

PHIL3302
Analytic Philosophy 分析哲學

Course Outline

Time: T 9:30am-12:15pm

Location: ERB 408

Course overview (as shown on CUSIS)

This course scrutinizes some of the most influential ideas in analytic philosophy, focusing on topics in logic, the philosophy of language, and metaphysics. Topics to be discussed may include: (1) The New Logic (Frege); (2) Logical Atomism (Russell); (3) Verificationism (Vienna Circle); (4) Ordinary Language (Wittgenstein); and (5) Ontological Commitments (Quine).

Advisory to Majors:

- To be taken in year 2 or above.
- Basic knowledge of first-order logic will be presupposed.

Learning outcomes (as shown on CUSIS)

1. Understand the characteristics and importance of philosophical theories in the analytic tradition.
2. Ability to use the philosophical method of conceptual analysis.
3. Ability to evaluate the most important achievements emerging from the analytic tradition.
4. Understand the philosophical significance of modern logic.
5. Understand the philosophical significance of the philosophy of language.

Additional learning outcomes

6. Ability to evaluate different theories and arguments within the analytic tradition.
7. Ability to draw connections among different philosophical problems and proposed solutions within the analytic tradition.

Topics

- idealism vs. realism
- the linguistic turn
- conceptual analysis (and logic as a tool for conceptual analysis)
- meaning and reference; names and propositions
- logical atomism
- logical positivism
- verificationism
- ordinary language philosophy
- (meta)ontology and ontological commitment
- identity and necessity (modal logic)
- first-personal belief

Learning activities

1. Lecture (combined with discussion and other in-class activities): one 3-hour session every week
2. Reading: about 30 pages per week on average
3. Assignments: a reading response, a term paper, in-class activities, and active participation in discussion

Assessment scheme

<i>Task nature</i>	<i>Description</i>	<i>Weight</i>
Reading response	At home (700-1000 words in English; due 22 October before lecture, by email)	20%
Term paper	At home (1800-2300 words in English; due 3 December by 5 pm, by email)	50%
In-class activities and discussion	See below.	30%

Remarks on Assessment Scheme and Assignments

Reading response (20%). Each student is expected to write an original reading response in which they accomplish two main tasks. The first task is to present a single argument, objection, problem, or proposed solution to a problem discussed in one of the **weeks 1 – 8** readings. This should not be a summary of the reading as a whole. The second task is to provide a response to that argument, objection, etc. This should take the form of a single critical claim (a claim in which the writer states whether they agree or disagree, poses an objection or major worry, observes a surprising implication, etc.) followed by a short defense of that critical claim (an argument). The claim in question should not be sociological or exegetical. (The reading response should also begin with a short introductory paragraph in which the writer says what they'll focus on and what their critical claim will be.) The reading response should be **700 – 1000 words** in English (inclusive of footnotes), and it should be emailed (as a Word document, with English-language font) **before lecture time on 22 October**. (Please title the subject of your email "PHIL3302 reading response", and please title the attached term paper file "[YOUR SURNAME, your given name] PHIL3302 reading response".) Please adhere to the deadline and to the word count requirement. **Note that the penalties for lateness and for failing to meet the word count requirement are the same as for the term paper (as written below).** *Please note also that any use of AI software is strictly prohibited and will be considered plagiarism.*

Term paper (50%). Each student is expected to write an original paper in which they state and defend a substantial philosophical thesis on a topic related to the issues discussed in this course. (The thesis should not be sociological or exegetical.) The term paper topic proposal should be submitted over email before the week 10 (5 November) lecture. (You are encouraged to submit the proposal earlier, in case it is not immediately approved.) The paper should be **1800 – 2300 words** in English (inclusive of footnotes but not the bibliography), and it should be emailed (as a Word document, with English-language font) by **5 p.m. on 3 December**. (Please title the subject of your email "PHIL3302 term paper", and please title the attached term paper file "[YOUR SURNAME, your given name] PHIL3302 term paper".) Please adhere to the deadline and to the word count requirement. **If the paper is late, an initial penalty of 1/3rd of a letter grade will be applied; an additional penalty of 1/3rd of a letter grade will then be applied for each additional 24-hour period before the paper is submitted. Similarly, for every 100 words over or under the word count, a penalty of 1/3rd of a letter grade will be applied.** *Please note that any use of AI software is strictly prohibited and will be considered plagiarism.*

In-class activities and discussion (30%). The activities/exercises involved in this will be determined once the overall class size is known. Activities/exercises may involve presentations, quizzes, small-group collaborative work, and/or organized debates (in addition to class discussion). (Please note that, because attendance is required in order for one to participate in these activities, each unexcused absence will result in a letter-grade deduction to one's in-class activities and discussion score.)

Grade Descriptor

Please refer to: http://phil.arts.cuhk.edu.hk/~phidept/UG/Grade_descriptors.pdf

Classroom Policies and Related Notes

Come prepared. Active reading and engagement with the text must be done prior to meetings. You should come to each meeting either with a good understanding of the material presented in the assigned reading or with questions that will help you to gain such an understanding. You should also bring both the current week's and the previous week's reading material (as well as any handouts) to the meeting, either in hard copy or on a tablet/e-reader (or, in special circumstances, on a laptop computer – see below).

Appropriate screen presence. I am committed to creating an environment in our classroom that is conducive to good discussion. To this end, please use technology in the classroom only for purposes specifically related to the current class activity (e.g., consulting the text, taking notes). I ask that you use a laptop *only if* (a) its use is critical to your optimizing your learning experience and (b) you are willing to sit somewhere that will ensure that the laptop isn't distracting to others (i.e., to the side or in the back).

