

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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