Spanish 597C/Linguistics 597C: Pidgin and creole languages (Fall 2010)

Instructor: John Lipski
Office: Burrowes N-347
Telephone: 865-6583
Office Hours: MW 1:00-2:00; F 12:00-1:00 and by appointment
E-mail: jlipski@psu.edu
Home page: http://www.personal.psu.edu/jml34/

BOOKS ON LIBRARY RESERVE:

Bickerton, *Roots of language* (RL)
Chaudenson, *Creolization of language and culture* (CLC)
Holm, *Languages in contact* (LC)
Holm, *Pidgins and creoles, vol. 1* (PC-1)
Holm, *Pidgins and creoles, vol. 2* (PC-2)
Lang, *Entwisted tongues* (EL)
Lefebvre, *Creole genesis and the acquisition of grammar* (CG)
McWhorter, *Defining creole* (DC)
McWhorter, *The missing Spanish creoles* (MSC)
Mufwene, *The ecology of language evolution* (ELE)
Romaine, *Pidgin and creole languages* (PCL)

A large number of articles have been posted to ANGEL; some will be assigned periodically throughout the semester, while others will serve as optional background or collateral bibliography for individual student projects.

OBJECTIVES:

This course will study pidgins (reduced vehicular languages) and creole languages (restructured languages, spoken natively), principally those derived from Spanish, but also touching on creoles lexified from Portuguese, French, and English. Many of the creole languages (in the Americas and the Indian Ocean) derive from the African diaspora, and the African linguistic and cultural component of these creoles will be prominently featured. Creole languages in the Pacific region developed under different language contact environments, and will also be included. The readings and course presentations are organized around a series of research questions designed to place the study of pidgins and creole languages within the wider domain of linguistics and cultural studies. Topics include theories of pidgin and creole formation, the role of language universals, decréolization and the impact on former colonial European languages. Languages to be studied include Papiamentu, Afro-Colombian Palenquero, Philippine Creole Spanish, Afro-Bolivian Spanish, the speech of the Congos of Panama, and Ecuadorian Media Lengua. Reference will also be made to Cape Verde Crioulo, Haitian and other French-derived creoles, Gullah, West African and West Indian creole Englishes, Tok Pisin (Neo-Melanesian Pidgin English), and several partially restructured varieties, including African-American Vernacular English, vernacular Brazilian Portuguese, West African French, and some Afro-Hispanic dialects.
ASSIGNMENTS:

Each student will pick a creole language or group of creole languages derived from a single European language (e.g. Spanish-, Portuguese-, English- or French-derived) and will investigate a research topic relevant to that creole language or group of languages. The final research topic will involve both bibliographical research and data collection (in person or by remote communication) from a native speaker of the creole language being studied. Several native speakers have already been identified; consult with the instructor before proceeding on your own. Topics should be chosen in consultation with the instructor, who in turn may suggest relevant bibliography. To this end, the course will require the following written projects:

(1) An annotated bibliography, developed in conjunction with the instructor, focusing on the chosen topic. The bibliography should contain a minimum of ten entries, of which at most two can represent an assigned reading for the course. Each entry should be accompanied by a brief annotation of 3-5 sentences, describing the approach, contents, and potential contribution to the chosen topic. Prior to turning in the bibliography, a list of bibliographical titles will be submitted for approval (see calendar of assignments).

(2) An outline of the final paper, turned in far enough in advance to receive comments and suggestions (see calendar of assignments). This outline will not carry a grade, but must be turned in by the assigned date, in order for the final paper to be graded.

(3) A final paper, incorporating the results of the bibliographical inquiries and consultations with the native speaker, as well as the student's own contributions to the topic. During the last portion of the semester, each student will make a brief presentation before the class, on the chosen research topic.

Students should come to class prepared to discuss assigned readings. The final grade will reflect the quality and quantity of participation in class discussions.

GRADE BREAKDOWN:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>30%</td>
</tr>
<tr>
<td>Final paper</td>
<td>50%</td>
</tr>
</tbody>
</table>

ACADEMIC INTEGRITY

The Pennsylvania State University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20). Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting
work of another person or work previously used without informing the instructor, or tampering with the academic work of their students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University’s Judicial Affairs office for possible further disciplinary sanction. See http://www.psu.edu/dept/oue/aappm/G-9.html

DISABILITY ACCESS STATEMENT

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

APPROXIMATE CALENDAR OF ASSIGNMENTS

Week #1 (beginning August 23): **WHAT ARE PIDGINS AND CREOLES, AND WHERE ARE THEY SPOKEN?** INTRODUCTION, OVERVIEW OF PIDGINS AND CREOLES, DISTRIBUTION OF PIDGIN AND CREOLE LANGUAGES. *Readings*: PCL, chap. 2.

