

Advanced syntax

LING 5022 / 6022 / 7980
2009 Fall

Class time	M 1:25-4:20
Class location	LNCO 2945
Professor	Aniko Csirmaz
Email	acsirmaz@linguistics.utah.edu
Phone	585-3009 (email is better)
Office	LNCO 2307
Office hour	W 10:00-12:00 or by appointment

1 Course objectives

- Introduce recent approaches in syntactic research
- Provide opportunities to read, present, discuss and comment on original pieces of research

By the end of the course, students will

- be familiar with the guiding principles of the Minimalist Program and related approaches
- be able to contrast accounts encouched in different approaches
- gain experience in reading, interpreting and discussing original pieces of research
- evaluate and offer criticisms of theories and accounts
- conduct, refine and criticize independent research

2 Course requirements

2.1 Prerequisite

Intermediate syntax (and introduction to syntax) is a prerequisite for this course. If you do not have a passing grade in this course, do not take Advanced Syntax at this time. You will be asked to fill out a prerequisite form, which you can download from WebCT.

2.2 Readings

There is no textbook for this course. Readings will be accessible in the following formats:

- Electronic copy or link on WebCT
- Electronic resource (pdf file) via the library website (cf. How to use e-reserve) or as online journal articles
- Hard copy in front of my office

There will be assigned readings for each week. You are responsible for obtaining the reading(s) and reading for the class when it will be discussed. If you have any trouble accessing a reading, let me know as soon as possible, but at the latest the class before the reading is due.

Some additional readings are provided in this syllabus; you can consult these as well as the references given in the readings.

2.3 Problems

There will be occasional problems or questions assigned (approximately 4 throughout the semester). A written solution is due the week after the problem was assigned. You can work with others on the problem, but (a) write up your answer independently of others and (b) acknowledge everyone you worked with.

2.4 Final exam

The final exam is cumulative; it will cover the material of the entire course. For the exam, you can only use pencil (and eraser) or a pen; no other tools or books are permitted. If you cannot sit for the exam at the regular time for any reason, let me know as soon as possible.

The final exam will test basic knowledge of the issues covered in the course, including argumentation and analyzing data. On the last day of classes you will get a review sheet which lists the information you need to know for the final.

2.5 Presentation and questions

You will lead the discussion in one or two classes. For this presentation, you should read the assigned material well in advance and prepare a handout and/or slides. Summarize the materials, point out connections to earlier discussions, and present some questions to be discussed in class. Also, be prepared to answer questions that others may ask. Use slides and/or a handout for the presentation.

You are strongly encouraged to make an appointment with me the week before you are presenting. Generally, I am setting aside about two hours; try to bring specific questions and concerns to the meeting.

If you do not present in class, bring two questions to be discussed. The questions should be relevant, and address either a point / argument in the reading, or some relevant examples / points from other readings that we talked about earlier. Post your questions on WebCT before class and bring a hard copy for everyone in class.

2.6 Project and presentation

Graduate students must do a project. The project topic is fairly free, but it must be related to a topic or paper we discuss in class. The project must also make use of the tools, notions, concepts, etc. discussed in the course. Possible topics include the following:

- a critical review of a paper not discussed in class, which deals with a topic that we covered (e.g. a different approach to control)
- a discussion of data relevant for a paper, but not discussed there (e.g. discussing how a paper that deals with postverbal subjects in Italian extends to postverbal subjects in Argentinian Spanish)
- a significant revision and extension of an earlier project you did for a syntax class, but using some of the tools learned in this course
- elaborating a discussion that arose in class earlier

Students need to (a) declare a preliminary topic; (b) present their project on the last day of classes; and (c) submit a final paper.

The final paper should be 10-12 pages long, including references and with formatting specifications provided separately. The deadline for declaring the project topic is **November 16, midnight**. If no project topic is specified until that time, the final paper will receive approximately 70% of the credit that it would receive otherwise. Papers are due on **December 17, midnight**. Papers received after this time will receive no credit.

All students are encouraged to make appointments to discuss topic choice and the project, at any stage.

