Morphophonology: P > M and M > P

Course description: The course examines phonologically-conditioned morphology and morphologically-conditioned phonology from various theoretical perspectives in order to better understand morphology–phonology interactions, the structure of the grammar, and the acquisition of morphophonology. We look at some theoretical and experimental approaches to suppletive allomorphy, ungrammaticality, paradigm effects and gaps, 'natural' vs. 'unnatural' morphophonological processes, and the learnability of exceptionality, as well as other topics of special interest to students.

Course outcomes: Students will be able to read and evaluate papers in the field, develop their own research questions and hypotheses, write and present a research paper that contributes to theory and practice, and contextualize their work in the field of phonology-morphology interactions.

Course requirements and evaluation: Completion of all required readings and participation in class discussions (20%), three presentations as discussion leader (30%), a seminar paper and its presentation (50%). The first draft of the paper is due on Nov 16 and the final version is due during finals week on Monday, December 11. (NOTE: Students taking the course for 0-1 credits are expected to attend and contribute to class, do all readings and lead one discussion. Students taking the course for 2 credits are expected to attend and contribute to class, read the papers and lead three class discussions.)

Readings: Weekly readings will come from the list below and from mutually agreed upon additions (or subtractions) to the list. Because the readings vary greatly in length, an effort will be made to distribute student workload equitably, with one long and complex paper=two short papers on related topics for purposes of presentation, as grouped below.

Students working on qualifying papers during this semester and taking the course for 3 credits: You may look for a related issue within your QP topic for the assigned course paper or write a detailed summary and critique (approx. 8-10 pp.) of one additional paper identified by you and related to the seminar topic (subject to approval by the instructor).

Academic Integrity: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instance of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Disability Support Services (DSS): If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services (631) 632-6748 or http://studentaffairs.stonybrook.edu/dss/. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website:http://www.stonybrook.edu/ehs/fire/disabilities/asp.

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

NOTE: The suggested selection of readings may be adjusted in response to student interest. And students are strongly encouraged to add other readings in morphophonology relevant to their research.
I. P > M: Phonologically-conditioned allomorphy, gaps and ungrammaticality

Introduction and background, general discussion


II. M > P: Morphologically-conditioned phonology and exceptionality

9 Bermúdez-Otero/Kiparsky TBA. Cyclicity and Stratal OT
III. M ~ P: Learning of morphophonology


Also keep in mind the following and add your own to the list:

Albright, Adam. Many of his papers, see website.


Gouskova, Maria, Luiza Newlin-Lukowicz, Sofya Kasyanenko. 2015. Selectional restrictions as phonotactics over sublexicons. *Lingua* 167: 41-81. ik/ek


Inkelas, Sharon, 2016. The directionality and locality of allomorphic conditioning in Optimal Construction Morphology. OCM. (Mostly morphology, new theory.)


Kiparsky, Paul. 2014. Stratal OT: A synopsis and FAQs. Taipei paper, on his website.


Paster, Mary. 2009. Explaining phonological conditions on affixation: Evidence from suppletive allomorphy and affix ordering. *Word Structure* 2.1: 18-47. (Much of this is in her other papers, but affix order discussion is good here.)


