

LING 547 Morphology USC, Fall 2021

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Office: GFS 301C
Lecture: Fridays 2:00pm–4:20pm; GFS 113
Office hours: TBD; *also by appointment*
Course website: Blackboard

Course Description

What is morphology? That’s not a rhetorical question, but rather a legitimately open question in the field. In this course, we will investigate the empirical and typological properties of words and word-building in order to try to understand what formal properties and mechanisms go into determining the structure of words, and thus the nature of “morphology”.

There is widespread disagreement about how much of morphology is actually morphology, i.e. governed by an autonomous grammatical module, as opposed to just an extension of the syntax, or just an extension of the phonology, or just the interface between the two.

We will focus on two wide-ranging empirical phenomena, allomorphy/exponence and morpheme ordering/linearization, as a means of identifying what sorts of grammatical information (e.g. syntactic, morphosyntactic, phonological, lexical, etc.) does/can/must condition morphological alternations and distributions, both within and across languages. Other topics which will likely be covered include syncretism, co-occurrence restrictions, morphologically-specific phonology, non-concatenative morphology, and more.

The theoretical focus of this course will be on Distributed Morphology (DM), but we will frequently be comparing this to unorthodox derivatives of DM, and indeed alternative frameworks. One recurring question will be whether the morphological component (such as it is) involves rules, constraints, or rules and constraints, and what these rules and/or constraints actually consist of.

Prerequisites

There are no formal prerequisites for this class, but I will be assuming some background in phonology and syntax. If you’re starting off without much background in those topics, let me know and I can work on getting you some background readings.

Requirements

- Final paper (due during finals week, date TBD)
- Final presentation (last day of class)
- Weekly readings and in-class participation

Depending on how the class plays out and what everyone wants to do, there may be an additional presentation on a scheduled topic and/or small problem sets. We’ll decide on these things together as we go.

Final project

Your final project, which will consist of the final presentation and the final paper, can be on any subject that deals with morphology, or morphology and its interface with adjacent domains. Ideally it will tie directly into the topics covered in class (allomorphy and morpheme ordering, broadly construed), but minimally it

will engage with theoretical questions covered in class. It will be based on an analysis of a rich, complex data set in a single language, or on a typological analysis of a well-defined, well-attested phenomenon.

You must meet with me no later than *November 5th* to discuss your project topic. You do not need to have a formal proposal by then, or even a fully-fleshed out idea, but you should come out of it with a game plan for your project. Final presentations will take place on the final day of class, December 3rd. We'll figure out a due date for the paper once the end of the semester gets closer.

Schedule and Readings

This schedule is aspirational, and will surely change as we proceed through the semester. If there are topics not on the schedule that you would like to cover, let me know and we can see about adding them.

The readings listed below are a first approximation — I may adjust them once we get closer to each topic. All readings will be posted on Blackboard. In general, I would like you to do at least the primary reading(s) (I'll make clear which one(s)) in preparation for each class.

For those who are coming in with less background, there will also be foundational supplemental readings from the unpublished textbook by Baker & Bobaljik. This is a very clear summary of the topics, so it will be of interest to everyone.

Part I: Allomorphy

8/27	Introduction to allomorphy	Carstairs-McCarthy (1988), Paster (2009), Nevins (2011)
9/3	Phonologically-conditioned allomorphy	Mascaró (2007), Wolf (2008), Deal & Wolf (2017)
9/10	Morphosyntactically-conditioned allomorphy	Marantz (1997), Bobaljik (2000), Svenonius (2012), Merchant (2015)
9/17	*ABA, suppletion, syncretism, bracketing paradoxes, etc.	Bobaljik (2012), <i>TBD</i>

Part II: Morpheme order

9/24	The Mirror Principle	Baker (1985), Rice (2000)
10/1	The LCA in morphology	Kayne (1994), Embick (2007)
10/8	Phonologically-conditioned morpheme order	McCarthy & Prince (1993), Kim (2010), Ryan (2010)
10/15	<i>No class – Fall recess</i>	
10/22	Infixation	Yu (2007), Kalin (2020)
10/29	Constraint-based approaches to morpheme order	Trommer (2001), Zukoff (to appear), Zukoff (2021)

