I. A few general points:

1. With just a couple of exceptions, the exercises were about the LGB Binding Theory (BT), as summarized (and augmented) in Section D of the BT handout. [The exceptions are the questions that were explicitly about the earlier Chomsky 1973/1976 on Transformations framework, as summarized (and slightly revised) in Sections A and B. These are exercises (3) and (4).]

2. Crucially, the LGB BT does NOT demand that an anaphor be A-bound. Rather, it demands that an anaphor be A-bound in its governing category (GC). This is stronger than a requirement that an anaphor be A-bound, because it imposes locality. But it is also weaker, in that it is vacuously satisfied if there is no GC. [The latter is crucial in the “PRO Theorem”.

3. In accord with the last remarks above, Condition A does NOT demand that an anaphor have a GC.

4. Look at

*John, thinks himself, is a genius

It is true that ‘himself’ here is not A-bound in its GC. Is it true that ‘himself’ isn’t, or can’t be, A-bound? In fact, in this ex., ‘himself’ IS A-bound, as it is coindexed with and c-commanded by the NP ‘John’. So why is the ex. bad? Because ‘himself’ here has a GC, and has no A-binder in that GC>

5. For Chomsky 1973/1976, we need to say that RI/DR doesn’t apply when the 2nd NP is any sort of anaphor. Otherwise, we rule out virtually all anaphors, as in “John injured himself”, “I injured myself”. A reflexive rule would connect the anaphor with its antecedent. Then, unless we offer the above stipulation, the anaphor would be forced to be disjoint with that antecedent.

-In LGB, this becomes the fact that Cond. B is strictly about binding of pronouns (so not anaphors).

6. Chomsky 1973/1976 must have been assuming that trace and PRO can never be X in relations. Otherwise why the complicated mess about specified subjects vs. non-specified subjects? But he never articulated that assumed stipulation nor tried to justify it.

7. To make the binding conditions do any work at all, we must assume that all referring type expressions are indexed, a suggestion already made by Chomsky 1965.

8. In exercise (3), where we were exploring various conceivable versions of GC, for the one that dropped AGR as a SUBJECT, I also slightly expanded the role of subjects as SUBJECTs to include subjects of finite clauses. That is, I said “(simplifying to just subject of S or NP); thus, the limitation to non-finite S is removed. To the best of my knowledge, LGB had the non-finite limitation just to avoid a sort of redundancy by which in many circumstances, both AGR and subject would be SUBJECTs.

9. A GC for an item \( \alpha \) must include a governor of \( \alpha \) and a SUBJECT accessible to \( \alpha \). Accessibility is crucial. (That is, the SUBJECT must m-command \( \alpha \) to be accessible to it.)
II. A few points about specific exercises:

(10) For (1b), “They seem to each other to be intelligent”, it doesn’t suffice to observe that ‘each other’ wouldn’t be A-bound in DS. Why not? Because Cond. A doesn’t require that an anaphor be A-bound. Rather it requires that it be A-bound in its GC. So to use the ex. to argue against DS application of Cond. A, it is necessary to show that ‘each other’ has a GC in DS.

(11) For (5c), about the explanation for the complementarity of A-trace and lexical anaphors, both the Case Filter and the Theta Criterion are relevant.

(12) For exercise (6), I said show relevant portions of the structures with trees or labeled bracketings. Life lesson: If someone who has some authority over you tells you to do something in bold underlined, it’s probably a good idea to do it. Similarly for “When Governing Category is relevant, say exactly what the GC is, and how you determined it.”, which I put in bold italics.

(13) The following would be a perfectly good HW exercise:

Explain the ungrammaticality of
*Mary, believes her, to be clever
Don’t look now. Did I ask that question? Okay now look. I didn’t ask that question.
Interestingly all of you answered that question. And you are in abundant good company.
Every year, everyone answers that question, even though I never ask it. What I ask for is an explanation of the ungrammaticality of
*Mary believes her to be clever [with Mary and her coreferential]
Think hard about the difference between the question I asked and the one you all answered. (If you can’t then see what I’m getting at, look again at the BT handout (88)-(91), and what follows. For still more discussion, you can look at my 1981 paper, linked on the course site.)

(14) We never discussed the subcategorization of the verb ‘give’ (relevant to exercise (6a)). In “Mary gave a book to John”, “a book to John” is NOT one big NP. Rather, ‘give’ is ditransitive, taking 2 complements ‘a book’ and ‘to John’. The semantics suggests this, and the syntax confirms it:

✓ A book was given to John
* A book to John was given
✓ A book, I gave to John
* A book to John, I gave
✓ What book did you give to John
* What book to John did you give