Universidad de Puerto Rico
Recinto de Río Piedras
Facultad de Humanidades
Departamento de Inglés
Programa de Doctorado en la Lingüística del Caribe Anglófono

COURSE OUTLINE

TITLE OF THE COURSE:	:	Sociolinguistics and American Creole Language Sociolinguistica y Lenguas Criollas Americanas
CODIFICATION:	:	INGL 6469
NUMBER OF HOURS/CREDITS:	:	45 hours / 3 credits
PREREQUISITES, COREQUISITES AND OTHER REQUIREMENTS:	:	none
PROFESOR:		Nicholas Faraclas
MÉTODO DE CONTACTO:		nickfaraclas@yahoo.com
HORAS DE OFICINA:		Por acuerdo

Durante el segundo semestre del año académico 2020-2021, este curso se ofrecerá en línea, por medio de reuniones sincrónicas

COURSE DESCRIPTION:

Study of language and culture in terms of recent research and theory, with special attention to creole languages.
The Caribbean has been one of the global epicenters for the development of creole languages since the beginning of the colonial era. 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 Caribbean 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.

Estudio de la lengua en su medio ambiente cultural a la luz de las mas recientes investigaciones y teorias. Enfasis en las lenguas criollas.
This is a face-to-face, hybrid and online course. **Curso presencial, en línea e híbrido.**

LEARNING OBJECTIVES:

At the end of this course, the student will be able to:
1) To critically question the basic concepts and categories used by creolists in their work.
2) To describe the different processes involved in language contact in general and creolization in particular.
3) To identify the wide variety of political, social, historical, and linguistic contexts that have given rise to creole languages.
4) To conduct descriptive and analytical research on some aspect of creole linguistics.
5) To explain the theories of creole genesis and to begin to situate themselves in relation to these different competing frameworks.
6) To analyze the different lexicosemantic, phonological, and morphosyntactic structures that typify the creole languages of the colonial era.
7) To contribute to debates on creolization by giving presentations at conferences and publishing.
8) To put research into action/practice through community service.
9) To contribute in an effective way to the integration of fellow students with special challenges and needs into the learning environment.
10) To participate in team-work designed to make necessary adjustments for the inclusion of students with special challenges and needs

Textbooks and principal texts: (All made available online and with Powerpoint summaries):

Holm, J. 1998. *Pidgins and Creoles Volumes 1 & 2.* Cambridge: Cambridge University Press
Faraclas, N. ed. 2012 *The Question of Agency in the Emergence of Creole Languages.* Amsterdam: Benjamins. (AGENCY)
Faraclas, N., and S. Delgado. eds. 2020. *Colonial Era 'Creoles' Reconsidered through Post-Colonial and Post-Creole Lenses.* London: Routledge/Taylor & Francis. (POST)

OUTLINE OF CONTENT AND TIME DISTRIBUTION:

Theme	Time Distribution		
	Face-to-face	Hybrid	Online
Introduction: Holm 1-35; AGENCY Chapter 1; **Politics and Identities**: Faraclas Handbook; POST Chapter 1.	6 hours	6 hours (face-to-face)	6 hours

Theory and History: Holm 36-70; AGENCY Chapter 2. **The Sugar Story:** Faraclas Review of Bernhard; POST Chapter 2.	6 hours	6 hours (online)	6 hours
Portuguese and Spanish lexifier creoles: Holm 71-80. **French lexifier creoles:** Holm, 85-91; AGENCY Chapter 3; POST Chapter 3.	6 hours	6 hours (3 face-to-face and 3 online)	6 hours
Dutch lexifier creoles: Holm 80-85. **Lexicosemantics :** Holm 106-136; AGENCY Chapters 4 & 5; POST Chapter 4.	6 hours	6 hours (online)	6 hours
English lexifier creoles I: Holm 91-105. **Phonology:** Holm 137-170. **Creolization and Diffusion from the Atlantic to the Pacific:** AGENCY Chapter 6; POST Chapter 5.	6 hours	6 hours (3 face-to-face and 3 online)	6 hours
English lexifier creoles II: Holm 91-105. **Syntax I**: Holm 171-236; AGENCY Chapter 7; POST Chapter 6	6 hours	6 hours (online)	6 hours
English lexifier creoles III: Holm 91-105. **Syntax II**: Holm 171-236; AGENCY Chapter 8; POST Chapter 7.	6 hours	6 hours (3 face-to-face and 3 online)	6 hours
Projects and Presentations	3 hours	3 hours (face-to-face)	3 hours
Total contact hours	**45 hours**	**45 hours** (18 face-to-face = 40% and 27 hours online = 60%)	**45 hours**

