2012). Word Order and Information Structure. In J. I. Hualde, A. Olarrea, & E. O'Rourke (Eds.), *The Handbook of Hispanic Linguistics* (pp. 603–628). Malden, MA: John Wiley & Sons.
11. 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, pp. 65-87.
12. 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). Somerville, MA: Cascadilla Proceedings Project.
13. Schwenter, S. (2016). Independent *si*-clauses in Spanish: Functions and Consequences for Insubordination. In Nicholas Evans & Honore Watanabe, H. (Eds). *Insubordination.* Typological studies in language -TSL, volume 115: 89-112. Amsterdam: John Benjamins Publishing Company.
14. 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.
15. Travis, C. E., & Torres Cacoullos, R. (2012). Discourse Syntax. In J. I. Hualde, A. Olarrea, & E. O'Rourke (Eds.), *The Handbook of Hispanic Linguistics* (pp. 653–672). Malden, MA: John Wiley & Sons.
16. Vallejos, Rosa. (In press). Functional-typological approaches to Hispanic linguistics. In Kimberly L. Geeslin (Ed.), *The Cambridge Handbook of Spanish Linguistics.* Cambridge University Press.
17. Zulaica Hernández, I. (2017). On the discourse anaphoric properties of Spanish pre- and post-nominal demonstratives: A comparative analysis. *Linguistics 55*(3): 553-588.
18. Winters, R. (2006). Transitivity and the syntax of Inalienable Posession in Spanish. In J. C. Clements & J. Yoon (Eds.), *Functional Approaches to Spanish Syntax: Lexical Semantics, Discourse and Transitivity* (pp. 151–160). New York: Palgrave Macmillan.

**Students should also be familiar with the material in:**
Bosque, Ignacio and Violeta Demonte (eds). 1999. *Gramática descriptiva de la lengua española, vols. 1, 2, 3.* Colección Nebrija y Bello. Madrid: Espasa-Calpe.


# 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:
    a. Lipski, John. 2011. Socio-phonological variation in Latin American Spanish.

    b.   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.

6. 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.

7. 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 <u>theory</u>

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.
3. Bel, A. (2005). Aspectos de la adquisición del orden de palabras: La posición del sujeto en Castellano y Catalán. *Revista Electrónica de Lingüística Aplicada*, 4, 36-48.
- *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

2. **Sound Patterns of Spanish.**
   SPAN 545    Spanish Phonology
   OR:
   LING 503/SPAN 549  Usage-based phonology

   Electives:
       LING 502    Generative Theories of Phonology
       LING 504    Phonological Analysis

3. **Morphosyntax**
   SPAN 549    Seminar in the Language of Spain or Spanish America
   SPAN 549/LING 523 Functional Syntactic Theories
   LING 512    Morphosyntax

   Electives:
       LING 522    Grammatical Analysis

4. **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