

PHIL 370

**ORIGINATOR'S SECTION:**

1. College:	Desired Term and Year of Implementation (e.g., Fall 2008):
<input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Fall 2016

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*) ☐ Yes ☒ No

3. Course will be a variable-topics (generic) course? ☐ Yes ☒ No  
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:\* PHIL 370

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  
 Philosophy of Language

6. Abbreviated Title for PeopleSoft:  
 (no more than 25 characters, including spaces)  
 Phil of Language

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Philosophical examination of language as the basic medium of thought, expression, and articulation of meaning: Explores leading issues in the philosophy of language, including the nature of signs, sign systems, and signification; the relationships between language, mind and reality; language as a medium of social interaction and the construction of social realities; the logical and semantic limits of discourse and meaning. Readings survey a range of leading thinkers in the field (such as Gadamer, Habermas, Lyotard, Wittgenstein, et al.)

9. Why is this course being proposed?

This course will serve as an elective for the Major and Minor in Philosophy. Philosophy of language is an important area of inquiry in philosophy.

10. Mode of Instruction\*

For definitions of the Course Classification Numbers:  
[http://www.csusm.edu/academic\\_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular\\_Forms\\_Table/Instructional%20Mode%20Conventions.pdf](http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. Grading Method:\*

☒ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
☐ Credit/No Credit Only (C)  
☐ Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? ☐ Yes ☒ No

☐ Faculty   ☐ Credential Analyst   ☐ Dean   ☐ Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? ☐ Yes ☒ No  
 If yes, how many times? (including first offering)

15. Is Course Crosslisted? ☐ Yes ☒ No

If yes, indicate which course \_\_\_\_\_ and check "yes" in item #22 below.

16. Prerequisite(s): ☐ Yes ☒ No

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 BY: AP

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

17. Corequisite(s): ☐ Yes ☒ No

18. Documentation attached:

☐ Syllabus ☒ Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*

20. How often will this course be offered once established?\* Once or twice every two years.

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:***(Mandatory information – all items in this section must be completed.)*21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

Elective for both options of the major and minor in Philosophy.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) ☒ Yes ☐ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Linguistics  
Disciplinesee attached email  
Signature1-27-15  
Date☒ Support ☐ OpposeModern Languages  
Disciplinesee attached email  
Signature1-28-15  
Date☒ Support ☐ OpposeLiterature and Writing Studies  
Disciplinesee attached email  
Signature1-26-15  
Date☒ Support ☐ Oppose**SIGNATURES : (COLLEGE LEVEL) :**

Manuel Arriaga

November 20, 2014

1. Originator (please print or type name)

Date

12/1/14

2. Program Director/Chair

Date

3/30/16

3. College Curriculum Committee

Date

3/30/16

4. College Dean (or Designee)

Date

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair

Date

6. Vice President for Academic Affairs (or Designee)

Date

7. President (or Designee)

Date

**Gretchen Sampson**

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LTWR  
approval

**From:** Michael McDuffie  
**Sent:** Thursday, February 19, 2015 3:03 PM  
**To:** Gretchen Sampson  
**Subject:** FW: New course proposal, Philosophy of Language

Michael McDuffie, Ph.D.  
Associate Professor  
Department Chair  
Department of Philosophy  
California State University San Marcos

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**From:** Salah Moukhliis <[smoukhli@csusm.edu](mailto:smoukhli@csusm.edu)>  
**Date:** Monday, January 26, 2015 9:51 AM  
**To:** Michael McDuffie <[mcduffie@csusm.edu](mailto:mcduffie@csusm.edu)>  
**Subject:** RE: New course proposal, Philosophy of Language

Hi Michael,

LTWR approves.

Best,  
Salah

Salah M. Moukhliis, Ph.D.  
Professor and Chair  
Literature and Writing Studies Department  
California State University San Marcos  
San Marcos, CA, 92096-0001  
Office: Markstein Hall 126K  
Tel. 760-750-8081  
E-mail. [smoukhli@csusm.edu](mailto:smoukhli@csusm.edu)

**From:** Michael McDuffie  
**Sent:** Friday, January 23, 2015 3:47 PM  
**To:** Jocelyn Ahlers; Salah Moukhliis; Michael Hughes  
**Subject:** New course proposal, Philosophy of Language

Dear Jocelyn, Salah, and Michael,

Please find attached a C-form and course outline for our proposed new course, Philosophy of Language, submitted for your commentary and (hopefully) approval. Please send your response directly to me and I'll forward it to the Dean's Office.

Thanks for your time and consideration.

Michael McDuffie, Ph.D.

