



Universitat de Lleida

DEGREE CURRICULUM
**HISTORY OF THE SPANISH
LANGUAGE**

Coordination: RIZOS JIMENEZ, CARLOS ANGEL

Academic year 2021-22

Subject's general information

Subject name	HISTORY OF THE SPANISH LANGUAGE			
Code	101052			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Hispanic Philology	1	COMMON	Attendance-based
	Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hyspanic Filology	1	COMMON	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	3	3	
	Number of groups	1	1	
Coordination	RIZOS JIMENEZ, CARLOS ANGEL			
Department	CLASSICAL, FRENCH AND HISPANIC STUDIES			
Teaching load distribution between lectures and independent student work	<p>Class hours: Of the 60 hours involved in the 6 credits of the subject, the academic calendar includes 57 teaching hours prior to the assessment activities. The time slot of the subject includes 8 hours during this period of evaluative activities, although the final test will take place during a 2-hour session. The hour that follows this period, considered lective, can be used to prepare recovery activities for the synthesis activities, for which the calendar includes another 3 hours.</p> <p>Hours of autonomous work: 90 hours (this figure is merely indicative, since the time that will be dedicated to carrying out work and studying or practices aimed at assimilating the contents of the subject will depend on the skill of each student).</p>			
Important information on data processing	Consult this link for more information.			
Language	Spanish			
Distribution of credits	Student hours: 150 (class: 60 [57 lective hours, distributed in 43 sessions]; autonomous work: 90; tutorials to clarify concepts or guide in the preparation of work: 4; final test: 2 h).			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
RIZOS JIMENEZ, CARLOS ANGEL	carlos.rizos@udl.cat	6	Thursday, 5-7 p. m.

Subject's extra information

In the event of confinement as a result of the pandemic generated by COVID-19, face-to-face activities will go virtual through the use of virtual campus tools: classes by videoconference, delivery of work through the activities tool, controls and Testing from home through the combination of the activity tool with the videoconference tool to verify the identity of the students being tested.

Regarding absences due to possible specific confinements due to contagion or contact with infected with the COVID-19 virus, they must communicate to the teacher so that he can justify them and put the means so that they can follow the classes by streaming synchronously.

Learning objectives

- 1. To study the historical, social, cultural and aesthetic factors that have determined the evolution of the Spanish language over time.
- 2. Know and explain some of the structural changes of the Spanish language.
- 3. Learn to detect interlinguistic and intercultural differences in the history of Spanish.
- 4. Understand Spanish texts from different periods.
- 5. Collaborate with classmates in language history learning tasks.
- 6. Write an explanatory text about the history of the language correctly.

Competences

CT1 Acquire adequate oral and written comprehension and expression of Catalan and Spanish

CB5 Know how to develop those learning skills necessary to undertake further studies with a high degree of autonomy

CG2. Analyze and evaluate a topic or subject, applying critical and objective reasoning CG5 Assess the rigor and quality of academic work.

CG7 Demonstrate autonomous learning capacity and intellectual maturity.

CG11 Know how to use the terminology and techniques of the disciplinary or professional field.

CE4 Know the systematic aspects of the uses of the language from different perspectives of grammatical analysis: phonetic, phonological, lexical, morphological, semantic, syntactic, discursive, pragmatic and sociolinguistic.

CE6 Know how to analyze and reflect on the structure and operation of the Spanish language and communication in the Spanish language, as well as knowing how to discriminate critically between the different theories and apply them to the scientific study of the language.

CE7 Recognize the strategies and channels of transmission of the Spanish language.

CE8 Recognize the historical, external and internal evolution of the Spanish language and the ability to understand and identify different dialectal registers and variants.

Subject contents

Unit 1. **What is the history of the language?**

Biography of the language. The thickness of the language. The place names.

Unit 2. **The remote origins of languages**

New and old inhabitants of the Hispanic house. The old Mediterranean civilization: Phoenician-Punic, Tartessian, Iberian and Basque-Aquitaine.

