LTSP 174GS: Topics in Culture and Politics:
Language and Ideologies in multilingual Spain
Summer 2025

Meeting times: See calendar below (days and times vary)
Meeting Location: TBD

Professor: Dr. Ryan M. Bessett
Email: rbessett@ucsd.edu

Course description

This course explores the various language communities in Spain, with an emphasis in Catalonia (the region in which Barcelona resides). Spain is home to several languages in addition to Spanish, the principal of which are Catalan, Galician, and Basque. We will examen the history of these languages in Spain. We will also discuss how language attitudes create ideologies (positive and negative), as well as other aspects of the use of language in Spain, including linguistic landscapes, language choice, education and linguistic politics, and language phenomenon deriving form a bilingual community (like borrowing and codeswitching). This course is a project-based course, students will conduct several mini-projects by collecting data in the local community in order to make connections with the material discussed in class.

Course objectives

1. Develop connections between topics discussed in class and the actual language situation found in Catalonia.
2. Identify parallels between the bilingual situation in Catalonia and the bilingual situation in California.
3. Develop language awareness in order to document the language of the local community.
4. Analyze and think critically about the course readings

El lenguaje inclusivo:

Mientras no hay consenso en cuanto a la forma de implementar el lenguaje inclusivo al español, sí hay varias propuestas. Aquí proveemos unas de las formas más comunes junto con sus pros y contras:

- Repetición de sustantivos/adjetivos/pronombres: "Hola a todos y todas"
  - Pros: Incluye hombres y mujeres sin usar el masculino para representar el grupo
  - Contras: No incluye gente no binaria, difícil a la hora de hablar
- El uso de @: "Hola a tod@s"

- o Pros: Incluye masculino, femenino y no binario
  - o Contra: Sólo funciona para el habla escrita (no se puede pronunciar)
- El uso de x: "Hola a todxs"
  - o Pros: Incluye masculino, femenino y no binario sin usar el masculino para representar el grupo
  - o Contras: Difícil de pronunciar (sin añadir segmentos adicionales, todequises)
- El uso de e: "Hola a todes"
  - o Pros: Incluye masculino, femenino y no binario sin usar el masculino para representar el grupo (la "e" es neutral en el sistema del español)
  - o Contras: ??

En este syllabus, verás el uso de la "e" para intentar usar el lenguaje inclusivo. En clase, no se forzará ningún uso y no se dará preferencia a ninguna opción, es la elección de cada alumne de decidir cómo se quiera incorporar el lenguaje inclusivo en su habla.

Materiales del curso:

- Las lecturas, instrucciones, notas de clase y otros materiales se encontrarán en CANVAS
- Materiales recomendados para consulta
  - o Diccionario español/inglés e inglés/español: www.wordreference.com
  - o Diccionario del español: www.rae.es
  - o Guía de formato APA:
    - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html
  - o Guía de formato MLA:
    - https://owl.purdue.edu/owl/research_and_citation/mla_style/index.html
  - o Consejos para evitar el plagio:
    - https://owl.purdue.edu/owl/avoiding_plagiarism/index.html
  - o Libros de gramática avanzada:
    - Butt, John y Carmen Benjamin. 2004. *A new reference grammar of modern Spanish*. Routledge: NY.
    - Canteli Dominicis, María y John J. 2003/2007/2011. Reynolds. *Repase y escriba: curso avanzado de gramática y composición*. Wiley & Sons Inc: MA.
    - Gómez Torreogo, Leonardo. 1997/2011. *Gramática didáctica del español*. Ediciones SM: Madrid.

Evaluation Criteria

GRADING SCALE

98-100 = A+	77-79 = C+
94-97 = A	74-76 = C
90-93 = A-	70-73 = C-
87-89 = B+	60-69 = D
84-86 = B	59 and below = F
80-83 = B-	

Grade distribution:

Attendance/class participation	25%
Summaries	20%
Course Projects	40%
-Linguistic landscape (Barcelona)	
-Linguistic landscape (Other City)	
Final presentation	15%

1. **Asistencia/participación en clase (25%):** Todes les alumnes deben llegar a la hora en que empieza la clase y haber leído para poder participar en la discusión crítica de la lectura de ese día.

2. **Resúmenes (20%):** Para demostrar comprensión de las lecturas de clase, les alumnes escribirán un resumen corto al inicio de la sesión de clase en que la lectura será discutida. El resumen consistirá en 3 partes: (1) dos-tres oraciones detallando el mensaje principal de la lectura, (2) dos datos interesantes/nuevos que aprendiste al leer la lectura, y (3) una pregunta que tengas después de haber leído la lectura. Se usará estos resúmenes para facilitar la discusión en clase.

3. **Proyectos de campo (40%):**

   a. **Paisaje lingüístico Barcelona (20%):** Cada alumne escogerá una calle de la ciudad de Barcelona (de esquina a esquina) para tomar fotos de todos los letreros vistos por fuera de los edificios. Después, cada alumne debe presentar los resultados de una forma organizada (i.e. Word, PPT, o PDF).

   b. **Paisaje lingüístico otra ciudad (20%):** Cada alumne escogerá una calle (de esquina a esquina) en una de las ciudades que visitemos para tomar fotos de todos

los letreros vistos por fuera de los edificios. Después, cada alumne debe presentar los resultados de una forma organizada (i.e. Word, PPT, o PDF).

4. **Presentación del trabajo final (15%):** En grupos, les alumnes escogerán uno de los trabajos de campo para elaborarlo con más profundidad y lo presentarán a la clase con un PPT (o algo similar).

