

# Syllabus for LIN 623

## Phonology 2 – Spring 2026

**MW 09:30-10:50 in SBS S216**

Last Updated: February 2, 2026

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COURSE WEBSITE: <http://jeffreyheinz.net/classes/26S/623/>

**What is this course?** This course is the second graduate course in phonological theory. You will do the following, as well as conduct original research.

1. Continue to develop an awareness and knowledge of the empirical phenomena and the fundamental questions at the heart of the enterprise.
2. Continue to identify principles that guide analysis.
3. Deepen your understanding of analytical techniques and their failings.
4. Deepen your understanding of representational and operational/mechanical aspects of phonological theories.

We will also focus on the following issues and topics that are controversial within phonological theory.

- What is the architecture of phonological grammars: ordered rules, ranked constraints, weighted constraints, or something else?
- How should theories be evaluated and what do such evaluation metrics say about those theories?
- What aspects of phonology are language-specific and/or universal?
- How abstract is phonology?
- To what extent do phonetic principles govern phonology?
- To what extent do diachronic principles govern phonology?
- To what extent do computational principles govern phonology?
- To what extent do principles of learning govern phonology?

### Required Texts

- Readings and papers that I periodically place on the course website.

**Grading policy** The final course grade depends on the following work.

Item	Percent of final grade
3 Long Assignments (squibs)	30%
Class Participation	30%
Final Project Presentation	10%
Final Project Paper	30%

**Squibs** These are essays that present a morpho-phonological analysis of some data. The goal of these assignments is to develop your academic writing skills. Like a journal article, it should have a title, section headings, and possibly references. They should be self-contained papers which clearly present the relevant data, identify the relevant linguistic generalizations, provide a formal analysis, and demonstrate its veracity and correctness. Actual published squibs will also relate the work contained in to broader theoretical issues in the field, and you are encouraged to do this to the extent possible.

**Class Participation** Attendance is required. If you cannot attend one day for some reason, please let me know in advance, as soon as you are safely able to.

During class we will discuss readings and apply our knowledge to analyzing data sets. Participation in class is expected and encouraged.

**Project Proposal** You will complete a research project of your choosing in this class as part of the Class Participation grade. Continuing research that you conducted in Fall 2025 is permitted.

Your project proposal must be approved by me before I will accept your final paper. Proposals should be 300-500 words in length and include references. What question are you asking, why is it important, how will you answer it, and how is the project feasible given the constraints you have on your time? The proposal should be approved by me no later than April 4.

Students are required to have a 1-1 meeting with me on or before Friday February 27 to discuss potential final projects. Your proposals can be submitted to me anytime after that meeting. I may return it with feedback for additional revision before approving it.

**Project Presentation** You will present the current state of your research project in a 10 minute block during the last week of class, followed by a 5 minute block for Q&A. Your presentation should be accompanied by either a handout or slides.

**Final Paper** You will turn in a research paper based on your proposal. The paper is due Wednesday, May 13, 2025 at noon.

## Workload per Credits

- *0 credits*: attend (but I highly recommend that you at least do the readings as they will be discussed in class)
- *1 credit*: attend, readings, participation
- *2 credits*: attend, readings, participation, squibs
- *3 credits*: attend, readings, participation, squibs, project

## Office Hours and Policy on Collaborating

- I will have office hours Mondays and Wednesdays 4:30pm-6:00pm in IACS L160, and by appointment. You are encouraged to drop by even for short questions.
- Meeting with your classmates regularly to discuss course material and assignments is strongly recommended. Much learning occurs when working out problems with other people. However, each student must write-up their work (such as squibs) individually.

## Topics Covered and Anticipated Schedule

This schedule is tentative and subject to change.

Week	Dates	Topics	Readings	Squib Due
01	01/27 29	Intro, OT	McCarthy 2008, Chaps 1-2	
02	02/03 05	OT	McCarthy 2008, Chaps 2-3	Squib 1
03	02/10 12	HG, HS	Pater 2009, McCarthy 2010	
04	02/17 19	Stratal OT	Lexical Phonology Handout	
05	02/24 26	OT critiques	Vaux 2008	Squib 2
06	03/03 05	syllables	D&E85, P&S 93,	
06	03/10 12	syllables	Strother-Garcia 2019	
07	03/17 19	SPRING BREAK		
08	03/24 26	stress	ST2, Lambert 2025	Squib 3
09	03/31 04/02	tone	Jardine 2017	
10	04/07 09	harmony	R&W 2011	
11	04/14 16	abstractness	Kaye 1980	
12	04/21 23	underspecification	Reiss 2025	
13	04/28 04/30	Presentations		
14	05/05 07	Presentations		

## University Policies and Services

**Attendance** In the event of a short-term absence from class, students are encouraged to communicate immediately and work directly with instructors. However, if a student is struggling with an extended absence due a hospitalization, family illness or death, they are encouraged to reach out to the Student Support Team.

**Student Accessibility Support Center Statement** If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Stony Brook Union Suite 107, (631) 632-6748, or at [sasc@stonybrook.edu](mailto:sasc@stonybrook.edu). 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 the Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-disabilities> and search Fire Safety and Evacuation and Disabilities.

**Academic Integrity Statement** 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 is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Professions, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at [http://www.stonybrook.edu/commcms/academic\\_integrity/index.html](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

**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 Student Conduct and Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.