Part III: Distributed Morphology *vel sim.*

11/5	Introduction to DM	Halle & Marantz (1993), Embick & Noyer (2007), Bobaljik (2017)
11/12	Rules and constraints in morphology	Arregi & Nevins (2012), Arregi & Nevins (to appear)
11/19	Constraints in morphology	Kiparsky (2017), Rolle (2020), Clem, Rolle, & Dawson (n.d.), Bye & Svenonius (2012)
11/26	<i>No class — Thanksgiving recess</i>	
12/3	Final presentations	

References

- Arregi, Karlos & Andrew Nevins. 2012. *Morphotactics: Basque Auxiliaries and the Structure of Spellout*. Dordrecht: Springer.
- . to appear. Morphotactics: An Overview of Positional Constraints and Repairs. In *Handbook of Distributed Morphology*.
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- Bobaljik, Jonathan David. 2000. The Ins and Outs of Contextual Allomorphy. In Kleantes K. Grohmann & Caro Struijke (eds.), *University of Maryland Working Papers in Linguistics 10*, 35–71. College Park, MD: University of Maryland, Department of Linguistics. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.569.5165&rep=rep1&type=pdf>.
- . 2012. *Universals in Comparative Morphology: Suppletion, Superlatives, and the Structure of Words*. Cambridge, MA: MIT Press.
- . 2017. Distributed Morphology. In *Oxford Research Encyclopedia of Linguistics*. <https://oxfordre.com/linguistics/view/10.1093/acrefore/9780199384655.001.0001/acrefore-9780199384655-e-131>.
- Bye, Patrik & Peter Svenonius. 2012. Non-concatenative Morphology as Epiphenomenon. In Jochen Trommer (ed.), *Morphology and Phonology of Exponence*, 427–495. Oxford: Oxford University Press.
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- Clem, Emily, Nicholas Rolle & Virginia Dawson. n.d. Post-Syntactic Altruism in Tiwa. Ms. <http://idiom.ucsd.edu/~eclem/clem-rolle-dawson-2020-post-syntactic-altruism-ms.pdf>.
- Deal, Amy Rose & Matthew Wolf. 2017. Outward-Sensitive Phonologically Conditioned Allomorphy in Nez Perce. In Vera Gribanova & Stephanie S. Shih (eds.), *The Morphosyntax-Phonology Connection: Locality and Directionality at the Interface*, 29–60. New York: Oxford University Press. <https://oxford.universitypressscholarship.com/10.1093/acprof:oso/9780190210304.001.0001/acprof-9780190210304-chapter-2>.
- Embick, David. 2007. Linearization and Local Dislocation: Derivational Mechanics and Interactions. *Linguistic Analysis* 33(3–4):303–336.
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- Kiparsky, Paul. 2017. The Morphology of the Basque Auxiliary: Thoughts on Arregi & Nevins 2012. In Vera Gribanova & Stephanie S. Shih (eds.), *The Morphosyntax-Phonology Connection: Locality and Directionality at the Interface*, 361–400. Oxford: Oxford University Press. <https://oxford.universitypressscholarship.com/10.1093/acprof:oso/9780190210304.001.0001/acprof-9780190210304-chapter-13>.
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Covid Policy

The university's covid policy, which is subject to change at any time, will supersede anything stated in this syllabus. The current plan is to hold the class in a hybrid format, where the class will be taught in a classroom that is wired for Zoom (I think). Compliance with the covid policy is required for in-person participation in class. This includes properly wearing mouth-nose coverings at all times in the classroom, preferably surgical masks or KN95 masks. If you need help acquiring masks, let me know and I can help you. Anyone wishing to participate remotely may do so at any time. Everyone should be prepared for the possibility of switching to fully remote learning at any time.

These are difficult times. If you are dealing with any health challenges, whether physical or mental, or just generally having a hard time, just let me know, and we'll come up with a plan that works for everyone. For additional resources, you can visit <https://studenthealth.usc.edu/counseling/>.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for DSP (<https://dsp.usc.edu/>) and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX), dspfrontdesk@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.