

**COURSE DATA****DATA SUBJECT****Code:** 35518**Name:** Spanish and languages of the Hispanic world**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	4	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Language contact and varieties of Spanish II	ELECTIVES

**COORDINATION**

RICOS VIDAL AMPARO

**SUMMARY**

The subject *Spanish and the Languages of the Hispanic World* is part of the general elective module *Developments in Hispanic Studies* and of the module *Varieties and Linguistic Contacts of Spanish II*. After an introduction to general issues about the current situation of languages and linguistic modalities in Spain, the subject focuses on the study of the development of the languages of the Hispanic world that have been in contact with Spanish, both the ones considered official and those which have less prestige, in Spain and abroad. This constitutes a specific part of the general contents of the module, which aims to form competent users in the identification of the distinctive features of Hispanic languages and modalities as related to Castilian, and of its historical formation and its social consideration both in the past and in the present. The aim is to generate citizens respectful of the linguistic and cultural diversity of the Peninsula.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

**OTHER REQUIREMENTS**



None

## COMPETENCES / LEARNING OUTCOMES

### 1003 - Degree in Hispanic Studies, Spanish Language and Literature

Be able to work and learn autonomously and to plan and manage work time.

Knowledge of the linguistic variations of the Spanish language.

Know the grammar and develop communicative competences in Spanish.

Show ethical commitment in the field of language studies as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

The ability to identify problems and subjects for research and assess their importance in the field of Spanish language, literature and theatre.

The ability to make a critical judgement of the style of a text and make alternative proposals.

Work as a team in the environment of language studies and develop interpersonal relations.

## DESCRIPTION OF CONTENTS

### 1. I. THE LINGUISTIC MAP OF THE CONTEMPORARY SPAIN

Unit 1. Spanish in contact with other languages. Social and legal issues related to the linguistic situation in Spain.



## 2. II. ORIGINS AND FORMATION OF THE HISPANIC WORLD

Unit 2. Non-Indo-European Hispania. Indo-European Hispania.

Unit 3. The formation of Romania: Peninsular Romance origins. Latin and romance dialects.

Unit 4. Formation of the non-Indo-European linguistic space: Basque language and its history.

## 3. III. HISTORY AND PROCESS OF LINGUISTIC NORMALISATION OF NEO-LATIN HISPANIA

Unit 5. Galician and its relation to Portuguese. Leonese and Asturian.

Unit 6. Aragonese. The fablas. The aranés. Catalan and Valencian.

Unit 7. Castilian.

Unit 8. Other peninsular varieties. Spanish in contact with other languages in the new Romance countries.

All these contents are translated into learning outcomes. Of the results of level 2, numbers 1, 2, 3, 4 and 5 are specific of the subject (level 3):

1. To be able to identify the characteristics of the linguistic configuration of Hispania, with the preservation of non-Indo-European pre-Roman linguistic spaces and the implementation of modalities derived from Romanization, as well as other later ones.
2. To have the ability to recognize and explain the consequences derived from the contact that the Castilian language has had inside and outside the Peninsula from its origins to the present day.
3. To be able to recognize and explain the criteria used in the process of formation of the different peninsular linguistic areas.
4. To be able to obtain basic information for the study of the processes of linguistic standardization of Neo-Latin Hispania and its application to specific problems through analysis and synthesis.
5. To be able to handle and discriminate bibliographic information and other resources available for the linguistic study of the peninsular and extrapeninsular Hispanic linguistic map.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	25,00
Independent study and work	30,00
Preparation of lessons	10,00



Preparation for assessment activities	20,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

a) The **formative in-class activities** include the lecturing of the fundamental concepts for the subject and the practices for the scrutiny of the formation of the linguistic spaces this course focuses on. Lecturers will foster knowledge on the historical internal and external evolution of languages and varieties in contact with the Spanish language (inside and outside Spain) and of its coding process, as well as the methodology and terminology used in the formation of neo-Latin Hispania. The methodology will therefore include:

