Linguistics 200A: Phonological Theory I     Fall 2005

SYLLABUS

Lecture
Time    TR 9:00-10:50
Place   Public Policy 2319
ID number 653-009-200

Discussion section
Time    F 9:00-9:50
Place   Rolfe 3127

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Presumed background

The course is open to graduate students in linguistics, TESL, applied linguistics, and Romance
linguistics; undergraduates who have completed 120A with a grade of A or A+; and others with
my permission. I assume that you are familiar with:

- distinctive features
- natural classes
- phonemes
- allophones
- alternations
- underlying representations
- rules
- rule ordering

Description

This is the first of two courses in the graduate phonology sequence (200A-201). This quarter we
will survey phonological theory from SPE\(^1\) through OT\(^2\), focusing on types of phonological rules
and their interaction, phonological opacity, the cycle, and metrical stress theory. The relationship
between rules and constraints will be discussed throughout the course, with OT introduced at the
very end.

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\(^{2}\) Prince, Alan and Paul Smolensky (1993 [2002]). *Optimality Theory: Constraint interaction in generative
grammars*. Technical Report CU-CS-696-93, Department of Computer Science, University of Colorado at Boulder,
and Technical Report TR-2, Rutgers Center for Cognitive Science, Rutgers University, New Brunswick, NJ. [ROA 537-0802]
Course goals
The 200A-201 course sequence is intended to provide you with the background necessary for (i) understanding and evaluating current and past literature in phonology, and (ii) carrying out your own research in phonology. The course sequence is also an opportunity to explore your own interests (more in 201 than in 200A) and gain exposure to the views and work of UCLA faculty and students.

Requirements

<table>
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<th>% of grade</th>
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<tr>
<td>Readings with study questions</td>
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<tr>
<td>Participation in class discussion (note that this implies attendance)</td>
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<tr>
<td>Homework assignments</td>
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Readings

- Kenstowicz & Kisseberth’s *Generative Phonology*³ ("K&K"), available in Ackerman Union textbook store
- Course reader, available at same place (though not ready yet). See course web page for reader contents.

A short set of study questions (to turn in) will accompany most readings. This is to keep everyone up to date, which will lead to better class discussions, and to help you focus on the key points of each reading.

Homework assignments

Each assignment will give you a set of data and require you to state the generalizations present in the data set and provide a detailed analysis, written up in prose form. Assignments will be handed out a week before they’re due, and will be due in class.

Collaboration

Please collaborate on readings and assignments, but write up your assignments separately. Meeting with your classmates regularly to discuss course material is strongly recommended. First-years: I recommend that you set up one evening a week to meet at someone’s place to work on 200A and one evening a week for 200B. Others: I recommend that you join them.

Course web page

The course web page will be on my own page (see above), under ‘Teaching’. I will post handouts, data files, links, and other materials there.

Sections

Attendance at weekly discussion sections, led by Jeff, is optional. Section content will be up to you. You can ask questions, ask to go over the last assignment, ask for feedback on extra problems you’ve done on your own… If no one has any questions, Jeff may have a problem up his sleeve that you can work on under his guidance.

