

# LING 324 : ADVANCED TOPICS IN SYNTAX

*TTh 10:30–11:50 AM, Eliot 121*

## Course Syllabus Spring 2014

### **Matt Pearson**

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Office hrs: Monday 12:30–2:30  
Tuesday 3:30–4:30  
(or by appointment)

### **Katy McKinney-Bock**

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Thursday 4:00–5:30  
Friday 2:00–3:30  
(or by appointment)

## PREREQUISITES

LING 323 *Introductory Syntax* or equivalent, or permission from the instructors, is required. Additional courses dealing with syntactic structure, such as LING 328 *Morphosyntactic Typology*, are recommended but not required.

## FOCUS OF THE COURSE

This course gives students the opportunity to build on concepts learned in *Introductory Syntax* by exploring current research problems. The broad goals of the course are:

1. To extend and update the formal model of syntax sketched in LING 323, showing how it has been developed to handle empirical problems in English and other languages.
2. To give students practice in understanding, constructing, and presenting syntactic arguments, as well as the opportunity to conduct their own syntactic research.
3. To expose students to influential papers in formal syntactic literature from the past two decades, in particular papers which developed key theoretical aspects of the Minimalist Program (MP) related to phrase structure, linearization, and movement.

Regarding point (3): This class has no textbooks and no problem sets; instead, we focus almost exclusively on reading and discussing original articles and selections from monographs. A list of these is given at the end of the syllabus. This list probably includes more readings than we can hope to cover in a single semester. We will decide as we go along which readings to focus our discussion on.

We have tried to pick readings which are accessible (at least with some effort) to students who have only had a basic introduction to GB syntax. However, many of the papers are quite technical. In certain cases we have prefaced the papers with short readings from textbooks and other secondary sources. Nevertheless, it may be useful to have a couple reference works handy as you read, in case you need to refresh your memory on the meanings of certain terms which the authors don't define. I recommend Haegeman's *Introduction to Government and Binding Theory* (2nd ed.), and

Ouhalla's *Introducing Transformational Grammar: From Principles and Parameters to Minimalism* (2nd ed.) (these books are on two-hour reserve for LING 323). However, any introductory textbook on generative syntax would be useful.

## **COURSE REQUIREMENTS, POLICIES, DEADLINES**

Students will be expected to complete all assigned readings, attend every class meeting, and participate actively in discussion. At various points students will be asked to lead the discussion or present material in class. In addition, you will be required to complete short response papers and a final research paper on a topic of your choice. There will be no problem sets or exams.

Written work (including paper proposals, complete rough drafts, and response papers) must be turned in on time if you wish to receive full credit and comments. Late work will be penalized 10% of total possible points for each day it is late, unless you arrange an extension with us in advance. In addition, late assignments will usually receive minimal comments (or, in the case of response papers, no comments), and may not be returned to you in a timely fashion. Written work may be submitted in either hardcopy or electronic versions. Electronic versions may be in PDF (preferred) or Word (if no specialized fonts or symbols are used).

**Participation** — Given the nature of this course, it is crucial to the success of our class meetings that you complete all readings on time and come to class prepared to discuss them. Participation and attendance will count for approximately **30%** of the course grade.

In order to help us prepare for class discussions, it will be useful for us to know in advance which aspects of the reading you found most interesting, most confusing, or most (un)convincing. Hence, as part of your participation grade, you will be asked to submit at least two questions or comments to the course Moodle page for each class meeting (except for those meetings in which a response paper is due). These can be requests to clarify aspects of the reading, suggested topics for class discussion, or what have you.

**Response Papers** — At various points throughout the course, you will be asked to submit one- to three-page written responses to the readings. These responses will take a variety of forms. For some readings we may ask you to summarize the paper informally and submit a list of questions for discussion, or to compare and contrast the approaches of different authors. For other readings we may ask for a more formal summary in the form of a one-page abstract. The details and deadlines for these short assignments will be announced in class. Together the various response papers will count for approximately **25%** of the course grade.