2.7 Participation

Your participation forms part of your grade. This includes *both* participation in class discussions and active participation on WebCT. Participation on WebCT includes, among others, asking and answering (relevant) questions, posting comments. You can log on and access the class site at <https://online.uen.org/webct/urw/lc257461621151.tp0/cobaltMainFrame.dowebct>.

2.8 WebCT and electronic submission

The class site will contain a variety of materials (slides, problem sets, additional material and readings). In addition, it contains announcements, various discussion forums and a place to submit assignments online. Because of the variety of materials on WebCT, check the class site regularly and often.

For online submissions to WebCT, only pdf documents will be accepted. Documents prepared with a word processing software (e.g. Word) can be converted to pdf either with the full version of Adobe pdf or a variety of free programs, including the following:

- <http://www.freepdfconvert.com/>
- <http://www.pdfonline.com/>
- <http://www.win2pdf.com/index.htm>
- <http://tryit.adobe.com/us/acrobat9/mvt.html?sdid=DYPLI>
- <http://www.primopdf.com/>

Before submitting any assignment, double-check it for typos and possible conversion errors. When naming electronic submissions, use the following convention: use your last name and a clear label for the assignment. For example, graduate student A. Nonymous will submit his second problem set as NonymousPSet2.pdf, and his paper NonymousPaper.pdf.

2.9 Syntax circle and colloquia

There will be (semi-)regular meetings of a syntax circle starting this fall. All students in Advanced syntax are encouraged to attend these meetings, as well as colloquia that are relevant to syntax. There will be extra credit awarded to those who participate actively.

3 Grading

Approximate weights of components are as given below:

Students enrolled in LING 5022		Students enrolled in LING 6022/7980	
Problems	20 %	Problems	15 %
Final exam	35 %	Final exam	25 %
Presentation	35 %	Presentation	20 %
Participation	10 %	Project paper + presentation	30 %
		Participation	10 %

For more information on grading at the University of Utah, see <http://www.acs.utah.edu/sched/handbook/grpolicy.htm>

4 Other

4.1 Academic Conduct

You are expected to be familiar with and follow the University of Utah's policies on academic conduct. Cheating / plagiarism will not be tolerated. A first instance of cheating / plagiarism will result in a grade of zero for the relevant assignment or test; a second instance will result in a failing grade in the course. There are absolutely no exceptions to this policy. Please ask the professor if you have any questions about this policy, and for more information on academic conduct at the University of Utah, see <http://www.sa.utah.edu/code/>.

4.2 Equal Access

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

4.3 Other links

- Attendance: <http://www.acs.utah.edu/sched/handbook/attend.htm>
- Accommodation: <http://www.admin.utah.edu/facdev/index.html>
- Academic honesty: <http://www.sa.utah.edu/code.html> (also see above)
- Drop/withdrawal and other important dates to remember:
<http://www.sa.utah.edu/regist/calendar/datesDeadlines/Fall2009.htm>
- ASUU Tutoring Center: <http://www.sa.utah.edu/tutoring>
- University Writing Center: <http://www.writingcenter.utah.edu>

5 References

- Some websites
 - <http://ling.auf.net/lingBuzz/>
(many recent research papers, some (e.g. the Everett paper) are controversial)
 - <http://semanticsarchive.net/>
(as the name shows, a collection of papers in semantics / pragmatics, but some are relevant for syntax)
 - For manuscripts or prepublication versions of papers, you can also check the author's website
 - <http://www.lib.utah.edu/portal/site/marriottlibrary/>
(for references, of course, but also online access to many journals and some online books)
- Introductory textbooks (with somewhat different approaches)
 - Carnie, A. 2007. *Syntax. A Generative Introduction*. 2nd edition. Malden, MA and Oxford: Blackwell
(good overview of basics of generative syntax from a recent point of view)
 - Cowper, E. 1992. *A Concise Introduction to Syntactic Theory*. Chicago: University of Chicago Press