Unit 3. **The extended family of the mother language**

The great Indo-European family. Ancient inhabitants related to Latin: Lusitanians, Celts, Celtiberians, Sorotaptos, Greeks.

Unit 4. **The Latino heritage inherited by the Spanish**

Heritage in use: words worn by time.

Unit 5. **The other inheritance: cultisms**

The hidden heritage: words preserved from wear and tear. The legacy of the Greek world. The Judeo-Christian legacy.

Unit 6. **The transmitted heritage: the Hispania of the Goths**

The Visigothic period and the transformation of Latin (6th-8th centuries)

Unit 7. **The increased heritage: the Arabs in Hispania.**

The influence of Arabic and Islam in the Spanish language. The light and the treasures of the East (8th-15th centuries).

Unit 8. **Primitive heritage: the origins of Spanish**

The time of the origins (8th-11th centuries). The primitive romances: Castilian, Asturian, Aragonese, Mozarabic.

Unit 9. **The cultivated heritage: beginning of the literary era**

The dawn of literature (XII-XIV centuries): Jugglers and clergy.

Unit 10. **Alfonso X the Wise and the creation of Spanish prose**

The creation of the orthographic and syntactic norm. Vocabulary enrichment.

Unit 11. **Spanish in the Renaissance period**

The influence of classical languages. The study of Castilian: Elio Antonio de Nebrija.

Unit 12. **The disseminated heritage: Castilian in America**

A paradise beyond the seas. Features of Atlantic Spanish.

Topic 13. **Literary Spanish in the Golden Age (16th-17th centuries)**

The language of the great creators: Santa Teresa de Jesús, San Juan de la Cruz, Sor Juana Inés de la Cruz, Miguel de Cervantes, Lope de Vega, Quevedo, Góngora.

Unit 14. **Illustration and unity of language**

The path to modern Spanish: the creation of the Language Academy.

Unit 15. **The future of Spanish: Variety, change and adaptation**

Today's Spanish, a boiling language.

Methodology

There will be four types of class: theory classes, practical classes, assisted practicals and academically directed activities.

-Theoretical classes will be master classes and concepts will be developed in them, but with the understanding that students will be able to interrupt the teacher's speech as many times as necessary to raise any doubts that may arise. In these classes, the teacher will give notes and present the contents on the history of the language, contrasting the different points of view offered by the specialists in each of the periods studied and capturing the interest of the student, which will awaken the curiosity to expand the knowledge offered in the classroom.

-The practical classes will be of different kinds of philological exercises (reading of original texts, etymological interpretation, philological commentary on texts, modernization of an old text ...).

-The assisted practices will be participatory seminars in which the students will come into direct contact with the old documentation in different archives of the city (Capitular, Municipal, Diocesan, Historical; these practices will be reserved for some of the two-hour sessions).

-The academically supervised activities will consist of five small works related to different linguistic strata that concern Spanish: 1) pre-Roman period (toponymic approach); 2) popular language vs. cultured language (around patrimonial words and Greco-Latin cultisms); 3) the Germanic component (anthroponymic approach); 4) Arabic elements (lexical approach); 5) the Spanish of America (dialectological approach). During the tutorial hours (in the teacher's office, in the afternoon) the students will be able to ask the teacher the problems that arise, so that he can follow up on them (bibliographic advice, information search, interpretation keys...). It should be borne in mind that one of these practices can be substituted by another related to any of the sessions, which must be attended, scheduled within the framework of the Hispanic Literature Week, for which the teacher will ask for an approach from the History of Language.

Development plan

The course is divided into fifteen topics that correspond to the fifteen weeks that the semester covers.