**Term Paper** — You will be expected to complete a research paper on a topic of your choice involving formal syntactic theory and analysis. Your research must involve outside reading, and may (but need not) incorporate original fieldwork as well. The term paper, including the proposal and rough draft (see below), is worth approximately **45%** of the course grade.

Your topic need not relate directly to the subject matter of the course. You may choose to work on some particular phenomenon of interest in a given language (including English), to compare phenomena across languages, or to tackle a purely theoretical issue. Your paper should include an empirical component—that is, your goal should be to come up with a testable analysis of some small body of natural language data, and to support that analysis with appropriate argumentation. However, your analysis need not be complete: a thorough and careful presentation of the facts, with thoughtful remarks on possible formal approaches and their theoretical implications, could also be sufficient. Please discuss your ideas with us, or solicit our help in selecting a topic, as soon as

possible.<sup>1</sup> For advice on developing a topic, presenting your analysis, and formatting your paper, we strongly recommend the following readings:

- Green, Georgia, and Jerry Morgan. 2001. *Practical Guide to Syntactic Analysis*, chapters 2–4, pp. 15–63. <Print reserve: P291.G694 2001>
- Macaulay, Monica. 2011. *Surviving Linguistics: A Guide for Graduate Students* (2nd ed.), chapters 3–5, pp. 33–84. <Print reserve: P57.U5M33 2011>

A one-page paper proposal, together with a one- to two-page preliminary bibliography, is due the Thursday before spring break (your topic must be approved by Katy and/or Matt prior to this date). Shortly before the end of classes you will be asked to turn in a complete rough draft of your paper for us to comment on. The revised draft is due at the end of exam week. Exact due dates and times are:

Paper proposal and bibliography	<b>Thursday, March 13</b>	5:00pm
Complete rough draft	<b>Thursday, April 17</b>	5:00pm
Final draft with revisions	<b>Thursday, May 15</b>	5:00pm

Papers will be evaluated on completeness, conciseness, organization, correct application of terminology, and clarity and precision of language. In terms of length, you should aim for roughly 15–25 pages. If your paper is less than 12 pages long, then it’s likely that your topic is too narrow or that you’re not going into enough detail; if your paper is more than 30 pages, then either your topic is too broad or you’re rambling.

## READING LIST

The readings for the course are given below, in the approximate order in which we will cover them. Readings are available through the course Moodle page and/or on print reserve, or in e-book form (accessible through the Library catalog). If you have difficulty locating or obtaining any of the readings, please let Katy or Matt know as soon as possible.

This list is subject to modification, depending on how quickly we get through the material. You will notice that we have not assigned specific dates for the readings: it makes more sense to set the pace of the course as we go along, rather than trying to stick to a predetermined schedule. As a rough rule of thumb, we will try to get through one to two major articles per week. Katy and Matt will let you know in class which reading(s) you should be working on for the following week. *Please remember to bring a copy of the day’s reading(s) with you to class, since we will be referring to them constantly in our discussions.*

### Levels of Representation: Covert Movement and Logical Form

1. **Poole**, Geoffrey. 2011. *Syntactic Theory* (2nd ed.), chapter 7 ‘Logical Form’, pp. 188–226. <Moodle, print reserve (for LING 323): P291.P64 2011>
2. **Huang**, C.-T. James. 1995. ‘Logical Form’, *Government and Binding Theory and the Minimalist Program*, ed. Gert Webelhuth, pp. 125–174. <Moodle, print reserve: P291.G68 1995>

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<sup>1</sup>Note that although the readings for this course are mostly couched within the Minimalist Program, you need not adopt Minimalist assumptions in your research paper. If you want to write a paper in a different theoretical framework, that’s fine. All that’s required is that you apply *some* reasonably current formal syntactic model to a particular theoretical or empirical question.

