

Estudios del Observatorio/Observatorio Studies
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2021EN

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Publishing guidelines

General information

Title: *Estudios del Observatorio/Observatorio Studies*

Publisher: © Instituto Cervantes at the Faculty of Arts and Sciences of Harvard University.
United States of America

Address: Observatory of the Spanish language and Hispanic cultures in the U.S.
Harvard University, Faculty of Arts and Sciences
2 Arrow St. 4th fl. Cambridge, MA. 02138. USA

E-mail: info-observatory@fas.harvard.edu

ISSN: 2688-2930 (Spanish – online)
2688-2957 (Spanish – print)
2688-2949 (English – online)
2688-2965. (English – print)

DOI prefix 10.15427

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.; to said language's usage, acquisition and perception by different types of speakers; to its coexistence with other languages within a multilingual and multicultural context; 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 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 an anonymous revision process and must obtain the favorable evaluation of two reviewers; the issues are published in English and Spanish, and are accessible in print form and online at the Observatorio's home page:

<https://cervantesobservatorio.fas.harvard.edu/en/reports>

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 in the following:

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 and perception 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 its various 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; the identity-related, 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, particularly concerning its reception in the U.S.; 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.

Advisory committee

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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 content
- Academic soundness
- Argumentative soundness
- Clarity of organization and written composition
- Relevance and appropriateness of sources and references used

Seeking permission for the use of copyright material is the responsibility of the author. The texts published by the Instituto Cervantes at Harvard University's Faculty of Arts and Sciences are the property of their authors; editors may reserve the right to deny, with due justification, authors' written requests for permission to make use of their work in other ways. In the presence of specific agreements, the Observatorio may consider the inclusion of previously published works.

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 reviewers.

When making their proposal, authors must send the following **to the publication's email address** (see *General information*):

- **The author's abbreviated curriculum vitae** (one page), including mailing and electronic address
- The manuscript in DOC or DOCX (Word) and PDF formats, and following the formatting guidelines specified below
- A **summary** of the article (200 words)
- A list of **six key words**
- 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.

Font. Manuscripts should be sent in Franklin Gothic Book 12-point font, with 1.5 line spacing.

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, separated from the paragraph above by two spaces and from the paragraph below by one; the next level should be in italics, justified to the left, and separated from both the paragraphs above and below by one space. A third level may be included, which will be in regular font, justified to the left, separated by one space from the paragraph above, and by none from the paragraph below.

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 quotation marks, in regular and 10-point font, single-spaced 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 **Works cited**. If the in-text citation is not in the language in which the article is written (English or Spanish), the author should include a translation in the language of the article in the main body, and the original citation in a footnote. It should be stated if the translation provided comes from a published source (please provide the details in a footnote), or if it was done by the author of the study (which should be indicated as [my translation]).

Emphasis. Foreign words and those which the author wishes to emphasize should be in italics. The author should avoid small capitals, bold-type (except for titles and main headings), and underlining (except to emphasize something within textual examples). In order to indicate the specific meaning or some special use of a word, single quotation marks should be used, thus distinguishing between these uses and textual citations.

Examples:

- El filósofo y educador Ezequiel Ander-Egg, basándose en la definición más común de la palabra ‘taller’, define el taller educativo como un lugar o espacio “donde se trabaja, elabora y se transforma algo para ser utilizado” (1992, p. 10).

- The psycholinguistic literature includes studies on these populations under the umbrella of ‘bilingualism.’

Notes. These shall be in the form of **footnotes**, in sequential order using Arabic numbers, and in Franklin Gothic Book 9-point font. Footnotes should not include complete references, as these will be placed in the **Works cited** section.

- References to manuscripts and letters must be included in a footnote (providing the initials and last name of the sender, as well as an exact a date as possible), and not in the **Works cited** section.

Tables and other graphic elements. Tables, graphics and figures should each fit in one page, and should be legible in document size “US Letter.” For tables, the use of Franklin Gothic Book in 9-point font is suggested (with a minimum of 8-point font). All graphic elements should be numbered consecutively and include an appropriate subtitle, also in 9-point font.

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, centered, below the image 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 in the main text and works cited.

References that appear in the body of the text should be as accurate as possible, citing the page number(s) when necessary. The format is as follows:

“.....” (Preston, 2003, p. 37)

“.....” (Benmamoun et al., 2013, p. 133).

Como explica Ortiz, “.....” (2003, pp. 37-48)

Accordingly, Surrain and Luk (2019) “.....”

Como lo presentan Surrain y Luk (2019) “.....”

In indented quotations the reference should be placed in parenthesis 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.

