

University of Puerto Rico, Rio Piedras Campus
Faculty of Humanities, English Department

**INGL 3249 Intro. to the Creole Languages of the Americas Semester: Aug-
Dec 2003**

Professor:

Name: Dr. Nicholas G. Faraclas

Office: Pedreira 4

Office Hours: Tuesday and Thursday (2:30-3:50) and by appointment

Telephone: 787-764-0000 ext. 2035 *email:* nickfaraclas@hotmail.com

Course Number, Title, and Number of Class and Credit Hours:

Title: INGL 3249 Introduction to the Creole Languages of the Americas

Credits: 45 Hours/3 Credits

Schedule: Section OU1: Tuesday and Thursday 11:30 am – 12:50 pm LPM
305

Prerequisites, Corequisites, and Other Requirements: None.

Course Description. The Caribbean has been one of the global epicenters for the development of creole languages since the beginning of the era of colonial plantation slavery. In this course, students will use linguistic studies, spoken and written texts, and field data to explore the dynamic and creative processes of cultural and linguistic synthesis that typify Caribbean societies, with a specific focus on the languages of social contact and social contract that have developed in the West Indies over the past five hundred years. Articles expounding the different theories regarding the origin of plantation era creoles will be compared to get a sense of the key debates among creolists and the features that typify the vocabulary, grammar, and sound systems of Caribbean creoles will be studied in some detail so that students can gain a deeper understanding of these fascinating languages.

Course Objectives: By the end of the course, the students will be able

- 1) To understand, manipulate, and critically question the basic concepts and categories used by creolists in their work.
- 2) To identify and describe the different processes involved in language contact in general and creolization in particular.
- 3) To recognize and understand the wide variety of political, social, historical, and linguistic contexts that have given rise to creole languages.
- 4) To conduct descriptive research on some aspect of creole linguistics.
- 5) To explain and question the theories of creole genesis and to begin to situate themselves in relation to these different competing frameworks.

- 6) To analyze the dynamics of how dominant languages and cultures are propagated and of how this process is resisted through pidginization and creolization.
- 7) To critically analyze how linguists, sociolinguists, and creolists do their work
- 8) To recognize and analyze the different lexicosemantic, phonological, and morphosyntactic structures that typify the creole languages of the colonial era.
- 9) To critically question the language that underpins such concepts as 'language', 'culture', 'race', 'civilization', 'development' and 'globalization' as they are generally understood and used in the Caribbean and beyond.
- 10) To make the process of the lifelong cultivation of the practice of critical questioning of discourses an ongoing one in their daily lives.
- 11) To contribute in an effective way to the integration of fellow students with special challenges and needs into the learning environment.
- 12) To participate in team work designed to make necessary adjustments for the inclusion of students with special challenges and needs.

Course Content and Calendar (approximate, subject to adjustment). All readings are from **Required Textbook:** Holm, J. 2000. *Pidgins and Creoles*. Cambridge: Cambridge University Press:

Weeks 1 and 2 (6 Class Hours): Introduction. Reading: Holm, pages 1-13. Theory and History. Reading: Holm, pages 14-70. Assignment 1 due by the end of Week 4. Texts, music, histories, videos, etc.

Week 3 (3 Class Hours): Theory and History. Reading: Holm, pages 14-70. Assignment 1 due by the end of Week 4. Texts, music, histories, videos, etc.

Week 4 (3 Class Hours): Theory and History. Reading: Holm, pages 14-70. Review for Exam 1, Week 5. Assignment 1 due by the end of Week 4. Texts, music, etc.

Week 5 (3 Class Hours): Portuguese and Spanish lexifier creoles. Reading: Holm, 71-80. Exam 1, first class this week. Assignment 2 due by the end of Week 7. Texts, etc.

Week 6 (3 Class Hours): French lexifier creoles. Reading: Holm, 85-91. Assignment 2 due by the end of Week 6. Texts, music, histories, videos, etc.

Week 7 (3 Class Hours): Dutch lexifier creoles. Reading: Holm, 80-85. Assignment 2 due by the end of Week 7. Review for Exam 2, Week 8. Texts, music, histories, etc.

Week 8 (3 Class Hours): English lexifier creoles. Reading: Holm, 91-105. Assignment 3 due by the end of Week 11. Exam 2, first class this week. Texts, etc.

