Linguistics 200A: Phonological Theory I   Fall 2020

SYLLABUS

Time	TR 10:00-11:50 AM	**Professor**	Kie Zuraw [ˈkʰaj ˈzɚˌɔ], pronoun *she*
Place	Zoom—see CCLE for link	**E-mail**	kie@ucla.edu
		Student hours	TBA

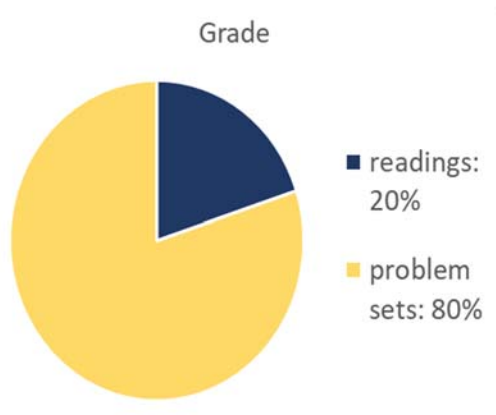|	
Web page	log in to ccle.ucla.edu and you should see Ling 200A in your list of courses

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

Grade

- readings: 20%
- problem sets: 80%

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…

Week	Date	Topic	Readings (annotations due Mondays by 9 PM)	Problem sets (due Fridays by 9 PM)
0	Oct 1	Introduction, course overview Basics of the SPE framework		
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		
2	Oct 13	*Catch up + work session: rules*	• K&K ch. 5, pp. 154-165 • K&K ch. 10, pp. 424-436	rules
	Oct 15	Why constraints? The duplication and conspiracy problems		
3	Oct 20	Rule+constraint theories	• Shibatani 1973	
	Oct 22	Classic OT		
4	Oct 27	Classic OT, cont'd	• Prince & Smolensky 1993/2004: pp. 4-6, 11-21, 107-126, consult tableaux in 127-135	
	Oct 29			
5	Nov 3	*Catch up + work session: OT*	*get started on next week's*	OT
	Nov 5	Process application in SPE & OT: multiple targets, directionality, iterativity		
6	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*		
7	Nov 17	Process interaction in SPE & OT: opaque and transparent orderings, intrinsic ordering; look-ahead/globality	• Piggott 1974, pages 281-288	process application
	Nov 19			
8	Nov 24	Interaction between phonological and morphological processes: the cycle; Lexical Phonology and Morphology	• K&K ch. 10, 393-401, 407-424 • Mohanan 1982, pages TBA • Borowsky 1986, pages TBA	
		Thanksgiving holiday—no class		
9	Dec 1	Lexical Phonology cont'd	• Bermúdez-Otero 2018 2018 • Steriade 2008, pp. 1-33	
	Dec 3	Conspiracies revisited: the too-many-solutions problem		
10	Dec 8	*Catch up + work session: cyclicity/Lexical Phonology HW*	*none*	cyclicity/ Lexical Phonology
	Dec 10	Synthesis and prospect		

Bibliographic info on readings

Bermúdez-Otero, Ricardo. 2018. Stratal phonology. In S.J. Hannahs & Anna R.K. Bosch (eds.), *The Routledge handbook of phonological theory*, 100–134. Abingdon: Routledge.

Borowsky, Toni. 1986. *Topics in the Lexical Phonology of English*. University of Massachusetts, Amherst.

"K&K" = Kenstowicz, Michael & Charles Kisseberth. 1979. *Generative Phonology: Description and Theory*. New York: Academic Press.

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

Piggott, Glyne L. 1974. *Aspects of Odawa Morphophonemics*. Routledge.

Prince, Alan & Paul Smolensky. 2004. Optimality Theory: Constraint interaction in generative grammar. Malden, Mass., and Oxford, UK: Blackwell.

Shibatani, Masayoshi. 1973. The role of surface phonetic constraints in generative phonology. *Language* 49. 87–106.

Steriade, Donca. 2008. The phonology of perceptibility effects: the P-map and its consequences for constraint organization. In Kristin Hanson & Sharon Inkelas (eds.), *The nature of the word: studies in honor of Paul Kiparsky*, 151–180. MIT Press.

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