Huron University College
Undergraduate Course Outline 2018–2019

Phil3040G: Origins of Analytic Philosophy

Winter Term 2019
Mon/Wed 8:30–10:30/9:30
Room: V207 (Huron)

Instructor: Emerson Doyle
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Office: Lucas Alumni 1 (Wed., 9:30–11:00)

Course Description

Analytic philosophy developed in the main as a response to the Idealist philosophy that had become fashionable in Europe during the latter half of the 19th century. It has grown throughout the 20th century to become the dominant method of Western philosophy. Somewhat ironically, both traditions trace their origins back to Kant's own criticisms of the Early Moderns. What distinguishes the analytic tradition is its close connection to the contemporaneous development of modern logic, its focus upon an analysis of language as the interface between mind and world, and its sensitivity to the revolutionary mathematical and scientific advancements being made at the time. Indeed, we can do worse than to characterize early analytic philosophy as the application of logico-mathematical methods to philosophical issues raised in the sciences, including computer science, semantics, psychology, physics both large and small, mathematics, and biology.

This course aims to give us a sense of the motivations, methods, problems, and solutions that compose the early analytic tradition, both as a philosophical school and in terms of the wider cultural and scholarly contexts within which analytic philosophy developed. After a brief look at the intellectual landscape forming the background of the analytic tradition, we will take a "problem focused" approach, considering a variety of topics which showcase analytic methods.

Prerequisites: Phil2250 or Phil2252W/X or one of Phil2260 or Phil2400 or Phil2500

Course Objectives & Methods

Students should finish the course with an understanding of some of the key issues that faced 20th century philosophy, as well as an understanding of analytic methods more generally. You will also have the opportunity to improve your writing, critical analysis, and argumentative abilities. These are extremely valuable skills not just for success in academia, but also within the personal and professional spheres more generally.

We'll begin most weeks with a short lecture on background and key concepts. The remainder of the class will be more free-form, consisting of discussion, textual analysis, and close reading of the material. Obviously, students will be expected to attend every class having done all the readings, and to regularly make contributions to class discussion. In my experience this makes for the most enjoyable and beneficial sort of classroom environment.

Analytic philosophy at a glance

	Frege	Russell	Vienna Circle	Quine	Oxford	TLP	PI
linguistic turn	(×)	×	✓	✓	✓	✓	✓
rejection of metaphysics	×	×	✓	×	(✓)	(✓)	✓
philosophy ≠ science	(×)	×	(✓)	×	✓	✓	✓
reductive analysis	(×)	✓	✓	(✓)	×	✓	×
formal logic	✓	✓	✓	✓	(×)	✓	×
science oriented	✓	✓	✓	✓	×	×	×
argument	✓	✓	(✓)	(✓)	✓	(×)	(✓)
clarity	✓	(✓)	✓	(✓)	✓	×	(×)

Parentheses indicate either that the verdict is contestable or that the feature is partly present or partly absent.

From Hans-Johann Glock's *What is Analytic Philosophy?*

Recommended Texts

- Course readings will be posted on OWL.
- Beaney, M. (2018) *Analytic Philosophy: A Very Short Introduction*. OUP.
- Demopoulos, W. (2013) *Logicism and its Philosophical Legacy*. CUP.
- Miller, A. (1998) *Philosophy of Language*. Routledge.
- Soames, S. (2005) *Philosophical Analysis in the 20th Century, Vols. 1 & 2*. PUP.

You will be expected to come to class not only having done the readings, but also having critically reflected upon them. Class discussion will be an essential element of the course, and should take up the majority of our time. Our material will sometimes be dense, involving difficult and complex concepts and arguments. Ideally you'll approach the readings in an active way: reading several times, highlighting any unclear words or passages while noting any questions that you may have. Bring those questions to class for discussion, and hopefully we can come to a group understanding.

Requirements

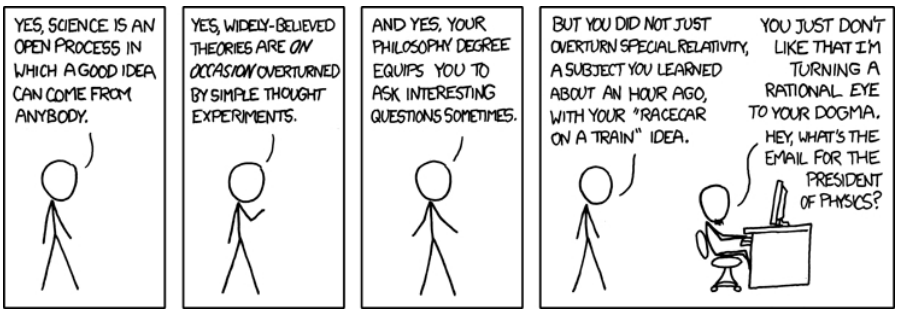
- Free Responses: 10% (10 responses each worth 1%)
- Argumentative Papers: 50% (6/8 pages maximum, two papers 20% & 30%)
- Class Presentation: 15% (leading discussion for one week's readings)
- Final Exam: 25% (during the Winter exam period)

Free Responses will offer you the opportunity to respond to **anything** related to the content of the class discussion or readings for the week. While there is no length requirement, your thoughts should be substantial. The goal is to give you a chance to engage with the material and respond to what we have done. Responses should be handed in via email by Noon on Thursday. Each response is worth 1%. There will be **no opportunity** to hand these in late or if you miss class.

