Syllabus for Introduction to Haitian Creole Linguistics,
HAT 3700/LIN 4930/AFA 3930, Fall, 2012.
Department of Languages, Literatures and Cultures
University of Florida, Gainesville

Assistant Professor: Benjamin Hebblethwaite
Office location: 363 Dauer Hall
Office hours: 9th period (4:05-4:55 p.m.), Monday, Wednesday, and Friday
Contact information: hebble@ufl.edu
Tel: 352-273-3762
Class website: http://web.clas.ufl.edu/users/hebble/

First reading: Introduction to Haitian Creole, by Albert Valdman @ Target Copy, 1412 W. University Ave., Gainesville, FL 32603 – Available Thursday morning, August 23, 2012

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.

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, lexicon, sociolinguistics, language variation, language planning, among other areas. Other equally important areas of linguistics which are essential for understanding Haitian Creole include dialectology, bilingualism, language contact, multilingualism 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 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.

A packet including Albert Valdman’s brand new manuscript, Introduction to Haitian Creole, 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 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 presentations

8 minutes long + 4 minutes for questions. 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, 2,000 words (essay topic and paper). Your sources must be from 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% = 3 Homework (HMWK).

Write a short analysis about the reading for the day the paper is due (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 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... if you can’t
help yourself stay home or be considered absent).

(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:
   *International Journal of the Sociology of Language* 102.73-83. [This article is
   available electronically through UF libraries, free of charge;
   http://uflib.ufl.edu/]
2. Part one: *Introduction to Haitian Creole*, by Albert Valdman
3. Part two: *Introduction to Haitian Creole*, by Albert Valdman [Coming soon]
4. Part three: Hebblethwaite, Benjamin. 2012. French and underdevelopment,
   Haitian Creole and development: Educational language policy problems and
   [This article is available electronically through UF libraries, free of charge;
   http://uflib.ufl.edu/]

Bibliography of additional and optional readings
   Journal of the Sociology of Language* 71.67-80.
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<th></th>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Journal/Book Title and Page Numbers</th>
<th>Publisher/Location</th>
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<td>5</td>
<td>Howe, Kate</td>
<td>1993</td>
<td>Haitian Creole as the official language in education and media.</td>
<td>In <em>Atlantic meets Pacific: A Global View of Pidginization and Creolization</em>, 291-298</td>
<td>Amsterdam: Benjamins</td>
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<td>6</td>
<td>DeGraff, Michel</td>
<td>2003</td>
<td>Against Creole Exceptionalism.</td>
<td>In <em>Language</em>, 79.2.391-410</td>
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<td>8</td>
<td>Lefebvre, Claire</td>
<td>1998</td>
<td>Functional category lexical entries involved in nominal structure</td>
<td>In <em>Creole Genesis and The Acquisition of Grammar</em>, 78-89</td>
<td>Cambridge: Cambridge University Press</td>
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<td>9</td>
<td>Degraff, Michel</td>
<td>2007</td>
<td>Haitian Creole</td>
<td>In <em>Comparative Creole Syntax</em>, 101-126</td>
<td>Edited by Holm, John and Peter Patrick. Battlebridge Press</td>
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<td>15</td>
<td>Nikiema, Emmanuel and Parth Bhatt</td>
<td>2003</td>
<td>Two types of R deletion in Haitian Creole</td>
<td>In <em>Phonology and Morphology of Creole Languages</em>, 43-70</td>
<td>Edited by Plag, Ingo. Tübingen: Niemeyer</td>
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<td>16</td>
<td>Brousseau, Anne-Marie</td>
<td>2003</td>
<td>The accentual system of Haitian Creole: The role of transfer and markedness values.</td>
<td>In <em>Phonology and Morphology of Creole Languages</em>, 123-146</td>
<td>Edited by Plag, Ingo. Tübingen: Niemeyer</td>
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**Class Guidelines**

!!! *Academic honesty/professionalism statement* !!!

Last semester I had one student cheat on a Scantron quiz, two students submit falsified medical letters (yes, I call the doctor), and two disruptive students who regularly engaged in rude private conversations. All such 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. Thank heavens that most UF students are AWESOME!!!

