

Syllabus for Introduction to Haitian Creole Linguistics,

HAT 3700/LIN 4930, Fall, 2013.

Department of Languages, Literatures and Cultures

University of Florida, Gainesville

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Office hours: 6 period (12:50-1:40 p.m.), Monday & Wednesday
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Class website: <http://web.clas.ufl.edu/users/hebble/>

Equal rights statement: All activities in this class are open to all persons with non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, marital status, national origin, political opinions or affiliations.

BOOK: ORDER ON AMAZON.COM

1. Holm, John. 2000. An introduction to pidgins and creoles. Cambridge: Cambridge University Press. (Order at this link on amazon.com)

ARTICLES: PURCHASE AT TARGET COPY ON W. UNIVERSITY AVE.

1. Dejean, Yves. 1993. An overview of the language situation in Haiti. *International Journal of the Sociology of Language* 102.73-83.
2. Hebblethwaite, Benjamin. 2012. French and underdevelopment, Haitian Creole and development: Educational language policy problems and solutions in Haiti. *Journal of Pidgin and Creole Languages*, 27.2.255-305.
3. Valdman, Albert. 1988. Diglossia and language conflict in Haiti. *International Journal of the Sociology of Language* 71.67-80.
4. Takahashi, Shoichi and Martina Gracanin-Yukse. 2008. Morphosyntax of Movement Dependencies in Haitian Creole. *Syntax* 11:2, August 2008, 223–250.

Class objectives:

Introduction to Haitian Creole Linguistics strives to develop the student's understanding of linguistics by means of a study of Haitian Creole and other Creole languages. The class introduces and illustrates methods of linguistic analysis on Haitian Creole. In order to understand creolization in the Atlantic basin languages like Gullah, Jamaican Creole, Guadeloupian Creole, Martinican Creole, and Papiamentu, among others, are explored in addition to African and European substrate and superstrate languages. Students are introduced to the major disciplines of linguistics including syntax, morphology, phonology, semantics, lexicon, creolistics, sociolinguistics, language variation, second language acquisition and language planning. Other important domains the class examines include dialectology, bilingualism, language contact,

multilingualism and code-switching. The class makes use of multimedia sources like video clips, songs and recordings to illustrate Haitian Creole. The class uses qualitative and quantitative empirical methods and theories in order to understand fundamental and leading issues in Haitian Creole linguistics. The study of Creole languages provides insights into language creation and change and throws light on universals and particularisms in language. All are invited for this exciting class that explores the creolization of African and European languages in Haiti.

The class format involves lectures, slide-presentations, audio and film segments, student presentations, and classroom discussions. The class will have no more than 6 pop-quizzes, one midterm, one final, and a 2000-word final paper. The essay topic is due 7 weeks before the end of the semester and paper is due 4 weeks before the end of the semester.

The reading materials provide the background knowledge needed to follow lectures, participate in discussions, and to prepare for and perform well on the presentations, quizzes, examinations and the paper.

Students are advised to read the assigned readings carefully while noting key ideas, theories and content. Also, the assigned readings are your key sources for your final essay and they must be cited in your paper and included in your bibliography.

General Education Requirements Satisfied by *Introduction to Haitian Creole Linguistics*

1. (H) This class satisfies the description of the Humanities (H) classification by providing a foundation in the theory, methods and history used in the discipline of linguistics. The class reviews the key themes, principles and terminology of generative linguistics.
2. (N) This class satisfies the description of the International (N) classification because it focuses on the language of a country that is outside the United States. The class will help students understand how historical, geographic and socioeconomic issues impact the formation of Haitian Creole.
3. (D) This class satisfies the description of the Diversity (D) classification by examining linguistic issues that relate to the North American Haitian Diaspora. About ¼ of the class deals with linguistic values, attitudes and norms among Haitian immigrants in the United States (see the Zéphir and Hebblethwaite readings). The social roles and status of Haitian immigrants in the U.S. and how they impact language use are examined. This is especially related to language contact and code-switching. This class helps students understand the linguistic constraints faced by Haitians-Americans.

Grade distribution. Please see Sakai for an ongoing account of your grade.

