

Syllabus for LIN 623

Phonology 2 – Spring 2025

MW 09:30-10:50 in SBS S216

Last Updated: January 28, 2025

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COURSE WEBSITE: http://jeffreyheinz.net/classes/25S/623/

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, or 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.

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

3 Long Assignments (squibs)	30%
Class Participation	30%
Final Project Presentation	10%
Final Project Paper	30%

Squibs These are essays that present a morpho-phonological analysis of some data. The squib should be prepared like a professional short article. It should have a title, section headings, and references. 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.

Class Participation Attendance is required. If you cannot attend one day for some reason, please let me know in advance.

During class we will discuss readings and apply our knowledge to analyzing data sets. Often during class you will turn in something to me that will be checked for completeness. These may be written questions about the readings, analysis of particular data points in a problem we are thinking about, or other thoughtful commentary.

Participation in class is expected and encouraged.

Project Proposal You will complete a research project of your choosing in this class as part of the Class Participation grade. 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 on or before Friday February 28 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 April 4.

Project Presentation You will present the current state of your research project in 20 minutes during the last week of class. Your presentation should be accompanied by either a handout or slides.

Final Paper You will turn in a research paper based on your proposal. The paper is due Wednesday, May 14, 2025 at noon.

Workload per Credits

- *0 credits*: attend (but I highly recommend that you at least do the readings as they will be discussed in class)

- *1 credit*: attend, readings, participation
- *2 credits*: attend, readings, participation, squibs
- *3 credits*: attend, readings, participation, squibs, project

Office Hours and Policy on Collaborating

- I will have office hours Tuesdays 11:30-13:00 and Wednesdays 2pm-3:30pm, 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 work (such as squibs) individually.

Topics Covered and Anticipated Schedule

This schedule is tentative and subject to change.

Week	Dates	Topics	Readings	Squib Due
01	01/28 30	Intro, OT	McCarthy 2008	
02	02/04 06	OT	McCarthy 2008, T&S 2000	
03	02/11 13	HG,HS	Pater 2009, McCarthy 2010	Squib 1
04	02/18 20	Stratal OT	Bermudez-Otero 2018	
05	02/25 27	OT critiques	Vaux 2008	
06	03/04 06	syllables	D&E85,P&S 93	
06	03/11 13	comp phon	SG19, CHJ 18	
07	03/18 20	stress	Prince 83, Idsardi 92, TS00, Lambert	Squib 2
08	03/25 27	SPRING BREAK		
09	04/01 03	reduplication	M&P 95, Raimy 00, I&Z 05, D&H 21	
10	04/08 10	harmony	R&W 2011,	
11	04/15 17	abstractness	Kaye 1980	Squib 3
12	04/22 24	phonetics	Hayes, Blevins, Reiss	
13	04/29 05/01	Presentations		
14	05/06 08	Presentations		

University Policies and Services

Attendance In the event of a short-term absence from class, students are encouraged to communicate immediately and work directly with instructors. However, if a student is struggling with an extended absence due a hospitalization, family illness or death, they are encouraged to reach out to the Student Support Team.

Student Accessibility Support Center Statement If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Stony Brook Union Suite 107, (631) 632-6748, or at

sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

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.

Academic Integrity Statement Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Professions, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

Critical Incident Management Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Student Conduct and Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

Anticipated Reading Materials

The list below is are some of the reading materials we may or may not discuss 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.