Please do not use cell phones (or leave them out on your desk) in class. If you have a special reason why you need to use a cell phone in class, please discuss this with me individually beforehand.

Maintain a welcoming and supportive environment. It is important that we maintain a welcoming and supportive environment. Consequently, abrasive comments, derogatory language, etc., will not be tolerated.

Accommodations. I have designed this course with the goal that everyone in it can succeed. I also appreciate that there are multiple ways to learn. I would welcome students to discuss with me their learning styles and how we can try to accommodate them in this course.

My email and meeting policy. I am happy to answer short questions over email, and I am also happy to discuss more involved questions in person. But please email me **at least two business days in advance** of when you would like an email response, and if you wish to meet with me in person please email me **at least four business days in advance** of when, at the latest, you'd like to meet.

Course schedule*

<i>Week</i>	<i>Topics</i>	<i>Required reading</i>
1: 3 Sep	The linguistic turn?	G.E. Moore, selection from <i>Principia Ethica</i> (1903)
2: 10 Sep	Meaning and reference	J.S. Mill, selection from <i>A System of Logic</i> (1848), and Gottlob Frege, "On Sense and Reference" (1892) and selection from "The Thought: A Logical Inquiry" (1918)
3: 17 Sep	Meaning and reference (continued)	Bertrand Russell, "On Denoting" (1905)
4: 24 Sep	Meaning and reference (continued)	Bertrand Russell, "Knowledge by Acquaintance and Knowledge by Description" (1910-11) and E.E. Constance Jones, "A New Law of Thought" (1910-11)
5: 1 Oct	<i>No class</i>	
6: 8 Oct	Logical atomism	Selections from Bertrand Russell, "The Philosophy of Logical Atomism" (1918-19), and from Ludwig Wittgenstein, <i>Tractatus Logico-Philosophicus</i> (1922)
7: 15 Oct	Logical positivism	A.J. Ayer, "The Elimination of Metaphysics" (in <i>Language, Truth, and Logic</i> , 1936), and W.V.O. Quine, "Two Dogmas of Empiricism" (1956)
8: 22 Oct	Ordinary language philosophy <i>Reading response due by email before lecture.</i>	Selection from Ludwig Wittgenstein, <i>Philosophical Investigations</i> (1953)
9: 29 Oct	(Meta)ontology	W.V.O. Quine, "On What There Is" (1948), and Rudolf Carnap, "Empiricism, Semantics, and Ontology" (1950)
10: 5 Nov	Identity and necessity <i>Term paper topics due by email before lecture.</i>	Selection from W.V.O. Quine, <i>Word and Object</i> (1960), and Ruth Barcan Marcus, "Essential Attribution" (1971)

11: 12 Nov	Identity and necessity (continued)	Saul Kripke, "Identity and Necessity" (1971)
12: 19 Nov	First-personal belief	G.E.M. Anscombe, "The First Person" (1975), and John Perry, "The Problem of the Essential Indexical" (1979)
13: 26 Nov	Identity, necessity, and first-personal belief	David K. Lewis, "Attitudes <i>de Dicto</i> and <i>de Se</i> " (1979)

3 December, 5 pm: Term papers due by email.

**Please note that this reading schedule is tentative.*

Additional learning sources (optional):

- General resources:
 - Internet Encyclopedia of Philosophy: "Analytic Philosophy"
 - Martinich, A.P., and David Sosa (eds.) (2012). *Analytic philosophy: An Anthology* (2nd Edition). Chichester, West Sussex; Malden, MA : Wiley-Blackwell.
- Week 1: G.E. Moore, "The Nature of Judgement" (1899), "Truth and Falsity" (1901-2), and "The Refutation of Idealism" (1903)
- Weeks 2-4: E.E. Constance Jones, "The Import of Categorical Propositions" (1893), and P.F. Strawson, "On Referring" (1950)
- Week 6: Bertrand Russell, Introduction to Wittgenstein's *Tractatus Logico-Philosophicus* (1922)
- Week 7: Rudolf Carnap, *The Logical Structure of the World* (1928); Susan Stebbing, "Logical Positivism and Analysis" (1933); and Paul Grice and P.F. Strawson, "In Defense of a Dogma" (1956)
- Week 8: G.E. Moore, "A Defense of Common Sense" (1925) and "Proof of an External World" (1939), and P.F. Strawson, "Freedom and Resentment" (1962)
- Weeks 10-11: Ruth Barcan Marcus, "A Functional Calculus of First Order Based on Strict Implication" (1946), "Modalities and Intensional Languages" (1961), (with W. V. Quine, Saul A. Kripke, J. McCarty, and Dagfinn Føllesdal) "Discussion on the Paper of Ruth B. Marcus" (1962), and "Essentialism in Modal Logic" (1967); W.V.O. Quine, "Three Grades of Modal Involvement" (1953) and "Reference and Modality" (1954); and Saul A. Kripke, "Semantical Considerations on Modal Logic" (1963) and "Naming and Necessity" (1980). (See also Alfred Tarski, "The Concept of Truth in the Languages of the Deductive Sciences" (1933/1956).)
- Week 12: John Perry, "Frege on Demonstratives" (1977)
- Week 13: W.V.O. Quine, "Identity, Ostension, and Hypostasis" (1950)

Details of course website

All required readings will be posted to Blackboard.

Contact details for teacher(s) or TA(s)

Teacher	
Name:	Rimell, Nicholas
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TA	
Name:	TBD
Office location:	TBD
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Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.