Linguistics 200A: Phonological Theory I

Fall 2007

SYLLABUS

Time        MW 9:00-10:50 AM  Professor     Kie Zuraw ['kɪərəʊ]
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Web page    www.linguistics.ucla.edu/people/zuraw, under ‘Teaching’

Presumed background

- 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 end. 201 will be primarily in OT.

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

Readings with study questions          10%
Participation in class discussion     10%
Homework assignments                  80%

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.

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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 and 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’ll post handouts, data files, links, and other materials there.

**Workload**

You should expect to spend on average 13 hours a week outside of class on readings and assignments for this course. If it’s consistently more than that, let me know. The reading load varies a lot from week to week, so you may want to read ahead in the slow weeks.

**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.”

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
A-: performance is below expectations
B(+/-): performance is well below expectations
C(+/-): (rare) performance is seriously unsatisfactory, 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.
## Course Outline (Subject to Adjustment)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment due</th>
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<tbody>
<tr>
<td>1</td>
<td>Oct 1</td>
<td>Introduction and course overview</td>
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<td></td>
<td>Oct 3</td>
<td>Notation review; rules and extrinsic ordering</td>
<td>K&amp;K ch. 1,2 (41 pp.)</td>
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<td>2</td>
<td>Oct 8</td>
<td>Notation review cont’d; conceptual framework</td>
<td>K&amp;K ch. 3 (27 pp.), skim ch. 9</td>
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<td>Oct 10</td>
<td>Descriptive adequacy</td>
<td>K&amp;K ch. 4, pp. 77-99 only (23 pp.)</td>
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<td>3</td>
<td>Oct 15</td>
<td>Principles of rule application</td>
<td>K&amp;K ch. 8 (40 pp.), plus ch. 9 pp. 335-339 &amp; 379-383 (10 pp.)</td>
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<td>Oct 17</td>
<td>Principles of rule ordering</td>
<td>Anderson 1984, chs. 9,10 (39 pp.)</td>
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<td>4</td>
<td>Oct 22</td>
<td>The cycle I</td>
<td>Kiparsky 1982 (45 pp.)</td>
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<td>Oct 24</td>
<td>The cycle II</td>
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<td>5</td>
<td>Oct 29</td>
<td>The duplication and conspiracy problems</td>
<td>K&amp;K ch. 10 (424-436) (13 pp.)</td>
<td>3</td>
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<td>Oct 31</td>
<td>Surface constraints in phonology</td>
<td>Sommerstein 1974 (24 pp.)</td>
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<td>6</td>
<td>Nov 5</td>
<td>Rules and constraints: triggering and blocking</td>
<td>Myers 1991a (29 pp.)</td>
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<td>Nov 7</td>
<td>Nonlinear representations I</td>
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<td>7</td>
<td>Nov 12</td>
<td>Veteran’s Day holiday—no class</td>
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<td></td>
<td>Nov 14</td>
<td>Nonlinear representations II</td>
<td>McCarthy 1986 (57 pp.)</td>
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<td>Myers 1991b (7 pp.)</td>
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<td>8</td>
<td>Nov 19</td>
<td>Metrical stress theory: the grid</td>
<td>Kager 1996 (36 pp.)</td>
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<td>Nov 21</td>
<td>Metrical stress theory: feet</td>
<td>Hayes 1985, ch. 7 (37 pp.)</td>
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<td>9</td>
<td>Nov 26</td>
<td>Metrical stress theory: weight effects</td>
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<td>Dec 28</td>
<td>OT I</td>
<td>Prince &amp; Smolensky 1993 excerpt (71 pp.)</td>
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<td>10</td>
<td>Dec 3</td>
<td>OT II</td>
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<td>Dec 5</td>
<td>OT III</td>
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4 Approximate page counts are given to help you plan. If you see a long reading coming up, you may want to read ahead.