

LIN 1222H1S Advanced Phonology II: Asymmetries in Assimilation

Syllabus

Instructor	Dr. Peter Jurgec ['jurgəts]
Office hours	Wednesday 3–4 pm
Office	suppressed
Email	suppressed
Seminar	Wednesday 10–noon (Wilson Hall 2006)

Course Description and Goals

This course focuses on asymmetries found in assimilation. First, we consider structural asymmetries that are found in all kinds of assimilation. Next, we investigate particular kinds of assimilation in detail. All major types of assimilation are examined: local consonant assimilation, vowel, consonant, and nasal harmony, consonant-vowel interactions, and tone. This course examines (i) the empirical and typological properties of assimilation, (ii) the structural, cognitive and phonetic factors that underlie the asymmetries in assimilation, and (iii) the theoretical approaches that can capture these asymmetries.

Students are required to read one or two articles/book chapters per week and contribute to the discussion in class. Other requirements include: two reports, an abstract, a paper, two presentations, four peer reviews of abstracts and two peer reviews of papers. In the paper, students will look at a particular asymmetry, examine its empirical scope, and provide a theoretical account. Auditors are welcome.

This course is suitable for students that have completed LIN1121H Phonological Theory or another graduate-level course in phonology.

Course Website

The course website is available on *Blackboard* (<http://portal.utoronto.ca>).

Course Requirements

Participation (10%)

You are required to do the readings in advance, attend the seminar, and ask questions. To receive full credit, you should ask at least one (1) question each session. Participation will count 10% towards the final grade.

Presentations (15%)

You will present twice during the semester. You will present one of the reports (see section below). You will also present your paper (the date depends on the topic). You are required to make handouts or presentations (but not both!).

Your presentation will be graded based on the following criteria:

- How is your presentation structured?
- Is the argumentation clear?
- Is the presentation easy to follow?
- Is the presenter communicating with the audience efficiently (rather than just reading)?
- Are the slides/handouts well-organized, pleasing to the eye, and without typos?
- How well did you respond to questions?
- How much did you learn from the preceding presentations?
- Is your final presentation better than your first presentation?

Reports (15%)

You will have to write two short reports. Each of these should focus on one of the (sub)types of assimilation, at least one asymmetry, in at least one language, analyzed with one or more theoretical approaches (mix-and-match from the table below). These reports are either summaries of existing research or original research on underdescribed types or language(s). Reports should focus on the empirical/typological generalizations which present a theoretical challenge. One of these reports will be presented in class (see above). Furthermore, one of these reports may be developed into a full paper (see below).

Your reports will be graded based on the following criteria:

- Did you raise an interesting (underdescribed, original) question?
- How detailed is the empirical coverage?
- How suited is the theoretical analysis?
- Is the argumentation clear?
- In the report clear, well-written and well-organized?

Assimilation					
Type	Subtype	Asymmetry	Scope	Theory	
Nasal		Directionality	One language	Spreading	
Vowel	Rounding	Locality	Two languages	Correspondence	
	Backness	Domains	Selected languages	Spans/Domains	
	Height	Iterativity	Cross-linguistic	Feature Theory	
	ATR	Morphological control		OT	
	Metaphony	Prosodic effects		Harmonic Serialism	
	Umlaut	Triggers		Harmonic Grammar	
	Other	Targets		Articulation	
	Consonant	Sibilant	Transparent segments		Acoustics
		Coronal	Blockers		Perception
		Dorsal	Dissimilation		Any other
Liquid					
Nasal					
Stricture					
Laryngeal					
Other					
Local C		Place			
		Minor place			
	Nasal place				
	Stricture				
	Laryngeal				
C-V	Sec. palatalization				
	Palatalization				
	Pharyngeal/RTR				
	Laryngeal				
	Stricture/height				
	Backness/fronting				
Tone					
Sign					

Abstract (10%)

You will have to write a two-page abstract on your topic. You will have to peer review four other students' abstracts.

Your abstract will be graded based on the following criteria:

- Is the abstract clear and well-written?
- Is the topic/question well-motivated and original?
- Is the argumentation clear?
- How detailed is the analysis?
- Is there a punch line?
- What do reviewers say about your abstract?

