

**PHIL 352: HISTORY OF ANALYTIC PHILOSOPHY**  
University of the Fraser Valley  
Fall 2019

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<b>Instructor:</b>	Dr. Carl Hildebrand
<b>Instructor's Email:</b>	carl.hildebrand@ufv.ca
<b>Time and Location:</b>	R 1:00 - 3:50 PM, room C1424
<b>Office Hours:</b>	T 12:00 - 3:00 PM
<b>Office Location:</b>	D3110A

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**TEXTS**

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PHIL 352 Course Pack, available at the UFV bookstore.

Glock, Hans-Johann. *What is Analytic Philosophy?* Cambridge: Cambridge University Press, 2008.

\* It is your responsibility to make sure that you are able to access all of these readings and that you read them in advance of the class in which they will be covered.

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**COURSE DESCRIPTION**

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For many Anglo-American philosophers, the history of 20<sup>th</sup> century philosophy is the history of analytic philosophy. What began as a term denoting a philosophical method has become a label for an entire philosophical tradition. And for many, the term analytic philosophy is synonymous with the philosophy of language. Moreover, as we will see, the philosophy of language means different things to different thinkers. For some, it means that by a careful analysis of the underlying logic of language, we can map the metaphysical character of reality. This includes such thinkers as Frege, Russell, and the Wittgenstein of the *Tractatus*. For others, it means that a diligent focus on how language is ordinarily used will reveal that much of traditional philosophy is deeply mistaken and ought to be discarded. This interpretation may include such thinkers as Austin, Strawson, and the Wittgenstein of the *Investigations*. But for some, the philosophy of language has been taken to be, simultaneously, the philosophy of mind. Or, at the very least, studying the phenomenon of language can tell us a lot about the structure of mind. In this course we will investigate major developments in analytic philosophy. We will begin with its emergence in the late 19<sup>th</sup> century and examine its dominant 20<sup>th</sup> century forms. Philosophers to be covered in the course will include Frege, Russell, Moore, Wittgenstein, Carnap, Ryle, Austin, Strawson, Grice, Quine, Davidson, and Kripke, among others.

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**LEARNING OUTCOMES**

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- Demonstrate a general knowledge of the origins and major developments in analytic philosophy.
- Demonstrate an understanding of the methods and approaches employed by analytic philosophers.
- Demonstrate an understanding of some of the major works published by analytic philosophers in the 20<sup>th</sup> century.
- Recognize and articulate the connections between major theories advanced by philosophers working in the analytic tradition.
- Reflect critically in discussion and in writing on the fundamentals of analytic philosophy.

## COURSE FORMAT

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Three hours per week in a mixture of lecture and class discussion (seminar).

## EVALUATION

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Short Essay (5-10 double-spaced pages)*	25%
Class Presentation	25%
Long Essay (10-20 double-spaced pages)*	40%
Class Participation	10%

\* **Note:** please submit in hard copy only (not by email); further instructions will follow for the essays.

## GRADING PROFILE

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A+	90-100%	C+	67-69%
A	85-89%	C	63-66%
A-	80-84%	C-	60-62%
B+	77-79%	D	50-59%
B	73-76%	F	0-49%
B-	70-72%		

## TENTATIVE READING SCHEDULE

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\* Class announcements take precedence over the tentative schedule listed below. Further reading may be assigned and in weeks with heavy reading (esp. Weeks 6, 12, and 13), some of the readings listed below will be prioritized and others made optional, so stay tuned. If you miss class, it is your responsibility to make sure that you learn of anything (e.g. announcements) you may have missed.

\*\* You are to progress through Glock's book, *What is Analytic Philosophy?*, throughout the duration of the course, so that you will have read it in its entirety by the final week. There are nine chapters; so if you read roughly one per week, you will done in ample time.

### **Week 1: Introduction to Course**

Syllabus, course expectations, and some key definitions and themes in analytic philosophy

### **Week 2: Frege and Russell on Referring**

Frege, Gottlob. "Sense and Reference." *The Philosophical Review* 57, no. 3 (May 1948): 209-230.

Russell, Bertrand. "On Denoting." *Mind* 14, no. 56 (October 1905): 479-493.

### **Week 3: Russell and Logical Atomism**

Russell, Bertrand. "Particulars, Predicates, and Relations." In *The Philosophy of Logical Atomism*. London: Routledge, 2010.

### **Week 4: G.E. Moore**

Moore, G.E.. "Proof of an External World." In *Philosophical Papers*. Abingdon: Routledge, 2010.

### **Week 5: Wittgenstein and the Tractatus**

Selections from: Wittgenstein, Ludwig. *Tractatus Logico-Philosophicus*. Translated by D.F. Pears and B.F. McGuinness. London: Routledge, 1961.