(1) 10 % = 1 Class presentation

10 minutes long + 5 minutes for questions. Graded for clarity; organization; preparation; effectiveness of your communication (are you connecting with us? are we convinced?); insight of your critique. PowerPoint or similar presentation is recommended.

- (2) 25 % = 1 paper, 2,000 words (essay topic and paper). Your sources must include the class readings plus at least 5 additional sources.

The paper is due 1 month before the end of the semester.

- (3) 10 % = No more than 6 quizzes (most are pop-quizzes).

- (4) 10% = Homework = write 4 essays.

Write a short analysis about the question from the reading assignment (1 page maximum, 1 page minimum). No more than 1 sheet of paper allowed. Times New Roman, .12 pt. font, 1 inch margins only. **Your paper should be double-spaced.** You are graded on your insight into the ideas found in the reading, your unique interpretations and arguments and your ability to discuss the content with an objective, critical and scholarly voice. I will also grade you on your writing style and your use of grammar, spelling and vocabulary.

- (5) 15 % = Participation; attendance; punctuality, courtesy, attentiveness; respect for the learning environment; etiquette; insights (please, no phones, text-messaging, ipods, newspapers and inappropriate work, etc... you are noted as absent if you engage in distracted behavior).

- (6) 30 % = 2 Exams (15% each).

Important UF webpages:

Library Homepage <http://www.uflib.ufl.edu/> (for all library services and collections)

Course Reserves <https://ares.uflib.ufl.edu/> (for hard copy and/or electronic reserves)

Ask-A-Librarian <http://www.uflib.ufl.edu/ask/> (direct email or online chat for assistance)

IR @ UF <http://ufdcweb1.uflib.ufl.edu/ufdc/?g=ufirg> (to access the UF digital *Institutional Repository*)

Library Tools and Mobile Apps <http://www.uflib.ufl.edu/tools/> (smart phone apps, RSS feeds, and much more)

Subject

Guides/Specialists <http://apps.uflib.ufl.edu/staffdir/SubjectSpecialist.aspx> (by discipline and/or course)

UF's policy for assigning grades:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Bibliography of Required Readings:

BOOK: ORDER ON AMAZON.COM

1. Holm, John. 2000. An introduction to pidgins and creoles. Cambridge: Cambridge University Press. (Order at this link on amazon.com)

ARTICLES: PDF'S ATTACHED TO E-LEARNING

1. Dejean, Yves. 1993. An overview of the language situation in Haiti. *International Journal of the Sociology of Language* 102.73-83.
2. Hebblethwaite, Benjamin. 2012. French and underdevelopment, Haitian Creole and development: Educational language policy problems and solutions in Haiti. *Journal of Pidgin and Creole Languages*, 27.2.255-305.
3. Valdman, Albert. 1988. Diglossia and language conflict in Haiti. *International Journal of the Sociology of Language* 71.67-80.
4. Takahashi, Shoichi and Martina Gracanin-Yukse. 2008. Morphosyntax of Movement Dependencies in Haitian Creole. *Syntax* 11:2, August 2008, 223–250.

