Spanish 510: Spanish phonology (Spring 2013)

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BOOKS ON LIBRARY RESERVE:

Gussenhoven, The phonology of tone and intonation (PTI)
Harcastle, Handbook of Phonetic Sciences (HPS); available through the CAT in electronic format
Ladd, Intonational phonology (IP)

OBJECTIVES:

The principal objective of this class is to search for the empirical bases of phonology, particularly in acoustics, articulation, and perception. To this end we will study the grounding of phonology in phonetics, including sociophonetics and the use of phonetic analysis software such as PRAAT. The combination of empirical measurements and experimental techniques provides the methodological underpinnings for laboratory phonology. 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, and the fundamentals of optimality theory. 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 phonology, as informed by empirical research. To that end, the course requirements will combine structured empirical analyses and more open-ended assignments that provide students the opportunity to engage in their own explorations.

Assigned readings are either on library reserve or posted on ANGEL. You will notice that I have included many articles on ANGEL that are not officially assigned, and I will continue to add articles throughout the semester. These readings are supplementary to the weekly lessons and may be helpful for thorough understanding, as well as for the final project. Students are welcome to suggest additional articles to be posted on ANGEL. As the course progresses I will probably add and modify reading assignments; this will be announced in advance.

Students will be making and analyzing audio recordings in .WAV format. Ideally each student should have a digital recorder capable of making .WAV (and not just .MP3) recordings. Devices such as iPods and iPhones do not provide high enough resolution for work in phonetics and most do not create .WAV files. Computers can also be used to record audio files, provided that an external microphone is used (not the internal microphones found on most portable computers). A program for creating digital audio files is needed. Several basic programs can be downloaded for free; a
representative sample can be found at
www.vstplanet.com/Other_audio_tools/Sound%20editors.htm
also:  www.phoneticsciences.com/links.html

ASSIGNMENTS:

- One exercise on measuring and manipulating Voice Onset Timing (VOT).
- One exercise on (Spanish) voiced obstruent stop-fricative/approximant alternation
- One exercise on the empirical measurement of vowel spaces and inter-speaker normalization
- One exercise on the manipulation of vowel tokens
- One exercise on measurement of the empirical correlates of stress/accent
- One intonational phonology exercise, analyzing and manipulating specified intonational patterns.
- 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.
- 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!)
- A final research paper, involving an empirical analysis of a phonological issue in Spanish, Italian, Portuguese, or French (or a contact-induced variety derived from one of these languages) and including both measurement of phonetic data and at least one experimental procedure. The research paper should incorporate an analysis of previous research on the topic and an original contribution.

WEEKLY PARTICIPATION:

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.

❑ This is a paper-free course. 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 Make sure you activate the “save TrueType fonts” or ‘embed fonts in the file” option in Word so that the IPA fonts will be embedded in the text and will be readable when I open them.
❑ Send all written assignments in .doc format (choose the “Save as Word 97-2003” option), NOT as .docx  Do NOT send your assignments in .pdf format; I will use the marginal comments function in Microsoft Word® to add my own observations.
❑ Name each file with YOUR LAST NAME-ASSIGNMENT NAME.DOC (e.g. Lipski-intonation.doc)
❑ All electronic communication should be through e-mail: jilipski@psu.edu. Do NOT send messages via ANGEL; I will use ANGEL only for posting readings, assignments, and other files.
GRADE BREAKDOWN:

VOT exercise: 10%
Stop/fricative exercise: 10%
Vowel space exercise: 10%
Vowel token exercise: 10%
Stress/accent exercise: 10%
Intonational phonology exercise: 10%
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 7): HOW ARE PHONOLOGICAL OPPOSITIONS ACQUIRED? 
ARTICULATORY PHONOLOGY AND GESTURAL PHONOLOGY. Readings on ANGEL: Kohler; Andruski; Coleman; Connine (3 articles); Docherty and Foulkes; Docherty et al.; Eulitz and Lahiri; Foulkes; Goldinger; Hawkins; Maye and Gerken; Blevins and Garrett; Borden and Gay; Browman and Goldstein; Byrd; Davidson and Stone; Gafos; Gick; Sancier and Fowler; Liberman; Lindblom; Weitzman, Critical bands; Zwicker, Critical bands (3 articles)

Week #2 (beginning January 14): THE SYLLABLE: EMPIRICAL CORRELATES. MEASURING AND MANIPULATING VOICE ONSET TIMING (VOT). Readings: HPS, chap. 4; Readings on ANGEL:
Bárkányi; Carreiras; Claxton; Cole and Jakamik; Davidsen-Nielsen; Face-re-examining resyllabification; Fougeron and Keating; Goldsmith-syllable; Hooper; Hualde and Prieto; Jones; Krakow; Ramirez; Treiman and Danis; Best; Boomershine; Kochetov; Nguyen et al.; Allen & Miller, Listener sensitivity to VOT; Davidson-Nielsen, Syllabification of English words with –sp-, -st-, -sk

