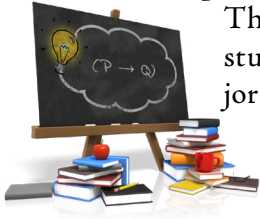


PHIL 315: SURVEY OF 20TH CENTURY PHILOSOPHY

Professor Carlos A. Mariscal
Office Jones 103A
Meet calendly.com/proflos

Contact carlosmariscal.com/315slack
Class Time Mon. & Wed. 14:30-15:45
Class Location carlosmariscal.com/zoom

Course Description



This course will introduce students to many of the major philosophical events of the 20th century. We will particularly focus on major trends in analytic philosophy, including naturalism, logical positivism, neo-pragmatism, and ordinary language philosophy.



Reading & Materials

The text for this course is *Analytic Philosophy: An Anthology*, edited by A.P. Martinich and David Sosa, although all readings will also be available on Canvas.

Late Work/Makeup Exams



Students have one (1) no-questions-asked four-day extension to use on a single argument reconstruction or exam. Subsequent extensions will require a note from a mortician. Non-medical extensions not covered by this extension will face a 10 percent grade penalty per day.

Communication



Please use Slack to communicate with myself and your other students about course material: [http://carlosmariscal.com/315slack](https://carlosmariscal.com/315slack). Schedule meetings on Zoom via [http://calendly.com/proflos](https://calendly.com/proflos).

Prerequisites

One philosophy class.

Class Etiquette



Don't be a jerk.

Signs of jerkitude include: speaking more than twice as much (and often) as the next student, fiddling with the 'hidden' phone near your groin, and staring at your laptop while the movie *Cats* loads. Research shows polite exchange improves attention, paper notetaking produces better recall than digital notetaking, and just having your phone within view interferes with your concentration. Research also shows that students who exhibit jerk-like behavior forfeit their participation grade.

Course Learning Outcomes



- 1) Students will be able to state a thesis about a problem in 20th century philosophy, and provide evidence and philosophical argument (including replies to counter-arguments) in its defense.
- 2) Students will be able to interpret the ideas (by comparison and contrast) associated with major 20th century philosophers in the course survey.
- 3) Students will be able to distinguish better and worse reasoning, and recognize conceptual relationships, in a 20th century philosophical text.
- 4) Students will be able to show what is at stake, for current philosophical debates, in a 20th century philosophical text.

EVALUATION

Final Paper

Each student will write a 2000-4000 word paper on a topic in the philosophy of 20th Century. The paper is expected to make contact with at least one reading from the semester and at least two outside sources. Only MLA, APA, Chicago, Harvard, or Vancouver citation styles are acceptable.

Argument Reconstruction

Throughout the semester, you should choose an assigned article, read it, and reconstruct a major argument of the article in *no more than 250 words*. Use your own words and try to make the logical structure clear as much as possible. These **must be turned in before the class** discussion.

An argument reconstruction is *not* a summary, so you should only describe the elements of the article that support the author's position. You must give their conclusion and the reasons they give for that conclusion. It helps to put it in Standard form (e.g. 1. **Premise**, 2. If **Premise 1**, then **Conclusion**. 3. Therefore, **Conclusion**). If there are multiple arguments or positions in an article or book chapter, choose a strong one to reconstruct.

Argument reconstructions will be graded in a **three-point** system. A ✓+ will be given for an accurate, clear, cogent/valid reconstruction of the strongest argument in the article. A ✓ will be given to adequate attempts that miss minor aspects of the argument. Four or more ✓+s constitute an A for this portion of the class

Short Exam

There will be one exam in this course. You will be tested on logic, and vocabulary in a mixture of true/false, multiple choice, matching, and analogies.

