Syllabus for LIN 623

Phonology 2 – Spring 2023

MW 10:30-11:50 in SBS S216

Last Updated: January 24, 2023

COURSE WEBSITE: http://jeffreyheinz.net/classes/23S/

What is this course? This course is the second graduate course in phonological theory. You will do the following, as well as embark on original research.

1. Continue to develop an awareness and knowledge of the empirical phenomena and the fundamental questions at the heart of the enterprise.
2. Continue to identify principles that guide analysis.
3. Deepen your understanding of analytical techniques and their failings.
4. Deepen your understanding of representational and operational/mechanical aspects of phonological theories.

We will also focus on the following issues and topics that are controversial within phonological theory.

- What is the architecture of phonological grammars: ordered rules, ranked constraints, weighted constraints, something else?
- How should theories be evaluated and what do such evaluation metrics say about those theories?
- What aspects of phonology are language-specific and/or universal?
- How abstract is phonology?
- To what extent do phonetic principles govern phonology?
- To what extent do diachronic principles govern phonology?
- To what extent do computational principles govern phonology?
- To what extent do principles of learning govern phonology?

Required Texts

- Readings and papers that I periodically place on the course website (see below).

Grading policy.   The final course grade depends on the following work.

~5 squibs	40%
1 paper presentation (pro)	5%
1 paper presentation (against)	5%
Proposal	15%
Final paper	35%

Participation Attendance is required. Participation in class is expected and encouraged.

Squibs These are essays that present some phonological analysis. The squib should be prepared like a professional short article. It should have a title, section headings, and references. The squibs you write will mostly present a morpho-phonological analysis for a data set. They should be self-contained papers which clearly present the relevant data, identify the relevant linguistic generalizations, provide a formal analysis, and demonstrate its veracity and correctness. Actual published squibs will also relate the work contained in to broader theoretical issues in the field, and you are encouraged to do this to the extent possible.

Presentations Students will present papers in pairs. One student will adopt the PRO position, present the paper, and argue for its findings and methods. Another student will adopt the CRITIQUE position and argue against its conclusions based on flaws in the analysis, logical mistakes, and so on. The format is flexible but I am imagining something like the following.

- 10 minutes (Pro)
- 10 minutes (Critique)
- 2 (or more) questions for Pro by Critique
- Answers by Pro
- 20 minutes of Q&A and discussion (open floor)

Project proposal You will complete a research project of your choosing in this class. Your project proposal must be approved by me before I will accept your final paper. Proposals should be 300-500 words in length and include references. What question are you asking, why is it important, how will you answer it, and how is the project feasible given the constraints you have on your time?

Students are required to have a 1-1 meeting with me before February 24 to discuss potential final projects. Proposals can be submitted to me anytime after that meeting. I may return it with feedback for additional revision before approving it. The proposal should be approved by me no later than March 24.

Final paper You will turn in a research paper based on your proposal. The paper is due on May 5, 2017.

- I will have office hours Tuesdays and Thursdays from 11:30-13:00, and by appointment. You are encouraged to drop by even for short questions.

- Meeting with your classmates regularly to discuss course material and assignments is strongly recommended. Much learning occurs when working out problems with other people. However, each student must write-up their squib individually.

Topics Covered and Anticipated Schedule

Week	Dates	Topics	Due (Wed)
01	01/23 25	Opacity	
02	01/30 02/01	OT vs Rules	Squib
03	02/06 08	HS & HG	
04	02/13 15	Harmony	Squib
05	02/20 22	Tone	
06	02/27 03/01	Stress	Squib
06	03/06 08	Reduplication	
07	03/13 15	SPRING BREAK	
08	03/20 22	Computational Phonology	
09	03/27 29	Computational Phonology	Squib
10	04/03 05	Abstractness	
11	04/10 12	Lexical Phonology	
12	04/17 19	Phonetically Based Phonology	
13	11/24 26	Evolutionary Phonology	
14	05/01 03	Reiss-ian Logical Phonology	

Anticipated Reading Materials

The list below is roughly in the order in which those resources may be entertained in class. It is non-exhaustive and subject to change. For books on the list, only certain chapters will be required.

* John McCarthy. *Hidden Generalizations*. Advances in Optimality Theory. Equinox Publishing, 2007.

* Bert Vaux. Why the phonological component must be serial and rule-based. In Bert Vaux and Andrew Nevins, editors, *Rules, Constraints, and Phonological Phenomena*. Oxford University Press, 2008.

- William J. Idsardi. Clarifying opacity. *The Linguistic Review*, 17:337–350, 2000.

- Eric Baković. A revised typology of opaque generalisations. *Phonology*, 24:217–259, 2007.

- Jane Chandlee, Jeffrey Heinz, and Adam Jardine. Input strictly local opaque maps. *Phonology*, 35(2):171–205, Jun 2018.

* Eric Bakovic, Jeffrey Heinz, and Jonathan Rawski. Phonological abstraction in the mental lexicon. In Lila Gleitman, Anna Papafragou, and John Trueswell, editors, *Oxford Handbook of the Mental Lexicon*. Oxford University Press, 2022.

* Jonathan Kaye. The mystery of the tenth vowel. *Journal of Linguistic research*, 1:1–14, 1980.