1. Theory lectures on each of the thematic units developed in the course guide. These will be supplemented by previous or simultaneous reading assignments of the recommended texts or books.
2. Practical activities (analysis of texts, reading commentaries, participation in debate forums, oral presentations, use of linguistic corpora, etc.) that promote the study of the evolution of Hispanic linguistic spaces.

b) **Non-face-to-face activities:** these tasks include the preparation of individual or group work on some aspect of the formation of linguistic domains in contact with Castilian from a historical-social point of view or the preparation of the final exam. This work involves bibliographical search and critical reading of the most relevant texts on the topics, the promotion of a critical spirit, the students' active involvement in the construction of their own knowledge of historical Hispanic sociolinguistics, autonomous learning, ability to select relevant bibliographical information and electronic resources on the formation of Hispanic linguistic varieties, and the correct interpretation of variety-specific oral and written texts.

Whenever possible, attendance to conferences related to the subject organized by the Department of Spanish Philology or by the Faculty of Philology, Translation and Communication will be taken into account.

In this subject we work on SDG 4 (Quality Education), SDG 5 (Women's Equality) and SDG 16 (Peace, Justice and Strong Institutions).

Tasks submissions, activities and communication with lecturers will be carried out via the UV Virtual Learning Environment (Aula Virtual).

## EVALUATION

The assessment system will be devoted to evaluate the command of the competencies that students must acquire: knowledge about the origins and development of the peninsular linguistic map and of the varieties with which Spanish has been in contact inside and outside the Iberian Peninsula, with their diachronic, legal and social implications.

Students' assessment will consist in a final test and a set of practical activities. The final grade will result from adding up the marks obtained throughout the course in the mentioned items. The assessment



breakdown is as follows:

Assessment type	
a) Individual final exam	6 (60%)
b) Attendance, participation and practical activities	4 (40%)

The percentage breakdown for each call is as follows:

### First call

40 % Theoretical-practical activities (will be detailed at the beginning of the course)

· 15% Attendance and active participation in the classroom (debates, analysis of texts commented in the classroom, etc.) **ACTIVITY NOT RECOVERABLE**

· 15% Oral presentation in group on a topic given by the teacher at the beginning of the course (form and delivery schedule will be indicated in class). **RECOVERABLE ACTIVITY**

· 10% Individual and/or group activities on linguistic corpus analysis, databases, map commentary, bibliography search, forum participation, etc. **RECOVERABLE ACTIVITY.**

60% Individual final exam, which will consist of theoretical questions, directed comments and/or reading controls.

### Second call

40 % Theoretical-practical activities:

· If the practical part has been passed, but not the final exam, the practical grade obtained in the first call is retained, only in the case of taking the exam.

· If the practical part has been failed, the activities to be carried out in the second call to pass this section will be indicated in class.



-25% Practical activities that can be recovered.

-15% Oral test (will be informed in due time).

60 % Individual final exam (same structure as in the first call).

Passing grades in the rest of sections will be carried over to the second call.

To obtain a passing grade in the course (in both calls), students must obtain 5 out of 10 points (3 out of 6) in the final exam for the rest of parts to be valid. In any case, the total average mark must be 5 out of 10.

This assessment systems also considers the competencies that students must acquire, including the proper and correct writing in Spanish. Each orthographic, orthotypographical or expression error will result in lower marks or a fail in the course.

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All work submitted in this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the course content and is authorized by the faculty teaching the course.

The general assessment system complies with the UV Regulations, approved by the UV Governing Council on May 30 2017 (ACGUV 108/2017).

## REFERENCES

### Basic Works

CODITA, Viorica (ed.), BUSTOS GISBERT, Eugenio y Juan P. SÁNCHEZ MÉNDEZ (coord.) (2019): *La configuración histórica de las normas del castellano*. Valencia, Tirant Humanidades. Diachronica Hispanica

ECHENIQUE ELIZONDO, M<sup>a</sup> Teresa y SÁNCHEZ MÉNDEZ, Juan (2025): *Historia lingüística hispánica: Las lenguas de un Reino* (2.<sup>a</sup> edición revisada y muy aumentada), Valencia, Tirant Humanidades.