### Constraining Representations: X'-Theory, Binary Branching, and Antisymmetry

3. **Ouhalla**, Jamal. 1999. *Introducing Transformational Grammar: From Principles and Parameters to Minimalism*, chapter 6 'X-bar Theory', pp. 109–143. <Moodle, print reserve (for LING 323): P158.O94 1999>
4. **Poole**, Geoffrey. 2011. *Syntactic Theory* (2nd ed.), chapter 9 'Towards the Minimalist Program: Clause Structure Revisited'; chapter 10 'Towards the Minimalist Program: Movement Revisited', pp. 265–330. <Moodle, print reserve (for LING 323): P291.P64 2011>
5. **Lasnik**, Howard and Juan **Uriagereka**. 2005. *A Course in Minimalist Syntax*, chapter 2 'From Rules to Principles and Beyond', sections 2.1–2.5, pp. 31–48. <Moodle>
6. **Carnie**, Andrew. 2010. *Constituent Structure*, chapter 8 'Towards Set-Theoretic Constituency Representations', sections 8.1–8.3, pp. 135–154. <Moodle>
7. **Kayne**, Richard. 1994. *The Antisymmetry of Syntax*, parts I and II, pp. 1–54. <Moodle, print reserve: P291.K34 1994>

### Deriving Structure in Minimalism: Bare Phrase Structure (and Beyond)

8. **Marantz**, Alec. 1995. 'The Minimalist Program'. *Government and Binding Theory and the Minimalist Program*, ed. Gert Webelhuth, pp. 351–382. <Moodle, print reserve: P291.G68 1995>
9. **Lasnik**, Howard and Juan **Uriagereka**. 2005. *A Course in Minimalist Syntax*, chapter 2 'From Rules to Principles and Beyond', sections 2.6–2.7; chapter 4 'The Economy of Representations'; chapter 5 'The Last Resort Character of Linguistic Computations', pp. 48–55, 104–179. <Moodle>
10. **Carnie**, Andrew. 2010. *Constituent Structure*, chapter 8 'Towards Set-Theoretic Constituency Representations', section 8.4 'Bare Phrase Structure', pp. 154–167. <Moodle>
11. **Chomsky**, Noam. 1995. 'Bare Phrase Structure'. *Evolution and Revolution in Linguistic Theory*, ed. Hector Campos and Paula Kempchinsky, pp. 51–109. <Moodle>
12. **Epstein**, Samuel, et al. 1998. *A Derivational Approach to Syntactic Relations*, chapter 1 'The Derivation of Syntactic Relations', pp. 16–45; chapter 5 'The LCA, Cyclicity, Trace Theory, and the Head Parameter', pp. 139–160. <Moodle, e-book: P291.D476 1998eb>
13. **Svenonius**, Peter. 1994. 'C-Selection as Feature-Checking', *Studia Linguistica* 48, pp. 133–155. <Moodle>
14. **Collins**, Chris. 2002. 'Eliminating Labels'. *Derivation and Explanation in the Minimalist Program*, ed. Samuel Epstein and T. Daniel Seely, pp. 42–64. <Moodle, print reserve: P158.28.D47 2002>
15. **Brody**, Michael. 2000. 'Mirror Theory: Syntactic Representation in Perfect Syntax', *Linguistic Inquiry* 31, pp. 29–56. <Moodle, JSTOR>