* Paul Kiparsky. Abstractness, opacity and global rules. In O. Fujimura, editor, *Three Dimensions of Linguistic Theory*, pages 57–86. Tokyo: TEC, 1973. Part 2 of "Phonological representations".

- Harry van der Hulst and Norval Smith. On neutral vowels. In K. Bogers, H. van der Hulst, and M. Mous, editors, *The representation of suprasegmentals in African languages*, pages 233–279. Foris Publications, Dordrecht, 1986.

* Elan Dresher. *The Contrastive Hierarchy in Phonology*. Cambridge University Press, 2009.

- Connor Mayer and Robert Daland. A method for projecting features from observed sets of phonological classes. *Linguistic Inquiry*, 51(4), 2020.

- John Goldsmith. The syllable. In John A. Goldsmith, Jason Riggle, and Alan C. L. Yu, editors, *The Blackwell Handbook of Phonological Theory*, pages 164–196. Wiley-Blackwell, 2011.

- Kristina Strother-Garcia. Imdlawn Tashlhiyt Berber syllabification is quantifier-free. In *Proceedings of the Society for Computation in Linguistics*, volume 1, 2018. Article 16.

- Larry Hyman. Tone: Is it different? In John A. Goldsmith, Jason Riggle, and Alan C. L. Yu, editors, *The Blackwell Handbook of Phonological Theory*, pages 197–238. Wiley-Blackwell, 2011.

- Nancy C. Kula and Lee S. Bickmore. Phrasal phonology in copperbelt bemba. *Phonology*, 32:147–176, 2015.

- Chris Oakden. Notational equivalence in tonal geometry. *Phonology*, 37(2):257–296, 2020.

- Harry van der Hulst, editor. *Word Stress: Theoretical and Typological Issues*. Cambridge University Press, 2014.

- Matthew Gordon. Stress systems. In John A. Goldsmith, Jason Riggle, and Alan C. L. Yu, editors, *The Blackwell Handbook of Phonological Theory*, pages 141–163. Wiley-Blackwell, 2011.

- William Idsardi. *The Computation of Prosody*. PhD thesis, MIT, 1992.

- Elan Dresher and Jonathan Kaye. A computational learning model for metrical phonology. *Cognition*, 34:137–195, 1990.

- Eric Raimy. *The Phonology and Morphology of Reduplication*. Berlin: Mouton de Gruyter, 2000.

- Sharon Inkelas and Cheryl Zoll. *Reduplication: Doubling in Morphology*. Cambridge University Press, 2005.

- Jonathan Rawski, Hossep Dolatian, Jeffrey Heinz, and Eric Raimy. Regular and polyregular theories of reduplication. *Glossa: a journal of general linguistics*, 8(1):1–38, 2023. doi: https://doi.org/10.16995/glossa.8885.

* Sharon Rose and Rachel Walker. Harmony systems. In John A. Goldsmith, Jason Riggle, and Alan C. L. Yu, editors, *The Blackwell Handbook of Phonological Theory*, pages 240–290. Wiley-Blackwell, 2011.

- Andrew Nevins. *Locality in Vowel Harmony*. The MIT Press, Cambridge, MA, 2010.

- Rachel Walker. *Vowel patterns in language*. Cambridge University Press, Cambridge, 2011.

- Harry van der Hulst. *Asymmetries in Vowel Harmony*. Oxford University Press, 2018.

* Gunnar Hansson. *Consonant Harmony: Long-Distance Interaction in Phonology*. Number 145 in University of California Publications in Linguistics. University of California Press, Berkeley, CA, 2010. Available on-line (free) at eScholarship.org.

* Sara Finley. Learning non-adjacent dependencies in phonology: Transparent vowels in vowel harmony. *Language*, 2015. in press.

- Stephen Anderson. *The Organization of Phonology*. Academic Press, 1974.

* Geert Booij and Jerzy Rubach. Postcyclic versus postlexical rules in lexical phonology. *Linguistic Inquiry*, 18(1):1–44, 1987.

* Sharon Inkelas. *The Interplay of Morphology and Phonology*. Oxford University Press, 2014.

* Ricardo Bermudez-Otero. Stratal phonology. In S.J. Hannahs and Anna R. K. Bosch, editors, *The Routledge handbook of phonological theory*. Routledge, Abingdon, 2018. Available at `http://ling.auf.net/lingbuzz/003118`.

* Bruce Hayes, Robert Kirchner, and Donca Steriade, editors. *Phonetically-Based Phonology*. Cambridge University Press, 2004.

* Juliette Blevins. *Evolutionary Phonology*. Cambridge University Press, 2004.

* Jeffrey Heinz. Learning long-distance phonotactics. *Linguistic Inquiry*, 41(4):623–661, 2010.

- Jeffrey Heinz. The computational nature of phonological generalizations. In Larry Hyman and Frans Plank, editors, *Phonological Typology*, Phonetics and Phonology, chapter 5, pages 126–195. De Gruyter Mouton, 2018.

* Adam Jardine. Computationally, tone is different. *Phonology*, 32(2):247–283, 2016.

- Janet B. Pierrehumbert. Phonological representation: Beyond abstract versus episodic. *Annual Review of Linguistics*, 2(1):33–52, 2016.

University Policies and Services

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Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: `https://ehs.stonybrook.edu//programs/fire-safety/emergency-evacuation/evacuation-guide-disabilities` and search Fire Safety and Evacuation and Disabilities.

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