24.956 Topics in Syntax: Antilocality

Massachusetts Institute of Technology

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Office hours:	By appointment (Calendly link)
Canvas: Class schedule: Location:	https://canvas.mit.edu/courses/23127 R 2-5 66-148

Description of the Course

One of the fundamental constraints on movement is that it cannot be too long – the most radical version of this constraint is that movement should be as short as possible (e.g. Minimize Chain Links Principle; Chomsky and Lasnik 1993). This seminar is concerned with the other side of this theoretical coin: how short can movement be? Is there a lower bound on movement dependencies and how is it determined?

This seminar will discuss the main theories of antilocality (= proposals that movement cannot be too short), their theoretical underpinnings, and the empirical phenomena they are meant to explain. We will discuss how antilocality constraints interact with fundamental components of syntactic theory, such as locality domains, the driving forces of movement, economy constraints, the role of Last Resort operations, repair mechanisms, and constraints on movement chains. The discussion will touch on a broad range of empirical phenomena: preposition stranding, subject extraction and complementizer-trace effects, islandhood effects and subextraction, parasitic gaps, intervention and constraints on argument structure.

A baseline goal for the class is to develop a coherent understanding of the empirical and theoretical landscape of antilocality theories. A more aspirational goal is to collaboratively arrive at a consensus on the status of antilocality constraints in grammar: which, if any, of the proposed constraints should be part of UG, are they conceptually motivated in a satisfying way, and what implications do they have for syntactic theory more broadly?

Requirements

- 1. Reading assigned literature and participation in class discussion.
- 2. Final paper on a topic related to the class content. Includes a written up text (10–15 pages) and in-class presentation at the end of the semester.

Class plan (subject to change)

The plan may be adjusted based on how the discussion develops and the participants' preferences.

Part 1: Proposals and fundamentals

- Origins (Frampton 1990; Bošković 1994, 1997; Saito and Murasugi 1999)
- Phrase-internal antilocality (Abels 2003, 2012)
- Domain-sensitive antilocality (Grohmann 2003, 2011)
 (+ critique by Fitzpatrick 2005; Hagstrom 2006; Boeckx 2007, 2008)
- Spec-to-spec antilocality (Bošković 2015, 2016; Erlewine 2016, 2020) (+ critique by Henderson and Coon 2018)

Part 2: Implementations and extensions

- Head movement versus phrasal movement (Pesetsky and Torrego 2001; Funakoshi 2014)
- Comp-trace effects, antiagreement, and subject extraction (Schneider-Zioga 2007; Amaechi and Georgi 2019; Martínez Vera 2019; Pesetsky 2021)
 (+ selection from Pesetsky and Torrego 2001; Baier 2017; Bošković 2011; Sato and Dobashi 2016; Pesetsky 2017; McFadden and Sundaresan 2018)
- Constraints on (sub)extraction (Ticio 2005; Bošković 2016; Davis 2020; Zyman 2021; Toquero-Pérez 2022)
- Antilocality and parasitic gaps (Arregi and Murphy 2022; Davis 2023)
- Argument structure and intervention (Deal 2019; Newman 2020; Branan 2023)
- Agreement and antilocality (Fritzsche 2023)

Part 3: Tensions and challenges

- Antisymmetry and roll-up movement (Moro 2000; Aboh 2004; Barrie 2011; Abels and Neeleman 2012)
- "Every phrase is a phase" and very local movement (Müller 2011)

Students with Documented Disabilities

MIT is committed to the principle of equal access. Students who need disability accommodations are encouraged to speak with Disability and Access Services (DAS), prior to or early in the semester so that accommodation requests can be evaluated and addressed in a timely fashion. If you have a disability and are not planning to use accommodations, it is still recommended that you meet with DAS staff to familiarize yourself with their services and resources. Please visit the DAS website for contact information.

If you have already been approved for accommodations, please inform the instructor as soon as possible.

Diversity and Inclusion Statement

I am committed to making this class a safe and welcome space for all participants. If there are any concerns you wish to raise, please reach out to me directly, or via the anonymous survey link provided below. As a participant of this course, I ask that you strive to maintain a respective environment and honor the diversity of your fellow classmates. For additional resources, please explore the links below:

- 1. https://hr.mit.edu/diversity-equity-inclusion
- 2. https://studentlife.mit.edu/impact-opportunities/diversity-inclusion
- 3. https://linguistics.mit.edu/diversity-statement/

Anonymous survey: https://forms.gle/tQWCoNnj4TMR81ecA

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