

udios del Observatorio/Observatorio Studies
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Publishing guidelines

General information

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The *Observatory of the Spanish language and Hispanic cultures in the United States* (or *Observatorio*) is a research center of the Instituto Cervantes at Harvard University's Faculty of Arts and Sciences; it is geared toward the study and reflection of the presence of Spanish in the United States in both its linguistic and cultural dimensions. The *Observatorio* pays special attention to the social and linguistic evolution of the Spanish language in the U.S.; its learning and usage by different types of speakers (including minorities, but not exclusively); its coexistence with other languages within a multilingual and multicultural context; the perception of the Spanish language by its speakers (especially as an element of personal identity) as well as by those with other linguistic origins; and to literary, artistic and intellectual production in Spanish, and its dissemination not just in this language but also in English translation. Through its research program and academic and cultural activities, the *Observatorio* constitutes a forum of analysis and debate among experts at Harvard University and other universities in the U.S., as well as universities from Spain and Hispanic American countries.

Estudios del Observatorio/Observatorio Studies (which began its trajectory as *Informes del Observatorio/Observatorio Reports* in May 2014, and adopted its new name in September 2019), is a free and bilingual periodical, featuring articles, reports, debates and other kinds of texts, which analyze diverse aspects of the above-mentioned themes, from different perspectives and various realms of study. They may originate from within

the Observatorio itself or from works sent by external researchers for the Observatorio's consideration.

While *Estudios del Observatorio/Observatorio Studies* is not an indexed publication, article manuscripts are submitted to the evaluation of at least two members of the center's Advisory Committee; the issues are published in English and Spanish, and are accessible in print form and online at the Observatorio's home page:

<http://cervantesobservatorio.fas.harvard.edu/>.

The content of *Estudios del Observatorio/Observatorio Studies* is divided into the five broad areas of study which also organize the Observatorio's academic activity; some of the specific themes are suggested below:

1. *Language*
2. *Contact / minorities*
3. *Education*
4. *Culture and thought*
5. *Translation of the Spanish language*

1. *Language: Spanish in the United States*

The current status and evolution of the Spanish language in the United States, in relation to Hispanic countries and to the international Spanish-speaking community; the perception of the Spanish language by native speakers as well as by speakers of other languages; its presence as a majority or minority language in different environments and in all its manifestations; the concept of "U.S. Spanish" and *Spanglish*; the intergenerational acquisition, development and transmission of Spanish; the sociological and dialectological complexity of Spanish-speaking communities in the United States; other languages and linguistic varieties utilized by speakers of Spanish in the United States.

2. *Contact / minorities: Languages and cultures in contact*

Linguistic and cultural contact in bilingual, multilingual and multicultural societies such as the United States, with special attention paid to the coexistence of Spanish with English and with minority languages in the U.S. and in Latin America; Spanish as the first "minority" language of the U.S.; political, social, demographic or economic factors affecting both the great "minority" of Spanish speakers and the different "Hispanic" communities in the U.S., of diverse national origin; the social consequences of Spanish as a heritage language; the importance of bilingualism for personal and social development.

3. *Education: the teaching of Spanish in the United States*

The presence and status of the Spanish language at various education levels (elementary, secondary, and college or university) in the United States; its past and future evolution, as well as identitarian, social and educational factors affecting the teaching and learning of Spanish; bilingualism in elementary and secondary education; the value and educational impact of Spanish as a heritage language; educational methodologies and resources

useful for the teaching of Spanish and for its consolidation as a second language in the U.S.; new technological applications for Spanish language learning.

4. *Culture and thought: Culture and thought in Spanish in the U.S.*

Hispanic art and culture, and thought expressed in Spanish, in any field of work, whether humanistic, technical or scientific, including its manifestation in Spanish-language media. Spanish and Hispanic American literatures in their hemispheric and transatlantic dimensions; artistic, literary and intellectual influences—in any field or area—between Spain, Hispanic America and the United States; language, literature and culture as markers of identity for Hispanic communities; Spanish as a language of prestige, culture and excellence.

5. *Translation: Translation of Spanish and of Hispanic cultures in the United States*

The cultural and mediating role of translation, paying special attention to its contribution in disseminating literature and thought from Spain and Hispanic America within U.S. society, and vice versa; the study of English translation of relevant works originally produced in Spanish, of various genres, origins, time periods and authors; linguistic, artistic, sociological, historic, political, economic and technical factors of translation, in its various modalities, within the context of exchange between Spanish and English in the United States.

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General guidelines

Observatorio Studies/Estudios del Observatorio accepts unpublished and original works from experts and professionals of various disciplines and fields of study; these works must meet the objectives of the publication and of the Observatorio, and display a quality habitually required of academic works regarding the following:

- Importance of theme for the relevant discipline
- Originality of approach and of the contribution
- Academic soundness
- Argumentative soundness
- Clarity of organization and written composition
- Relevance and appropriateness of sources and references used

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Manuscripts under evaluation by other publications should not be sent. Texts received for possible publication by *Estudios del Observatorio/Observatorio Studies* will be submitted to an anonymous revision process, and must be approved by two members of the Advisory Committee.

Manuscripts must be **sent to the publication's electronic address** (see *General information*), and accompanied by **the author's abbreviated curriculum vitae** (one page), including mailing and electronic address, as well as a **summary** of the article (200 words) and a list of **six key words**.

Manuscripts should be sent as DOC or DOCX (Word) and PDF formats, and follow the formatting guidelines specified below. Images—should there be any— must be sent as attachments in standardized format (JPG or JPEG) and quality good enough for their reproduction; tables and graphs should be submitted in editable Excel format. The PDF version of the manuscript should include all graphic elements in their correct place.

