

**COURSE DATA****DATA SUBJECT****Code:** 33278**Name:** Philosophy of language I**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1004 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació		First quarter
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1004 - Degree in Philosophy	Philosophy of language	COMPULSORY
1012 - Degree in Philosophy	Philosophy of language	COMPULSORY

**COORDINATION**

ARTIGA GALINDO MARC

PICO PEREZ VICENTE

**SUMMARY**

The aim of this course is to be an introduction to the philosophy of language as it has been developed within the framework of analytic philosophy. From this theoretical perspective, it is defended the priority of the analysis of language over the study of thoughts when dealing with philosophical problems. The contents of the theoretical lectures focus on the relations between language, thought and reality, topics belonging to the field of semantics. Special attention will be paid to the relations of semantics with the central problems of epistemology and ontology.

Given the introductory nature of the course, no previous knowledge is assumed. The general objectives of the course are the following:

- To understand the relationship of Philosophy of language with the rest of philosophical disciplines.
- To acquire the specialized vocabulary of the Philosophy of language.



- To know the main explanatory models of the Theory of Reference.
- To know the main ideas and theories of meaning developed by the philosophers who propitiated the emergence of analytic philosophy during the first half of the 20th century.

(Not all topics will have the same weight in the development of the course. The lecturers in charge of the course will determine which topics will receive more attention. They will also select within each thematic block (see 'description of contents') some of the topics that will receive the most attention.)

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

## OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

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Accurately describe the results of the analysis of controversial and complex problems.

Acquire the learning skills needed to undertake further studies with an increasing degree of autonomy.

Be able to analyse, synthesise and interpret relevant cultural, social, political, ethical or scientific data, and to make reflective judgements about them from a non-androcentric perspective.

Be able to apply knowledge to work in a professional manner and have competences for preparing and defending arguments and for solving problems within the field of study.

Be able to communicate in a foreign language.

Be able to convey information, ideas, problems and solutions to others (experts or not).

Be able to obtain information from different primary and secondary sources.

Be agile and efficient managing various sources of information: bibliographical, electronic and others.

Be familiar with the ideas and arguments of the main philosophers and thinkers, extracted from their texts, and with the investigation of their traditions and schools, identifying the possible androcentric biases.

Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.



Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Use and rigorously analyse specialised philosophical terminology.

## **DESCRIPTION OF CONTENTS**

### **1. PHILOSOPHY OF LANGUAGE: THE PROBLEM OF EXPLAINING LINGUISTIC MEANING**

1.1. Introduction: the linguistic turn, basic notions and fundamental problems.

1.2. Frege: origin and foundations of the Philosophy of Language.

### **2. THE CONCEPT OF PROPOSITION AND DESCRIPTIVIST THEORIES OF REFERENCE**

2.1 The concept of proposition in Frege and Russell.

2.2 The Russellian analysis of definite descriptions and proper names and their epistemological implications (knowledge by acquaintance and knowledge by description).

2.3 Objections to the Russellian theory of definite descriptions. Strawson and Donnellan.

2.4 Searle and the Theory of the cluster of descriptions.

### **3. THE TRACTATUS AND THE PICTORIC THEORY OF PROPOSITION**

3.1 The picture theory of meaning: propositions, states of affairs and logical form.

3.2 Problems with the Picture Theory and Tractarian paradoxes.

### **4. DIRECT REFERENCE THEORIES AND ANALYSIS OF MODAL STATEMENTS**

4.1 Kripke and the objections to the descriptivist theories of reference.

4.2 The concepts of possible world and rigid designator. Development of semantics designed to provide a logical analysis of the meaning of modal statements.

4.3 Proper names: Direct Reference Theory and Causal Historical Theory of Reference.

4.4 Direct Reference Theory and natural kind terms. Putnam and the linguistic labour division.



## 5. VERIFICATIONISM

5.1 The analitic-synthetic distinction and the logical positivists critique of metaphysical language. The unity of science and reductivism.

5.2 The Quinean critique to the two dogmas of empiricism and other objections to verificationism.

## 6. ALTERNATIVE ISSUES AND THEORIES IN THE PHILOSOPHY OF LANGUAGE

Optional topic whose content will be chosen by each lecturer on the grounds of the development of the course and the interest shown by the students in the topics covered.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	5,00
Theory	30,00
Seminar	15,00
<b>Total hours</b>	<b>50,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	20,00
Independent study and work	40,00
Preparation of lessons	25,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>100,00</b>

### TEACHING METHODOLOGY

Theoretical Classes:

Of the three hours per week allocated to teaching, two will be devoted to theoretical classes in which the teacher will explain the content of the topics, supported by texts previously read by the students.

Practical Classes:

The practical sessions will be dedicated to text commentary and group discussion of the main arguments covered in the theoretical classes.

### EVALUATION

The assessment will be carried out by means of an individual exam and/or an essay.



Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

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- AYER, A. J., *Lenguaje, verdad y lógica*. Buenos Aires: Eudeba, 1971.
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- HIERRO SÁNCHEZ-PESCADOR, J., *Principios de la Filosofía del lenguaje*. Madrid: Alianza Universidad, 1982.
- PÉREZ OTERO, M., *Aproximació a la filosofia del llenguatge*. Barcelona: EUB, 2001.
- QUINE, W. V. O., *Desde un punto de vista lógico*. Barcelona: Ariel, 1962.
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- VALDÉS VILLANUEVA, L. M., *La búsqueda del significado*. Madrid: Tecnos, 1990.
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