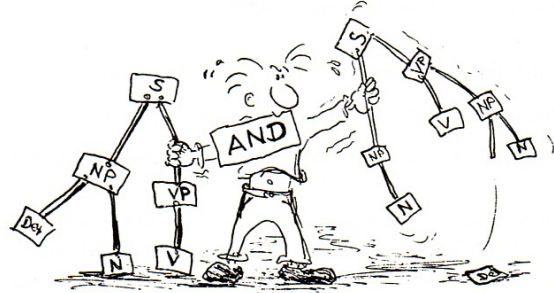


SPN 6735 (section 0097; Class #17261)/LIN6932 (section 4339; Class #31891)

## ADVANCED SPANISH SYNTAX

Tuesday, Periods 9-11 (4:05 PM – 7:05 PM)

Anderson Hall 0019



### INSTRUCTOR INFORMATION

**Instructor:** Dr. Imanol Suárez-Palma

**Office:** Dauer Hall, 157

**Email:** [isuarezpalma@ufl.edu](mailto:isuarezpalma@ufl.edu)

**Phone:** (352)294-6399

**Office hours:** Tuesday 11:45–12:45 [*in person*]; Wednesday 10:30–12:30 [*online*], and by appointment.

**Reserve your spot through:** <https://isuarezpalma.youcanbook.me>

**Zoom office hours link:** <https://ufl.zoom.us/j/2792706219>

### COURSE GOALS AND OBJECTIVES

This course will be **taught in English** and it will build on the content seen in the introductory syntax course offered in the Spanish and Portuguese Department (SPN6855 – Introduction to Spanish Syntax), or the Linguistics equivalent (LIN6501 – Syntax 1). Taught within the Minimalist approach to syntactic theory, it presents some of the latest advancements in the field and empirical issues in binding, control, movement, structure and the interfaces with semantics and morphology, paying special attention to data and phenomena from Spanish and other (Ibero-)Romance languages. The course goals are the following:

1. Students will develop an understanding of modern Minimalist syntactic theory.
2. We will work on syntactic analysis skills through workshopping problem sets in class, using Spanish or other Romance languages as the object of study.
3. Students will perfect their academic writing skills through the development of an original proposal concerning some syntactic issue, drawing on data in Spanish, in Romance or in any other language(s) you are interested in. The goal is for this proposal to become a potential conference paper or publication.

For the sake of those students lacking a syntactic background, we will review how each phenomenon was dealt with within the previous theoretical framework (*Government &*

*Binding*) before discussing how it is approached within Minimalism. Knowledge of Spanish is not required; all readings and assignments will be in English.

In terms of assessment, this course will allow students to produce a piece of work likely to be published. In other words, throughout the course, students will read about a particular morphosyntactic phenomenon of Spanish of their choice, so that, by the end of the semester, they will have gained a solid understanding of such phenomenon, as well as of the analyses (with their pros and cons) proposed for it in the literature. Students will submit a weekly critical commentary of one of the articles they read about the morphosyntactic issue they have chosen, which will become a supervised *overview article* when compiled at the end of the semester. The aim is for it to be submitted to *Glossa: a Journal of General Linguistics*, which welcomes that type of papers: <https://www.glossa-journal.org/site/author-guidelines/>.

Alternatively, it may well be the case that students find a theoretical gap, some issue that has been overlooked or ill-explained in all the analyses available; this would translate into an original research paper. Optionally, the term paper can also consist of a literature review about a morphosyntactic phenomenon students are investigating for other projects (qualifying exams, dissertation, etc.) or courses (sociolinguistics, psycholinguistics, language acquisition, etc.) as long as it is related to Spanish/Romance.

### COURSE MATERIALS

- Hornstein, N., J. Nunes & K. Grohmann (2005). *Understanding Minimalism*. Cambridge: Cambridge University Press. [REQUIRED]
- Gallego, Á. (2015). *Perspectivas de sintaxis formal*. Madrid: AKAL. [OPTIONAL]
- A number of readings will be made available to students via Canvas.
- TreeForm<sup>1</sup> (free software). Available at: <https://sourceforge.net/projects/treeform/>

### ASSESSMENT

#### Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

<sup>1</sup> Derrick, D. & Archambault, D. 2010. TreeForm: Explaining and exploring grammar through syntax trees. *Literary and Linguistic Computing* 25(1), 53-66. DOI: 10.1093/lilc/fqp031.

**Graded Course Components**

- **Final paper = 60 %**
- **Weekly written assignments: 25 %**
- **Presentations (x2) = 10 %**
- **Discussion of one reading: 5 %**

**Final paper = 60 %**

At the end of the semester, students will produce an overview article of a particular morphosyntactic phenomenon of Spanish of their choice.

