The goal of this class is not the typical introduction to the Analytical Philosophy of Language. It is an attempt at getting a grasp of the unique and much larger Linguistic Turn of the 20th century. We also want to understand, how this contemporary discourse relates to the very few earlier attempts at a philosophy of language in classical thought. Looking at the larger picture will hopefully allow us to see the issues more clearly than studying just one specialized discourse. In other words: it is a reading of the history of this topic with a systematic interest. This will also allow us to evaluate some theological implications at the end of the class.

The format of the class is a seminar; attendance and participation in the discussion is therefore crucial. Class sessions will aim at clarifying the readings; but given the scope of the material, this will not be possible as a step by step explanation of the text; it is therefore crucial that students come well-prepared to the sessions to discuss the readings. Students will also take turns introducing the various texts in class; this format will be explained in the first session.

As an outcome, the student will have gained a deeper awareness and understanding of the issues implied in a philosophy of language, and how they impact various streams of thought in history as well as theology.

A further outcome for the student should be an increased ability to articulate him-/herself philosophically in related matters, be it orally or in research and writing.

Evaluation is based on:

1) Class participation and contribution to the discussions.
2) Taking turns in preparing texts that are to be discussed in class and possibly by a presentation on the paper research.

1) and 2) include an evaluation of the following DSPT Institutional Goals:

B.3 Collaborative Learning: based on class participation

B.2 Service Dimension, i.e. your contribution to the common good of the class:
- class preparation
- oral participation as appropriate

A.2 Intellectual Humility:
- listening to your peers in class

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1 For some rubrics of evaluation for the Institutional Goals, please refer to the "Rubrics for Life-long Learning Skills" and "Rubrics for Effective Leadership" on the DSPT website.
3) a 15-20pp research paper (75% of grade)

This includes an evaluation of the DSPT Institutional Goals:

A.1 Integrative Thinking (as explained in the paper guidelines)
A.2 Intellectual Humility:
   a. Academic work includes listening to the scholarly community; this is demonstrated in your research and use of your sources (books and journal articles) in the research paper.
A.3 Self-Direction
   Finding your own paper topic will demonstrate this ability.
B.1 Prophetic dimension
   Your paper and its topic can be an opportunity to show that you can identify relevant issues and address them.
B.3 Collaborative dimension
   Integrating feedback on your paper.

The research paper is subject to approval and will ideally consist in relating two different authors with regard to our subject matter or a topic of the student’s interest.

For this purpose, I ask you to give me a paper proposal by TH 4/2. This proposal should consist of a short paragraph, describing the topic of your choice (it might be good to talk to me about it some time beforehand), and a bibliography. The bibliography is most important. Please make your bibliography as specific as possible. Do not quote general handbooks or the textbooks of the class. As one possible research tool I recommend the “philosopher’s index” that is available on the GTU library website (although this will probably suffice only as a starting point). It is not required – but a good practice – to write an outline as well.

The deadline for the paper is TH 5/21. Out of fairness to other students who submit their work on time, missed deadlines will result in a lower grade.

Class attendance is mandatory. Attendance and participation will impact the grade.

**Bibliography required:**


- Before the begin of the semester there will be a READER available from Vick’s Copy (1879 Euclid, corner of Hearst and Euclid)

**Recommended texts:**

- Jere Paul Surber (ed.), Metacritique: The Linguistic Assault on German Idealism Amherst: Humanity Books, 2001). [Some of these texts are in the Reader, this is for further interest only.]

Other texts will be recommended in class.

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2 Please refer to the attached paper guidelines and the Research Readiness Paper Review Form.
**Class Schedule**

*This syllabus is a maximum. We might have to drop one or the other aspect.*

**TH 2/7**  
Introduction:  
**Platonic and Aristotelian beginnings I**  
*Aristotle’s “semantic triangle” and Aquinas’ commentary*  
Reader p. 4-11

**TH 2/14**  
**Platonic and Aristotelian beginnings II**  
*Plato and Aquinas’ reading of Augustine’s Platonism*  
Reader p. 11-59  
Nye p. 3-11

**TH 2/21**  
**A first linguistic turn: the 18th century I**  
*The origins and roots of language: history or logic?*  
Reader p. 60-91  
Nye p. 11-17 (Rousseau)  
*Ordinary language vs. Kant: the “Metacritique”*  
Reader: 353-395 (Herder etc.)

