

Mood and Modality
LIN 4930- 258F; LIN6932-26BO3
Fall 2021
MWF 7th period (1:55-2:45)
Flint 0117

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Course website on E-Learning in Canvas: <http://elearning.ufl.edu>

Course Description

There are two approaches to modality: pragmatic and semantic.

The pragmatic approach defines modality as a volitive property, concerned with the opinion of the speaker, their attitude, wishes, desires, intentions, and the like.

The semantic approach adopts the analysis proposed in modal logic, and thus suggests a more general definition for modality, showing volitives to be only a subcategory of modals. According to modal logic, modal sentences involve an operator of necessity or possibility, analyzed in terms of possible worlds.

The pragmatic approach is not the aim of the course but it will be discussed briefly, to acquaint the students with the approach and enable them to read the literature. The goal of the course is mainly the semantic (logical) approach of modality. Thus, students are expected to be familiar with basic notions of classical logic: set theory, propositional logic and predicate calculus.

Natural languages have different devices to express modality: lexicals (e.g., modals such as ‘may,’ ‘must’ and ‘will’ in English), verb morphology, or moods, (e.g., the subjunctive in French and Spanish), clitics (as in Luiseño), etc. Since the course is meant to provide a semantic account for modality, regardless of how it is encoded in language, it will not deal with the different devices but only illustrate them.

Course Objectives

On completion of this course, students should:

- Be able to read books and articles dealing with modality, as well as with related topics such as possible worlds, the modal operators of possibility and necessity, etc.;
- To meet this objective, students will be required to read articles or book chapters dealing with the various subjects. In addition, each student will be required to present in class an article of their choice.
- Be able to apply the general notions of modality to phenomena in language in general, or in (a) certain language(s) in particular;
- To meet this objective, students will be required to do a number of problem solving assignments.
- Be able to recognize moods and other devices for expressing modality in language.
- Both the reading and problem solving assignments mentioned above will be designed to facilitate achieving this goal.

Pre-requisites: LIN 4803 or LIN 6804, or a logics course, or permission of instructor.

Texts: See ‘List of readings’ below.

Course requirements and grading:

Undergraduates

<i>Homework</i>	7 x 5% = 35%
<i>In class Exam</i>	20%
<i>Take-home Exam</i>	30%
<i>Term paper OR Presenting an article</i>	15%
Attendance and Class Participation – see below	

Graduates

<i>Homework</i>	7 x 5% = 35%
<i>In class Exam</i>	20%
<i>Take-home Exam</i>	26%
<i>Presenting an article</i>	7%
<i>Term paper</i>	12%
Attendance and Class Participation – see below	

• **Homework**

- Homework will not be graded but only given a pass/fail check. In order to pass, each assignment **must be completed** and its lowest grade should be a D, i.e., at least 63% of the assignment should be good. For each failing or un-submitted homework assignment, your grade will be lowered by 5%.
- For each homework exercise, I will create an “assignment” on Canvas, where it should be submitted.
- We will typically discuss the homework in class, so late homework cannot be accepted.
- You may discuss the problems with other members of this class section only. You must write up your solutions entirely on your own, without help, in accordance with the University Honesty Policy (see below).

• **Exams**

- *The exams* are not cumulative except to the extent that the material builds on itself and you cannot control the more complex concepts without first getting the more basic ones.
- There is no final exam.
- There will be no make-up exams without a documented medical excuse.

• **Presenting an article**

- You can choose one of the articles listed in this syllabus or an article you find in the literature.
- Your presentation should be in such a way that the audience (the instructor and the students) will understand all of the issues the article discusses that you choose to present. Engage the students in your presentation, maybe by preparing questions or suggesting intriguing ideas.

- **Term Paper**

- A term paper is a conference-style paper, to be presented in class weeks 14, 15.
- The written paper (10+ pages) and oral presentation (10-15 minutes, plus questions) will constitute 12% of the final grade (6% for the written part and 6% for the presentation). Topics must be approved by week 13.
- Students may choose a theoretical topic to investigate or look into some local devices, e.g., analyzing modal expressions in English or the subjunctive in French.

- **Attendance and participation**

- Attendance and participation are essential. You are unlikely to succeed in this course without coming to class and paying attention. The material on the exams will come from the texts but also from what we do in class. Lecture notes and the texts will not always coincide.
- Each student will be allowed 3 absences without penalty. After that, one point will be deducted from the final grade for every non-excused absence. Showing up later or leaving earlier is considered ½ absences.