Bibliography of additional and optional readings

1. Valdman, Albert. 1984. The Linguistic Situation of Haiti. In *Haiti – Today and Tomorrow*. Edited by Foster, Charles and Albert Valdman, 77-100. New York: University Press of America.
2. Fleischmann, Ulrich. 1984. Language, Literacy, and Underdevelopment. In *Haiti – Today and Tomorrow*. Edited by Foster, Charles and Albert Valdman, 101-117. New York: University Press of America.
3. De Regt, Jacomina. 1984. Basic Education in Haiti. In *Haiti – Today and Tomorrow*. Edited by Foster, Charles and Albert Valdman, 119-139. New York: University Press of America.
4. Howe, Kate. 1993. Haitian Creole as the official language in education and media. In *Atlantic meets Pacific: A Global View of Pidginization and Creolization*, 291-298. Ed. by Byrne, Francis and John Holm. Amsterdam: Benjamins.
5. DeGraff, Michel. 2003. Against Creole Exceptionalism. In *Language*, 79.2.391-410.
6. Hebblethwaite, Benjamin. 2009. Scrabble as a Tool for Haitian Creole Literacy: Sociolinguistic and Orthographic Foundations. *Journal of Pidgin and Creole Languages*, 24.2.275-305.
7. Lefebvre, Claire. 1998. Functional category lexical entries involved in nominal structure. In *Creole Genesis and The Acquisition of Grammar*, 78-89. Cambridge: Cambridge University Press.
8. DeGraff, Michel. 1997. Verb syntax in, and beyond, creolization. In *The New Comparative Syntax*, 64-94. New York: Longman.
9. Johnson, Bruce Lee and Gérard Alphonse-Férère. 1972. Haitian Creole : Surface phonology. Gimson, A.C. and J.C. Wells. *Journal of the International Phonetic Association* 2.2.35-39.
10. Hebblethwaite, Benjamin. 2010. Adverb code-switching among Miami's Haitian Creole-English second generation. *Bilingualism : Language and Cognition*, 1-20.

11. Zephir, Flore. 1997. Haitian Creole Language and Bilingual Education in the United States: Problem, Right or Resource? *Journal of Multilingual and Multicultural Development* 18.3.223-237.
12. Degraff, Michel. 2007. Haitian Creole. In *Comparative Creole Syntax*, 101-126. Edited by Holm, John and Peter Patrick. Battlebridge Press.
13. Nikiema, Emmanuel and Parth Bhatt. 2003. Two types of R deletion in Haitian Creole. In *Phonology and Morphology of Creole Languages*, 43-70. Edited by Plag, Ingo. Tübingen: Niemeyer.
14. Brousseau, Anne-Marie. 2003. The accentual system of Haitian Creole: The role of transfer and markedness values. In *Phonology and Morphology of Creole Languages*, 123-146. Edited by Plag, Ingo. Tübingen: Niemeyer.
15. Klein, Thomas B. 2003. Syllable structure and lexical markedness in creole morphophonology: Determiner allomorphy in Haitian and elsewhere. In *Phonology and Morphology of Creole Languages*, 209-230. Edited by Plag, Ingo. Tübingen: Niemeyer.
16. Valdman, Albert. 2007. Preface & Introductory Remarks on Creole. In *Haitian Creole-English Bilingual Dictionary*, i-xxxii (32 pages). Ed. by Valdman, Albert. Bloomington: Indiana University Creole Institute.
17. Harbour, Daniel. 2008. Klivaj predika, or predicate clefts in *Haitian. Lingua*, 118.7. July. 853-871.
18. Degraff, Michel. Is Haitian Creole a Pro-Drop Language? In *Atlantic meets Pacific: A Global View of Pidginization and Creolization*, 71-90. Ed. by Byrne, Francis and John Holm. Amsterdam: Benjamins.
19. Hilton, Dimitri. 2000. Pronominal Clitics in Haitian Creole: Phonological or Syntactic. In *Advances in African Linguistics*, 51-59. Ed. by Carstens, Vicki and Frederick Parkinson. Trenton: Africa World Press.
20. Valdman, Albert and Iskra Iskrova. 2003. A new look at nasalization in Haitian Creole. In *Phonology and Morphology of Creole Languages*, 25-42. Edited by Plag, Ingo. Tübingen: Niemeyer.

Class Guidelines

!!! Academic honesty/professionalism statement !!!

Academic dishonesty cases are sent to the Dean of Students and result in the lowering of the violator's grade or failure in addition to sanctions from the Dean of Students. The instructor can lower a grade as appropriate if students disregard UF policy.

Late or makeup work policy

Late work may be turned in for a -10% penalty.

No late work can be turned in 7 days after the date it was originally due. This means that if an assignment is due on Monday, if it is turned in after class on the same Monday a 10% late fee applies immediately. No exceptions. Late work must be turned in at the beginning of class on the following Monday (7 days later) to be admissible.

Attendance/comportment policy

Students are expected to attend class every period. There are no unexcused absences. Unexcused absences and tardiness result in a lowering of the participation grade. Missing class can seriously affect a student's ability to perform in other categories of the syllabus (such as missed quizzes or incurred late penalties).

