522 Syllabus
Fall, 2009
Mon,Wed; 4:45-6pm
Modern Languages 314

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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 typological.

1.   **Course Requirements:**

        10 %: participation
        10%: short paper topic statement *Due: Mon. Sept. 28th*
        20 %: short paper (4-8 pages) *Due: Wed. Oct. 21*
        20 %: presentation
        10%: long paper topic statement *Due: Wed. Oct 28*
        30%: long paper (10-15 pages) *Due: Mon. Dec. 7* (last day of class)

On the papers:
        Ideally your papers will present your own research/analysis of something to do with lexical semantics. The short paper could be like a squib; the long one like a brief journal article.
        This ideal is rarely achieved and not expected, however. You could for your short paper present a summary and critique of some paper relevant to class topics and your own research interests; your long paper could also be a more extensive literature review and critique. Another possibility would be to propose an experimental design for your long paper, providing motivation, lit review, methods, and predictions.
        Lexical semantics interfaces with a lot of other corners of linguistics and language study, so you could pursue quite a broad range of methodologies and intersections with other subdisciplines: syntax, formal semantics, morphology, processing, production, acquisition (1st or 2nd), language typology, language description… you name it. You can check the broad lines of your paper plans with me verbally or over email, but also keep in mind the topic statement (1 para to a page) is also intended as a chance for feedback from me before you put too much into the paper itself.

On the presentations:

For the presentation you will be expected to prepare a handout and present a paper from the literature to the class, along with your own commentary and ideas. Presentations should be between 25-35 minutes, plus 5-10 minutes for questions. You could instead present your own research plans/results if you wish; check with me first. You must provide the class with the paper you will be presenting a minimum of two weeks in advance; you can email it to me and I will put it on the course website or email it to the group. If you email your handout to me a day or two before the relevant class I will copy it for you.

I can easily provide suggestions for good papers/authors to present if you are not sure what direction you would like to pursue, or provide help with finding a good paper if you have an idea of what you'd like to learn more about but do not feel familiar enough with the literature . You should plan to schedule your presentation among a group of readings where the topic of the paper is most relevant (see the five general subgroups below, and the approximate plan of readings).

Your presentation can, and probably should, feed into/derive from the topic you choose for your short and/or long paper.

2.   Reading availability:

Readings will either be downloadable or photocopiable

3.   Overall Plan of Topics, some authors we will definitely read:

1.   Background
Problem A: 'lexical'
Problem B: 'semantics'
General readings: Fodor, Partee

2.   Verbs
--argument structure, event structure
me, Hale and Keyser, Kratzer, Marantz, Ramchand etc.
acquisition: Gleitman

3.   Nouns
--boundedness, referentiality
Jackendoff, Krifka, me

4.   Adjectives
--scalar behavior, comparatives
Kennedy et al.

5.   Acquisition and processing – spread throughout, as relevant

"How Children Learn the Meanings of Words": Gentner & Iida, Bloom, Gleitman, etc.

4.   Schedule, readings (Preliminary. As you all request presentation days, the readings will be bumped back by half-classes accordingly, so they will expand to fill the time available, namely the last four unscheduled classes.)

Aug 24   No class – HH travelling

Aug 26   No class – Hurricane! agh!

1. Background

Aug 31   Introductory lecture (Lecture notes on web page)

Sept 2   Reading: Fodor from *Concepts: Where Cognitive Science Went Wrong* 'The demise of definitions: The linguist's tale'

Sept 7   No class -- Labor day

Sept 9   Partee, "On Semantics" in Osherson et al, Vol 1

2. Verbs

Sept 14   Harley on argument structure (mailed to you already)

Sept. 16   Dowty, D.R. (1991) ``Thematic Proto-Roles and Argument Selection", Language 67, 547-619.

Sept 21   Hale, K. and J. Keyser. 1993. On Argument Structure and the Lexical Expression of Syntactic Relations

Sept 23   Fodor, J. 1970. Three reasons for not analyzing 'kill' as 'cause to die' Kratzer, A. 1996. Severing the external argument from its verb.

