

LING 675 Syntax 4
LING 775 Seminar in Syntax
Topics in Embedding Strategies

TR 1:05 pm - 2:25 pm
1085 Dr. Pen eld, room 117

Last updated on January 6, 2025

Junko Shimoyama

Office hours: Tuesdays 3:00-4:00 pm & by appointment

Office location: 1085 Dr. Pen eld, Rm 219

Phone: 514-398-4867

E-mail: junko.shimoyama@mcgill.ca

Course Description

The course explores current cross-linguistic issues in syntax and its interfaces. Through in-depth investigations of particular issues, students will develop skills necessary to do independent research, such as (i) constructing arguments by carefully following logical steps, (ii) formulating hypotheses and exploring their consequences, (iii) finding empirical puzzles and developing them into research questions for a project.

Specifically, we will explore selected topics in the area of embedding strategies cross-linguistically. Two sub-areas we will focus on are: (a) finite-clause embedding under D-like elements and (b) speech-act embedding. Specific topics for (a) include: 'referential' clauses under D and propositional anaphora; and for (b): embedded main clause phenomena, 'quasi'-subordination, and phenomena of Insubordination. Along the way, we will also explore ways in which interpretation can be used as evidence for syntactic structure.

Evaluation

For LING 675:

Contributions to class discussions: 20%

Two mini-squibs: 12% (2x6%)

Student-led discussions (critical evaluation of an article): 8%

Final project presentation & paper: 60%

For LING 775 (Pass/Fail)

Contributions to class discussions: 60%

Student-led discussions (critical evaluation of an article): 40%

Contributions to class discussions

Class discussions will assume that you have done the required readings. You are expected to contribute to class discussions by bringing in your own questions and comments on the readings. To be prepared to do so, students should post questions or data discoveries arising from the required readings on the Discussion board on myCourses, by 8 pm of the day before class. Another way of making contributions to class discussions is to raise questions and/or engage in discussions with the instructor during of office hours.

Mini-squibs

Mini-squib 1 (1 page): due February 13

Mini-squib 2 (1 page): due March 20

Mini-squibs let you pick up on and explore questions, issues, data points and so forth that were discussed but left open in class. The purpose of this exercise is to help you with the process of identifying appropriate research questions for your final project.

Student-led discussions (Critical evaluation of an article)

Leading discussions on an article will give you an opportunity to get deeper into the topic you are interested in and critically evaluate existing analyses. You will choose one article (February 21) that discusses topics related to those covered in class. You can choose an article from the listed readings (very short articles are excluded), or an article that is not listed on the course outline, in consultation with the instructor. You can aim for approximately 45 minutes of presentation, not including the time for questions and discussions from the audience.

Try to include in your presentation:

- A brief summary of the goals and the main issues addressed in the paper.
- Presentation of the main proposal and critical evaluation of the proposed analysis and arguments presented.
- Discussion of predictions made by the analysis you are critiquing and new data that bear on the analysis.

Final project (presentation and paper)

Your paper will deal with a topic discussed in class or related to those discussed in class that you want to get more into and think more about. Your paper is expected to go beyond a critical review, by making empirical and/or theoretical contributions that are original. Make sure that in your paper, it is clear what are your own contributions (data, analyses, criticisms) and what are from the literature. Your paper will also be evaluated as to whether it shows evidence for potential in completing satisfactory evaluation papers (or an MA research paper), as well as whether it shows evidence that you have learned something from the course.

Meeting with me: by Friday, March 28

Presentation (25 min. + 10 min. for questions): April 4, 6, 11

Paper (maximum 10 single-spaced pages, Times 12 pt. or equivalent):
Due Wed. April 20

Academic Integrity and Other Statements

Copyright: Instructor-generated course materials

Instructor-generated course materials (e.g., slides, handouts, conference materials, assignments, quizzes, exam questions, answer keys, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

Academic integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of student conduct and disciplinary procedures (see www.mcgill.ca/students/srr/honest/ for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

In case you consider working on related topics for term papers in two courses, it is very important that you bring it up to all the instructors involved and get approval.

Right to submit in French

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Inclusive learning environment

As the instructor of this course I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

Extraordinary circumstances

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Land acknowledgement

McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

Schedule
(tentative & subject to modification)

