

LIN 4930/6520 Syntax 2
T 4, Th 4 - 5 AND 032

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Course Description

This course is an investigation of some of the core areas of research in transformational syntax, building on LIN 4500/6501. Topics this semester are

- advanced clause structure
- A' movement and constraints on movement
- covert movement and Logical Form

Goals

- further develop analytical skills and syntactic argumentation
- update theoretical understanding to the current Minimalist Program machinery
- explore the syntax of typologically diverse languages
- engage the primary theoretical literature
- conduct original syntactic research

Prerequisites

LIN 4500/6501 (Syntax) and, ideally, LIN 6804 (Semantics)

Materials

The readings for the course include selections from the following textbooks and a number of articles. All the reading materials, handouts, and assignments are available on Canvas. I will also keep the calendar function updated.

Hornstein, Norbert, Jairo Nuñez, & Kleanthes Grohmann. 2005. *Understanding Minimalism: An introduction to Minimalist syntax*. Cambridge: Cambridge University Press.

Adger, David. 2003. *Core syntax*. Oxford: Oxford University Press.

Santorini, Beatrice, and Anthony Kroch. 2007-. The syntax of natural language: An online introduction using the Trees program. <http://www.ling.upenn.edu/~beatrice/syntax-textbook>.

Requirements

- homework 40%
- practice exercises 20%
- squibs 40%

0. *Preparation.* Although attendance is not part of your grade, regular attendance, participation, and thoughtful completion of the readings and at-home exercises are important. Please set aside enough time to do the required preparation thoroughly.

1. *Homeworks.* There will be two homeworks. These will focus on applying the class material to new data. You may discuss the homeworks with other members of the class but your write up must be done entirely on your own. If you consult outside materials, they must be properly acknowledged and cited.
2. *Practice exercises.* There will be at home exercises to aid you in thinking about and apply the class material. We will discuss selected problems in class and I will ask you to turn in one problem from each set through Canvas. It will be graded on a satisfactory-unsatisfactory basis.
3. *Squibs.* The research-related work for this course consists of two squibs. They are due on **March 15** and **May 1**.

A squib is a short research paper. It differs from longer papers in that it is more focused and it tends to address one quite circumscribed topic. A unique feature of a squib is that it need not propose a solution to a particular problem. It can present data without having a complete analysis. It must however clearly point out the relevance of the data to theoretical issues. Another way to think about squibs is that they are like syntax homework assignments where you have to come up with the data in addition to the analysis. The most difficult parts of a squib are finding an appropriate topic and keeping it focused. You will be guided along in the process. Your squib should represent original work; it should not take a topic and simply review what other researchers have said about it. The squib is not to be a literature summary, although you should consider what other researchers have proposed. The squibs should have either new data that is relevant to some theoretical question or an original analysis of existing data. I have placed examples on Canvas. A good place to see example squibs is in *Linguistic Inquiry*.

Squibs are approximately 12 double-spaced pages including footnotes but not references, with 1" margins. A link to a style sheet is at <http://www.mitpressjournals.org/page/sub/ling>.

If your first squib is particularly promising and interesting, you may revise and expand it into a final paper, instead of writing a second squib. It should approach conference quality and be approximately 20 pages in length.

The homeworks and squibs (or paper) will be graded on the following criteria: i) organization, ii) clarity, iii) understanding and use of syntactic theory, iv) argumentation, v) originality, vi) content.

One of the most difficult aspects of writing a paper is coming up with a promising and well-defined topic. Please be on the look out for a topic early. You must meet with me to discuss your squib topic at least two weeks before the due date. This will be 5% of the squib grade.

The following course grading scale will be used: A (94-100), A- (90-93.9), B+ (87-89.9), B (84-86.9), B- (80-83.9), C+ (77-79.9), C (74-76.9), C- (70-73.9), D+ (67-69.9), D (64-66.9), D- (60-63.9), E (<61). UF grade point averages are calculated based on the following: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

Other Issues

Missed/Late Work. You should assume that late work will not be accepted. All requests for exceptions due to illness, religious obligations, unexpected emergencies, or other extenuating circumstances must be made before the assignment due date. If you know that you will be unable to complete any work on time, contact the instructor to make arrangements prior to the due date.