**Weekly written assignments = 30 %**

Students will submit weekly progress reports, which will consist of critical reaction papers about articles on the specific morphosyntactic phenomenon the students are working on. Moreover, students will prepare a 2-page conference abstract (including examples, diagrams and references).

**Presentations = 10 %**

Students will prepare two presentations: (i) a 5-minute presentation to showcase their research question to their peers; (ii) following the format of professional conference talks in syntax, a 15 minute presentation of their final project.

**Discussion of one of the course readings = 5 %**

Students will also lead the discussion of one of the readings in the semester.

**CALENDAR**

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

UM = *Understanding Minimalism*; ELH = *Enciclopedia de Lingüística Hispánica*; HHL = *Handbook of Hispanic Linguistics*

DATE	Wednesday
Week 1 (January 6)	Presentation of the course and Introduction. Review of Principles and Parameters model. <b>The minimalist project.</b> <u>Readings:</u> UM (Chapter 1); Olarrea (1996): Chapter 1.
Week 2 (January 11)	<b>Minimal architecture.</b> <u>Readings:</u> UM (Chapter 2); Fernández Soriano (1999) Browse ELH and HHL to select a research topic, and read corresponding chapter(s). <b>Submit 1-page summary of Fernández Soriano (1999)</b>
Week 3 (January 18)	<b>Minimal architecture.</b> <u>Readings:</u> UM (Chapter 2) <b>Submit summary #1</b>
Week 4 (January 25)	<b>Theta domains.</b> <u>Readings:</u> UM (Chapter 3); Ordóñez (1998) <b>Submit summary #2</b>
Week 5 (February 1)	<b>Case Domains.</b> <u>Readings:</u> UM (Chapter 4) <b>Submit summary #3</b>
Week 6 (February 8)	<b>Case Domains.</b> <u>Readings:</u> UM (Chapter 4); Demonte & Fernández Soriano (2009) <b>Submit summary #4</b>
Week 7 (February 15)	<b>Minimality effects.</b> <u>Readings:</u> UM (Chapter 5) <b>Submit summary #5</b>
Week 8 (February 22)	<b>Phrase structure.</b> <u>Readings:</u> UM (Chapter 6); Sánchez-López (2007) <b>Submit comparative critical summary</b>
Week 9 (March 1)	<b>Linearization.</b> <u>Readings:</u> UM (Chapter 7) <b>Submit research question</b>
Week 10 (March 8)	<i>Spring Break: No class</i>
Week 11 (March 15)	<b>Binding.</b> <u>Readings:</u> UM (Chapter 8); Cuervo (2014) <b>Submit individual progress report #1</b>
Week 12 (March 22)	<b>Binding.</b> <u>Readings:</u> UM (Chapter 8) <b>Submit individual progress report #2</b>
Week 13 (March 29)	<b>Feature Interpretation.</b> <u>Readings:</u> UM (Chapter 9); Suárez-Palma (2020) <b>Submit individual progress report #3</b>
Week 14 (April 5)	<b>Derivational Economy.</b> <u>Readings:</u> UM (Chapter 10) <b>Submit individual progress report #4</b>
Week 15 (April 12)	<b>Derivational Economy.</b> <u>Readings:</u> UM (Chapter 10); Villa-García (2019) <b>Submit abstract and oral presentation</b>
Week 16 (April 19)	<b>Criticisms to Minimalist Program.</b> <u>Readings:</u> Lappin et al. (2000) <b>Submit individual progress report #5</b>

**Final paper due April 26, at 7:30 PM through Canvas**

## COURSE READINGS

A series of professional articles on Spanish/Romance syntax will be posted on Canvas, which will be discussed in the order indicated in the course calendar.

## USEFUL REFERENCES

### Traditional Grammars of Spanish:

- |                 |  |
|-----------------|--|
| PC 4105. A3     | Real Academia Española: <i>Esbozo de una Nueva Gramática de la Lengua Española</i> .   |
| PC4105.N84 2009 | Real Academia Española: <i>Nueva Gramática de la Lengua Española</i> . (2009) (Now available at: <a href="http://aplica.rae.es/grweb/cgi-bin/buscar.cgi">http://aplica.rae.es/grweb/cgi-bin/buscar.cgi</a> ) |
| PC 4105. B5     | Bello, Andrés: <i>Gramática de la Lengua Castellana</i> .  |
| PC 4105. A65    | Alcina Franch, J.: <i>Gramática Española</i> .   |
| PC 4361. G5     | Gili Gaya, Samuel: <i>Curso Superior de Sintaxis Española</i> .  |
| PC 4105.G735    | Bosque, I. & V. Demonte: <i>Gramática Descriptiva de la Lengua Española</i> .  |

