

Veranstalter:	Micah Corum
Thema:	Structure and Use of English-based Pidgins and Creoles [AA-A1, AA-V1b, AA-V2b, ENG-4/a, ENG-5, AA-M1, AA-W]
Art der Veranstaltung:	Seminar Ib
Veranstaltungsnummer:	53-513
Zeit:	2st., Do 16-18
Raum:	Phil 564
Beginn:	18. Oktober 2012

Course description:

Creolistics is the scientific study of pidgin and creole languages. Research in creolistics has contributed theoretical insight into the nature of human communicative strategies. This introductory course to pidgin and creole languages will touch on some of those discoveries. The course has three objectives: (1) to teach students the core issues involved in pidginization and creolization; (2) to outline the basic grammatical structures that are shared by English-based pidgin and creole languages; and (3) to better understand the functions and uses of socially stigmatized languages like pidgin and creole languages. By the end of the course, students will have the tools to deconstruct English-based pidgin and creole languages, as well as non-standard and regional varieties of English.

In order to understand the structure of English-based pidgin and creole languages, students will need to learn one. Over the course of the semester students will learn aspects of the grammar of Nigerian Pidgin, which shares structural similarities with many Afro-Caribbean creole languages and some pidgin and creole languages of the Pacific. Students will familiarize themselves with the language by memorizing and reciting dialogues in Nigerian Pidgin and by studying a basic grammar of the language. All the materials are available for free download at <https://sites.google.com/site/nigerianpidgin/home/materials>

Many creolists admit that English-based pidgins and creoles have historical connections with West African languages and cultures. This course will discuss many of those continuities that exist among the Niger-Congo languages and English-based pidgins and creoles of the Pacific and the Atlantic. The aim is for students to learn about language change in the context of pidginization and creolization.

Students are expected to attend class regularly, participate in discussions, complete readings and homework assignments, give one oral presentation in class, and submit a final research paper.

Bibliography:

Alleyne, M. (1980). *Comparative Afro-American*. Ann Arbor. Karoma.
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Faraclas, N. (1996). *Nigerian Pidgin*. London: Rutledge.
Holm, J. (2000). *Introduction to pidgins and creoles*. Cambridge: Cambridge University Press.
Huber, M. (1999). *Ghanaian Pidgin English in it West African context*. Amsterdam: John Benjamins.
Hymes, D. (1970). *Pidginization and creolization*. Cambridge: Cambridge University Press.
Migge, B. (2003). *Creole formation as language contact*. Amsterdam: John Benjamins.
Mühlhäusler, P. (Ed.). (2003). *Tok Pisin texts: From the beginning to the present*. Amsterdam: John Benjamins.
Rotimi, O., & Faraclas, N. (n.d.). *A dictionary and grammar of Nigerian Pidgin*. Retrieved from <https://sites.google.com/site/nigerianpidgin/home/materials>

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