Class 9: Optimality Theory, part II

Overview: Last time we talked in detail about how the theory works. This time and next, the focus will be on practicing using it. Plus, if we get this far: target vs. process; correspondence theory.

1.   Warm-ups

Zoom poll

⍰   Which candidate wins?

	CONSTR1	CONSTR2	CONSTR3	CONSTR4
a	*	*!		
b	*		*!	
->c	*			*

	CONSTR1	CONSTR2	CONSTR3
d	*!	**	
e		**	
f		***!	

⍰   Try the tableau recipe (repeated in part below) for /bid/ → [bit]

- Start with the <u>winning candidate</u> and the <u>fully faithful candidate</u>.
- If the winning candidate ≠ the fully faithful candidate…
  - Add <u>the markedness constraint(s)</u> that rule out the fully faithful candidate.
  - Add the <u>faithfulness constraints</u> that the winning candidate violates.
  - Think of <u>other ways to satisfy the markedness constraints</u> that rule out the fully faithful candidate. Add those candidates, and the faithfulness and markedness constraints that rule them out. How far to take this step is a matter of judgment .

/bid/	*[+VOICE]#	*[+SYLL, -VOICE]	PARSE = MAX	IDENT(VOICE)	IDENT(PLACE)	FILL = DEP
[bid]	*!					
➔ [bit]				*		
[bik]				*	*!	
[bi<d>] = [bi]	*!		*			
[bidə]	*!					*
[bid̥ə]		*!				*

2. Exercise: Metaphony (just the two easy cases—we might do hard ones later)

- Foggiano/Pugliese
    - Romance variety spoken in the city of Foggia, Italy
    - Either closely related to Italian or a variety of Italian
    - Notable people from Foggia (not sure if they speak/spoke Foggiano):
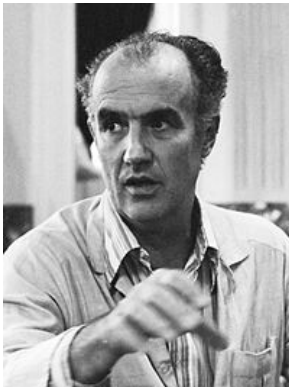

Vladimir Luxuria,
politician and trans activist

Nicola Sacco
Italian-American anarchist

- Veneto
    - Romance language from Venice, Italy
    - Also related to Italian but more distantly
    - Notable people from Venice (not sure if they spoke Veneto)

Luigi Nono, composer

Marietta Zanfretta, high-wire dancer

- (Walker 2005) discusses cases in which suffix vowels spread their [+high] feature to the stem's stressed vowel.

- Develop OT accounts of these two "metaphony" systems (they can have different rankings, since they're different languages).

Foggiano/Pugliese. Vowel inventory: [i,e,ɛ,a,u,o,ɔ]

pét-e	'foot'	pít-i	'feet'
móʃʃ-a	'soft (fem.)'	múʃʃ-u	'soft (masc.)'
kjén-a	'full (fem.)'	kjín-u	'full (masc.)'
gróss-a	'big (fem.)'	grúss-u	'big (masc.)'

Veneto Same vowel inventory.

véd-o	'I see'	te víd-i	'you see'
kór-o	'I run'	te kúr-i	'you run'
prέt-e	'priest'	prέt-i	'priests'
bέl-o	'beautiful (masc. sg.)'	bέl-i	'beautiful (masc. pl.)'
mɔ́d-o	'way'	mɔ́d-i	'ways'
gát-o	'cat'	gát-i	'cats'

꙳ When you're done, we'll talk about triggering and blocking.

Foggiano

/kjen+u/				
kjenu				
➔ kjinu				

/pɛt+i/				
pɛti				
➔ piti				
peti				
pɪti				

Veneto

/ved+i/				
vedi				
➔ vidi				

/prɛt+i/				
➔ prɛti				
priti				
preti				
prɪti				

3. Exercise: our bleeding example from English

❓ Translate our previous rule analysis into OT—be sure to include the counterbleeding candidate
*[glæs-ɨs]

(reminder: /-z/, Ø → ɨ / [+strid]__[+strid], [–son] → [–voice] / [–voice] __)

pʰi-z	'peas'	dɑg-z	'dogs'	mɪt-s	'mitts'	glæs-ɨz	'glasses'
tʰoʊ-z	'toes'	læb-z	'labs'	bloʊk-s	'blokes'	fɪz-ɨz	'fizzes'
dɑl-z	'dolls'	sɑlɪd-z	'solids'	kʰɑf-s	'coughs'	bɹæntʃ-ɨz	'branches'
pʰæn-z	'pans'	weɪv-z	'waves'			bædʒ-ɨz	'badges'
		saɪð-z	'scythes'			wɪʃ-ɨz	'wishes'

