



Undergraduate students may write a 6 page paper in place of two of the assignments. Come speak with me before the first assignment is due if you want to go this route. Graduate students must write a 10–12 page term paper in addition to the assignments.

## Weekly Schedule

The following is a tentative schedule of the topics we will cover. What we read when will depend on the pace at which we proceed, I will announce the weekly reading in class.

- Week 1:** Kant on the analytic/synthetic distinction and arithmetic truths. Frege’s logicism.  
**Reading:** Kant (1787), *Critique of Pure Reason*, Introduction Sec. IV-VI; Frege (1884), *The Foundations of Arithmetic*, Introduction.
- Week 2:** Frege on the analytic/synthetic distinction; criticism of opposing views on the nature of arithmetical propositions.  
**Reading:** Frege (1884), *The Foundations of Arithmetic*, §1–17.
- Week 3:** Frege’s criticism of opposing views on Number, unity, and one.  
**Reading:** Frege (1884), *The Foundations of Arithmetic*, §18–45.
- Week 4:** Frege’s positive proposal.  
**Reading:** Frege (1884), *The Foundations of Arithmetic*, §45–77, §88.
- Week 5:** Wrapping up *Foundations*. Russell’s Paradox. Frege on functions and concepts.  
**Reading:** Frege (1891), ‘Function and Concept’
- Week 6:** Frege on functions, concepts, and objects. The concept *horse* paradox.  
**Reading:** Frege (1892), ‘On Concept and Object’
- Week 7:** Frege’s puzzle and the sense-reference distinction.  
**Reading:** Frege (1892), ‘On Sense and Reference’
- Week 8:** Wrapping up ‘On Sense and Reference’: the reference of sentences, belief reports, pre-supposition and definite descriptions.  
**Reading:** Frege (1892), ‘On Sense and Reference’
- Week 9:** *Spring break!*

**Week 10:** Russell's theory of propositions.

**Reading:** Russell (1903), *The Principles of Mathematics* §43 and Ch. IV.

**Week 11:** Russell's changing views on denoting.

**Reading:** Russell (1903), *Principles of Mathematics* Ch. V; Russell (1905), "On Denoting"

**Week 12:** Wrapping up 'On Denoting'. Russell on acquaintance with sense data.

**Reading:** Russell (1912) *Problems of Philosophy*, Ch. I

**Week 13:** Knowledge by acquaintance and by description. The multiple relation theory of judgment.

**Reading:** Russell (1912) *Problems of Philosophy*, Ch. V and XII. (Optional: Russell (1910), 'On the Nature of Truth and Falsehood')

**Week 14:** Facts, atomic facts, simples, and pictures.

**Reading:** *Tractatus* 1 – 2.225

**Week 15:** Thoughts, propositions, and signs.

**Reading:** *Tractatus* 3 – 3.3

## Texts

I will make pdfs available on Blackboard of everything we'll read. But be aware that reading philosophy is not like reading a magazine. It is an involved process: you should read everything twice (before class and again after), underline or highlight important points, write marginal comments, and take notes as you go along to reconstruct the dialectic and arguments in your own words. With that in mind, I encourage you to print out each text, I find this more conducive to the engaged, active reading that is necessary in philosophy. If you like to own books, you can get the following:

- Frege, G. (1884). *The Foundations of Arithmetic*. Northwestern University Press, 1980
- Russell, B. (1912). *The Problems of Philosophy*. Oxford University Press, 1997
- Wittgenstein, L. (1922). *Tractatus Logico-Philosophicus*. Routledge, 1981 (This edition includes the German text and the English translation by Ogden and Ramsey; other editions are fine too)

I probably won't assign readings from the (vast) secondary literature, but here are is a list of resources (by no means exhaustive!) that you may find helpful:

- The *Cambridge Companion* series has volumes on Frege (2010), Russell (2003), and Wittgenstein (2017).

- Weiner, J. (1999). *Frege*. Past Masters. Oxford University Press
- Kenny, A. (2000). *Frege: An Introduction to the Founder of Modern Analytic Philosophy*. Wiley-Blackwell
- Anscombe, G. (1959). *An Introduction to Wittgenstein's Tractatus*. Harper & Row, 1965, 2nd edition
- Fogelin, R. (1987). *Wittgenstein*. Arguments of the Philosophers. Routledge, 2nd edition

## Course Policies

### Academic Integrity

Do not cheat. All the work you submit for this class must have been written by you and represent your own understanding of the material. Any established academic integrity violation may result in course failure, regardless of violation level. For details on SU's academic integrity expectations and policies visit:

<http://class.syr.edu/academic-integrity/policy/>

### Extensions and Absences

To request an extension on an assignment you need to contact me at least two days before the assignment is due. Unexcused late work will not be accepted. If you expect to be absent from class for a religious observance, please notify me within the first two weeks of the semester.

### Electronic Devices

Phones should be put away during class and the volume muted. You may use a laptop or tablet to take notes, but if the devices becomes a distraction I will ask you to stop using it.

- Devices can be significant source of distraction to you and those around you, and as such can have a negative impact on the classroom experience of the whole group.
- Be intentional and honest with yourself about the use of technology. You need to think carefully about what method of taking notes will be most conducive to your learning and remaining attentive in class.
- If you do use a device, close your browser and turn off notifications. I would encourage you to turn off your internet connection as well.

### Email Policy

I will be checking my email on Tuesdays and Thursdays this semester, and only occasionally on other days. I will reply to emails about brief class-related questions, but for substantive inquiries about course content please come see me during office hours or schedule an appointment.

### Disability Accommodations

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the [Center for Disability Resources \(CDR\)](#) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit their website at <https://disabilityresources.syr.edu>. Please call (315) 443-4498 or email [disabilityresources@syr.edu](mailto:disabilityresources@syr.edu) for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.