Week #2 (August 30): **WHAT ARE CREOLE LANGUAGES LIKE; HOW DO THEY DIFFER FROM THEIR LEXIFIER LANGUAGE(S)?** AN INITIAL CREOLE SAMPLER: PALENQUERO-PAPIAMENTU (SPANISH-DERIVED); CAPE VERDE-SÃO TOMÉ (PORTUGUESE-DERIVED); HAITI-SEYCHELLES (FRENCH-DERIVED); JAMAICA-TOK PISIN (ENGLISH-DERIVED). *Readings*: PC-2, secs. 6.2.1, 6.3.1, 7.2., 7.3, 9.5., 9.8.3, 10.4.2, 10.8.3.1.

Week #3 (September 8): **HOW DO CREOLE LANGUAGES ARISE? IS THE PROGRESSION PIDGIN >> CREOLE THE ONLY POSSIBLE LIFE CYCLE?** MORE DEFINITIONS; PIDGINS AND CREOLE; THEORIES OF FORMATION: PLANTATIONS, MAROON COMMUNITIES. *Readings*: PCL, chaps. 3, 4; CLC, chap. 1: ELE chaps. 1-2.;

Week #4 (beginning September 13): **WHAT (IF ANYTHING) IS LINGUISTICALLY UNIQUE ABOUT CREOLE LANGUAGES?** THE SUBSTRATE VS. UNIVERSALS DEBATE; EXAMPLES OF RELEXIFICATION. THE ROLE OF THE LANGUAGE BIOPROGRAM. CREOLE PHONOLOGY. *Readings*: CG, chaps. 2, 13; RL, chaps. 1-2, 5; PCL, chaps. 4, 5, 7; DC chaps. 1, 2, 5


Week #6 (beginning September 27): **WHY ARE CREOLE LANGUAGES OFTEN ASSOCIATED (IN POPULAR OPINION) WITH “BABY TALK”?** MORE ON FOREIGNER-TALK, BABY TALK, AND IMPAIRED TALK. THE ORIGIN OF STEREOTYPES AND REPEATING PATTERNS. *Readings*: Lipski,
“On the source of the infinitive in Romance-derived pidgins and creoles” and “Speaking ‘African’ in Spanish and Portuguese”—on my home page.

Week #7 (beginning October 4): **October 6: TOPIC AND BIBLIOGRAPHICAL TITLES SUBMITTED FOR APPROVAL** **HOW CAN A UNIFORM SUBSTRATE CONTRIBUTE TO CREOLE FORMATION?** **PHILIPPINE CREOLE SPANISH (CHABACANO), TOK PISIN, HAITIAN KREYÒL.** *Readings*: PC-2, sec. 7.4; article “ZM” on Angel.

Week #8 (beginning October 11): **HOW DOES CREOLE SYNTAX WORK?** **SUMMARY OF CREOLE SYNTACTIC PATTERNS.** *Readings*: PC-1, chap. 5.

Week #9 (beginning October 18): **HOW IS THE CREOLE LEXICON FORMED?** **MIXED LANGUAGES AND “ANTI-CREOLES.”** *Readings*: Muysken’s articles on Media Lengua on ANGEL. Also my articles on Panamanian Congo speech.


Week #11 (beginning November 1): **WHAT HAPPENS DURING PARTIAL RECONSTRUCTION?** **SEMI-CREOLES AND OTHER PARTIALLY RECONSTRUCTED LANGUAGES.** *Readings*: TBA


Week #13 (beginning November 15): **November 17: OUTLINE OF FINAL PAPER DUE.** **IS THERE LIFE AFTER CREOLIZATION?** **DECREOLIZATION, POST-CREOLE CONTINUUA.** *Readings*: “Morphosyntactic implications in Afro-Hispanic language: new data on creole pathways”; on my web site.


Week #15 (beginning December 6): **December 6: ANNOTATED BIBLIOGRAPHY DUE.** **PRESENTATION OF STUDENT PROJECTS**

**FINAL PAPER DUE MONDAY DECEMBER 13**