4. Very short feeding example: Catalan

- Indo-Europan language from Spain, France, Andorra with 11.5 million speakers
- Some English words of Catalan origin: *paella*, maybe *apricot*
- Some notable Catalan speakers:

Antonio Gaudí, architect   Montserrat Caballé, opera singer   Susana Martínez Heredia, economist, Romani activist

From (Mascaró 1976):

/son/ → [son] 'they are'	/bint/ → [bin][1] 'twenty'
/pok-s/ 'few'	/pan-s/ 'breads'
[som poks] 'they are few'	[bim pans] 'twenty breads'

- First, develop an analysis with rules.
- Give an OT analysis.
- Could the counterfeeding candidate *[bin pans] win under any ranking of these constraints?

---

[1] How do we know the underlying form has a final /t/? Because it shows up when it can be syllabified as an onset, as in /bint+i+un/ → bin.ti.u 'twenty-one'.

5. *If we have time:* counterfeeding that we <u>can</u> capture

Another Romance metaphony case from (Walker 2005)

Lena (dialect of Asturian, a language from Spain with about 100,000 speakers)

fí-a	'daughter'	fí-u	'son'
nén-a	'child (fem.)'	nín-u	'child (masc.)'
tsób-a	'wolf (fem.)'	tsúb-u	'wolf (masc.)'
gát-a	'cat (fem.)'	gét-u	'cat (masc.)'

- Develop a rule account
- What's the problem with translating this into OT (hint: [gét-u] is the problematic word)?
- Any ideas for playing with our faithfulness constraints to get this?

6. Opacity [more on this in Week 7!]

- We now have our first empirical difference between SPE and OT: SPE straightforwardly predicts counterfeeding and counterbleeding, and OT doesn't.
- In Week 8-9 we'll see a version of OT that does better with opacity (Kiparsky's Stratal OT).

7. Let's talk about writing up problem sets!

Some principles and tips—please share your thoughts and questions too:

- Pretend you're writing a real paper
  o Imagine that your reader is someone who's taken this class, but hasn't seen this assignment
  o Avoid giveaways that it's a problem set, like "we are given the data…", "in this assignment", "the next page of data shows…"
    ▪ This is more about helping to keep you in the right writing mindset
  o Don't use the example numbers (i.e., don't make me consult the assignment sheet!)
    ▪ They're just there to facilitate your discussions
  o Do provide examples to illustrate your descriptive claims

- Why do this? It seems like a bit more work
  o If you're going to spend the time writing, you might as well practice a type of writing that you will use in real life
    ▪ I.e., explaining data and analysis to someone who doesn't already know them
  o There's not much value to you in practicing explaining data and analysis to someone who already knows them

- Reducing cognitive burden on the reader
  o In real life, readers are rarely obligated to read your paper—make it easy reading so you don't lose them!
  o Avoid forcing reader to memorize abbreviations
    ▪ Give rules/constraints/etc. names rather than numbers or acronyms

- The bricks theory of reading
  o When you give the reader a generalization, or some data, or a piece of analysis, it's like handing them a brick that they have to carry around while they keep reading
  o When you unpack the generalization with data/analysis, or the data with generalization/analysis, or the analysis with data/generalization, it lets them put down that brick
  o Don't pile up more than one or two bricks at a time!
  o Resulting principle: *interleave*
    ▪ Stress in Malagasy is generally on the second-to-last syllable. *Examples. Rule.*
    ▪ But we see several words, all ending in [a], with stress on the third-to-last syllable. *Examples.* This can be explained by assuming that the [a] is inserted after stress is assigned. *New rule and ordering. Derivation.*
    ▪ …
  o In the upcoming assignment, you should have tableaux and data scattered throughout your paper
    ▪ This style of paper is hard to read: *Data data data. Prose explaining analysis. Bunch of constraint definitions. Giant tableaux.*
    ▪ Use the just-in-time principle for constraint definitions (and everything, really)
      • Give the definition right when you need the constraint in a tableau
- Small thing: please use a **font one size bigger** than last time: long story, but CCLE doesn't like to show documents at full size during grading

8. Wrap-up

- Next time we'll cover correspondence theory, and do more practice
- We can also discuss any questions you have about the assignment, which I've already posted
- Assignment (Pohnpeian) is due a week from tomorrow
- No reading for Monday, but I'll get the next ones ready soon if you want to get a head start

References

Mascaró, Joan. 1976. *Catalan Phonology and the Phonological Cycle*. MIT.

Walker, Rachel. 2005. Weak Triggers in Vowel Harmony. *Natural Language & Linguistic Theory* 23(4). 917–989.