Wk	Date	Topic & Reading (*=required)
1	1/7, 9	Introduction: embedding strategies (a) nite-clause embedding under D-like elements & (b) speech-act embedding
2	1/14, 16	`Degrees' of nominalization *Korn It and Whitman (2011); Baker (2011); Korn It (2007) [Lingua special issue 2011]
3	1/21, 23	`Referential' clauses? *Kastner (2015); Haegeman and Högdi (2010); Bhatt (2010); Hiraiwa (2010) [Theoretical Linguistics special issue 2010]
4	1/28, 30	tentative: Mon 1/28: student-led discussion: [name] on [...] *Moulton (2020)
5	2/4, 6	D+CP & propositional anaphora *Moulton (2020); Harley (2020); Alexiadou & Borer eds. 2020 Arkoh and Matthewson (2013); Lee (2019); Zyldz (2017); Bondarenko (2020); Bochnak and Hanink (2021) JS on Bogal-Allbritten et al. (2021) **Not required to post questions this & the following week so that you can focus on your Squib 1**
6	2/11, 13	D+CP & Propositional anaphora continued (Squib 1 due Thu) Krifka (2013); Snider (2017) tentative: Mon 2/11: student-led discussion: [name] on [...] tentative: Wed 2/13: student-led discussions: [name] on [...] JS might talk about Bondarenko (2021)
7	2/18, 20	Claims and facts in the air *Travis et al. (2014); Bliss (2014); Potsdam (2011); Kaufman (2011); Yap and Grunow-Harsta (2010), Toosarvandani (2014) [Paul ed. 2014 Yap, Grunow-Harsta & Wrona eds. 2011]
8	2/25, 27	tentative: Mon 2/25: student-led discussion: [name] on [...] Amritavalli (2013); Bayer and Viesel (2019) tentative: Wed 2/27: student-led discussions: [name] on [...] Yap and Grunow-Harsta (2010) Catch-up
Winter Reading Break		

Wk	Date	Topic & Reading (*=required)
9	3/11,13	Clause types & speech acts *Dayal and Grimshaw (2009); Bhatt and Dayal (2020) tentative: Mon 3/11: student-led discussions: [name] on [...] Den Dikken and Singhapreecha (2004)
10	3/18, 20	Embedded main clause phenomena (Squib 2 due Th *McCloskey (2006); Heycock (2017); Woods (2016); Wood (2013); Liang et al. (2021); Özyıldız (2021)
11	3/25, 27	Speech act embedding `complementizers' (mtg by Fri Kim (2018); Goodhue and Shimoyama (2021); Schwager (2010); AnderBois (2017, 2019); Kidwai (2014)
12	4/1, 3	Potential topic: Embedded & unembedded `say' and evidentiality Final project presentations [name], [name]
13	4/8	Final project presentations [name], [name]
	4/10	Final project presentations: [name], [name]
	4/17	Final project paper due

References

Amritavalli, Amrit. 2013. Nominal and interrogative complements in Kannada: Deep insights, broad perspectives: essays in honor of Mamoru Saito

AnderBois, Scott. 2017. An illocutionary account of reportative evidentials in imperatives. *Proceedings of Semantics and Linguistic Theory* 23: 439–479.

AnderBois, Scott. 2019. Reportatives and quotatives in Mayan languages. *Proceedings of Form and Analysis in Mayan Linguistics (FAMLi)*. URL <https://escholarship.org/uc/item/2rf3727m>

Arkoh, Ruby, and Lisa Matthewson. 2013. A familiar de nite article in Akan. *Lingua* 123:1–30.

Baker, Mark C. 2011. Degrees of nominalization: Clause-like constituents in Sinhala. *Lingua* 121:1164–1193.

Bayer, Josef, and Yvonne Viesel, ed. 2019. *Proceedings of the workshop: Clause typing and the syntax-to-discourse relation in head-initial languages*. 130. Konstanz: Fachbereich Linguistik der Universität Konstanz.

Bhatt, Rajesh. 2010. Comments on “referential cps and dps: an operator movement account”. *Theoretical Linguistics* 36:173–177.

Bhatt, Rajesh, and Veneeta Dayal. 2020. Polar questions in Hindi. *Linguistic Inquiry* 51(1):1–30.

- Özyıldız, Deniz. 2017. Attitude reports with and without true belief. *Semantics and Linguistic Theory* volume 27, 397–417.
- Özyıldız, Deniz. 2021. The event structure of attitudes. Doctoral Dissertation, University of Massachusetts at Amherst.
- Potsdam, Eric. 2011. Exclamatives and temporal nominalizations in Austronesian languages: Diachronic and typological perspectives. In Foong Ha Yap, Karen Grunow, and Janick Wrona, 659–684. John Benjamins.
- Schwager, Magdalena. 2010. On what has been said in Tagalog: Reportative evidence from evidentials. *Linguistics* 48:221–246.
- Snider, Todd. 2017. Anaphoric reference to propositions. Doctoral Dissertation, Cornell University.
- Toosarvandani. 2014. Two types of deverbal nominalization in Northern Plains languages. *Language* 90:786–833.
- Travis, Lisa deMena, Jeannot Fils Ranaivosoa, and Jean Lewis Botouhely. 2014. Malagasy and CLAIM-type nominals: An exploration. In *Cross-linguistic investigations of nominalization patterns*, edited by Ileana Paul. John Benjamins Publishing Company.
- Wood, Jim. 2013. Inversion in embedded questions (Yale Grammatical Diversity Project: English in North America). Available online at <http://ygdp.yale.edu/phenomena/inversion-embedded-questions>. Accessed on 2021-09-20). Updated by Tom McCoy (2015) and Katie Martin (2018).
- Woods, Rebecca. 2016. Investigating the syntax of speech acts: embedding illocutionary force. Doctoral Dissertation, University of York.
- Yap, Foong Ha, and Karen Grunow. 2010. Non-referential uses of nominalization constructions: Asian perspectives. *Language and Linguistics Compass* 4:1154–1175.