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:


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 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 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.

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
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<tr>
<td>3 Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>4 Examinations</td>
<td>30%</td>
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<tr>
<td>1 Research Project</td>
<td>20%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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**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:**


