

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

Course Title: Introduction to Pidgins and Creoles

Course Number: INGL 6469

Number of Class/Credit Hours: 45 Hours/3 Credits

Prerequisites, Corequisites, and Other Requirements: None.

Course Description:

Each meeting will consist of the discussion of assigned readings and practical interaction with pre-transcribed field data. The readings and discussion sessions will provide students with the opportunity to familiarize themselves with the major questions and theories that define the field of pidgin and creole studies at present. Through hands on description and analysis of data from pidgins and creoles, students will gain a sense of the main linguistic features that typify the pidgin and creole languages that arose during the era of colonial plantation slavery. The practical component is designed in such a way that by the end of the course, each student could have completed a piece of guided but original research ready for presentation at a conference and possibly for publication in a journal.

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 theoretical and descriptive research on a wide variety of aspects 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):

Weeks 1 and 2 (6 Class Hours): Introduction. Basic Concepts: pidgins, creoles, continua, and other terms. Reading: Holm, pages 1-12 and handouts, articles, videos, etc. The Development of Theory: Before European expansion, early European expansion, the 18th century. Reading: Holm, pages 14-67. Language Practice: Nigerian Pidgin. Reading Practice: Jamaican Creole.

Week 3 (3 Class Hours): The Development of Theory. Van Name, Schuchardt and his contemporaries, Reinecke and his contemporaries, Hall and Taylor. Reading: Holm, pages 14-67 and handouts, articles, videos, etc. Reports on Articles. Language Practice: Nigerian Pidgin. Reading Practice: Jamaican Creole.

Week 4 (3 Class Hours): Current Theoretical Debates: Substrate, Superstrate, Monogenesis, and Universals. Reading: Holm, pages 14-67 and handouts, articles, videos, etc. Reports on Articles. Language Practice: Nigerian Pidgin. Reading Practice: Jamaican Creole.

Week 5 (3 Class Hours): Current Theoretical Debates: Substrate, Superstrate, Monogenesis, and Universals. Reading: Holm, pages 14-67 and handouts, articles, videos, etc. Reports on Articles. Language Practice: Nigerian Pidgin. Transcription Practice: Nigerian Pidgin. Reading Practice: Jamaican Creole.

Week 6 (3 Class Hours): The Portuguese Lexifier Creoles. Reading: Holm, pages 68-105 and handouts, articles, videos, etc. Reports on Portuguese Lexifier Creoles. Language Practice: Tok Pisin. Transcription Practice: Nigerian Pidgin. Reading Practice: Papiamentu. Hypotheses for Projects.

Week 7 (3 Class Hours): The Spanish Lexifier Creoles. Reading: Holm, pages 68-105 and handouts, articles, videos, etc. Reports on Spanish Lexifier Creoles. Language Practice: Tok Pisin. Transcription Practice: Nigerian Pidgin. Reading Practice: Papiamentu. Hypotheses for Projects.

Week 8 (3 Class Hours): The Dutch Lexifier Creoles. Reading: Holm, pages 68-105 and handouts, articles, videos, etc. Reports on Dutch Lexifier Creoles. Language Practice: Tok Pisin. Reading Practice: Papiamentu. Methodology for Projects.

Week 9 (3 Class Hours): The French Lexifier Creoles. Reading: Holm, pages 68-105 and handouts, articles, videos, etc. Reports on French Lexifier Creoles. Language Practice: Tok Pisin. Reading Practice: Papiamentu. Methodology for Projects.

Week 10 (3 Class Hours): The English Lexifier Creoles. Reading: Holm, pages 68-105 and handouts, articles, videos, etc. Reports on English Lexifier Creoles. Language Practice: Tok Pisin. Transcription Practice: Tok Pisin. Intensive supervised work on Projects.

Week 11 (3 Class Hours): Lexicosemantics and Phonology: Lexical and phonological influences from substrates, superstrates, and adstrates. Phonotactic rules. Reading: Holm, pages 106-170 and handouts, articles, videos, etc. Progress Reports on Projects. Language Practice: Jamaican Creole. Transcription Practice: Tok Pisin. Intensive supervised work on Projects.

Week 12 (3 Class Hours): Phonology: Phonological influences from substrates, superstrates, and adstrates. Vowels, consonants, and suprasegmentals. Reading: Holm, pages 137-170 and handouts, articles, videos, etc. Progress Reports on Projects. Language Practice: Jamaican Creole. Intensive supervised work on Projects.

Week 13 (3 Class Hours): Phonology and Syntax: Syntactic influences from substrates, superstrates, and adstrates. Tense, aspect, and modality, the verb phrase. Reading: Holm, pages 137-236 and handouts, articles, videos, etc. Progress Reports on Projects. Language Practice: Jamaican Creole. Intensive supervised work on Projects.

Week 14 (3 Class Hours): Syntax: Syntactic influences from substrates, superstrates, and adstrates. Copular verbs, serial verbs, noun phrases, other function words, word order. Reading: Holm, pages 171-236 and handouts, articles, videos, etc. Final Reports on Projects. Language Practice: Jamaican Creole.

Week 15 (3 Class Hours): Syntax and Conclusions. Reading: Holm, pages 171-240 and handouts, articles, videos, etc. Final Reports on Projects.

TOTAL for 15 Weeks: 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	10%
2 Oral reports	20%
10 Response Papers	20%
1 Annotated Bibliography Project	20%
1 final seminar-length Research Project	30%

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

Bibliography:

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