

LING 613/13F

Instructor: Darin Flynn

Course prerequisites: LING 303 & 403, or equivalent

Class time, location: Mondays, Wednesdays & Fridays 12:00pm-12:50pm, SS 819

Office hours: Fridays 2:00-3:00pm, SS 806

Telephone: Department: 220-5469; Darin: 220-6110

E-mail: dflynn@ucalgary.ca (feel free to email questions)

Assignment of grades: Course grades will be assigned on a distribution that is NOT more restrictive than the one below:

A+ 97-100%	B+ 84-88%	C+ 69-73%	D+ 54-58%
A 93-96%	B 79-83%	C 64-68%	D 50-53%
A- 89-92%	B- 74-78%	C- 59-63%	F 0-49%

Grading system: 6 presentations of relatively short readings (schedule TBA) @ 5% each
Research prospectus (due Nov. 13) 5%
3 exercises (due Oct. 4, Oct. 25, Nov. 15) @ 5% each
Book review presentation (Nov. 22) 5%
Book review (due Nov. 29) 15%
Final research presentation (Dec. 6) 5%
Major section of a joint research paper (due Dec. 16) 25%

Re: presentations: I've assigned an article or chapter to each class. Look in the schedule given on the first day of class to see which ones you are presenting. Though I've tried to give you only relatively short readings (with one or two exceptions), give yourself at least a few days to prepare for your presentation, which should be supported by handouts or overhead-projections or computer-projected slides.

Re: exercises: Three short exercises will be handed out at least ten days in advance and will be due Oct. 4, Oct. 25, and Nov. 15, respectively.

Re: book review: In our very first week, you must choose a new book (2011 or later) on a topic that intersects with the course content and your own personal interests. In the end, your review should be about 8 pages long. It should assess the book's content, merit and style. The goal is to develop critical and analytical skills, so feel free to add some of your own ideas or relevant data.

In the first two months I will ask you repeatedly about your review, and also ask that you come discuss your progress with me during office hours. On Nov. 22, you will give a class presentation on your review. The feedback you receive following this presentation should inform the final version, which is due Nov. 29 (so it won't interfere with the research for your final paper, discussed next).

Re: research paper: Because we have a small class, I would like you to write a joint paper together, on a topic of general interest, chosen together in class. Each of us will be responsible for one aspect that suits our interests and strengths.

Over the next month, we will need to investigate possible research topics and choose one together by late October. By November 13, turn in a brief prospectus (no more than one page) in which you describe the subtopic you are investigating, cite the main source(s) you are consulting, and suggest why it's interesting or where your investigations might lead. I expect your written portion of our group project to be in the range of 15-20 pages. On Dec. 6, you will present your research in class. For this presentation you should prepare a brief handout setting out the data and the main analytic or theoretical points. The written version of your report is due Dec. 16.

All written work must be submitted electronically (preferably **pdf** or **Word** document). All phonetic characters must be typed in a well-known phonetic font. On PCs you'll find all phonetic characters in Lucida Sans Unicode (or else in Arial Unicode MS, which is normally installed with Word XP). Word 2007 is installed with fonts that have ALL phonetic symbols (Times New Roman, Arial, etc.). Another good font on PCs for phonetic symbols is Segoe UI. Windows' new default fonts, Calibri and Cambria, as included in Windows 7, are also IPA-compliant. OS 10.2.3 and higher has a Unicode font called Lucida Sans Regular which includes IPA. Locate LucidaSansRegular.ttf and drag it to the Library folder of your user Home directory.

Course content: This readings- and problems-based course focuses on phonology —both featural and prosodic— from a generative perspective (Chomsky 1951; Halle 1962; Chomsky 1964; Halle 1964; Chomsky & Halle 1968; for a history, see e.g. Kenstowicz 2006; Goldsmith & Laks 2011). This view of phonology —as the study of an aspect of human cognition rather than the study of an external, physical or social reality— was pioneered by Edward Sapir, a Mozart-like figure in linguistics during the first half of the twentieth century. As Chomsky (1965:193) describes, “Sapir’s mentalistic phonology ... used informant responses and comments as evidence bearing on the psychological reality of some abstract system of phonological elements.” Aside from Sapir (1933[1949]), which is especially famous, you should also read Sapir (1925). This classic, which appeared in the first volume of *Language*, clarifies that sound can be studied from the point of view of physics, sociophonetics or cognitive science, and emphasizes “the necessity of getting behind the sense data of any type of expression in order to grasp the intuitively felt and communicated forms which alone give significance to such expression” (p. 51).

In our course we will pay special attention to the relationship with phonetics (Keating 1990; 1996).¹ A key point of discussion will be the generative assumptions (i) that the phonological and phonetic components of grammar are separate modules and (ii) that the former deals in discrete

¹ Keating (among others) addresses the common misconception (e.g., Fudge 1990:30) that “phonetics, unlike phonology, is independent of particular languages” (Wetzel 2009:8).

categories, the latter in continuous gradients. These assumptions are seen in the following three excerpts from recent literature:

We take the essential difference between phonetics and phonology to be in the character of the objects studied: phonetics studies objects in continuous three-dimensional space, frequency domain, and time, whereas phonology studies symbolic representations employing a largely discrete alphabet, whose global structure can be represented as a relatively simple graph. (Goldsmith & Laks 2011:16)

Categorical phonology and gradient phonetics are privileged due to the central task of the phonology in the maintenance and realization of contrast and the fundamentally continuous nature of the physical realization of sound patterns. (Cohn 2007:25)

We will examine sound (and some gestural) patterns —distributions and alternations— as phonetic and/or phonological. The clearest cases will be those involving objects that are either strictly phonetic (e.g., stop release: Anderson 1974) or strictly phonological (e.g., the syllable: Kenstowicz & Kisseberth 1979:255-6).² More controversy surrounds those properties which are considered either phonetic or phonological, depending on the language —or the analyst. For instance, many cases of allophony presented in phonology textbooks such as Jensen (2004) and Hayes (2009) are analyzed as phonetic processes by others (e.g., Keyser & Stevens 2006). On the other hand, the incomplete neutralization of voicing in German (Port & Leary 2005) and the near-merger of tones in Cantonese (Yu 2007) and of neutral vowels in Hungarian (Benus & Gafos 2007), which are each alleged to stump formal phonology, can perhaps be treated simply with autosegmental [voice] (Oostendorp 2008), [upper register] (Yip 2002) and [back] (Ringen & Vago 1998:399), respectively. Of particular interest are what Cohn (2007:7) calls “*phonetic and phonological doublets*, cases where there are parallel categorical and gradient effects in the same language, with independent evidence suggesting that the former are due to the phonology and the latter result from the implementation of the former.” Two good examples we will consider are nasalization and palatalization in English vs. French (Cohn 1993) and Russian (Zsiga 2000). We will also look at how “enhancing” patterns can be understood in the phonetics as addition and substitution of properties in the phonetics (Howe & Fulop 2005; Keyser & Stevens 2006).

Of course, our survey will not be exhaustive. In featural phonology we will concentrate only on a few features, such as voicing. Our survey of prosodic phonology will be more exhaustive.

² “Everyone knows that ‘a syllable is what *syllable* has three of’” (Lass 1984:248), yet “there is no agreed phonetic definition of the syllable” (Ladefoged 1982:218).

References:

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- Yu, Alan C. L. 2007. Understanding near mergers: the case of morphological tone in Cantonese. *Phonology* 24(1): 187-214.
- Zsiga, Elizabeth C. 2000. Phonetic alignment constraints: consonant overlap and palatalization in English and Russian. *Journal of Phonetics* 28: 69-102.

GENERAL COURSE/UNIVERSITY INFORMATION FOR ALL STUDENTS

LINGUISTICS STUDENT ADVISING

For any questions regarding the undergraduate or graduate program in linguistics, the organization of your program, or the selection of courses, contact the appropriate advisor as follows:

Graduate Program Director Dr Susanne Carroll SS 830 linggrad@ucalgary.ca

FACULTY of ARTS PROGRAM ADVISING and STUDENT INFORMATION

The Faculty of Arts Program Information Centre (PIC) is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require. The PIC is located in the Social Sciences Building (SS 102), please contact them by phone 220-3580, or email artsads@ucalgary.ca, or visit the website <http://arts.ucalgary.ca/undergraduate>.

