

Spanish 510: Spanish phonology (Spring 2009)

Instructor: John Lipski
Office: Burrowes N-347
Telephone: 865-6583
Office Hours: MWF 1:00-2:00 and by appointment
E-mail: jlipski@psu.edu
Home page: <http://www.personal.psu.edu/jml34/>

BOOKS ON LIBRARY RESERVE:

Campos and Martínez-Gil, *Current studies in Spanish linguistics* (CSSL)
Goldsmith, *Autosegmental and metrical phonology* (AMP)
Goldsmith, *Handbook of phonological theory* (HPT)
Harris, *Syllable structure and stress in Spanish* (SSS)
Kirschner and DeCesaris, *Studies in Romance linguistics* (SRL)
Martínez-Gil and Colina, *Optimality-theoretic studies in Spanish phonology* (OTSP)
Ladd, *Intonational phonology* (IP)
Sosa, *La entonación del español* (ES)

OBJECTIVES:

This class provides an overview of issues in contemporary phonological theory, with particular application to Spanish. Since the Romance languages as a cluster have provided key scenarios in the development of phonological theory, issues in the phonology of Italian, Portuguese, and French (and related regional and creole languages) will also be presented. This is a second graduate course in phonology; therefore the material covered in Linguistics 504 (Phonology II) will be assumed as a prerequisite. This includes the concept of phonological alternations, phonological rules, the nature and structure of the syllable, moras, the skeleton, metrical structures, intonational phonology, and the fundamentals of optimality theory. In this course on Spanish and Romance phonology, the preceding topics will be developed further, en route to studying feature geometry, underspecification, the obligatory contour principle, and general non-linear (autosegmental) approaches to phonology. Special emphasis will be placed on the application of phonological theory to synchronic and diachronic variation and change. Optimality theory will be referenced throughout the course; since optimality theory is not in itself a theory of phonology, but rather a theory of evaluating options in language (among other areas of inquiry), this course will seek to provide further justification for the constraints in OT and for the choice of reasonable candidates. An overarching goal of this course is to equip students to participate—both as spectators/readers and as protagonists/presenters—in the ongoing development of contemporary Romance phonology. To that end, the course requirements will combine structured analytical exercises and more open-ended assignments that provide students the opportunity to engage in their own explorations.

ASSIGNMENTS:

(1) One assigned problem set, to be distributed and turned in on the dates listed on the course calendar.

(2) One intonational phonology exercise, analyzing (by means of PRAAT) specified Spanish intonational patterns.

(3) One short analytical project (details to be given at an opportune time). This will entail the identification of a phonological issue in Spanish, Portuguese, Italian, or French, to which at least **two** phonological models have been applied in published research. The project will consist of a brief analytical comparison of the approaches, indicating strengths and weaknesses of each, and possible directions for future research.

(4) An outline of the final paper and a tentative minimal bibliography (at least ten entries), turned in far enough in advance to receive comments and suggestions (see calendar of assignments). This outline/bibliography will not carry a grade, but must be turned in by the assigned date, in order for the final paper to be graded.

(5) Following approval of the outline/bibliography, an abstract of the final project that would be suitable for submission to a linguistics conference. Guidelines for abstract preparation will be provided previously, and should be followed in preparing the abstract.

(6) During the last week of class, a brief (10-15 minute) oral presentation of the final project, with accompanying audio-visual materials (electronic only; no paper!)

(7) A final research paper, involving a phonological issue in Spanish, Italian, Portuguese, or French (or a contact-induced variety derived from one of these languages) and including both an analysis of previous research on the topic and an original contribution, including support for the claim that your analysis is superior to available alternatives.

WEEKLY PARTICIPATION:

(1) For each class, students will be asked to give a brief oral summary of selected readings. This task will be assigned in a prior class, and will rotate among the students.

(2) Each week, beginning with week #2 and continuing through week #14, each student will identify one article dealing with some aspect of Spanish, Portuguese, or other Ibero-Romance phonology. For each article, a 1-2 sentence (no longer) summary will be posted on ANGEL so all can accumulate bibliographical references. Of these references, at least THREE should come from journals or books NOT available electronically, at least one should come from before 1980, at least one between 1980-1990, and at least one between 1990-2000. Some sources include *Language, Lingua, Linguistics, Phonology, Natural Language and Linguistic Theory, Linguistic Inquiry, Hispanic Linguistics, Hispania, Probus*, proceedings of LSRL, WCCFL, NELLS, Spanish Linguistics symposia (Cascadilla proceedings at www.lingref.com), Rutgers Optimality Archives.

☞ All assignments are to be turned in **electronically** in documents prepared using Microsoft Word®. IPA phonetic symbols should be used throughout; IPA symbols should be in the DoulosSIL font, available from www.sil.org

☞ All electronic communication should be through e-mail: jlipski@psu.edu. Do NOT send messages via ANGEL; I will use ANGEL only for posting readings, assignments, and other files.

