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# LIN 825: Phonological Theory II

## Spring 2019

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### Instructor

Karthik Durvasula  
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### Meetings

by Regular Off. hours:  
Wed, 12:30 - 2:30pm  
(or) by appointment

### Class Schedule / Location

Tuesday            3:00 - 5:50pm            A136 Wells Hall

**Note 1:** It's best to email me a day or two BEFORE you meet with me so that I can let you know if I am free at the time you plan to come.

### Course Goals

The goal of the course is to enable students to critically evaluate phonological theories through experimental means. As with any other topic, the literature on experimentally testing phonological knowledge is simply too large to cover in one course. In this course, we will look at three sorts of questions asked: (a) Explanation in Phonology, (b) Representations in Phonology, (c) Generalizations in Phonology. As should be obvious to most people who have done basic work in phonological theory, these ARE the main questions that people have tried to address over the last few decades in phonology. We will see how one can bring experimental evidence to bear on these issues.

### Recommended Text

- Kager, René (1999). *Optimality Theory*. Cambridge University Press.
- Materials may be
  - (a) distributed in class.
  - (b) posted on the course website (D2L).
  - (c) placed on reserve in the library.
- Very useful websites
  - (a) [Rutgers Optimality Archives](#)
  - (b) [LingBuzz](#)

### Course Requirements

#### Attendance

Students are expected to attend and participate in all classes. It is important to attend all classes since materials that are not covered in the textbook maybe be presented. Please be sure to get the

notes from any class you may miss. Some materials maybe be sent via email, but you should also check with me or a classmate regarding material you may have missed.

### **Readings**

Students are expected to do all the assigned readings. You must do the reading before the day it is discussed in class. This will make the lectures easier to follow, and you will be in a better position to ask questions about things that might not be clear to you. It will also help with your homework.

### **Homework**

The homework will be announced in class for the OT portion of the course.

### **In-class Discussion**

If you are under-prepared for a class, you will receive a 0% for that day's in-class discussion grade. Please come to class having read the assigned readings and with appropriate questions/doubts.

### **Grading**

You will present papers during the course of the semester. Furthermore, you will present your final research topic, and will submit a final paper based on the research presentation.

| <b>Grading Weight</b>    |             | <b>Grading Scale</b> |
|--------------------------|-------------|----------------------|
| Homework                 | 5%          |                      |
| In-class Discussion      | 25%         | 4.0 93% or higher    |
| General Presentation     | 10%         | 3.5 85% - 92.9%      |
| Final Paper Presentation | 20%         | 3.0 77% - 84.9%      |
| Final Paper              | 40%         | 2.5 69% - 76.9%      |
| <b>Total</b>             | <b>100%</b> | 2.0 61% - 68.9%      |
|                          |             | 1.5 53% - 60.9%      |
|                          |             | 1.0 45% - 52.9%      |
|                          |             | 0.0 44.9% or lower   |

**Note 3:** If you cannot come to class, you must discuss this with me at least ONE CLASS PERIOD BEFORE. If there is an emergency, and you cannot contact anyone in person, send me an e-mail explaining the nature of the emergency and how you can be contacted to discuss the matter.

### **Spartan Code of Honor Academic Pledge**

*As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.*

## Course Schedule

This schedule is subject to slight variation, so if you miss a class, be sure to check with me or a classmate.

| Wk | Date       | Topic   | Presenter |
|----|------------|---|-----------|
| 1  | January 8  | Syllabus and Course discussion  | Karthik   |
| 2  | January 15 | <p><b>OT Basics 1</b></p> <p>1. Kager (1999): Chapters 1-2</p> <p><b>Extra:</b> Prince, A. &amp; Smolensky, P. (manuscript). <a href="#">[Optimality Theory in Phonology]</a>.</p> <p><b>Homework Due:</b></p> <ol style="list-style-type: none"> <li>1. Chapter 1: Exercise 2, English (p. 51).</li> <li>2. Chapter 2: Exercise 1, Modern Greek (p. 88-89).</li> </ol>                                   | Karthik   |
| 3  | January 22 | <p><b>OT Basics 2</b></p> <p>1. Kager (1999): Chapters 3-5</p> <p><b>Extra:</b> Prince, A. &amp; Smolensky, P. (1993/2002). <a href="#">[Optimality Theory. Constraint Interaction in Generative Grammar]</a>.</p> <p><b>Homework Due:</b></p> <ol style="list-style-type: none"> <li>1. Chapter 4: Exercise 2, Manam (p. 191).</li> <li>2. Chapter 5, Exercise 1, Axininca Campa (p. 254-255)</li> </ol> | Karthik   |

