



Universitat de Lleida

DEGREE CURRICULUM
**HISTORY OF THE SPANISH
LANGUAGE**

Coordination: RIZOS JIMENEZ, CARLOS ANGEL

Academic year 2023-24

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/CORE	Attendance-based
	Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hyspanic Philology	1	COMMON/CORE	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	PHILOLOGY AND COMMUNICATION			
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 final test will take place during a 2-hour session. The 4 hours that follow 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	Monday, 9-11 a. m.

Learning objectives

- O.1) Know the different historical events and cultural events that have led to the evolution of Spanish.
- O. 2). Understand linguistic change as it affects the structure of our language.
- O. 3). Detect the influences between languages and cultures throughout our history.
- O. 4). Work cooperatively to enhance individual learning in the study of linguistic history.
- O. 5). Comment on a Spanish text from any period from a diachronic perspective.
- O. 6). Prepare a research work related to this matter using the tools learned in methodological subjects taken during the 1st semester.

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 dialectical registers and variants.

Subject contents

The study of the history of Spanish requires a chronological approach that must necessarily go from before to after in order to understand the evolution of the language in tune with historical evolution. We can divide it into three large blocks corresponding to three large periods: 1) Antiquity (from the first testimonies written in pre-Roman languages to the 5th century, with the fall of the Roman Empire and the decline of Latin); 2) the Middle Ages (from the 5th to the 15th century: from the fall of the Roman Empire and the barbarian invasions to the appearance of the first normative texts of Spanish with the dictionary of Alonso de Palencia and the grammar of Antonio de Lebrija);

3) the Modern and Contemporary Ages (time of stabilization of the language based on a written standard, consolidated with the RAE, but also of diversification as a result of colonial expansion).

BLOCK 1: Antiquity

Unit 1: The roots of the language and the appearance of language (onomastics as a source of information).

Unit 2: Pre-Roman peoples and their languages (not Indo-European, autochthonous? like Iberian or Tarteso-Turdetano or colonization like Phoenician-Punic; is Basque a pre-Roman language?).

Unit 3: Pre-Roman peoples of Indo-European origin (Celts, Celtiberians, Lusitanos, *Sorotaptos* or *Urnenfelder?*, Greek settlers).

Unit 4: The Romans arrive (Latin as the trunk of our language): testimonies from the common record.

Unit 5: *Graecia capta ferum victorem cepit*: Greco-Roman cultisms and Christianity as the main route of transmission.

BLOCK 2: The Middle Ages

Unit 6: The barbarian invasions and Visigothic Spain: the Germanic component.

Unit 7: The arrival of Islam: the Arabic component.

Unit 8: The time of origins and the appearance of the primitive romances: Castilian, Astur-Leonese, Navarro-Aragonese, Mozarabic or Romandalusi...

Unit 9: The first literary testimonies: *jarchas*, mester of minstrelsy and clergy.

Unit 10: The consolidation of Castilian prose (Alfonso X and the School of Translators of Toledo).

BLOCK 3: Modern and Contemporary Age

Unit 11: The first Castilian standard (Alonso de Palencia and Antonio de Lebrija) and the Renaissance (from the popular language of the Ballads [Flores del Pinar] to the cultured one of Garcilaso de la Vega and Santa Teresa de Jesús).

Unit 12: The colonization of Spanish and the discovery of the Amerindian languages and other colonies (the documentary work of the missionaries), without forgetting the Sephardic.

Unit 13: The literary "taste for language": from Miguel de Cervantes to María de Zayas and from Quevedo or Góngora to Sor Juana Inés de la Cruz through the theater (Lope de Vega and Ana Caro).

Unit 14: The Royal Spanish Academy and the Enlightenment.

Unit 15: The 19th and 20th centuries and the search for identity through language (the case of the River Plate vindicated as a national language and that of other languages oppressed by the hegemonic one, such as Aragonese).

Methodology

Based on the motto "the *cocktail* of the language: from *absinthe* to *zurrapote* passing through *beer*, *calimocho*, or *mate*, and *ratafia*, since not everything is clear *water* or mere *wine*", an approach based on etymology is offered, which serves to know the different stages through which Spanish has passed in its different territories. There will be four types of class: theoretical classes, practical classes, assisted practices and academically directed activities. In the teaching method it is possible to distinguish several methodological axes that must be adapted to the different activities that have to be carried out in order for students to acquire the different competences related to this subject. In accordance with the provisions of the European Space for Higher Education (EHEA), it is convenient to point out the distribution between face-to-face classes and the student's autonomous work time, even though the latter will always be indicative, since it will depend on the skill of each student. one to consolidate the aforementioned competition. Bearing in mind that this subject has four weekly class hours divided into two

sessions of one hour (Monday and Tuesday) and one of two hours (on Wednesdays), and given the theoretical-practical approach that this subject requires, the one hour will be more theoretical and two hours more practical. In this sense, there will be four types of teaching activities:

-Theoretical classes will be magisterial and in them the concepts will be developed, but the 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 (with the support of audiovisual material and general and specific bibliography) the content on the history of the language, contrasting the different points of view offered by specialists in each of the periods studied and capturing interest of the student, who must expand these contents with readings that will be indicated in a timely manner and that you will find in the bibliography of this teaching guide.