**Gretchen Sampson**

Modern Language  
approval

**From:** Michael McDuffie  
**Sent:** Thursday, February 19, 2015 3:03 PM  
**To:** Gretchen Sampson  
**Subject:** FW: New course proposal, Philosophy of Language

Michael McDuffie, Ph.D.  
Associate Professor  
Department Chair  
Department of Philosophy  
California State University San Marcos

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**From:** Michael Hughes <[mhughes@csusm.edu](mailto:mhughes@csusm.edu)>  
**Date:** Wednesday, January 28, 2015 7:43 PM  
**To:** Michael McDuffie <[mcduffie@csusm.edu](mailto:mcduffie@csusm.edu)>  
**Subject:** RE: New course proposal, Philosophy of Language

Dear Michael,  
The Department of Modern Languages lends its full throated support to this class!

Warm regards,

Michael Hughes  
Associate Professor and Chair  
Department of Modern Language Studies  
California State University San Marcos  
760.750.8076

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**From:** Michael McDuffie  
**Sent:** Friday, January 23, 2015 3:47 PM  
**To:** Jocelyn Ahlers; Salah Moukhlis; Michael Hughes  
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Thanks for your time and consideration.

Michael McDuffie, Ph.D.  
Associate Professor  
Department Chair  
Department of Philosophy  
California State University San Marcos

**Gretchen Sampson**

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LBST/LING  
approval

**From:** Michael McDuffie  
**Sent:** Thursday, February 19, 2015 3:04 PM  
**To:** Gretchen Sampson  
**Subject:** FW: New course proposal, Philosophy of Language

Michael McDuffie, Ph.D.  
Associate Professor  
Department Chair  
Department of Philosophy  
California State University San Marcos

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**From:** Jocelyn Ahlers <[jahlers@csusm.edu](mailto:jahlers@csusm.edu)>  
**Date:** Tuesday, January 27, 2015 8:50 AM  
**To:** Michael McDuffie <[mcduffie@csusm.edu](mailto:mcduffie@csusm.edu)>  
**Subject:** Re: New course proposal, Philosophy of Language

Dear Michael -

This looks like a very interesting course, and a great addition to the College's curriculum; thank you for giving us an opportunity to consider it. LBST is happy to sign off on it.

Best,  
Jocelyn

Jocelyn C. Ahlers  
Chair, Liberal Studies Department

Professor of Linguistics  
Liberal Studies Department  
California State University, San Marcos  
760-750-8014; [jahlers@csusm.edu](mailto:jahlers@csusm.edu)

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**From:** Michael McDuffie <[mcduffie@csusm.edu](mailto:mcduffie@csusm.edu)>  
**Date:** Friday, January 23, 2015 3:47 PM  
**To:** Jocelyn Ahlers <[jahlers@csusm.edu](mailto:jahlers@csusm.edu)>, Salah Moukhli <[smoukhli@csusm.edu](mailto:smoukhli@csusm.edu)>, Michael Hughes <[mhughes@csusm.edu](mailto:mhughes@csusm.edu)>  
**Subject:** New course proposal, Philosophy of Language

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Please find attached a C-form and course outline for our proposed new course, Philosophy of Language, submitted for your commentary and (hopefully) approval. Please send your response directly to me and I'll forward it to the Dean's Office.

Thanks for your time and consideration.

Michael McDuffie, Ph.D.  
Associate Professor  
Department Chair  
Department of Philosophy

## **PHIL 370 Philosophy of Language DETAILED COURSE OUTLINE**

### **Catalog Description**

Philosophical examination of language as the basic medium of thought, expression, and articulation of meaning. Explores leading issues in the philosophy of language, including the nature of signs, sign systems, and signification; the relationships between language, mind and reality; language as a medium of social interaction and the construction of social realities; the logical and semantic limits of discourse and meaning.

### **Course Overview and Objectives**

We use language to refer to and describe things in the world. We also use language to express, more or less accurately, what we are thinking. Moreover, what we can think is, in important ways, influenced by what we are capable of expressing in words. Language seems to be more than a tool for representing things or expressing our thoughts, but rather a medium in which we live. As linguistic beings, we can be said to live in language just as fish lives in water. The obvious questions that will concern us in this study are the following: What is the relation between language and the world? And what is the relation between language and the mind? Does thought have priority over language, or does language have priority over thought? To put it more simply, does what we can think determine what we can say, or is it the other way around?

