Syntax 1
Linguistics 30201 Fall 2014 Place: Rosenwald 208
TuTh 10:30-11:50

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Course description
This course covers the fundamental goals and techniques of current syntactic theory and the empirical facts it is based on. It also has the goal of putting you in a position to pursue more advanced study of the structure of human languages and to provide a foundation for your own research. After reviewing the basic concepts of modern grammatical theory, the course moves on to the principles of current theoretical syntax: phrase structure and constituency, the interaction of syntax and the lexicon, and the nature and type of structure-building and movement operations. Emphasis is placed on understanding argumentation and empirical justification for theoretical claims, as well as overall understanding of theoretical concepts and tools. Expertise is gained through in depth discussions of weekly readings.

This course is an advanced survey of topics in graduate syntax examining current syntactic theory through a detailed analysis of a range of phenomena and readings from the primary research literature. Major topics include agreement, phrase structure and constituency, selection and subcategorization, argument structure, grammatical relations, case (including ergativity and differential object and subject marking), voice (active, passive, and middle), ditransitives, applicatives, auxiliaries, negation, and ellipsis.

PREREQUISITES: Graduate student standing. Undergrads with a grade of A in Intro to Syntax may petition the instructor for admission.

Main goals:
1. Learn how syntax is done
2. Learn a body of facts relevant to syntactic theorizing
3. Read and understand primary syntactic literature

Course requirements
• Attendance and participation in the class; diligent reading
• Homework assignments and in class presentations
• Midterm exam (in class)
• Final exam (in class)
Your **final grade** will be an average of all grades received on assignments plus participation (worth one assignment), the midterm (worth one assignment), and the final (worth two assignments).

**Overview of the contents of the course:**
The following topics will be covered (roughly in the order below):

- Feature structures, agreement, basics of phrase structure, ellipsis
- The lexicon; types of lexical information; the interaction between the lexicon and the phrase structure system (the theory of selection)
- The basics of clausal architecture; functional and lexical categories
- Theta theory, argument structure, grammatical relations
- The internal subject hypothesis, little v, and the organization of the VP
- Voice: active/passive constructions, middles, unaccusatives and unergatives; ditransitives, applicatives
- Case theory
- Expletives and impersonal constructions; the ‘extended projection principle’
- Raising and control (‘equi’)

**Weekly schedule (very roughly, subject to change as needed: don’t plan too far ahead based on this!)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Background readings, optional</th>
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</thead>
<tbody>
<tr>
<td>1 : No class Thur: See UIC Bilingualism Forum</td>
<td>Introduction, background features</td>
<td>Sag, Wasow, and Bender 2003</td>
<td>Chomsky 1957, 1964</td>
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<td>2</td>
<td>features, continued; Agree</td>
<td>Aoun, Benmamoun, and Sportiche 1994; Munn 1999; van Koppen 2006, Haegeman and van Koppen 2012; Kramer 2014b</td>
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<td>3</td>
<td>Features, cont. NPE; constituency, phrase structure (PS-rules)</td>
<td>Merchant 2014; Wells 1944</td>
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<td>4</td>
<td>auxiliaries, head movement, do-support, negation</td>
<td>Pullum and Zwicky 1982</td>
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<td>5:</td>
<td>Merge, Move, Minimalism</td>
<td><em>some definitions</em></td>
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<td>the internal subject hypothesis</td>
<td>McCloskey 1997</td>
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<td>6: midterm on Thur</td>
<td>transitivity; case, split ergativity</td>
<td>Coon and Preminger 2012, Deal 2012; Merchant 2006; [Mithun 1999]</td>
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<td>7:</td>
<td>Case continued; passive, unaccusativity</td>
<td>Perlmutter 1978, Merchant 2013</td>
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<td>8:</td>
<td>Unaccusativity, passive cont.</td>
<td>Alexiadou, Anagnostopoulou, and Everaert 2004</td>
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<td>9 Thanksgiving (no Thur)</td>
<td>Subject/object asymmetries, ditransitives, applicatives, object agreement</td>
<td>Barss and Lasnik 1986; Bruening; Kramer 2014a</td>
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<td>10</td>
<td>Raising and control</td>
<td>Landau 2011; Wurmbrand</td>
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<td>Extra:</td>
<td>Structure of the VP</td>
<td>Gribanova 2013a,b</td>
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**Final exam:** Thursday of the 10th week, in class.

**Readings:** These will all be available as pdf files on e-reserve through Chalk.uchicago.edu or easily findable by you through the Regenstein library portal (for journal articles)

- van Koppen, Marjo. 2006. A new view on first conjunct agreement. In 121-140.
Guidelines for writing up assignments:

The assignments should take the form of short papers aimed at explaining sets of problematic data using, and (where necessary) extending, the set of analytical tools adopted in class. Emphasis will be placed on providing empirical justification for claims, strength of argumentation, and form and clarity. You are free to work together in developing solutions to the problems in the assignments, with the following two requirements:
(i) you must acknowledge your collaborators (i.e., include a footnote saying who you worked with), and
(ii) you must write up the assignments individually

Write-ups should be in complete prose, with all examples, trees, rules, etc., numbered and referred to in the text by number. Do not refer to numbered examples on handouts or in the textbook without reproducing the examples in your write-up. The general structure will be to introduce a set of data (pointing out generalizations as necessary), explain their significance, propose or reiterate one or several hypotheses about the data, and argue for the superiority of a particular hypothesis on the basis of the data, introducing new data as relevant. The final product should be a self-contained piece of analysis, readable and understandable by your colleagues and classmates without their needing the textbook or other class materials at hand.

In general, assignments are due at the beginning of the next class after they’re given. We will generally spend part of that next class discussing the data in the assignment and its analysis. For this reason, late assignments cannot be accepted without a Dean’s note.

In class participation

You are expected to do the readings and to contribute in class.

Accommodations

Students who require accommodations under the ADA can supply a letter to that effect from the Disabilities Office on campus.

Extra reading: Feel free to read anything by the following authors as an excellent way of seeing how great syntax is done:

Aissen
Alexiadou and Anagnostopoulou
Biberauer
Bresnan
Chung
Coon
Deal
Gribanova
Haegeman
Harley
Heycock
Koopman
Kramer, Ruth
Legate
Mikkelsen
Pancheva
von Koppen
Wurmbrand