Syllabus
20th Century Analytic Philosophy
PHIL 3013: class # 10714
Designation: HF
Credit: 3 Units

Instructor: Dr. Chapman Waters
Office: CTIH 441
Office Hours: TBD
Email: chapman.waters@utah.edu
Class Location: M LI 1715
Class Time: Tu/Th 3:40 - 5:00 pm
Prerequisites: none, but a previous course in logic would be helpful.

Course Description

Near the turn of the 20th century, analytic philosophy emerged from a series of advancements in logic, mathematics, and the philosophy of language. This course will examine these developments thorough the works of Frege, Russell, Wittgenstein, and Ayer. We will consider philosophical issues relating to the foundations of logic and mathematics, the philosophy of language, the nature of truth, the status of the empirical sciences, and the nature and limitations of philosophical thinking. For a more in depth characterization of topics covered, see “Learning Outcomes and Course Structure” below.

Learning Outcomes and Course Structure

The course will be organized around the following figures and students will gain an understanding of their contributions to philosophy in the 20th Century:

FREGE AND RUSSELL: LOGICISM AND “THE LINGUISTIC TURN” IN PHILOSOPHY
Frege and Russell were independently concerned to establish the thesis of “Logicism,” namely, the thesis that mathematics is “reducible” to logic. While Frege’s version of the project was a spectacular failure, and Russell’s contentious, out of their efforts came powerful advances in logic, new methods for approaching old philosophical problems, a reinvigorated interest in the meaning and logical structure of language, as well as a set of issues that continues to be central within the philosophy of language today.

WITTGENSTEIN
Wittgenstein, heavily influenced by both Frege and Russell, attempted to provide new insights into the relations between the world, thought and language, and thereby into the nature of philosophical inquiry itself. Wittgenstein’s Tractatus, intended to be the climax of traditional philosophy, purports to resolve every philosophical problem once and for all.

THE LOGICAL POSITIVISTS (AYER)
The Logical Positivists were a group of scientifically trained philosophers and philosophically interested scientists. Utilizing what they perceived to be the insights provided by Frege/Russell/Wittgenstein, in combination with advances in the physical and formal sciences, these thinkers sought to establish the strongest possible version of empiricism.

**Required Texts**

There are three books for the course:


All remaining readings will be available on the course CANVAS page.

**Grading**

Grades will be given on a 0-100 point grading scale:

- 100-93: A
- 92-90: A-
- 89-87: B+
- 86-83: B
- 82-80: B-
- 79-77: C+
- 76-73: C
- 72-70: C-
- 69-60: D
- 59-0: E/F

Final grades will be determined by reading questions, class participation, online discussion, and four short writing assignments. These will be weighted as follows:

- 10% Reading Questions
- 10% Class Participation
- 20% Online Discussion
- 60% Four Short Writing Assignments

**READING QUESTIONS**

Grappling with historical texts is an important part of this course. So, for FOUR of the assigned readings, you will submit a question (or two) to exhibit that you have done the reading and that you have thought about the material enough to have some kind of response to it. It can be an ‘I don’t understand’ question; but it must be an informed ‘I don’t understand’ question. In other words, the question would need to diagnose why you are confused, not just that you are confused. *It is your responsibility to ensure that you’ve completed all four by the end of the*
You will turn your question in through the Canvas website, so that your responses will be documented online. **NOTE:** you must turn in questions about a particular text before we stop discussing it in class.

### CLASS PARTICIPATION

Asking and answering questions in class, participating in discussion during class time, and attending office hours are all good ways of participating. The course will have designated times devoted to in-class discussion, so attendance is crucial if you are to get full points here. Moreover, it is essential that you carefully complete each reading before the class for which it is assigned.

### ONLINE DISCUSSION

You will be required to participate in online discussion, through the Canvas course webpage, on at least five different discussion threads throughout the semester. Of course, there is no limit to how many discussion threads students may contribute to. **Only those five with the highest scores will count toward your final grade. It is your responsibility to ensure that you’ve engaged with five different discussion threads by the end of the semester.** Additional information about online discussion, along with a grading rubric, will be provided to students on the Canvas course webpage.

