

# Implying or implicating *not both* in declaratives and interrogatives

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(1) John was at the party, or Mary. (L%)

(2) Was John at the party, or Mary? (L%)



## Puzzle time!



1. Use the scissors which the SuB organizers asked you to bring to cut all dashed lines.
2. Rearrange the pieces to form *two* sound derivations, one for each example (1), (2).



## Legend of assumptions:

- Assert/implicate all (and only) relevant information you consider true.
- Draw attention to all (and only) relevant propositions you consider possible. (Westera '17)
- QUDs are closed under conjunction (e.g., Schulz & Van Rooij 2006) as far as allows.
- If  $p$  is relevant to some QUD, then  $\neg p$  is also relevant to *some* QUD.
- Accents on the disjuncts (intended in (1)/(2)) mean that both disjuncts are relevant to a single QUD.
- L%: the speaker takes the utterance to comply with all the maxims wrt. the main QUD. (Westera '17)
- Interrogatives normally introduce a new QUD. Declaratives typically address an existing QUD.
- One who introduces a new QUD to the discourse should consider all its propositions possible (e.g., Roberts '96).

	Accordingly, 'both' cannot be relevant.
	Since 'not both' is relevant and believed to be true, 'not both' must be part of what is meant in (1).
	Since 'both' is relevant, so is 'not both'.
	L%: the maxims are complied with wrt. the main QUD.
	Hence, although 'not both' is considered true, since it isn't relevant it <i>cannot</i> be part of what is meant in (2).
	'Both' isn't relevant, so the speaker must believe 'not both'.
	L%: the maxims are complied with wrt. the main QUD.
	Hence their conjunction 'both' is relevant. (given , this doesn't conflict with )
	So (2) must draw attention to all relevant possibilities. It doesn't to 'both', so <i>if</i> 'both' is relevant, the speaker must not consider it possible, hence believe 'not both'.
	The main QUD of (2) is newly introduced.
	So if the speaker had considered 'both' possible, then 'both' would have been relevant too (, )
	Given the accents, each disjunct is relevant.
	So (1) must draw attention to all relevant possibilities. It doesn't to 'both', so <i>if</i> 'both' is relevant, the speaker must not consider it possible, hence believe 'not both'.
	Given the accents, each disjunct is relevant.
	Since 'both' isn't relevant, 'not both' can't be either.
	It follows that the speaker believes 'not both'.
	So if 'both' is relevant, speaker must deem 'both' possible.