

UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF PHILOSOPHY
PHILOSOPHY 307 Lecture 01
19th or 20th Century Analytic Philosophy
Fall 2011

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Office Hours: Wednesday 13:00–15:00 or by appointment.

Lecture Time and Place: Monday Wednesday Friday 15:00-15:50 in MacKimmie Library Tower (MLT) 118

Contacting the Instructor: The way to contact me is via email. When you write an email *please include ‘Phil 307–your name–’ in the subject line.* If you don’t get an email back from me, check to see if you have included this.

Course Description: ‘Analytic philosophy’ is the name given to a tradition or heritage in philosophy which started around 1900. Whereas philosophers have always asked questions about how the world works and how humans relate to the world, the characteristic procedure of analytic philosophy is to start investigations about reality and human relations to it by asking ‘how does language work?’ Although today many that would classify themselves as analytic philosophers are not concerned with how language works, they recognize the important role that question can play.

In this course we will look at the historical development of analytic philosophy according to what has been called the three stages of analysis. To set the stage for our discussion of the first stage of analysis, we will discuss the work of the 19th century mathematician/logician/philosopher Gottlob Frege. The first stage, that started in Cambridge with Bertrand Russell and G.E. Moore, was influenced by the work of Frege and began the focus on doing philosophy by starting with language. The second stage, called ‘logical positivism’

was influenced by the work of Russell and his student Wittgenstein. We will read representative papers by the Austrian positivist Rudolf Carnap, and some papers by the British positivists A.J. Ayer and Lizzie Stebbing. An important turning point for positivism came with the work of W.V.O Quine, and the later Wittgenstein—we will look at some of Quine’s criticisms. The Third stage of analysis is known as *ordinary language philosophy*. The ordinary language philosophers were mostly installed at Oxford and we will read papers from J.L. Austin and Gilbert Ryle. After completing our tour of analysis, we consider classic papers by analytic philosophers from the 1950s and 1960s dealing with the nature of knowledge, ethics/morality, and meaning in language. Some of these papers criticize the earlier views and some introduce some fascinating problems with common philosophical practices and definitions.

Required Texts: *Analytic Philosophy: an anthology* Aloysius Martinich, E. David Sosa (Editors). Some papers that can be found on line. I will make these available on the course website as we need them. The text is available at the university bookstore.

Grading:

Assignments	40%
Participation	5%
Paper	25%
Final Exam	20%
Group Project	10%

Requirements and Evaluation

Writing Assignments. There will be 5 short writing assignments, of the 5 you are allowed to choose 4 and only 4, (10% each, or 40% of the final grade; 250 words max), each of which will focus narrowly on one of the readings; a mid- or 3/4-term paper (1000 words max; 25%), and a registrar scheduled final exam (20%). The final exam will be closed book. You will be given a choice of topics for the papers. You must hand in the midterm paper and write the final to pass the course.

Note that the short writing assignments are generally due before the corresponding readings are discussed in class. While the aim of the papers is to develop your skills in exposition and argumentation, the short assignments are intended in part to train your reading comprehension skills. The questions you will answer in these assignments will be specific questions on the texts. All you need to do to answer them is read—and understand—the text. They

shouldn't require the historical or philosophical background you'll get from the subsequent lecture.

All assignments should be typed, double-spaced, with 3 cm margins all around, preferably in 12 point Times or a similar serif font. You will submit these on line.

Participation Class participation counts for 5% of your final grade. Your participation will be assessed on the basis of your contribution to discussion in class. I will hope to accommodate shy individuals with the set up of in class discussion. Most of the discussion will be within smaller groups. (If you are really really shy, and really really don't want to speak in class, 5 posts with substantive philosophical content in the online discussion forum will earn you an A for this part of the final grade. However, if all of your posts occur within one 7-day period, at most 3 of them will be counted toward your participation mark. Only posts before the in class group project will count.)

Group Assignment The group assignment (10%) will be graded on the basis of a peer evaluation. You will be rated by your peers (in your group) on your participation in in-group discussion sessions during class. The peer assessment will also cover participation in the in-class group project late in the term. The group assignment will involve critiquing your group member's papers.

Evaluation and Grades. On each assignment you will receive a letter grade reflecting the level of comprehension of the readings and your ability to assess philosophical arguments shown by the work you submit. There will be no +/- grades, but "slash" grades (e.g., A/B) are possible. The meanings of letter grades are defined in the Calendar; for written work, they amount roughly to the following criteria:

- A Excellent-superior performance, showing comprehensive understanding of subject matter. (Your writing is clear and concise; your assignments make obvious that your understanding of the issues and arguments is correct and complete; you show superior ability in representing and assessing others philosophical arguments; you show ability for original philosophical thinking).
- B Good-clearly above average performance with knowledge of subject matter generally complete. (You show a good grasp of the assigned reading; but either your writing is not perfectly clear or your assignments are largely only expository and don't show the critical ability required for an A).

- C Satisfactory-basic understanding of the subject matter. (Your work shows that you've worked through the reading and attended class, but your assignments misrepresent the arguments were discussing, or your criticisms are off the mark.)
- D Minimal pass-marginal performance. (Your work is unclear or confused; or you grossly misrepresent the arguments were discussing.)
- F Fail-Unsatisfactory performance. (Your work fails to show that you've made a serious attempt at coming to grips with the material; or your writing borders on the incomprehensible.)

