Chinese 750C Research Seminar: Structure
Chinese Syntax in a Cross-Linguistic Perspective
Fall 2016

Lecture Time: Monday 3:00 p.m. -- 5:30 p.m.
Lecture Room: Moore Hall 253
Course Website: https://laulima.hawaii.edu/portal/site/MAN.79537.201710
For the updated version of this syllabus, consult the course website.

Instructor:

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Office hours: Wed 2:30 p.m. -- 3:20 p.m., or by appointment

1. Course Description

The structure of a particular language can be understood more effectively if studied in the context of some grammatical theory. This course aims to introduce and study those aspects of Mandarin Chinese syntax that have figured in recent theoretical literature. We will investigate the reason why these aspects pose interesting questions and their relevance to current theoretical research and experimental research even beyond the study of Mandarin Chinese.

2. Student Learning Outcomes

By the end of the course, students
[1] are able to recognize the key features of some of the structures in Mandarin Chinese;
[2] understand the relationship between different structures;
[3] understand the generative approach to the structure of Mandarin Chinese;
[4] demonstrate sufficient knowledge of the kinds of issues on the structure of Mandarin Chinese frequently studied and debated;
[5] demonstrate sufficient knowledge to examine some of the structures in Mandarin Chinese at a descriptive level;
[6] demonstrate sufficient knowledge to analyze some of the structures in Mandarin Chinese at an explanatory level and to proceed to further studies concerning the structure of Chinese.

3. Course Requirements

[1] Participation in class   (20%)
[2] A oral presentation of the reading material   (20%)
[3] A research paper (about 15 double-spaced pages) that either represents original research with (some) reference to Chinese syntax, or a critical survey of a number of treatments on one (or more) areas of Chinese syntax (due *Dec 18, Sunday*)   (40%)
[4] A one-page abstract of [3] (due *Nov 18, Friday*)   (10%)
[5] A oral presentation of [3] in the end of the semester   (10%)

4. Lecture Topics

I.   Basic syntactic patterns in Mandarin Chinese
  1. Categories
  2. Argument Structures

II. The syntactic structure of Mandarin Chinese in the clausal domain and language variation
  3. Topic Constructions
  4. Relative Clauses

III. The syntactic structure of Mandarin Chinese and experimental studies
  5. Mandarin Relative Clauses Acquisition
  6. Mandarin Relative Clause Processing

This list may change as we progress in the course. We will *try* to cover most of these topics (some rather superficially).

5. Course Materials

Textbook

- There is no required textbook for the course. However, the lectures on the topics 1-4 will be based in part on the chapters of Huang, Li and Li (2009, HLL). (Students may be asked to present some of these or other readings.) If you'd like a structure of Chinese textbook, this work is recommended:

  Huang, C.-T. James, Li, Y.-h. Audrey, & Li, Yafei. 2009 *The Syntax of Chinese*. Cambridge University Press.

- In addition, for each topic listed above, a number of specific references will be given, some of which will be required reading.
- Our coverage of Chinese syntax is far from comprehensive. For general descriptions, see Y.-R. Chao (1968) and Li and Thompson (1981).

Readings and References

- Most *required readings* will be made available on the course website.
- *Recommended readings* are optional, but if you are interested in a specific topic, the recommended readings will help you understand the topic better. Essential items from the recommended reading list will also be posted on the course website.

The list of Readings and References will be updated continually. As always there is more to be read than is possible, so one can only do as much as one can. Regardless of how much you are able to read, the most important thing is to read *carefully* and *critically*. Assuming that the facts observed are correct, why are they interesting (i.e., do they raise interesting questions for current theories)? If you know the language well enough, are the observations even correct? Do they lead to the generalizations as stated or implied by the

author(s)? Most importantly, why are the facts the way they are? What would count as a good analysis, i.e. one that can derive and predict, hence explaining, the facts?

6. Statement on Course Materials

Please note that the course packet and other course materials are copyrighted and you do **not** have permission to distribute them to third parties for reproduction. In particular, private companies that request to purchase course materials from students have not been authorized by the instructor or the University.

7. Collaboration Policy

Discussion and the exchange of ideas are essential to academic work. You are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc), you must also acknowledge this assistance.

8. Disability Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

9. Schedule of Topics

The following is a preliminary schedule of topics. We may diverge slightly from this schedule, and I will notify you if we do.