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

-The assisted practices will be participatory seminars in which students will come into direct contact with the old documentation in different archives of the city (Chapter, Municipal, Historical; these practices will be reserved for some of the two-hour sessions, specifically the 2nd time, as these archives open at 9am).

-The academically directed activities will consist of two related works where different competences related to this matter will be put into practice: 1) Transcription and edition of a brief unpublished text in Spanish prior to the foundation of the RAE and subsequent philological commentary (activity in pairs; students will have to look for the document); 2) transcription, edition and lexical-etymological commentary of a short text provided by the teacher (individual activity; the different stages of the language must be addressed based on the vocabulary that appears). During the tutorial service hours (in the teacher's office, in the afternoon) the students will be able to raise the problems that arise with the teacher, so that he can follow them up (bibliographic advice, information search, interpretation keys. ...).

It should be borne in mind that there may be a third practical activity (but not academically directed) related to one of the sessions, which must be attended, scheduled within the framework of the Week of Hispanic Letters, for which the teacher will ask for an approach from History of the tongue. This activity will be mandatory or optional (to raise grade) depending on whether the scheduled sessions coincide with the time frame of the subject.

Development plan

The course is divided into fifteen topics that correspond to the fifteen weeks covered by the semester. The contents will be distributed with the following schedule:

BLOCK 1: Antiquity

Unit 1 (1st week): The roots of the language and the appearance of language (onomastics as a source of information). [3 sessions: 5-II / 7-II; 2nd hour on Wednesday: visit to the Letters library to have direct contact with the bibliography]

Unit 2: Pre-Roman peoples and their languages (not Indo-European, autochthonous? like Iberian or Tarteso-Turdetano or colonization like Phoenician-Punic; is Basque a pre-Roman language?). [3 sessions: 12-II / 14-II; 2nd hour on Wednesday: delivery of activity that will not weigh in the final grade but will be corrected. origin of the names and surnames of the students and their place of birth or residence]

Unit 3: Pre-Roman peoples of Indo-European origin (Celts, Celtiberians, Lusitanos, *Sorotaptos* or *Urnenfelder?*, Greek settlers). [3 sessions: 19-II / 21-II; practical session on Wednesday: correction of the non-assessable activity and approach to activity 2, in which each student will be given a text to begin their lexical-etymological research, which here will begin by addressing place names]

Unit 4: The Romans arrive (Latin as the trunk of our language): testimonies from the common record. [3 sessions: 26-II / 28-II; practical session on Wednesday: diagnosis of difficulties in toponymic analysis and localization of the Latin lexicon for etymological research]

Unit 5: *Graecia capta ferum victorem cepit*: Greco-Roman cultisms and Christianity as the main route of

transmission. [3 sessions: 4-III / 6-III; practical session on Wednesday: diagnosis of difficulties in the Latin lexicon and location of Greco-Latin cultisms]

BLOCK 2: The Middle Ages

Unit 6: The barbarian invasions and Visigothic Spain: the Germanic component. [3 sessions: 11-III / 13-III; practical session on Wednesday: diagnosis of difficulties with the Greco-Latin lexicon and localization of lexicon of Germanic origin with special attention to anthroponymy]

Unit 7: The arrival of Islam: the Arabic component. [3 sessions: 18-III / 20-III; practical session on Wednesday: diagnosis of difficulties with Germanic anthroponymy and localization of lexicon of Arabic origin]

Unit 8: The time of origins and the appearance of the primitive romances: Castilian, Astur-Leonese, Navarro-Aragonese, Mozarabic or Romandalusí... [2 sessions: 2-IV / 3-IV; practical session on Wednesday: diagnosis of difficulties with the lexicon of Arabic origin and location of diatopic peculiarities depending on the origin and authorship of the text]

Unit 9: The first literary testimonies: jarchas, mester of minstrelsy and clergy. [3 sessions: 8-IV / 10-IV; 2nd hour on Wednesday: departure to the Lérida Chapter Archive to see medieval documentation]

Unit 10: The consolidation of Castilian prose (Alfonso X and the School of Translators of Toledo). [3 sessions: 15-IV / 17-IV; practical session on Wednesday: approach to activity 2, in which pairs will be formed that will have to search for the text to be transcribed, edited and commented on, and different platforms to search for documentation will be presented]

BLOCK 3: Modern and Contemporary Age

Unit 11: The first Castilian standard (Alonso de Palencia and Antonio de Lebrija) and the Renaissance (from the popular language of the Ballads [Florencia del Pinar] to the cultured one of Garcilaso de la Vega and Santa Teresa de Jesús). [3 sessions: 22-IV / 24-IV; 2nd hour on Wednesday: visit to the Historical Archive of Lleida, where documentation from different periods and typologies will be seen (it is possible that during this same hour some activity related to the Week of Hispanic Letters is programmed, for which reason the event should be canceled or postponed. exit)]

