### SYLLABUS

<table>
<thead>
<tr>
<th>Time</th>
<th>TR 10:00-11:50 AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>Zoom—see CCLE for link</td>
</tr>
<tr>
<td>Professor</td>
<td>Kie Zuraw ['kʰaj ˈzɜːrə], pronoun she</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:kie@ucla.edu">kie@ucla.edu</a></td>
</tr>
<tr>
<td>Student hours</td>
<td>TBA</td>
</tr>
<tr>
<td>Web page</td>
<td>log in to ccle.ucla.edu and you should see Ling 200A in your list of courses</td>
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**Presumed background**
- If you’ve taken a class with ‘phonology’ in the name, you’re probably fine!
- If not, let’s talk.

**Description**
- We’ll look at the relationship between constraints and processes, with a focus on theory comparison
  - What kinds of constraints, processes, or interactions thereof do we want to posit, and what kinds of phenomena does each theory predict?

**Course goals**
- The 200A-201A course sequence aims to leave you ready to...
  - understand and evaluate current and past literature in phonology
  - do your own research in phonology

**Readings**
- We will use perusall.com to collaboratively annotate each reading.
  - Make an account and use code *** to sign in to our course
  - All readings are uploaded there
  - I’ll give you instructions each week on minimum number and type of annotations required, specific questions to address, etc.
- Annotations should be completed by 9 PM on Monday nights so that I can process them before Tuesday’s class.

**Problem sets**
- 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 (brief!!) prose form.
- Assignments for the week’s material will be posted on CCLE on Thursday nights
- Upload your paper that Friday (i.e., 8 days after assignment is posted) by 9 PM so I can grade by Tues.

**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—I can set up a Zoom study hall for you to use, and we will also have in-class work sessions.

**CCLE**
- This is our home base: handouts, weekly checklists, assignments, discussion forum…
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings (annotations due Mondays by 9 PM)</th>
<th>Problem sets (due Fridays by 9 PM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Oct 1</td>
<td>Introduction, course overview Basics of the SPE framework</td>
<td></td>
<td></td>
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</tbody>
</table>
| 1    | Oct 6 | More SPE: expansion conventions | • K & K ch. 2  
• K & K ch. 3, pp. 45-62  
• K & K ch. 9, pp. 331-339 For this week only, annotations are due Wednesday night |  |
|      | Oct 8 | More SPE: extrinsic rule ordering |  |  |
|      | Oct 13 | Catch up + work session: rules |  | rules |
|      | Oct 15 | Why constraints? The duplication and conspiracy problems | • K & K ch. 5, pp. 154-165  
• K & K ch. 10, pp. 424-436 |  |
| 2    | Oct 20 | Rule+constraint theories |  |  |
|      | Oct 22 | Classic OT | • Shibatani 1973 |  |
|      | Oct 27 | Classic OT, cont’d |  |  |
|      | Oct 29 | Classic OT, cont’d | • Prince & Smolensky 1993/2004: pp. 4-6, 11-21, 107-126, consult tableaux in 127-135 |  |
|      | Nov 3 | Catch up + work session: OT |  | OT |
|      | Nov 5 | Process application in SPE & OT: multiple targets, directionality, iterativity | Get started on next week’s |  |
|      | Nov 10 | Process application in SPE & OT: multiple targets, directionality, iterativity | • K & K ch. 8, pp. 318-327  
• Piggott 1974, pages 288-335 |  |
|      | Nov 12 | Catch up + work session: process application HW |  |  |
|      | Nov 17 | Process interaction in SPE & OT: opaque and transparent orderings, intrinsic ordering; look-ahead/globality | • Piggott 1974, pages 281-288 | process application |
|      | Nov 24 | Interaction between phonological and morphological processes: the cycle; Lexical Phonology and Morphology Thanksgiving holiday—no class | • K & K ch. 10, 393-401, 407-424  
• Mohanan 1982, pages TBA  
• Borowsky 1986, pages TBA |  |
| 6    | Dec 1 | Lexical Phonology cont’d | • Bermúdez-Otero 2018 2018  
• Steriade 2008, pp. 1-33 |  |
| 7    | Dec 3 | Conspiracies revisited: the too-many-solutions problem |  |  |
| 8    | Dec 8 | Catch up + work session: cyclicity/Lexical Phonology HW | none | cyclicity/Lexical Phonology |
|      | Dec 10 | Synthesis and prospect |  |  |
Bibliographic info on readings


Mohanan, K. P. 1982. Lexical Phonology. MIT.


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—but same standard applies to everyone in the class]
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