

**LIN 6520 Issues in Syntax**  
T 4, Th 4 - 5                      CBD 224

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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
- Binding Theory
- A<sup>1</sup> 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
- explore the syntax of typologically diverse languages, with a focus on one particular non-English language
- engage the primary theoretical literature
- conduct original syntactic research

**Corequisites**

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

**Materials**

The readings for the course include selections from the following textbooks and a number of articles.

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

Büring, Daniel. 2005. *The syntax and semantics of Binding Theory*. Cambridge: Cambridge University Press.

Zagona, Karen. 2002. *The structure of Spanish*. Cambridge: Cambridge University Press.

All the reading materials, handouts, and assignments will be available on Sakai. I will also keep the calendar function updated.

**Requirements**

- class preparation 10%
- homework 45%
- squibs 45%

1. *Preparation.* 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.

2. *Homeworks.* There will be approximately five homeworks throughout the semester. These will focus on applying the class material to new data.

3. *Squibs.* The research-related work for this course consists of two squibs. They are due on **March 14** 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 current theoretical issues. A good place to see example squibs is in *Linguistic Inquiry*. 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. I prefer that you 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 are of course encouraged to 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 old data.

Squibs are around 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. All topics should be discussed with the instructor.

The following course grading scale will be used: A (93.3-100), A- (90-93.2), B+ (86.7-89.9), B (83.3-86.6), B- (80-83.2), C+ (76.7-79.9), C (73.3-76.6), C- (70-73.2), D+ (66.7-69.9), D (63.3-66.6), D- (60-63.2), E (<60). 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.

*Accommodations for students with disabilities.* Students requesting classroom accommodation 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 with instructions on how to proceed in obtaining appropriate accommodations.

### Tentative Schedule

The basic schedule below will give you an idea of where we are going. It is quite tentative, as I am constantly trying to update the readings with newer and more readable papers.

HNG = Hornstein, Nuñez, and Grohmann, B = Büring

DAY	TOPIC	READING	OPTIONAL READING	WORK DUE
<i>Advanced Clause Structure</i>				
Jan. 8	syllabus, GB and Minimalist architectures	HNG 1, Boeckx 2006		
10	bare phrase structure, levels of representation  review of clause structure	HNG 6	HNG 2, Hornstein & Nunes 2008  Pollock 1989	
15	comparative syntax, feature checking	Adger 2003:ch. 2		
17	Predicate-Internal Subject Hypothesis	HNG 3, McCloskey 1997, Bobaljik 2003	Sportiche 1988	
22	case and EPP	HNG 4	Alexiadou & Anagnostopoulou 1998	
24	ditransitive constructions	Adger 2003:ch. 4, Bruening 2010	Larson 1988, Harley 2002, Beck and Johnson 2004	
29	left periphery	Gundel 1998, Lambrecht 1992, Rizzi 1997, Zagona 5.3	Haegeman & Gueron 1999, Abels 2012	<b>HW 1</b>
31	Spanish clause structure	Zagona 2002 3, 4.1-4.3.1, <b>TBD</b>	<b>TBD</b>	

DAY	TOPIC	READING	OPTIONAL READING	WORK DUE
<i>Binding Theory</i>				
Feb. 5	Binding Theory basics, Principles A, B, and C	B 1, Haegeman 1994: ch. 4		<b>HW 2</b>
7	complications and alternatives	B 3.1		
12	orientation, logophoricity	B 3.2	B 11, Reuland 2006	
14	binding domains	B 3.3-3.5		

<i>A' movement and Constraints on Movement</i>				
Feb. 19	A vs. A' movement	Culicover ch. 6.1-6.3, Buring 12.1-12.2, 12.4-12.5	Lasnik & Stowell 1991, Culicover 2001, Zagana 6.4.2	
21	A vs. A' movement (continued) Spanish Focalization	Zagana 2002 6.3, <b>TBD</b>	Thrainsson 2001	<b>HW 3</b>
26	Spanish "subject" position	<b>TBD</b>		
28				
Mar. 12	relative clauses	Andrews 2007, Bhatt 2002		
14				<b>squib 1</b>
19	islands, cyclicity	Culicover ch. 6.4-6.7		
21	<i>no class</i>	Annual Tampa Workshop in Linguistics ( <a href="http://www.tampalinguistics.org/">http://www.tampalinguistics.org/</a> )		
26	phases	Adger 2003 ch. 10, Radford 2009:ch. 9	Legate 2003, Hiraiwa 2010	<b>HW 4</b>
28				

DAY	TOPIC	READING	OPTIONAL READING	WORK DUE
<i>Covert Movement</i>				
Apr. 2	wh-in-situ, Logical Form	Bruening & Tran 2006, Aoun & Li 1993	Cole & Hermon 1998, Pesetsky 1987	
4				
9	quantifiers, scope, Quantifier Raising	Poole 2011 Culicover 1997 ch. 8	Büring 4.1-4.4, Kiss 2006	
11				
23	Scope Economy	Fox 2000		<b>HW 5</b>
May 1				<b>squib 2</b>