

# PHIL 315: SURVEY OF 20<sup>TH</sup> CENTURY PHILOSOPHY

**Professor** Carlos A. Mariscal    **Office Hours** Set at calendly.com/proflos

**E-mail** carlos@unr.edu    **Class Time** Mon. & Wed. 14:30-15:45

**Office** Jones 103A    **Class Location** WRB 4118

## 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.

## Prerequisites

One philosophy class.



## Required 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.

## 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.

## 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.

## 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.

## Communication



Please stop by my office to discuss course content or structure. I also respond to email each Friday at midnight. Be sure the subject line of your email specifies the issue, its importance, its urgency, and a quick way I can respond.

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## RUBRICS

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### ARG. RECONSTRUCTIONS

1 = Present

Accurate representation of the article \_\_\_\_\_  
Argument reconstruction is valid \_\_\_\_\_  
Length/Spelling/Grammar/Usage \_\_\_\_\_  
**TOTAL SCORE (3 possible)** \_\_\_\_\_

### GROUP REPORTS

1 = Poor | 5 = Excellent

Understanding (textual evidence/tied to reading) \_\_\_\_\_  
Adequacy at task \_\_\_\_\_  
Length/Spelling/Grammar/Usage \_\_\_\_\_  
**TOTAL SCORE (15 possible)** \_\_\_\_\_

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### 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)** \_\_\_\_\_



# SCHEDULE

## PHIL 315: SURVEY OF 20<sup>TH</sup> CENTURY PHILOSOPHY

	TOPIC	DATE	READING	TIME
Epistemology		Jan. 22	Syllabus	
	What is Knowledge?	Jan. 27	Gettier 1963, "Is Justified True Belief Knowledge?" p. 199-200	6m
	Naturalized Epistemology	Jan. 29	Kim 1988, "What Is "Naturalized Epistemology?"**	60m
	Neopragmatism	Feb. 3	Rorty 1973, "World Well Lost"*	36m
	The Fact/Value Dichotomy	Feb. 5	Putnam 1981, "Fact and value" from <i>Reason, Truth, and History</i> *	51m
		Feb. 10	Discussion Day	
Science & Mind	Logical Positivism	Feb. 12	Carnap 1950, "Empiricism, Semantics, and Ontology," p. 425-435	74m
	President's Day	Feb. 17	<b>No Class – Exam Due</b>	
	Analyticity & Testability	Feb. 19	Quine 1951, "Two Dogmas of Empiricism," p. 450-462 (skip §1 & §4)	82m
	The Special Sciences	Feb. 24	Lloyd 1994, "Normality and Variation"*	32m
	Cognitive (Neuro)science	Feb. 26	Churchland & Sejnowski 1988, "Perspectives on Cognitive Neurosci."**	28m
		Mar. 2	Discussion Day	
Feminism	The Second Sex	Mar. 4	de Beauvoir 1949, From <i>The Second Sex</i> *	43m
	Standpoint Epistemology	Mar. 9	Harding 1992, "Rethinking Standpoint Epistemology"*	43m
		Mar. 11	Discussion Day	
	Spring Break	Mar. 16-8	<b>No Class</b>	
Logic & Language	Incompleteness	Mar. 23	Nagel & Newman 1958, "Gödel's Proofs" From <i>Gödel's Proof</i> *	31m
	Ordinary Language $\phi$	Mar. 25	Wittgenstein 1953, <i>Philosophical Investigations</i> , §89-133*	25m
	Implicature	Mar. 30	Grice 1957, "Meaning," p. 72-89	25m
	Reference	Apr. 1	Russell 1905, "On Denoting," p. 32-40	65m
	Speech Acts	Apr. 6	Hornsby & Langton 1998, "Free Speech & Illocution"*	27m
		Apr. 8	Discussion Day	
Politics	The Veil of Ignorance	Apr. 13	Rawls 1958, "Justice as Fairness," p. 365-380	56m
	The Minimal State	Apr. 15	Nozick 1974, "Distributive Justice" from <i>Anarchy, State, and Utopia</i> *	30m
		Apr. 20	Discussion Day	
Ethics	Non-Cognitivism	Apr. 22	Stevenson 1937, "The Emotive Meaning of Ethical Terms," p. 355-364	43m
	Virtue Ethics	Apr. 27	Anscombe 1958, "Modern Moral Philosophy," p. 381-392	53m
	Applied Ethics	Apr. 29	Thomson 1971, "A Defense of Abortion"*	48m
		May 4	Discussion Day	
		May 6	<b>FINAL PAPER DUE</b>	