Resource	Face-to-face	Hybrid	Online
Institutional learning platform account (Ex. Moodle)	Institution	Institution	Institution
Institutional email account	Institution	Institution	Institution
Computer with high speed access to the Internet or mobile device with data service	Student	Student	Student
Programs or applications: word processor, spreadsheet, presentation software	Student	Student	Student
Internal or external speakers	N/A	Student	Student
Webcam or mobile device with camera and microphone	N/A	Student	Student

EVALUATION TECHNIQUES:

Face-to-face	Hybrid	Online
Assignments 40% Projects……….…..… 40% Class Participation ....… .20% **Total…………. …. …100%**	Assignments and Asynchronic activities..… 40% Projects……….…... … 40% Class Participation/ Participation in online forums .... … .20% **Total…………. ..…..…100%**	Assignments and Asynchronic activities..… 40% Projects…… ……. 40% Participation in online forums 20% **Total……………..…… …100%**

REASONABLE ACCOMMODATION:

According to the Law on Integral Educational Services for Persons with Disabilities, all students who require reasonable accommodation should notify the professor to that effect on the first day of class. 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 Disabled Students' Affairs (OSEI) 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. If a student has a documented disability (whether a physical, psychological, learning or other type of disability that could affect her/his academic performance) and she/he would like to request special academic arrangements, this should be communicated to the Office of Disabled Students' Affairs (OSEI) in the office of the Dean of Students, in order to make an appointment to initiate the appropriate services.

Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.

ACADEMIC INTEGRITY:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person's answers to the questions of an oral or written exam; taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws. To assure the integrity and security of the users' data, all hybrid and online courses should be offered via the institutional learning platform, which uses secure connection and authentication protocols. The system authenticates the identity of the user, using the username and password assigned to the user's institutional account. The user is responsible for securing and protecting her/his password and for not sharing her/his password with others.

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que "la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta". Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. **Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del**

usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas.

SEXUAL HARASSMENT AND DISCRIMINATION ON THE BASIS OF SEX AND GENDER:

The University of Puerto Rico prohibits discrimination on the basis of sex and gender in all of its aspects, including sexual harassment. According to the Policy Against Sexual Harassment at the University of Puerto Rico, Cert. # 130 2014-2015 of the Junta de Gobierno, if a student is being sexually harassed or is being affected by any conduct related to sexual harassment, they can appeal to the Office of the Ombudsperson, to the Dean of Students' Affairs, or to the Coordinator in charge of Compliance with Title IV for orientation and/or to lodge a complaint.

"La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja".

GRADING SYSTEM:

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

BIBLIOGRAPHY:

Aceto, W. 2003. *Contact Englishes of the Caribbean.* Amsterdam: Benjamins.

Alim, Samy. 2016. Who's Afraid of the Transracial Subject?: Raciolinguistics and the Political Project of Transracialization. In: Alim, Samy, John R. Rickford,and Arnetha F. Ball. 2016. Raciolinguistics. How Language Shapes Our Ideas About Race,pp. 33-50. Oxford: Oxford University Press.Alleyne, M.C. 1971. *Comparative Afro-American.* Ann Arbor: Karoma.

African popular culture: www.africanhiphop.com

Beckles, H. 2016. The First Black Slave Society. University of the West Indies Press.

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.

Faraclas, N. ed. 2012 *The Question of Agency in the Emergence of Creole Languages*. Amsterdam: Benjamins.

Faraclas, N., and S. Delgado. eds. 2020. *Colonial Era 'Creoles' Reconsidered through Post-Colonial and Post-Creole Lenses.* London: Routledge/Taylor & Francis.

Gilbert, G. ed. 1987. *Pidgin and creole languages: Essays in memory of John E. Reinecke*. Honolulu: University Press of Hawai'i.

Gramling, David. 2016. The Invention of Monolingualism. New York–London: Bloomsbury.

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.

Pennycook, A. and S. Makoni. 2020. *Innovations and challenges in applied linguistics from the global South.* New York: Routledge.

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 intervencion para la inclusion. Rio Pidras: Universidad de Puerto Rico.

Torres, C. 2002. *Asistencia tecnologica derecho de todos*. Rio Pidras: 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.

Electronic Resources (updated to 2020):
Lecture: https://ml.zmml.uni-bremen.de/video/5cf39082d42f1c51648b4567
Atlas of Pidgin and Creole Language Structures: apics-online.info
Carrier Pidgin: http://www2.fiu.edu/~linguist/carrier.htm
Creolistics: www.creolist.org
Ethnologue: Index of Creole languages: www.ethnologue.com
Interview: https://www.youtube.com/watch?v=lqz7zORze2M