If a student *is* absent and the absence is excusable, he or she is expected to contact the instructor with the reason for his or her absence. Medical treatment or a personal or family crisis are acceptable grounds for an excused absence: *a note including a contact phone number and legible letterhead is required*. No falsified notes, please.

Leaving in the middle of class to go to the bathroom or answer a phone is not acceptable. If you do leave in the middle of class, you will be considered absent for the day, resulting in the lowering of your grade.

Engaging in distracted forms of behavior like texting, emailing, reading the newspaper or chatting *inappropriately* with other students is not acceptable. If you do engage in such behavior, you will be considered absent for the day, resulting in the lowering of your grade.

If you consistently disregard UF policy, the instructor reserves the right to ask you to leave the class, to make an appointment with the Dean of Students, and to engage in a conflict resolution procedure. (see the Dean of Students' language about this: <http://www.dso.ufl.edu/sccr/resolution/>).

The instructor has the right to lower your final grade if you demonstrate disregard for these policies.

Examinations

Class quizzes and exams are based upon readings, lectures and presentations. Students are expected to review their notes and readings prior to these unannounced evaluations.

Paper – (Read carefully!)

Students are expected to write an original research paper, **2,000 words in length + bibliography**. The paper must use **.12 Times New Roman font and be double spaced with 1 inch columns on all sides.**

The proposal outline (2 page maximum) is due on **October 14**. An outline provides the architecture or skeleton of your eventual essay. An outline is organized into a thesis statement plus main arguments and sub-arguments. An outline is an ordered sketch of the contents of your complete essay. Make sure you write in complete sentences in your outline and take the time to develop a convincing structure. Include at least 6 refereed sources (i.e. the class textbook, packet and 5 additional books or articles relevant to your topic; UF online database books and articles are required; open access websites can be used as additional sources). The sources must be noted in the proposal or your submission will be penalized.

Citations must be accompanied by appropriate bibliographical references. Your paper will be graded based on the basis of the originality of the ideas, the clarity and concision of the writing and editing and the adherence to the requirements given above and below in the reference and bibliography guideline. You want to show that you have carefully read the books and found additional sources, which you have read and

synthesized, and that you have added your own unique interpretation and analysis. Aim to write a scholarly paper where you strive to produce an objective and accurate analysis of your topic. Avoid advancing personal ideological preferences and try to take an empirical approach where the facts are considered. Write an outline as you piece together your research in Haitian Creole linguistics. Organize and link the parts together.

Reference and Bibliography Guidelines

In the text:

- (a) Zéphir (1997: 223) advocates the instruction of Haitian Creole in the United States' secondary education system.
- (b) Misclassifying Creole-speakers as African Americans fails to properly account for linguistic and cultural differences (Zéphir 1997: 223).

In the bibliography:

Zéphir, Flore. 1997. Haitian Creole Language and Bilingual Education in the United States: Problem, Right or Resource? Article in *Journal of Multilingual and Multicultural Development*, Vol. 18, No. 3, pp. 223-37

a. Book:

Author. Year of publication. *Title of book*. City of publisher: Publisher.

b. Article in journal, magazine, etc.:

Author. Year of publication. Title of article. Article in *Name of source*, Volume/number of issue, page numbers.

See the bibliography for further examples.

Academic Honesty Guidelines

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

Cheating. The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.

Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written

materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.

Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

Bribery, Conspiracy, Fabrication. For details see below.

The UF Honor Code states:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit the following pledge is either required or implied:

"On my honor I have neither given nor received unauthorized aid in doing this assignment."

Violations of this policy will result in disciplinary action according to the judicial process.

For more details go to: <http://www.dso.ufl.edu/judicial/academic.htm>

Students with disabilities

Students with disabilities must register with the Dean of Students office. Contact the Assistant Dean of Students/Director of the Disability Resources Program at:

P202 Peabody Hall

Gainesville, FL 32611-5055

Phone (352) 392-1261 (V), 392-3008 (TDD)

For stress, emotional and psychological support, please contact the Counseling Center at:

301 Peabody Hall

Phone (352) 392-1575

Or: www.counsel.ufl.edu

If you need this syllabus in an alternate format, please speak to Ben.

