

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES

PHILOSOPHY
COURSE UNIT OUTLINE 2018-19

PHIL30022 Philosophy of Social Science
Semester: 2 Credits: 20

- Lecturer(s):** Prof. Thomas Uebel
Office: Humanities Bridgeford Street 2.51
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Email: thomas.e.uebel@manchester.ac.uk
Office Hours: Tuesdays 1pm-3pm,
Please email to arrange an appointment outside of these hours.
- Tutors:** Tutorials will be taken by Thomas Uebel
- Administrator:** Christopher Ashworth, UG Office, G.001 Arthur Lewis Building
Tel: 0161 275 7129 Email: christopher.ashworth@manchester.ac.uk
- Lectures:** Tuesday 11-1pm, Roscoe 2.4
- Tutorials:** Wednesday
Allocate yourself to a tutorial group using the Student System
(this is compulsory and on a first come, first served basis)
- Assessment:** 2 hour exam – 67%
2,500 word essay – 33%
- Easter Break:** Monday 8th April 2019 – Friday 26th April 2019
- Philosophy Intranet:** <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/>
Please go to the intranet for staff and TA office hours, the Philosophy Study Guide, and advice on accessing online philosophy resources.

*****IMPORTANT INFORMATION – PLEASE READ*****

Pre-requisite(s): 40 PHIL credits at Level 1

Communication: *Students must read their University e-mails regularly, as important information will be communicated in this way.*

Examination period: Monday 13 May – Friday 24 May 2019

Please read this course outline through very carefully as it provides essential information needed by all students attending this course

2. ABOUT THE COURSE

Summary

This course will survey some issues that are shared by all of the social sciences and some that are specific to economics and history. Topics covered will include the role of causal explanation in social science and its relation to functional and structural explanations; the problem of reflexive predictions; reductionism and “methodological individualism”; the supposed dichotomy of explanation and understanding and the role of narrative explanations; conceptual issues in rational choice theory; the role of theory, values and ideology in economics, esp. welfare and environmental/ecological economics; and the possibility of objectivity in social science and its relation to civic engagement.

Aims

The course aims to:

- provide students with a detailed understanding of some of the main issues that make up philosophy of social science
- to help students come to terms with some central texts in the field
- encourage students to think through these issues for themselves and arrive at well-argued conclusions.

Learning Outcomes

On successful completion of this course unit, students will be able to demonstrate:

- a critical understanding of some of the main disputes that make up philosophy of social science
- a thorough knowledge of some of the central texts of the field
- an ability to write concisely, relevantly and analytically about the issues raised, both in an essay and under examination conditions.

3. COURSE ORGANISATION

Lectures: Tuesday 11-1pm, Roscoe 2.4

Tutorials:

DAY & TIME	LOCATION	TUTOR
Wed 9-10	Alan Turing_G.207	Thomas Uebel
Wed 10-11	Alan Turing_G.207	Thomas Uebel

Tutorials are weekly, starting in week 2. Attendance at tutorials is compulsory. It is students' responsibility to ensure that they have been allocated to a tutorial group. Students may not change group without permission.

Work and attendance

The work and attendance requirements for this course are that you:

- **Attend all tutorials**
If you are absent from a tutorial through illness you should inform your tutor and fill in a Certification of Student Ill Health (available from your department or from the SoSS UG Office; see your degree programme handbook for further details). If you are absent for another reason

you should tell your tutor or the Philosophy Administrator, Chris Ashworth as soon as possible – if possible, *before* the tutorial.

- **Prepare adequately for tutorials**
You will be set preparatory work for tutorials; see the study budget below for a guide to roughly how long you should spend on this.
- **Complete written work on time**
Failure to complete assessed work by the due date constitutes a violation of the work and attendance requirement.

Violations of work and attendance requirements will be reported to your Programme Director. If you have difficulties (e.g. personal, financial or family problems) that result in persistent failure to meet the work and attendance requirements, you should talk to your Programme Director or Academic Advisor.

Texts recommended for purchase: Most of the readings for tutorials are taken from this book:

M. Martin and L. McIntyre (eds.), *Readings in the Philosophy of Social Science*, MIT Press, Cambridge, Mass., 1994

Course materials: Further materials will be made available on the courses Blackboard site. Log-in to Blackboard at:
<https://blackboard.manchester.ac.uk/webct/entryPageIns.dowebct>

Study budget

The University's Academic Standards Code of Practice specifies that a 20 credit course is expected to require about 200 hours work by students. For this course, you are recommended to break this down roughly as follows:

Lectures	10 x 2 = 20 hours
Tutorials	10 hours
Tutorial preparation	10 x 5 hours = 50 hours
Essay preparation	40 hours
Exam preparation	80 hours

TOTAL: 200 hours

Prompt arrival at classes

Students should note that all lectures and tutorials start **on the hour** and should end at 50 minutes past the hour. Late arrival for tutorials may result in your being marked absent; if you arrive late it is your responsibility to ensure that your tutor has marked you as present.

4. ASSESSMENT

Assessment Criteria

For the assessment criteria for PHIL course units, see the *Philosophy Study Guide* (available online at: <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/study-resources/>) which also provides further guidance concerning the assessment criteria.

EXAMINATION

One two hour exam will be set at the end of semester two, in which you must answer two questions. This provides two-thirds of your assessment for the course. You will not be able to reproduce material from your assessed essay in your exam.

Since this course is brand new, there are no past exam papers. Sample exam questions can be found in Section 8 of this Course Guide.

ASSESSED ESSAYS

One essay of 2,500 words (titles listed below) which provides one third of your assessment for this course.

The word limit includes footnotes but **excludes** the bibliography.

Students must state the word count at the end of the essay – failure to do so will result in a deduction of 2 marks.

If an essay goes over the word limit by 10% or more, 5 marks will be deducted.

Presentation

Essays must be typed in at least 12 point in a readable font, and should be **double spaced**. They should include proper bibliography and references.

When submitting electronically the title of the file you upload should be your student ID number followed by the question number. All essays are marked anonymously; please do not put your name on the filename or anywhere in the essay.

Bibliography and Referencing

The lack of a proper bibliography and appropriate references (citations) will potentially greatly affect the mark for the work and may be considered plagiarism.

For full guidance on how to refer to works you are citing and paraphrasing in your essay, and how to write a bibliography, is provided in Chapter 5 of the Philosophy Study Guide. **You MUST follow this guidance.** Bibliography and referencing conventions can vary from discipline to discipline, and the conventions in Philosophy may differ from those employed in other subjects you are studying.

Plagiarism

Plagiarism is a form of academic malpractice that can result in serious penalties, including deduction of marks, the award of a mark of 0, and – in the most serious cases – exclusion from the University. There is also philosophy-specific guidance on plagiarism (and how to avoid plagiarising accidentally) in Chapter 5 of the Philosophy Study Guide.

Students should also consult the University's statement on plagiarism, which can be obtained from the School of Social Sciences student intranet.

Submitting your essay

This unit uses online submission and marking only.

You must submit your essay electronically to 'Turnitin' via Blackboard. Further instructions on this are available on the Blackboard site for the course, see: <https://online.manchester.ac.uk>

When submitting electronically, the title of your essay (i.e. the filename) should be your student ID number, followed by the question number, i.e. xxxxxx Qy.

Failure to submit an electronic copy of your essay will result in a mark of zero.