- Haegeman, L. 1994. *Introduction to Government and Binding Theory*. Oxford: Blackwell (detailed, but in places more advanced, introduction to GB/PP syntax)
- Ouhalla, J. 1999. *Introducing Transformational Grammar*. London and New York: Oxford University Press
- Radford, A. 1988. *Transformational Grammar*. Cambridge: Cambridge University Press (very detailed, step-by-step discussion of foundations, but not from a Minimalist point of view)
- Other Minimalist textbooks
 - Adger, D. 2003. *Core Syntax: A Minimalist Approach*. Oxford: Oxford University Press (a textbook on Minimalism, starting from basic issues in syntax)
 - Hornstein, N., J. Nunes and K. K. Grohmann. 2005. *Understanding Minimalism*. Cambridge: Cambridge University Press (a recent Minimalist textbook, building on foundations from Principles and Parameters)
 - Lasnik, H., J. Uriagereka with C. Boeckx. 2005. *A Course in Minimalist Syntax*. Malden, MA and Oxford: Blackwell (an overview of recurring, general issues in syntax and more in-depth discussions of some topics)
 - Radford, A. 1997a. *Syntactic Theory and the Structure of English: A Minimalist Approach*. Cambridge: Cambridge University Press (very detailed textbook, a version of early Minimalism)
 - Radford, A. 1997b. *Syntax: A Minimalist Introduction*. Cambridge: Cambridge University Press (a shorter version of the above)
 - Uriagereka, J. 2000. *Rhyme and Reason: An Introduction to Minimalist Syntax*. Cambridge, MA: MIT Press (a textbook addressing Minimalism, syntax and general conceptual issues, written in a dialog form)
- Other books on Minimalism and general books on syntax
 - Baltin, M. and C. Collins (eds) 2001. *The Handbook of Contemporary Syntax*. Oxford: Blackwell
 - Boeckx, C. 2006a. *Understanding Minimalist Syntax: Lessons from Locality in Long-distance Dependencies*. Oxford: Blackwell
 - Boeckx, C. 2006b. *Linguistic Minimalism. Origins, Concepts, Methods and Aims*. Oxford: Oxford University Press (a readable overview of general issues of Minimalist syntax and specific discussions)
 - Boskovic, Z. and H. Lasnik (eds). 2006. *Minimalist Syntax: The Essential Readings*. Oxford: Blackwell (collection of important, fundamental (excerpts of) papers in Minimalism)
 - Chomsky, N. 1995. *The Minimalist Program*. Cambridge, MA: MIT Press (primary literature; foundations and early versions of the Minimalist Program)
 - Chomsky, N. 2001. Derivation by Phase. In M. Kenstowicz (ed) *Ken Hale: A Life in Language*. Cambridge, MA: MIT Press
 - Chomsky, N. 2004. Beyond explanatory adequacy. In Belletti, A. (ed) *Structures and Beyond*. Oxford: Oxford University Press
 - Chomsky, N. 2005. Three factors in the Language Design. *Linguistic Inquiry* 36
 - Chomsky, N. 2008. On phases. in R. Freidin, C. Otero and M.-L. Zubizarreta (eds) *Foundational Issues in Linguistic Theory*. Cambridge, MA: MIT Press