WEEK 1 (Aug 22)	Course Introduction and Preliminaries (Basic clausal structures, Basic nominal structures, Some theoretical issues)

WEEK 2 (Aug 29)	Theoretical background: Generative approach to phrase structures (Categories; Constituents; Phrase Structure Rules; X-bar Theory; Extended X-bar Theory)
REQUIRED READINGS	O'Grady et al (2010): Chapter 5 'Syntax: the analysis of sentence structure', pp. 155-190
RECOMMENDED READINGS	Fukui (2001): 'Phrase Structure', Section 1 and 2, pp. 374-398 Carnie (2002): Chapter 5 'X-bar Theory', pp. 108-142. Chapter 5 'Extending X-bar Theory: CP, TP, and DP', pp.144-147

WEEK 3 (Sept 05) **No Class**	

WEEK 4 (Sept 12)	Categories in Mandarin (Lexical categories, Functional categories)
REQUIRED READINGS	HLL (2009): Chapter 1 'Categories'

WEEK 5 (Sept 19)	Argument Structures in Mandarin (Types of predicates; The Unaccusative Hypothesis)
REQUIRED READINGS	Poole (2002): Chapter 4 'θ-Theory', pp. 77-86 HLL (2009): Chapter 2 'Argument structures', pp.38-40 Chapter 3 'The verbal phrase', pp. 82-84
RECOMMENDED READINGS	Perlmutter (1978) Cheng and Huang (1994) Huang (2006)

WEEK 6 (Sept 26)	Theoretical Background: Syntactic movement and constraints (Movement; *wh*-movement; Island Constraints; Subjacency Conditions; CED)
REQUIRED READINGS	Yoshimoto (2001): A review of the history of constraints in the pre-Minimalist transformational generative grammar, pp.143-150
RECOMMENDED READINGS	Carnie (2002): Chapter 11 '*Wh*-movement', pp. 281-308

WEEK 7 (Oct 03)	Topic Constructions in Mandarin (Student presentation: #1-2 students)
REQUIRED READINGS	HLL (2009): Chapter 6 'Topics and Relatives', Section 6.1 "Topic Structures", pp.197-212
RECOMMENDED READINGS	Huang and Li (1996): Chapter 2, 'Recent generative studies in Chinese syntax', pp. 76-84 Zhang (2009) Xu and Liu (1998)

WEEK 8 (Oct 10)	Topic Constructions, language variation and remaining issues
REQUIRED READINGS	Huang and Yang (2015): Topic drop and pro drop, pp.1-12 Li (2007a): Beyond empty categories, pp.74-87
RECOMMENDED READINGS	Li (2014) Yuan (1996) Zhang (2009)

WEEK 9 (Oct 17)	Relative Clauses in Mandarin (Student presentation: #3-4 students)
REQUIRED READINGS	HLL (2009): Chapter 6 'Topics and Relatives', Section 6.2 "Relative Structure" pp. 212-221, p. 228-235 (skip Section 6.2.4 "Relative Operator")
PREVIEW READINGS	Simpson (2002) Aoun and Li (2003): Chapter 5 del Gabbo (2003): Chapter 1

WEEK 10 (Oct 24)	Relative Clauses, language variation and remaining issues & Final term paper abstract requirements
REQUIRED READINGS	Dryer (2013b): Relationship between the order of object and verb and the order of relative clause and noun
RECOMMENDED READINGS	Dryer (2013a) T. Wu (2011)

WEEK 11 (Oct 31)	Experimental Study Background: Relative Clause Acquisition and Processing (Subject-Object Asymmetry; Animacy Effect; Resumptive Strategy)
REQUIRED READINGS	O'Grady (2011): Relative Clauses: processing and acquisition, pp.18-35
RECOMMENDED READINGS	Gibson (1998, 2000)

WEEK 12/ (Nov 07)	The acquisition of Mandarin Relative Clauses: Comprehension and Production (Student presentation: #5-6 students)
REQUIRED READINGS	Hu et al (2016a): The acquisition of Chinese relative clauses: contrasting two theoretical approaches
RECOMMENDED READINGS	Hu et al (2016b) Gibson (1998, 2000) Friedmann, Belletti and Rizzi (2009)