Deadline

The submission date for the assessed essay is **Tuesday 2 April**. All essays should be submitted by **2.00pm** on the hand in day.

See the *Philosophy Study Guide* for information about the granting of extensions and penalties for unexcused late submission and for overlong essays.

Penalties for late submission of essays

Essays submitted after 2.00pm carry the following day's date.

Please see the Policy on the Submission of Work for Summative Assessment in relation to the institutional sliding scale for penalties relating to late submission of work (<http://documents.manchester.ac.uk/display.aspx?DocID=24561>).

Please note particularly point 4.7: 'The mark awarded will reduce by 10 marks per day for 5 days (assuming a 0 -100 marking scale), after which a mark of zero will be awarded'.

Students who have a valid reason (i.e. mitigating circumstances with the necessary documentation) for not being able to submit their assessed essay on time should collect a mitigating circumstances

form from the SoSS Undergraduate Office (Arthur Lewis Building, G.001), which should be completed and returned to G.001.

Accessing feedback for essays using online marking

Feedback on your assessed essay will be available on Blackboard no later than 15 working days after the essay deadline date (provided the essay is submitted on time).

To access the feedback please log into My Manchester and go to the **Blackboard** site for this unit.

Navigate to the **Submission of Coursework folder** and then click on and follow the instructions under: **'How to download your feedback from Turnitin'**

Please note that all essay marks are provisional until confirmed by the external examiner and the final examinations boards in June.

Students are welcome to discuss their essay with the course convenor during their office hours.

Feedback

The School of Social Sciences (SoSS) is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Students are reminded that feedback is necessarily *responsive*: only when a student has done a certain amount of work and approaches us with it at the appropriate fora is it possible for us to feed *back* on the *student's work*. The main forms of feedback on this course are written feedback responses to assessed essays and exam answers.

We also draw your attention to the variety of generic forms of feedback available to you on this as on all SoSS courses. These include: meeting the lecturer/tutor during their office hours; e-mailing questions to the lecturer/tutor; asking questions from the lecturer (before and after lecture); presenting a question on the discussion board on Blackboard; and obtaining feedback from your peers during tutorials.

Assessed Essay Titles

Either: " 'Functional explanations are teleological in nature and therefore unscientific.' Discuss."

Or: "Do the problems of reflexive predictions spell the end of naturalistic approaches to social science?"

5. COURSE OUTLINE

Week 1 (beg. 28th Jan) Organisation
Housekeeping matters and introductory remarks.

Week 2 (beg. 4th Feb) Scientific Explanation
The classical DN-model and its problems; the situation in the natural sciences after Hempel. Comparison with the social sciences. The rationale of the search for laws and causal explanations: need all scientific laws be universal?

Week 3 (beg. 11th Feb) Functional Explanation and Reflexive Predictions
The social sciences are also sometimes held to provide distinctive forms of explanation: functionalism or functional explanation and structuralism or structural explanation. Are these *sui generis* or are they to be understood as varieties of causal explanation (if they are successful at all)? The problem of reflexive predictions.

Week 4 (beg. 18th Feb) Reductionism and Methodological Individualism
The fate of "unified science". What is involved in theory reduction? Can the social sciences be reduced to any more basic sciences, or even to individual psychology? The doctrine of "methodological individualism" and its problems.

Week 5 (beg. 25th Feb) The Hermeneutical Challenge

Review of the hermeneutic tradition. Point and content of the slogan: understanding, not explanation. Taylor's interpretivism and its criticism.

Week 6 (beg. 4th Mar) Action and its Explanation

Weber's definition of 'action' and 'social action'. How are actions explained? Can reasons be causes? Can rational explanation be nomological? The problems of historical explanation: are narratives explanatory?

Week 7 (beg. 11th Mar) Rationality and Rational Choice Theory

Outline of the theory of rational choice and decision as an attempt to combine naturalistic and hermeneutic insights within one framework. Its paradoxes and promises. The notions of thin and thick rationality.

Week 8 (beg. 18th Mar) The Socialist Calculation Debate Revisited

Review of early debate about possibility of rational economic calculation under socialism between Neurath and Mises, and later Hayek. Assessment of advocacy of marketless socialism and market fundamentalism in terms of the arguments presented.

Week 9 (beg. 25th Mar) Issues in Welfare Economics and Ecological Economics

What is the proper object of welfare economics? Various conceptualisations of 'utility' and its alternatives (capabilities) and consequences of their adoption considered. - The debate between environmental and ecological economics: can non-market values be 'monetarised'?

Week 10 (beg. 1st Apr) Values and Objectivity in Social Science (I)

Can there be value-free social science? Different meanings of the term 'value-freedom'. Weber and his critics; the position of Critical Theory (Habermas). The claimed irreducibility of "thick" ethical terms. The argument from inductive risk and the tenability of the distinction between epistemic and non-epistemic values.

Week 11 (beg. 29th Apr) Values and Objectivity in Social Science (II)

More contemporary debates. The relevance of new philosophical conceptions of objectivity to the question of whether objectivity and engagement can co-exist. Feminism and anti-racism in social science. Different degrees of value-involvement in different social science disciplines.

Week 12 (beg. 6th Apr) Revision Session

An informal Q&A revision session. No summary presentation: bring your own questions!

6. CORE READING LIST

A web-based version of this reading list, with links to catalogue entries, is available on The University of Manchester Library web site. (Click on 'Reading Lists' on the left of the main catalogue page.) Detailed bibliographies for each week's philosophical topic will be given on the tutorial worksheets (available on Blackboard). But, in addition, the following books also have helpful material in them.

All reading lists are for guidance only! The texts listed should help you increase your understanding of the topics covered in the course, and help you prepare for the assessed essay and exam. But you are also encouraged to use your own initiative and find relevant articles and books by chasing up interesting footnotes, browsing real and virtual libraries, following your hunches, and so on.

Below is given a list of the **core readings** that relate directly to the lectures of the weeks indicated.

NB: The **target text(s)** that the **tutorials** is taken from the list below and is listed (together with study questions) in the relevant week's entry under "course Content]" on the Blackboard page of this course. Copies of materials not in MM or available as e-journal/book will be put up on Blackboard.

"MM" refers to the Martin and MacIntyre anthology, listed above in sect.3 and below in sect. 7; "SG" to the Steel and Guala anthology listed below in sect. 7; "***" after original publication details means it's available as e-journal or e-book in John Rylands Library and downloadable.

