Philosophy of Language
Christopher Newport University, Spring 2019

MEETING 
Dr. Chris Tweedt 
202 McMurran Hall 
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Info
TR 6–7:30 pm

Meeting Info
Monday & Wednesday 2–5 pm

Office Hrs
Monday & Wednesday 2–5 pm

Textbook
Other readings will be distributed via Scholar throughout the semester.

Expectation
This class is an upper-level undergraduate seminar. It will be run like a meeting, and the pace will be determined and adjusted by the amount and depth of discussion and student interest and understanding. Students are expected to come prepared for the meeting, having understood the readings and arriving prepared with questions.

Purpose
The purpose of this class is to help you
1. identify and analyze various theories about what terms and linguistics expressions mean,
2. understand and be able to utilize various moves commonly used when evaluating arguments,
3. practice a rigorous, analytic method for doing contemporary philosophy, and
4. be able to identify contemporary philosophical debates in which phil language is prominent.

Overview
This course is divided into three sections.
1. First, we’ll address whether terms refer to non-linguistic objects.
2. Second, we’ll learn arguments for and against various theories of meaning in general.
3. Third, we’ll examine linguistic pragmatics and normativity.
4. Throughout, we’ll see how these debates bear on other areas in philosophy, including epistemology, metaphysics, and philosophy of religion.

Schedule
Week 1, Jan 8–10
Introduction: Plato, Definition, Alethic Relativism, Meaning, Communication, Argumentation, the Use/ Mention distinction, Analyticity, Early Wittgenstein
Chapter 1: Explananda of theories of meaning, Direct Reference Theory, Speaker-Meaning v. Sentence-Meaning

Week 2, Jan 15–17
Chapter 2: Definite Description Theory, Nonexistent Objects, Meinongianism, Symbolic Predicate Logic, Nonempty Domains, Scope Ambiguity, Substitutivity, Transparent/Opaque contexts, Intensionality/Extensionality

Week 3, Jan 22–24
Chapter 3: Proper Names Pt 1: Definite Description Theory, the De Dicto/De Re distinction
Chapter 4: Proper Names Pt 2: Causal-Historical Theory, Direct Reference Theory, Possible Worlds, Rigid Designation, Twin Earth, A posteriori Analytic truths, Narrow v. Wide Content

Week 4, Jan 29–Jan 31
Chapter 4, continued
Test 1

Week 5, Feb 5–7
Chapter 5: Meanings are Mind-Independent Entities (“Traditional Theories”), Meaning Facts, Ideational Theory, Proposition Theory, Bradley’s Regress, Concept, “Grasping” a proposition

Week 6, Feb 12–14
Chapter 6, continued
Chapter 7: Psychological Theory, Grice
Chapter 7 Addition: Grice's Logic and Conversation

Week 7, Feb 19
No class on Feb. 21: Conference

Week 8, Feb 26–28
Chapter 8, continued
Chapter 9: Truth-Condition Theory Pt. 1, Davidson, Compositionality, Truth Tables, Deictic elements/Indexicals, Tarski's T-Schema

Mar 5–7: Spring Break

Week 9, Mar 12–14
Chapter 10: Truth-Condition Theory Pt. 2, Intensional semantics, Intensional isomorphism, Hyperintensionality
Test 2

Week 10, Mar 19–21
Chapter 11: Semantics v. Pragmatics, Sentence Character, Intension as Function from Worlds to Extensions, Kaplan
Chapter 12: Speech Acts, Performative Utterances/Performatives, Illocutionary Force, Perlocution, Infelicity, Constituitive Rules

Week 11, Mar 26–28
Chapter 13: Implicative Relations, Conversational Implicature, Conventional Implicature, Cancellability, Maxims, Invited Inferences, Presupposition, Relevance Theory
Chapter 13 Application: Fallibilism, Concessive Knowledge Attributions, Contextualism

Week 12, Apr 2–4
Chapter 13 Application, continued

Week 13, Apr 9–11
Chapter 14 Addition: Univocity, Equivocity, Analogy of Attribution, Proportionality
Chapter 14 Application: Religious Language, Divine descriptions, Exegesis

Week 14, Apr 16–18, first draft of papers due
Chapter 14 Application, continued
Linguistic Norms: Norms of Assertion, Deception, Lying, Limits to Freedom of Speech, Intellectual Theft

Apr. 23, 5–7:30 pm
Test 3, Final Papers Due
Evaluation 150 points **3 Tests**

Purpose: to test your understanding of what we have learned in class
Tests focus on content from the most recent part of class.
10 short-answer questions, each worth 5 pts.
You do not get points just for trying. You need to show me you know the answer.
Test dates are on the schedule above.