The contents will be distributed with the following schedule:

Unit 1: What is the history of the language? (3 sessions: 1-II / 9-II)

Unit 2: The remote origins of languages (3 sessions: 14-II / 16-II)

Unit 3: The extended family of the mother tongue (3 sessions: 21-II / 23-II)

Unit 4: The Latino heritage inherited by the Spanish (3 sessions: 28-II / 2-III)

Unit 5: The other inheritance: cultisms (3 sessions: 7-III / 9-III)

Unit 6: The transmitted heritage: the Hispania of the Goths (3 sessions: 14-III / 16-III)

Unit 7: The increased heritage: Arabs in Hispania (3 sessions: 21-III / 23-III)

Unit 8: The primitive heritage: the origins of Spanish (3 sessions: 28-III / 30-III)

Unit 9: The cultivated heritage: beginning of the literary era (3 sessions: 4-IV / 6-IV)

Unit 10: Alfonso X the Wise and the creation of Castilian prose (2 sessions: 19-IV / 20-IV)

Unit 11: Spanish in the Renaissance period (3 sessions: 25-IV / 27-IV)

Unit 12: The disseminated heritage: Spanish in America (3 sessions: 2-V / 4-V)

Unit 13: Literary Spanish in the Golden Age (3 sessions: 9-V / 16-V)

Unit 14: Illustration and unity of the language (2 sessions: 17-V / 18-V)

Unit 15: The future of Spanish: Variety, change and adaptation (3 sessions: 23-V / 25-V)

* This timing is flexible and will be adapted to the needs of the students and to any other circumstance that may arise. The one-hour sessions (Monday and Tuesday) will have a more theoretical approach, while the two-hour sessions (Wednesday) will have a more practical approach, and it will be in the latter that the exits to different archives of the city will be made so that the students come into direct contact with the documents.

Evaluation

Internship: 50%

Modernization and philological commentary of an old text: 10%

Attendance and participation: 10%

Subject exam: 30%

Clarifications:

a) The exam, whenever possible, will be face-to-face and will consist of three parts:

1) Explanation and argumentation around a topic formulated by the teacher. It may concern one or more of the topics covered during the course. The length of the subject must be one side of at least one page.

2) Answer to 5 short questions about content covered in the fifteen topics of the program.

3) Philological commentary on a short ancient text.

b) The practices will be 5, with a score of 10 points each. They will be published in the "Activities" section of the subject's virtual campus, where the professor will establish the "Activities List". Students who combine their studies with a full-time job or a part-time job have the right to request an alternative assessment within a period of 5 from the beginning of the semester. For more information, send an email to academic@lletres.udl.cat or contact the Secretary of the Faculty of Letters.

Bibliography

Recursos de la asignatura. Carpetas con textos y materiales [disponibles en el campus virtual de la UdL en la sección denominada Recursos]

CANO, Rafael (coord.) (2004), *Historia de la lengua española*, Barcelona: Planeta, 2013².

COROMINAS, Joan, y José Antonio PASCUAL (1980-1990), *Diccionario crítico etimológico castellano e hispánico*, Madrid: Gredos (6 tomos). [abreviado como *DECH* , en la Bib. UdL]

Document sobre presentació de treballs i activitats: Grau en Llengües Aplicades i Traducció, Lleida: Universitat de Lleida. Recuperated from <https://cv.udl.cat/access/content/group/coordLlengues-1718/Guia%20presentacio%20treballs%20LLETRA.pdf>

GONZÁLEZ OLLÉ, Fernando (1993), *Lengua y literatura españolas medievales*, Madrid: Arco Libros. [en la Bib. UdL]

LAPESA, Rafael (1942), *Historia de la lengua española*, Madrid: Gredos, 1981⁹. [en la Bib. UdL]

RODRÍGUEZ ADRADOS, Francisco (2008), *Historia de las lenguas de Europa*, Madrid: Gredos.

SOCA, Ricardo (2016), *El origen de las palabras: diccionario etimológico ilustrado*, Bogotá: Rey Naranjo, 2018 (edición española).

TORRENS ÁLVAREZ, María Jesús (2007), *Evolución e historia de la lengua española*, Madrid: Arco Libros, 2018². [en la Bib. UdL]