

## Analytical Philosophy

Code: 100301  
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500246 Philosophy	OB	3

### Contact

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### Teaching groups languages

You can view this information at the [end](#) of this document.

### 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.

## Activities and Methodology

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

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

- Theoretical presentations of the subject with discussion of problems
- 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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Classroom activities exam.	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

#### Continuous evaluation:

The continuous evaluation will be based on (i) the mark obtained in a test of the first part of the course (40% of the final grade), (ii) the mark obtained in a test of the second part of the course (40%), (iii) an exam of practices (20%).

The exam dates will be communicated in the Moodle calendar with enough time. Students who for ANY reason cannot attend the tests during the course, will do the recovery exam directly. It should be noted that the recovery dates are between June 25 and July 5 and that no alternative dates will be offered to those officially assigned.

At the time of each evaluation activity, the teacher will inform the students (Moodle) of the procedure and date

of review of the grades.

Spell checking will be evaluated. The repetition of spelling or grammatical errors (minimum four) will mean a penalty of 10% of the mark of the test performed.

In the event that the student commits any irregularity that may lead to a significant variation in the grade of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that may be instructed. In the event of several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0.

The student will receive the grade of "Not evaluable" provided that he has not delivered more than 1/3 of the evaluation activities.

The recoverable tests are (i), (ii) and (iii) and will have the same format and weight as the tests of the course (40%, 40%, 20%).

Single assessment:

The single assessment will be based on (i) the mark obtained in a test of the first part of the course (40% of the final grade), (ii) the mark obtained in a test of the second part of the course (40% of the final grade), (iii) the mark obtained in a practical exam (20%).

Spell checking will be evaluated. The repetition of spelling or grammatical errors (minimum four) will mean a penalty of 10% of the mark of the test performed.

In the event that the student commits any irregularity that may lead to a significant variation in the grade of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that may be instructed. In the event of several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0.

The student will receive the grade of "Not evaluable" provided that he has not delivered more than 1/3 of the evaluation activities.

The same recovery system will be applied as for the continuous evaluation. Thus, two tests will be carried out with a weight of (40%, 40%, 20%).

## **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.

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed