Spanish 510: Spanish phonology (Spring 2010)

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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)

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.

Assigned readings are either in the library reserve room 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 preparation of the analytical comparison and the final project. Students are welcome to suggest additional articles to be posted on ANGEL.
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. Some sources include *Language, Lingua, Linguistics, Phonology, Natural Language and Linguistic Theory, Linguistic Inquiry, Hispanic Linguistics, Hispania, Probus*, proceedings of LSRL, WCCFL, NELS, Spanish Linguistics symposia (Cascadilla proceedings at [www.lingref.com](http://www.lingref.com)), Rutgers Optimality Archives.

(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:

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](http://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 11): INTRODUCTION; REVIEW OF BASIC PHONOLOGICAL PRINCIPLES; MAJOR ISSUES IN SPANISH PHONOLOGY. Readings on library reserve: SSS, chap. 3;

Week #2 (January 20 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; Harris-sonority; Zec; Goldsmith-sonority; Martínez-Gil-sonority;

Week #3 (beginning January 25): DISTINCTIVE FEATURES; THEORY AND PRACTICE Read on ANGEL Clements, “Feature economy in sound systems”; Goldsmith-features; Padgett
Week #4 (beginning February 1):  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 1; due February 3.


Week #9 (beginning March 15):  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”; Widdieson; Morris-2000; Eddington;

Week #10 (beginning March 22):  INTRODUCTION TO INTONATIONAL PHONOLOGY. Readings on library reserve: IP, chaps. 2-3; Read on ANGEL: Hualde, “Intonation”; “Métrico autosegmental”; “Romance”; Sosa, chaps. 1-2; Beckman; Elordieta

Week #11 (beginning March 29):  USING PRAAT TO STUDY INTONATION AND OTHER PHONETIC TRAITS. BASIC SPANISH INTONATIONAL PATTERNS. Read on ANGEL: Face (all articles); DeLacy, Prieto

Week #12 (beginning April 5):  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 7.
Week #13 (beginning April 12): 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 14.


Week #15 (beginning April 26): PRESENTATION OF FINAL PAPER PROJECTS.

FINAL PAPER DUE MONDAY MAY 3