### FOUR SHORT WRITING ASSIGNMENTS

There will be a total of seven such assignments provided during the semester. You must turn in at least four of these. You may turn in all seven, of course, but only those four assignments with the highest scores will count toward your final grade. That is to say, you’ll be given three “mulligans”: if you don’t like your grade on one of the earlier assignments, you’ll have the opportunity to make them up later. So, it’s in your best interest to complete the first three short writing assignments: if you don’t, you’ll be stuck with the grades you get on the four assignments that remain. There will be different requirements for each assignment. Detailed instructions will be provided to you in class and on Canvas a reasonable amount of time before they are due.

### Course Policies

**Attendance** — Officially, I don’t take it. Indirectly, though, it’s figured into your final grade through class participation. If you have to show up late to class, that’s fine. Come in when you can, but please do so quietly. It’s better you show up late than miss an entire class.

**Excused Absences:** In the absence of justifiable prior arrangements or cases of serious, unexpected and documented medical emergencies or bereavement, assignments must be turned in as scheduled. For circumstances that are not emergencies, students must send the instructor a request for an accommodation; this request should be sent a sufficient amount of time before the officially scheduled due date for the student to learn whether the excuse is acceptable.

**Academic Integrity:** You are expected to do your own work on all assignments. The minimum penalty for cheating or plagiarism is a failing grade in the course. You will also be reported to the University’s Academic Misconduct Committee. Students are responsible for knowing and understanding the University’s policy on academic misconduct. For further information about this, consult the following website:

https://regulations.utah.edu/academics/6-400.php.

**Course Conduct:** Students are expected to be respectful to each other and the instructor. Try your best to arrive on time and please do not start packing up your things before the class has ended.
Electronic Devices: Please put all electronic devices (cell phones, pagers, etc.) on silent or vibrate when class is in session.

CANVAS: The CANVAS course page will provide a detailed course schedule that will be updated as we go. (Below, there is a general indication of the topical progression of the course; if you want to see the “official” course schedule, however, you should consult the CANVAS course page.) In addition, course materials (readings, course handouts, grades, powerpoint slides, etc.) will be posted on the CANVAS course page.

**Course Schedule**

Below, I’ve provided a general outline of the course schedule. However: *this syllabus is NOT a binding legal contract*. I reserve the right to revise this schedule as I see fit. If there are any changes, they will be reflected in the official “Course Schedule” on the CANVAS course page.

**Weeks 1 - 6: Frege and Russell**

- Logicism and the Philosophy of Language
- **WRITING ASSIGNMENTS 1 and 2**

**Weeks 7 - 11: Wittgenstein**

- Wittgenstein’s *Tractatus*
- **WRITING ASSIGNMENTS 3 and 4**

**Weeks 12 - 16: Logical Positivism (Ayer)**

- Ayer’s “Language, Truth and Logic”
- **WRITING ASSIGNMENTS 5 and 6**
- **Last day of class: Tuesday, 4/21**

**Finals Week:** Thursday 4/23 – Wednesday 4/29

**WRITING ASSIGNMENT 7** is due before the time of the final exam:

**Final Exam Time:** Wednesday, April 29th, 3:30 - 5:30pm

**Other Policies and Resources**

**Veterans Center**
If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: [http://veteranscenter.utah.edu/](http://veteranscenter.utah.edu/). Please also let me know if you need any additional support in this class for any reason.

**LGBT Resource Center**
If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You
can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu/. Please also let me know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language
If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (http://linguistics.utah.edu/esl-program/); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

ADA
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/ TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Nondiscrimination
The University of Utah does not discriminate on the basis of race, ethnicity, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, gender expression, genetic information or protected veteran’s status, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries concerning perceived discrimination or requests for disability accommodations may be referred to the University’s Title IX/ADA/Section 504 Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801- 581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066.

Sexual Misconduct/Title XI
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801- 581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585- 2677(COPS).

Wellness Statement
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

University Safety Statement
The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS.
(801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

**Philosophy Resources: (helpful for research and getting a better handle on complex issues)**

- Stanford Encyclopedia of Philosophy: [https://plato.stanford.edu/](https://plato.stanford.edu/)
- Internet Encyclopedia of Philosophy: [https://www.iep.utm.edu/](https://www.iep.utm.edu/)