Stress in Fijian
Due Fri., Feb. 10

Based on data from Schütz and analysis by Hayes. This one’s a little easier/shorter than usual.

**Instructions**
1. Develop an OT analysis of Fijian stress—which is predictable, not phonemic—using unbracketed grids (i.e., no feet). Include an analysis of the difference among the 4 dialects.
2. Discuss whether there are any places where the analysis would have been easier with feet.

**Tips and notes**
3. You’ll probably want to have a grid mark on the bottom layer for every mora rather than every syllable.
4. We didn’t do tableaux with grids in class, but you can assume constraints like...
   - **NOCLASH**: \( \begin{array}{c} x \ x \\ x \ x \end{array} \) (no two tier-adjacent gridmarks should also have gridmarks on the layer above)
   - **NOLAPSE**: \( \begin{array}{c} x \ x \end{array} \) (no two tier-adjacent gridmarks should lack gridmarks on the layer above)
   - You’ll also need to invent something to account for which stress is primary vs. secondary.
   - You can assume a constraint \(*A\): a high vowel shouldn’t be more prominent than (i.e., shouldn’t have a higher grid column than) a preceding low vowel
   - Assume there’s no underlying grid, so all grids are equally faithful.

**Data**
(Mostly loan words are shown below because, as in English, they’re the best source of long, monomorphemic words.)

**Single words**
- láko: ‘go’
- tálo: ‘pour’
- βînáka: ‘good’
- atômi: ‘atom’
- "dikonési: ‘deaconess’
- prêsitêdi: ‘president’
- "bàsikêtêpólô: ‘basketball’
- seņâj: ‘no’
- "basá: ‘bazaar’
- "dôketá: ‘doctor’
- palásitâ: ‘plaster’
- minisîtirî: ‘ministry’
terènisisitá ‘transistor’

\[\text{\(n\)dàiřèkitá:} \text{‘director’}\]
\[\text{\(^n\)rè:\(n\)ré:} \text{‘difficult’}\]
\[\text{\(m\)bèléti} \text{‘belt’}\]

taràusése ‘trousers’

\[\text{\(m\)bèlè\(m\)bòtòmu} \text{‘bellbottoms’}\]

mìsiningáni ‘machine gun’

**Alternations**

\[\text{\(mbú:} \text{‘grandmother’}\]
\[\text{\(mbú-ŋgu} \text{‘my grandmother’}\]
\[\text{tá:} \text{‘chop’}\]
\[\text{tá-ja} \text{‘chop-transitive-3 sg. obj.’}\]
\[\text{\(n\)ré:} \text{‘pull’}\]
\[\text{\(n\)ré-ta} \text{‘pull-trans.’}\]
\[\text{ðaðá:} \text{‘lots of bad things’}\]
\[\text{ðaðá-ŋgu} \text{‘my bad things’}\]
\[\text{siðí-ta} \text{‘exceed-trans.’}\]
\[\text{siði} \text{‘exceed’}\]

**Additional alternation: Dialect A**

rái ‘see’

rái-ða ‘see it’

láw ‘wug’

ráu-ða ‘wug it’

The curved diacritic over the vowel indicates that the vowel is short. You may assume that [äi] shares a single mora, and so does [äu].

**Additional alternation: Dialect B**

ráj ‘see’

ré-ða ‘see it’

láw ‘wug’

ló-ða ‘wug it’

**Additional alternation: Dialect C**

ráj ‘see’

ra.í.-ða ‘see it’

láw ‘wug’

la.ú.-ða ‘wug it’

**Additional alternation: Dialect D**

ráj ‘see’

rá-ða ‘see it’

láw ‘wug’

lá-ða ‘wug it’

\[1\text{ Made-up form.}\]
\[2\text{ Made-up form.}\]