Your peer reviews will be graded based on the following criteria:

- Did the review accurately summarize the abstract?
- Did the review recognize the main contribution(s) of the abstract?
- Did the review raise valid objections or alternative solutions?
- Was the tone of the review appropriate?

Paper (50%)

You are expected to focus on a particular asymmetry, type of assimilation, language, or theoretical approach or issue (see table above). The paper may be built on a previous report or may be on an unrelated topic. Sample topics include: Long-distance consonant-vowel interactions, Triggers and targets in nasal harmony, Typology of palatalization, Vowel harmony in Harmonic Serialism, Consonant blocking of vowel harmony, Consonant harmony as spreading.

First Version (12%)

The empirical part of the paper should be submitted by week 7. This version of the paper should have the structure of a paper, even though it is not the final version of the paper.

Peer Reviews (8%)

You will peer review two other students' papers.

Your peer reviews will be graded based on the following criteria:

- Did the review accurately summarize the paper?
- Did the review accurately evaluate the paper?
- Is the review well-structured and clear?
- Did the review recognize the main contribution(s) of the paper?
- Did the review raise valid objections or alternative solutions?
- How detailed is the review? (Are minor comments also included?)
- Was the tone of the review appropriate?

Final Version (30%)

The final version of the paper should contain a full (theoretical) account. The paper is due on April 18.

Your paper will be graded based on the following criteria:

- Is the paper and well-organized and clearly written?

- Did the paper raise new questions, observations, generalizations?
- Is the empirical coverage of the paper sufficient?
- Did the paper accurately summarize previous research?
- Is the argumentation solid?
- Is the theoretical account original, clearly motivated and well-suited?
- Did you integrate the reviewers' and instructor's comments? You may provide a separate letter with a point-by-point response to the reviewers.

Evaluation: Summary

Participation		10%
Two reports	First	7%
	Second	8%
Two presentations	Report	5%
	Paper	10%
Abstract	Writing	7%
	Peer reviews	3%
Paper	First version	12%
	Peer reviews	8%
	Final version	30%

Reading

Required

- Rose, Sharon and Rachel Walker (2011). Harmony systems. In John Goldsmith, Jason Riggle and Alan Yu (eds.) *The Handbook of Phonological Theory, 2nd Edition*. Malden, MA: Wiley-Blackwell.
- Hyman, Larry (to appear). Is there a right-to-left bias in vowel harmony? In Rennison, John R. and Neubarth, Friedrich and Pochträger, Markus A. (eds.) *Phonologica 2002*. Berlin: Mouton de Gruyter.
- Hyman, Larry (2011). Tone: Is it different? In John Goldsmith, Jason Riggle and Alan Yu (eds.) *The Handbook of Phonological Theory, 2nd Edition*. Malden, MA: Wiley-Blackwell. 197–239.
- Steriade, Donca (2001). Directional asymmetries in place assimilation: A perceptual account. In Elizabeth V. Hume and Keith Johnson (eds.) *The Role of Speech Perception in Phonology*. New York: Academic Press. 219–250.
- Kaun, Abigail R. (2004). The typology of rounding harmony. In Bruce Hayes, Robert Kirchner and Donca Steriade (eds.) *Phonetically Based Phonology*. Cambridge: Cambridge University Press. 87–116.