Course outline (subject to adjustment; remember there is also an optional section every Friday)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment due</th>
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<tbody>
<tr>
<td>0</td>
<td>Sep 29</td>
<td>Introduction and course overview</td>
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<tr>
<td>1</td>
<td>Oct 4</td>
<td>Notation review; rules and extrinsic ordering</td>
<td>K&amp;K Ch. 1,2 (41 pp.)</td>
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<td></td>
<td>Oct 6</td>
<td>Notation review cont’d; underpinnings of the enterprise</td>
<td>K&amp;K Ch. 3 (27 pp.)</td>
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<td>2</td>
<td>Oct 11</td>
<td>Phonological opacity</td>
<td>K&amp;K Ch. 4, pp. 77-99 only (23 pp.)</td>
<td>1. Malagasy</td>
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<tr>
<td></td>
<td>Oct 13</td>
<td>Principles of rule application</td>
<td>K&amp;K Ch. 8,9 (87 pp.)</td>
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<tr>
<td>3</td>
<td>Oct 18</td>
<td>Principles of rule ordering</td>
<td>Anderson 1984, chs. 9,10 (39 pp.)</td>
<td>2. Hakha Lai</td>
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<td></td>
<td>Oct 20</td>
<td>The cycle I</td>
<td>Kiparsky 1982 (45 pp.)</td>
<td></td>
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<td>4</td>
<td>Oct 25</td>
<td>The cycle II</td>
<td></td>
<td>3. Keley-i</td>
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<td></td>
<td>Oct 27</td>
<td>The duplication and conspiracy problems</td>
<td>K&amp;K Ch. 10 (424-436) (13 pp.) Kisseberth 1970 (16 pp.)</td>
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<tr>
<td>5</td>
<td>Nov 1</td>
<td>Surface constraints in phonology</td>
<td>Sommerstein 1974 (24 pp.)</td>
<td>4. Chamorro</td>
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<td></td>
<td>Nov 3</td>
<td>Rules and constraints: triggering</td>
<td>Myers 1991a (29 pp)</td>
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<td>6</td>
<td>Nov 8</td>
<td>Nonlinear representations I</td>
<td></td>
<td>5. TBA</td>
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<td></td>
<td>Nov 10</td>
<td>Nonlinear representations II</td>
<td></td>
<td></td>
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<td>7</td>
<td>Nov 15</td>
<td>Rules and constraints: blocking</td>
<td>McCarthy 1986 (57 pp.)</td>
<td></td>
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<td></td>
<td>Nov 17</td>
<td>The too-many-solutions problem</td>
<td>Myers 1991b (7 pp.)</td>
<td>6. TBA</td>
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<tr>
<td>8</td>
<td>Nov 22</td>
<td>Metrical stress theory: the grid</td>
<td>Kager 1996 (36 pp.)</td>
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<td></td>
<td>Nov 24</td>
<td>holiday—no class</td>
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<td>9</td>
<td>Nov 29</td>
<td>Metrical stress theory: feet</td>
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<td></td>
<td>Dec 1</td>
<td>Metrical stress theory: weight effects</td>
<td>Hayes 1985, ch. 7 (37 pp.)</td>
<td>7. Nanti</td>
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<tr>
<td>10</td>
<td>Dec 6</td>
<td>Intro to OT</td>
<td>Prince &amp; Smolensky 1993 excerpt (71 pp.)</td>
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<pre><code>  | Dec 8 | Intro to OT                                                           |                                            | 8. TBA         |
</code></pre>

Explanation of grades

Senate regulations say:

The work of all graduate students shall be reported in terms of the following grades: A (superior achievement), B (satisfactorily demonstrated potentiality for professional achievement in the field of study), C (passed the course but did not do work indicative of potentiality for professional achievement in the field of study), F (fail) [...] The grades A, B, and S [not applicable to this course] denote satisfactory progress toward a degree.

4 Approximate page counts are given to help you plan. If you see a long reading coming up, you may want to read ahead.
Maybe someday I’ll switch to the above scale, but at least for this course, I will continue to follow the common practice, according to which grades mean the following:

A+: performance exceeds expectations for a 1st-year graduate student in linguistics
A: performance meets expectations for a 1st-year graduate student in linguistics
A-: performance is below expectations for a 1st-year graduate student in linguistics
B(+/-): performance is well below expectations for a 1st-year graduate student in linguistics
C(+/-): (rarely used) performance is seriously unsatisfactory for a 1st-year graduate student in linguistics, yet (somehow) merits a passing grade
F: fail

The same scale will be applied to all students, whether they are 1st-year graduate students in linguistics or not.

Workload
You should expect to spend on average 13 hours a week outside of class on readings and assignments for this course. Jot down the time you spend, and if it’s consistently more than that, let me know. (If many people tell me so I will consider cutting back.) The reading load varies a lot from week to week, so you may want to read ahead in the slow weeks.

Personal note
People are drawn to studying phonology, or linguistics in general, for different reasons. Some researchers are motivated by an interest in big questions of cognition, or big philosophical questions. Some come to linguistics from an interest in particular cultures and their languages. Although I like to think my interest has matured since then, I was originally drawn to the field mainly because phonological patterns are just…cool—i.e., aesthetically pleasing, I guess. So in class I still like to take time for appreciation and enjoyment of data (I do this also because I believe it has pedagogical benefits: you need to see lots of data in order to gain the abilities to (i) have useful hunches about what is typologically plausible, and (ii) detect patterns quickly). I am also a big fan of the Austronesian language family, so expect to see a lot of examples drawn from it.