

**PHIL 306: 20th Century Analytic Philosophy**  
Fall 2011, Coastal Carolina University  
Class meeting times: [date, time, location]

**Instructor:** Dennis Earl  
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**Course description:**

This course is a survey of the development of analytic philosophy in the Twentieth Century, with emphasis on both the works of prominent analytic philosophers and the methods now typical of contemporary analytic philosophy. The works of Frege, Russell, Moore, Wittgenstein, Ayer, Quine, and Kripke may be considered. Topics may include the role of analysis and common sense in philosophy, theories of linguistic meaning, the relation language has with the world, the relationship between science and philosophy, and the nature of necessity and possibility.

**Comment [bb1]: Course Description:** Is copied from what is in the university catalog.

**Course objectives (general things you should learn):**

In general, upon successful completion of this course you can expect to:

- (1) understand the general theses and methods of analytic philosophy
- (2) understand some of the main philosophical issues in analytic philosophy are, especially as studied in the early period of analytic philosophy
- (3) understand the views and arguments central to each of the main philosophers and doctrines
- (4) critically analyze such views and arguments
- (5) apply the methods of analytic philosophy to philosophical problems
- (6) defend your own philosophical views

**Comment [bb2]: Course Objectives:** Are content-based; they guide the instructor on the topics that should be covered. Objectives are (1) broader than student learning outcomes for the course, (2) and (2) they don't necessarily have to be "measurable" by any type of assessment. Each item on the list needs a verb, again like the SLOs below. **Including Course Objectives is required by the Faculty Manual.**

**Student learning outcomes (more specific things you should learn):**

More precisely, upon successful completion of this course you can expect to be able to:

- (1) describe what analytic philosophy is, in terms of its areas of interest and its methodology
- (2) describe some of the central philosophical issues involved in analytic philosophy from its origins around 1900 until the 1970s, including:
  - the nature of philosophy and science
  - the role of common sense in philosophy
  - the nature of linguistic meaning
  - the relationship between language and the world
  - the nature of modality
- (3) explain the main views with respect to the issues listed in (2)
- (4) explain some of the main defenses of such views
- (5) explain some of the main objections to such views and the defenses of them
- (6) critique/critically analyze such views and arguments.
- (7) formulate your own justified views with respect to the philosophical issues discussed in the course.

**Comment [bb3]: Student Learning Outcomes:** Are learning centered and define what a student should "know and be able to do (skills)" at the END of the course. Hence, they are assessed at the end of the course either through the final exam or a project. Measureable verbs should be used. **Including SLOs is required by the Faculty Manual.**

### Course requirements and grade distribution:

short papers (about 3 pp.) (5 in all)	40%
midterm exam	20%
comprehensive final exam	20%
in-class quizzes	20%
Total	100%

- Final grades are calculated as follows:  $A \geq 90\%$ ;  $85\% \geq B+ > 90\%$ ;  $80\% \geq B > 85\%$ ;  $75\% \geq C+ > 80\%$ ;  $70\% \geq C > 75\%$ ;  $65\% \geq D+ > 70\%$ ;  $60\% \geq D > 65\%$ ;  $F < 60\%$ .
- I reserve the right to make adjustments to the grading scheme, the number of assignments, due dates, and the overall course plan as necessary.

### Texts, course materials:

- Robert Ammerman, *Classics of Analytic Philosophy* (Hackett, 1990) [Note: most of the text is available online in the Google books version]
- Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*, Trans. C.K. Ogden (Routledge, 1922).
- A.J. Ayer, *Language, Truth, and Logic* (Dover, 1952).
- Saul Kripke, *Naming and Necessity* (Harvard, 1980).
- Online readings (some links provided at course webpage/on Blackboard, others available online through Kimbel Library—details and instructions given in class)
- Some readings handed out in class

### Descriptions of course requirements:

**In-class quizzes.** Expect a reasonably large number of these. Quizzes will usually concern the reading assigned for the day in question, but might include material from the previous day's class meeting. They might also involve things addressed during that day's class meeting. Quizzes will usually be of the true/false and multiple-choice type, with the occasional essay question too. None of these will be dropped, so you'll need to be well prepared every class meeting.