Week 2 (beg. 4th Feb): Scientific Explanation

- Hempel, "The Function of General Laws in History", in MM, Ch.3 and SG, Ch.5; orig. in *Journal of Philosophy* 39 (1942), 35-48.**
- Kincaid, "Defending Laws in the Social Sciences", in MM, Ch.8; orig. in *Philosophy of Social Science* 20 (1990) 56-83.**
- Woodward, "Explanation and Invariance in the Special Sciences", *British Journal for the Philosophy of Science* 34 (2000) 197-254.**

Week 3 (beg.11th Feb): Functional Explanations, Reflexive Predictions, Historical Explanation

- Kincaid, "Assessing Functional Explanations in the Social Sciences", in MM, Ch.26; orig. in *PSA 1990, Vol. 1* (Philosophy of Science Supplement 1991), 341-354.**
- Elster, "Functional Explanation: In Social Science", in MM, Ch.25; orig. in Elster, *Explaining Technical Change*, Cambridge UP, 1983, 55-68 + 241-243.
- Cohen, "Functional Explanation: In Marxism", in MM, Ch.24; orig. in Cohen, *Karl Marx's Theory of History*, Princeton UP, 1978, 278-296.
- Romanos, "Reflexive Predictions", in MM, Ch10: orig. in *Philosophy of Science* 40 (1973) 97-109.**
- Buck, "Reflexive Predictions", *Philosophy of Science* 30 (1963) 359-369.**

Week 4 (beg. 18th Feb): Reductionism / Methodological Individualism

- Fodor, "Special Sciences", in MM, Ch.44; orig. in *Synthese* 28 (1974) 97-113.**
- Watkins, "Historical Explanation in the Social Sciences", in MM, Ch.28; orig. in *British Journal for the Philosophy of Science* 8 (1957) 104-117.**
- Lukes, "Methodological Individualism Reconsidered", in MM, Ch.29; orig. in *British Journal of Sociology* 19 (1968) 119-129.**
- Kincaid, "Reduction, Explanation and Individualism", in MM, Ch.30; orig. in *Philosophy of Science* 53 (1986) 492-513.**

Week 5 (beg. 25th Feb): Hermeneutical Challenge and Historical Explanation

- Taylor, "Interpretation and the Sciences of Man", in MM, Ch.13; orig. in *Review of Metaphysics* 25 (1971) 3-51.**
- Martin, "Taylor on Interpretation and the Sciences of Man", in MM, Ch.17, or see "Geertz and the Interpretive Approach in Anthropology", *Synthese* 97 (1993) 269-280.**
- Geertz, "Thick Description: Toward an Interpretive Theory of Culture", MM, Ch.14 and SG, Ch.11; orig. in Geertz, *Interpretation of Cultures*, Basic Books, 1983, Ch.1.
- Follesdal, "Hermeneutics and the Hypothetico-Deductive Method", in MM Ch.15, orig. *Dialectica* 33 (1979) 319-336.**
- Mantzavinos, "Explanations of Meaningful Actions", *Philosophy of the Social Sciences* 42 (2012) 224-238.**
- Mink, "The Autonomy of Historical Understanding", *History and Theory* 5 (1965) 24-47.**
- Roth, "Narrative Explanations", in MM, Ch.45; orig. in *History and Theory* 27 (1988) 1-13.**

Week 6 (beg. 4th Mar): Action and its Explanation

- Davidson, "Action, Reason and Causes", in MM, Ch.43; orig. in *Journal of Philosophy* 60 (1963) 685-700.**
- Davidson, "Psychology as Philosophy", in MM, Ch.6; orig. in Brown (ed), *Philosophy of Psychology*, Macmillan, 1973, 41-52 + 60-67.
- Goldman, "Interpretation Psychologized", in SG Ch12; orig. in *Mind and Language* 4 (1989) 161-85.**
- Uebel, "Narratives and Action Explanation", *Philosophy of the Social Sciences* 42 (2012) 31-67.**

Week 7 (beg. 11th Mar): Rationality and Rational Choice Theory

- Elster, "Nature and Scope of Rational Choice Explanation", in MM, Ch.20; orig. in LePore & McLaughlin (eds) *Actions and Events*, Blackwell, 1985, 60-72.
- Hollis, *Reason in Action*, Cambridge UP, 1996, Ch. 5.
- Follesdal, "The Status of Rationality Assumptions in Interpretation...", in MM, Ch.19; orig. in *Dialectica* 36 (1982) 301-316.**
- Pettit, "The Virtual Reality of Homo Economicus", SG Ch.16; orig. in *The Monist* 78 (1995) 308-329.**

Week 8 (beg. 18th Mar): The Socialist Calculation Debate

- Neurath, "Character and Course of Socialization", in *Empiricism and Sociology*, Reidel, 1973, Ch.5;
- Mises, "Economic Calculation in the Socialist Commonwealth", in Hayek (ed.) *Collectivist Economic Planning*, Routledge, 1935, Ch.3;

Neurath, "Socialist Utility Calculation and Capitalist Profit Calculation", in *Economic Writings*, Kluwer, 2004, Ch.14;
Hayek, *Individualism and Economic Order*, Chicago, 1948, Ch.4.
Uebel, "Incommensurability, Ecology and Planning", *History of Political Economy* 37 (2005) 309-342**
Uebel, "Calculation in Kind and Substantive Rationality: Neurath, Weber, Kapp", *History of Political Economy* 50 (2018) 289-320.**

Week 9 (beg. 25th Mar): Issues in Welfare and Ecological Economics

Sen, "Rational Fools", *Philosophy and Public Affairs* 6 (1976).**
Vatn & Bromley, "Choices without Prices without Apologies", in *Handbook of Environmental Economics* (ed. by D.W.Bromley), Blackwell, 1995, Ch.1.
Sen, *On Ethics and Economics*, Blackwell, 1987, Ch 2
O'Neill, "Sustainability, Welfare and Values over Time", in Adger & Jordan (eds) *Governing Sustainability*, CUP, 2009, Ch.12.
Hausman & McPherson, "Taking Ethics Seriously: Economics + Contemporary Moral Philosophy", *Journal of Economic Literature* 31 (1993) 671-731, Sects.1+3.**

Week 10 (beg. 1st Apr): Values and Objectivity in Social Science (1)

Weber, "'Objectivity' in Social Science and Social Policy", in MM, Ch. 34; orig. trans. in Weber, *The Methodology of the Social Sciences*, Free Press, 1949, Ch.1.
Nagel, "The Value-Oriented Bias of Social Inquiry", in MM, Ch. 36 and SG,, Ch. 1; orig. in Nagel, *The Structure of Science*, Harcourt, Brace & World, 1961, Ch.14, Sect.5.
Habermas, "Knowledge and Human Interest. A General Perspective", in Habermas, *Knowledge and Human Interest*, Heinemann, 1972, 301-317;
Williams, "Thick and thin moral concepts", *Ethics and the Limits of Philosophy*, London Fontana, Ch.8
Blackburn, "Disentangling Disentangling", in Kirchin, *Thick Concepts*, Oxford UP, 2013, 121-130.**

EASTER VACATION

Week 11 (beg. 29th Apr): Values and Objectivity in Social Science

Longino, *Science as Social Knowledge*, Princeton, 1990, Ch 4.
Douglas, "The Irreducible Complexity of Objectivity.", *Synthese* 138 (2004) 453-473.**
Steel, "Epistemic Values + Argument from Inductive Risk", *Philosophy of Science* 77 (2010) 14-34.**
Hacking, "The Looping Effects of Human Kinds" in SG, Ch.2; orig. in Sperber & Premack (eds) *Causal Cognition*, Oxford UP, 1995, 351-383.
Haslanger, "Gender and Race: (What) Are They? (What) Do We Want Them to Be?", *Nous* 34 (2000) 31-55.**
Outlaw, "Toward a Critical Theory of Race", in Goldberg (ed) *Anatomy of Racism*, Minnesota UP, 1990, 58-82. Repr. in Boxhil (ed) *Race and Racism*, Oxford UP, 2001, 58-82.
Fricker, "Powerlessness and Social Interpretation", in SG, Ch.3; orig. in *Episteme* 3 (2006) 96-108.**

7. BIBLIOGRAPHICAL OVERVIEW

Reading beyond that required for tutorials is strongly recommended. Below is a list of some recommended secondary literature on the field and a list primary source articles, grouped by topic, see the lists below. (Inevitably, this is elective and not comprehensive.) Listed first are general books and, following it, specific readings organised per lecture/tutorial topic.