In this course, we will be particularly interested in the relationship between language, subjectivity, and society. In order to think through this relationship, we will be making use of the insights of three contemporary philosophers who have made significant contributions to this topic: Hans-Georg Gadamer, Jurgen Habermas, and Jean-Francois Lyotard. Gadamer provides us with the hermeneutical view of language as “flesh” of our existence, Habermas with an instrumental view of language (as a tool for communicating truths based on reason), and Lyotard with the post-structuralist view of language as a multiplicity of narratives or genres. Our task will be to critically assess which of these views seems best to provide for the stability required for communication while allowing for the equally obvious innovations that create ruptures within standard communication.

### **Student Learning Outcomes**

Upon completing this class, students will be able to:

1. Demonstrate basic knowledge of the basic views of philosophers discussed in this course, and mastery of the standard themes and issues associated with the philosophy of language.
2. Analyze and evaluate arguments regarding the leading topics in philosophy of language, using the different perspectives provided by the philosophers to be studied.
3. Present their examination of relevant issues in clear writing and speech.

### **Required Texts:**

- 1) Hans-Georg Gadamer, *Truth and Method*, transl Joel Weinsheimer and Donald Marshall. New York: The Seabury Press, 1989.
- 2) Jurgen Habermas, *The Theory of Communicative Action*, vol. 1 of *Reason and the Rationalization of Society*, transl. Thomas McCarthy. Boston: Beacon Press, 1984.
- 3) Jean-Francois Lyotard, *The Differend: Phrases in Dispute*, transl. Georges van Den Abbeele. Minneapolis: University of Minnesota Press, 1988.
- 4) Jean-Francois Lyotard, *Just Gaming*, transl. Wald Godzich. Minneapolis: University of Minnesota Press, 1985.



### Course Expectations

1. Careful study of all readings prior to the class meetings for which they are assigned. **This is your primary assignment, which will be supplemented by other assignments in the course of the semester.** You will be held accountable for all materials given, syllabus adjustments or modifications, announcements made, and discussions conducted, in class, even those that would most likely be missed because a student fails to show up in class.
2. **Sustained, active** participation in class, which includes each of the following:
  - a) First and foremost, your regular class attendance. Of course, you cannot actively participate in a class if you are not there, or are there only sporadically. Your regular presence in class is your most substantial evidence that you are actively involved in the course, so don't become invisible or otherwise fade away
  - b) For your class attendance to really count, you must actively participate in all the class and group discussions and activities, e.g. by asking or answering questions, by offering or requesting clarifications, and so on. You must join and actively participate in the small group discussions that will be a regular activity in the classroom. The quality of your attendance is as important as your physical presence. You are required to be **fully** engaged in whatever is going on in class from beginning to end. For this, coming to class prepared is key: **You must show evidence of having read and studied the assigned matter carefully before each class meeting.**
3. Satisfactory completion of all assignments and other requirements at the deadlines specified. Nothing will be accepted late without prior notification. If you think you cannot accomplish a requirement on time, you may get an extension in advance if you ask me and I see that you have a legitimate reason. But, again, you need to communicate with me ahead of time.
4. In all tests, papers, or discussions, you do not have to agree with me on any issue or with any of the philosophers or positions discussed in class, but you are expected to know thoroughly everything that has been discussed and explained in the course pertinent to the issue, **especially in the Powerpoint presentations and lectures**, and to present cogent reasons or arguments for any views you wish to advocate. Above all, you must make sure that you do not attack a "straw man" when you dispute a position contrary to yours. Positively, you are expected to apply the Principle of Charity in regard to positions you want to criticize. A self-critical attitude, which is manifested in an openness to and respect for ideas contrary to your own, as well as in the willingness to listen attentively to people with views different from yours, is **the** fundamental expectation for this course.
5. Academic honesty. **Any evidence of cheating, including plagiarism, constitutes sufficient reason for a failing grade for the assignment or exam, or even the entire course.** To avoid any appearance of plagiarism, be sure to document the sources for your work, using any standard citation format (MLA, APA, Chicago/Turabian's, etc.). All quotations and paraphrases require a citation.

### Course Requirements and relative weights

1. You will be required to keep a personal journal throughout the course, which is intended to enhance your personal interaction with the assigned course readings. It is going to be a running written record of your "real-time" thoughts in response to the assigned matter, unless I specify otherwise. Hence, your lecture notes must not be used and submitted as journal entries.

The journal is a loosely structured set of thoughts and observations. Unlike an essay or a regular research paper, organization is not very important, although it is strongly encouraged. The journal is primarily meant to aid you, not to inform an outside reader. Putting your thoughts in writing will allow you to think more clearly, help reinforce concepts learned, increase your recall and comprehension of the readings, apart, of course, from the obvious benefit of helping to improve your writing fluency. This exercise, if you take it seriously, will also help in preparing you for the course exams as well as for your regular paper.