Formatting observations for this section:

- Organize cited works in alphabetical order according to the last name of the author; do not divide cited works according to publication type
- Indicate the first name of each author by using only the first initial, for example: Fernández Cifuentes, L.; Potowski, K.
- When including two or more works by the same author, spell out the last name for each reference (do not use dashes to denote a repeated author).
- If two or more articles by the same author are listed, the oldest publication should come first. In the case that two or more works by the same author (or the same group of authors) also share the publication year, these works should be differentiated by adding a letter suffix—a, b, c, d, etc.—after the repeated publication year.
- The reference in the Works cited list should be written entirely in the language in which the work in question was published.
- Article and chapter references should always include corresponding page numbers.
- Following APA guidelines, do not enclose article and chapter titles in quotation marks.
- Following APA guidelines, capitalize only the first word of English-language titles for articles, books, and book chapters. Journal titles should be capitalized according to that publication's established format. See examples below:
 - Kagan, R. L. (2019). *The Spanish craze: America's fascination with the Hispanic world, 1779-1939*. Lincoln: University of Nebraska Press.
 - Beaudrie, S. M. (2020). Towards growth for Spanish heritage programs in the United States: Key markers of success. *Foreign Language Annals*, 53(3), 416-437.
- In the case of classical works, reference the edition that is being used. We recommend including the original publication date in square brackets after the date of the cited edition and, if the edition used for the article is a translation, also including the translator's information. See the following examples:
 - Cervantes Saavedra, M. (2013 [1615]). *Don Quijote de la Mancha*. Prisa Ediciones.
 - Rojas, F. (2003 [1499]). *La Celestina* [P. Finch, Trans.]. Delaware: European Masterpieces.

- Names of journals and publishing houses should not be abbreviated (except in cases of *Ltd.*).
- For sources/works still in press, please indicate so with “*forthcoming*” or “*en prensa*”, in italics and in parentheses.

A few examples of the format that should be followed in this section are offered below. These illustrate not only the required information and its order, but also the punctuation marks that must be used:

How to reference books:

- Cornell, S., & Hartmann, D. (2007). *Ethnicity and race: Making identities in a changing world* (2nd ed.). Thousand Oaks, CA.: Pine Forge Press, SAGE Publications, Inc.
- 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.
- Romay, A. *La apertura cubana*. (2014). Nueva York: Sudaquia Editores.
- Severin, D. S. (1987). Introduction. In F. Rojas, *Celestina* [J. Mabbe, Trans.], (pp. v-xx). Warminster: Aris and Phillips Ltd.
- Tajfel, H. (1981). *Human groups and social categories*. Cambridge: Cambridge University Press.

How to reference book chapters:

- Bills, G. D. (2012). Las comunidades lingüísticas y el mantenimiento del español en Estados Unidos. En 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.
- 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.
- 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.

How to reference articles:

Adorno, R., y del Pino, J. (2020). George Ticknor (1791-1871), su contribución al hispanismo, y una amistad especial. *Estudios del Observatorio / Observatorio Studies*, 58, 63 pp.

<https://cervantesobservatorio.fas.harvard.edu/es/informes/george-ticknor-1791-1871-su-contribucion-al-hispanismo-y-una-amistad-especial>

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* (August 24). <http://nyti.ms/2wBoKY5>

Hall, R. (1935a). Novelties in Madrid: Contrasting the Trends in Newer Works of Contemporary Spanish Composers. *The New York Times (1923-Current file)* (August 18), p. X4.

Hall, R. (1935b). Some Spanish Novelties. *The New York Times (1923-Current file)* (April 21), p. X6.

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.

How to reference lectures and presentations at conferences:

Iglesias Arellano, M. (2019, 10-11 de mayo). *La poética del amor y la transformación en Poeta en Nueva York de Federico García Lorca* [ponencia]. Reshaping Hispanic Cultures. Instituto Cervantes Symposium for new research 2019, Cambridge, Estados Unidos.

<http://observatoriocervantes.org/simposio/es/index.html>

Llopis-García, R. (2019, October 31st). Cognitive Linguistics and the Teaching of Living Languages: from 1832 to 2019 [presentation]. *Dartmouth College's Leslie Center for the Humanities Conference: George Ticknor ('1807) and his Legacy in the 21st Century*, Hanover, NH, USA.

<https://leslie.dartmouth.edu/news/2019/10/conference-george-ticknor-1807-and-his-legacy-21st-century>

How to reference doctoral or master's theses:

Barreto, A. G. (2015). *Fundarvid: una contextualización de sus neologismos en la lengua de señas colombiana* [tesis de maestría, Universidad Nacional de Colombia]. Repositorio Institucional UN.

<https://repositorio.unal.edu.co/handle/unal/55990>

Jacobs, J. E. (2016). *Language Ideologies and Identity Construction Among Dual Language Youth* [doctoral dissertation, Harvard University]. Harvard Library. <https://dash.harvard.edu/handle/1/27112703>

How to reference audiovisual material:

- Películas o cintas cinematográficas:
 - Almodóvar, P. (2006). *Volver* [película]. El Deseo S.A.
- Obras de arte:
 - Giacometti, A. (1961). *Caroline sur fond blanc* [pintura]. Museo Botero, Bogotá, Colombia. <https://bit.ly/325NVx8>
- Obras musicales:
 - Davis, M. & Evans, G. (1960). *Will o' the wisp* [vinyl]. *On Sketches of Spain*. New York City: Columbia.

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>