### Introductions to Generative Syntax:

- |                |  |
|----------------|--|
| P291.H37       | Hernanz, M.L. & J.M. Brucart: <i>La Sintaxis</i> .                                     |
| P158.2 H34     | Haegeman, L.: <i>Introduction to Government and Binding Theory</i> .                   |
| P291.C79       | Culicover, P.: <i>Principles and Parameters: An Introduction to Syntactic Theory</i> . |
| P158.R29       | Radford, A.: <i>Transformational Grammar: A first Course</i> .                         |
| P291.C33       | Carnie, A.: <i>Syntax: A Generative Introduction</i> .                                 |
| P291. H246     | Baltin, M. & C. Collins: <i>Contemporary Syntactic Theory</i> .                        |
| P125 .C47 1988 | Chomsky, N.: <i>Language and Problems of Knowledge: The Managua Lectures</i> .         |

### Introductions to the syntax of Spanish:

- |                    |   |
|--------------------|---|
| PC4073 .H83 2010   | Hualde, J.I., A. Olarrea, A.M. Escobar & C.E. Travis: <i>Introducción a la Lingüística Hispánica. (Capítulos 1 y 4)</i> |
| PC4073 .H36 2012eb | Hualde, J.I., A. Olarrea & E. O'Rourke: <i>Handbook of Hispanic Linguistics</i> .                                       |
| PC4361 .Z34 2002   | Zagona, K.: <i>The syntax of Spanish</i> .  |
| PC4361 .C26 2018   | Camacho, J.: <i>Introducción a la sintaxis del español</i> .  |

### Specialized journals:

- |   |                      |
|---|----------------------|
| Linguistic Inquiry  | P1.L55               |
| Natural Language & Linguistic Theory                          | P1. N33              |
| Language  | P1.L3                |
| Syntax & Semantics  | P1. S9               |
| Linguistics   | P1.A1L5              |
| Theoretical Linguistics                                       | P121.T5              |
| Lingua  | P9.L47               |
| Revista Española de Lingüística                               | P9. R395             |
| Nueva Revista de Filología Española                           | PC 40008.N84         |
| PROBUS – International Journal of Latin & Romance Linguistics | PC1.P76              |
| Glossa  | Open Access (Online) |
| Borealis – International Journal of Hispanic Linguistics      | Open Access (Online) |
| Issogloss – Open Journal of Romance Linguistics               | Open Access (Online) |

## UNIVERSITY POLICIES AND RESOURCES

### Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

### Accommodations

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. 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.

### 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.ua.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.ua.ufl.edu/public-results/>.

### Academic Integrity

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 (<https://sccr.dso.ufl.edu/process/student-conduct-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 or TAs in this class.

### In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form

part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## UNIVERSITY RESOURCES

### *Health and Wellness*

- *U Matter, We Care*: [umatter@ufl.edu](mailto:umatter@ufl.edu); <https://umatter.ufl.edu>; 392-1575
- *Counseling and Wellness Center*: <https://counseling.ufl.edu/>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <https://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

### *Academic Resources*

- *E-learning technical support*: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu); <http://helpdesk.ufl.edu/>; 352-392-4357
- *Career Connections Center*: Reitz Union Suite 1300; <https://career.ufl.edu/>; 392-1601
- *Library Support*: <https://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 2215 Turlington Hall; <https://writing.ufl.edu/writing-studio/>; 846-1138

## PROCEDURE FOR CONFLICT RESOLUTION

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Graduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<https://ombuds.ufl.edu/>; 392-1308) or the Dean of Students Office (<https://dso.ufl.edu/>; 392-1261). For further information refer to the Student Honor

Code and Student Conduct Code webpage (for residential classes) or <https://distance.ufl.edu/getting-help/student-complaint-process/> (for online classes).

## COVID-19 PROTOCOLS

**In response to COVID-19, the following practices are in place to maintain our learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our neighbors, and our loved ones.**

- **If you are not vaccinated, get vaccinated.** Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- **You are expected to wear approved face coverings at all times during class and within buildings,** even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
  - 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.
  - Hand sanitizing stations will be located in every classroom.
- **If you are sick, stay home and self-quarantine.** Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
  - **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.
  - **If you are withheld from campus** by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- **Continue to regularly** visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.