GRADE BREAKDOWN:

Problem set	:	15%
Intonational phonology exercise:		15%
Analytical comparison:		15%
Abstract:		10%
Oral presentation:		5%
Class participation:		15%
Final research paper:		25%

ACADEMIC INTEGRITY

The Pennsylvania State University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20). Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of their students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction. See <http://www.psu.edu/dept/oue/aappm/G-9.html>

DISABILITY ACCESS STATEMENT

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

APPROXIMATE CALENDAR OF ASSIGNMENTS

Week #1 (beginning January 12): INTRODUCTION; REVIEW OF BASIC PHONOLOGICAL PRINCIPLES; MAJOR ISSUES IN SPANISH PHONOLOGY. *Readings on library reserve*: SSS, chap. 3;

Week #2 (January 21 only): THE SYLLABLE IN SPANISH AND GENERAL ROMANCE PHONOLOGY. SONORITY SEQUENCING. *Readings on library reserve*: HPT, Blevins; SSS, chap. 2; CSSL pp. 475-493; OTSP, Colina

- Week #3 (beginning January 26): DISTINCTIVE FEATURES; THEORY AND PRACTICE. *Readings on library reserve*: CLS, Goldsmith; Read Clements, “Feature economy in sound systems” on ANGEL [phonology -15.pdf]
- Week #4 (beginning February 2): NON-LINEAR PHONOLOGY: AUTOSEGMENTAL MODELS AND THE X/CV SKELETON. *Readings on library reserve*: HPT, Broselow; AMP chaps. 1-3; **Problem set handed out February 2; due February 4.**
- Week #5 (beginning February 9): FEATURE GEOMETRY: BASIC PRINCIPLES AND ALTERNATIVE MODELS. ASSIMILATION, LIKING AND DELINKING. *Readings on library reserve*: CSSL, pp. 495-571; SRL, pp. 179-193; HPT, Clements and Hume; McCarthy, “Feature geometry and dependency: a review” [electronic reserve]; read Clements, “The geometry of phonological features” on ANGEL [clements-geometry.pdf].
- Week #6 (beginning February 16): THE OBLIGATORY CONTOUR PRINCIPLE AND THE LINKING CONSTRAINT. *Readings on library reserve*: AMP, chap. 6.; McCarthy, “OCP effects: gemination and antigemination” [electronic reserve]; Yip, “The obligatory contour principle and phonological rules: a loss of identity” [electronic reserve]; Yip, “Feature geometry and cooccurrence restrictions” [electronic reserve]; *read on ANGEL*: Frisch et al., “Similarity avoidance and the OCP”; Berent.
- Week #7 (beginning February 23): UNDERSPECIFICATION THEORY AND ITS APPLICATIONS. *Readings on library reserve*: HPT, Steriade; Archangeli, “Aspects of underspecification theory” [electronic reserve]; Paradis and Prunet, “On coronal transparency” [electronic reserve]; Read Avery and Rice, “Segment structure and coronal underspecification” on ANGEL [avery-rice.pdf]; Lombardi, “Coronal epenthesis and markedness” on ANGEL [Lombardi-coronal.pdf]
- Week #8 (beginning March 2): LONG-DISTANCES PROCESSES (HARMONY, DISSIMILATION, METATHESIS). *Readings on library reserve*: HPT, van der Hulst and van de Weijer; Hualde, “Autosegmental and metrical spreading in the vowel-harmony systems of northwestern Spanish” [electronic reserve]; McCarthy, “Theoretical consequences of Montañés vowel harmony [electronic reserve]; Vago, “Underspecification theory in the height harmony system of Pasiego” [electronic reserve]; *Read on ANGEL*: Blevins; **Analytical comparison due March 4.**
- Week #9 (beginning March 16): MORE VARIATION: AMBISYLLABICITY, SPANISH /S/-REDUCTION AND RELATED PROCESSES. *Readings on ANGEL*: Colina and Díaz-Campos, “The phonetics and phonology of intervocalic velar nasals in Galician”
- Week #10 (beginning March 23): INTRODUCTION TO INTONATIONAL PHONOLOGY. *Readings on library reserve*: IP, chaps. 2-3; ES, chaps. 1-2; *Read on ANGEL*: Hualde, “Intonation”; “Romance”;

Week #11 (beginning March 30): USING PRAAT TO STUDY INTONATION AND OTHER PHONETIC TRAITS. BASIC SPANISH INTONATIONAL PATTERNS. *Read on ANGEL*: Face (all articles); DeLacy

Week #12 (beginning April 6): MORE ON SPANISH INTONATION. *Readings on library reserve*: ES, chap. 3. *Read on ANGEL*: O'Rourke "Peak"; "1326"; Frota; Hualde & Schwegler; Colantoni & Gurlekian; Kaisse; Prieto, Prieto & Nibert. **Proposed topic, basic bibliography and outline sketch of final paper due April 8.**

Week #13 (beginning April 13): SPANISH STRESS ASSIGNMENT; THE INTERACTION OF PHONOLOGY, MORPHOLOGY, AND SYNTAX. *Readings on library reserve*: HPT, Harris; *Read on ANGEL*: Ortega. **Spanish intonation exercise due April 15.**

Week #14 (beginning April 20): SEPARATING SYNCHRONY AND DIACHRONY; PHONOLOGY AS HISTORY. *Readings on library reserve*: HPT, Kiparsky; Read Alber and Plag, "Epenthesis, deletion and the emergence of the optimal syllable in creole" on ANGEL [alber-plag.pdf]; Hume and Tserdanielis, "Labial unmarkedness in Sri Lanka Portuguese creole" on ANGEL [Hume-labial.pdf] **Abstract due April 22.**

Week #15 (beginning April 27): PRESENTATION OF FINAL PAPER PROJECTS.

FINAL PAPER DUE MONDAY MAY 4