

Syllabus for Introduction to Haitian Creole Linguistics, HAT 3700

Department of Languages, Literatures and Cultures
University of Florida, Gainesville

Assistant Professor:	Benjamin Hebblethwaite
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Class website:	<u>http://web.clas.ufl.edu/users/hebble/</u>

Class objectives:

The objective of this class is to help develop the student's understanding of Haitian Creole linguistics. In the class we apply linguistic science to the Haitian Creole language. Students are introduced to the major disciplines of linguistics including syntax, morphology, phonology, semantics and lexicon. Other equally important areas of linguistics which are essential for understanding Haitian Creole include sociolinguistics, dialectology, language planning, bilingualism and multilingualism, language contact and code-switching. Haitian Creole linguistics includes discussion about West African, European and Native American languages. The class uses qualitative and quantitative empirical methods and theories in order to understand fundamental and cutting-edge issues in Haitian Creole linguistics.

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 7 page final paper. The essay topic is due one month before the end of the semester; the final draft is due on the last day of class. In the case of Gordon Rule students, 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.

A packet of articles provides 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 articles carefully while noting key ideas, events and individuals. Also, the assigned readings are your primary 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 $\frac{1}{4}$ 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. You are responsible for maintaining your own records.

(1) 10 % = 2 Class presentations

10 minutes long. Graded for clarity; organization; preparation; effectiveness of your communication (are you connecting with us? are we convinced?); insight of your critique.

(2) 25 % = 1 paper (essay topic and paper). 4/8 sources must be from the class bibliography.

Due on the last day of class. *See grading criteria below.*

For Gordon Rule students, paper is due 1 month before the end of the semester.

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

(4) 10% = 5 Homework (HMWK).

Write a short review about the reading for the day the paper is due (1 page maximum). You are graded on your insight into the ideas found in the reading, your unique interpretations 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.).

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

Bibliography of Required readings in the order read:

1. Valdman, Albert. 1988. Diglossia and language conflict in Haiti. *International Journal of the Sociology of Language* 71.67-80.
2. Dejean, Yves. 1993. An overview of the language situation in Haiti. *International Journal of the Sociology of Language* 102.73-83.
3. 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.
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. (Forthcoming, fall, 2009). Scrabble as a Tool for Haitian Creole Literacy: Sociolinguistic and Orthographic Foundations. *Journal of Pidgin and Creole Languages*, p. 1-50.
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. 2007. Haitian Creole. In *Comparative Creole Syntax*, 101-126. Edited by Holm, John and Peter Patrick. Battlebridge Press.
9. Harbour, Daniel. 2008. Klivaj predika, or predicate clefts in *Haitian. Lingua*, 118.7.July. 853-871.
10. Degraff, Michel. 1997. Verb syntax in, and beyond, creolization. In *The New Comparative Syntax*, 64-94. New York: Longman.
11. 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.
12. 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
13. 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.
14. Hilton, Dimitri. 2000. Prenominal 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.

Class Guidelines

No late or makeup work policy

No late or makeup work accepted **unless** a valid excuse is presented.

Attendance policy

Students are expected to attend class **daily**. Students may take **3 unexcused absences**. Athletes must be excused by the athletics department. **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 the no late w.

If a student *is* absent, he or she is expected to contact the instructor within 24 hours with the reason for his or her absence. Medical treatment or a personal or a family crisis are grounds for an excused absence, *a note including a contact phone number is required.*

Examinations

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

Paper – (Read carefully!)

Students are expected to write a research paper, **7 pages in length + bibliography.** The paper must use **.12 Times New Roman font and be double spaced with 1 inch columns on all sides.**

The 1 page proposal is due 4 weeks before the end of the semester. **Include at least 5 refereed sources (i.e. books or articles; UF online database books and articles are OK; but NOT the open access WWW).** 4 of your 8 sources must also be from the required readings in this class. The required readings must serve as guidance and form a foundation for your paper topic.

Citations must be accompanied by appropriate bibliographical references. Your paper will be graded based on the basis of the originality of the ideas, on 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 added your own unique interpretation of events, individuals, ideas and phenomena. 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.cousel.ufl.edu

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

Syllabus for Introduction to Haitian Creole Linguistics

Department of Romance Languages and Literatures
University of Florida, Gainesville
Lecturer: Benjamin Hebblethwaite