WEEK 13 (Nov 14)	Sentence Processing Background and Two Working Memory-based Accounts
REQUIRED READINGS	Gibson (2000): The Dependency Locality Theory, pp. 114-115 Van Dyke and Lewis (2003): Distinguishing effects of structure and decay on attachment and repair: A cue-based parsing account of recovery from misanalyzed ambiguities, pp. 285-291
RECOMMENDED READINGS	Gibson (1998, 2000) Van Dyke and Lewis (2003) Van Fyke and McElrree (2011) Vasishth and Lewis (2006)
COURSE REQUIREMENTS	*One-page abstract of final term paper due (Nov 18, Friday)*

WEEK 14 (Nov 21)	Mandarin Relative Clauses Processing (Student presentation: ==#7-8 students==) & Feedback on Final Term Paper Abstract and Final Presentation Requirements
REQUIRED READINGS	Wu et al (2014): Building Chinese relative clause structures with lexical and syntactic cues: Evidence from visual-world eye-tracking and reading times.
	F. Wu (2011) Wu et al (2011) Wu et al (2012)

WEEK 15 (Nov 28)	Final Research Paper Presentations

WEEK 16 (Dec 05)	Final Research Paper Presentations & Course Summary
COURSE REQUIREMENTS	*Final term paper due (Dec 18, Sunday)*

10. Readings and References

   (to be updated continually)

General References:

Chao, Yuen-Ren (1968) *A Grammar of Spoken Chinese*. University of California Press, Berkeley.
Li, Charles and Sandra Thompson (1981) *Mandarin Chinese: a functional reference grammar*. University of California Press, Berkeley.
Huang, C.-T. James and Y.-H. Audrey Li (1996) *New Horizons in Chinese Linguistics*. Kluwer Academic Press, Dordrecht.
Huang, C.-T. James, Y.-H. Audrey Li and Yafei Li (2009) *The Syntax of Chinese*, Cambridge University Press.
Norman, Jerry (1988) *Chinese*, Cambridge University Press.

References on Specific Topics:

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Aoun, Joseph and Yen-hui Audrey Li. 1993a. *Wh*-elements in-situ: Syntax of LF? *Linguistic Inquiry* 24: 199-238.
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Carnie, Andrew. 2002. *Syntax: a Generative Introduction*. Oxford: Blackwell Publisher.
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Cheng, Lisa, and James Huang. 1996. Two Types of Donkey Sentences. *Natural Language Semantics* 4: 121 -136.

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del Gobbo, Francesca. 2003. Appositives at the Interface. Ph.D. dissertation, UC Irvine.

del Gobbo, Francesca. 2005. Chinese Relative Clauses: Restrictive, Descriptive or Appositive. In *Proceedings of the XXX Incontro di Grammatica Generativa*, edited by L. Bruge, G. Giusti, N. Munaro, W. Schweikert, and G. Turano.

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Dryer, Matthew S. 2013b. Relationship between the order of object and verb and the order of relative clause and noun. In M. S. Dryer & M. Haspelmath (Eds.), *The world atlas of language structures online. Leipzig: Max Planck Institute for Evolutionary Anthropology. Retrieved from:* http://wals.info/chapter/96

Fukui, Naoki. 2001. Phrase Structure. In Baltin, M., and C. Collins (eds.), *The handbook of contemporary syntactic theory*. Oxford: Blackwell.

Hu, Shennai, Anna Gavarró, Mirta Vernice and Maria Teresa Guasti. 2016a. The acquisition of Chinese relative clauses: contrasting two theoretical approaches. *Journal of Child Language*, 43, pp 1-21 doi:10.1017/S0305000914000865.

Hu, Shennai, Anna Gavarró, Mirta Vernice and Maria Teresa Guasti. 2016b. Children's production of head-final relative clauses: The case of Mandarin. *Applied Psycholinguistics* 37 (2016), 323–346 doi:10.1017/S0142716414000587.

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Li, Yen-Hui Audrey. *2014.* Born Empty. *Lingua* 151: 43-68. (Available online 26 November 2013)

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Wu, Fuyun., Kaiser, E. and Andersen, E. 2011. Subject preference, head animacy, and lexical cues: A corpus study of relative clauses in Chinese. In Yamashita, H., Hirose, Y. & Packard J. (Eds). *Processing and Producing Head-final Structures*, 173-194. The Netherlands: Springer.

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