- McCarthy, John J. (2004). Headed spans and autosegmental spreading. Ms., University of Massachusetts Amherst. Available on Rutgers Optimality Archive, ROA 685, <http://roa.rutgers.edu>.
- Ní Chiosáin, Máire and Jaye Padgett (2001). Markedness, segment realization, and locality of spreading. In Linda Lombardi (ed.) *Segmental Phonology in Optimality Theory: Constraints and Representations*. Santa Cruz: Cambridge University Press. 118–156.
- Walker, Rachel (2011). Nasal harmony. In Marc van Oostendorp, Colin J. Ewen, Elizabeth Hume, and Keren Rice (eds.) *The Blackwell Companion to Phonology*. Malden, MA: Wiley-Blackwell. 1838–1865.
- Beckman, Jill (1997). Positional faithfulness, positional neutralization and Shona vowel harmony. *Phonology* 14. 1–46.
- Pulleyblank, Douglas (1996). Neutral vowels in Optimality Theory: A comparison of Yoruba and Wolof. *Canadian Journal of Linguistics* 41. 295–347.
- Dresher, B. Elan (2009). Evidence for the contrastive hierarchy in phonology. In *The Contrastive Hierarchy in Phonology*. Cambridge: Cambridge University Press. 162–210.
- Nevins, Andrew (2010). *Locality in Vowel Harmony*. Cambridge, MA: MIT Press. (Selected chapters.)
- Piggott, Glyne (2003). Theoretical implications of segment neutrality in nasal harmony. *Phonology* 20. 375–424.
- Zsiga, Elisabeth C. (2011). Local assimilation. In Marc van Oostendorp, Colin J. Ewen, Elizabeth Hume, and Keren Rice (eds.) *The Blackwell Companion to Phonology*. 1919–1944. Malden, MA: Wiley-Blackwell.
- Rubach, Jerzy (2008). Prevocalic faithfulness. *Phonology* 25. 433–468.
- Rose, Sharon and Rachel Walker (2004). A typology of consonant agreement as correspondence. *Language* 80. 475–531.
- Gallagher, Gillian (2010). Perceptual distinctness and long-distance laryngeal restrictions. *Phonology* 27. 435–480.
- Kochetov, Alexei (2011). Palatalization. In Marc van Oostendorp, Colin J. Ewen, Elizabeth Hume, and Keren Rice (eds.) *The Blackwell Companion to Phonology*. Malden, MA: Wiley-Blackwell. Palatalization. 1666–1690.
- Bateman, Nicoleta (2011). On the typology of palatalization. *Language and Linguistics Compass* 5. 588–602.
- Bessell, Nicola J. (1998). Local and non-local consonant-vowel interaction in Interior Salish. *Phonology* 15. 1–40.
- Morén, Bruce (2006). Consonant-vowel interactions in Serbian: Features, representations and constraint interactions. *Lingua* 116. 1198–1244.

Additional

Additional literature will be assigned to each student depending on the focus of their reports and paper.

Class Schedule (Tentative)

Date	Topic	Deadlines
1/8	Introduction. Definition and phonetic underpinnings. Sample Asymmetries Reading: Rose & Walker 2011	
1/15	Directionality, positions, domains, and locality Reading: Hyman to appear (or Hyman 2011), Steriade 2001	1/13 Topic report 1
1/22	Triggers and targets Reading: Kaun 2004 (or McCarthy 2004)	1/20 Report 1 due
1/29	Transparent segments and blockers Reading: Ní Chiosáin & Padgett 2001, Walker 2011	1/27 Topic report 2
2/5	Vowel harmony (and How to write an abstract) Reading: Beckman 1997, Pulleyblank 1996	2/3 Report 2 due
2/12	Individual consultations. No class	2/15 Topic paper
2/19	Reading week. No class	
2/26	Vowel harmony, cont'd (and How to write a peer review) Reading: Dresher 2009, Nevins 2011	2/28 Abstract due
3/5	Nasal harmony (and How to write a paper) Reading: Piggott 2003	3/7 Abstract reviews due
3/12	Local consonant assimilation (and How to present) Reading: Zsiga 2011, Rubach 2008	
3/19	Consonant harmony Reading: Rose & Walker 2004, Gallagher 2010	3/17 Paper version 1 due
3/26	Consonant–vowel interactions Reading: Kochetov 2011 (or Bateman 2011), Bessell 1998 (or Moren 2003)	3/24 Paper reviews due
4/2	Presentations	4/18 Final paper due

Course Policies

- This course requires constant, weekly output. Plan your homework well in advance and make sure you have enough time to complete the task.
- Deadlines are not negotiable. However, if you think you cannot meet a deadline because of personal or religious reasons, or because of a health or family emergency, make sure to let me know **at the beginning of the semester** or when the situation presents itself—but certainly well before the deadline. I will do my best to accommodate your needs. Note that as a general rule, extensions will not be allowed if requested after the deadline has passed.

- All work is to be submitted via Blackboard. Microsoft Word (.doc, .rtf) documents create various problems and cannot be accepted. Please, submit your work in the Portable Document Format (.pdf), and make sure that any special fonts are included in the file.
- It is the university policy that students use their UofT addresses for all communication related to their coursework.
- Please, do not be late to class. In the case of absence, no credit can be given for assignments that require in-class participation or presentation.