Syllabus for Introduction to Haitian Creole Linguistics, 2013

Department of Romance Languages and Literatures
University of Florida, Gainesville

Wednesday, August 21	Introductions
Friday, August 23	Dejean, Yves, 1993, 73-83.
2	
Monday, August 26	Hebblethwaite, Benjamin. 2012, 255-270
Wednesday, August 28	Hebblethwaite, Benjamin. 2012, 270-286
Friday, August 30	Hebblethwaite, Benjamin. 2012, 286-296
3	
Monday, September 2	LABOR DAY ~ NO CLASS
<u>Wednesday, September 4</u>	Holm, 1-13; <u>Homework 1</u> : Write a case study of another language community that struggles in some way comparable to the HC language community (10% late penalty; no more than 7 days late)
Friday, September 6	Holm, 14-21
4	
Monday, September 9	Holm, 21-34
Wednesday, September 11	Holm, 35-44
Friday, September 13	Holm, 44-58
5	
<u>Monday, September 16</u>	Holm, 58-67; <u>Homework 2</u> : Introduce the substratist and superstratist debate in creolistics (10% late penalty; no more than 7 days late)
Wednesday, September 18	Holm, 68-76
Friday, September 20	Holm, 77-85
6	
Monday, September 23	Holm, 85-96
Wednesday, September 25	Holm, 96-105
Friday, September 27	Holm, 106-116
7	
Monday, September 30	Holm, 116-126
<u>Wednesday, October 2</u>	Holm, 127-136; <u>Homework 3</u> : What is lexicosemantics? What are the major ideas contained in this chapter? (10% late penalty; no more than 7 days late)
Friday, October 4	Review
8	
<u>Monday, October 7</u>	<u>Midterm Exam</u>
Wednesday, October 9	Holm, 137-147
Friday, October 11	Holm, 147-161
9	
<u>Monday, October 14</u>	Holm, 161-170; <u>GORDON RULE ESSAY PROPOSAL OUTLINE IS DUE + BIBLIOGRAPHY (2 page maximum)</u> ; (10% late penalty; no more than 7 days late)

Wednesday, October 16	Holm, 171-182
Friday, October 18	Holm, 182-190
10	
Monday, October 21	Holm, 190-200
Wednesday, October 23	Holm, 200-212
Friday, October 25	Holm, 212-222
11	
Monday, October 28	Holm, 222-233
<u>Wednesday, October 30</u>	Holm, 233-240; <u>FIRST DRAFT OF GORDON RULE ESSAY DUE</u> (10% late penalty; no more than 7 days late)
Friday, November 1	Takahashi and Gracanin-Yukse, 223-227 (up to section 3)
12	
Monday, November 4	Takahashi and Gracanin-Yukse, 227-236 (up to section 4)
Wednesday, November 6	Takahashi and Gracanin-Yukse, 236-245 (up to section 6)
Friday, November 8	HOME COMING ~ NO CLASS
13	
Monday, November 11	VETERANS' DAY ~ NO CLASS
<u>Wednesday, November 13</u>	Takahashi and Gracanin-Yukse, 245-248; <u>Homework 4:</u> Write a review of the main arguments in this article about <i>ki</i> in Haitian Creole (10% late penalty; no more than 7 days late)
Friday, November 15	Valdman, Albert. 1988
14	
Monday, November 18	Valdman, Albert. 1988
Wednesday, November 20	<i>Paper presentations:</i> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Friday, November 22	6. _____ 7. _____ 8. _____ 9. _____ 10. _____
15	
Monday, November 25	11. _____ 12. _____ 13. _____ 14. _____ 15. _____
Wednesday, November 27	THANKSGIVING ~ NO CLASS
Friday, November 29	THANKSGIVING ~ NO CLASS
16	
Monday, December 2	Final Exam Review
<u>Wednesday, December 4</u>	<u>FINAL EXAM</u>
Friday, December 6, noon	Absolute deadline for the final draft of the Gordon Rule essay