

SYLLABUS

Time	TR 10:00-11:50 AM	Professor	Kie Zuraw ['kʰaj 'zɜː,ɹ], pronoun <i>she</i>
Place	Campbell 2122	E-mail	kie@ucla.edu
		Student hours	Thursdays 12:30-2:30 in my office, Campbell 3122A + Zoom
Web page	log in to bruinlearn.ucla.edu and you should see Ling 200A in your list of courses		

Presumed background

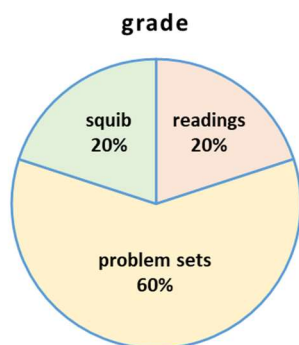
- If you've taken a class with 'phonology' in the name, you're probably fine!
- If not or if you're unsure, let's talk.

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 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
 - by seeing why and how previous scholars have proposed changing phonological theory, feel more confident about proposing your own changes

**Squib** (more info coming later)

- A *short* paper due in exam week
- I'll give you a recipe to follow

Readings

- We will use **perusall.com** to collaboratively annotate each reading.
 - Make account and use code [see BruinLearn] to sign in to our course
 - All readings are uploaded there
 - I'll give you instructions each week on annotations required
- Annotations should be done by 8:30 PM on Mon. nights so I can review them before Tues. class.

Problem sets

- Each assignment gives you data; asks you to state the generalizations present in the data set and provide an analysis, in (brief!!) prose form.
- Assignments for the week's material will be posted on BruinLearn on Thursday nights
- Upload your paper by the next Fri. night (i.e., 8 days later) 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.

BruinLearn

- This is our home base: handouts, weekly checklists, assignments, discussion forum...
- If you have a question outside of class or student-hours time, your default should be to post it on the **discussion forum**
 - You may get a reply faster (from another student)
 - Your question benefits other students

*This was based on our pandemic pace last year—if we go faster, I'll add in **autosegmentalism**!!*

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings (annotations due Mondays by 9 PM)</i>	<i>Problem sets (due Fridays by 9 PM)</i>
0	Sep 22	Introduction, course overview Basics of the SPE framework		
1	Sep 27	SPE review, cont'd	<ul style="list-style-type: none"> • K & K ch. 2 • K&K ch. 3, pp. 45-62 • K&K ch. 9, pp. 331-339 <i>for this week only, annotations are due Wednesday night</i>	
	Sep 29	More SPE: expansion conventions		
2	Oct 4	More SPE: extrinsic rule ordering	<ul style="list-style-type: none"> • K&K ch. 5, pp. 154-165 • K&K ch. 10, pp. 424-436 	rules
	Oct 6			
3	Oct 11	Why constraints? The duplication and conspiracy problems Rule+constraint theories	<ul style="list-style-type: none"> • Shibatani 1973 	
	Oct 13			
4	Oct 18	Classic OT	<ul style="list-style-type: none"> • Prince & Smolensky 1993/2004: pp. 4-6, 11-21, 107-126, consult tableaux in 127-135 	
	Oct 20			
5	Oct 25	Classic OT, cont'd	<i>get started on next week's</i>	OT
	Oct 27	<i>Catch-up and exercises</i>		
6	Nov 1	Process <u>application</u> in SPE & OT: multiple targets, directionality, iterativity	<ul style="list-style-type: none"> • K&K ch. 8, pp. 318-327 • Piggott 1974, pages 281-288 	
	Nov 3			
7	Nov 8	Process <u>interaction</u> in SPE & OT: opaque and transparent orderings, intrinsic ordering; look-ahead/globality	<ul style="list-style-type: none"> • Piggott 1974, pages 288-335 	process application
	Nov 10			
8	Nov 15	Interaction between phonological and morphological processes: cycles and levels	<ul style="list-style-type: none"> • Borowsky 1986, pages TBA • Mohanan 1982, pp. 107-148 • Bermúdez-Otero 2018, pages TBA 	
	Nov 17			
9	Nov 21	Conspiracies revisited: the too-many-solutions problem	<ul style="list-style-type: none"> • Steriade 2008, pp. 1-33 	
		<i>Thanksgiving holiday—no class</i>		
10	Nov 29	<i>Catch up and exercises</i>	<i>none</i>	cyclicity/ Lexical Phonology
	Dec 1	Synthesis and prospect		
exam				squib due Thursday, Dec. 8

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

A: performance meets expectations [for a 1st-year graduate student in linguistics—but same standard applies to everyone in the class]

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