

Seminar on the semantics of *wh*-phrases

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where: Bunche 2150

when: Thursdays, 1–4p

expectations (4cr): *weekly reading*, 1 final paper, 1 in-class presentation, 1 homework assignment

expectations (2cr): *weekly reading*, 1 in-class presentation, 1 homework assignment

final paper due Friday, March 20

all final papers must be discussed with me in a scheduled meeting before March 1.

week: topic	date	reading
1: INTRODUCTION	January 8	—
2: QUESTIONS & EXISTENTIAL FORCE	January 15	Hamblin (1973) Karttunen (1977)
3. QUESTIONS & <i>n</i> -PLACE RELATIONS	January 22	Groenendijk and Stokhof (1989) Groenendijk and Stokhof (1993)
4. QUESTIONS & THE QVE	January 29	Pesetsky (1987) Berman (1989)
5. QUESTIONS & EXHAUSTIVITY	February 5	Heim (1994) Beck and Rullmann (1999)
6. RELATIVE CLAUSES & DEFINITENESS	February 12	Jacobson (1995) Caponigro (2004)
7. RELATIVE CLAUSES & INDEFINITENESS	February 19	Wiltschko (1999) Hinterwimmer (2009)
8. EXCLAMATIVES	February 26	Zanuttini and Portner (2003) Rett (2009)
9. STUDENTS' CHOICE	March 6	??
10. WRAP-UP	March 12	Caponigro and Polinsky (2009)

Possible (side) topics:

- *Wh*-scope-marking or *wh*-copy constructions (Dayal, 1993; Rett, 2006)
- Comparatives and/or equatives (Schwarzschild, 2008; Pancheva, 2006)
- *Wh*-phrases qua quantifiers in e.g. Japanese, Mandarin (Nishigauchi, 1990; Cheng, 1994)
- Specificational pseudoclefts (Sharvit, 1999; Heller, 2002)
- *How many* clauses (Heycock, 1995; Rett, 2007, 2008)
- Correlatives (Srivastav, 1991; deVries, 2005; Brasoveanu, 2008, 2009)
- *-ever* free relatives (Dayal, 1997; von Stechow, 2000)
- Concealed questions (Heim, 1979; Frana, 2007)
- Questions and quantifiers (Chierchia, 1993; Krifka, 2001)
- Multiple *wh*-questions (Comorovski, 1996; Dayal, 1996)
- Semantic properties of *wh*+NP (Pesetsky, 1987; Rett, 2006)
- Amount relatives (Carlson, 1977; Heim, 1987; Grosu and Landman, 1998)
- Rhetorical questions (Hans, 2002)
- *Why* and *how come* (Fitzpatrick, 2005)

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