Week 9 (3 Class Hours): Lexicosemantics. Reading: Holm, pages 106-136. Assignment 3 due by the end of Week 11. Texts, music, histories, videos, etc.

Week 10 (3 Class Hours): Lexicosemantics and Phonology. Reading: Holm, pp 106-170. Assignment 3 due by the end of Week 11. Texts, music, histories, videos, etc.

Week 11 (3 Class Hours): Phonology. Reading: Holm, pages 137-170. Research Projects due by end of week 13. Assignment 3 due by the end of Week 11. Review for Exam 3, Week 12. Texts, music, histories, videos, etc.

Week 12 (3 Class Hours): Phonology. Reading: Holm, pages 137-170. Research Projects due by end of week 13. Exam 3, first class this week. Texts, music, etc.

Week 13 (3 Class Hours): Syntax. Reading: Holm, pp 171-236. Research Projects due end of week 13.

Week 14: (3 Class Hours): Syntax. Reading: Holm, pages 171-236. Texts, etc.

Week 15: (3 Class Hours): Syntax and Conclusions. Reading: Holm, pages 171-240. Review for Exam 4. Texts, music, histories, videos, etc.

Week 16 (3 Class Hours): Syntax and Conclusions. Reading: Holm, pp 171-240. Exam 4, this week. Texts, music, histories, videos, etc.

TOTAL for 15 Weeks (16 weeks minus Holidays): 45 Class Hours/3 Credit Hours

Teaching Strategies: As much as possible a participatory, student centered pedagogy will be used in this class, with students actively engaged in learning processes whereby they can use their existing knowledge to shed light on areas of understanding about language which they may not have previously explored, through the use of such methods as discussion, Socratic questioning, group work, fieldwork, active research, lectures, textual analysis, critical analysis of audio visual materials, etc.

Students with access to Vocational Rehabilitation Services should contact the professor at the beginning of the semester in order to plan any special arrangements and equipment necessary in accordance with the recommendations of the Office of Challenged Students' Affairs (OAPI) in the office of the Dean of Students. In addition, any students with special needs or

who require any type of assistance or special arrangements should contact the professor.

Resources and Equipment Required:

- 1) Richardson Seminar Room (English Department) for student research
- 2) Ferri Screening Room (English Department) for video presentations
- 3) English Department Laboratory for student access to computers and the internet.

Methods of Evaluation: Evaluation procedures will be adjusted for students with special needs.

Class participation	20%
3 Assignments	30%
4 Examinations	30%
1 Research Project	20%
TOTAL	100%

Grading System: A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%

Ground rules for the course:

- 1) Attendance: 4 unexcused absences will lower the course final mark by 10%.
- 2) Tardiness: 4 arrivals 15 minutes or more after class begins=1 unexcused absence.
- 3) Makeup examinations: No make-ups for unexcused absences or tardiness.
- 4) Late assignments: Late assignments must be handed in before the next class after the due date, in which case 5 points will be deducted from the mark.
- 5) Plagiarism: After an investigation, serious cases of plagiarism will result in a mark of zero.
- 6) Beepers and cell phones: Must be set on vibrate. Numbers may be checked for emergencies. In cases of real emergency, calls may be answered in the corridor.
- 7) Languages of instruction: English, but Spanish may be used for clarification.

Bibliography:

- Aceto, W. 2003. *Contact Englishes of the Caribbean*. Amsterdam: Benjamins.
- Alleyne, M.C. 1971. *Comparative Afro-American*. Ann Arbor: Karoma.
- Anderson, R. ed. 1983. *Pidginization and creolization as language acquisition*. Rowley: Newbury House.
- Bickerton, D. 1973. On the nature of a creole continuum. *Language* 49:640-649.