Week #3 (January 23 only): SEARCHING FOR DISTINCTIVE FEATURES: NASALITY, CONTINUANCY, ETC. Readings: HPS, chap. 15; on ANGEL: Handbook of Speech Perception, chap. 6; Coleman, Discovering the acoustic correlates of phonological contrasts; Boomershine et al., Allophony vs. contrast; Beddor, Nasals and nasalization; Cole and Hualde, /g/-lenition; Fougeron and Keating, Articulatory strengthening. VOT exercise due January 23

Week #4 (beginning January 28): DISTINCTIVE FEATURES, CONT.

Week #5 (beginning February 4) VOWEL SPACES AND VOWEL NORMALIZATION. Readings on ANGEL: Alfonso & Baer, dynamics of vowel articulation; Assmann et al., Vowel identification; Bennett, Spectral form and duration; Diehl, Auditory description of vowel categories; Disner, Vowel quality; Ladefoged and Broadbent, Information conveyed by vowels; Adank et al., a comparison of vowel normalization procedures; Al Tamimi, vowel space size; Becker-Kristal, Acoustic typology of vowel inventories; Bradlow; Clopper and Pierrehumbert, Semantic predictability and vowel space reduction; Disner, Vowel normalization; Donegan; Eady; Flege; Fujimura; Fant, Non-uniform vowel normalization; Halberstam and Raphael; Hindle, Vowel normalization; Jacewicz et al., Vowel space areas; Kehoe; Kewley-Port; Petersen and Barney, Control methods for vowels; Schwartz et al., Dispersion-focalization theory of vowel systems; Schwartz et al., Vowel system inventories; Verbrugge et al., Vowel spaces; Nearey; Neel; Schwartz; Stevens Stop-spirant exercise due February 6

Week #6 (beginning February 11): VOWEL PERCEPTION AND MANIPULATION. Readings: TBA.

Week #7 (beginning February 18): COARTICULATION. Readings: on ANGEL: Andruski et al., Effect of sub-phonemic differences; Beddor et al., vowel-to vowel coarticulation; Boyce et al., Underspecification and speech motor organization; Cho, Vowel-to-vowel coarticulation; Magen, Coarticulation; Manuel, Coarticulation and contrast; Öhman, Coarticulation. Vowel space exercise due February 20

Week #8 (beginning February 25): INTRODUCTION TO INTONATIONAL PHONOLOGY. Readings on library reserve: IP, chaps. 2-3; Handbook of Phonetic Sciences, chap. 10; Read on ANGEL: Hualde, “intonation”; “Métrico autosegmental”; “Romance”; Sosa, chaps. 1-2; Beckman; Elordieta. Gussenhoven, intonation;

Week #9 (beginning March 11): MORE ON PITCH AND TONE. Readings: TBA Vowel manipulation exercise due March 13
Week #10 (beginning March 18) THE EMPIRICAL CORRELATES OF STRESS. Readings on library reserve: PTI, chap. 1-5; ES, chap. 3. Read on ANGEL: O’Rourke “Peak”; “1326”; Frota; Hualde & Schwegler; Colantoni & Gurlekian; Kaisse; Prieto, Prieto & Nibert; Ortega; Okobi, Acoustic correlates of word stress; Mo, Acoustic correlates of prosodic prominence; Bolinger, Theory of pitch accent; Campbell and Beckman, Stress, prominence and spectral tilt; Fry, Duration and intensity; Fry, Experiments in the perception of stress; Heldner, Spectral emphasis; Hyman, pitch accent; Lieberman, Acoustic correlates; Sluijter and van Heuven, Spectral balance; Astruc.

Week #11 (beginning March 25): SOCIOPHONETICS: INTONATION AND EMOTION, IDENTITY. BASIC SPANISH INTONATIONAL PATTERNS. Readings: on ANGEL: Face (several articles); DeLacy, Prieto; Sosa. Stress exercise due March 27.

Week #12 (beginning April 1): SOCIOPHONETICS: VOICE QUALITY. Read on ANGEL: Thomas-sociophonetic applications.

Week #13 (beginning April 8): PHONOLOGY AND SOUND CHANGE. Readings: TBA. Proposed topic, basic bibliography and outline sketch of final paper due April 10.

Week #14 (beginning April 15): REGIONAL AND SOCIAL PHONOLOGICAL VARIATION; FINAL ISSUES. Read on ANGEL: Pierrehumbert, The next toolkit. Intonation exercise due April 17.

Week #15 (beginning April 22): PRESENTATION OF FINAL PAPER PROJECTS.

FINAL PAPER DUE MONDAY APRIL 29