University Policy Statements:

Academic Integrity:

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. You are ultimately the only person responsible for your behavior. So, if you are unsure, don't ask a friend—ask your professor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at https://academicintegrity.ucsd.edu.

Artificial Intelligence (AI) / Translation Tool Use Policy

Using AI can impede your learning. The assignments in this class challenge you to develop your language skills in Spanish. Using AI technology could limit your capacity to do this type of work, and as the instructor, I urge you not to miss out on the educational opportunities that this course will provide. As is the case for all courses at UCSD, work submitted by you for this class should reflect both your own ideas and your own language and you should properly cite any resources you have consulted. Submitting content that has been generated by someone other than you or was created or assisted by a computer application or tool, including translation tools like Google translate or artificial intelligence (AI) tools such as ChatGPT is cheating and constitutes a violation of the Student Conduct Code. You may use simple word processing tools to update spelling and grammar in your assignments, but you may not use AI tools to draft your work, even if you edit, revise, or paraphrase it. There may be opportunities for you to use AI tools in this class. Where they exist, I will clearly specify when and in what capacity it is permissible for you to use these

tools. If you have any questions about citation or about what constitutes academic honesty in this course or at UCSD in general, please feel free to raise these questions in class and/or contact me to discuss your concerns.

Generative AI output is NOT your work, even if your prompts led to the output. If you submit this output as if it is yours, that's misrepresenting your knowledge and abilities. It is academically dishonest.

Office for Students with Disabilities:

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (https://osd.ucsd.edu). Students are required to discuss accommodation arrangements with professors and OSD liaisons in the department IN ADVANCE of any exams or assignments. https://osd.ucsd.edu/faculty-staff/forms.html#Sample-Statement-for-Course-Syl

Important dates:

Enrollment & Registration Quarterly Timeline with Deadlines:
https://students.ucsd.edu/academics/enroll/quarterly-timeline.html

Academic and Administrative Calendars:
https://blink.ucsd.edu/professors/resources/academic/calendars/

Resources for Support and Learning:

Learning and Academic Support	
Ask a Librarian: Library Support	

Chat or make an appointment with a librarian to focus on your research needs **Course Reserves, Connecting from Off-Campus and Research Support** *Find supplemental course materials* **First Gen Student Success Coaching Program** *Peer mentor program that provides students with information, resources, and support in meeting their goals* **Office of Academic Support & Instructional Services (OASIS)** *Intellectual and personal development support*	**Writing Hub Services in the Teaching + Learning Commons** *One-on-one online writing tutoring and workshops on key writing topics* **Supplemental Instruction** *Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses* **Tutoring – Content** *Drop-in and online tutoring through the Academic Achievement Hub* **Tutoring – Learning Strategies** *Address learning challenges with a metacognitive approach*
Support for Well-being and Inclusion	
Basic Needs at UCSD *Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact:* foodpantry@.ucsd.edu	basicneeds@ucsd.edu	(858) 246-2632 **Counseling and Psychological Services** *Confidential counseling and consultations for psychiatric service and mental health programming*	**Community and Resource Centers** **Office of Equity, Diversity, and Inclusion** *As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus* (858).822-.3542	diversity@ucsd.edu **Get Involved**

Triton Concern Line *Report students of concern:* (858) 246-1111 Office for Students with Disabilities (OSD) *Supports students with disabilities and accessibility across campus*	*Student organizations, clubs, service opportunities, and many other ways to connect with others on campus* **Undocumented Student Services** *Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence*

Temario Provisional
(Fechas y lecturas basadas en el 2024, se realizará cambios para el 2025)

Fecha	Contenido y lecturas	Tareas
martes, 2 de julio (10am-1pm)	Introducción a la situación lingüística de Catalunya Introducción a los proyectos	
jueves, 4 de julio (10am-1pm)	**Breve historia lingüística de España** Schmeiser (2024) (lectura sugerida: Solá 1992)	
viernes, 5 de julio 5 (10am-1pm)	**Lengua y actitudes** Blas Arroyo (1994) o Blas Arroyo (1995)	
lunes, 8 de julio (11:30am-1pm)	**Lenguas en contacto en Catalunya** Klee y Lynch (2009)	
martes, 9 de julio (11:30am-1pm)	**El habla bilingüe (cambio de código, préstamos)**	
jueves, 11 de julio (10am-1pm)	**Paisaje lingüístico I** Martínez Ibarra (2016)	
viernes, 12 de julio (10am-1pm)	**Paisaje lingüístico II** Comajoan Colomé y Long (2012)	

lunes, 15 de julio (10am-1pm)	**Elección de idioma** de Rosselló i Peralta (2003)	
martes, 16 de julio (10:00am-1pm)	**Mantenimiento lingüístico** Woolard (2003)	
lunes, 22 de julio (10am-1pm)	**Lengua, identidad, y política en Catalunya** Van Liew (1993)	
martes, 23 de julio (10:00am-1pm)	**Educación y política lingüísticas en Catalunya** Riera-Gil (2022)	
lunes, 29 de julio (10am-1pm)	**Trabajo en grupos**	
martes, 30 de julio (10:00am-1pm)	**Trabajo en grupos**	
miércoles, 31 de julio (10:00am-1pm)	**Presentaciones finales**	**Entregar presentación final**
jueves, 1 de agosto (10:00am-2pm)	**Presentaciones finales**	**Entregar presentación final**