HISTORICAL FOUNDATIONS AND AN INTRODUCTION TO SALIENT LINGUISTIC FEATURES

JUNE 27, 2019

AFRICAN AMERICAN LANGUAGE/AFRICAN AMERICAN (VERNACULAR) ENGLISH
CLASS BY JOHN BAUGH
SCHEDULE FOR TODAY

✈ If you are willing:

✈ Would you mind sharing some of the details about your dinner discussion regarding ways in which people of African descent refer to themselves?

✈ An overview of some of the prominent scholars who have discussed historical matters for AAL

✈ A survey of some of the better known and lesser known historical theories

✈ A brief (and somewhat simplistic) introduction to some of the prominent linguistic features of AAVE

✈ CLASS BY JOHN BAUGH
WHAT'S IN A NAME?

- Positive Terminology
- Neutral Terminology
- Negative Terminology

- People of African descent: U.S. and Elsewhere
- Marginalized people in other parts of the world.

- Insider perspectives vs. Outsider perspectives: Who can say what without being offensive (or perhaps insensitive)?

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INITIAL COLONIAL CONTACT
CLASS BY JOHN BAUGH

BEFORE SLAVERY: WHY NOT FORCE THE INDIGENOUS PEOPLE TO WORK?
Coupe horizontale des plateformes du bateau Nègre.
LINGUISTIC IMPLICATIONS? & WHAT'S WRONG WITH THIS PICTURE?

WHO SHARES A COMMON LANGUAGE? HOW DO THEY COMMUNICATE?

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A TYPICAL BILL OF SALE OF A SLAVE

Difficult to Read; however, it is a legally binding contract, which was impactful in many colonies and those states that legalized Slavery.

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WHAT ARE SOME OF THE RELEVANT HISTORICAL CIRCUMSTANCES AS THEY RELATED TO LANGUAGE USAGE BY THOSE WHO WERE ENSLAVED?

- Slave Factory Linguistic Practices
- Atlantic Crossing Linguistic Practices
- Contact with Colonial Languages (Which countries?)
- Educational Relevance: Laws governing education and access to literacy.

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SOME RELEVANT HISTORICAL LINGUISTIC HYPOTHESES

- Pidginization and Creolization
  - Some operational definitions.
- Relexification
- Independent Parallel Development
- The gradual emergence of linguistic continua.
- Bi-pidginization
- The formulation of Derek Bickerton’s Bioprogram

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SOME SCHOLARS OF NOTE: CREOLE/AFRICAN EMPHASIS

- Lorenzo Dow Turner: Creole Hypothesis (Direct)
- William Stewart: Creole Hypothesis (Direct)
- J.L. Dillard: Creole Hypothesis (Direct)
- David DeCamp: Creole Hypothesis (Indirect)
- Derek Bickerton: Creole Hypothesis [(In)direct?]  
- John Rickford: Creole Hypothesis (Direct)

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OTHER SCHOLARS OF INFLUENCE: NEUTRAL OR DIALECTOLOGIST/ENGLISH EMPHASIS

- Walt Wolfram (Neutral: Agnostic)
- John Baugh (Both simultaneously)
- William Labov: Dialectologist (Indirect)
- Michael Montgomery: Dialectologist (Direct)
- Shana Poplack: Dialectologist (Direct)

NB: Direct = Explicit; Indirect = Implicit

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Bilingual Education Instruction in Jamaica
INTRODUCTION TO A FEW AAVE LINGUISTIC FEATURES

- Auxiliary verbs [ is and are]
- Habitual “be” /bi/
- Stressed “been” /bɛn/
- Auxiliary “come” /kʌm/ and camouflaged forms
- Aspectual “steady” /stɛdi/
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FOR NEXT TIME: JULY 1

- Please bring a copy of Lisa Green’s book if at all possible

- African American English: A linguistic Introduction

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