Formatting guidelines

Length. Articles can vary in length between 7,000 and 10,000 words, including footnotes, but excluding the Works Cited list.

Format. Manuscripts should be sent in Franklin Gothic Book 12-point font, with 1.5 line spacing. Indented citations and footnotes should be in 10-point font and single spaced.

Language. Articles can be sent in Spanish or English. English-language orthography may be British or American, so long as one or the other is used consistently throughout. If the article has not been written by a native speaker of the language in question, it is recommended that the text be revised by a native speaker of the appropriate language before its submission. The Observatorio will assume the responsibility of translating the article for bilingual publication, but the translation can also be carried out by the authors themselves if they so wish.

Title and sections. The title should be centered, in bold type, and in Franklin Gothic Book 25-point font. The author's name should appear on the following line, justified to the right; below that, the author's institution; both should appear in Franklin Gothic Book 14-point font. For the headings of the various sections, the following format should be adopted: the main headings will be numbered, in bold type and justified to the left; the next level should be in italics and justified to the left; a third level may be included, which should be in rounded letter and justified to the left. One space should be left between headings and the paragraphs before and after, except in the case there is a third level, which should not be separated from the following paragraph with a space.

Citations. Brief textual citations should be included in the body of the text with double quotation marks. If the citation is longer than four lines, it should be indented without quotations, in regular font, and separated from the main text with a blank space above and below. In either case, the corresponding reference should be included in parentheses at the end of the citation, following the format indicated below in *Bibliographic references*.

Emphasis. Foreign words and those which the author wishes to emphasize should be in italics. The author should avoid capital letters, bold-type (except for titles and main headings), and underlining (except to emphasize something within textual examples, as an alternative to bold-type). For specific terms and expressions, or to indicate the concrete meaning of a word (e.g., 'language alternation'), single quotation marks should be used.

Notes. These shall be in the form of **footnotes**, in sequential order using Arabic numbers, and in 10-point font. Footnotes should be reduced to a minimum, and these should not include complete references, which will be placed in the *Works cited* section.

Tables and other graphic elements. Tables, graphics and figures should each fit on one page, and should be legible in document size “US Letter.” For tables, the use of Franklin Gothic Book in 10-point font is suggested (with a minimum of 8-point font). All graphic elements should be numbered consecutively and include an appropriate subtitle. Example:

Table 1. Initiatives to Declare English the Official Language of the United States.
Source: Aka and Deason (2009).

Both the number and the subtitle must be placed below the table or graphic element. The main text should make reference to them by citing their number: “in table 2” (making sure to avoid expressions such as “in the following table,” etc.).

References.

-References that appear in the body of the text should be as accurate as possible, citing the page number(s) when necessary. For example,

“.....” (Preston, 2003, p. 37).

As Ortiz explains, “.....” (2003, pp. 37-48).

In indented quotations the reference should be placed at the end, after the final full stop of the quoted text.

-At the end of the work, a section titled **Works cited** should be included; this section will indicate the complete references of all works cited in the text. Uncited sources should not be included. If two or more articles by the same author are listed, the oldest publication should come first. Names of journals and publishing houses should not be abbreviated (except in cases of *Ltd.*). Article and chapter references should always include corresponding page numbers.

A few examples of the format that should be followed in this section are offered below:

Books:

Tajfel, H. (1981). *Human groups and social categories*. Cambridge: Cambridge University Press.

Escobar, A. M., y Potowski, K. (2015). *El español de los Estados Unidos*. Cambridge: Cambridge University Press.

García, O., Flores, N., & Spotti, M. (Eds.). (2017). *Handbook of language and society*. New York & Oxford: Oxford University Press.

Articles:

Moreno Fernández, F. (2012). Percepciones de la lengua española. *Boletín de la Academia Cubana de la Lengua*, 17, 5-20.

Pease-Alvarez, L. (2002). Moving beyond linear trajectories of language shift and bilingual language socialization. *Hispanic Journal of Behavioral Sciences*, 24(2), 114-137.

Valdés, G., González, S. V., García, D. L., & Márquez, P. (2003). Language ideology: The case of Spanish in departments of foreign languages. *Anthropology & Education Quarterly*, 34(1), 3-26.

Ashkenas, J., Park, H., & Pearce, A. (2017). Even with affirmative action, Blacks and Hispanics are more underrepresented at top colleges than 35 years ago. *The New York Times* (24 de agosto). <http://nyti.ms/2wBoKY5>

Book chapters:

Zentella, A. C. (2003). 'José can you see': Latin@ responses to racist discourse. In D. Sommer (Ed.), *Bilingual games* (pp. 51-66). New York: Palgrave Press.

Silva-Corvalán, C., & Sánchez-Walker, N. (2007). Subjects in early dual language development: A case study of a Spanish-English bilingual child. In K. Potowski & R. Cameron (Eds.), *Spanish in Contact. Policy, Social and Linguistic Inquiries* (pp. 3-22). Amsterdam: John Benjamins.

Bills, G. D. (2012). Las comunidades lingüísticas y el mantenimiento del español en Estados Unidos. In L. A. Ortiz López y M. Lacorte (Eds.), *Contactos y contextos lingüísticos. El español en Estados Unidos y en contacto con otras lenguas* (pp. 55-81). Madrid: Iberoamericana Vervuert.

For cases not illustrated in the above examples, APA Style formatting should be followed:

<https://apastyle.apa.org/learn/faqs/index>

<https://apastyle.apa.org/products/index>