**Week 6: The Logical Empiricists**

Schlick, Moritz. "The Foundation of Knowledge." In *Logical Positivism*, edited by A.J. Ayer. New York: Free Press, 1959.

Carnap, Rudolf. "The Elimination of Metaphysics Through Logical Analysis of Language." In *Logical Positivism*, edited by A.J. Ayer. New York: Free Press, 1959.

**Week 7: Wittgenstein and the Philosophical Investigations**

Selections from: Wittgenstein, Ludwig. *Philosophical Investigations*. Translated by G.E.M. Anscombe. Oxford: Blackwell, 2001.

**Week 8: The Emergence of Natural Language Philosophy**

Ryle, Gilbert. "Knowing How and Knowing That." *Proceedings of the Aristotelian Society* 46 (1945-1946): 1-16.

Selections from: Austin, J.L.. *Sense and Sensibilia*. Edited by G.J. Warnock. Oxford: Clarendon, 1962.

**Week 9: The Emergence of Natural Language Philosophy contd.**

Strawson, P.F.. "On Referring." *Mind* 59, no. 235 (July 1950): 320-344.

Grice, H.P. "Meaning." *The Philosophical Review* 66, no. 3 (July 1957): 377-388.

**Week 10: The Philosophy of Quine**

Quine, W.V.O.. "Two Dogmas of Empiricism." *The Philosophical Review* 60, no. 1 (January 1951): 20-43.

Grice, H.P. and P.F. Strawson. "In Defense of a Dogma." *The Philosophical Review* 65, no. 2 (April 1956): 141-158.

**Week 11: The Philosophy of Quine contd.**

Quine, W.V.O.. "Ontological Relativity." *The Journal of Philosophy* 65, no. 7 (April 1968): 185-212.

**Week 12: Language, Meaning, Truth, and Mind**

Tarski, Alfred. "The Semantic Conception of Truth and the Foundations of Semantics." *Philosophy and Phenomenological Research* 4, no. 3 (March 1944): 341-376.

Davidson, Donald. "Truth and Meaning." *Synthese* 17, no. 3 (September 1967): 304-323.

**Week 13: Language, Meaning, Truth, and Mind contd.**

Kripke, Saul. "Identity and Necessity." In *Analytic Philosophy: An Anthology*, edited by A.P. Martinich and David Sosa. Oxford: Blackwell, 2001.

Putnam, Hilary. "Meaning and Reference." *The Journal of Philosophy* 70, no. 19 (November 1973): 699-711.

Selections from: Burge, Tyler. "Individualism and the Mental." *Midwest Studies in Philosophy* 4, no. 1 (1979): 73-122.

\* **Note:** It is the responsibility of the student to keep abreast of the readings (that is the point of the syllabus) and, if absent, to secure class notes from another student. These materials are not easy to read and, therefore, you must leave ample time for the task. The committed student will have read the assigned material (more than once) before the class in which it is to be discussed and will reread the assigned readings immediately after the class discussion. As well, a committed student will ensure that their essays are begun well before the due date. Further information and guidance concerning the essays will be provided in class.

## POLICIES AND ADDITIONAL INFORMATION

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University of the Fraser Valley has policies on Academic Appeals (including appeal of final grades), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. Copies of these and other policies are distributed to all students during the registration process and are also available in the University Calendar and in the Library.

Following are some specific items I wish to draw to your attention:

### **Respect in the Classroom:**

I strive to create an environment of mutual respect for all participants in the classroom so they can feel comfortable contributing to the class discussions and so on. The standard rules of courtesy apply here and an additional one I insist upon is that *all cell phones are to be set vibrate and left alone while in the classroom. No exceptions!*

### **Academic Misconduct:**

As stated in the Student Academic Misconduct Policy, 70, academic misconduct includes, but is not limited to, plagiarism, cheating, impersonation, improper access to examination materials, falsification or unauthorized modification of an academic document/record, resubmission of work, improper research practices, obstruction of the academic activities of another, and aiding and abetting. For additional information on academic misconduct, please see: Academic Integrity and the Library.

### **Plagiarism and Cheating:**

Plagiarism is the deliberate presentation or submission of the research, work, ideas, illustrations or diagrams of others as one's own without citation or credit. Cheating includes the use of unauthorized aids, assistance or materials in the preparation of assignments or in examinations. During examinations, it is considered cheating to communicate with others to obtain information, to copy from the work of others, or to deliberately expose or convey information to others. The resubmission of one's own work for which credit has already been granted in another course, without the instructor's permission, is also cheating. Penalties for academic dishonesty may include a grade of zero on the examination or assignment, a failing grade for the course, suspension from the university, or expulsion from the university.