## Derivations and Interfaces: Phases and Cyclic Linearization

16. **Chomsky**, Noam. 2001 (2014). ‘Derivation by Phase’ (excerpt), *An Annotated Syntax Reader: Lasting Insights and Questions*, ed. Richard Kayne, Thomas Leu, and Raffaella Zanuttini, pp. 482–492. <Moodle, print reserve: P291.A55 2014>
17. **Legate**, Julie. 2003. ‘Some Interface Properties of the Phase’, *Linguistic Inquiry* 34, pp. 506–516. <Moodle, JSTOR>
18. **Fox**, Danny and David **Pesetsky**. 2005. ‘Cyclic Linearization of Syntactic Structure’, *Theoretical Linguistics* 31, pp. 1–46. <Moodle>
19. **Anagnostopoulou**, Elena. 2005. ‘Holmberg’s Generalization and Cyclic Linearization: Remarks on Fox and Pesetsky’, *Theoretical Linguistics* 31, pp. 95–110. <Moodle>
20. **Müller**, Gereon. 2005. ‘Remarks on Cyclic Linearization and Order Preservation’, *Theoretical Linguistics* 31, pp. 159–171. <Moodle>
21. **Nilsen**, Øystein. 2005. ‘Some Notes on Cyclic Linearization’, *Theoretical Linguistics* 31, pp. 173–184. <Moodle>
22. **Sells**, Peter. 2005. ‘Comments on Object Shift and Cyclic Linearization’ (skip section 1), *Theoretical Linguistics* 31, pp. 185, 190–198. <Moodle>
23. **Surányi**, Balázs. 2005. ‘Object Shift and Linearization at the PF Interface’ (skip section 2), *Theoretical Linguistics* 31, pp. 199–200, 204–214. <Moodle>
24. **Svenonius**, Peter. 2005. ‘How Phonological is Object Shift?’ (skip section 2), *Theoretical Linguistics* 31, pp. 215–216, 221–227. <Moodle>
25. **Fox**, Danny and David **Pesetsky**. 2005. ‘Cyclic Linearization and its Interaction with Other Aspects of Grammar: A Reply’, *Theoretical Linguistics* 31, pp. 214–228. <Moodle>

## Chains and Spell-out: Sideways Movement, Remerge, and Multidominance

26. **Nunes**, Jairo. 2004. *Linearization of Chains and Sideward Movement*, introduction and chapter 1, pp. 1–63. <Moodle, print reserve: P151.N86 2004>
27. **van Riemsdijk**, Henk. 2001. ‘A Far From Simple Matter: Syntactic Reflexes of Syntax-Pragmatics Misalignments’, *Perspectives on Semantics, Pragmatics and Discourse: A Festschrift for Ferenc Kiefer*, ed. István Kenesei and Robert Harnish, pp. 21–41. <Moodle, e-book: P325.P473 2001eb>
28. **van Riemsdijk**, Henk. 2006. ‘Grafts Follow From Merge’, *Phases of Interpretation*, ed. Mara Frascarelli, pp. 17–44. <Moodle>
29. **Citko**, Barbara. 2005. ‘On the Nature of Merge: External Merge, Internal Merge, and Parallel Merge’, *Linguistic Inquiry* 36, pp. 475–496. <Moodle, JSTOR>
30. **Wilder**, Chris. 2008. ‘Shared Constituents and Linearization’, *Topics in Ellipsis*, ed. Kyle Johnson, pp. 229–258. <Moodle>

31. **de Vries**, Mark. 2009. 'On Multidominance and Linearization', *Biolinguistics* 3, pp. 344–403 (section 4, pp. 390–394, is optional). <Moodle>

### **Developing a Notion of Occurrence Under the Items and Contexts Architecture**

32. **Vergnaud**, Jean-Roger. 2014. 'On a Certain Notion of Occurrence: The Source of Metrical Structure and of Much More', *Primitive Elements of Grammatical Theory: Papers by Jean-Roger Vergnaud and his Collaborators*, ed. Katherine McKinney-Bock and Maria Luisa Zubizarreta, pp. 61–91. <Moodle>
33. **Vergnaud**, Jean-Roger. 2014. 'Some Explanatory Avatars of Conceptual Necessity: Elements of UG', *Primitive Elements of Grammatical Theory: Papers by Jean-Roger Vergnaud and his Collaborators*, ed. Katherine McKinney-Bock and Maria Luisa Zubizarreta, pp. 123–206. <Moodle>