

LING 329 : MORPHOLOGY

TTh 10:30–11:50 AM, Physics 121

Course Syllabus Spring 2013

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Office hrs: Mon 1:30–2:30, Tue 4:00–6:00, or by appointment

PREREQUISITES

Successful completion of LING 211 *Introduction to Linguistic Analysis* (or equivalent), or consent of the instructor. LING 323 *Introductory Syntax* is recommended, but not required.

TEXTBOOK

- **Haspelmath**, Martin and Andrea **Sims**. (2010) *Understanding Morphology* (2nd edition). Understanding Language Series. Arnold Publishing. <P241.H37 2010>

This textbook (abbreviated **HS** in the course outline below) is required, and may be purchased in the bookstore. I have also placed a few back-up copies on 2-hour print reserve in the Library. Readings from this book will be supplemented by selections from other textbooks, as well as primary source material. All supplementary readings are available on 2-hour print reserve and through the course Moodle page.

FOCUS OF THE COURSE

Morphology is the branch of linguistics which deals with the internal structure of *words* and how they are formed. Morphologists seek to determine what kinds of knowledge speakers of a language need to have in order to use words and have intuitions about them. Since words (or their subparts) are stored in the speaker's *mental lexicon*, morphology is also the study of the lexicon and how it is organized. The morphological component of grammar is often characterized as a list of *morphemes* (roots, affixes, etc.) together with a set of rules for combining morphemes to form words. However, 'morpheme' is a problematic concept, and some morphologists have proposed theories of word structure which dispense with morphemes altogether.

Some of the major theoretical questions we will be addressing in this course include the following:

1. What is a word? Is 'word' a coherent notion, and if so, how can it be defined? What is the status of words within the speaker's mental grammar?

2. Are complex words formed by combining atomic units (morphemes) into hierarchical structures, or by applying functions (word formation rules, or WFRs) which map one word or stem to another? What does our theory of word building tell us about the content and organization of the lexicon?
3. Where does morphology ‘live’ in the grammar? Languages clearly have phonological principles (rules governing the combining of features into segments, segments into syllables, etc.), as well as syntactic principles (rules governing the combining of words into larger constituents). But are there independent principles of morphology—and hence a separate morphology *module* in the grammar? Or do generalizations about words and the structure of the lexicon reduce to principles of phonology and syntax?

Words exist at the interface between form and meaning. They count both as syntactic units which play a role in phrase structure, and as phonological units within a hierarchy of prosodic domains. We will therefore be particularly concerned with how the study of word structure interfaces with the study of sound structure and the study of sentence structure.

COURSE REQUIREMENTS, POLICIES, DEADLINES

Students will be expected to attend class, participate actively in discussion, complete all reading assignments (and post questions on the readings to Moodle when requested), and complete all written work by the assigned due dates. The written work will consist of six problem sets and a final exam. The problem sets will count for approximately 60% of the course grade, while participation and the exam will count for about 20% each.

Problem Sets. Dates when assignments will be handed out and collected are given in the table below (these dates are subject to change). Problem sets will be handed out in class and posted for download from the course Moodle page. You are encouraged to work on problem sets together, so long as you write up your answers in your own words (copying must be treated as academic dishonesty and a violation of the Honor Principle). You are also more than welcome to consult with me prior to the due date of an assignment if you need extra help.

	<i>handed out</i>	<i>due in class</i>
PS 1	31 January	12 February
PS 2	12 February	26 February
PS 3	26 February	12 March
PS 4	12 March	2 April
PS 5	2 April	16 April
PS 6	16 April	30 April

Assignments are due at the beginning of class. Papers must be *typed*, although trees and special symbols may be drawn in by hand. I prefer to receive assignments in hard copy form, but in cases where this is impossible (due to illness, last-minute printer failure, etc.), you may send me your assignment as an email attachment (PDF preferred) prior to the beginning of class. Written work must be turned in on time if you wish to receive full credit. Extensions can be negotiated under certain circumstances, such as illness or family emergency. Unexcused late work will be penalized 10% of total possible points for each day it is late. A late assignment will not be accepted for credit if it is turned in after that assignment has been returned with comments.

Final Exam. The final exam will be an untimed take-home exam, and you will be given approximately a week to work on it. The exam will be handed out towards the end of reading week and due towards the end of finals week (exact dates TBA). The format for the exam will be similar to that of the problem sets, except of course that you will have to work on the exam individually rather than in groups.

COURSE OUTLINE AND READINGS

This outline is subject to change. The course is divided into four units, with topics for discussion and corresponding reading assignments listed in order after each unit heading. You will notice that I have not included specific dates for reading assignments: it makes more sense to me to set the pace of the course as we go along.

A. Overview of the phenomena

Lexeme versus word-form. Morphemes: root, stem/base, affix. Types of morphological operations: concatenative, non-concatenative, suppletive. Allomorphy. Problems with the notion ‘morpheme’. Unit-based (item and arrangement) versus rule-based (item and process) approaches. The nature of the lexicon. Categories and functions: inflection versus derivation. Productivity, lexical gaps, and speaker knowledge of word structure.

1. **HS**, chapter 1 ‘Introduction’, pp. 1–11.
2. **HS**, chapter 2 ‘Basic concepts’, pp. 14–29.
3. **Spencer**, *Morphological Theory*, chapter 1 ‘The domain of morphology’, pp. 3–31. [Moodle, P241.S64 1991]
4. **Spencer**, *Morphological Theory*, chapter 2 ‘Basic concepts and pre-generative approaches’ (sections 2.1–2.2), pp. 37–49. [Moodle, P241.S64 1991]
5. **HS**, chapter 3 ‘Rules’, pp. 33–54.
6. **HS**, chapter 4 ‘Lexicon’, pp. 60–75.
7. **HS**, chapter 5 ‘Inflection and derivation’, pp. 81–109.
8. **HS**, chapter 6 ‘Productivity’, pp. 114–132.