**Late or makeup work policy**

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

*No late work can be turned in 7 days after the date it was originally due.*

**Attendance/comportment policy**

Students are expected to attend class every period. There are no 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 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. Please, no falsified notes!

Leaving in the middle of class to go to the bathroom or answer a phone is not acceptable. UF assumes you can organize your biological and social functions before or after class! 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/](http://www.dso.ufl.edu/sccr/resolution/)).

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

**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. **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 1 page proposal is due 7 weeks before the end of the semester. **Include at least 6 refereed sources** (i.e. the class textbook + 5 books or articles; UF online database books and articles are OK; but NOT the open access WWW). 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:


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](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, 2012**

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

1. **Wednesday, August 22**
   Introduction: how to access e-publications via UF libraries
   [http://uflib.ufl.edu/](http://uflib.ufl.edu/)

2. **Friday, August 24**

3. **Monday, August 27**
   Valdman, 2-13 (Phonology)

4. **Wednesday, August 29**
   Valdman, 2-20 (Phonology)

5. **Friday, August 31**
   Valdman, 20-37 (Morphology).
   **Hmwk 1: What stands out about HC phonology or HC morphology? (10% late penalty; no more than 7 days late)**

6. **Wednesday, September 5**
   Valdman, 38-51 (Spelling)

7. **Friday, September 7**
   Valdman, 52-71 (Spelling)

8. **Monday, September 10**
   Valdman, 72-85 (Spelling)
   **Hmwk 2: What have been the major debates in the development of the HC spelling system? (10% late penalty; no more than 7 days late)**

9. **Wednesday, September 12**
   Valdman, 86-99 (Lexicon)

10. **Friday, September 14**
    Valdman, 100-115 (Lexicon).

11. **Monday, September 17**
    Valdman, 116-128 (Origin of the HC lexicon)

12. **Wednesday, September 19**
    Valdman, 128-142 (Origin of the HC lexicon)

13. **Friday, September 21**
    Valdman, 143-155 (Variation in HC)

14. **Monday, September 24**
    Valdman, 155-174 (Variation in HC)

15. **Wednesday, September 26**
    Valdman, 175-188 (Variation in HC)

16. **Friday, September 28**
    Valdman, 188-197 (Variation in HC)
Hmwk 3: What is variation? Why is it important? What does it reveal about language in general and HC in particular? What is the cause of variation? (10% late penalty; no more than 7 days late)

7
Monday, October 1
Wednesday, October 3
Friday, October 5
Valdman, 198-209 (Language planning)
Valdman, 209-223 (Language planning)
Valdman, 223-237 (Language planning)
8
Monday, October 8
Wednesday, October 10
Friday, October 12
Review
Midterm Exam
Valdman, TBA (packet 2)
9
Monday, October 15
Wednesday, October 17
Friday, October 19
Valdman, TBA (packet 2)
Valdman, TBA (packet 2)
Valdman, TBA (packet 2)
GORDON RULE PAPER TOPIC
10
Monday, October 22
Wednesday, October 24
Friday, October 26
Valdman, TBA (packet 2)
Valdman, TBA (packet 2)
Valdman, TBA (packet 2)
11
Monday, October 29
Wednesday, October 31
Friday, November 2
Valdman, TBA (packet 2)
Valdman, TBA (packet 2)
Valdman, TBA (packet 2)
GORDON RULE ESSAY DUE
12
Monday, November 5
Valdman, TBA (packet 2)
Wednesday, November 7
Friday, November 9
Hebblethwaite 2012
HOMECOMING ~ NO CLASS
13
Monday, November 12
Wednesday, November 14
Friday, November 16
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Monday, November 19
Wednesday, November 21
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Hebblethwaite 2012
THANKSGIVING ~ NO CLASS
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Monday, November 26
Paper presentations 1__________, 2__________, 3__________, 4__________, 5. ____________, 6.__________, 7. __________.
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<tr>
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<td>Wednesday, December 5</td>
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<td>FINAL EXAM</td>
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