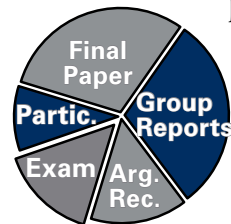
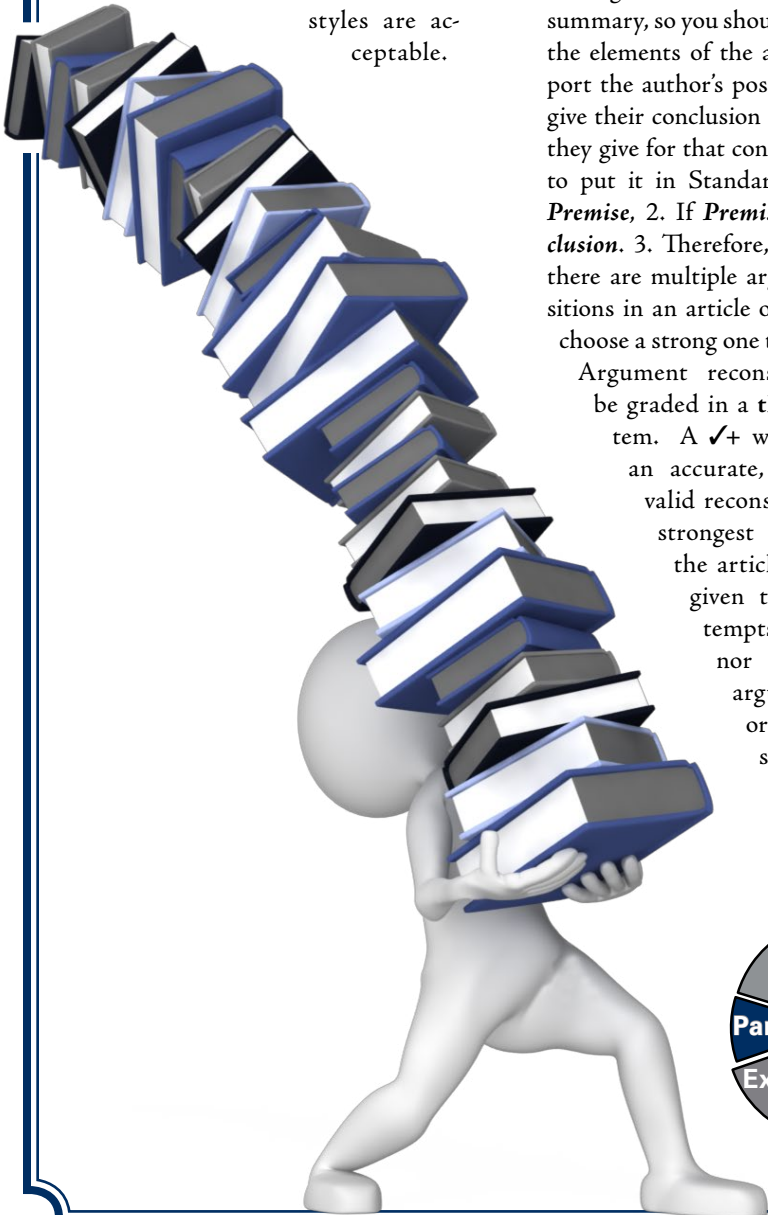
Group Reports

At least once per semester, students will conduct one of each of four aspects of a 250-500 word group report. These will all be compiled by the person responsible for (i) and turned in as a single document. Members of the group are encouraged to work together, although 90 percent of the grade will be based on each individual section. (There is a 10 percent penalty if sections conflict with each other.)

- (i) *Stating the argument of the article in standard form.* (This is exactly like an Argument Reconstruction, although incorporated into the group paper)
- (ii) *State objections to the article*
- (iii) *Relationships between the article and historical or previous topics*
- (iv) *Implications and importance.*

Informed Class Participation

Please attend every class, prepare ahead of time, communicate on Slack between classes, and speak up and ask questions. Students will be asked to assess each other's participation on group assignments.



