**University of Puerto Rico/Rio Piedras Campus**

**Faculty of Humanities/English Department/Doctoral Program in English**

**INGL 8080 Caribbean Literatures and Languages in a Global Context: The Linguistic History of the Diaspora from Africa to the Caribbean**

**Semester:** Spring 2018

**Course Number and Title:** INGL 8080 Caribbean Literatures and Languages in a Global Context: The Linguistic History of the Diaspora from Africa to the Caribbean

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

**Prerequisites, Corequisites or Other Requirements:** INGL 6488 Literature, Language and Culture of the English-Speaking Caribbean or permission of the instructor.

**Description of the Course:**

The movements of masses of Africans set in motion by the Atlantic Slave Trade affected many societies worldwide, and as the existence of English creoles tellingly indicates, an important bye-blow of this movement was its global linguistic impact. On the islands and coastline of the Caribbean, African-European linguistic hybrids emerged and traces of linguistic Africa survive among the European languages, such as Spanish, also planted there. On the islands and coastline of Africa where the trade flourished, the linguistic impact was no less important. In fact, if we consider that the world’s languages have a history, that there is, in effect an ever-changing global language map, we can regard the Diaspora as an important engine of linguistic evolution.

There has been a growing general interest in various facets of the African migration, on the part of academics from a wide range of disciplines, including linguistics, literature, history, anthropology, archeology, sociology, and musicology, among others. This course will survey the body of scholarship which examines the contact situations brought about by the Atlantic Slave Trade arising first in Africa and subsequently in Europe and the European colonies, and within this historical context, focus on research into the linguistic links between the relevant areas of Africa and the Caribbean.

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

1) To identify the geographical areas in Africa, Europe, and the New World most impacted by the Atlantic Slave Trade.

2) To outline the major relevant events throughout the more than four centuries involved.

3) To identify the language families involved in the contact situation.

4) To produce examples of their contribution to linguistic evolution in the relevant areas.

5) To see these instances of language change within the larger context of issues in historical linguistics.

6) To compare and contrast instances of earlier linguistic change undergone by the African and European language families under discussion and the kinds of linguistic change brought about due to the Diaspora.

7) To analyze diachronic and synchronic linguistic data.

8) To conduct research on the linguistic impact of the African migration on the languages of the Caribbean.

9) To put the other courses taken in Caribbean literature and linguistics into the historical linguistic context provided in this course.

10) To contribute in an effective way to the integration of fellow students with special challenges and needs into the learning environment.

11) To participate in group work designed to make necessary adjustments for the inclusion of students with special challenges and needs.

**Outline of the Course (Course Content and Calendar)**

**Weeks 1-7**

\*Pre-contact African, European and Caribbean Society. Aspects of the political and social organization of relevant African and European groups.

\*The Early History of Relevant African, European and indigenous Caribbean Language Families. What we know about the movement of peoples and the “spread” of their languages, and the resulting language contact situations.

**Week 6-12**

**\***EuropeanContact on the Coast of Africa from the Fifteenth Century. The arrival of the Portuguese, the building of trading forts, competition from other Europeans.

\*Slavery and the Slave Trade. Overview of the impact on Africa, Europe and the colonies. The mixed linguistic societies springing up around the trading forts and the earliest pidgins. African Migration Patterns and the Caribbean. What we know about who went where and when.

\*Caribbean Creoles.

\*Debate over Lack of Spanish Creoles. Discussion of Puerto Rico, Dominican Republic, and Cuba.

\*African influence on Caribbean Standard Languages and Varieties, including Puerto Rican Spanish.

**Teaching Strategies:** A participatory, student-centered pedagogy will be used as much as possible in this class, with students actively engaged in using their existing knowledge and what they learn in this course to understand aspects of language history, language change, language contact and the linguistic consequences of major world historical events through the use of such methods as data analysis; discussion; group work; research; lectures; critical analysis of historical records, including internet collections of data, and assessing relevant theories. 11.25 hours will be taught using alternative methods. The alternative methods will include internet work assigned by the professor.

Students with access to Vocational Rehabilitation Services will be asked to 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 will be encouraged to contact the professor.

**Methods of Evaluation**: **Grading System:** A, B, C, D, F Evaluation procedures will be adjusted for students with special needs.

Class Attendance/Participation/Homework 15%

2 Sets of student questions and 2 response papers 30%

3 Internet assignments 15%

Research paper presenting original experimental design 40%

**Bibliography:**

**Primary Texts:**

Childs, George Tucker. *An Introduction to African Languages.* Amsterdam: John

Benjamins, 2003.

Granberry, Julian and Gary S. Vescelius. *Languages of the Pre-Columbian Antilles.*

Tuscaloosa: University of Alabama Press, 2004.

Holm, John A. *An Introduction to Pidgins and Creoles.* Cambridge: Cambridge University

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Thomason, Sarah G. *Language Contact.* Washington, DC: Georgetown University Press,

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Walvin, James. *Crossings: Africa, the Americas and the Atlantic Slave Trade.* London: Reaktion Books, 2013

Wilson, Samuel, ed. *The Archaeology of the Caribbean*, Cambridge: Cambridge

University Press, 2007.

**Websites:**

[www.britac.ac.uk/portal/](http://www.britac.ac.uk/portal/) (The British Academy Portal)

[www.bl.uk/onlinegallery/index.html](http://www.bl.uk/onlinegallery/index.html) (British Library online collections, e.g. historic documents, cultural artifacts, historic paintings, etc.)

[www.ethnologue.com](http://www.ethnologue.com).

[www.lehman.cuny.edu/deanhum/langlit/french/afrique.html](http://www.lehman.cuny.edu/deanhum/langlit/french/afrique.html). (Afrique francophone)

[www.inmotionaame.org/home.cfm](http://www.inmotionaame.org/home.cfm) (In Motion: African-American Migration Experience)

<http://eudocs.lib.byu.edu/index.php/Main_Page> (EuroDocs: Online Sources for European History)

[www.kitlv.nl/nwig-56-77-1982-2003.html](http://www.kitlv.nl/nwig-56-77-1982-2003.html) (New West Indian Guide)

<http://linguistlist.org/issues/17/17-1210.html>. (Intonation and Creoles)

[www.joensuu.fi/fld/ecc/colloquiyn/milkova.html](http://www.joensuu.fi/fld/ecc/colloquiyn/milkova.html). (Irish Gaelic in the Caribbean)

<http://privatewww.essex.ac.uk/~patrickp/papers.html> (Research Papers by Peter L. Patrick)

[www.slavevoyages.org](http://www.slavevoyages.org) (Trans-Atlantic Slave Trade data base)

**Secondary Texts:**

Abernathy, David B. *The Dynamics of Global Dominnce: European Overseas Empires 1415-*

*1980.* New Haven, CN: Yale University Press, 2000.

Aceto, Michael. “What are Creole Languages? An Alternative Approach to the Anglophone

Atlantic World with Special Emphasis on Barbudan Creole English.” In *Contact Englishes of the Eastern Caribbean*, edited by Michael Aceto and J. P. Williams. Philadelphia: John Benjamins, 2003.

Albuyeh, Ann. “A Linguistic Legacy of the Diaspora and the Empire: New

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 *Cultures of West Africa: Interdisciplinary Essays,* edited by Akua Sarr, Edris

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