- Epstein, S. D. and N. Hornstein (eds). 1999. *Working Minimalism*. Cambridge, MA: MIT Press (collection of early Minimalist papers)
 - Epstein, S and T. D. Seely (eds). 2002. *Derivation and Explanation in the Minimalist Program*. Oxford: Blackwell (a collection of papers in early Minimalist frameworks)
 - Hornstein, N. 2000. *Move! A Minimalist Theory of Construal*. Oxford: Blackwell (offers a specific, interesting view of Minimalism, with an overview of some core issues)
 - Lasnik, H. 2000. *Syntactic Structures Revisited: Contemporary Lectures on Classic Transformational Theory*. Cambridge, MA: MIT Press (classic issues in transformational / generative syntax reconsidered)
 - Lasnik, H. 2003. *Minimalist Investigations in Linguistic Theory*. London: Routledge (collection of papers by Lasnik; primary literature)
 - Martin, R., D. Michaels and J. Uriagereka. 2000. *Step by Step: Essays on Minimalist Syntax in Honor of Howard Lasnik*. Cambridge, MA: MIT Press (collection of papers on early Minimalism)
 - Uriagereka, J. 1998. *Rhyme and Reason*. Cambridge, MA: MIT Press
 - Webelhuth, G. 1995. *Government and Binding Theory and the Minimalist Program*. Oxford: Blackwell (a collection of introductory papers written in the early stages of Minimalism)
- Descriptive grammars of English
 - Huddleston, R., G. Pullum et al. 2002. *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press (highly recommended; more recent than Quirk et al.)
 - Quirk, R., S. Greenbaum, G. Leech and J. Svartvik. 1985. *A Comprehensive Grammar of the English Language*. London: Longman
- Phases: Properties and definitions
 - Boeckx, C. and K. Grohmann. 2007. Remark: Putting phases in perspective. *Syntax* 10
 - Dikken, M. den. 2006. A reappraisal of vP being phasal A reply to Legate. Ms, CUNY Graduate Center
 - Legate, J. A. 2003. Some interface properties of the phase. *Linguistic Inquiry* 34
 - Marusic, F. 2005. On non-simultaneous phases. PhD dissertation, Stony Brook University
- Movement
 - Boskovic, Z. 2002. A-movement and the EPP. *Syntax* 5
 - Collins, C. 1997. *Local Economy*. Cambridge, MA: MIT Press
 - Collins, C. 2001. Economy conditions in syntax. In Baltin and Collins (eds)
 - Fitzpatrick, J. 2002. On Minimalist approaches to the locality of movement. *Linguistic Inquiry* 33
 - Lasnik et al. 2005 (chapter 3)
 - Matushansky, O. 2006. Head movement in linguistic theory. *Linguistic Inquiry* 37
 - Nunes, J. 2001. Sideward movement. *Linguistic Inquiry* 32
 - Pesetsky, D. 2000. *Phrasal Movement and its Kin*. Cambridge, MA: MIT Press

- Rackowski, A. and N. Richards. 2005. Phase edge and extraction: A Tagalog case study. *Linguistic Inquiry* 36
- Direction of derivation
 - Phillips, C. 2003. Linear order and constituency. *Linguistic Inquiry* 34
- Cyclicity
 - Frampton, J. and S. Gutmann. 1999. Cyclic computation, a computationally efficient Minimalist syntax. *Syntax* 2
 - Grohmann, K. 2003. Successive cyclicity under (anti-)local considerations. *Syntax* 6
 - Nunes, J. and J. Uriagereka. 2000. Cyclicity and extraction domains. *Syntax* 3
 - Rezac, M. 2003. The fine structure of cyclic Agree. *Syntax* 6
- Quantifier scope and reconstruction
 - Brody, M. 1999. Relating syntactic elements. Remarks on Norbert Hornstein’s ‘Movement and chains’. *Syntax* 2
 - Brody, M. 2001. One more time. *Syntax* 4
 - Fox, D. 1999. Reconstruction, binding theory and the interpretation of chains. *Linguistic Inquiry* 30
 - Fox, D. 2000. *Economy and Semantic Interpretation*. Cambridge, MA: MIT Press
 - Fox, D. and J. Nissenbaum. 2004. Condition A and scope reconstruction. *Linguistic Inquiry* 35
 - Hornstein, N. 1998. Movement and chains. *Syntax* 1
 - Hornstein, N. 2000. On A-chains: A reply to Brody. *Syntax* 3
 - Sauerland, U. and P. Elbourne. 2002. Total reconstruction, PF movement, and derivational order. *Linguistic Inquiry* 33
- Antisymmetry
 - Kayne, R. 1994. *The Antisymmetry of Syntax*. Cambridge, MA: MIT Press
 - Kayne, R. 1998. Overt vs. covert movement. *Syntax* 1
 - Moro, A. 2000. *Dynamic Antisymmetry*. Cambridge, MA: MIT Press
 - Szabolcsi, A. and H. Koopman. 2000. *Verbal Complexes*. Cambridge, MA: MIT Press
- Cartography
 - Belletti, A. 2004. *Structures and Beyond*. Oxford: Oxford University Press
 - Cinque, G. 1999. *Adverbs and Functional Heads*. Oxford: Oxford University Press
 - Cinque, G. 2002. *Functional Structure in DP and IP*. Oxford: Oxford University Press
 - Cinque, G. 2006. *Restructuring and Functional Heads*. Oxford: Oxford University Press
 - Rizzi, L. 2004. *The Structure of CP and IP*. Oxford: Oxford University Press
- Representations and derivations
 - Brody, M. 1995. *Lexico-Logical Form: A Radical Minimalist Theory*. Cambridge, MA: MIT Press
 - Brody, M. 1998. ‘The Minimalist Program and a Perfect Syntax’. *Mind and Language*
 - Brody, M. 2000. ‘Mirror Theory: Syntactic Representation in Perfect Syntax’. *Linguistic Inquiry* 31