**TH 2/28**  
**A first linguistic turn: the 18th century II**  
*The origins and roots of language: history or logic?*  
Bernhardi, Humboldt  
Reader p. 396-410, 92-94 (Bernhardi, Humboldt³)  
some contemporary connections:  
Nye p. 46-52 (Benveniste) and 24-30 (Frege)

**TH 3/7**  
**A first linguistic turn: the 18th century III**  
*N.B.: I will have to travel to a conference and would appreciate, if we could move this meeting, perhaps to Wednesday 3/13, in the morning.*  
*Hegel*  
Hegel: Reader p. 411-434

**TH 3/14**  
**Word and object I**  
*Nominalism, Behaviorism and Translation: Locke, Quine*  
Nye p. 18-24 (Locke)  
Nye p. 259-266 (Quine, indet. of translation)  
Nye p. 213-225 (Davidson)  
Nye p. 77-84 (Ayer)

**TH 3/21**  
**Word and object II**  
*Picture or usage: Wittgenstein*  
Reader p. 103-108 (On the paradox)  
Nye p. 42-46, 85-93 (Wittgenstein)

**TH 3/28**  
**Holy Week and Reading Week**

TH 4/4  paper proposals due

**Word and object III**

*Sense and reference: Frege, Russell, Kripke, Putnam*

- Nye p. 69-71, 151-153 (intros)
- Nye p. 72-77 (Frege)
- Nye p. 154-158 (Russell)
- Nye p. 159-165 (Kripke)
- Reader p. 94-102 (Putnam)
- (Nye p. 192-212 (Tarski)?)

TH 4/11  Word and object IV

*Speech acts and intentionality: Searle*

- Reader p. 108-128
- Nye p. 126-131 (Austin)
- Nye p. 118-125 (Grice: Meaning)

TH 4/18  Linguistic relativism? I

*Nietzsche, Whorf, Chomsky, Foucault, Davidson,*

- Reader p. 129-161 (Nietzsche, Chomsky)
- Nye p. 266-271 (Whorf)
- Nye p. 166-170 (Foucault)
- Nye p. 271-283 (Davidson, conceptual scheme)

TH 4/25  Linguistic relativism? II

*Hermeneutics and Phenomenology (Gadamer, Levinas, Ricoeur)*

- Reader p. 161-196

TH 5/2  Semiotics and Structuralism: the materiality of the signifier I

*Peirce and Saussure*

- Reader p. 196-220

TH 5/9  Semiotics and Structuralism: the materiality of the signifier II

*continued*

*Writing: Derrida*

- p. 221-264

(additional material, not required: Reader 264-292)

TH 5/16  Theological applications I

*Cultural Linguistic Approach:*

*Intro.: W. Kasper and K. Rahner*

- Lindbeck and Ramelow

  - Reader p. 292-305 (Kasper and Rahner)
  - Reader p. 309-333 (Lindbeck and Ramelow)

TH 5/23  Theological applications II

*Speaking analogically: John Paul II. and Aquinas*

- Reader p. 305f. *(Fides et ratio)*
- Reader p. 334-352 (Aquinas)

papers due

evaluations
**Paper Guidelines**

The topic of your paper can be a comparison of two philosophers on a given issue. There are many other possibilities, although I discourage papers that are merely descriptive of one philosopher’s thought. I would like you to integrate two thinkers or a conversation around an issue across the ages. I do encourage you to use topics of your own interest or background. There are many graduate student conferences now; you might want to write a paper with an eye to presenting it in such a venue. An increasing number of students have done so successfully. The topic is, however, subject to approval. You can talk to me before or after your proposal.

The paper is a **research paper (15-20 pages, 12pt, double space)**. Hence I expect you to research and use secondary literature. This is to be documented in the use of footnotes (not endnotes!) and in a **bibliography**.

The **bibliography** is most important. Please make your bibliography as specific as possible. I would like to see at least three pertinent journal articles in your bibliography; this is more important than generic books. As a help: please use the “philosopher’s index” at the GTU library, although this might only provide you with a starting point. Topics without pertinent literature are not viable; if it requires extensive research on primary texts, you should leave it for your dissertation.

To avoid some common pitfalls: please **focus on your topic**. There is no need for biographical introductions on philosophers. (Biographical details can, of course, be brought in, if they explain some subject matter.)

Please avoid flowery or cryptic **language**. Be as sober as possible. Building literary smoke screens will not make your paper appear more profound, but only less intelligible. Focus on making arguments and positions clear.

Do some **proofreading**. If English is your second language, it can be a good idea to ask someone else to help you. Please do write complete sentences that have a grammatical structure. (Unfortunately that does not always seem to be self-understood.) Shorter sentences can make that easier. Grammatical correctness is more important than political correctness (e.g. do not use “they” as a singular).

**Subdividing it into chapters** (with headlines) can help the structure of your paper. It will help the clarity of your own thought process – as well as that of the reader. Please use page numbers.

**Plagiarism** is unacceptable and will result in a failing grade.

**Proposal**

The proposal is due the class after reading week. It consists in 2 or 3 sentences, stating your topic, plus a pertinent bibliography. (Please do not include the textbooks of the class.) This exercise is meant to help you to clarify your topic and focus your bibliography; after that, the paper should come easy. It is also a good exercise for a future thesis proposal. The topic is subject to approval.