

KIM-PO304 /KIM-PT331
Comparative Phonetics and Phonology of Spanish and Portuguese

Fall 2020: **Mondays, 1615 – 1745**
On Zoom

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Course Objectives

This course is a broad overview of the phonetics and phonology of Spanish and Portuguese, and of the processes of sound change that led to the evolution into their present dialects. At the end of the semester, you will have learned about the basic elements of historical phonological analysis, and how those can be used for purposes such as research or language teaching. With the background you will acquire, we will be able to discuss attitudes to dialects, issues of mutual intelligibility, the evolution of Romance, and how Iberian languages in particular changed over time. The power dynamics behind the teaching and use of language varieties (e.g. Castilian vs. Peruvian Spanish) will also be discussed.

Materials

There is a **series of required readings** that will be available online on Moodle. All students are expected to have read the assigned readings **before** the class period for which they are listed in the syllabus. Assignments will be taken directly from the materials read for class. These may be chapters from selected textbooks or pertinent scientific articles.

Moodle

Readings, assignments, etc. will be posted on Moodle <https://moodle.helsinki.fi>.

Course Requirements

- Questions about the weekly readings - 30%
- Article discussion forum - 15%
- Assignments & In-class activities - 20%
- Annotated bibliography - 10%
- Final project - 25%

Questions on the Weekly Readings

Students are expected to post **two questions** about the readings specified in the syllabus for the coming week on Moodle. In other words, the questions should be posted **before the class meets**. The questions must be specific enough to reflect your understanding of the chapter(s)/article(s) in question. General questions (e.g. 'What is phonology?') should be avoided, because they give an impression that one has not done a careful reading of the content. Questions will be graded on a scale of: 1- no question posted, 3- incomplete or lacking reflection, and 5- very appropriate. Weekly questions account for 30% of your final grade.

- Questions on the week's reading must be posted by the **Friday** before class.
- When there is more than one reading for a given week, your questions should preferably refer to the entirety of the content for that week.

Article Discussion Forum

Students will be asked to discuss specific articles amongst themselves in an online forum. There will be a number of predetermined questions for each article, and students will pick one question to respond to based on their experience and understanding of the issue. Additionally, each student will be asked to comment on two of their classmates' responses per activity. Further information will be posted on Moodle.

Assignments and In-class exercises

From time to time you will be asked to work on specific questions pertaining to the topics we discuss. This can take the form of an online quiz, an assignment to be done at home or an in-class activity.

Annotated Bibliography

Writing an annotated bibliography (AB) is excellent preparation for a research project. Although collecting sources for a bibliography is useful in itself, the process of annotating them requires a much more careful reading of each individual source. Writing an annotated bibliography will thus help you gain a more thorough perspective on what has been said about your topic. The format of the AB is much like that of a reading response paper, albeit much shorter. An AB should contain the following:

- The bibliographical information of the source (please use APA formatting).
- A **single paragraph** with your annotation, which should describe:

1. The topic addressed in the source;
2. How that topic relates to your own research interest;
3. An evaluation of the author's results and/or conclusions; and
4. How your own study fits into the discussion proposed.

NB: For this assignment, only academic sources constitute valid references, such as articles published in refereed journals, books or book chapters. You may refer to other types of sources (e.g. news articles, conference presentations, dictionaries, etc.) in the final project, however.

Final Project: Research Prospectus

The Prospectus should discuss a question that pertains to the general topic of Phonetics and Phonology of Spanish and Portuguese. That is, it should address a phenomenon that is present in both languages (i.e. cross-linguistic) in some form. A **prospectus** is an outline of a possible research project, informed by a solid review of the literature without the need for novel data to be presented. The following components should be included:

1. Clear statement of the specific question and why it is of interest to the study of Comparative Phonetics and Phonology of Spanish and Portuguese as a whole.
2. Statement of your hypotheses and how previous research informs your predictions.
3. Description of the Method. What type of source did/would you use? For instance, online corpora of historical data, recordings of synchronic change, comparative dictionaries, etc.
4. Results. What do you expect to find based on previous literature? For instance, does a related language show a similar phenomenon?
5. Discussion and conclusion. This component should tie in all of the previous ones, and propose an evaluation of how the study contributes/would contribute to the field of Phonetics, Phonology, and/or Historical Linguistics from a broader perspective.

Extra credit

One main extra credit opportunity will be offered over the course of the semester. An extra credit award accounts for 10% of the total course grade. The extra credit assignment will be based on selected readings or consist of a number of exercises. More information will be added as it becomes available.

Tentative Course Schedule - Schedule and readings are subject to change

Week	Date	Topic(s)	Readings	Assignments
PART I – GENERAL INTRODUCTION				
36	31.08	Welcome! <i>Phonetics and Phonology</i>		Background assessment
37	07.09	<i>Phonetics review</i>	Nathan (2008) Ch 2	
38	14.09	<i>Phonology review</i>	Bybee (1994) Nathan (2008) Ch 3	
39	21.09	<i>From Vulgar Latin to Ibero Romance – Sound change review</i>	Alkire & Rosen (2010) Ch 2-3 Csér (2015)	Evaluation
PART II – MORE ABOUT SPANISH				
40	28.09	Segments	Campos-Astorkiza (2012) Martínez-Gil (2012)	
41	05.10	Suprasegmentals	Morales-Front (2018) Prieto & Roseano (2018)	
42	12.10	Sociolinguistics of Spanish	Molina-Ortés & Campoy (2018) Erker (2018)	Description
PART III – MORE ABOUT PORTUGUESE				
44	26.10	Segments	Massini-Cagliari et al. (2016) Rodrigues & Hora (2016)	
45	02.11	Suprasegmentals	Magalhães (2016) Frota & Moraes (2016)	
46	09.11	Acquisition of Portuguese Phonology	Ferreira-Gonçalves & Freitas (2016)	
PART IV – SPANISH AND PORTUGUESE AND BEYOND				
47	16.11	Historical Recap	Ferreira & Holt (2014)	AB
48	23.11	Rhythmic differences	Kelm (1991) Voigt et al. (2013)	
49	30.11	Perception	Dupoux et al. (1997) Correia et al. (2015)	
50	07.12	Final discussion		Prospectus