- Brody, M. 2002. On the status of derivations and representations. In Epstein and Seely (eds)
- Various papers available at <http://www.phon.ucl.ac.uk/home/misi/>
- Categories and features
 - Pesetsky, D. and E. Torrego. 2000. T-to-C movement: Causes and consequences. In M. Kenstowicz (ed) *Ken Hale: A Life in Language*. Cambridge, MA: MIT Press
 - Pesetsky, D. and E. Torrego. 2004. Tense, case and the nature of syntactic categories. In J. Guéron and J. Lecarme (eds) *The Syntax of Time*. Cambridge, MA: MIT Press
 - Pesetsky, D. and E. Torrego. 2006. Probes, goals and syntactic categories. In Y. Otsu (ed) *Proceedings of the Seventh Tokyo Conference on Psycholinguistics*. Keio University
 - Pesetsky, D. and E. Torrego. 2007. The syntax of valuation and the interpretability of features. In S. Karimi, V. Samiian and W. Wilkins (eds) *Phrasal and Clausal Architecture: Syntactic Derivation and Interpretation*. Amsterdam: John Benjamins
- Topics in Native American Languages
 - Bruening, B. 2004. Two Types of Wh-Scope Marking in Passamaquoddy. *Natural Language and Linguistic Theory* 22
 - Bruening, B. 2006. Differences Between the Wh-Scope-Marking and Wh-Copy Constructions in Passamaquoddy. *Linguistic Inquiry* 37
 - Lisa Matthewson (ed) 2008. *Quantification: A Cross-Linguistic Perspective*. Elsevier (various papers; mostly semantic in nature)
 - For additional references, also see <http://people.umass.edu/scable/PNWSeminar/> (Languages of the Pacific Northwest)

6 Schedule

(May be slightly modified)

August	24	Introduction, recap
	31	Phases, architecture*; Cook & Newson 2007, ch 8; Hornstein et al. 2005, chapter 10
September	7	Labor day
	14	Phases (Legate 2003, Chomsky 2008)
	21	Movement 1 (Collins 1997, chapter 1 (TBA))
	28	Movement 2 (Matushansky 2006)
October	5	Direction of derivation (Phillips 2003)
	12	Fall break
	19	Cyclicity (Rezac 2003)
	26	Quantifier scope and reconstruction (Sauerland and Elbourne 2002)
November	2	Antisymmetry (Kayne 1994, chapters 1 and 2 (TBA))
	9	Cartography (Cinque 2002, chapter 1 (TBA))
	16	Representations and derivations (Brody 2000)
		Project topic due at midnight
	23	Categories and features (Pesetsky and Torrego 2004)
	30	Topics in Native American Languages (TBA from papers listed above)
December	7	Review; presentations for graduate students
	15	Final exam, 1:00-3:00 (flexible; cf http://www.sa.utah.edu/regist/calendar/finals/finExamSch.htm)
	17	Papers due at midnight

The schedule, course policies and requirements may be changed if there is a high degree of absenteeism, especially during the flu season.