Paper topics for the first paper will be distributed in advance. You'll develop your own topic for the second paper, in consultation with me. Both papers are expected to be substantial contributions which involve research outside the material from class. Late work submitted without arrangement with me **in advance** will be penalized by **5% per day late**, including weekends.

You will prepare a short **Class Presentation** for one week's readings. We'll decide presentation assignments in the first week or two. Besides a formal presentation to the class in the style of my summary lectures, you should also be prepared to lead the class discussion for the topics that week.

The **Exam** will be scheduled by the Registrar's Office during the appropriate exam period. Besides review on the last day, we will schedule an additional exam review outside the class schedule.



Schedule

***Please be advised that the reading list is tentative.**

Week 1 (Jan 07/09) — **Idealism vs. Realism**
- Bradly, "Reality & Thought"
- Moore, "The Refutation of Idealism"
- Moore, "Proof of the External World"

Week 2 (Jan 14/16) — **The Synthetic A Priori?**
- Kant, selections from *Prolegomena to Any Future Metaphysics*
- Frege, selections from *Foundations of Arithmetic*

Week 3 (Jan 21/23) — **Concepts, Meanings, and Reference**
- Frege, "Sense and Reference"
- Burge, "Frege on Knowing the Third Realm"

Week 4 (Jan 28/30) — **Definite Descriptions**
- Russell, "Knowledge by Acquaintance and Knowledge by Description"
- Strawson, "On Referring"

Week 5 (Feb 04/06) — **Metaphysics—Or Not?**
- Carnap, "The Elimination of Metaphysics. . . "
- Hempel, "Problems and Changes in the Empiricist Criterion of Meaning"

Week ♡ (Feb 11/13) — **Logicism—Mathematics from Logic?**
- Frege, selections from *Foundations of Arithmetic*
- Russell, selections from *Introduction to Mathematical Philosophy*

First Paper due on February 13th — 20%

Week 😎 (Feb 18/20) — **No Class — Reading Week!! (whew!)**

Week 8 (Feb 25/27) — **Logicism—A Critical Eye**
- Selections from the Frege–Hilbert Correspondence
- Hallett, "Frege & Hilbert"

Week 9 (Mar 04/06) — **Analytic/Synthetic Distinction**
**Drop Date Mar. 7*
- Carnap, "Empricism, Semantics, and Ontology"
- Quine, "Two Dogmas of Empiricism"
- George, "Washing the Fur Without Wetting It. . . "

Week 10 (Mar 11/13) — **Computer Science and AI**
- Turing, excerpt from "On Computable Numbers"
- Searle, "Can Computers Think?"
- Cohen, "If Not Turing's Test, then What?"

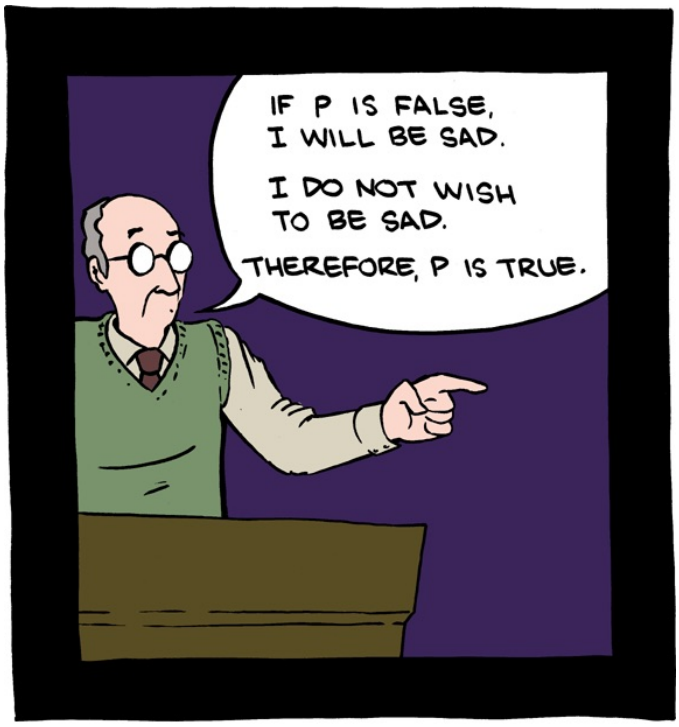
Week 11 (Mar 18/20) — **The Definition of Truth**
- Tarski, "The Semantic Conception of Truth"
- Coffa, "Carnap, Tarski, and the Search for Truth"

Week 12 (Mar 25/27)	**Ramsey Sentences** • Carnap, selection from *Introduction to Philosophy of Science* • Demopoulos, "Three Views of Theoretical Knowledge"
Week 13 (Apr 01/03)	**The Metaphysics Strikes Back!** • Kripke, selections from *Naming and Necessity* • Donnellan, "Reference and Definite Descriptions"
Week 14 (Apr 08)	**Overflow, Exam Prep., & Review**

Second Paper due April 08th — 30%

Final Exam during Winter Exam Period — 25%

Note: Huron Appendix to Course Outlines is available on OWL.



There. Now you can skip 99% of philosophical debates.