

Ling 222: Semantics 3

developing ontologies

who: Jessica Rett
when: T.B.A.
where: T.B.A.

description

As the field of formal semantics has developed, many have found the need to supplement traditional Montagovian intensional semantics with additional primitives: different types of semantic objects that can be anaphoric or bound, just as individuals or worlds can be. We begin by exploring the relatively modest extension of Montagovian semantics to plurals; the formalism developed there leads us to examine the nature and behavior of events. We then examine the empirical parallel between events and times, and then the theoretical parallels between times and degrees.

schedule

| week | day | topic | reading | homework |
|------|-----|-------------------------------|-------------------------|----------------|
| 1 | 1 | introduction | | |
| | 2 | plurals | Link 1983 | |
| 2 | 1 | individual-event parallels | Bach 1986 | |
| | 2 | | Krifka 1992 | |
| 3 | 1 | event semantics | Bayer 1997 Chapters 1–2 | homework 1 due |
| | 2 | | Bayer 1997 Chapter 3 | |
| 4 | 1 | pluractionality | van Geenhoven 2004 §1–3 | |
| | 2 | | van Geenhoven 2004 §4–8 | |
| 5 | 1 | extensions of event semantics | Schwarzschild 2011 | homework 2 due |
| | 2 | | Kratzer 2008 | |
| 6 | 1 | times | von Stechow 1984 | |
| | 2 | | Sharvit 2003 | |
| 7 | 1 | degrees | Morzycki 2016 Chapter 3 | homework 3 due |
| | 2 | | Morzycki 2016 Chapter 4 | |
| 8 | 1 | cross-domain parallels | Hay et al. 1999 | |
| | 2 | | Beavers 2013 | |
| 9 | 1 | cross-domain parallels | Schwarzschild 2013 | homework 4 due |
| | 2 | | Rett 2015 | |
| 10 | 1 | student presentations | | |
| | 2 | student presentations | | |

expectations: participation (15% of your grade); homework (30%); final paper & presentation (55%)

reading: The above schedule is almost certainly too ambitious for one quarter. We will amend it as we go, based on how discussion progresses, and how interested students are in the big picture versus the technical details.

homework: I will periodically assign very short (1-2 exercise) homework assignments to give students a chance to make sure they understand the relevant formalism.

final paper: A 10–15pg (single-spaced) paper is due on **T.B.A.** In it, I'd like you to compare and contrast two treatments of a particular phenomenon that invoke at least one primitive discussed in class. The ideal paper will include constructive and thoughtful reviews and reflection on the recommended direction of future research.

presentation: Students will be asked to present foundational work for their paper in the last week of class. You should aim for a 10-15 minute presentation; the main goal of the presentation is to inform your peers about additional and interesting areas of research, as well as for you to solicit advice on the paper.

References

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