

LING403/503

FOUNDATIONS OF SYNTAX I

WHERE: Family and Consumer Resources 225

WHEN: Tuesdays and Thursdays, 11-12:15

PROFESSOR: Heidi Harley

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EMAIL: hharley@u.arizona.edu

WEB: <http://w3.arizona.edu/~ling/hh/>

OFFICE: Douglass 212

OFFICE HOURS: 3-3:30, T, Th *or by appointment*

COURSE DESCRIPTION:

This is an introduction to formal syntactic theory. We will be adopting the Chomskyan Minimalist approach, and exploring syntactic phenomena through it. Material includes the lexicon & syntax, phrase structure, binding theory, economy conditions, LF and LF movements, overt movements, phasing, etc.

PREREQUISITES:

Undergraduate (403): LING300

Graduate (503): None, but a general familiarity with linguistics (preferably the basic notions of syntax too) is expected.

WEB PAGE:

<http://w3.arizona.edu/~ling/hh/503/index.html>

Go here to find handouts, assignments and readings!

The extra readings for the class will mostly be available in a coursepack

I'm having EES put together for us. Any additional

readings will be available on Electronic Reserves.

The password for E-Reserves will be *merge*.

DISCUSSION LIST:

There will be a discussion list for this class, the address will be:

Ling503@listserv.arizona.edu

I will add you to this list after the first week of classes (once enrolment has settled down).

Note - This list is for discussion of course material ONLY

REQUIRED BOOKS:

Andrew Radford (1997), *Syntactic theory and the structure of English*. Cambridge University Press, Cambridge.

OTHER BOOKS YOU MIGHT FIND USEFUL (not required):

Lasnik, Howard (1999) *Minimalist Analysis*. Oxford: Blackwell.

Noam Chomsky (1995) *The Minimalist Program*. MIT press, Cambridge MA.

Chris Collins (199X) *Local Economy*. MIT Press, Cambridge MA

Richard Kayne (1995) *The Antisymmetry of Syntax*. MIT press, Cambridge MA.

Luigi Rizzi (1989) *Relativized Minimality*. MIT press, Cambridge MA

This is a reading intensive class. You should set aside at *least* 3 hours a week for reading and another 2 hours for working on homework assignments.

Readings will be announced as we go in the class
For Thursday read Chapter 1 of Radford

COURSE REQUIREMENTS:

There will be (semi)-regular weekly assignments, a mid-term exam, a take home final, and a final paper.

	<u>403</u>	<u>503</u>	<u>Due Date</u>
Homework assignments	40%	40%	Each Thursday
Participation	5%	5%	throughout.
Take-home Midterm	20%	20%	Tues October 16
Draft of final paper	5%	0%	Nov 1, 2001
Final Paper	30%	35%	Dec 4, 2001

The assignments will be based on readings and lecture material. You will have one week to complete each of them. The assignments, midterm, and final may all involve data from languages which we have not discussed in class.

EXAMS: Note: *The content of the midterm for 403 and 503 may be different.* The midterm will be based on both lecture material and the assigned readings. You are responsible for the content of both.

PAPER: Due Dec 5, 2001. See the attached sheet on the content of the paper.

Length:

LING403 5-10 pages double spaced, 12 point font, 1 inch margins.

LING503 10-15 pages double spaced, 12 point font, 1in margins.

- + Students enrolled in 403 must hand in a draft of the paper on Nov 2nd, which will be evaluated for form. Comments on content will also be given. The paper will then be revised for submission on the 5th of December.
- + Students enrolled in 503 do not have to hand in a draft, but are strongly encouraged to do so.
- + You should all come and meet with me at least once to discuss your paper topic.

Policy on Late Work: As a general rule, late work will not be accepted without a doctor's note or prior permission from the instructor. Unexcused late work will be deducted one full letter grade per day.

ROUGH OUTLINE OF COURSE

1. What is Syntax? Some fundamental assumptions. A little bit of history
2. The Lexicon and the structure of words
3. A tangent into the morphology/syntax interface
4. Phrase Structure
5. Bare Phrase Structure
6. Empty Categories & Control Theory.
7. Economy, Optimality, Cross-linguistic Variation and derivations
8. The notion of Checking
9. Head Movement
10. Wh- and other operators movement
11. A-movement
12. Articulated Functional Categories
13. Binding, ACD and other scary phenomena.

For Thursday the 23rd you should read Chapter 1 of Radford.

Additional readings (these will be in the coursepack or on e-reserves):

Chomsky, Noam. 1988. *Language and Problems of Knowledge: The Managua Lectures*. Cambridge: MIT Press. Chapters 1 and 2.

Baker, Mark. 2001 ms. *Category Systems*. Chapter 1: The Problem of the Lexical Categories.

McCloskey, James. 1983. "A VP in a VSO language?" in *Order, Concord and Constituency*, G. Gazdar, E. Klein, G. Pullum, eds. Dordrecht: Foris, pp. 9-55

Postal, Paul M. 1971. "On Coreferential Complement Subject Deletion," *Linguistic Inquiry* 1, pp. 439-500

Pollock, Jean-Yves 1989. "Verb Movement, Universal Grammar and the Structure of IP," *Linguistic Inquiry* 20, 365-424

Watanabe, Akira. 2001. "Wh-in situ languages," in *The Handbook of Contemporary Syntactic Theory*, C. Collins and M. Baltin, eds., Cambridge: Blackwell

Thráinsson, Höskuldur . 2001. "Object Shift and Scrambling," in *The Handbook of Contemporary Syntactic Theory*, C. Collins and M. Baltin, eds., Cambridge: Blackwell

Bowers, John. 2001. "Predication." in *The Handbook of Contemporary Syntactic Theory*, C. Collins and M. Baltin, eds., Cambridge: Blackwell.

The Paper

This paper is meant to start you on your careers towards fame and fortune (well, not fortune) as professional syntacticians. It doesn't have to be publishable, but it does have to constitute a piece of original research.

POSSIBLE TOPICS:

- Take a previously unsolved issue in syntax (or even related disciplines like the acquisition of syntax, or syntactic processing) and reanalyze it in terms of MP.
- Take your favorite language and analyze some phenomenon in it in MP terms.
- Take an issue that was easily dealt with in another theoretical approach (e.g. GB theory or EST) and reanalyze it in MP terms.
- Take a problem for MP and consider possible revisions that make good empirical predictions.
- Other? No problem, come talk to me.
- I will from time to time point out issues that might make good topics in class.

This project requires *original* research. This means:

- Reading the relevant literature (papers) on the topic
- Gathering data/performing experiments etc.
- Writing up the results in a scholarly form.

You should think of this as a collaboration. I am happy to help at all stages of writing this paper, including helping you choose a topic, discussing the issues with you (in meetings), reading drafts, setting you up with contacts, advising you on readings, etc. Don't be a stranger! Come talk to me.

SOME IMPORTANT POINTS:

(1) All papers should include a clearly defined research question, that is the topic of the paper along with a hypothesis about the question.

Well defined: The MLC and long-distance anaphors in Korean factive clauses.

Poorly defined: Binding in the Minimalist Program.

(2) All papers should contain clearly set out arguments in favor of the argument, and appropriate discussion of factors that are problematic.

(3) Feel free to use section headers to structure your paper. They are standard in syntactic writing.

(4) Be sure to cite all your sources. Avoid plagiarism at all costs (consult with me if you are unclear on what plagiarism is.)