

LING 329 : MORPHOLOGY

TTh 1:10–2:30 PM, Eliot 121

Course Syllabus

Spring 2015

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PREREQUISITES

Successful completion of LING 211 *Introduction to Linguistic Analysis* (or equivalent), or consent of the instructor. Courses such as LING 321 *Phonology*, LING 323 *Introductory Syntax*, and LING 328 *Morphosyntactic Typology* are recommended, but by no means required.

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 in some ways 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 or comments 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	29 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 full 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 TBD). 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

Below I give a numbered list of the reading assignments for this course (subject to change). These readings are grouped into three broad units, and listed in the order in which you should complete

them. 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. I will let you know in class which reading assignment(s) you should be working on for the next week or two of the class.

Note that there is no required textbook for this course. Instead, we will be reading selections from a number of different textbooks, as well as primary source readings (journal articles, chapters from monographs, etc.). All readings are available on print reserve, through the course Moodle page, as e-books available for download from the Library website, or more than one of the above. For books available on print reserve, I give the call number between angled brackets. “E-book” indicates that a book is available electronically.

A. Overview of the phenomena

Lexeme versus word-form, inflection and derivation. Morphemes: root, stem/base, and affix. Types of morphological operations: concatenative, non-concatenative, suppletive. Doing basic morphological analysis, position classes and blocking. Problems with the morpheme: unit-based (item-and-arrangement) versus rule-based (item-and-process) approaches. The nature of the lexicon.

1. **Haspelmath & Sims**, *Understanding Morphology* (2nd edition), chapter 1 ‘Introduction’ (sections 1.1–1.3), pp. 1–9; chapter 2 ‘Basic concepts’ (sections 2.1–2.3), pp. 14–27; chapter 3 ‘Rules’ (section 3.1), pp. 33–40. <P241.H37 2010 / e-book>
2. **Spencer**, *Morphological Theory*, chapter 1 ‘The domain of morphology’ (sections 1.1–1.3), pp. 3–21. <P241.S64 1991>
3. **Kroeger**, *Analyzing Grammar: An Introduction*, chapter 2 ‘Analyzing word structure’, pp. 7–25 [skim to review]. <P126.K76 2005>
4. **Haspelmath & Sims**, *Understanding Morphology* (2nd edition), chapter 3 ‘Rules’ (section 3.2), pp. 40–54; chapter 4 ‘Lexicon’, pp. 60–75. <P241.H37 2010 / e-book>
5. **Anderson**, *A-Morphous Morphology*, chapter 3 ‘Is morphology really about morphemes?’, pp. 48–72. <P241.A47 1992>

B. Morphology meets phonology: Allomorphy and interactions

Basic morphological analysis: morphemes and allomorphs. Automatic alternations: underlying representations and surface forms. Factors conditioning morpho-phonological allomorphy: lexical, morphological, phonological. Problematizing the morphology-phonology interface: affix types and level ordering. Reduplication and non-concatenative processes: tonal and templatic morphology. Autosegmental phonology. Moras, syllables, and feet; prosodic morphology and circumscription (Zec, Kager, McCarthy and Prince). Alignment constraints and morpheme position (Ussishkin).

6. **Odden**, *Introducing Phonology* (2nd edition), chapter 4 ‘Underlying representations’, pp. 79–107. <P217.O3 2013>
7. **Haspelmath & Sims**, *Understanding Morphology* (2nd edition), chapter 2 ‘Basic concepts’ (section 2.3), pp. 22–26 [skim to review]; chapter 10 ‘Morphophonology’ (sections 10.1–10.3), pp. 211–222. <P241.H37 2010 / e-book>
8. **Carstairs-McCarthy**, ‘Phonological constraints on morphological rules’, chapter 7 of *The Handbook of Morphology* (ed. Spencer & Zwicky), pp. 144–148. <P241.H36 1998>

