

522, Lexical semantics, Fall 2004

Tues-Thurs. 2-3:15, Harvill 411

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All theories of grammar incorporate some type of lexicon: the most basic step in characterizing the sound-meaning pairing that constitutes language is to identify phonological strings with concepts. The structure of the lexicon and the type of operations that are included in it can vary widely from theory to theory. The relationship of the lexicon to the rest of the grammar is a central topic for any linguistic model, and we will look at the question from several angles: morphological, syntactic, psychological, semantic and cross-linguistic.

Course Requirements:

40 %: readings, assignments

10 %: paper draft (can be short or sketchy) *Due: Nov. 23*

10 %: class participation

10 %: presentation

30%: full paper (10-15 pages) *Due: Dec. 7, Last day of class*

Reading availability:

Readings will be either made available electronically or placed in the shelves outside my office (Douglass 208, to the left) for photocopying; when you borrow them to copy, please return them as quickly as possible.

First week:

Read the following:

Fodor, J.A. Chapter 3: "The demise of definitions, part I: The linguist's tale," from *Concepts: Where Cognitive Science Went Wrong*, available at <http://linguistics.arizona.edu/~hharley/522/FodorConceptsChapt3.pdf>. (The scanning that produced this document was a bit faulty so it has some funny extra-large words and blips; it's still readable, though.)

The first full class meeting will be on Tuesday, Aug. 31.

First assignment: come to class with a question in hand about something in the Fodor reading.