

SYLLABUS

Time	TR 9:00-10:50 AM	Professor	Kie Zuraw ['kʰar 'zɜ̃,ɔ]
Place	Bunche A152	Office	Campbell 3122A
ID number	653-009-200	Mailbox	In Campbell 3125
		Phone	310-825-0634
		Office hours	Thursdays, 2:00-3:50
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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 look at the relationship between constraints and processes, comparing SPE¹, OT², and theories in between, with a focus on theory comparison: what kinds of constraints, processes, or interactions thereof exist do we want to posit to account for phonological phenomena?

We will also study some representational issues (autosegmentalism and metrical stress theory) that are not always relevant to the theory comparison but are needed to read the literature.

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, including each other. You will also be able to understand most of the jokes on the Facebook group LOLPhonology.

Requirements**% of grade**

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| • Readings with study questions | 10% |
| • Homework assignments (about 8) | 50% |
| • Individual project; includes various progress reports and a requirement to meet with me twice outside of class to discuss your project | 40% |

Readings

- Kenstowicz & Kisseberth's *Generative Phonology* ("K&K"), available in Ackerman Union textbook store (1979, San Diego: Academic Press)
- Articles on CCLE page—log in to <http://ccle.ucla.edu/>. Other materials are on my own web page.

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 (as well as to give me an idea of how the readings are going over).

¹ Chomsky, Noam and Morris Halle (1968). *The Sound Pattern of English*. New York: Harper & Row.

² Prince, Alan and Paul Smolensky (1993 [2002]). *Optimality Theory: Constraint interaction in generative grammar*. 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]

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 complete analysis, written up in prose form. Assignments will be posted on my web page at least a week before they're due.

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.

Individual project

See separate document on course web page.

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. But again, log in to <http://ccle.ucla.edu/> for certain readings.

Workload

You should expect to spend on average 13 hours a week outside of class on readings and assignments for this course (including the individual project). The reading load varies from week to week, so you may want to read ahead in the slower 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)

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings (study questions due on Tues. unless otherwise shown)</i>	<i>Individual project</i>
0	Sept 24	Introduction, course overview Basics of the SPE framework		
1	Sept 29	More SPE: expansion conventions	<ul style="list-style-type: none"> • K&K ch. 1 (after page 2 you can skim, esp. if you already know basic phonetics) • K&K ch. 2 	
	Oct 1	More SPE: extrinsic rule ordering	<ul style="list-style-type: none"> • K&K ch. 3, pp. 45-62 • K&K ch. 9, pp. 331-339 (rest of ch. 9 is good reference) 	
2	Oct 6	Why constraints? The duplication and conspiracy problems	<ul style="list-style-type: none"> • K&K ch. 5, pp. 154-165 • K&K ch. 10, pp. 424-436 	
	Oct 8	Rule+constraint theories	<ul style="list-style-type: none"> • Kisseberth 1970 	
3	Oct 13	Classic OT	<ul style="list-style-type: none"> • Prince & Smolensky 1993/2004, pp. 4-6, 11-21, 107-126, consult tableaux in 127-135 	
	Oct 15			
4	Oct 20	Process application in SPE & OT: multiple targets, directionality, iterativity	<ul style="list-style-type: none"> • K&K ch. 8, pp. 318-327 • Anderson 1984 ch. 9 • Kaplan 2008, pp. 1-4, 8-16 	bibliographic exercise due
	Oct 22			
5	Oct 27	Process interaction in SPE & OT: opaque and transparent orderings, intrinsic ordering	<ul style="list-style-type: none"> • Anderson 1984 ch. 10, pp. 137-151, 160-165 	<i>meet with me once by end of this week</i>
	Oct 29			
6	Nov 3	Interaction between phonological and morphological processes: the cycle; Lexical Phonology and Morphology	<ul style="list-style-type: none"> • K&K ch. 10, 393-401, 407-424 • Kiparsky 2000 	primary vs. secondary source report due
	Nov 5			
7	Nov 10	Conspiracies revisited: the too-many-solutions problem	<ul style="list-style-type: none"> • Steriade 2001, pp. 1-33 	<i>meet with me again by end of this week</i>
	Nov 12	Autosegmental representations		
8	Nov 17	Autosegmental representations, cont'd	<ul style="list-style-type: none"> • Goldsmith 1979 	
	Nov 19	Metrical stress theory: the grid		
9	Nov 24	Metrical stress theory: feet	<ul style="list-style-type: none"> • Hayes 1985, ch. 3 	abstract due
	Nov 26	<i>Thanksgiving holiday—no class</i>		
10	Dec 1	Metrical stress theory: weight effects	<i>none—work on your paper</i>	
	Dec 3	Synthesis and prospect		
finals week	TBD			oral presentations
	Friday			paper due in my mailbox by 5:00