For your journal entries, use only regular-sized ruled pad. Write an entry of *at least* 1 page per week on a single topic or set of topics in the syllabus. You should have a total of 11 pages at the end of the course in order to get the full credit for this requirement. You are expected to write each journal entry *while* you accomplish or *immediately after* you accomplish each reading assignment, with each entry expressing your understanding of, as well as your personal feedback, on the text, including problems, questions, and personal insights in your encounter with it. No late submission is allowed for any of these individual entries. It should be clear, therefore, that you cannot submit all of your 11-page journal on all the different topics at any single time.

I will be collecting your one-page journal entry every Wednesday, and **only** before the start of the class. No journal entry may be submitted during or after class. Each entry must be dated and have your name

clearly spelled. To aid in the evaluation of your journal entries, you are expected to write legibly in handwritten form, and use complete sentences in regular essay format. Each journal entry will not be graded on spelling, grammar, structured content, or the correctness of your views. The main criterion used in checking your journal will be: Do you have the appropriate entry in the appropriate form (handwritten, full page, essay format) at each meeting? If so, then you can receive the full credit of 1 point for the entry; if not, you will get less than the full credit. In order to ensure that you have the appropriate entry, I will be randomly reading parts of each of your journal entry—and occasionally reading all of it-- to check on evidence of honest effort in trying to understand the assigned text material. If you fail to submit a journal entry on any given Wednesday, you lose 1 full point. (Total maximum points: 10% of your final grade.)

2. Unannounced quizzes will be given during the first five minutes of the class period to ensure readings are completed prior to class. Quizzes cannot be made up. (Total maximum points: 10% of your final grade.)

3. A midterm exam (essay type) will be held on the 8<sup>th</sup> week of the semester. The coverage will include all matter taken up during the first eight weeks of the semester. (Total maximum points: 15% of your final grade.)

4. A 5-page paper or a pre-final exam (essay type). Students who choose to write a paper need to see me in my office for details. The topics for the pre-final exam will cover all matter not included in the coverage of the midterm exam. (Total maximum points: 20% of your final grade.)

5. Final exam (essay type). Since the final exam will cover the matter of the entire course, it will be preceded by a general review a full week before it occurs. (Total maximum points: 25% of your final grade.)

6. Sustained, active class participation, as defined above in Course Expectations, Item # 2. (Total maximum points: 20% of your final grade.)

To summarize:

Journal	10%
Quizzes	10%
Midterm exam	15%
Pre-final exam	20%
Final exam	25%
<u>Class participation</u>	<u>20%</u>

100%: TOTAL MAXIMUM POINTS FOR FINAL GRADE

### Course Schedule

Week 1: Introduction

Week 2: Gadamer's Truth and Method (TM)

Intro and Foreword, pp. xx-xxxviii

Part I, Chapt. 2, sec. 1, "Play as the Clue to Ontological Explanation, pp. 101-34

Part 2, Chapt. 1, Sec. 3, pp. 254-64.

Week 3: Gadamer's TM

Part 2, Chapt. 2, Sec. 1, pp. 277-379.

Supplement 1, pp. 505-42.

Week 4: Gadamer TM

Part 3, Secs. 1 & 2, pp. 381-438

Supplement 2, pp. 542-49.

Week 5: Habermas's The Theory of Communicative Action (TCA)

Preface, pp xxxix-xlii

Part 1, Chapt. 1 - 2, pp. 1-74

Week 6: Habermas's TCA

Part 1, Chapt. 3-4, pp. 75-143

Week 7: Habermas's TCA

Part 2, Chapt. 1-3, p.. 143-242 (skim Chapt. 3

Week 8: **Midterm Exam**



- Week 9: Habermas's TCA  
Part 2, Chapt. 4 and Part 3 (Skim Part 2, Chapt. 4).
- Week 10: Habermas's TCA  
Part 4, pp. 339-399
- Week 11: Lyotard, The Differend (D)  
Preface, pp. xi-xvi  
The Differend, No. 1-46, Protagoras, Georgias, and Plato Noces, p. 3-31.
- Week 12: Lyotard, (D)  
The Referent, the Name, Nos. 47-93  
Presentation, No. 94-104  
Gertrude Stein Notice, pp. 32-66
- Week 13: Lyotard (D)  
Presentation, Nos. 105-51  
Aristotle Notice, and Result, Nos. 152-160
- Week 14: Lyotard (D)  
Obligation, Nos. 161-177  
Levinas and Kant Notices, Nos. 178-217
- Week 15: **Submission of paper or prefinal exam**
- Week 16: Lyotard (D)  
The Sign of History, Nos. 218-264  
Cashinahua and Kant Notices, Nos. 151-180
- Week 17: **Final Exam**