9. **Haspelmath & Sims**, *Understanding Morphology* (2nd edition), chapter 10 ‘Morphophonology’ (sections 10.4–10.5), pp. 222–231. <P241.H37 2010 / e-book>
10. **Spencer**, *Morphological Theory*, chapter 3 ‘Early generative approaches’ (section 3.4), pp. 79–81; chapter 6 ‘Later generative theories’ (section 6.1.1), pp. 179–183. <P241.S64 1991>
11. **Spencer**, *Morphological Theory*, chapter 5 ‘Nonlinear approaches to morphology’, pp. 133–172. <P241.S64 1991>
12. **Marantz**, ‘Re reduplication’, *Linguistic Inquiry*, vol. 13 (1982), pp. 435–482.
13. **Zec**, ‘The syllable’, chapter 8 of *The Cambridge Handbook of Phonology* (ed. de Lacy) (sections 8.1–8.4), pp. 161–177 [sections 8.3.2–8.3.3, pp. 165–171, and section 8.4.3, pp. 175–177, are optional]. <PE1133.C298 2007>
14. **Kager**, ‘Feet and metrical stress’, chapter 9 of *The Cambridge Handbook of Phonology* (ed. de Lacy), pp. 195–227 [section 9.3, pp. 206–221, is optional]. <PE1133.C298 2007>
15. **McCarthy & Prince**, ‘Prosodic morphology’, chapter 9 of *The Handbook of Phonological Theory* (1st edition) (ed. Goldsmith), pp. 318–364 [section 6, pp. 357–364, is optional]. <P217.H36 1996t>
16. **Ussishkin**, ‘Morpheme position’, chapter 19 of *The Cambridge Handbook of Phonology* (ed. de Lacy), pp. 457–472. <PE1133.C298 2007>

C. Morphology meets syntax: Words as units and the nature of the lexicon

‘Word’ as a grammatical unit (units?). Phonological versus syntactic criteria for wordhood. Words and the lexicon: lexeme versus listeme. Mismatching criteria: Clitics. The internal syntax of complex words: Compounding, morphological trees and headedness. Incorporation (Mithun, Baker). Extending Baker’s incorporation analysis: Head adjunction and word formation in the syntax. Where does lexical insertion happen? Inflection versus derivation and the syntax-morphology interface (Anderson). Morphemes versus rules revisited: Distributed morphology and the exploded lexicon (Halle and Marantz, Marantz).

17. **Haspelmath & Sims**, *Understanding Morphology* (2nd edition), chapter 9 ‘Words and phrases’, pp. 189–207. <P241.H37 2010 / e-book>
18. **Dixon & Aikhenvald**, ‘Word: A typological framework’, chapter 1 of *Word: A Cross-Linguistic Typology* (ed. Dixon & Aikhenvald), pp. 1–41. <P128.W67 W67 2002>
19. **Di Sciullo & Williams**, *On the Definition of Word*, introduction ‘The notion ‘word’’, chapter 1 ‘Listeme: the property of listedness’, pp. 1–21. <P128.W67 D5 1987>
20. **Zwickly & Pullum**, ‘Cliticization vs. inflection: English *n’t*’, *Language*, vol. 59 (1983), pp. 502–513.
21. **Spencer**, *Morphological Theory*, chapter 9 ‘Clitics’, pp. 350–392 [section 9.3, pp. 384–390, is optional]. <P241.S64 1991>
22. **Haspelmath & Sims**, *Understanding Morphology* (2nd edition), chapter 7 ‘Morphological trees’, pp. 137–150. <P241.H37 2010 / e-book>

23. **Spencer**, *Morphological Theory*, chapter 6 ‘Later generative theories’ (section 6.1.2 ‘Constituent structure in morphology’), pp. 183–190. <P241.S64 1991>
24. **Mithun**, ‘The evolution of noun incorporation’, *Language*, vol. 60 (1984), pp. 847–894.
25. **Baker** ‘Noun incorporation and the nature of linguistic representations’, in *The Role of Theory in Language Description* (ed. Foley), pp. 13–44. <P125.R65 1993>
26. **Anderson**, ‘Where’s morphology?’, *Linguistic Inquiry*, vol. 13 (1982), pp. 571–612.
27. **Bobaljik**, ‘Distributed morphology’ (2011 manuscript, University of Connecticut).
28. **Halle & Marantz**, ‘Distributed morphology and the pieces of inflection’, chapter 3 of *The View from Building 20* (ed. Hale & Keyser), pp. 111–176. <P26.B768 V54 1993>
29. **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.