Syntax 1
Linguistics 20400/30400, Fall 2004
TuTh 10:30-11:50 am

Instructor
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Office hours: TBA

Course description
This course introduces 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 coherent argumentation and
empirical justification for theoretical claims, as well as overall understanding of
theoretical concepts and tools.

Course requirements
• Attendance and participation in the class; diligent reading
• Homework assignments
• Midterm
• Final exam

The final grade will be an average of all grades received on assignments plus
participation (worth one assignment), the midterm (worth two assignments), and the
final exam (worth four assignments)

Overview of the contents of the course:
The following topics will be covered (roughly in the order below):
• The basics of phrase structure
• 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 and grammatical relations
• The internal subject hypothesis and the organization of the VP
• Voice: active/passive constructions, unaccusatives and unergatives
• Case theory
• Expletives and impersonal constructions; the ‘extended projection principle’
• Raising and control (‘equi’)
### Weekly schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading (to be completed before class on date)</th>
<th>Homework (to be turned in on the following Tues.)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>9/28, 9/30</td>
<td>intro features</td>
<td>chs. 1 and 2</td>
<td>ch. 2, ex 1 ‘Reflexives and phi-features’ (p.53)</td>
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<tr>
<td>2</td>
<td>10/5, 10/7</td>
<td>constituency</td>
<td>ch. 3</td>
<td>ch. 3, ex 1 ‘Pseudoclefts’ (p. 97)</td>
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<tr>
<td>3</td>
<td>10/12, 10/14</td>
<td>phrase structure</td>
<td>ch. 4 (up to 4.4.4)</td>
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<td></td>
<td></td>
<td>ditransitives</td>
<td>Barss and Lasnik 1986</td>
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<tr>
<td>4</td>
<td>10/19, 10/21</td>
<td>unaccusativity</td>
<td>ch. 4 (4.4.4 to end); Perlmutter 1978</td>
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<td></td>
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<td></td>
<td>Alexiadou et al. 2004</td>
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<td>5</td>
<td>10/26: Midterm</td>
<td>auxiliaries, head movement</td>
<td>ch. 5</td>
<td>ch. 5, ex. 2 ‘copulars’ (p. 196)</td>
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<td></td>
<td>10/28</td>
<td>do-support</td>
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<tr>
<td>6</td>
<td>11/2 [vote!]</td>
<td>expletives</td>
<td>ch. 6</td>
<td>ch. 6, ex. 4 ‘expletives’ (p. 240)</td>
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<td></td>
<td>11/4</td>
<td>the internal subject hypothesis</td>
<td>McCloskey 1997</td>
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<td>7</td>
<td>11/9</td>
<td>case, voice</td>
<td>Blake 2001</td>
<td>Mithun 1999</td>
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<td></td>
<td>11/11</td>
<td></td>
<td>Alexiadou and Anagnostopoulou 2004</td>
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<tr>
<td>8</td>
<td>11/16</td>
<td>raising</td>
<td>ch. 8</td>
<td>ch. 8, ex. 7 ‘classifying verbs’ (p. 336)</td>
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<td></td>
<td>11/18</td>
<td>control</td>
<td>Culicover and Jackendoff 2001 or J&amp;C 2003</td>
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<tr>
<td>9</td>
<td>11/23</td>
<td>control cont.</td>
<td>Landau 2001</td>
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<td>11/25</td>
<td>[Thanksgiving]</td>
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<tr>
<td>10</td>
<td>11/30</td>
<td>(non)configurationality</td>
<td>Reading period</td>
<td>Baker 2001; Pensalfini 2004 [Hale 1983]</td>
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<td></td>
<td>12/2</td>
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**Text**


**Other readings:** (these will all be available as pdf files on e-reserve through the Regenstein) Alexiadou, Artemis, Elena Anagnostopoulou, and Martin Everaert (eds.). 2004. *The unaccusativity puzzle: Explorations of the syntax-lexicon interface.* Oxford University Press. Introduction (pp. 1-21).
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.

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