

**PHIL 4150-01 (12203): Analytic Philosophy**  
**University of West Georgia, Spring 2011**  
**M/W 2:00 - 3:15 PM, Pafford 305**

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**Course Narrative:** At the dawn of the twentieth century, a new model of philosophy emerged. Instead of rehashing the same questions with which philosophers had occupied themselves for thousands of years, these philosophers—inspired by the new logic of Frege, Russell and Whitehead—sought to dissolve the very questions themselves through an analysis of language. Analytic philosophy is currently the dominant trend in the Anglo-American world, and in this course the student will survey the major thinkers who founded this philosophical method in the late 19<sup>th</sup> and early 20<sup>th</sup> century. Thinkers and positions that will be covered (among others) include Gottlob Frege and G. E. Moore, the logical atomism Bertrand Russell and the logical positivism of the Rudolf Carnap and A. J. Ayer, the naturalism of W. V. O. Quine, and ordinary language analysis of Ludwig Wittgenstein. Through the process, the student will come to a better understanding of the contemporary debates in epistemology, the philosophy of language, ethics, metaphysics and the philosophy of science.

**Learning Outcomes:** By the end of the course, the student should be able to:

- clearly explain and critically analyze a philosophical position in both written and oral form;
- explain the position of at least three major figures within analytic philosophy;
- identify and critically analyze several of the major trends in analytic philosophy, including logical atomism, the positivism of the Vienna Circle, and ordinary language philosophy;
- discuss the benefits and drawbacks of logical analysis as a philosophical method; and
- explain how analytic philosophy relates to, and differs from, other philosophical methodologies—including 19<sup>th</sup> century Idealism, Continental Philosophy and Pragmatism in the 20<sup>th</sup> Century.

These course-specific learning outcomes contribute to the departmental learning outcomes of the Philosophy Program by enabling students to better:

- discuss the general historical development of the discipline of philosophy;
- discuss three major historical figures of philosophy;
- ask philosophical questions and differentiate their types;
- incorporate a philosophical position in oral and written communications;
- critically outline and analyze philosophical issues; and
- exhibit critical thinking skills

**Required Texts:** There are two texts which you should purchase, both of which we will be studying in their entirety.

- A. J. Ayer, *Language, Truth and Logic* (Dover, 1952) ISBN: 978048620010, \$7
- Ludwig Wittgenstein, *Philosophical Investigations*, 4<sup>th</sup> ed. (Blackwell, 2009) ISBN: 978-1405159289, \$35.

Other primary texts will be assigned, but they will be made available in electronic format through the electronic access to journals (marked with an '[E]') or through electronic reserve (marked with an '[R]'). Please consult the course website at <http://brommage.freeshell.org> for access to these readings.

**Recommended Texts:** Students also may wish to purchase some or all of the following, depending on his or her interest in each of the thinkers examined. The additional materials in each of the following volumes may come in handy in composing the seminar paper.

- Michael Beaney (ed.) *A Frege Reader* (Blackwell: 1997). ISBN: 978-0631194453
- Bertrand Russell, *The Philosophy of Logical Atomism* (Open Court: 1985).  
ISBN: 978-0875484433
- A. J. Ayer (ed), *Logical Positivism* (Free Press, 1966). ISBN: 978-0029011300
- W. V. O. Quine, *From A Logical Point of View* (Harvard, 1980). ISBN: 978-0674323513
- Wilfrid Sellars, *Science, Perception and Reality* (Ridgeview, 1990) ISBN: 978-0924922008

In addition, the following are recommended who may need a refresher in symbolic logic:

- Paul Tomassi, *Logic* (Routledge, 1999).
- Graham Priest, *Logic: A Very Short Introduction* (Oxford, 2001). ISBN: 978-0192893208

**Course Schedule:** All dates and content scheduled is tentative and subject to change by the Instructor at any time for any reason.

DATE	ASSIGNMENT	TOPIC
Jan 5:	Course Introduction	
Jan 10:	Context: Kant and Hegel Method: Logical Analysis and the Linguistic Turn	Transcendental and Absolute Idealism
Jan 12:	Frege, "Sense and Reference" [R]	Origins of Analysis: Frege
Jan 19:	Frege, "Concept and Object" [R]	Frege II
Jan 24:	Moore, "Defense of Common Sense" [E]	Common-sense Realism
Jan 26:	Moore, "Proof of an External World" [E]	Realism (II)
Jan 31:	Russell, "On Denoting" [E]	Theory of Descriptions
Feb 2:	Russell, <i>Logical Atomism</i> , Lecture I-II [E]	Facts and Propositions; Atomic and Molecular Propositions
Feb 7:	Russell, <i>Logical Atomism</i> , Lecture III-IV [E]	Propositional Attitudes and Existence
Feb 9:	Russell, <i>Logical Atomism</i> , Lecture V-VI [E]	Descriptions (again)
Feb 14:	Russell, <i>Logical Atomism</i> , Lecture VII-VIII [E]	Classes, Truth and the Theory of Types

