

Phonology Seminar (LING 631)
Phonological Similarities among Morphologically Related Words:
Parallel vs. Serial Approaches

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332 GFS
office hours: Tu 11-12, W 1-2, and by appointment

Class time/place: F 12:30-2:50, GFS 330

Course Overview:

Classic OT allows for the use of two types of constraints: those that require the output to be just like the underlying representation (IO-faithfulness constraints) and those that require the output to have some preferred form (markedness constraints). When we examine morphologically complex words, we find that they can defy both faithfulness and markedness in order to be more like the outputs of words that are morphologically related. An oft-cited example from English is the following paradigm: *origin*, *original*, *originality*. In a classic OT analysis, markedness constraints can account for the placement of stress on the first two forms. But the third form does not display the expected unmarked stress pattern nor is it faithful to the UR (which presumably does not indicate stress placement). Instead, it seems that the stress of *originality* is influenced by the stress of its base, *original*.

The focus of this course is how to best amend classic OT in order to account for such facts. There are two main theories that have been developed in the literature. One theory makes use of the cycle and allows for multiple phonological strata that may each have their own ranking. This idea rejects the strict parallelism of classic OT but does not introduce any new constraints to the model. The other theory makes use of correspondence theory to define correspondence relations between words that share morphemes. This idea maintains the parallelism of classic OT but adds a new type of constraint. In this class, we will read papers that explore both of these theories in order to determine which path is the most fruitful for phonological theory.

Course Requirements:

- 10% attendance to all class meetings, reading all papers, and participation in class discussion
- 10% contributions to discussion boards
- 20% two in-class paper presentations
- 60% a final paper

discussion boards:

For each class day, a discussion board will be set up on blackboard. Each student is required to post a reading reaction by 11 am on the day of class. The reading reaction may refer to each of the papers that are to be covered on a given day, or it can focus on one of the papers. If you are presenting a paper that day, you are required to read and think about what the other students have said on the discussion board before class time. (You should also still post a reading reaction, which should say something about at least one of the readings that you are not presenting.)

There is no set format for a reading reaction. Some possibilities include pointing out where you agree/disagree with the author and why, indicating parts of the reading that you don't understand, discussing how this reading is related to other readings, and/or commenting on what other students have said in the discussion board.

paper presentations:

Each student will present two of the papers that we read for the course. As part of your presentation, you should prepare a handout that includes a summary and set of discussion questions to go over in class that day.

final paper:

The ultimate goal of this class is to facilitate the development of a research project relevant to phonological theory and its interaction with morphology. Each student will prepare a research topic and turn in a final paper. Along the way, we will have a 'paper workshop' day and a day for presentations.

important dates:

paper workshop: Nov. 5

Each student must develop a one page description of their research project and upload this description to blackboard by Mon. Nov. 1. In preparation for class, everyone should read and evaluate all of the proposed research projects. We will then devote class time to discussing the proposals.

project presentation: Dec. 3

Each student will present their paper to the class on this day. Because this is a seminar, these presentations should be treated as practice for a conference talk.

final paper due: Fri. Dec. 12 @ 2 pm

Course Schedule:

week	date	topic	required reading	suggested reading
1	Aug 27	introductions	Downing et al. 2005	
2	Sept 3	lexical phonology and morphology	Kiparsky 1982; Kenstowicz 1996	Kenstowicz 1995, Duanmu 1999
3	Sept 10	output-output correspondence	Benua 1997 (ch 2-3)	Burzio 1994
4	Sept 17	output-output correspondence	Yip 2004; Ito & Mester 1998	
5	Sept 24	Optimal Paradigms	McCarthy 2005; Morris 2005; Sturgeon 2003	Kenstowicz 1998; Buckley 1999
6	Oct 1	against surface-to-surface correspondence	Hale et al. 1998; Bobaljik 2008	
7	Oct 8	Stratal OT	Kiparsky 2000; Orgun 1999	Orgun 1996, Brame 1974
8	Oct 15	Stratal OT	Bermúdez-Otero 1999 (ch 3); Collie 2007 (ch 7-9)	Bermúdez-Otero 2007
9	Oct 22	other types of correspondence	Burzio 1998, 1999; Krämer 2001	Walker & Feng 2004
10	Oct 29	morphology; phonetics	Albright 2005; Steriade 1998	Kurusu 2001
11	Nov 5	<i>workshop paper topics</i>		
12	Nov 12	loans and games	Smith 2006; Frazier & Saba Kirchner In prep	
13	Nov 19	anti-faithfulness	Alderete 2001a,b	
14	Nov 26	<i>no class</i>		
15	Dec 3	<i>presentations</i>		

paper due: Fri Dec 12 by 2 pm

Bibliography (includes required and suggested readings)

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- Frazier, Melissa and Jesse Saba Kirchner. In prep. Surface-to-Surface Correspondence and Emergent Reduplication in a Tigrinya Language Game.
- Hale, Mark, Madelyn Kisson, Charles Reiss. 1998. Output-Output Correspondence in Optimality Theory. *Proceedings of WCCFL XVI*.
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- Krämer, Martin. 2001. Yucatec Maya Vowel Alternations: Harmony as Syntagmatic Identity. *Zeitschrift für Sprachwissenschaft* 20: 175-217.
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