Sept 28   Rosen, S.T. (1999) The Syntactic Representation of Linguistic Events. A State-of-the-Article. **Glot International**, 4, 3-10.

Sept 30   Talmy, L. (2000). Relevant chapter of : *Toward a cognitive semantics. Volume 1: Concept structuring systems. Volume 2: Typology and process in concept structuring.* Cambridge, MA: MIT Press.

Oct 5   Folli, R. and H. Harley (2006) "On the licensing of causatives of directed motion: Waltzing Matilda all over" Studia Linguistica 60.2 1-35.

Oct 7   Gleitman 1 1990. "The structural sources of verb meanings." (already mailed to you)

Oct 12   Gleitman 2: Lidz, J. and L. Gleitman. 2004 "Argument Structure and the Child's Contribution to Language Learning." *TICS 8.4*

3. Nouns

Oct 14   Jackendoff, R. 1991. Parts and Boundaries. *Cognition 41*, 9-45.

Oct 19   Bloom, P. 1992. Possible names: The role of syntax-semantics mappings in
          the acquisition of nominals*. *Lingua* 92, 297-329.

Oct 21   Zhang, N. 2007. Syntactic properties of numeral classifiers in Chinese.
          http://ling.auf.net/lingBuzz/000854

Oct 26   Harley on bare nouns and Dayal, V. A Semantics for pseudo-incorporation.
          Ms. Rutgers University
          http://mutis.upf.es/~mcnally/ESSLLI/Dayal_2003.pdf.

Oct 28   Bošković, Ž. (2008) What will you have, DP or NP? In Proceedings of NELS
          37,
          http://web2.uconn.edu/boskovic/papers/nels.illinois.proceedings.final.pdf
          and Boskovic, Z. (2009). Semantic Correlates of the NP/DP parameter.
          Proceedings of NELS 39.
          http://web2.uconn.edu/boskovic/papers/NELScornell2.pdf

4. Adjectives

Nov 2   Partee, Barbara H. in press. Privative adjectives: subsective plus coercion. In
          Presuppositions and Discourse, eds. Rainer Bäuerle, Uwe Reyle and
          Thomas Ede Zimmermann. Amsterdam: Elsevier. ms. 2001, final
          revisions 2007
          http://people.umass.edu/partee/docs/ParteeInPressKampFest.pdf

Nov 4   Kennedy and McNally, 2005. Scale Structure, Degree Modification, and the
          Semantics of Gradable Predicates, *Language* - Volume 81, Number 2,
          June 2005, pp. 345-381

Nov 9   Kennedy and Levin, 2008. Measure of Change: The Adjectival Core of
          Degree Achievements. In: *Adjectives and adverbs: syntax, semantics, and
          discourse*, ed. by Louise McNally, Christopher Kennedy.
          http://www.stanford.edu/~bclevin/kl07-measure.pdf

Nov 11   Frazier, Clifton and Stolterfohlt, 2008. Scale structure: Processing Minimum
          Standard and Maximum Standard Scalar Adjectives. *Cognition*106.1, pp.
          299-324.

Nov 16   Gleitman 3: Gleitman L, Gleitman H, Miller, C., Ostrin, R. 1996. "Similar and
          similar concepts." Cognition 58, 321-376.

          Partee, Barbara H. 2008. Symmetry and symmetrical predicates. In
          *Computational Linguistics and Intellectual Technologies: Papers from the
          International Conference "DIALOGUE*" (2008), ed. A. E. Kibrik et al,

606-611. Moscow: Institut Problem Informatiki
https://udrive.oit.umass.edu/partee/Semantics_Readings/SymmetryHandoutPentusSeminarCorrectedPlusNotes.pdf

Nov 18

Nov 23   No Class

Nov 25   No Class

Nov 30

Dec 2

Dec 7