Linguistics 200A: Phonological Theory I   Fall 2013

SYLLABUS

Time	TR 2:00-3:50 PM	**Professor**	Kie Zuraw [ˈkʰaj ˈzɝˌɔ]
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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-201A). This quarter we look at the relationship between constraints and processes, comparing SPE[1], OT[2], and theories in between, with a focus on theory comparison: what kinds of constraints, processes, or interactions thereof do we want to posit to account for phonological phenomena, and what kinds does each theory predict?

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-201A 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 and gain exposure to the views and work of UCLA faculty and students, including each other.

Requirements

	% of grade
• Readings with study questions	10%
• Homework assignments (7)	50%
• Individual project; includes various progress reports and a requirement to meet with me twice outside of class to discuss your project	40%

Readings

- Will be distributed by e-mail.
- 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).

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[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 (brief!!) prose form. Assignments for the week's material will be posted on my web page after the week's classes (Thurs. or Fri.) and due the following Friday.

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. It's recommended that you set up one evening a week to meet and work on 200A and one evening a week for 200B.

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.

Workload

Based on past surveys, 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—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

Course outline (subject to adjustment)

Week	Date	Topic	Readings (study questions due on Tues. unless otherwise agreed)	Individual project	HW (due Fri.)
0	Sept 26	Introduction, course overview Basics of the SPE framework			
1	Oct 1	More SPE: expansion conventions	• K&K ch. 2		
	Oct 3	More SPE: extrinsic rule ordering	• K&K ch. 3, pp. 45-62 • K&K ch. 9, pp. 331-339 (rest of ch. 9 is good reference)		
2	Oct 8	Why constraints? The duplication and conspiracy problems	• K&K ch. 5, pp. 154-165 • K&K ch. 10, pp. 424-436 • Kisseberth 1970		rules
	Oct 10	Rule+constraint theories			
3	Oct 15 Oct 17	Classic OT	• Prince & Smolensky 1993/2004, pp. 4-6, 11-21, 107-126, consult tableaux in 127-135		rules+constraints
4	Oct 22	Process application in SPE & OT: multiple targets, directionality, iterativity	• K&K ch. 8, pp. 318-327 • Anderson 1984 ch. 9 • Kaplan 2008, pp. 1-4, 8-16	bibliographic exercise due	OT
	Oct 24				
5	Oct 29 Oct 31	Process interaction in SPE & OT: opaque and transparent orderings, intrinsic ordering; look-ahead/globality	• Anderson 1984 ch. 10, pp. 137-151, 160-165	*meet with me once by end of this week*	process application
6	Nov 5	Interaction between phonological and morphological processes: the cycle; Lexical Phonology and Morphology	• K&K ch. 10, 393-401, 407-424 • Kiparsky 2000	1ary vs. 2ary source report due	
	Nov 7				
7	Nov 12	Conspiracies revisited: the too-many-solutions problem	• Steriade 2001, pp. 1-33	*meet with me again by end of this week*	cyclicity/ Lexical Phonology
	Nov 14	Autosegmental representations I			
8	Nov 19	Autosegmental representations II	• Goldsmith 1979		autosegmentalism
	Nov 21	Metrical stress theory: the grid			
9	Nov 26	Metrical stress theory: feet	• Hayes 1994, ch. 3	abstract due	
	Nov 28	*Thanksgiving holiday—no class*			
10	Dec 3	Metrical stress theory: weight	*none—work on your paper*		stress
	Dec 5	Synthesis and prospect			
finals week	TBD Friday			oral presentations paper due in my mailbox by 5:00	