

Analytical Philosophy

Code: 100301
ECTS Credits: 6

Degree	Type	Year	Semester
2500246 Philosophy	OB	3	2

Contact

Name: Olga Fernandez Prat

Email: olga.fernandez@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

It is recommended to have studied History of Ancient Philosophy and History of Modern Philosophy.

Objectives and Contextualisation

In this course one of the main schools of contemporary philosophy, the Analytical Philosophy, will be introduced. The Analytic Philosophy now encompasses a far wider range of approaches, ideas and positions than it ever did in its early days. This course will examine the origins of this tradition by closely reading primary texts from key figures, including Gottlob Frege, Bertrand Russell, G.E. Moore, Rudolf Carnap, Ludwig Wittgenstein, Gilbert Ryle, and Elizabeth Anscombe. The purpose is to allow the understanding of this tradition from within, capturing what are the motivations that led to its development. You will develop an understanding of the methods and claims of analytic philosophy and be well positioned to participate in contemporary philosophical debates.

Competences

- Act within one's own area of knowledge, evaluating sex/gender-based inequalities.
- Analysing and summarising the main arguments of fundamental texts of philosophy in its various disciplines.
- Placing the most representative philosophical ideas and arguments of a period in their historical background and relating the most important authors of each period of any philosophical discipline.
- Recognising and interpreting topics and problems of philosophy in its various disciplines.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Thinking in a critical and independent manner on the basis of the specific topics, debates and problems of philosophy, both historically and conceptually.

Learning Outcomes

1. Applying philosophical rigour in a written text following the international quality standards.
2. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
3. Carrying out a planning for the development of a subject-related work.
4. Communicate by making non-sexist, non-discriminatory use of language.
5. Discriminating the features that define the writer's place in the context of a problem and reorganising them in a consistent diagram.
6. Distinguishing and outlining the fundamental content of a philosophical text.
7. Distinguishing the topics of philosophical relevance in current debates.
8. Expressing both orally and in written form, the issues and basic problems of the philosophical tradition.
9. Propose projects and actions that incorporate a gender perspective.
10. Reading basic philosophical text thoroughly.
11. Reading thoroughly philosophical texts of the History of Philosophy.
12. Recognising, with a critical eye, philosophical referents of the past and present and assessing its importance.
13. Relating the various orders of the philosophical ideas of different authors and historical moments.
14. Solving problems autonomously.
15. Submitting works in accordance with both individual and small group demands and personal styles.
16. Summarising the topics and arguments exposed in a classical philosophical debate.
17. Using suitable terminology when drawing up an academic text.

Content

1. What is Analytic Philosophy?
2. Frege: The Mathematical Background to Analytic Philosophy.
3. The revolt against idealism: Moore and Russell.
4. Russell: Philosophy of logic and methodological issues.
5. Moore: The Cambridge School.
6. Wittgenstein: The linguistic turn.
7. The Viena Circle: Carnap.
8. Beyond the linguistic turn.

Methodology

The guided activities follow the methodology of learning based on the approach and problem solving. These activities include:

- a) Theoretical presentations of the subject with discussion of problems and exercises
- b) Argumentation practices in the classroom through scheduled lectures

Theoretical and practical classes will alternate throughout the course.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Discussion in class of required readings.	25	1	2, 5, 3, 8, 17, 15, 13, 14
Lectures.	40	1.6	5, 7, 6, 8, 10, 11, 12, 13
Type: Supervised			
Preparation of presentations/written papers.	30	1.2	2, 5, 6, 3, 8, 17, 10, 11, 15, 12, 13, 16
Resolution of doubts.	19.5	0.78	10, 11, 16
Type: Autonomous			
Required and supplementary readings.	31	1.24	2, 5, 7, 6, 3, 10, 11, 12, 14, 16

Assessment

Continuous assessment:

The continuous assessment will be based on (i) the grade obtained in an

and (iii) class attendance for take the practical classes that will consist of reading and commenting on texts and/c
Exam dates will be communicated in the Moodle calendar with sufficient

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed

Spelling will be assessed. The repetition of spelling or grammatical errors (minimum four) will result in a penalty c

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded t

will be given a zero as the final grade for this subject.

Students will obtain a "Not assessed/Not submitted course grade unless they have submitted more than 1/3 of th

The reassessment exams are (i) and (ii) and will have the same format and weight as the course examinations (4

Single assessment:

The single assessment will be based on (i) the grade obtained in an exam

in a text commentary (20%).

Spelling will be assessed. The repetition of spelling or grammatical errors (minimum four) will result in a penalty c

In the event of a student committing any irregularity that may lead to a si

will be given a zero as the final grade for this subject.

Students will obtain a "Not assessed/Not submitted course grade unless they have submitted more than 1/3 of th

The same reassessment method will be applied as continuous assessment will be used; including the format and

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Classroom activities.	20%	1.5	0.06	1, 2, 4, 5, 7, 6, 3, 8, 17, 10, 11, 15, 9, 12, 13, 14, 16
Examination on topics 1 to 4 and their required readings.	40%	1.5	0.06	2, 5, 7, 3, 8, 17, 10, 11, 12, 13, 14, 16
Examination on topics 5 to 8 and their required readings.	40%	1.5	0.06	2, 5, 7, 6, 3, 8, 17, 11, 12, 13, 14, 16

Bibliography

1. Required readings (you will find in Campus Virtual).

2. Books:

Maria Ponte Azcárate, David Pérez Chico i Moisés Barroso (ed.), *Pluralidad de la filosofía analítica*, Madrid: Plaza y Valdés, 2007.

Hans-Johann Glock, *What is Analytic Philosophy?*, Cambridge: Cambridge University Press, 2008.

Steven D. Hales, *Analytic Philosophy: Classic Readings*, Wadsworth Publishing Co Inc, 2001.

Javier Muguerza, *La concepción analítica de la filosofía*, Alianza, 1974.

León Olivé, L. (ed.), *Racionalidad. Ensayos sobre la racionalidad en ética y política ciencia y tecnología*, s.XXI, 1988.

Scott Soames, *The Analytic Tradition in Philosophy*, Princeton University Press, 2014.

Web links:

Stanford Encyclopedia of Philosophy: <http://plato.stanford.edu/>

Software

None.