Course Description: “Anglo-American” (or “Anglo-Analytic”) philosophy is one of two main branches of contemporary western philosophy, the other branch being Continental Philosophy. Anglo-American philosophy is dominant in North America, Great Britain, Scandinavia, and Australia. The aim of this course is to introduce you to some of the defining figures and texts of this branch. Our focus will be on Anglo-American metaphysics, epistemology, and philosophy of language, with a particular emphasis on the latter.

Course Goals:

i. Familiarity with the defining figures and issues of contemporary analytic philosophy.

ii. Enhanced understanding of recent intellectual history in North America and Europe.

iii. Improved argumentation and argumentative essay writing skills.

iv. Improved critical reasoning and reading skills.

Course Policies and Procedures:

Attendance: Attendance is taken, and attendance in lectures is expected. Since testable material is regularly introduced in lectures, it is not possible to miss class frequently and still do well in the course.

Late Papers: Assignments must be submitted at the beginning of the class period in which they are due for full credit. Late papers must be turned in by the start of the next class meeting; after that they will not be accepted. All accepted late papers are penalized a flat 10%.

Make-up Work: I am willing to re-schedule assignments for individuals who have a legitimate reason for doing so. If you know you are going to miss an exam date, you must notify me at least two days in advance in order to receive a make-up. Unless you have made a prior arrangement with me, missed exams may be made up only in case of a documented emergency.

Disabilities Policy: If you have a specific disability that qualifies you for academic accommodations, please notify me and provide certification from Disability Services (Office of Special Students Services). The Office of Special Students Services is located in the Student Center, Room 270, Phone 460-7212.

Academic Dishonesty Policy: Academic dishonesty includes cheating on tests and homework as well as plagiarism. If you engage in academic dishonesty, I will notify you that you will receive an ‘F’ in the course. Upon being notified, you have five days to submit a written request to the department chairperson for a hearing on the matter, if you wish to have one. If no hearing request is made, or if the decision from the hearing goes against you, you will receive a course grade of ‘F’. Please see the Student Academic Conduct Policy of the University for details.

Procedures for Assessment of Student Performance: Given that you adhere to the course policies, your grade will be determined on the basis of graded assignments as specified below:

Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid-semester exam (objective and short-essay)</td>
<td>17%</td>
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<tr>
<td>Best four of five short essays:</td>
<td>13% each</td>
</tr>
<tr>
<td>Final exam (comprehensive: objective and short-essay):</td>
<td>21%</td>
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<tr>
<td>Class attendance and participation:</td>
<td>10%</td>
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</table>
The short written assignments are to be double-spaced, **typewritten** and 4-6 pages in length. Please see the attached "Short Assignment Guide" for details. They are due at the start of class **one week after they are handed out**. For late papers see the policy above.

**Class Attendance.** Your score is determined as follows:
- 2 or fewer unexcused absences: 10/10
- 3 unexcused absences: 8/10
- 4 unexcused absences: 6/10
- 5-6 unexcused absences: 4/10
- More than 6 unexcused absences: 0%

Regular classroom participation can increase your attendance score, but not above 10. The number of unexcused absences is determined at the end of the semester by counting the number of times your name is missing from the sign-in sheet that I pass through the class most days.

**Texts:**
1. *Analytic Philosophy: Beginnings to the Present*, Jordan J. Lindberg, ed. Mayfield, 2001. All readings from this text are available through the library course reserve **Online** at [http://library.southalabama.edu/](http://library.southalabama.edu/). Note that you need to have Acrobat Reader to look at or print the document online.
   a. Click on "Find Course Reserve"
   b. From the pull-down menus pick "Loomis" (Instructor) and "345: PHL" (Course). Then click "Search".
   c. Click on the title you want.
   d. Click on the link (you must be logged-in) to get the document.

**Syllabus.** Our syllabus is subject to change. Any changes will be announced in advance in class.

**Week starting:  Topic, reading, assignments.**

1. **Aug. 17** Background. William James: “What Pragmatism Means” (This reading, and the others, are in Course Reserve online)

   C. I. Lewis: “A Pragmatic Conception of the A Priori”.

   **Short assignment #1 handed out Aug. 31 (due Sept. 9).**

4. **Sept. 7** Bertrand Russell, “Descriptions”. **Holiday Monday, Sept. 7th.**

5. **Sept. 14** Bertrand Russell, “The Relation of Sense-Data to Physics”
   **Short Assignment #2 handed out Sept. 18, Due Sept. 25.**


7. **Sept. 28** Otto Neurath: “Protocol Sentences”
Carl Hempel: “Problems and Changes in the Empiricist Criterion of Meaning”

8. Oct. 5  Rudolf Carnap: “Empiricism, Semantics, and Ontology”
          **Short Assignment #3 handed out Oct. 9, due Oct. 16**