Unit 12: The colonization of Spanish and the discovery of the Amerindian languages and other colonies (the documentary work of the missionaries), without forgetting the Sephardic. [2 sessions: 29-IV / 30-IV; session of Tuesday 30: delivery of activity 1]

Unit 13: The literary "taste for language": from Miguel de Cervantes to María de Zayas and from Quevedo or Góngora to Sor Juana Inés de la Cruz through the theater (Lope de Vega and Ana Caro). [3 sessions: 6-V / 8-V; practical session on Wednesday: corrected return of activity 1 and diagnosis of difficulties with particular dialects depending on the origin and authorship of the text, as well as addressing the location of lexical loans with special attention to those of Amerindian or Italian origin]

Unit 14: The Royal Spanish Academy and the Enlightenment. [3 sessions: 13-V / 15-V; practical session on Wednesday: delivery of activity 2 and departure to the Municipal Archive of Lleida to see handwritten literary texts from the 17th and 18th centuries]

Unit 15: The 19th and 20th centuries and the search for identity through language (the case of the River Plate vindicated as a national language and that of other languages oppressed by the hegemonic one, such as Aragonese). [3 sessions: 20-V / 22-V; practical session on Wednesday: return of activity 2 corrected and doubts to face the written test]

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

Evaluation

The evaluation system contemplates that this must be continuous and must serve to verify that the students have acquired the skills and achieved the learning results or objectives initially set. For this, the following weighting system will be followed for the final qualification:

Block 1:

Academically directed individual activity (Activity 2: transcription, edition and lexical-etymological analysis): 40%

Block 2:

Transcription, edition and philological commentary of an unpublished ancient text (in pairs) 10%

Attendance and participation: 20%

Block 3: 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, but there will be a choice between two options (the teacher's explanations must be completed by reading the subject manual, accessible in the "Resources" section of the Virtual Classroom and which corresponds to the History of the Spanish language by Rafael Lapesa). The extension of the subject must be at least one side of a page. 2) Answer to 5 brief questions about contents exposed in class or exercised in practices. 3) Philological commentary on a short ancient text (a quarter of a page if it is in prose).

b) Both the academically directed individual activity (activity 2) and the transcription, edition and philological commentary of an unpublished text (activity 1, in pairs) will be published in the "Activities" section of the virtual classroom, but they should preferably be delivered printed and in hand on the scheduled dates.

c) Each unjustified lack of attendance will deduct one tenth of the two points corresponding to attendance and participation, which weigh 20% of the final grade.

d) Each expression error (spelling, grammatical or lexical) in the written activities rated out of 10 will deduct five tenths (0.5) by departmental agreement. In the case of the exam, graded on 3 points, the proportional part will be deducted, that is, fifteen hundredths (0.15) per error.

Recovery: In accordance with the UdL evaluation regulations, only those activities that weigh a minimum of 30% of the total grade will be eligible for recovery, so that both the exam (whose weighting is 30%) and the exam can be recovered. the individual academically directed activity (activity 2), whose weighting is 40%.

In the event of academic fraud or spontaneous copying, the provisions of the Regulations for evaluation and qualification of teaching in bachelor's and master's degrees of the UdL will apply.

The student who wants to take advantage of the alternative evaluation must present a work contract or justify, in writing addressed to the dean, the reasons that make it impossible for him or her to carry out the continuous evaluation within a period of five (5) days from the beginning. of the semester For more information, send an email to lletres.secretariacentre@udl.cat or contact the Academic Secretariat of the Faculty of Letters.

Bibliography

Course resources. Folders with texts and materials [available on the UdL virtual campus in the section called Resources]

CANO, Rafael (coord.) (2004), *Historia de la lengua española*, Barcelona: Planeta, 2013² [in library UdL]

COROMINAS, Joan, & José Antonio PASCUAL (1980-1990), *Diccionario crítico etimológico castellano e hispánico*, Madrid: Gredos (6 vol.). [abbreviated as *DECH* , in library 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>

FILALI, Shayma, Ismael Villalba y Pero Amorrutu (2022), *La vida secreta de las palabras (el libro de @ÉtimosDirectos)*, Madrid: La Esfera de los Libros.

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

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

RODRÍGUEZ ADRADOS, Francisco (2008), *Historia de las lenguas de Europa*, Madrid: Gredos. [in public library of Lleida]

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

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

Digital resources:

Corpus Diacrónico del Español (CORDE): <https://corpus.rae.es/cordenet.html>

Portal de Archivos Españoles (PARES): <https://pares.culturaydeporte.gob.es/inicio.html>

Documentos y Archivos de Aragón (DARA): <https://dara.aragon.es/dara/>