**Short papers (no more than 3 pp. each).** Five of these are required. Topics will vary: Some may ask you to summarize a particular philosophical position or argument. Others will call for you to answer a critical question of some sort. Expect to write brief, but very sharply focused essays here. Much more detailed guidelines and expectations will be handed out separately. Papers are due in electronic format on Blackboard.

**Midterm and final exam.** Both the midterm and final exam are essay-style, take-home exams to be submitted on Blackboard (and more on that when I give you the guidelines). Both exams will give you a choice of questions to answer, probably with the expectation of you answering perhaps five in all for the midterm, and six or seven questions for the final. Such questions may ask for a description of a philosophical position, a definition of a term, an exposition of an argument or problem, an objection to an argument or philosophical position, etc. The final exam is cumulative, though it will include more material from the second half of the course. Exams are due on Blackboard on the following dates:

Midterm exam: Due electronically by [date] at [time].

Final exam: Due electronically by the end of the scheduled exam period for our course, which is [date] at [time].

**Comment [DE4]:** The course requirements can be listed along with their respective weights in calculating the final course grade.

**Comment [DE5]:** A "grading scale" is necessary, as it defines how different percentage grades map onto all letter grades. The "+" grades need to be included, too. The grading scale must be aligned with the one disclosed in CCU's Course Catalog. Including a grading scale is required by the Faculty Manual.

**Comment [bb6]:** A description of the individual course requirements is highly desirable, especially for requirements that might be seen less often by the typical student. Together with the texts and course materials listed above, the course requirements speak to the academic merit of a new course proposal.

**Course policies:**

**Attendance:** Attendance is expected, and you are expected to be on time for class. The *CCU University Catalog* states, with respect to attendance, that “An instructor is permitted to impose a penalty, including assigning the grade of F, for unexcused absences in excess of 25% of the regularly scheduled class meetings.” Attendance will be taken, and absences in excess of 25% of our class meetings will result in a failing grade, no matter what your actual performance in the course happens to be. The *Catalog* also states that “Absences will be excused for documented cases of:

- a) incapacitating illness,
- b) official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity),
- c) death of a close relative, and
- d) religious holidays.”

Quizzes missed due to excused absences will not be included in the final quiz grade calculation.

**Late assignments:** Unless otherwise specified, all written assignments are due at the given due date and time. Ten points will be deducted for late papers, with an additional ten points for each further calendar day the assignment is late. Some leniency may be expected for documented excuses of types (a)-(d) above, and perhaps others, the leniency being at the instructor’s discretion.

**Academic misconduct:** Academic misconduct will not be tolerated, and if you are caught committing an academic infraction your action will be reported to the university and my standard sanction is failure for the course. The *CCU Student Code of Conduct* (URL: <http://www.coastal.edu/judicialaffairs/codeofconduct.pdf>) gives examples of plagiarism and cheating as follows:

- a. Examples of plagiarism include but are not limited to the following:
  - (i) Words, sentences, ideas, conclusions, examples and/or organization of an assignment are borrowed without proper acknowledgment from a source (for example, a book, article, electronic documents, or another student’s paper).
  - (ii) A student submits another person’s work in place of his/her own.
  - (iii) A student allows someone else to revise, correct, or edit an assignment without explicit permission of the instructor.
  - (iv) A student submits work without proper acknowledgment from commercial firms, Web sites, fraternity or sorority files, or any other outside sources, whether purchased or not.
  - (v) A student allows another person to take all or any part of a course, including quizzes, tests, and final examinations.
  - (vi) A student submits any written assignments done with the assistance of another without the explicit permission of the instructor.
  - (vii) A student knowingly aids another student who is engaged in plagiarism.
- b. Examples of cheating include but are not limited to the following:
  - (i) A student uses unauthorized information, materials or assistance of any kind for an assignment, quiz, test, or final examination.
  - (ii) A student knowingly aids another student who is engaged in cheating.

See the *Code of Conduct* for more details, as well as other cases of academic misconduct. The simplest rule of thumb here is this: Do your own work, and give properly formatted credit for ideas that aren’t your own.

**Comment [bb7]:** A precisely stated attendance policy is required. Even if one intends simply to follow the *Catalog*’s policy and say that a student might fail if he/she misses more than 25% of the class meetings, that needs to be stated explicitly. **Including an attendance policy is required by the Faculty Manual.**

**Comment [bb8]:** While not absolutely necessary, some mention of academic misconduct and the policy for addressing it is good to include.