(Do consult additional readings for your assessed essay and for revision so as to put the required reading in a wider context. however, that familiarity with and a good critical understanding of the required readings is of overarching importance for your essay and exam; boosting the bibliography of your assessed essay with secondary works, or your exam answers with references to them, could not possibly make up for a shortfall in your treatment of the required readings.)

One recommended background text for the general philosophy of social science is:

Mark Risjord *Philosophy of Social Science. A Contemporary Introduction*, Routledge, 2014

Other introductory or overview texts concerning philosophy of social you may want to consult are:

Alan Ryan, *The Philosophy of the Social Sciences*, Macmillan, 1970;
David Braybrooke, *Philosophy of Social Science*, Prentice-Hall, 1987;
Alex Rosenberg, *Philosophy of Social Science*, Westview, 1988;
Jon Elster, *Nuts and Bolts for the Social Sciences*, Cambridge, 1989;
Daniel Little, *Varieties of Social Explanation*, Westview, 1991
James Bohman, *New Philosophy of Social Science*, Polity, 1991;
Martin Hollis, *The Philosophy of Social Science. An Introduction*, Cambridge, 1994;
Brian Fay, *Contemporary Philosophy of Social Science*, Blackwell, 1996;
Harold Kincaid, *Philosophical Foundations of Social Science*, Cambridge, 1996.

Good surveys of the current state of the art in general philosophy of social science are:

Lee McIntyre, Alex Rosenberg (eds.), *Routledge Companion to Philosophy of Social Science*,
Routledge, 2017;
Nancy Cartwright, Eleonora Montuschi (eds.), *Philosophy of Social Science*, OUP, 2014
Stephen Turner, Paul Roth (eds.), *The Blackwell Guide to the Philosophy of the Social
Sciences*, Blackwell, 2003

Good anthologies with classic primary source papers in philosophy of social science, philosophy of economics and philosophy of history are:

D. Steel & F. Guala (eds.), *The Philosophy of Social Science Reader*, Routledge, 2011.
M. Martin & L. McIntyre (eds.), *Readings in the Philosophy of Social Science*, MIT Press, 1994
French, Uehling & Wettstein (eds.), *The Philosophy of the Human Sciences*, Midwest
Studies in Philosophy XV, Notre Dame, 1990.
D. Hausman (ed.), *Philosophy of Economics*, Cambridge, 1st ed 1984, 2nd ed. 1994, 3rd ed. 2008.A.
M. Hollis & S. Lukes (ed.), *Rationality and Relativism*, Blackwell, 1982;
F. Hahn and M. Hollis (ed.) *Philosophy and Economic Theory*, Oxford, 1979.
C. Hookway & P. Pettit (eds.), *Action and Interpretation*, Cambridge, 1978
P. Gardiner (ed.), *Philosophy of History*, Oxford, 1974;
Ryan (ed.), *The Philosophy of Social Explanation*, Oxford, 1973;
B. Wilson (ed.), *Rationality*, Blackwell, 1970;
D. Emmet & A. MacIntyre (eds.), *Sociological Theory and Philosophical Analysis*,
Macmillan, 1970;
L. Krimermann (ed.), *The Nature and Scope of Social Science: A Critical Anthology*,
Appleton-Century-Crofts, 1969;
May Brodbeck (ed.), *Readings in the Philosophy of Social Science*, Macmillan, 1968.
W.H. Dray (ed.), *Philosophical Analysis and History*, Harper& Row, 1966.

Note collections of essays by major analytic philosophers of science and a classic anthology:

C.G. Hempel, *Scientific Explanation*, Free Press, 1965;
E. Nagel, *The Structure of Science*, orig. 1962, repr. Hackett, 1979.
H. Feigl & M. Brodbeck (eds.), *Readings in the Philosophy of Science*, 1949

Recommendable, but unfortunately not introductory, texts for philosophy of economics are:

D.W. Hands, *Reflection without Rules. Economic Methodology and Contemporary
Science Theory*, Cambridge, 2001.
D. Hausman and M. McPherson, *Economic Analysis and Moral Philosophy*,
Cambridge, 1996
D. Hausman, *The Inexact and Separate Science of Economics*, Cambridge, 1982.
A. Rosenberg, *Economics—Mathematical Politics or Science of Diminishing
Returns?*, Chicago, 1992.
U. Mäki (ed.), *The Economic World View. Studies in the Ontology of Economics*,
Cambridge, 2001.
U. Mäki (ed.), *Fact and Fiction in Economics. Models, Realism and Social
Construction*, Cambridge, 2002
B. Caldwell, *Beyond Positivism. Economic Methodology in the 20th Century*,
Routledge, 1982, rev. ed. 1991.

For a useful brief survey of the background in the general philosophy of science against which many of our topics unfold, see Hausman (ed.), *Philosophy of Economics*, *op.cit.*, 1st half of Introduction, or, in greater detail, Hausman, *The Inexact and Separate Science*, *op. cit.*, pp. 281-329.

Bibliography by Subject (see also core readings listed above):

Introduction: Classical positions in philosophy of social science

- J. S. Mill, *The Logic of the Moral Sciences* (Book V of *A system of Logic*, 1843), Duckworth, 1987;
Max Weber, *Selections from Max Weber* (Runciman, ed.), Cambridge, 1967;
Peter Winch, *The Idea of Social Science*, Routledge, 1958, 2nd ed. 1990.
J. Habermas, "Knowledge and Interest", *Inquiry* 9 (1966), repr. In Emmet & MacIntyre, *op. cit.*, Ch. 3, also repr. as Appdx in *Knowledge and Interest*, Beacon Press, 1971

1-2 Causal Explanation, Functional and Structural Explanation, Reflexive Predictions Laws and Causal Explanation

- Textbook discussions: Risjord, *op.cit.*, Chapter 9 (pp. 208-235)
Little, *op.cit.*, Chapter 2 (pp. 13-38);
Hollis, *op. cit.*, Chapters 2-4 (pp. 23-94);
Ryan, *op. cit.*, Chapters 3-5;
Braybrook, *op.cit.*, Chapter 2;
Bohman, *op. cit.*, Chapter 1;
Fay, *op. cit.*, Chapter 1;
Kincaid, *op. cit.*, Chapter 3.
MM source articles: Chapters 3-5, 8-9 (pp. 43-78, 111-145):
Hempel, Hayek, Scriven, Kincaid, McIntyre.
Further readings: Woodward, "Theory of Singular Causal Explanation", *Erkenntnis* 21(1984)231-62
Steel & Guala (eds), *op. cit.*, Ch. 8: Steel.
Mäki (ed.), *Fact&Fiction*, *op. cit.*, Chapter 6: Cartwright
French et al (eds.), *op. cit.*, Chapter 9: Ruben;
Krimmerman (ed.), *op. cit.*, Chapters 4-12, 35, 37:
Popper, Hempel, Hanson, Scriven, Grunbaum, Brodbeck;
Wesley Salmon, *Four Decades of Explanation*, Minnesota, 1989.