**HMWK = 1 PAGE
COMMENTARY ON THE
READING FOR THE DAY IT IS
DUE.**

1		
Friday, August 23	Introductions	
2		
Monday, August 27	Chaudenson and Mufwene	Presentations:
Wednesday, August 29	Chaudenson and Mufwene	_____ 1
Friday, August 31	Chaudenson and Mufwene	_____ 2
3		
Monday, September 3	LABOR DAY ~ NO CLASS	
Wednesday, September 5	Dejean 1993	_____ 3
Friday, September 7	Dejean 1993 HMWK.	_____ 4
4		
Monday, September 10	Degraff 1999	_____ 5
Wednesday, September 12	Degraff 1999	_____ 6
Friday, September 14	Degraff 1999	_____ 7
5		
Monday, September 17	Johnson & Alphonse-Férère	_____ 8
Wednesday, September 19	Johnson & Alphonse-Férère HMWK	_____ 9
Friday, September 21	Lefebvre 1998	_____ 10
6		
Monday, September 24	Lefebvre 1998	_____ 11
Wednesday, September 26	Lefebvre 1998	_____ 12
Friday, September 28	Lefebvre 1998	_____ 13
7		
Monday, October 1	Degraff 1997	
Wednesday, October 3	Degraff 1997 HMWK.	_____ 14
Friday, October 5	Degraff 1997	_____ 15
8		
Monday, October 8	Review	_____ 16
Wednesday, October 10	Midterm Exam	
Friday, October 12	Degraff 1992, 87-127	_____ 17
9		
Monday, October 15	Degraff 1992, 87-127	_____ 18
Wednesday, October 17	Degraff 1992, 87-127	_____ 19
Friday, October 19		
10		
Monday, October 22	Degraff 1992, 87-127	_____ 20
Wednesday, October 24	Valdman 1988 GORDON RULE PAPER TOPIC	
Friday, October 26	Valdman 1988	_____ 21

11	Degraff 1992, 45-56	<u>Essay topic due</u>	
Monday, October 29	Degraff 1992, 45-56	HMWK.	22
Wednesday, October 31			
Friday, November 2		HOMECOMING (NO CLASS)	
12			
Monday, November 5	Hebblethwaite 2007		
Wednesday, November 7	Hebblethwaite 2007	_____	23
Friday, November 9	Hebblethwaite 2007	_____	24
13			
Monday, November 12		VETERANS' DAY (NO CLASS)	
Wednesday, November 14	Zephir 1997	HMWK.	
Friday, November 16	Zephir 1997	<u>GORDON RULE ESSAY DUE</u>	
14			
Monday, November 19	Dejean 2007	_____	25
Wednesday, November 21	Dejean 2007	_____	
Friday, November 23		THANKSGIVING ~ NO CLASS	
15			
Monday, November 26	<i>Paper presentations</i>	1 _____, 2 _____,	
	3 _____, 4 _____, 5. _____		
Wednesday, November 28	6. _____		
	7. _____ 8. _____ 9. _____		
Friday, November 30	10. _____ 11 _____, 12 _____,		
	13 _____, 14 _____, 15 _____,		
	16 _____, 17 _____, 18 _____, 19 _____,		
16			
Monday, December 3	Review		
Wednesday, December 5	<u>FINAL EXAM; Essay Due</u>		

CLAS New Course Submission Checklist:

Benjamin Hebblethwaite, Lecturer in Haitian Creole, University of Florida
Department of Romance Languages and Literatures

1. Address and E-mail address

Benjamin Hebblethwaite,
Department of Romance Languages and Literatures
PO Box 117405
Gainesville, FL 32611-7405

E-mail: hebble@ufl.edu

2. Suggested prefix, Course Number and Title...

Prefix: HAT
Course Number 3000
Title: Introduction to Haitian Creole Linguistics

3. Objectives:

The objective of this class is to help develop students' understanding of Haitian Creole Linguistics. In the class we apply the linguistic sciences to the Haitian Creole language. Students are introduced to the major disciplines of linguistics including syntax, morphology, phonology, semantics and lexicon. Other areas of linguistics which are essential for understanding Haitian Creole include sociolinguistics, dialectology, language planning, bilingualism and multilingualism, language contact and code-switching. Haitian Creole linguistics includes discussion about West African, European and Native American languages. The class uses qualitative and quantitative methods in order understand fundamental and cutting-edge issues in Haitian Creole linguistics.

The class format involves lectures, slide-presentations, student presentations, and classroom discussions. The class will have no more than 6 pop-quizzes, one midterm, one final, and a 7 page final paper (the essay topic is due one month before the end of the semester; the final draft is due on the last day of class).

A packet of articles provides 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.

4. How does the course fit into current course offerings:

Presently there are no course offerings in Haitian Creole Linguistics. The Haitian program at UF has neither a major nor a minor. There is no co-requisite or pre-requisite.

5. Overlap with any other unit?

This course does not overlap with courses taught in any other unit. I have contacted Dr. **James Essegby** (essegby@ufl.edu) in the Linguistics Department about a possible overlap with the Introduction to Pidgen and Creole Linguistics class that he teaches. He has replied stating that there is no significant overlapping. Please see his e-mail reply included here.

6. Grade distribution:

- (1) 10 % = Class presentation
- (2) 25 % = Paper
- (3) 20 % = Quizzes
- (4) 15 % = Participation
- (5) 30 % = 2 Exams

7. Please justify...variable and repeatable credit...

Not applicable.

Description for the course catalog:

Course description for *Introduction to Haitian Creole Linguistics*

This class examines the major disciplines of linguistics by means of the Haitian Creole language. Haitian Creole syntax, morphology, phonology, semantics and lexicon are introduced in addition to sociolinguistics, dialectology, language planning, bilingualism and language contact. S, H, I, D.

Benjamin Hebblethwaite
Department of Romance Languages and Literatures
PO Box 117405
Gainesville, FL 32611-7405

December 5th, 2007

E-mail:hebble@ufl.edu

Justifications for the General Education categories being sought:

4. (S) This class satisfies the description of the social and behavioral sciences (S) classification by using quantitative methods and underlying theories in order to investigate and explain the linguistic structure and history of Haitian Creole.
2. (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.
3. (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.
4. (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.