



COURSE DATA

DATA SUBJECT

Code: 33279
Name: Philosophy of language II
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		Second quarter
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	4	Second quarter

SUBJECT-MATTER

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

COORDINATION

VALOR ABAD JORDI

ARTIGA GALINDO MARC

SUMMARY

The course is basically an introduction to some of the fundamental ideas of the authors who created and developed what is now understood as the philosophy of language, in the period immediately after Frege and Russell. Such ideas and authors are considered an indispensable basis in the introduction to the philosophy of language of the analytic tradition. We will discuss the works by, among others, Kripke, Tarski, Davidson, Wittgenstein, Austin, Searle or Grice. The course will mainly address the following topics:

- Links between the notions of meaning and truth.
- Theories of meaning that focus on the use of signs in the framework of linguistic practices.
- The importance of acts and intentions in the interpretation of linguistic meaning.

(Not all of the topics will have the same weight in the course. The professor in charge of the subject will determine which topics will be seen in more detail. Likewise, they will select within each topic (see 'description of contents' below) some of the the specified subsections, not necessarily all).



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

To attend first Philosophy of Language I (33279) is advisable, but not necessary.

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 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 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. INTRODUCTION

1.1 General introduction to the key ideas and concepts of the course (brief review of Frege's and Russell's semantics).

1.2 Shift in the orientation of philosophy of language in the second half of the 20th century: the importance of actions and intentions in the interpretation of linguistic meaning. Meaning theories focused on the use of linguistic signs.

2. OBJECTIONS TO THE NOTION OF MEANING

2.1 Two dogmas of empiricism

2.2 The indeterminacy of translation

3. MEANING AND TRUTH

3.1 Tarskian definition of truth

3.2 Davidson's theory of meaning

3.3 Dummett's inferentialism

4. MEANING AND USE

4.1 Wittgenstein: meaning and use, rule-following, and the possibility of a private language

4.2 Empiricism and semantic behaviorism

4.3 Austin, Searle, and Speech Act Theory

5. INTENTIONS, IMPLICATURES AND THE THEORY OF MEANING

5.1 Meaning and speaker intentions

5.2 Conventions and literal meaning

5.3 Implicatures: properties and derivation

5.4 Metaphor

6. PRESUPPOSITIONS AND 'COMMON GROUND'

6.1 Semantic vs. pragmatic presupposition

6.2 Accommodation



7. LANGUAGE AND SOCIETY

- 7.1 Political philosophy of language
- 7.2 Lying and deception
- 7.3 'Bullshit' and 'Dogwhistles'

8. (OPTIONAL). OTHER PROBLEMS AND ALTERNATIVE THEORIES

If deemed appropriate, the teacher in charge of the course may select one of the topics listed in this syllabus and explore it in greater depth. Alternatively, they may supplement the course content by addressing a significant problem within the scope of the subject (or a current theory of meaning) that has not been adequately covered and which deserves to be studied in the context of this course. (If included, the content of this section may vary depending on the teacher's discretion.)

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	5,00
Theory	30,00
Seminar	15,00
Total hours	50,00

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
Total hours	100,00

TEACHING METHODOLOGY

Attending this course takes three hours a week, structured in the following way:

LECTURES (two hours):

The content of the lectures will turn around a collection of texts selected from the bibliography. Our goal is to analyse and explain these texts from a critical point of view, and doing so in a way that fosters the



student's acquisition of certain intellectual abilities and habits not based on the mere memorizing of lecture notes.

SEMINARS (one hour):

During the seminars, the students will discuss together different issues related to the texts analysed in the lectures.

The students will also be requested to make presentations of some of the most relevant texts selected from the bibliographical references.

TUTORIALS:

Upon request, lecturers will hold brief tutorials in their office hours with students interested in discussing issues related to the topics of the lectures and seminars.

EVALUATION

The evaluation in the first call will consist, either of an onsite written exam on all the contents covered (100% of final grade), or, if the teacher so states it, of exercises, presentations and other continuous assessment assignments (30% of final grade) and a final written test, possibly virtual (70% of final grade).

The evaluation in the second call will consist of an onsite written exam on all the contents covered (100% of final grade). Evaluation misconduct and plagiarism will be considered in accordance with the ACGUV 108/2017 regulation.

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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