100 points **Paper and Draft**
50 points for the draft, 50 points for the final paper
This is a thesis defense paper with a clear and concise argument.
3,000 words at most for each draft.
The first draft is graded for its clarity, reasoning, and promise.
The final draft should be acceptable for presentation at a regional philosophy conference.
You get an automatic 0/100 if you plagiarize or turn in your draft late.
Due dates are on the schedule.

120 points **10 Chapter Summaries**
10 points for each summary of a chapter
Summarize each chapter in at least outline form and submit the summary via Scholar.
The outlines are graded on their accuracy and whether they cover the most important points.
You get an automatic 0/120 if you plagiarize or cheat on any portion of your summaries.
Summaries are due before the class period in which the chapter is covered.
If you are sick during a class period, you can submit a summary no more than 2 days later.

+/− **Participation**
If you participate in class discussion and you’re within 3 points of getting a higher grade, I’ll give you the higher grade at the end of the term.

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<th>Grading Scale</th>
<th>370 &gt; A &gt; 340</th>
<th>332 &gt; B+ &gt; 325</th>
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<td>228 &gt; D− &gt; 222</td>
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**Honor Code** By being enrolled in this class, each student is expected to read, understand, and abide by the CNU’s Honor Code. CNU reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. This conduct includes plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes.

Class Policy: You’ll receive an automatic F in the course if you share test or quiz questions with other students. The purpose of these tests is to, well, test your knowledge. If you allow other students to prepare, it undermines the testing process. If you discover someone sharing questions and report it to me, you will get free ice cream. Also, I’ll report all seeming-plagiarism to CHECS and give you a 0 for the assignment. I won’t argue with you whether you did it intentionally. We all know how that will go. You’ll argue that you didn’t mean to do it, just like people who do it intentionally argue. So I’m not even going to ask. Please be intentional about not doing it.

**Disability, Accommodation** In order for a student to receive an accommodation for a disability, that disability must be on record in the Office of Student Affairs, 3rd Floor, David Student Union (DSU). If you believe that you have a disability, please contact Dr. Kevin Hughes, Vice President of Student Affairs (594-7160) to discuss your needs. Dr. Hughes will provide you with the necessary documentation to give to your professors. Students with documented disabilities are required to notify the instructor no later than the first day on which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with all reasonable accommodations, but students are not exempted from fulfilling the normal requirements of the course. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.

**Academic Support** The Center for Academic Success (located in Christopher Newport Hall, first floor, room 123) offers free tutoring assistance for Christopher Newport students in several academic areas. Staff in the center offer individual assistance and/or workshops on various study strategies to help you perform your best in your courses. The center also houses the Alice F. Randall Writing Center. Writing consultants can help you at any stage of the writing process, from invention, to development of ideas, to polishing a final draft. The Center is not a proofreading service, but consultants can help you to recognize and find grammar and punctuation errors in your work as well as provide assistance with global tasks. You may visit the Center for Academic Success to request a tutor, meet with a writing consultant, pick up a schedule of workshops, or make an appointment to talk one-on-one with a University Fellow for Student Success. If I become concerned about your course performance, attendance, engagement, or well-being, I will speak with you first. I also may submit a referral through our Captains Care Program. The referral will be received by the Center for Academic Success as well as other departments when appropriate (Counseling Services, Office of Student Engagement). If you are an athlete, the Athletic Academic Support Coordinator will be notified. Someone will contact you to help determine what will help you succeed. Please remember that this is a means for me to support you and help foster your success at Christopher Newport.