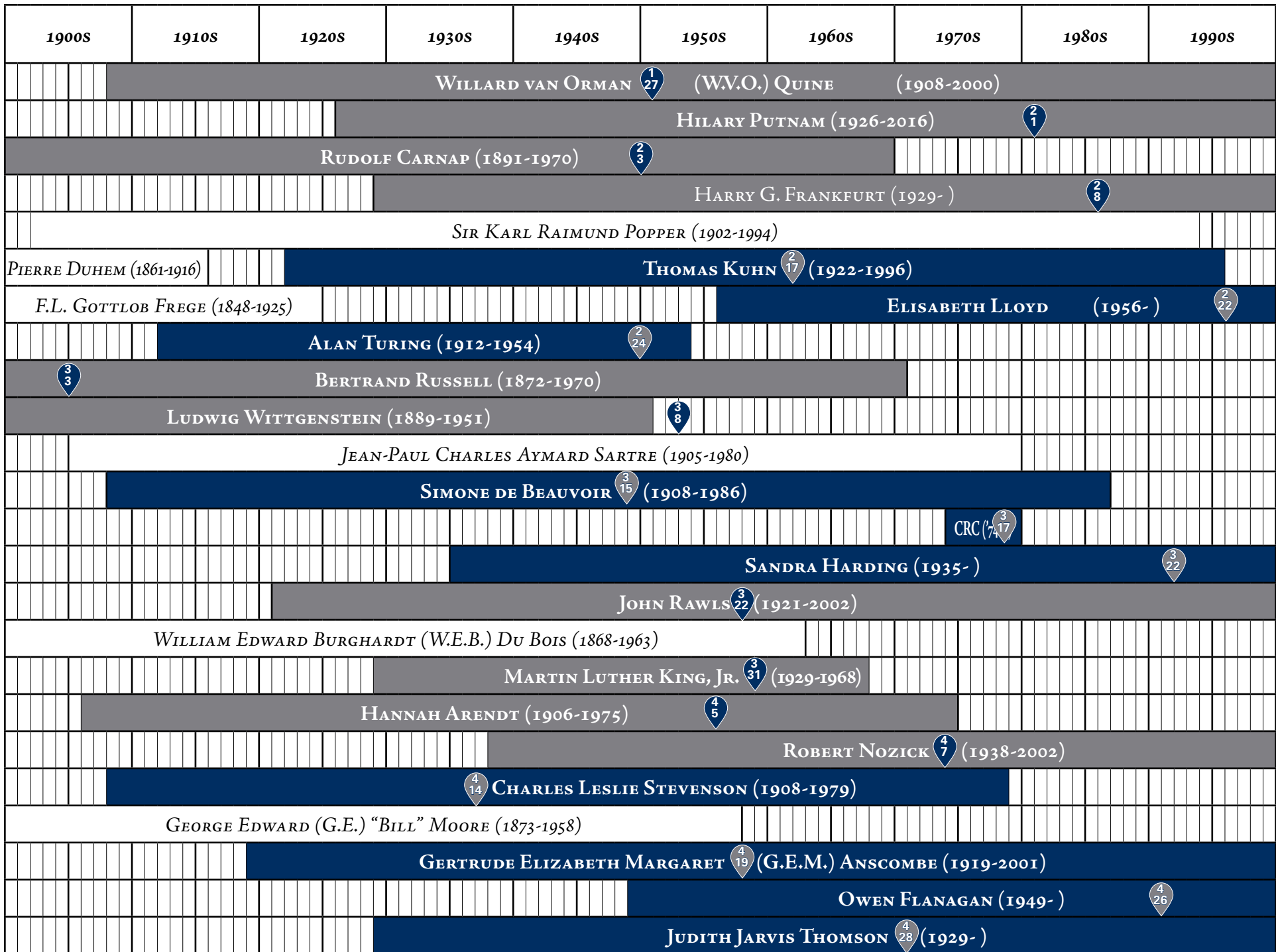
Evaluation

- 30% Final Paper
- 30% Group Reports
- 15% Five (5) Argument Reconstructions
- 15% Logic & Vocabulary Exam
- 10% Informed class participation

SCHEDULE

PHIL 315: SURVEY OF 20TH CENTURY PHILOSOPHY

	TOPIC	DATE	READING	TIME
EPISTEMOLOGY		Jan. 25	Syllabus	
	Radical Holism	Jan. 27	Quine 1951, "Two Dogmas of Empiricism," p. 518-531 (skip §1 & §3-4)	74m
	The Fact/Value Dichotomy	Feb. 1	Putnam 1981, "Fact and value"*	51m
	Logical Positivism	Feb. 3	Carnap 1950, "Empiricism, Semantics, and Ontology," p. 507-517 (skip §4)	61m
	Bullshit	Feb. 8	Frankfurt 1986, "On Bullshit"	44m
	Epistemology	Feb. 10	<i>Discussion Day</i>	
SCIENCE	President's Day	Feb. 15	<i>No Class</i>	
	Science Studies	Feb. 17	Kuhn 1962, "Revolutions as Changes of World View"*	40m
	The Special Sciences	Feb. 22	Lloyd 1994, "Normality and Variation"*	32m
	The Cognitive Revolution	Feb. 24	Turing 1950, "Computing Machinery and Intelligence"*	44m
	Science	Mar. 1	<i>Discussion Day</i>	
LANGUAGE	Reference	Mar. 3	Russell 1905, "On Denoting," p. 35-43	65m
	Concepts	Mar. 8	Wittgenstein 1953, <i>Philosophical Investigations</i> , §89-133*	25m
	Reading Day	Mar. 10	<i>No Class</i>	
GENDER	The Other	Mar. 15	de Beauvoir 1949, From <i>The Second Sex</i> *	43m
	Intersectionality	Mar. 17	The Combahee River Collective Statement 1977*	21m
	Standpoint Epistemology	Mar. 22	Harding 1992, "Rethinking Standpoint Epistemology"*	43m
	Language and Perspective	Mar. 24	<i>Discussion Day</i>	
POLITICS	The Veil of Ignorance	Mar. 29	Rawls 1958, "Justice as Fairness," p. 461-477	56m
	Civil Disobedience	Mar. 31	King Jr. 1962, "Letter from a Birmingham Jail"	38m
	Truth and Politics	Apr. 5	Arendt 1965, "Truth and Politics"* (skip §2-3)	42m
	The Minimal State	Apr. 7	Nozick 1974, "Distributive Justice" from <i>Anarchy, State, and Utopia</i> *	30m
	Politics	Apr. 12	<i>No Class</i>	
ETHICS	Non-Cognitivism	Apr. 14	Stevenson 1937, "The Emotive Meaning of Ethical Terms," p. 450-460	43m
	Virtue Ethics	Apr. 19	Anscombe 1958, "Modern Moral Philosophy," p. 478-489	53m
	Reading Day	Apr. 21	<i>No Class</i>	
	Moral Psychology	Apr. 26	Flanagan, "Psychological Realism and the Personal Point of View"*	54m
	Applied Ethics	Apr. 28	Thomson 1971, "A Defense of Abortion"*	48m
	Ethics	May 3	<i>Discussion Day</i>	
		May 6		



