

Syllabus for LIN 623

Phonology 2 – Spring 2021

MW 14:40-16:00 via ZOOM

Last Updated: January 6, 2021

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CLASS ZOOM: Meeting ID: 932 6414 2162	Password: 933242
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COURSE WEBSITE: http://jeffreyheinz.net/classes/21S/623/

(Boxes are clickable)

This class takes place synchronously over zoom and therefore requires students to have a computer, laptop, or phone equipped with a typical browser, microphone and/or camera, and audio output.

What is this course? This course is the second graduate course in phonological theory. You will continue to do the following, with the goal of embarking on original research.

1. Develop an awareness and knowledge of the empirical phenomena.
2. Identify analytical principles that guide analysis
3. Understand the analytical techniques and their failings.

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

- How abstract is phonology?
- What aspects of phonology are language-specific and/or universal?
- How should theories be evaluated and what do such evaluation metrics say about those theories?
- If not rules, then what? OT? If not OT, then what?
- To what extent do phonetic principles govern phonology?
- To what extent do diachronic principles govern phonology?
- To what extent do principles of learning govern phonology?
- To what extent do computational principles 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.

~6-7 assignments	60%
1 paper presentation (pro)	5%
1 paper presentation (against)	5%
Proposal	10%
Final paper	20%

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

Assignments These are typically, but not always, essays that present a phonological analysis of data.

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. Students are expected to be communicating with me as they prepare their proposal. 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?

The proposal should be given to me no later than March 24 (week 8) and the earlier the better. I may return it to you with feedback for revision before approving it.

Final paper You will turn in a research paper based on your proposal. The paper is due on May 19, 2017.

- I will have office hours Tuesdays, 1-4pm, and by appointment. You are encouraged to drop by even for short questions.

Office hours are held at the “personal zoom meeting room” provided by Stony Brook. The link is here, and is also on the course website.

<https://stonybrook.zoom.us/j/4758144071>

- 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 turn in their own write-up for each assignment.

Topics Covered and Anticipated Schedule

Week	Dates	Topics
01	02/01 03	Introduction & Review
02	02/08 10	Interacting Phonological Processes
03	02/15 17	Lexical Phonology & Opacity
04	02/22 24	Opacity (+Stratal OT, HS, others)
05	03/01 03	Harmony
06	03/08 10	Harmony
07	03/15 17	Abstractness
08	03/22 24	The Contrastive Hierarchy
09	03/29 31	Phonetically Based Phonology
10	04/05 07	Laboratory Phonology
11	04/12 14	Evolutionary Phonology
12	04/19 21	Computational Phonology
13	11/26 28	TBD (contemporary articles)
14	05/05 07	TBD (contemporary articles)

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. Ones with asterisks are more likely to be required reading. For books on the list, only certain chapters will be required. I will also provide handouts of my own materials.

- 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, Forthcoming. Available at <http://ling.auf.net/lingbuzz/003118>.
- * 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, 2020. Under review.
- * 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.
- * 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.
- * 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.
- * 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.
- Chris Oakden. Notational equivalence in tonal geometry. *Phonology*, 37(2):257–296, 2020.
- * Janet B. Pierrehumbert. Phonological representation: Beyond abstract versus episodic. *Annual Review of Linguistics*, 2(1):33–52, 2016.

University Policies and Services

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, 128 ECC Building, (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.

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 are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, 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 University 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.

Additional resources To access mental health services, call Counseling and Psychological Services at 631-632-6720; Counselors are available to speak with 24/7. For updated information on the Academic Success and Tutoring Center please check www.stonybrook.edu/tutoring for the most up-to-date information. For IT Support: Students can visit the Keep Learning website at <https://sites.google.com/stonybrook.edu/keeplearning> for information on the tools you need for alternative and online learning. Need help? Report technical issues at <https://it.stonybrook.edu/services/itsmor> call 631-632-2358.

For information on Library services and resources please visit the Continuity of Library Operations guide.