Linguistics 201A: Phonological Theory II   Winter 2018

SYLLABUS

|			
Time	MW 2:00-3:50 PM	**Professor**	Kie Zuraw [ˈkʰaj ˈzɹ̩ˌɔ]
Place	Campbell 3122A	**Office**	Campbell 3122A
		Mailbox	Inside Campbell 3125
		Phone	310-825-0634
		Office hours	TBA, in Campbell 3122A
		E-mail	kie@ucla.edu
Web page	www.linguistics.ucla.edu/people/zuraw , under 'Teaching'		

Description

Continuation of 200A. This quarter we look at...
- structure below and above the segment
- "downward", "upward", and "sideways" interfaces

Goals of 200A-201A sequence

Provide you with background necessary to (i) understand and evaluate current and past literature in phonology, and (ii) carry out your own research in phonology. Opportunity to explore your own interests and gain exposure to the views and work of UCLA faculty and students, including each other.

Requirements
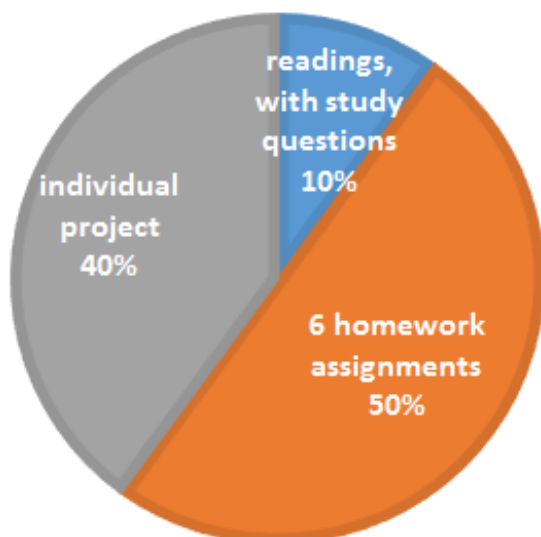
Readings

- Articles will be posted on CCLE page—log in to http://ccle.ucla.edu/. All other materials (assignments, handouts) are on my own web page.

Short set of **study questions** will accompany most readings (posted on my web page). Purpose: keep everyone up to date, have better class discussions, help you focus on key points of each reading, give me an idea of how readings are going over.

I've ruthlessly narrowed it down to about one reading per week, so that you can actually do every reading. In class I'll give bibliographic info for if you want to read more (now or someday).

Homework assignments

Will be posted on my web page at least a week before they're due.

Assignments will be due in hard copy to my mailbox by 4 PM Friday (so I can grade over the weekend). No electronic assignments, please, unless it's an emergency!

Collaboration

Please collaborate on readings and assignments, but write up your assignments separately. A weekly group homework night is strongly recommended.

Individual project

A paper of 8-12 pages that investigates an original phonological topic. If you want help choosing a topic, come see me early on!

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 somewhat 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!)

Week	Date	Topic	Readings (study questions due on Mon.)	Individual project	HW due Fri.
1	Jan 8,10	**Structure above the segment** • syllable, grid • foot			
2	Jan. 17 (Mon. is MLK holiday)	**Structure above the segment II**: • foot, cont'd	• Hayes 1995, ch. 3		1. stress
3	Jan 22,24	**Structure above the segment III**: • mora (& more foot) • p-word, skeleton		*meet with me once by end of this week*	
4	Jan 29,31	**Downward interfaces** • phonetically driven markedness and faithfulness • phonologization	• Moreton 2008		2. another stress problem
5	Feb 5,7	**Structure below the segment/ downward interfaces II** • autosegmentalism in OT • phonetic interpretation of autosegmentalism	• Hall 2006	*meet with me once by end of this week*	
6	Feb 12,14	**Upward interfaces** • prosodic morphology (& correspondence review) • phonology & morphology revisited	• McCarthy & Prince 1994		3. auto-segmentalism
7	Feb 21 (Mon. is holiday)	**Upward interfaces II** • paradigms beyond cyclicity	• Steriade 1999		4. prosodic morphology
8	Feb. 26,28	**Upward interfaces III** • phrasal phonology • alternatives to the edge model	• Selkirk 2000	*meet with me again by end of this week*	5. paradigms
9	Mar 5,7	**"Sideways" interfaces** • phonology vs. the lexicon • phonology vs. processing	• Wagner 2012	Wed: abstract due	6. phrasal phonology
10	Mar 12,14	**Getting phonological evidence** **Course wrap-up**			
finals week	TBD			oral presentations	
	Friday Mar 23			paper due in my mailbox by 5:00	

References

Hall, Nancy. 2006. Cross-Linguistic Patterns of Vowel Intrusion. *Phonology* 23(03). 387–429. doi:10.1017/S0952675706000996.

Hayes, Bruce. 1995. *Metrical Stress Theory*. The University of Chicago Press.

McCarthy, John J. & Alan Prince. 1994. The Emergence of the Unmarked: Optimality in Prosodic Morphology. *Proceedings of NELS* 24. 333–379.

Moreton, Elliott. 2008. Analytic Bias and Phonological Typology. *Phonology* 25(01). 83–127. doi:10.1017/S0952675708001413.

Selkirk, Elisabeth. 2000. The interaction of constraints on prosodic phrasing. *Prosody: Theory and experiment*, 231–261. Dordrecht/Boston/London: Kluwer Academic Publishers.

Steriade, Donca. 1999. Lexical conservatism in French adjectival liaison. In J. -Marc Authier, Barbara Bullock & Lisa Reid (eds.), *Formal Perspectives on Romance Linguistics*, 243–270. Amsterdam: John Benjamins.

Wagner, Michael. 2012. Locality in phonology and production planning. In A McKillen & J Loughran (eds.), *Proceedings of the Montreal-Ottawa-Toronto (MOT) Phonology Workshop 2011. Phonology in the 21st Century: In honour of Glyne Piggott. McGill Working Papers in Linguistics 22(1).*