Note the emphasis in the above on the fact that it is not enough that you understand the issues we discuss, your written work must show this. Thus, the quality of your writing will be a major factor in which grade you'll get. If your sentences miss subjects or verbs, your cross-references are unclear, or you use terminology ambiguously, you will receive a lower mark than if you had composed and proof-read your paper more carefully.

In computing your final grade, your marks will be converted to grade points and averaged according to the weights given above. The correspondence of letter grades with grade points is defined in the Calendar (A = 4, B = 3, C = 2, D = 1, F = 0). "Slash" grades receive 0.5 below the value of the higher grade (e.g., A/B = 3.5).

The final grade will be the letter grade corresponding to the weighted average of your assignments, papers, and participation plus a margin of 0.2. For the final grade, +'s and -'s are possible, too; as defined in the Calendar, +/- adds/subtracts 0.3 grade points. In other words, a course average of 3.8 or higher receives an A; at least 3.5 and less than 3.8, an A-; at least 3.1 and less than 3.5, a B+; at least 2.8 and less than 3.1, a B; and so on (this means that for two A's and an A/B you still get an A overall; for two A's and a B, an A-). There is no D- grade; to earn a D you require a course average of at least 0.8. The A+ grade is reserved for truly outstanding performances.

Assignments and Policies

Late work and extensions. Assignments handed in late will be penalized by the equivalent of one grade point per calendar day, unless you can document a medical or other valid reason for why your assignment is late.

Plagiarism.

You will find the University policy on plagiarism at the end of the printed version of this

outline. Plagiarism is a very serious academic offense. It is not limited to copying papers wholesale from the Internet; copying and close paraphrase of the texts, of the lectures, or of anyone (other than you) without clear attribution constitutes plagiarism. Your assignments should only contain your own formulations. You should use direct quotes from the texts sparingly, and clearly mark them as such by using quotation marks and giving a source reference. When in doubt, consult with the instructor. **Plagiarism will result in a failing grade on the assignment or in the course and a report to the Deans office.**

Checking your grades and reappraisals of work. University policies for reappraisal of term work and final grades apply (see the Calendar section “Reappraisal of Grades and Academic Appeals”). In particular, term work will only be reappraised within 15 days of the date you are advised of your marks. Please keep track of your assignments (make sure to pick them up in lecture or in office hours) and your marks (check them on the website) and compare them with the graded work returned to you.

Syllabus: This syllabus is tentative, but should give you a rough idea of the order that we will read the papers in. It does give you information as to what weeks the assignments are due. I will try to stick to this but I may change my mind about what specific papers we read during the course, and the specific days the assignments are due depends on the day that the relevant reading is being done. Finally, I haven’t packed the schedule with readings because in my experience we never get to all of it, this way I have a chance that I will get to most of what I have listed.

- Schedule

Week 1: Introduction and Proto-Analysis (Sept 12, 14, 16)

Week 2: The Early Analysts-Russell and Moore (Sept 19, 21, 23) **Assignment 1 due**

Week 3: The Early Analysts (Sept 26, 28, 30)

Week 4: The Transition to Positivism-Wittgenstein (Oct 3, 5, 7) **Assignment 2 due**

Week 5: Positivism-Ayer and Carnap (Oct 10, 12, 14) **No class Oct 10**

Week 6: Positivism’s End-Stebbing and Quine (Oct 17, 19, 21) **Maybe no lecture Oct 21. Assignment 3 due**

Week 7: Ordinary Language Philosophy (Oct 24, 26, 28)

Week 8: Ethics (Oct 31, Nov 2, 4) **Assignment 4 due**

Week 9: Epistemology (Nov 7, 9, 11) **No class Nov 11**

Week 10: Metaphysics and Language (Nov 14, 16, 18) **3/4-term paper due Nov 18**

Week 11: (Nov 21, 23, 25) **In class group project Nov 23 & 25**

Week 12: (Nov 28, 30, Dec 2) **Assignment 5 due**

Week 13: Outlook, Review (Dec 5, 7, 9)

- **Readings**

Frege: On Sense and Reference & Thought

Russell: On Denoting & Knowledge by Acquaintance and Knowledge by Description & On the Relation of Universals and Particulars

Moore: The subject matter of Ethics & External and Internal Relations & Four Forms of Scepticism

Langford: The Notion of Analysis in Moore's Philosophy

Ayer: The Elimination of Metaphysics

Carnap: The unity of Science & Empiricism, Semantics and Ontology

Stebbing: analysis and positivism

Quine: Two Dogmas of Empiricism & On what there is

Austin: a Plea for Excuses

Ryle: Ordinary language

Rawls: Justice as Fairness

Foot: Morality as a system of hypothetical imperatives

Gettier: Is Knowledge Justified True Belief?

Goodman: New Riddle of Induction

Strawson: On Referring

Grice: Meaning

Intellectual Honesty

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. As a result, cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offence, the penalty for which may be an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. The University Calendar states that plagiarism exists when:

- the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for ones own in an examination or test);
- parts of the work are taken from another source without reference to the original author;
- the whole work (e.g., an essay) is copied from another source; and/or
- a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious offence. Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement, but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the students work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

Academic Accommodation

It is the students responsibility to request academic accommodation. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Faculty Of Arts Program Advising & Student Information Resources

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts. Drop in at SS110, phone 403-220-3580 or email at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre at 403-220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them at the MacKimmie Library Block.
- Email Contact Addresses for Students Union Representatives for the Faculty of Arts: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca