

LING 525: Seminar in phonology

Instructor: Adam McCollum

Class Meetings: Wednesdays 2:50-5:50

Classroom: Room 108

Office Hours: Monday 10-11, Thursday 10-11

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You see, I went on with this research just the way it led me. That is the only way I ever heard of research going. I asked a question, devised some method of getting an answer, and got – a fresh question. Was this possible, or that possible? You cannot imagine what this mean to an investigator, what an intellectual passion grows upon him.

-HG Wells, *The Island of Doctor Moreau*

The relationship between phonology and phonetics has been a controversial topic for quite some time, and ultimately offers significant import for the larger structure of the human language faculty. Since at least Jakobson et al (1952), phonological features have been defined in terms of articulatory or acoustic phonetic substance, suggesting that the link between these two parts of the grammar is more than trivial. However, much recent work has questioned the modular, feed-forward architecture of earlier Generative work, instead arguing that phonology and phonetics are a single entity, or that phonology exploits phonetic facts and details to constrain the typology of sound patterns. In this seminar we'll attempt to better understand fundamental questions like: what is phonology, what is phonetics, and how are the two related. One topic that we'll discuss at some length is gradience, specifically subphonemic gradience. Does incomplete neutralization/assimilation always point to a phonetic source? Or might phonology have access to and manipulate continuous variables, in addition to the discrete, symbolic variables phonologists have long assumed?

As a seminar, this class is highly dependent on reading and discussion. If you do not do the readings, you will likely be unable to meaningfully participate in discussion, and in turn will miss out on further formation of ideas that emerges via discussion. Thus, I expect everyone to read the assigned papers and come to class prepared to actively discuss them.

Your grade in this class is based on the following: participation, leading discussion, and writing a final paper relating the topics from this class to your own research.

- Each student officially enrolled in the class will be expected to lead discussion on 2-3 papers during the term. Each student sitting in on the class will be expected to lead discussion on 1 paper during the term.
- Each student official enrolled in the class will be expected to write a final paper connecting the topic of the seminar to their own research. Ideally, this would involve an actual phonetic or psycholinguistic study of some sort, but other options are possible, and should be discussed with me. *Remember, the goal of these things is to give you a platform for your research and launching pad for some of those first publications.*

Schedule

Week	Date	Topic	Readings to discuss	Discussion leader	Landmarks
1	1/22			Adam	
2	1/29	Substance	Kingston 2007; Reiss 2016	Adam	
3	2/5	Phonology-phonetics interface	Pierrehumbert 1990; Keating 1996	Adam	
4	2/12	Gradience	Zsiga 1997; Cohn 2006	Adam	
5	2/19	Gradience	Ernestus 2011; Tucker & Warner 2010	Adam	
6	2/26	Experimental design	Abbuhl et al. 2014	Adam	Initial meeting
7	3/4	Phonetics in phonology	Yu 2004; Lionnet 2017	Jill, Huteng	
8	3/11	Recording and acoustic analysis	Podesva & Zsiga 2014; Boersma 2014	Adam	
Spring Break!					
10	3/25	Sound patterns in the lab: phonological or phonetic?	Cohn 1993; Zsiga 2000	Dine, Chaoyi	
11	4/1	Unified models: Exemplars	Pierrehumbert 2002; Cole 2009	Jill, Adam	
12	4/8	Unified models: Articulatory Phonology	Browman & Goldstein 1989; Smith 2018	Chaoyi, Adam	
13	4/15	Intonational Phonology	Gussenhoven 2004; Arvaniti & Ladd 2009	Dine, Adam	
14	4/22	Statistics	Johnson 2014; Gries 2014; Baayen 2014	Adam	
15	4/29	Wrap-up		Adam	Rough draft due by April 30
					Paper due Wed 5/13 at noon