Functional and Structural Explanation

- Textbook discussions: Little, *op. cit.*, Chapter 5 (91-113);
Hollis, *op. cit.*, Chapters 5 and 8 (pp. 94-114, 163-182);
Ryan, *op.cit.*, Chapter 8;
Bohman, *op. cit.*, Chapter 4;
Kincaid, *op. cit.*, Chapter 4.
MM source articles: Chapters 22-26 (pp. 343-428): Hempel, Dore, Cohen Elster, Kincaid.
Further readings: Turner & Roth (eds.), *op. cit.*, Chapter 1: Turner;
J. Elster, *Explaining Technical Change*, Cambridge, 1983;
G.A. Cohen, *Karl Marx' Theory of History*, Oxford, 1978;
Nagel, *op. cit*, Chapter 14b;
Ryan (ed.) *op. cit.*, Chapter 11: Runciman;
French et al (eds.), *op. cit.*, Chapter 17: Schatzki;
Krimmerman (ed.), *op. cit.*, Chapter 52: Radcliffe-Brown.

Reflexive Predictions

- MM source articles: Chapters 10, 37 (pp. 145-156, 585-596): Romanos, Martin;
Further reading: Brodbeck (ed.), *op. cit.*, Chapters 24-25: Buck, Simon;
Krimmerman (ed.), *op. cit.*, Chapter 14b: Grunbaum.
Biggs, "Self-Fulfilling Prophecies", in Hedstrom & Bearman (eds), *Oxford Handbook of Analytical Sociology*, OPU 2009, 294-314.

3 – Reductionism and Methodological Individualism

- Textbook discussions: Risjord, *op.cit.*, Chapter 6 (pp. 118-151)
 Little, *op. cit.*, Chapter 9 (pp.183-201);
 Hollis, *op. cit.*, Chapter 5 (pp. 94-114);
 Rosenberg, *op.cit.*, Chapter 5;
 Bohman, *op. cit.*, Chapter 4;
 Kincaid, *op. cit.*, Chapter 5.
- MM source articles: Chapters 27-30, 32-33, 44 (pp. 429-528, 687-699): Durkheim, Watkins, Lukes, Miller, Kincaid, Nelson, Fodor.
- Further readings: P. Oppenheim & H. Putnam, "Unity of Science as a Working Hypothesis", in Feigl, Maxwell & Scriven (eds.) *Minnesota Stud. in the Phil. of Science II*, 1958 (on reductionism [R]);
 D-H Ruben, *Metaphysics of the Social World*, RKP, 1985 ([R]);
 Feigl & Brodbeck (eds.), *op. cit.*, Chapter VIIf: Zilsel (R);
 Nagel, *op. cit.*, Chapters 11 ([R]) and 14c (on meth.individualism [MI]);
 John O'Neil (ed.), *Modes of Individualism and Collectivism*, London, 1973;
 Steel & Guala (eds), *op cit.*, Ch. 19-20: van Hees, Sawyer ([MI]).
 Ryan (ed.), *op. cit.*, Chapters 5-6: Watkins, Mandelbaum ([MI]);
 Krimmerman (ed.), *op. cit.*, Chapters 45-48: Watkins, Goldstein M[I];
 Brodbeck (ed.), *op. cit.*, Chapters 14-16: Gellner, Watkins, Brodbeck [MI];
 Hausman (ed.), 1st ed., Ch. 17: Lachmann ([MI]);
 Hayek, *Individualism and Economic Order*, Chicago, 1948, Ch.1.

4-5 The Hermeneutical Challenge: Action and its Explanation; Historical Explanation

- Textbook discussions: Risjord, *op.cit.*, Chapters 4-5 (pp. 57-117)
 Little, *op.cit.*, Chapter 4 (pp. 68-90);
 Hollis, *op. cit.*, Chapters 7 and 9 (pp. 142-162, 183-202);
 Ryan, *op.cit.*, Chapters 6-7;
 Rosenberg, *op. cit.*, Chapters 2 and 4;
 Fay, *op. cit.*, Chapters 1-2 and 6-7;
 Kincaid, *op. cit.*, Chapter 6.
- MM source articles: Chapter 6-7, 11-15, 17, 33 and 43 (pp. 79-110, 163-246, 259-280):
 Davidson, Fay, Collingwood, Dray, Taylor, Geertz, Follesdal, Martin, Nelson, Davidson.
- Further readings: Steel & Guala (eds), *op. cit.*, Ch. 11-13: Jones, Goldman, Stueber.
 D. Davidson, *Essays on Actions and Events*, Oxford, 1980;
 G.H.v. Wright, *Explanation and Understanding*, RKP, 1971;
 Turner & Roth (eds.), *op. cit.*, Chapters 2, 13: Fay, Roth;
 Mantzavinos, *Naturalistic Hermeneutics*, Cambridge, 2005
 Martin, "Geertz and Interpretivism in Anthropology", *Synthese* 97(1993) 269-80
 Hausman (ed) *Phil of Econ*, *op. cit.*, Ch. 2 (pp. 69-83): Weber ;
 Ryan (ed.), *op.cit*, Chapter 12: Schutz;
 Emmet & MacIntyre (eds.), *op. cit.*, Chapters 1, 6: Schutz;
 Broadbeck (ed.), *op. cit.*, Chapters 1-2; Weber, Nagel;
 Krimmerman (ed.), *op. cit.*, Chapters 24-29, 39: Dray, Hempel, Donagan, Winch, Goldstein, Malcolm, Schutz;
 Feigl & Brodbeck (eds.), *op. cit.*, Chapter VIIc: Abel;
 Hahn & Hollis (eds.), *op. cit.*, Chapter 4 (pp. 57-65): Mises
 Peter Winch, *op.cit.*, [excerpts in Wilson (ed.), *op.cit.*, Chapt. 1, and Gardiner (ed.), *op.cit.*, Chapter.4];
 Jürgen Habermas, *Theory of Communicative Action*, Beacon/ Polity, 1984-87, Chapters 2-3, 6.

Historical Explanation

- Gardiner (ed), *op. cit.*, Chapters 1-6: Collingwood, Winch, Mandelbaum, Dray, Hempel, Skinner.
 Danto, "On Explanations in History", *Philosophy of Science* 23 (1956) 15-30.
 Danto, "Narrative Sentences", *History and Theory* 2 (1962) 146-179.
 Mink, "The Autonomy of Historical Understanding", *History and Theory* 5 (1965) 24-47.
 Roth, "Narrative Explanations", in MM, Ch.45; orig. in *History and Theory* 27

(1988) 1-13.
Uebel, "Philosophy of History and History of Philosophy of Science", *HOPOS* 7
(2017) 1-30