        Alex Orenstein: *W. V. Quine*, (book) Introduction and chapters 1-2
        **Mid-Term Exam Friday 10/16**


12. Oct. 26 Orenstein: *W. V. Quine*, chapters 6-8
        **Short Assignment #4 handed out October 30, due Nov. 6.**

        Saul Kripke: *Naming and Necessity*, Lecture I

14. Nov. 9 Kripke: *Naming and Necessity*, Lectures I – II.

15. Nov. 16 Kripke: *Naming and Necessity*, Lectures I-11, cont. Lecture III.
        **Short Assignment #5 handed out Nov. 20, due Nov. 30.**

        **Thanksgiving holiday Nov. 25-9.**

17. Nov 30 Wittgenstein, cont. **Last Class Nov. 30.**

Final Exam Monday, Dec. 7, 8:00-10:00 a.m. in our classroom.
Here are some general guidelines for writing the short paper assignments. Please save this guide. The short papers are to be no more than 6 pages long, and no less than 4 pages, and are to be double-spaced, and typewritten (normal font size and margins). Short assignments are intended to give you practice in writing an argumentative essay. You are to take a position on the assigned topic, and do your best to persuade the reader of the correctness of your position through arguments and evidence.

General Suggestions
i. Get straight to the point. Don't bother with lengthy introductory or concluding paragraphs. One or two sentences to introduce your topic are usually sufficient.

ii. Articulate your thesis or position clearly. The reader cannot understand what you are arguing for if you do not make this clear. Although this is not difficult to do, failure to clearly state a thesis is probably the single most common problem with philosophy papers.

iii. Be concise. Most or all of what you say should be articulating or defending your thesis, or illustrating the links in your reasoning. Avoid lengthy sentence constructions wherever possible.

iv. Stay on track. It's easy and often tempting to wander into areas that don't directly relate to the question.

Grading Criteria
A number of factors are considered in determining your grade. Since these factors interrelate in various ways, it is senseless to try to assign a percentage value to each. Let's just say that an ‘A’ paper does well in every area, lower grades have trouble in one or more areas.

1. Accuracy of content. Obviously, if you present another's position, you need to get it right.

2. Thesis coherently stated (if applicable). If a question asks you to take a position, what position you are taking must be made clear.

3. Primary claims supported with evidence. You must back up your major claims with some evidence, be it textual, argumentative, empirical, etc. I realize that the degree to which you are able to do this on short assignments is limited, but some support is usually possible.

4. Paper coherently structured. It should be clear how each paragraph relates to the overall paper, and how each sentence works within each paragraph.

5. Grammar and spelling correct. Be sure to proofread your papers.

Comment Key. I use a few abbreviations in grading your papers. Here’s what they mean.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>Awk.</td>
<td>Phrasing or construction is awkward.</td>
</tr>
<tr>
<td>Cit.</td>
<td>Give a citation indicating where you're getting a quotation or other information.</td>
</tr>
<tr>
<td>Thesis?</td>
<td>The thesis of your paper is unclear or missing.</td>
</tr>
<tr>
<td>Unc.</td>
<td>What you are saying is unclear or confusing in some way. I can’t understand it.</td>
</tr>
<tr>
<td>Vag.</td>
<td>What you’re saying is vague; I can understand it but it’s too general or abstract.</td>
</tr>
<tr>
<td>Exp.</td>
<td>Explain further what you are saying. Usually indicates a need for either a definition of some expression, an illustration of some point, or a justification for a claim.</td>
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<tr>
<td>E.g.?</td>
<td>Exempli gratia means for example. Give an example.</td>
</tr>
<tr>
<td>Dev.</td>
<td>Develop some point or claim. This differs from Exp. in that what you’ve said here is justified but needs to be explored. Dev. is often applied to good points that are passed-over too quickly. Slow down and develop the consequences of what you’ve said.</td>
</tr>
<tr>
<td>I.e.? or Pt?</td>
<td>Id est means that is. I’m having trouble seeing the point of what you’re saying. Often indicates that the marked passage isn’t really relevant to the paper.</td>
</tr>
<tr>
<td>Con.?</td>
<td>I don’t see the connection between the indicated remarks.</td>
</tr>
<tr>
<td>Non-s.</td>
<td>Non sequitur means does not follow. What you’ve said doesn’t follow from the argument or reasons you’ve given.</td>
</tr>
<tr>
<td>w/c</td>
<td>Word choice is wrong or questionable.</td>
</tr>
<tr>
<td>¶</td>
<td>Begin a new paragraph here.</td>
</tr>
<tr>
<td>?</td>
<td>Indicates a general puzzlement on the reader’s part.</td>
</tr>
<tr>
<td>✔</td>
<td>Indicates a good point or argument.</td>
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