For graduate program planning and advice, contact the Faculty of Graduate Studies, located in the MacKimmie Library Tower, Room 213, or you can contact them at 220-4938, by email graduate@ucalgary.ca, or visit their website <http://grad.ucalgary.ca/home>.

For registration issues, contact Enrolment Services who will also be able to help you with questions about fee payments, awards, financial aid, admissions questions, visiting and exchange students, open studies, transcripts, deferred exams. Enrolment Services are in the MacKimmie Library Block, Room 117, or you can contact them at 403-210-ROCK [7625] or visit their website <http://www.ucalgary.ca/registrar/>.

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodation. If you are a student with a documented disability who may require academic accommodation, and have not registered with **Student Accessibility Services** (formerly the Disability Resource Centre), please contact their office at 403-220-8237. Students who have not registered with **Student Accessibility Services** are not eligible for formal academic accommodation. **You are required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.**

FREEDOM OF INFORMATION AND PRIVACY ACT (FOIP)

The Freedom of Information and Protection of Privacy Act was enacted by the Alberta Legislature on June 1, 1994. The Act is intended first of all to allow any person the right of access to the records in the custody and under the control of a public body although this right is subject to limited and specific exceptions. The Act also includes a strong right to privacy component, allowing individuals to control the manner in which a public body collects personal information, to control the use that a public body may make of the information, and to control the disclosure of that information by a public body. It also allows individuals the right of access to personal information about themselves held by a public body and the right to request corrections to that information.

For more information on FOIP, visit the website <http://www.ucalgary.ca/legalservices/foip/>, or contact Jo-Anne Munn Gafuik at 403-220-3602 or by email munnngafu@ucalgary.ca

PLAGIARISM AND ACADEMIC MISCONDUCT

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course, when, in fact, it is not. Most commonly plagiarism exists when:

1. the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
2. parts of the work are taken from another source without reference to the original author; ;
3. the whole work (e.g. an essay) is copied from another source; and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Students are often encouraged to work together in preparing homework assignments, but check with your instructor beforehand. However, unless noted otherwise in writing, students must write up their own answers for submission of the assignment. Failure to do so constitutes plagiarism.

Plagiarism is an extremely serious academic offence. Possible penalties for plagiarism include: failing the assignment, failing the course, disciplinary probation, suspension, or expulsion. Any student who voluntarily and consciously aids another student in the commission of plagiarism is also guilty of academic misconduct.

For more information on academic misconduct and related UofC regulations please consult the Student Misconduct pages in the on-line University Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>.

EMERGENCY EVACUATION AND ASSEMBLY POINTS

The University of Calgary is committed to creating a safe and healthy living and learning environment. The health and safety of our employees, students and the general public are the highest priority of the University of Calgary's Emergency Management Program. During times of emergency, Assembly Points have been identified across campus. These areas have been selected as they are large enough to hold a significant number of people and will provide an evacuated population access to washroom facilities and protection from the elements. Assembly points are also designed to establish a location for information updates:

- from the emergency responders to the evacuees; and
- from the evacuated population to the emergency responders.

Please familiarize yourself with the following:

Emergency Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Emergency Instructions: <http://www.ucalgary.ca/emergencyplan/node/28>

SAFEWALK INFORMATION

Twenty four hours a day and seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors. Requesting Safewalk volunteers to walk with you is easy:

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk

For more information, contact the Safewalk main office at 403-220-4750, by email safewalk@ucalgary.ca or visit their website <http://www.ucalgary.ca/security/safewalk>.

STUDENT REPRESENTATIVE INFORMATION

The Students' Union and the Graduate Students' Association (GSA) in partnership with the University of Calgary offers students a key advocacy resource to assist in addressing concerns and issues they encounter at the University with the Student Ombuds Office.

Students in a graduate program, contact the GSA in the MacKimmie Library Tower, MLT 214, by phone at 403-220-5997, by email ask@gsa.ucalgary.ca, or visit their website: <http://gsa.ucalgary.ca/>.

The Student Ombuds Office offers a safe place for undergraduate and graduate students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems. The office is in the Admin. Building, Room A166, or you can contact them at 220-6420, by email ombuds@ucalgary.ca, or visit the website <http://www.ucalgary.ca/provost/students/ombuds>.

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