### **Non-Academic Misconduct:**

UFV Policy 204 states, "Students are required to conduct themselves in a mature and responsible manner, consistent with the University mission, policies, and regulations and in compliance with federal, provincial, and municipal laws. Students will be held accountable for their actions whether acting alone or in a group." I will not hesitate to ask students to leave the classroom if I believe their conduct is disrespectful or distracting to others and the learning environment.

### **Pre-requisites:**

UFV Policy 84 states that the minimum grade required for a prerequisite course is C- unless another grade is stated.

### **Student Attendance Policy:**

UFV Policy 62 states that instructors may withdraw students who do not attend the first class and penalize lack of regular attendance.

### **Audit Policy:**

As outlined in UFV Policy 108, a student intending to audit a course must do so before 30% of the course is complete. Please see "Important Dates" to determine this date.

### **Missed Assignments:**

There is no provision for make-up assignments. Thus, students lose the portion of the grade associated with any missed work unless prior arrangements have been made with me.

**Late Assignments:**

Late assignments are not accepted except at the instructor's discretion in cases of illness or bereavement. Documentation will be required.

**"I" Grade:**

Not normally given.

**Withdrawal:**

According to Policy 81, students may choose to withdraw from a course without penalty before completing 60% of the course. Students withdrawing before they have completed 30% of the course will not receive a "W" on their transcript; students withdrawing after completing 31% to 60% of the course will receive a "W" on their transcript. A "W" has no academic penalty and is not counted in the student's GPA. After 60% of the course has been completed, students must apply for Late Withdrawal. Please be aware of semester deadlines for withdrawal.

**Late Withdrawal:**

UFV Policy 81 stipulates that students needing to withdraw from a course after they have completed 60% of the course require permission to do so. Such requests are considered based on medical or compassionate grounds and must be submitted within 4 months of the end of the course (unless a rationale can be provided re: extending the deadline). Students who complete the majority of their coursework and/or completed the final exam or final assignment will not be permitted late withdrawal. Please see online for steps required for late withdrawal requests.

**Class Participation:**

The grade for class participation is based on both the frequency and the quality of the student's comments, questions and observations, with the emphasis on quality. The quality is determined by, among other things, the relevance, insight and clarity of remarks. Lack of regular attendance will negatively impact this grade. Further, I will not schedule extra office hours for students who do not regularly attend class.

**English Usage:**

Proper English usage is essential to the enterprise of presenting and defending one's ideas; if the instructor cannot understand what the student is trying to say, it is impossible to evaluate the student's work. Thus, any submitted work that is seriously grammatically flawed will be returned unmarked, and the student will be required to resubmit the work for evaluation with a penalty of five points. This offer will not apply to final term essays or assignments, which will be given a mark of zero. If it is anticipated that there will be problems meeting this requirement, it is incumbent on the student to seek help from, for example, the *Academic Success Centre* on campus.

**Final Exams:**

Final exams are scheduled by the institution during the pre-determined final exam period. Students must be available for the entire exam period and should not make travel or other plans which conflict with this schedule. As stated in UFV Policy 46, "Instructors are entitled to require that students... take all examinations at the times scheduled."

**Final Grade Appeals:**

UFV Policy 217 outlines the appeal process for final grades. Please be aware that all appeals must be made within 14 days of the final grade becoming available.

For a full list of UFV policies, including those listed above, please refer to the University Secretariat website: <http://www.ufv.ca/secretariat/policies/>.

**Additional Information for UFV Students:**

- ***Priority Access for Student Services (PASS):*** The UFV Priority Access to Student Supports (PASS) program connects students to the supports and resources that may help them to increase their chance of success. Such assistance may include putting students in touch with an academic advisor, financial aid, a counsellor or another resource. If your instructor is concerned about your progress, they may refer you to PASS. The referral is treated confidentially and is sent because your instructor cares about your progress and success in this course. Your response to PASS is entirely voluntary. If you do not wish your instructor to make a referral to PASS on your behalf, please let them know by email. [www.ufv.ca/student-services/PASS](http://www.ufv.ca/student-services/PASS)
- ***A Message to Students from the Office of Financial Aid and Awards:*** Did you know that last year, the University of the Fraser Valley awarded more than \$1,125,000 in Student Scholarships, Awards and Bursaries? Each year more than a thousand students receive financial support through the University; you can find out more about awards, and how to apply by visiting us at <http://www.ufv.ca/fineaid/>.
- ***International Peer Support:*** Provides academic and personal support to first year students who need assistance navigating through their introductory courses. The program, open to both international and domestic students, consists of peer supporters who have specific course content knowledge and can guide students with assignment or academic integrity questions. They can help clarify course work expectations and direct students to the relevant resources available on campus. International Peer Support can proactively help students be successful. For more information, contact [artspeers@ufv.ca](mailto:artspeers@ufv.ca).