

# Philosophy of Logic and Language (80-387/80-687)

Spring 2017

Tuesday/Thursday 10:30–11:50, PH 226A

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Office hours: Tue/Thu 1:40-2:30 (subject to change) or by appointment, BH135H

**Course Description:** In this course we examine the nature of logic and language and their relationship to the world and to each other. The class will consist largely in discussions based on a selection of readings. Topics covered will vary between offerings, but may include: truth and meaning, reference, modality, the roles of context and intent in meaning and communication, the suitability or unsuitability of logic as a model of natural language meaning, the notion of logical laws, and the roles of proof, inference, and entailment. Some prior experience with logic, formal semantics, or mathematics is assumed. No background in linguistics is required.

**Text:** No required text; readings will be provided.

## Grade Distribution:

Term papers	50%
Short responses	40%
Participation	10%

**Evaluation:** There will be two term papers assigned: one due (March 23) and one due at the end of term (May 4). Each is to be a critical assessment of one or more readings covered in class, and neither should be longer than 2500 words (about 5 pages). (If you would like to write a term paper on material not covered directly but closely related to the themes or topics of the course please consult with us first.) Each will be worth 20% or 30% of your final grade (with the higher grade getting more weight).

Throughout the semester, each student will also prepare a number of short responses to the assigned readings (4 for those enrolled in 387, 5 for those enrolled in 687). These should be relatively short reflections of one or two pages, and should be submitted to us at least 72 hours before the beginning of class on the day for which a reading is listed. They will be distributed to all class participants; everybody is expected to read all submitted responses in advance of the class when we discuss the readings. Students will also be expected to take point on the class discussion for the readings corresponding to those they have chosen to write responses to. Grades for responses will be based on both the written and the in-class component.

**Course Outline:** Weekly topics are subject to change, particularly those topics in the latter half of the term.

Date	Topic	Readings for This Date
1/17	Introduction and Overview	
1/19	Frege on meaning	Frege (1892) – quick look
1/24	More Frege; Russell on descriptions	Frege (1892) – careful read; Russell (1905)
1/26	Russell continued	
1/31	Vienna circle and verificationism	Carnap (1932)
2/2	Carnap continued; Quine on modality	Quine (1953)
2/7	Quine on opaque contexts	Quine (1956)
2/9		
2/14	Strawson and ordinary language	Strawson (1950; 1952)
2/16		
2/21	Austin and ordinary language	Austin (1956; 1961a)
2/23		Austin (1961b)
2/28	Ordinary language as logic-y: pragmatics	Grice (1967, Lec. 1); Searle (1966)
3/2		Grice (1967, Lec. 2)
3/7	Grice on conditionals	Grice (1967, Lec. 4)
3/9	Further Gricean explorations	Grice (1967, Lec. 5, 6)
3/14	<i>Spring break</i>	–
3/16		
3/21	Donnellan on descriptions	Donnellan (1966)
3/23	Kripke’s implicature alterna	Kripke (1977)
3/28	Ordinary language as logic-y: semantics	Partee (2011); Davidson (1967)
3/30		
4/4	Modality and opacity: later work	Kaplan (1967)
4/6		Partee (1978); Marcus (1995)
4/11	Generics	TBD
4/13		
4/18	(overflow)	–
4/20	<i>Carnival</i>	
4/25	Descriptions in discourse	Karttunen (1976); Heim (1983)
4/27		
5/2	Conditionals and modals revisited	Kratzer (1986)
5/4	(wrap up)	

### Readings:

1. Frege, Gottlob. 1892 “On Sinn and Bedeutung”
2. Russell, Bertrand. 1905 “On Denoting”
3. Carnap, Rudolf. 1932 “The Elimination of Metaphysics through Logical Analysis of Language”
4. Quine, W. V. O. 1953 “Reference and Modality” collected/published in *From a Logical Point of View*

5. Quine, W. V. O. 1956 “Quantifiers and Propositional Attitudes”
6. Strawson, P. F. 1950 “On Referring”
7. Strawson, P. F. 1952 “Introduction to Logical Theory” (excerpt only)
8. Austin, J. L. 1956 “A Plea for Excuses”
9. Austin, J. L. 1961a “Ifs and Cans”
10. Austin, J. L. 1961b “Performative Utterances”
11. Searle, John. 1966 “Assertions and Aberrations”
12. Grice, H. P. 1967/1987 William James Lectures (“Logic and Conversation”), collected/published in *Studies in the Ways of Words*
13. Donnellan, Keith S. 1966 “Reference and Definite Descriptions”
14. Kripke, Saul. 1977 “Speaker’s Reference and Semantic Reference”
15. Partee, Barbara H. 2011 “Formal Semantics: Origins, Issues, Early Impact”
16. Davidson, Donald. 1967 “Truth and Meaning”
17. Kaplan, David. 1967 “Quantifying In”
18. Partee, Barbara. 1978 “Semantics—Mathematics or Psychology?”
19. Marcus, Ruth Barcan. 1995 “A Backwards Look at Quine’s Animadversions on Modalities”
20. Karttunen, Lauri. 1976 “Discourse Referents”
21. Heim, Irene. 1983 “File Change Semantics and the Familiarity Theory of Definiteness”
22. Kratzer, Angelika. 1986 “Conditionals”

## Campus Resources

**Academic Development (AD):** Academic Development is the place to go for help with your academic work. They offer everything from Academic Counseling in study skills to Peer Tutoring. They also offer Supplemental Instruction and EXCEL Groups for select courses. Their services are designed to help both students who are having academic difficulties and those who just want to improve their performance. For more information, visit <http://www.cmu.edu/acadev>.

**Global Communications Center (GCC):** The GCC, on the ground floor of Hunt Library, provides one-on-one tutoring in written, oral, and visual communication for any student, at any level, in any discipline, at any stage of the composing process (<http://www.cmu.edu/gcc>).

**Intercultural Communications Center (ICC):** The Intercultural Communication Center helps nonnative English speakers (both international students and students who attended high school in the U.S.) develop the English language skills and cultural understanding needed to succeed at Carnegie Mellon. The center offers classes and noncredit workshops and seminars (for example, Presentation Basics, Communicating Data Effectively, and Language and Culture for Teaching (for international TAs)). For more information, visit <http://www.cmu.edu/icc>.

**Disability Services:** The Office of Disability Resources at Carnegie Mellon University has a continued mission to provide physical and programmatic campus access to all events and information within the Carnegie Mellon community. They work to ensure that qualified individuals receive reasonable accommodations as guaranteed by the Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. For more information, visit: <https://www.cmu.edu/hr/eos/disability>

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**Take care of yourself.** Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep, and taking some time to relax. You can't achieve your goals if you're sick from stress or burnt out.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know needs help, consider reaching out to a friend, faculty member, or family member you trust. Counseling and Psychological Services (CaPS) is also here to help: call 412-268-2922 and visit their website at <http://www.cmu.edu/counseling/>.