Academic honesty. Academic misconduct, including but not limited to cheating and plagiarism, will not be tolerated. It may result in disciplinary action and an E for the course. The University

has an Honor Code, which reads in part as follows: “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.” See <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. If you use outside references in your work, they should always be properly cited. Copying or sharing any part of your homework assignments in any way, shape, or form is strictly prohibited. For computer work, this includes, but is not limited to, using the same file/document as someone else, using a modified file/document, or copying information between files/documents. This includes relying on another student’s work from a previous instantiation of this course. No written work may be a joint effort unless explicitly permitted and acknowledged.

Accommodations for students with disabilities. Students requesting accommodations must first register with the Dean of Students Office, <http://www.dso.ufl.edu/drc>. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Evaluations. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Campus resources. The following health and wellness resources are available to students:

U Matter, We Care, umatter@ufl.edu, 392-1575

Counseling & Wellness Center, <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575

University Police Department, <http://www.police.ufl.edu>, 392-1111

Tentative Schedule

The basic schedule below gives an idea of the topics we will cover. It is somewhat tentative, as I am constantly trying to update the readings with newer and more readable papers. Please see the splash page on Canvas for a constantly-updated schedule that includes readings, handouts, and at-home work.

HNG = Hornstein, Nuñez, & Grohmann

DAY	TOPIC	READING	OPTIONAL READING
<i>Clause Structure</i>			
Jan. 9	syllabus, GB and Minimalism	Boeckx 2006	HNG1, 2
11	Bare Phrase Structure	HNG 6	Hornstein & Nunes 2008
16	comparative syntax	Santorini & Kroch 2007 ch. 6,	Pollock 1989
18	feature checking	Adger 2003 ch. 2	
23	practice exercises 1, reading journal articles		
25	Agree (Haegeman & Lohndal 2010)	Haegeman & Lohndal 2010	Preminger 2013
30	Predicate-Internal Subject Hypothesis	McCloskey 1997	HNG 3.1-3.2, Kratzer 1996
Feb. 1	vP	Harley 2013	
6	practice exercises 2		
8	verb-initial word order	Clemens & Coon to appear	Clemens & Polinsky 2017
13	left periphery	Gundel 1998, Lambrecht 1994, Rizzi 1997	Haegeman & Gueron 1999
15	left periphery, Zapotec	Lee 2005	Abels 2012

<i>A' movement and Constraints on Movement</i>			
20	A versus A' movement HW 1 due	Büring 12.1-12.2, 12.5, Santorini & Kroch 2007 ch. 11:1-9	Adger et al. 2017
22	A' diagnostics	Culicover 2001, Polinsky & Potsdam 2014 sections 2 & 3	Safir 2015
27	practice problems 3, relative clauses	Andrews 2007	
Mar. 1	relative clauses	Santorini & Kroch 2007 ch. 11:9-13, Bhatt 2002	
6	Spring Break		
8	Spring Break		
13	constraints on movement, Subjacency	Szabolcsi & Lohndal 2013	
15	cyclic movement, CED squib 1 due	Adger 2003 ch. 10	
20	practice problems 4	Radford 2004 ch. 10	
22	phases, PIC	Hiraiwa 2010	
27	phases	van Urk & Richards 2015	Rackowski and Richards 2005
29	sluicing	Merchant 2006, Vicente 2016	
Apr. 3	sluicing	Toosarvandani 2008	Gribanova 2013
5	wh-in-situ	Poole 2011:188-200, 219-222	Cheng 2003
10	wh-in-situ HW 2 due		Aoun & Li 1993, Soltan 2010, Pesetsky 1987
12	practice problems 5, Bruening & Tran 2006	Bruening and Tran 2006	
17	scope ambiguities	Poole 2011:201-216	
19	QR		Büring ch. 4.1-4.4
24	QR, practice problems		
May 1	squib 2 due		