Note: There will be no extra credit work to help raise your grade; please do not ask. The best strategy is to do the best work you are capable of on the assigned work (exams, homework, presentation, etc.).

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Grading scale

The course grading scale is below. Further information about UF's grading policies can be found at: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

A	A-	B+	B	B-	C+	C	C-
93 or above	90-92.9	87-89.9	83-86.9	80-82.9	77-79.9	73-76.9	70-72.9
D+	D	D-	E				
67-69.9	63-66.9	60-62.9	59.9 or below				

Other Issues

- We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain our learning environment and to enhance the safety of our in-classroom interactions.
 - You are required to wear approved face coverings at all times during class and within buildings.
 - This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#)

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies.](#)

- **Cell Phone and laptop Policy:**

To ensure full attention during class, you can only use laptops for taking notes and cell phones for emergency.

- **Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

- **University Honesty Policy**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

- **Students Requiring Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

- **Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the

University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

- **Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Campus Resources:

- Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- *Sexual Assault Recovery Services (SAES)*: Student Health Care Center, 352-392-1161;
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- Academic Resources

- **E-learning technical support**: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Resource Center**: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support**, Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center**, Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio**, 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints On-Campus**: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- **On-Line Students Complaints**: [View the Distance Learning Student Complaint Process](#).

- **Schedule (subject to changes according to class progress):**

Week 1: 8/23, 25, 27

Introduction and Syllabus.

Read: Palmer (1986) or (2001), Chapter 1.

Week 2: 8/30, 9/1, 3

The modal operators

Week 3: 9/8, 10 (Note: 9/6 is Labor Day – no classes)

Kinds of Modality (Root, Logical, Epistemic and Deontic)

Read: Kearns (2011), sections 5.1

HW1 (F)

Week 4: 9/13, 17 (Note: 19/15 is Yom Kippur; class cancelled)

Modality and Possible Worlds

Read: Kearns (2011), sections 5.2

HW2 (F)

Week 5: 9/20, 22, 24

Conditionals

Read: Heim (1982), Pp. 91-9, 168-95.

HW3 (F)

Week 6: 9/27, 29, 10/1

Counterfactuals

Read: Kearns (2011), section 5.3

Week 7: 10/4, 6 (Note: 10/8 is Homecoming Day; No classes)

The Future

Read: McCawley (1993 [1981]), Section 11.3, mainly pp. 342-44.

HW4 (F)

Week 8: 10/11, 13, 15

The Future (cont.)

Week 9: 10/18, 20, 22

Propositional Attitude Verbs

Read: Kripke (1973)

Week 10: 10/25, 27, 29

Propositional Attitude Verbs (cont.)

HW5 (F)

Week 11: 11/1, 3, 5

Review (W) In-Class Test (F)

Week 12: 11/8, 10, 12

De-re, de-dicto and de-se

Read: Quine 1956, 1980; Lewis 1979

Student's presentation

Week 13: 11/15, 17, 19

Generics

Read: Dahl (1975); Krifka (2013)

Student's presentation

HW6 (F)

Week 14: 11/22 (Note: 11/24, 26: Thanksgiving – no classes)

Habituals

Read: Boneh & Doron (2013)

Students' presentation

Week 15: 11/29, 12/1, 3
Habituals (cont.)

Students' presentation

HW7 (F)

Week 16: 12/6, 8

Review and Take-home Test

The test sheet will be given by instructor on 12/6 at the end of the class and be submitted by students at the beginning of the class on 12/8.

COMPLEMENTARY READING

Aristotle. *The Organon: On Interpretation*. Chapter 9.

Boneh, N. and E. Doron. 2008a. 'Habituality and the habitual aspect', in S. Rothstein (ed.), *Theoretical and Crosslinguistic Approaches to the Semantics of Aspect*. (Amsterdam). 321-347.

— 2008b. 'Deux Concepts d'Habitualité' *Recherches Linguistiques de Vincennes* 37, 113-138. (Saint-Denis)

— 2010. 'Modal and Temporal Aspects of Habituality', in M. Rappaport-Hovav, E. Doron, and I. Sichel (eds.), *Syntax, Lexical Semantics, and Event Structure*. (Oxford). 338-362.

— 2013. 'Hab and Gen in the Expression of Habituality', in C. Beyssade, M. Alda. And F. del Prete (eds.), *Genericity*. (Oxford). 176-91.

Carlson, G. N. 1980. Reference to kinds in English. Rev. version of author's thesis, U. of Mass., Amherst, 1977, New York and London: Garland Pub. Pp. 1-5, 33-55, 57-103.

