

Sept. 4, 2013

SYLLABUS

## LIN 892: Seminar in Linguistics

### 1 Topic: expressive meaning, conventional implicature, and non-asserted content

Expressive meaning is the kind contributed by e.g. *damn* in *the damn microwave*. It may be a species of conventional implicature, the kind of meaning contributed by e.g. *but*. Both of these may or may not be related to presupposition. Except for the last, these issues have traditionally been set aside by formal semanticists, but they have recently become a major area of inquiry. One reason for that—apart from the general coolness of the phenomena involved—is that they relate to a wide variety of more general theoretical issues.

### 2 Contact Information

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Email is your best bet for reaching me, and will generally also be fastest. If you must call, though, my office number is 355-5171. (Expect me to be distracted and disoriented.)

### 3 Organization and Requirements

The requirements for the course are:

- **Saying things frequently.** These things do not have to be interesting or even coherent—in fact, by the end of the semester

you should have said at least one thing that's ill-considered, clearly wrong, or otherwise embarrassing. If you haven't, you haven't been trying hard enough to contribute to the discussion. Tossing around half-baked ideas is part of the point of the class.

- **Writing a term paper.** If you haven't taken LIN 837, you can and probably will write a squib (very short, less well-developed paper) instead.
- **Presenting your work.** You will do this twice: once when you briefly present your initial term paper/squib ideas and again at the end of the semester when your work is more fully developed.
- **Presenting one of the readings.** Start thinking about which one it might be early on.

Your final grade will be determined on the basis of all of these weighted more or less equally.

If you haven't taken LIN 837, you will need to put some additional effort early in the semester into acquiring additional formal tools. You'll need to read a bit more and do some logic exercises.

### 4 Reading

Readings will generally be from the primary literature.

That said, some of you haven't taken LIN 837 and may experience some anguish as a result. You may find that using this book as a resource may ease your anguish:

Gamut, L. T. F. 1990. *Logic, Language, and Meaning*. University of Chicago Press.

It comes in two volumes. You should own both. It is useful both as a textbook and as a kind of handbook to have by one's side when reading semantics. For purely formal background, you might also be interested in this:

Partee, Barbara, Alice ter Meulen, and Robert Wall. 1990. *Mathematical Methods in Linguistics*. Kluwer, Dordrecht.

## 5 Tentative Schedule

The following is a plan of how the seminar would unfold in some relatively close possible world. We will make frequent adjustments, however, to accommodate the pace and direction of the discussion, as well as your interests.

- Sept. 4: logistics overview
- Sept. 11: can you actually do semantics with expressive meaning?: Kratzer (1999), Potts (2003, chap. 1–2)<sup>1</sup>
- Sept. 18: expressive meaning in earnest: Potts (2007b);
- Sept. 25: replies to Potts: Schlenker (2007) and Amaral et al. (2007) (see also Anand 2007, Geurts 2007, Jay & Janschewitz 2007, Lasersohn 2007, Potts 2007a, Zimmermann 2007)
- Oct. 2: honorifics: Potts & Kawahara (2004)  
discourse particles (e.g. *man*) and some intonation: McCready (2006) (see also McCready 2009)
- Oct. 9: focus (and more intonation): Kratzer (2004), Gutzmann & Castroviejo Miró (2011)
- Oct. 16: exclamatives (and more intonation): Castroviejo Miró (2008) Potts & Schwarz (2008)
- Oct. 23: vocatives, imperatives, and epithets: Portner (2007), Arsenijević (2006)
- Oct. 30: term paper or squib idea presentations
- Nov. 6: appositives, supplements, and non-restrictiveness: Potts (2003, chap. 3), Morzycki (2008) (and possibly Solt to appear or some of Schlenker 2009a and Schlenker 2009b)
- Nov. 13: mixed expressives: Gutzmann (2011) (and some of McCready 2010)
- Nov. 20: projection: Simons et al. (2011) (possibly a touch of Barker et al. 2011)

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<sup>1</sup>You might also want to watch Kaplan (2004), a recorded lecture related to the hard-to-find Kaplan (1999))

- Nov. 27?: negation and pushing the expressive envelope: Potts (2010)
- Dec. 4: term paper or squib presentations
- Finals week: term paper or squib presentations (continued)

Possible other topics:

- perspective-shifting: Harris & Potts (2009)
- evaluative adverbs: Mayol & Castroviejo (2011) (and bits of Potts 2003)
- idioms: McClure (2011)
- expressives & identity conditions Pullum & Rawlins (2007) Potts et al. (2009)
- affective demonstratives (the Sarah Palin *that*): Davis & Potts (2010)
- McCready on ‘emotive equilibria’: McCready (2012)
- discourse particles, especially in German (Kratzer 1999, Döring to appear, Egg to appear, Repp to appear)

## References

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