B. Morphology meets phonology: Allomorphy and derivations

Basic morphological analysis: morphemes and allomorphs. Automatic alternations: underlying representations and surface forms. Factors conditioning morpho-phonological allomorphy: lexical, morphological, phonological. Affix types and level ordering. Reduplication and non-concatenative processes: tonal and templatic morphology. Autosegmental phonology. Prosodic morphology.

9. **Odden**, *Introducing Phonology*, chapter 4 ‘Underlying representations’, pp. 67–94. [Moodle, P217.O3 2005]
10. **HS**, chapter 2 ‘Basic concepts’ (section 2.3), pp. 22–26 (skim to review); chapter 10 ‘Morphophonology’ (sections 10.1–10.3), pp. 211–222.

11. **Carstairs-McCarthy**, ‘Phonological constraints on morphological rules’, *The Handbook of Morphology* (ed. Spencer and Zwicky), chapter 7, pp. 144–148. [Moodle, P241.H36 1998]
12. **HS**, chapter 10 ‘Morphophonology’ (sections 10.4–10.5), pp. 222–231.
13. **Spencer**, *Morphological Theory*, chapter 3 ‘Early generative approaches’ (section 3.4), pp. 79–81; chapter 6 ‘Later generative approaches’ (section 6.1.1), pp. 179–183. [Moodle, P241.S64 1991]
14. **Spencer**, *Morphological Theory*, chapter 5 ‘Nonlinear approaches to morphology’, pp. 133–172. [Moodle, P241.S64 1991]
15. **Marantz**, ‘Re reduplication’, *Linguistic Inquiry*, vol. 13 (1982), pp. 435–482. [Moodle, bound periodicals]
16. **McCarthy and Prince**, ‘Prosodic morphology’, *The Handbook of Phonological Theory* (1st edition) (ed. Goldsmith), chapter 9, pp. 318–364. (section 6, pp. 357–364, is optional) [Moodle, P217.H36 1996t]

C. Morphological objects: Words, morphemes, paradigms

Word as a grammatical unit. Words and the lexicon: lexeme versus listeme. Morpho-phonological versus morpho-syntactic criteria for wordhood. Compounds versus phrases. Clitics. Paradigms: paradigmatic relations, syncretism, and inflectional classes. The reality of morphemes (revisited): A-morphous morphology.

17. **HS**, chapter 9 ‘Words and phrases’, pp. 189–207.
18. **Di Sciullo and Williams**, *On the Definition of Word*, introduction ‘The notion ‘word’’, chapter 1 ‘Listeme: the property of listedness’, pp. 1–21. [Moodle, P128.W67 D5 1987]
19. **Dixon and Aikhenvald**, ‘Word: A typological framework’, *Word: A Cross-Linguistic Typology* (ed. Dixon and Aikhenvald), chapter 1, pp. 1–41. [Moodle, P128.W67 W67 2002]
20. **Spencer**, *Morphological Theory*, chapter 9 ‘Clitics’, pp. 350–392. (section 9.3, pp. 384–390, is optional) [Moodle, P241.S64 1991]
21. **HS**, chapter 8 ‘Inflectional paradigms’, pp. 115–184.
22. **Anderson**, *A-Morphous Morphology*, chapter 3 ‘Is morphology really about morphemes?’, pp. 48–72. [Moodle, P241.A47 1992]

D. Word formation in syntax and the syntax of word formation

The internal syntax of complex words. Compounding. Morphological trees and headedness. Incorporation. Head adjunction and word formation in the syntax. Inflection versus derivation and the syntax-morphology interface. Late lexical insertion. Morphemes versus rules (revisited): Distributed morphology and the exploded lexicon.

23. **HS**, chapter 7 ‘Morphological trees’, pp. 137–150.
24. **Spencer**, *Morphological Theory*, chapter 6 ‘Later generative theories’ (sections 6.1.2 and 6.2), pp. 183–190, 197–205. [Moodle, P241.S64 1991]

25. **Mithun**, ‘The evolution of noun incorporation’, *Language*, vol. 60 (1984), pp. 847–894. [Moodle, bound periodicals]
26. **Baker** ‘Noun incorporation and the nature of linguistic representations’, *The Role of Theory in Language Description* (ed. Foley), pp. 13–44. [Moodle, P125.R65 1993]
27. **HS**, chapter 11 ‘Morphology and valence’, pp. 234–263.
28. **Spencer**, *Morphological Theory*, chapter 7 ‘Grammatical relations’ (section 7.4), pp. 275–296. [Moodle, P241.S64 1991]
29. **Spencer**, *Morphological Theory*, chapter 6 ‘Later generative theories’ (sections 6.5.1–6.5.2), pp. 214–224. [Moodle, P241.S64 1991]
30. **Anderson**, ‘Where’s morphology?’, *Linguistic Inquiry*, vol. 13 (1982), pp. 571–612. [Moodle, bound periodicals]
31. **Halle and Marantz**, ‘Distributed morphology and the pieces of inflection’, *The View from Building 20* (ed. Hale and Keyser), chapter 3, pp. 111–176. [Moodle, P26.B768 V54 1993]

Since this article is quite dense, I recommend you consult Rolf Noyer’s online FAQ on Distributed Morphology for reference (<http://www.ling.upenn.edu/~rnoyer/dm/>).

A link to this site is included on the course Moodle page.
32. **Marantz**, ‘No escape from syntax: Don’t try morphological analysis in the privacy of your own Lexicon’, *Proceedings of the 21st Annual Penn Linguistics Colloquium: Penn Working Papers in Linguistics*, vol. 4 (1997), pp. 201–225. [Moodle]