COURSE OUTLINE

TITLE OF THE COURSE:	:	Seminar on Fieldwork on the Languages and Cultures of the Anglophone Afro-Caribbean
CODIFICATION:	:	INGL 8201
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:

Even though many of the languages and vernacular traditions of Africa and the Caribbean are in grave danger of being overwhelmed by the European languages that dominate in African and Caribbean governments, schools, media, etc, most remain undocumented. Where documentation does exist, it is often sparse. Opportunities for fieldwork abound, and the goal of this course is to prepare students to do effective fieldwork. It is designed both to fill the considerable gaps in scholarship and to further the continuing efforts of the English department to place the study of Anglophone Afro-Caribbean cultures and languages in a multidisciplinary and global context.

This course has three parts. It begins with a survey of the growing body of academic work that focuses on fieldwork in the current era of globalization, written by specialists from a wide spectrum of fields, including: linguistics, philosophy, anthropology, and postcolonial studies. During this component, students will also survey the scholarly work already done on the language and literature of their target group. The second part takes students to the field in the Anglophone Afro-Caribbean to collect data from native speakers, and introduces them to the techniques and skills necessary to prepare and carry out a fieldwork experience. The third part of the course deals with the linguistic and cultural analysis of the data collected. Emphasis will be put on the responsibilities of fieldworkers to the communities they work in, and ways in which theory can be put into practice in the form of community service.

This is a face-to-face, hybrid and online course. **Curso presencial, en línea e híbrido.**

LEARNING OBJECTIVES:

By the end of the course, the students will be able:
1) To convey the intellectual excitement of fieldwork.
2) To provide a realistic and relevant picture of the complexities of describing language as it is used by actual speakers in natural settings as well as in less natural ones (i.e., speech labs, sound-proof rooms, formal interviews).
3) To understand the importance not merely of the collection of data, in this case data from an English-speaking area of the Afro-Caribbean, as an end in itself but also for: (a) its contribution to the advancement of theory, (b) the understanding of variation across languages and cultures, and (c) its unmasking of the effects of global forces on language and culture.
4) To critically analyze the role of the researcher in collecting, interpreting and otherwise using data, especially in a globalized context.
5) To develop a research methodology which approaches native speakers as collaborators-'partners' and somehow positively contributes to the community being studied in their attempts to come to terms with the current wave of globalization.
6) To properly operate equipment used in the recording of oral culture and the collection of speech samples for linguistic analysis.
7) To design and administer relevant questionnaires.
8) To use the original data or information collected during field-based research in subsequent work.
9) To put research into action/practice through community service.
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 teamwork 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):

Newman, Paul and Ratliff, Martha (eds.). 2001. *Linguistic Fieldwork*. New York: Cambridge University Press.

OUTLINE OF CONTENT AND TIME DISTRIBUTION:

Theme	Time Distribution

		Face-to-face	Hybrid	Online
I.	**Globalization and Fieldwork.** Readings: Dimmendaal, Newman and Ratliff, Winford.	6 hours	6 hours (face-to-face)	6 hours
II.	**Existing Research on the language and Culture of the Target Community.** Readings: Aceto, Hale, Hyme, Milroy and Gordon	6 hours	6 hours (online)	6 hours
III.	**Preparing for the Fieldwork Experience: Ethics and Working with Human Subjects.** Readings: Everett, Geertz, Wolfson	6 hours	6 hours (3 face-to-face and 3 online)	6 hours
IV.	**Carrying out Fieldwork I: Locating Informants and Sources.** Reading: Ladefoged; **Archival Sources.** Reading: Watahomigie and Yamamoto; **Interviews.** Reading: Hopkins	6 hours	6 hours (online)	6 hours
V.	**Carrying out Fieldwork II: Quantitative and Qualitative Data.** Reading: Chelliah; **Representative Sampling.** Reading: Longacre; **Networks.** Reading: Freeman	6 hours	6 hours (3 face-to-face and 3 online)	6 hours
VI.	**Carrying out Fieldwork III: Communities of Practice and Community Service.** Reading: Craig; **Triangulation.** Reading: McLaughlin et al. **Preparing for Analysis.** Readings: Dixon, Gil, Mithun	6 hours	6 hours (online)	6 hours
VII.	**Analysis: Comparative and Historical Methods.** Readings: DeGraff, Durnati, Hudson; **Ethnolinguistic and Other Methods.** Readings: Cockcroft et al., Cojti Cuxil, Li	6 hours	6 hours (3 face-to-face and 3 online)	6 hours
VIII.	**Presenting Results.** Readings: Alleyne, England, Said	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**

INSTRUCTIONAL TECHNIQUES (any of the following can be used)**:**

Face-to-face	Hybrid	Online
• Professor's lectures • Readings • Group work	• Online instructional modules • Readings of professional articles online	• Interactive instructional modules

• Field work
• Individual assignments
• Evaluation activities
• Practical activities
• Oral presentations
	• Instructional videos
	• Group work
	• Field work
	• Individual assignments
	• Evaluation activities
	• Practical activities
	• Oral presentations
	  • Synchronic and asynchronic videoconferences
		• Readings of professional articles online
		• Instructional videos
		• Group work
		• Field work
		• Individual assignments
		• Evaluation activities
		• Practical activities
		• Oral presentations
		  • Synchronic and asynchronic videoconferences

MINIMAL RESOURCES AVAILABLE OR REQUIRED:

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:

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Electronic Resources (Updated to 2020):
Linguistic Fieldwork Preparation*:* a guide for field linguists:
http://projects.chass.utoronto.ca/lingfieldwork/
Advice for planning and undertaking linguistic fieldwork:
https://linguistics.stanford.edu/research/linguistic-fieldwork/

Survey of California and Other Indian Languages:
       http://linguistics.berkeley.edu/~survey/resources/fieldwork-tools.php
www.ling.udel.edu/pcole/fieldmethods/ fieldwork_tools_and_resour.htm
http://www.hrelp.org/events/workshops/fieldling2009/Fieldwork_Austin.ppt

Enero 2020