6 - Rationality and Rational Choice Theory

Textbook discussions: Risjord, *op.cit.*, Chapter 7 (pp. 151-176)
Little, *op.cit.*, Chapter 3 (pp. 39-67);
Hollis, *op. cit.*, Chapter 6 (pp. 115-141);
Rosenberg, *op.cit.*, Chapters 3 and 6;
Bohman, *op. cit.*, Chapter 3;
Fay, *op. cit.*, Chapter 5;
MM source articles: Chapters 18-20 (pp. 285-322): Lukes, Follesdal, Elster.
Further readings: Steel & Guala (eds), *op. cit.*, Chs.14-16: Harsanyi, Kahneman, Pettit.
Elster, *op. cit.* [*Nuts and Bolts*], all.
Hahn & Hollis (ed.): Chapters 5-6: Simon, Sen.
Hookway & Pettit (eds.), *op. cit.*, Chapter 3: Ryan;
Hollis, *Reason in Action*, Cambridge, 1996, Chapters 2-6;
Martin Hollis & Robert Sugden "Rationality in Action", *Mind*
102 (1992) 1-35;
French et al (eds.), *op. cit.*, Chapter 5: Bicchieri;
Turner & Roth (eds.), *op. cit.*, Chapters 5-6: Rawling, Udehn.
Sen, *Choice, Welfare and Measurement*, Harvard, 1982, Chapter 3
Hargreaves-Heap, Hollis, Lyons, Sugden & Weal, *Theory of Choice:
A Critical Guide*, Blackwell, 1992, Chapters 1-4, 7-12;
Hausman, *op. cit.*, Chapters 1-2.
Hausmann & McPherson, *op. cit.*, Chapter 13.
Paul K. Moser (ed.), *Rationality in Action. Contemp. Approaches*,
Cambridge 1990
David Lewis, *Convention*, Blackwell, 1969, Chapters 1-3.

7 - The Socialist Calculation Debate

Primary sources: Neurath, *Empiricism and Sociology*, Reidel, 1973, Chapter 5;
Hayek (ed.), *Collectivist Economic Planning*, London, 1935,
Chapters 3-4: Mises, Hayek (pp. 87-130, 201-243);
Neurath, *Economic Writings*, Kluwer, 2004, Chapter 14
Hayek, *Individualism and Economic Order*, Chicago, 1948,
Chapters 4 and 9 (pp. 77-91, 181-208).
Discussions: Lavoie, *Rivalry and Central Planning*, Cambridge, 1985;
Boettke, *Elgar Companion to Austrian Economics*, Elgar 1994,
Chapter 67: Vaughn.
Chaloupek, "The Austrian Debate on Economic Calculation in a
Socialist Economy", *History of Political Economy* 24
(1990) 659-675
O'Neill, "Ecological Economics and Politics of Knowledge"
Cambridge Journal of Economics 28 (2004) 431-447.
O'Neill, "Knowledge, Planning and Markets", *Economics and
Philosophy* 22 (2006) 1-24.
Uebel, "Incommensurability, Ecology and Planning", *History of
Political Economy* 37 (2005) 309-342.
Uebel, "Calculation in Kind and Substantive Rationality: Neurath, Weber,
Kapp", *History of Political Economy* 50 (2018) 289-320.

8 – Normative Issues in Welfare Economics and Ecological Economics

Sen, *Choice, Welfare and Measurement*, Harvard, 1982, Ch. 20
Hausman & McPherson, *op. cit.*, Chapters 3-5, Appdx;
Hargreaves-Heap, Hollis, Lyons, Sugden & Weal, *The Theory of
Choice: A Critical Guide*, Blackwell, 1992, Chapters 5-6;

Issues in Welfare Economics

Hausmann & McPherson, *op. cit.*, Chapters 6-8;
Sen, *Commodities and Capabilities*, North-Holland, 1985;
Sen, *On Ethics and Economics*, Blackwell, 1987.

Nussbaum & Sen (eds.), *The Quality of Life*, Oxford, 1993,
Chapters 1-3: Cohen, Sen, Korsgard, Gaertner;
Sen, *Development as Freedom*, Oxford, 1999, Chapter 3;
Nussbaum, *Women and Human Development*, Cambridge, 2000,
Introduction, Chapter 1.

Environmental vs. Ecological Economics

O'Neill, *Ecology, Policy and Politics*, Routledge, 1993, Chapters
4-5, 7.
Boettke, *Elgar Companion to Austrian Economics*, Elgar, 1994,
Chapter 27: "The Coase Theorem"
O'Neill, *The Market: Ethics, Knowledge, Politics*, Routledge, 1998,
Chapter 12.
Martinez-Alier, Munda, O'Neill, "Weak comparability of values
as a foundation for ecological economics", *Ecological
Economics* 26 (1998) 277-286
Martinez-Alier, "Political Ecology, Distributional Conflicts and
Economic Incommensurability", *New Left Review* 211
(1995) 70-88.
Hausmann & McPherson, *op. cit.*, Chapter 2.

9-10 Values and Objectivity in Social Science (1-2)

Textbook discussions: Risjord, *op.cit.*, Chapter 2 (pp. 14-33)
Hollis, *op. cit.*, Chapter 10 (pp. 202-223);
Braybrooke, *op. cit.*, Chapter 4;
Rosenberg, *op.cit.*, Chapter 7;
Ryan, *op.cit.*, Chapter 10;
Bohman, *op. cit.*, Chapter 5;
Fay, *op. cit.*, Chapter 10.
MM source articles: Chapters 34-36, 7 (pp. 529-570, 91-110): Weber, Taylor, Nagel, Fay;
Further readings: Brodbeck (ed.), *op. cit.*, Chapter 7-8: Mannheim, Bergmann;
Feigl & Brodbeck (eds.), Chapter VIIb (Passmore);
Krimmerman (ed.), *op. cit.*, Chapters 53, 55, 57:
Mannheim, Strauss, Rudner;
Weber, *The Methodology of Social Sciences*, Free Press, 1949, Chs.1+3.
Nagel, *op. cit.* Ch.14 Sect. 5;
Hempel, *op. cit.*, Chapter 3;
Hookway & Pettit (eds.), *op. cit.*, Chapter 1: Hesse;
A.N. Prior, "The Autonomy of Ethics", *Australasian J Philosophy* 1960
Jürgen Habermas, "Knowledge and Interest", *Inquiry* 9 (1966), repr.
as Appdx. in Habermas, *Knowledge and Interests*, Beacon Press, 1971;
Michael Root, *Phi of Social Science*, Blackwell, 1993, Chs 1-2, 7-10;
Turner & Roth (eds.), *op. cit.*, Chapters 4, 12: Bohman, Harding;
H. Longino, *Science as Social Knowledge*, 1990, Chs 4-5, 10;
Douglas, "Irreducible Complexity of Objectivity", *Synthese* 138 (2004) 453-473.
B. Williams, "Ethics and the Limits of Philosophy", CUP, 1985, Ch. 8.
Kirchin (ed.) *Thick Concepts*, OUP, 2013: Chs. 1, 3, 6-7: Kirchin, Dancy, Smith,
Blackburn.
Steel, "Epistemic Values + Argument from Inductive Risk", *Philosophy of
Science* 77 (2010) 14-34.
Haslanger, "Gender and Race: (What) Are They? (What) Do We Want Them to
Be?", *Nous* 34 (2000) 31-55.
Wylie, "The Feminism Question in Science: What Does it Mean To "Do Science
As a Feminist"? in SG, *op. cit.*, Ch. 4. Or Hesse-Biber (ed) *Handbook of
Feminist Research: Theory and Practice*, Sage Publ., 2007, 567-577
Boxhil (ed) *Race and Racism*, Oxford UP, 2001, Chs. 1-2, 5, 8, 12-16:

Zack, Outlaw, Block, Piper, Wasserstrom, Thomas, Appiah, Young.
Essed & Goldbetg (eds) *Race Critical Theories*, Blackwell, 2002.