### *Explanations in Phonology*

|   |            |  |  |
|---|------------|--|--|
|   |            | <b>P-Map</b>   |  |
| 4 | January 29 | <p>1. Steriade, D. (2008). <a href="#">The phonology of perceptibility effects: the P-map and its consequences for constraint organization</a>. <i>The Nature of the Word: Studies in Honor of Paul Kiparsky</i>, ed. by Kristin Hanson &amp; Sharon Inkelas, 151-179. Cambridge, MA: MIT Press.</p> <p>2. Stanton, J. (2018). <a href="#">Environmental shielding is contrast preservation</a>. <i>Phonology</i> 35.1, 39–78.</p> |  |

|                        |             |  |                          |
|------------------------|-------------|--|--------------------------|
| 5                      | February 5  | <p><b>Analytic bias:</b></p> <ol style="list-style-type: none"> <li>Moreton, E. (2008). <a href="#">Analytic bias and phonological typology</a>. <i>Phonology</i>, 25. 83–127.</li> <li>Yu, A. (2011). <a href="#">On measuring phonetic precursor robustness: a response to Moreton</a>. <i>Phonology</i>, 28. 491–518.</li> </ol> <p><b>Extra:</b> Pater, J. &amp; Moreton, E. <a href="#">[Link 1]</a>, <a href="#">[Link 2]</a>, <a href="#">[Link 3]</a></p>  | 1. Karthik<br>2. Karthik |
| 6                      | February 12 | <p><b>Channel bias and structural/analytic bias</b></p> <ol style="list-style-type: none"> <li>Blevins, J. (2006). <a href="#">A theoretical synopsis of Evolutionary Phonology</a>. <i>Theoretical Linguistics</i>, 32(2). 117–166.</li> <li>Bergelson, E., &amp; Idsardi, W. J. (2009). <a href="#">Structural Biases in Phonology: Infant and Adult Evidence from Artificial Language Learning</a>. <i>Proceedings of the Boston University Conference on Child Language Development</i>. 33. 85–96.</li> </ol> | 1.<br>2.                 |
| 7                      | February 19 | <p><b>Loanword patterns</b></p> <ol style="list-style-type: none"> <li>Kang, Y. (2003). <a href="#">Perceptual similarity in loanword adaptation: English postvocalic word-final stops in Korean</a>. <i>Phonology</i>, 20. 219–273.</li> <li>Durvasula, K., Huang, H.-H., Uehara, S., Luo, Q. &amp; Lin, Y.-H. (2018). <a href="#">Phonology modulates the illusory vowels in perceptual illusions: evidence from Mandarin &amp; English</a>. <i>Journal of Laboratory Phonology</i>.</li> </ol>                  | 1.<br>2. Karthik         |
| <i>Representations</i> |             |  |                          |
| 8                      | February 26 | <p><b>Probing featural representations</b></p> <ol style="list-style-type: none"> <li>Iverson, G. K. &amp; Salmons, J. C. (1995). <a href="#">Aspiration and laryngeal representation in Germanic</a>. <i>Phonology</i> 12. 369–396.</li> <li>Beckman, J., Jessen, M., &amp; Ringen, C. (2013). <a href="#">Empirical evidence for laryngeal features: Aspirating vs. true voice languages</a>. <i>Journal of Linguistics</i>, 49(2). 259–284.</li> </ol>  | 1. Karthik<br>2. Karthik |