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RUBRICS

GROUP REPORTS

1 = Poor | 5 = Excellent

Understanding (textual evidence/tied to reading) _____
Adequacy at tasks (5 each) _____
Length/Spelling/Grammar/Usage _____
TOTAL SCORE (30 possible) _____

ARG. RECONSTRUCTIONS

1 = Present

Accurate representation of the article _____
Argument reconstruction is valid _____
Length/Spelling/Grammar/Usage _____
TOTAL SCORE (15 possible) _____

FINAL PAPERS

Writing Quality

1 = Poor | 5 = Excellent

Originality (novel idea, subject, or approach) _____
Thesis Selection (clear thesis, motivated, appropriate size topic, cogent position) _____
Integration (synthesize topics within course or in topic/with background knowledge) _____
Correct use of sources (use reliable sources, adequately referenced, interpreted, evaluated, synthesized, questioned) _____
Usage (Simple language, clear, fluent) _____
Grammar, Spelling, Punctuation (free from errors, +5 for use of writing center) _____
SCORE FOR THIS CATEGORY (30 possible) _____

Argument Structure

1 = Poor | 10 = Excellent

Introduction (map sentence, thesis sentence, sufficient background introduced) _____
Consideration of Counterarguments (strong counterargument presented and addressed) _____
Conclusion (tied back to objectives) _____
SCORE FOR THIS CATEGORY (30 possible) _____

Paper Content

1 = Poor | 20 = Excellent

Organization (logical presentation, progression of ideas, each paragraph has purpose, sign posting, clearly organized toward a goal) _____
Understanding (skillful jargon use, understand topic, breadth and depth) _____
SCORE FOR THIS CATEGORY (40 possible) _____

TOTAL SCORE (/100) _____



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Academic Dishonesty



Every single semester, I catch about five percent of my students engaging in academic dishonesty. If you cheat, plagiarize, or otherwise obtain grades under false pretenses, I *will* catch you and burden you with the greatest possible academic penalty. This may include failing the course, referral to the Associate Provost of Academic Planning and Standards, and expulsion. **Ignorance is not an excuse for plagiarism.** Please feel free to contact me or refer to University of Nevada, Reno General Catalog if you are concerned about what constitutes plagiarism.

Tutoring & Writing Center



Your student fees cover usage of the Tutoring Center (784-6801 or www.unr.edu/tutoring-center) and University Writing Center (784-6030 or <http://www.unr.edu/writing-center>). Evidence of using one or both of these centers for class assignments will count as extra credit in this class.

Grading standards



A 92.5-100 percent
A- 89.5-92.4 percent
B+ 87-89.4 percent
B 82.5-86.9 percent
B- 79.5-82.4 percent
C+ 77-79.4 percent
C 72.5-76.9 percent
C- 69.5-72.4 percent
D+ 67-69.4 percent
D 62.5-66.9 percent
D- 59-62.4 percent
F 0-58.9 percent

Academic Disabilities



If you believe you have a disability and would benefit from any accommodations, you may wish to contact the Disability Resource Center (Pennington Student Achievement Center 230) as soon as possible to better ensure that such accommodations can be implemented in a timely fashion.

Extra Credit Opportunities



Throughout the semester, public or University events will occur. Should you discover one that is relevant to this class, please ask whether I will consider it for extra credit.

In such cases, writing an accurate 250-word reconstruction of the speaker's argument is worth 1 percent to your final grade. Additionally, evidence of using one or both of the tutoring & writing centers for class assignments will count as extra credit in this class.

Statement on a Safe and Equitable Campus



Counseling and advocacy services are available through Counseling Services (775-784-4648) and the Equal Opportunity & Title IX office. If you believe you have

experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Equal Opportunity & Title IX office at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit the Equal Opportunity and Title IX page.

Audio/Video Recording



Every-thing you say in this class (and probably in most other areas of your life) is likely recorded by one or more other students. Behave accordingly.