- Bickerton, D. 1981. *Roots of language*. Ann Arbor: Karoma.
- Byrne, F. and J. Holm eds. 1993. *Atlantic meets Pacific: A global view of pidginization and creolization*. Amsterdam: John Benjamins.
- Chaudenson, R. 2001. *Creolization of language and culture*. London: Routledge.
- DeCamp, D. and I.F. Hancock eds. 1974. *Pidgins and creoles: Current trends and prospects*. Washington: Georgetown University Press.
- DeGraff, M. 1999. *Language creation and language change: Creolization, diachrony and development*. Cambridge, MA: MIT Press.
- Devonnish, H. 2003. *Talking Rhythm: Stressing Tone*. Kingston: Arawak.
- Faraclas, N. 1996. *Nigerian Pidgin*. London: Routledge.
- Gilbert, G. ed. 1987. *Pidgin and creole languages: Essays in memory of John E. Reinecke*. Honolulu: University Press of Hawai'i.
- Greenberg, J.H. 1966. *The languages of Africa*. The Hague: Mouton.
- Hall, R.A. Jr. 1966. *Pidgin and creole languages*. Ithaca: Cornell University Press.
- Hancock, I.F., E. Polome, M. Goodman, and B. Heine eds. 1979. *Readings in creole studies*. Ghent: E. Story-Scientia.
- Highfield, A. and A. Valdman eds. 1981. *Historicity and variation in creole studies*. Ann Arbor: Karoma.
- Holm, J. 2000. *Pidgins and creoles*. Cambridge: Cambridge University Press.
- Holm, J. and P. Patrick. Eds. 2002. *Comparative Creole syntax*. London: Battlebrige.
- Hymes, D. ed. 1971. *Pidginization and creolization of languages*. Cambridge: Cambridge University Press.
- Keesing, R. 1988. *Melanesian Pidgins and the Oceanic substrate*. Stanford: Stanford University Press.
- Kouwenberg, S. 2002. *Twice as meaningful: Reduplication in pidgins and creoles*. London: Battlebridge.
- Lefebvre, C. 1998. *Creole genesis and the acquisition of grammar: The case of Haitian Creole*. Cambridge: Cambridge University Press.
- Le Page R.B. ed. 1961. *Creole language studies II*. London: Macmillan.
- Le Page R.B. and D. DeCamp 1960. *Jamaican Creole: Creole language studies I*. London: Macmillan.
- Le Page R.B. and A. Tabouret-Keller 1985. *Acts of identity: Creole-based approaches to language and ethnicity*. Cambridge: Cambridge University Press.
- McWhorter, J. 1995. Sisters under the skin: A case for genetic relationship between the Atlantic English-based creoles. *Journal of Pidgin and Creole Languages* 10(2):289-233.
- McWhorter, J. 1997. *Towards a new model of Creole genesis*. New York: Peter Lang.
- McWhorter, J. 2000. *The missing Spanish Creoles: Reconstructing the birth of plantation Creole languages*. Berkeley: University of California Press.
- Mufwene, S.S. ed. 1993. *Africanisms in Afro_American language varieties*. Athens, GA/London: University of Georgia Press.

- Mufwene, S.S.. 2001. *The ecology of language evolution*. Cambridge: Cambridge University Press.
- Muehlhaeusler, P. Jr. 1986. *Pidgin and creole linguistics*. Oxford: Basil Blackwell.
- Muysken, P. ed. 1981. *Generative studies on creole languages*. Dordrecht: Foris.
- Muysken, P. and N. Smith eds. 1986. *Substrata vs. universals in creole genesis*. Amsterdam: John Benjamins.
- Parkwall, M. 2000. *Out of Africa*. London: Battlebridge.
- Rickford, J. 1987. *Dimensions of a creole continuum*. Stanford: Stanford University Press.
- Rickford, J. and S. Romaine eds. fc. *Creole genesis, sociohistory, and discourse: Studies celebrating Charlene Sato*. Amsterdam: John Benjamins.
- Roberts, P. 1988. *West Indians and their language*. Cambridge: Cambridge University Press.
- Spears, A. and D. Winford. Eds. 1998. *The structure and status of pidgins and creoles*. Amsterdam: Benjamins.
- Taylor, D.R. 1977. *Languages of the West Indies*. Baltimore: Johns Hopkins University Press.
- Thomason, S.G. and T. Kaufmann eds. 1988. *Language contact, creolization, and genetic linguistics*. Berkeley: University of California Press.
- Todd, L. 1974. *Pidgins and creoles*. London: Routledge and Kegan Paul.
- Torres, C. 2002. Estrategias de intervención para la inclusión. Rio Piedras: Universidad de Puerto Rico.
- Torres, C. 2002. *Asistencia tecnológica derecho de todos*. Rio Piedras: Universidad de Puerto Rico.
- Valdman, A. ed. 1977. *Pidgin and creole linguistics*. Bloomington: Indiana University Press.
- Valdman, A. and A. Highfield eds. 1980. *Theoretical orientations in creole studies*. New York: Academic Press.
- Welmers, W. B. 1973. *African language structures*. Berkeley: University of California Press.