# EVALUATION

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## Final Paper

Each student will write a 2000-5000 word paper on a topic in the philosophy of science. 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

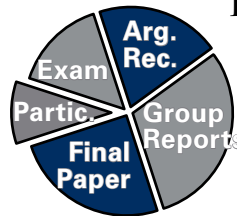
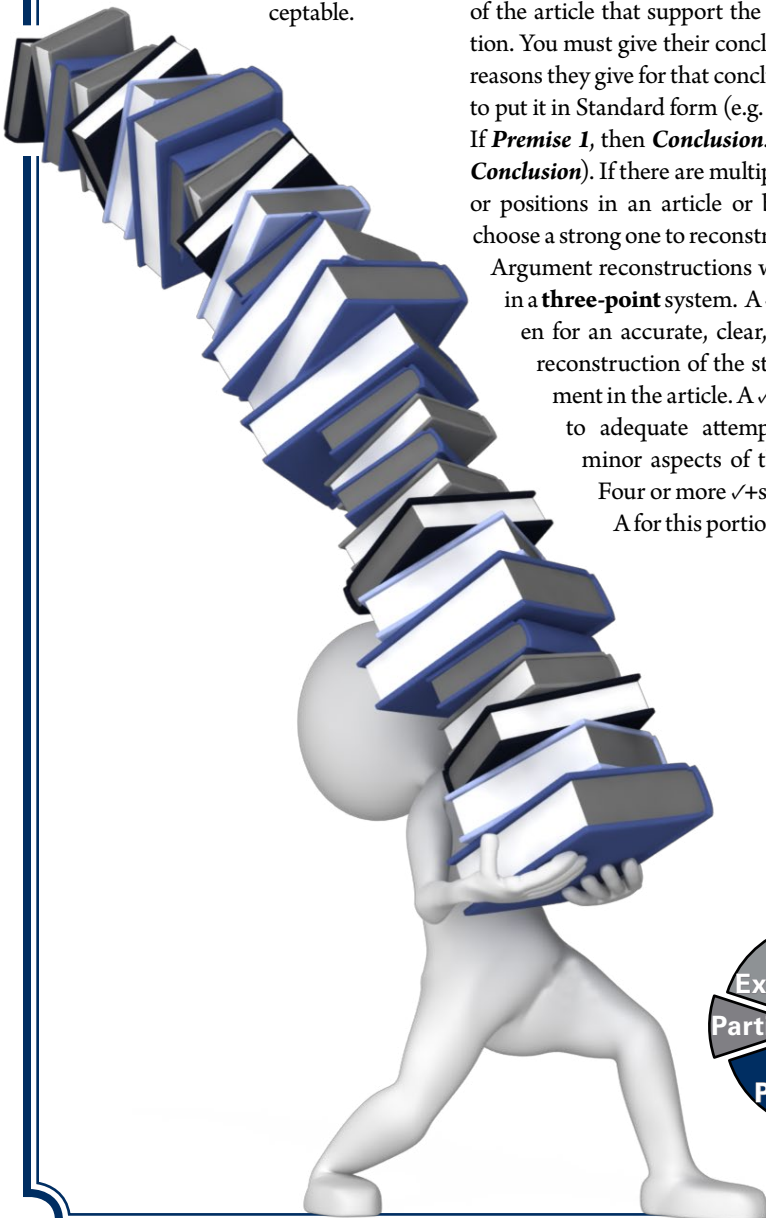
There will be one exam in this course. You will be tested on logic, and vocabulary in a mixture of true/false, multiple choice, matching, and analogies.

## Group Reports

This class will break up into unique groups each day to discuss (i) formalizing the argument of the article, (ii) objections to the article, (iii) ways the article relates to historical or previous topics, and (iv) implications and importance. On discussion days, each group will select one member to write up one page summarizing the group's conclusions. Members of the group will share a grade, although the person that writes up the conclusions will get extra credit.

## Informed Class Participation

Attendance is a pre-requisite for participation, but is not sufficient. Students should speak up in class, discuss the material with me outside of class, or post comments on the class discussion board in order to earn their grade. Points will be permanently lost for students who use their phones in class or stare at their laptops. If you must be absent for any reason, please let me know ahead of time. Two absences are fine. Subsequent absences will cost points.



## Evaluation

- 25% Final Paper
- 30% Group Reports
- 20% Ten (10) Argument Reconstructions
- 15% Logic & Vocabulary Exam
- 10% Informed class participation



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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](http://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.