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES
PHILOSOPHY

COURSE UNIT OUTLINE 2017-18

PHIL30212 Metaphysics
Semester: 2 Credits: 20

This course guide should be read in conjunction with the *Philosophy Study Guide 2017-18*, available from the Philosophy Intranet.

Lecturer(s): Dr Anthony Fisher
Office: HBS 2.50
Telephone: 0161 275 4779
Email: arjfisher@manchester.ac.uk
Office Hours: Friday 1pm-3pm
Please email to arrange an appointment outside of these hours.

Tutors: Tutorials will be taken by the lecturer.

Administrator: Christopher Ashworth, UG Office, G.001 Arthur Lewis Building
Tel: 0161 275 7129, Email: christopher.ashworth@manchester.ac.uk

Lectures: Wednesday 10am-12pm, Uni Place 3.212

Tutorials: Friday 10am-11am, Roscoe 2.8
Friday 11am-12pm, Mansfield Cooper 4.08
Allocate yourself to a tutorial group using the Student System
(this is compulsory and on a first come, first served basis)

Assessment: 2 hour exam 50%
2500wd essay 40%
Tutorial performance 10%

Easter Vacation: Monday 26 March – Friday 13 April 2018

Philosophy Intranet: <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/>
Please go to the intranet for staff and TA office hours, the Philosophy Study Guide, and advice on accessing online philosophy resources.

*****IMPORTANT INFORMATION – PLEASE READ*****

Pre-requisite(s): None

Communication: *Students must read their University e-mails regularly, as important information will be communicated in this way.*

Examination period: Monday 14 May – Friday 8 June 2018
Re-sit Examination period: Monday 20 August – Friday 31 August 2018

Please read this course outline through very carefully as it provides essential information needed by all students attending this course

2. ABOUT THE COURSE

Summary

This course will introduce students to some of the most lively debates in contemporary metaphysics. We will be considering the following questions. Should we believe in properties (such as wisdom or triangularity)? What is the nature of time? Does time pass? How should we account for possibility and necessity? Are there such things as possible worlds or merely possible objects?

Aims

This course aims to:

- (i) give a detailed understanding of some important debates within contemporary metaphysics;
- (ii) enable students to engage critically with some recent contributions to these debates; and
- (iii) enhance students' powers of critical analysis, reasoning and independent thought.

Learning Outcomes

On successful completion of this course unit, students will be able to demonstrate:

- (i) a detailed critical understanding of some important debates within contemporary metaphysics;
- (ii) a thorough knowledge of some recent contributions to these debates; and
- (iii) an ability to present carefully-argued and independent lines of thought in this area.

3. COURSE ORGANISATION

Times and locations of lectures and tutorials are given above.

Tutorials are weekly, starting in week 2. Attendance at tutorials is compulsory. It is students' responsibility to ensure that they have been allocated to a tutorial group. Students may not change group without permission.

Work and attendance

The work and attendance requirements for this course are that you:

Attend all tutorials

If you are absent from a tutorial through illness, you should inform your tutor and fill in a Certification of Student Ill Health (available from your department or from the SoSS UG Office; see your degree programme handbook for further details). If you are absent for another reason, you should tell your tutor or the Philosophy Administrator, Caroline Harmer, as soon as you can – if possible, *before* the tutorial.

Prepare adequately for tutorials

You will be set preparatory work for tutorials; see the study budget below for a guide to roughly how long you should spend on this.

Complete written work on time

Failure to complete assessed work by the due date constitutes a violation of the work and attendance requirement.

Violations of work and attendance requirements will be reported to your Programme Director. If you have difficulties (e.g. personal, financial or family problems) that result in persistent failure to meet the work and attendance requirements, you should talk to your Programme Director or Academic Advisor.

Texts recommended for purchase:

No text need be purchased. Tutorial readings will be made available via Blackboard, and recommended texts are available through the library and (in many cases) the web.

Course materials: Further materials will be made available on the courses Blackboard site. Log-in to Blackboard via My Manchester at: <https://online.manchester.ac.uk>

Study skills and online resources

The Philosophy intranet site has lots of useful information and advice on, for example, essay-writing and accessing e-journals and other online resources. It includes an 'essay bank' containing a couple of actual student essays with lots of comments on them. You can also download the **Philosophy Study Guide**, find out about staff and TA contact details, etc.

Study budget

The University's Academic Standards Code of Practice specifies that a 20 credit course is expected to require about 200 hours work by students. For this course, you are recommended to break this down roughly as follows:

Lectures	10 x 2 = 20 hours
Tutorials	10 hours
Tutorial preparation	10 x 5 hours = 50 hours
Essay preparation	40 hours
Exam preparation	80 hours

TOTAL: 200 hours

Prompt arrival at classes

Students should note that all lectures and tutorials start **on the hour** and should end at 50 minutes past the hour. Late arrival for tutorials may result in your being marked absent; if you arrive late it is your responsibility to ensure that your tutor has marked you as present.

4. ASSESSMENT

Assessment Criteria

For the assessment criteria for PHIL course units, see the *Philosophy Study Guide* (available online at: <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/study-resources/>) which also provides further guidance concerning the assessment criteria.

EXAMINATION

One two-hour exam will be set at the end of the semester, in which you must answer two questions. This counts for 50% of your assessment for the course. You will not be able to reproduce material from your assessed essay in your exam.

Past Exam Papers can be found on the Blackboard site for this course.

ASSESSED ESSAYS

One essay of 2,500 words, which counts for 40% of your assessment for this course. Answer one of the five questions under Assessed Essay Titles below.

The word limit includes footnotes but **excludes** the bibliography.

Students must state the word count at the end of the essay – failure to do so will result in a deduction of 2 marks.

If an essay goes over the word limit by 10% or more, 5 marks will be deducted.

Presentation

Essays must be typed in at least 12 point in a readable font, and should be **double spaced**. They should include proper bibliography and references.

When submitting electronically the title of the file you upload should be your student ID number followed by the question number. All essays are marked anonymously; please do not put your name on the filename or anywhere in the essay.

Bibliography and Referencing

The lack of a proper bibliography and appropriate references (citations) will potentially greatly affect the mark for the work and may be considered plagiarism.

For full guidance on how to refer to works you are citing and paraphrasing in your essay, and how to write a bibliography, is provided in Chapter 5 of the Philosophy Study Guide. **You MUST follow this guidance.** Bibliography and referencing conventions can vary from discipline to discipline, and the conventions in Philosophy may differ from those employed in other subjects you are studying.

Plagiarism

Plagiarism is a form of academic malpractice that can result in serious penalties, including deduction of marks, the award of a mark of 0, and – in the most serious cases – exclusion from the University. There is also philosophy-specific guidance on plagiarism (and how to avoid plagiarising accidentally) in Chapter 5 of the Philosophy Study Guide.

Students should also consult the University's statement on plagiarism, which can be obtained from the School of Social Sciences student intranet.

Submitting your essay

PHIL30212 uses online submission and marking only.

You must submit your essay electronically to 'Turnitin' via Blackboard. Further instructions on this are available on the Blackboard site for the course, see: <https://online.manchester.ac.uk>

When submitting electronically the title of your essay (i.e. the filename) should be your student ID number, followed by the question number, i.e. xxxxxx Qy.

Failure to submit an electronic copy of your essay will result in a mark of zero.