Feb 16:	Wittgenstein, <i>Tractatus Logico-Philosophicus</i> (selections) [E]	Saying and Showing
Feb 21:	Carnap, "The Old and the New Logic" [R]	Philosophy and Logic
Feb 23:	Carnap, "Elimination of Metaphysics" [R]	Metaphysics and Logic
Feb 28:	Ayer, <i>Language, Truth and Logic</i> , Preface and Ch. I	Critique of Metaphysics
Mar 2:	Ayer, <i>Language, Truth and Logic</i> , Ch. IV-V	A Priori, Truth and Probability
Mar 7-9:	Spring Break: No Class!	
Mar 14:	Ayer, <i>Language, Truth and Logic</i> , Ch. VI-VII	Ethics, Theology and the Self
Mar 16:	Ayer, <i>Language, Truth and Logic</i> , Ch. VIII	Pseudo-Problems
Mar 21:	Quine, "On What There Is" [R]	Rethinking Metaphysics
Mar 23:	Quine, "Two Dogmas of Empiricism" [R]	Methodological Criticism of Positivism
Mar 28:	Sellars, "Philosophy and the Scientific Image of Man" [R]	Methodological Criticism of Positivism II
Mar 30:	Sellars, "Empiricism and the Philosophy of Mind"(selections)	Against Empiricism
Apr 4:	Wittgenstein, <i>Philosophical Investigations</i> , §1-37	The Augustinian Picture of Language
Apr. 6:	Wittgenstein, <i>Philosophical Investigations</i> , §38-64	Composites and Simples
Apr 11:	Wittgenstein, <i>Philosophical Investigations</i> , §65-89	'family resemblance' and 'language games'
Apr 13:	Wittgenstein, <i>Philosophical Investigations</i> , §90-133	"a tendency to sublime the logic of our language"
Apr 18:	Wittgenstein, <i>Philosophical Investigations</i> , §134-184	Understanding and mental states
Apr 20:	Wittgenstein, <i>Philosophical Investigations</i> , §185-242	Following a rule
Apr 25:	Wittgenstein, <i>Philosophical Investigations</i> , §243-317	Private Language
Apr 27:	Davidson, "On the Very Idea of a Conceptual Scheme"	The "Third Dogma"
May 4:	Final Exam	

*Note on the Indeterminacy of Time:* Rarely is there enough time in the semester to cover everything an ideal course in philosophy should cover. Although everything on the reading list this semester is important, I reserve the right to alter the schedule to correspond with the pace of the class.

**Evaluation:** The main points of evaluation for this course include 3 short response papers (2-3 pages in length) each due throughout the semester. In addition to the short papers, there will be a take-home midterm exam (date TBA), as well as a 8-10 page research paper due on the last day of class. Guidelines and due dates for these papers will be announced.

The following weighting will be used to calculate your grade:

Short response Papers (2-3 pp.)	10% (each)
x 3 =	30%
Attendance and Participation	20%
Final Exam	20%
Course Research Paper (8-10 pp.)	30%

*Students with Disabilities:* I will be happy to provide reasonable accommodations to students with disabilities. Feel free to self-disclose to me privately any disability that may present challenges for you in the course. I request that you contact the Office of Disability Services (678-839-6428) before you request special accommodations.

*Note on Academic Dishonesty:* Plagiarism is the ultimate mortal sin of academia. Please, cite properly and document accordingly anything that may appear in your written work for this class. If you are unclear about how to properly document a paper, simply ask me. But err on the side of caution: clear-cut cases of plagiarism (deemed so by myself) will result in the possibility of up to and including a “F” for the course. Don’t try me, I will catch you. All submissions for this class will be cleared through electronic methods to detect plagiarism.

The Department of English and Philosophy defines plagiarism as taking personal credit for the thinking of others as it is presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. Plagiarism is grounds for failing the course and may result in further consequences of being expelled from the University.

If you are unsure of what plagiarism constitutes, I highly recommend you view the tutorial at the following link: <http://www.cte.usf.edu/plagiarism/index.html>. Ignorance of the law, as they say, is no excuse.

### **Expectations, Suggestions and Mandates for an efficient class:**

1. Please arrive to class on time and expect to stay the entire duration of the class. If this is an impossibility, please make every attempt to notify me in advance of tardiness or absence.
2. Especially true in philosophy more than most other areas of study, diligence is important. Some of the reading will be difficult, since these are some of the most profound texts in the history of the world. The difficulty of the subject is indirectly proportional to the amount of work put into the course. Expect to have up to ten hours per week of reading and thinking in order to get an "A" for the course. Additionally, for these reasons, attendance is of vital importance.
3. Please come to class prepared (i.e., any reading assigned read, any questions concerning readings or lectures prepared, etc.)
4. Please be respectful of each other in the class. There will be times when students disagree about a topic discussed in class. This is a didactic process, not a combative one.
5. Due to the great excess of material and limited time in which we must cover ground, please do not create a disruption for those people who are attempting to learn. Disruptions include blurting out answers, name calling, chiding each other, snoring, etc. Laughing at the Instructor's jokes is obviously exempted from this policy. In addition, personal audio devices (except those in use to record lectures) and loud crunching snack foods are prohibited from the classroom. ***PLEASE TURN OFF your cellphones in class.***
6. Please feel free to make mistakes. We all will from time to time, even your omniscient instructor.
7. Please make use of my office hours. Waiting until the last moment in the semester to catch up is not advisable. I am excellent at fixing small problems, but horrendous at fixing large ones. The only difference between small and large problems is time.
8. This is a discussion-based "seminar" class, and your effective participation is a part of your final grade. "Effective" participation is a function of the quality, not the quantity, of one's overall participation in class. Thus, if you find yourself someone who is naturally reticent, please make an effort to participate and have your voice heard; likewise if you find yourself someone who is naturally garrulous, please allow others to be heard.
9. Have fun! The material is only as dry as you make it out to be. Sharpening one's mind can be an exhilarating process.