ELVIRA, Javier, FERNÁNDEZ-ORDÓÑEZ, Inés, GARCÍA GONZÁLEZ, Javier y SERRADILLA CASTAÑO, Ana (eds.) (2008): *Lenguas, reinos y dialectos en la Edad Media ibérica. La construcción de la identidad. Homenaje a Juan Ramón Lodares*, Madrid / Frankfurt, Iberoamericana / Vervuert.

MICHELENA, Luis (1990): *Sobre historia de la lengua vasca*, San Sebastián, Seminario Julio de Urquijo, (ahora en MICHELENA, Luis, *Obras Completas*, al cuidado de Joseba A. Lakarra e Iñigo Ruiz Arzalluz, Seminario de Filología Vasca Julio de Urquijo, Anejos LIV-LXVIII, San Sebastián / Vitoria, Diputación Foral de Gipuzkoa / Universidad del País Vasco, 2011, XVI vols.).

MORENO FERNÁNDEZ, Francisco (2005): *Historia social de las lenguas de España*, Ariel.

**Complementary Works**

- CANO AGUILAR, Rafael (coord.) (2024), *Historia de la lengua española*, Sevilla, Universidad.
- CATALÁN, Diego (1989): *El español y las lenguas circunvecinas*, Madrid, Paraninfo.
- COROMINAS, Joan y José Antonio PASCUAL (1989-1991): *Diccionario Crítico-Etimológico Castellano e Hispánico*, Madrid, Gredos, 6 vols.
- DE MIGUEL APARICIO, Elena, y María Cruz BUITRAGO GÓMEZ (eds.) (2006): *Las lenguas de España: un enfoque filológico*, Madrid, Ministerio de educación y Ciencia.
- ECHENIQUE ELIZONDO, M<sup>a</sup>. Teresa (1998): *Estudios lingüísticos vasco-románicos*, Madrid, Istmo.
- GARCÍA MOUTON, Pilar (1994): *Lenguas y dialectos de España*, Madrid, Arco-Libros.
- GARRIDO, Joaquín (2013): Lengua y estado en España: el debate en artículos de opinión y las opciones en política lingüística, en A. Ubach (coord.), *Homenaje a María del Pilar Palomo*, Madrid, Fragua, 179-193.
- GORROCHATEGUI, Joaquín, IGARTUA, Iván y Joseba A. LAKARRA (eds.) (2018): *Historia de la lengua vasca*, Vitoria-Gasteiz, Servicio Central de Publicaciones del Gobierno Vasco.
- HERMAN, József (1997): *El latín vulgar*, Barcelona, Ariel.
- LAPESA, Rafael (1981 [1942]): *Historia de la lengua española*, Madrid, Gredos, 9<sup>a</sup> ed.
- MARCOS MARÍN, Francisco A. (2023): *Dominio y lenguas en el Mediterráneo Occidental hasta los inicios del español*, Valencia, Ulteia Editorial.
- MARTÍN ZORRAQUINO, M<sup>a</sup> Antonia y José M<sup>a</sup> ENGUITA (2000): *Las lenguas de Aragón*, Zaragoza, Caja de Ahorros de la Inmaculada de Aragón.
- MARTÍNEZ ALCALDE, M<sup>a</sup> José et al (2020): *El español y las lenguas peninsulares en su diacronía: miradas sobre una historia compartida. Estudios dedicados a M<sup>a</sup> Teresa Echenique Elizondo*. Valencia, Tirant Humanidades. Diachronica Hispanica.
- PENNY, Ralph (2004): *Variación y cambio en español*, Madrid, Gredos.
- SÁNCHEZ MÉNDEZ, Juan (2002): *Historia de la lengua española en América*, Valencia, Tirant lo Blanc.
- VÄÄNÄNEN, Veikko (1989): *Introducción al latín vulgar*, Madrid, Gredos, 3<sup>a</sup> ed.
- VV.AA. (1986): *El mapa lingüístico de la Península Ibérica*, Madrid, Fundación March.