Dahl, Östen. 1975. "On Generics." In: E. Keenan (ed.), *Formal Semantics of natural language*. Pp. 99-111.

Davidson, Donald & Gilbert Harman. 1972. *Semantics of Natural Language*. Dordrecht: Reidel. Pp. 253-355.

Dowty, David, Robert E. Wall & Stanley Peters. 1981. *Introduction to Montague Semantics*. Dordrecht; Reidel. Chapter 5.

Enç, Mürvet. 1996. "Tense and Modality." In: Shalom Lappin (ed.), *The handbook of Contemporary Semantic Theory*. Oxford and Cambridge, Mass.: Blackwell.

Fintel, Kai von & Heim, Irene. *Intensional Semantics; Lecture Notes*. MIT Spring 2005/2007.

Heim, Irene. 1982. *The Semantics of Definite and Indefinite Noun Phrases*. Thesis (Ph.D.)-- University of Massachusetts.

Huges, G. & M. J. Creswell. 1968. *Introduction to Modal Logic*. London: Methuen.

Kearns, Kate. *Semantics*. 2000. New York: Palgrave Macmillan. Chapter 5.

Kratzer, A. 1977. 'What "Must" and "Can" Must and Can Mean', *Linguistics and Philosophy* 1, 337-55.

Reprinted with introduction in Kratzer (2013 [2012]). 1-26

— 1981a. 'Blurred Conditionals', in W. Klein and W. Levelt (eds), *Crossing the Boundaries in Linguistics* (Dordrecht). 201-9

— 1981b. 'The Notional Category of Modality', in H. J. Eikmeyer, and H. Reiser (eds.), *Words, Worlds and Context* (Berlin and New York). 38-74. Reprinted with introduction in Kratzer (2013 [2012]). 27-69

— 1981c. 'Partition and Revision: The Semantics of Counterfactuals', *Journal of Philosophical Logic* 10, 201-216. Reprinted with introduction in Kratzer (2013 [2012]). 70-84

- 1991. ‘Conditionals’, in A. von Stechow and D. Wunderlich (eds.), *Handbuch Semantik/Handout Semantics*. (Berlin and New York). 651-6. Reprinted with introduction in Kratzer (2013 [2012]). 85-108
- 2013 [2012]. *Modals and Conditionals*. (Oxford)
- 1995. ‘Stage-level and Individual-level predicates.’ In: Carlson G.N. and F. J. Pelletier (eds.), *The generic book*, Chicago and London: The university of Chicago press. Pp. 125-175.
- Krifka, Manfred, Francis Jeffrey Pelletier, Gregory N. Carlson, Alice ter Meulen, Godhard Link, and Gennaro Chierchia. 1995. “Generic: An Introduction.” In: Carlson, G. N. & F. J. Pelletier (eds.), *The generic Book*. Chicago & London: The University of Chicago press. Pp. 1-124.
- Krifka, Manfred. 2013. Definitional generics. In C. Beyssade, M. Alda. And F. del Prete (eds.), *Genericity*. (Oxford). 372-89.
- Kripke, Saul. 1972. Naming and Necessity. Pp. 15-20. Appears also in (11) below.
- Lewis, David. 1973/2005. *Counterfactuals*. Cambridge, Mass.: Harvard UP.
- Lyons, John. 1977. *Semantics*. Cambridge: CUP. Section 6.5 and Chapters 16-17.
- McCawley, James D. 1993 [1981]. Everything that linguists have always wanted to know about logic but were ashamed to ask. Chicago, university of Chicago press. Chapter 10; Section 11.3, p. 342; Section 14.3, pp. 442-7.
- Palmer, F. R. 1986. *Mood and Modality*. Cambridge: Cambridge University Press.
- Palmer, F. R. 1990. *Modality and the English Modals*. New York: Longman.
- Palmer, F. R. 2001. *Mood and Modality*. 2nd edition. Cambridge: Cambridge University Press.
- Platteau, Frank. 1979. “Definite and Indefinite Generics.” In: Johan der Auwera (ed.), *The semantics of Determiners*. Pp. 112-123.
- Portner, Paul. 2009. *Modality*. Oxford: Oxford University Press.
- Portner, Paul. 2018. *Mood*. Oxford: Oxford University Press.
- Prior, Arthur. 1967. *Past, Present and Future*. Oxford; OUP. Pp. 27-29.
- Thomason, R. H. 1970. “Intermediate Time and Truth Value Gaps.” *Theoria* 18:3, 265-81.
- Thomason, R. H. 1983. “Conditionals, Time and Causal Independence.” (ms.)