

Ling 220A: Advanced Syntax I

Fall 2023

Instructor: Peter Jenks, jenks@berkeley.edu
Meetings: Tu, Th 12:30–2:00p, 1303 Dwinelle
Office Hours: W 9-11a in 1217 Dwinelle Hall, schedulable at this link, or by appointment

Description

This course develops a foundation in contemporary syntactic theory. Topics covered in this course include phrase structure, word order, argument structure, passives, control, and raising.

Requirements

Active class participation The importance of class time cannot be overemphasized; many assignments will build on class discussions. Use class time to practice two essential professional tools (1) listening and (2) asking questions.

Six written assignments Assignments will be made available on Thursday and be due the following Tuesday. You have the option to work alone or with one other student on these assignments, constructing and writing your analysis together. You are strongly urged to discuss your assignments among each other regardless of who you are working with.

Four readings + response papers. There are two types of reading: chapters assigned from David Adger's 2003 textbook *Core Syntax* (findable in pdf online) and journal articles. Journal articles will be accompanied by a 1-2 page response assignment, due on the Tuesday after the paper is assigned.

A squib (= short research paper) that investigates one of the topics covered in class. There is an originality requirement for your squib: it must introduce new data, from English or another language, data from a novel methodology, or make a novel theoretical proposal about existing data. Due the last day of finals, December 16.

Grade policy

Participation in class	12%
Assignments (x6)	48%
Reading responses (x4)	16%
Final squib	24%

Guidelines for written work:¹

- All assignments and the squib should be completed carefully. They should be finished by the beginning of class on the due date. Homework will frequently form the basis for class discussion. Handing it in after class therefore makes it less useful and missing class because it is not done will put you further behind.
- You can write up the assignments alone or in groups, but the assignments must be completed in accordance with University policy on academic integrity (<http://campuslife.berkeley.edu/conduct/integrity>). If you use an idea that clearly originated with someone else, give them credit for it.
- Written responses and assignments must be *self-contained*. They should have a meaningful structure that organizes the material in a systematic fashion and helps the reader understand your reasoning. They should not simply cite data points on the assignment. Major claims should be made clear through illustrative derivations. In other words, your assignments should read like short papers.
- Solutions should be around 3-8 pages in length. Try not to exceed the length limit; if you find yourself writing more than that, revisit your prose and claims from the earlier sections and think about how to make them more concise.
- Write in complete sentences. Be clear. If you don't understand what you're saying, I won't either!

¹Based on J. Aissen's guidelines for written work at UCSC via L. Mikkelsen.

- Be consistent in your use of terminology, abbreviations, etc.
- Type up your assignments and squibs. I strongly recommend you learn how to use LaTeX to produce your homework assignments, as it allows you to easily incorporate syntactic trees into your writing. I will provide a LaTeX template on Overleaf which will enable you to collaborate on your assignments and to learn to use this program.
- As much as possible, adhere to the following notational conventions:
 - Number your examples and set them apart from the text.
 - If you cite linguistic material in-text, put it in italics.
 - Annotate your examples as follows: * for ‘unacceptable’, ? for ‘of doubtful acceptability’, and # for ‘semantically or pragmatically unacceptable.’ The absence of annotation indicates ‘acceptable.’
 - If providing data from a language other than English, include a morpheme-by-morpheme gloss and a free translation. Enclose the free translation in single quotation marks.
 - When constructing minimal pairs of sentences, parentheses may be used to enclose the difference, as in *He thinks (that) pigs can fly*. If the two versions of the example differ in grammaticality, place the annotation mark accordingly: *I asked whether (*that) pigs can fly* vs. **(That) pigs can fly is news to me*.

Class policies

Email policy: Reserve substantive questions about the course material for class meetings or office hours. You can generally expect an email response from me within 24 hours, though emails sent on weekends may not receive a response until Monday.

Office hours: Because I am mostly teaching graduate classes, I have schedulable 15-minute slots for course-related content or questions which can be accessed at my Google Calendar at this link.

Respect policy: This class is a place of exploration and learning. All points of view are welcomed and accepted, so please keep an open mind to the opinions and ideas of others. Listening is crucial to contributing productively to a conversation. Be attentive to the flow of discussion, stick to the subject, but feel free to ask questions and add comments! The course will benefit from everyone’s input.

Accommodations for students with disabilities: If you require course accommodations due to a physical, emotional, or learning disability, contact UC Berkeley’s Disabled Students’ Program (DSP). Notify the instructor through course email of the accommodations you would like to use. You must have a Letter of Accommodation on file with UC Berkeley to have accommodations made in the course. More information is available at this link. If those time don’t work for you feel free to book an academic advising slot or to email me to schedule another meeting.

Religious holidays: UC Berkeley promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday (see below) or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Title IX: Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, university policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct. UC Berkeley has a number of partially and fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

- Confidential support at PATH to Care Center: <https://care.berkeley.edu/>; 24-hour phone line: 510-643-2005

- Support for survivors: <https://svsh.berkeley.edu/support/support-survivors>
- Reporting options: <https://svsh.berkeley.edu/reporting/reporting-options>

Schedule

WEEK	DATE	TOPIC	ASSIGNMENTS
1	Aug 24	Foundations	(Adger 2003, ch 1)
2	Aug 29, 31	Structure, X'-Theory	HW 1 (Adger, ch 2)
3	Sep 5, 7	Features, head movement, sociosyntax	Sells et al. 1996+Response
4	Sep 12, 14	Features and selection	HW 2 , (Adger, ch. 3)
5	Sep 19, 21	The Minimalist Program	(Adger, ch. 4-4.3)
6	Sep 26, 28	Constituent order	HW 3
7	Oct 3, 5	Agree, A'-movement	Bhatt 2005+Response
8	Oct 10, 12	Case, VPISH	(Adger, ch. 5, McCloskey 1997), HW 4
9	Oct 17, 18	Ditransitives, causatives	(Adger ch. 4.4-4.7), Abstract due
10	Oct 24, 26	Passives and unaccusatives	(Adger ch. 6), HW 5
11	Oct 31, Nov 2	Raising	Halpert 2019+Response
12	Nov 7, 9	Raising vs. control	HW 6 , (Adger, ch. 8, Deal 2017)
13	Nov 14, 16	Object control, ECM	Polinsky and Potsdam 2002+Response
14	Nov 28, 30	Control as movement?	Presentations

References

- Adger, David. 2003. *Core syntax*. Oxford: Oxford University Press.
- Bhatt, Rajesh. 2005. Long-distance agreement in Hindi-Urdu. *Natural Language & Linguistic Theory* 23:757–807.
- Halpert, Claire. 2019. Raising, unphased. *Natural Language & Linguistic Theory* 37:123–165. URL <https://doi.org/10.1007/s11049-018-9407-2>.
- McCloskey, James. 1997. Subjecthood and subject positions. In *Elements of grammar: A handbook of generative syntax*, ed. Liliane Haegeman, 197–236. Kluwer.
- Polinsky, Maria, and Eric Potsdam. 2002. Backward control. *Linguistic Inquiry* 33:245–282.
- Sells, Peter, John Rickford, and Thomas Wasow. 1996. An optimality theoretic approach to variation in negative inversion in aave. *Natural Language & Linguistic Theory* 14:591–627. URL <https://doi.org/10.1007/BF00133599>.