|    |          |  |                                     |
|----|----------|--|-------------------------------------|
| 9  | March 5  | <b><i>Spring Break</i></b>   |                                     |
| 10 | March 12 | <p><b>Probing featural representations (continued)</b></p> <p>1. Solé, M. J. 2007. Controlled and mechanical properties in speech: a review of the literature. In Solé, M. J., Beddor, P. &amp; M. Ohala (eds.). <i>Experimental Approaches to Phonology</i>. Oxford: Oxford University Press. 302–321.</p> <p>2. Maybe present some of the secondary articulation stuff here?</p>   | <p>1.</p> <p>2. Karthik</p>         |
| 11 | March 19 | <p><b>Perhaps a paper: this will depend on how many projects there are.</b></p> <p><b>Preliminary Research Presentations</b></p>   |                                     |
| 12 | March 26 | <p><b>Probing syllabic representations</b></p> <p>1. Treiman, R., &amp; Danis, C. (1988). <a href="#">Syllabification of intervocalic consonants</a>. <i>Journal of Memory and Language</i>, 27, 87–104.</p> <p>2. Durvasula, K. &amp; Huang H. (2017). <a href="#">Word-internal “ambisyllabic” consonants are not multiply-linked in American English</a>. <i>Language Sciences</i>, 62, 17-36.</p>  | <p>1. Karthik</p> <p>2. Karthik</p> |
| 13 | April 2  | <p><b>Probing syllabic representations (continued)</b></p> <p>1. Shaw, J., Gafos, A., Hoole, P., &amp; Zeroual, C. (2009). <a href="#">Syllabification in Moroccan Arabic: Evidence from patterns of temporal stability in articulation</a>. <i>Phonology</i>, 26(1). 187–215</p> <p>2. Shaw, J. A. &amp; Gafos, A. I. (2015). <a href="#">Stochastic Time Models of Syllable Structure</a>. <i>PloS one</i>, 10(5), e0124714.</p> <p><b>Extra:</b> Ruthan, M., Durvasula, K., &amp; Lin, Y.-H. (2018). Temporal Coordination and Sonority of Jazani Arabic Word-Initial Clusters. Annual Meeting on Phonology 2018, San Diego, CA, USA.</p> | May have to replace (2).            |

| <i>Generalisations</i> |   |  |  |
|------------------------|---|--|--|
| 14                     | April 9   | <p><b>Non-local patterns</b></p> <ol style="list-style-type: none"> <li>1. Gallagher, G. (2013). Speaker awareness of non-local laryngeal phonotactics in Cochabamba Quechua. <i>NLLT</i>, 31. 1067–1099.</li> <li>2. Gallagher, G. (2013). Learning the identity effect as an artificial language: Bias and generalization. <i>Phonology</i>, 30. 1–43.</li> </ol>  |  |
| 15                     | April 16  | <p><b>Not all patterns in the data are learnt</b></p> <ol style="list-style-type: none"> <li>1. Becker, M., Ketrez, N., &amp; Nevins, A. (2011). The surfeit of the stimulus: Analytic biases filter lexical statistics in Turkish laryngeal alternations. <i>Language</i> 87(1). pp. 84–125.</li> </ol>   |  |
| 16                     | April 23  | <p><b>Not all patterns in the data are learnt (continued)</b></p> <ol style="list-style-type: none"> <li>1. Heinz, J. (2018). The computational nature of phonological generalizations. In Larry Hyman and Frans Plank, editors, <i>Phonological Typology, Phonetics and Phonology</i>. 126–195.</li> <li>2. Lai, R. (2015). Learnable vs. Unlearnable Harmony Patterns. <i>Linguistic Inquiry</i>, 46(3). 425–451.</li> </ol> | <p>This may change.</p> <ol style="list-style-type: none"> <li>1. Karthik</li> <li>2. Karthik</li> </ol> |
|                        | <p><b>Thursday,<br/>May 2<br/>(Finals Week)<br/>5:45-7:45pm</b></p> | <b>Final Presentations (in your regular classroom)</b>   |  |