Deadline

The submission date for the assessed essay is **17 April**. All essays should be submitted **by 2pm** on the hand-in day.

See the *Philosophy Study Guide* for information about the granting of extensions and penalties for unexcused late submission and for overlong essays.

Penalties for late submission of essays

Essays submitted after 2.00pm carry the following day's date.

Please see the Policy on the Submission of Work for Summative Assessment in relation to the institutional sliding scale for penalties relating to late submission of work (<http://documents.manchester.ac.uk/display.aspx?DocID=24561>).

Please note particularly point 4.7 *The mark awarded will reduce by 10 marks per day for 5 days (assuming a 0 -100 marking scale), after which a mark of zero will be awarded.*

Students who have a valid reason (*i.e.* mitigating circumstances with the necessary documentation) for not being able to submit their assessed essay on time should collect a mitigating circumstances form from the SoSS Undergraduate Office (Arthur Lewis Building, G.001), which should be completed and returned to G.001.

Accessing feedback for essays using online marking

Feedback on your assessed essay will be available on Blackboard no later than 15 working days after the essay deadline date (provided the essay is submitted on time).

To access the feedback please log into My Manchester and go to the **Blackboard** site for PHIL30212. Navigate to the **Submission of Coursework folder** and then click on and follow the instructions under: **'How to download your feedback from Turn it in'**

Please note that all essay marks are provisional until confirmed by the external examiner and the final examinations boards in June.

Students are welcome to discuss their essay with the course convenor during their office hours.

Feedback

The School of Social Sciences (SoSS) is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Students are reminded that feedback is necessarily *responsive*: only when a student has done a certain amount of work and approaches us with it at the appropriate fora is it possible for us to feed *back* on the *student's work*. The main forms of feedback on this course are written feedback responses to assessed essays and exam answers.

We also draw your attention to the variety of generic forms of feedback available to you on this as on all SoSS courses. These include: meeting the lecturer/tutor during their office hours; e-mailing questions to the lecturer/tutor; asking questions from the lecturer (before and after lecture); presenting a question on the discussion board on Blackboard; and obtaining feedback from your peers during tutorials.

Assessed Essay Titles

1 Has nominalism been refuted?

2 Critically compare the realist and trope theorist responses to the problem of universals.

3 Critically evaluate trope theory.

4 Critically evaluate presentism.

5 Does the growing block theory succumb to the present problem?

Reading for question 1: see the references under 'Properties I: Nominalism' in the Reading List.

Reading for question 2: see the references under 'Properties II: Realism about Universals' and 'Properties III: Trope Theory' in the Reading List.

Reading for question 3: see the references under 'Properties III: Trope Theory' in the Reading List.

Reading for question 4: see the references under 'Time I: Presentism' in the Reading List.

Reading for question 5: see the references under 'Time II: The Growing Block' in the Reading List.

For information on writing essays, see Chapters 3 to 5 of the Philosophy Study Guide.

ASSESSED TUTORIAL PERFORMANCE

Tutorial participation is assessed and counts for 10% of your assessment for this course. For details about how tutorial performance is assessed, see Section 2.8 of the Philosophy Study Guide.

5. COURSE OUTLINE

Week	Lecture topic	Tutorial reading
Week 1 (beginning 29 Jan)	Introduction	No tutorial
Week 2 (beginning 5 Feb)	Properties I: Nominalism	W.V. Quine, 'On What There Is'
Week 3 (beginning 12 Feb)	Properties II: Realism about Universals	D.M. Armstrong, 'Universals as Attributes'
Week 4 (beginning 19 Feb)	Properties III: Trope Theory	Anna-Sofia Maurin, 'Tropes: For and Against'
Week 5 (beginning 26 Feb)	Properties IV: Natural Properties	Jonathan Schaffer, 'Two Conceptions of Sparse Properties'
Week 6 (beginning 5 Mar)	Time I: Presentism	Simon Keller, 'Presentism and Truthmaking'
Week 7 (beginning 12 Mar)	Time II: The Growing Block	Kristie Miller, 'New Growing Block vs. Presentism'
Week 8 (beginning 19 Mar)	Time III: Eternalism	Laurie Paul, 'Temporal Experience'
Easter holiday		
Week 9 (beginning 16 Apr)	Modality I: Genuine Modal Realism	David Lewis, 'Possible Worlds'
Week 10 (beginning 23 Apr)	Modality II: Ersatz Modal Realism	Peter Forrest, 'Ways Worlds Could Be'
Week 11 (beginning 30 Apr)	Modality III: Modal Dispositionalism	Sophie Allen, 'From Possibility to Properties? Or from Properties to Possibility?'
Week 12 (beginning 7 May)	No lecture	No tutorial

6. READING LIST

Please see course booklet (distributed in lectures and available on Blackboard).

7. SAMPLE EXAM PAPER (for guidance only)

This is the 2015–16 exam paper:

Three hours. Answer ONE question from each part.

Part A

1 Do the benefits of constitutionalism outweigh its costs?

2 'Believing that things have temporal parts is just as bad as believing that nothing has parts'. Discuss.

3 What does overdetermination teach us about the metaphysics of material objects?

Part B

4 Discuss an argument for a sparse theory of properties.

5 Is justice a bundle of tropes?

6 What does Bradley's regress teach us about the metaphysics of properties?

Part C

7 'Our normal belief in the absoluteness of actuality is reflected in our value judgments' (Adams). Discuss.

8 Is modal fictionalism consistent?

9 What does the epistemology of modality teach us about the metaphysics of modality?

This is the 2014–15 exam paper:

Three hours. Answer ONE question from each part.

Part A

1 'No two things of the same kind can coincide, although sometimes things of different kinds coincide.' Discuss.

2 Discuss one objection to positing temporal parts.

3 Do the benefits of mereological nihilism outweigh the costs?

Part B

4 Should we posit properties to explain the application of predicates?

5 'All properties are sets, but not all sets are properties.' Discuss.

6 Can we give informative criteria of identity for properties?

Part C

7 If there are possible worlds, are they all actual?

8 Discuss one objection to modal fictionalism.

9 'Modality cannot be analyzed in non-modal terms.' Discuss.

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES

PHILOSOPHY

COURSE UNIT OUTLINE 2018-19

PHIL30331 Issues in Epistemology
Semester: 1 Credits: 20

This course guide should be read in conjunction with the *Philosophy Study Guide 2018-19*, available from the Philosophy Intranet.

Lecturer(s): Prof. Thomas Uebel
Office: Humanities Bridgeford Street 2.51
Telephone: 0161 275 4621
Email: thomas.e.uebel@manchester.ac.uk
Office Hours: Tuesdays 11am-12noon, Wednesdays 9-10am
Please email to arrange an appointment outside of these hours.

Tutors: Tutorials will be taken by the lecturer.

Administrator: Chris Ashworth, UG Office, G.001 Arthur Lewis Building
Tel : 0161 275 7129, Email : christopher.ashworth@manchester.ac.uk

Lectures: Tuesday 9-11am, Simon 4.05

Tutorials: Wednesdays
Allocate yourself to a tutorial group using the Student System
(this is compulsory and on a first come, first served basis)

Assessment: 2 hour exam 67%
2,500 word essay 33%

Reading Week: Monday 29th October 2018 – Friday 2nd November 2018

Philosophy Intranet: <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/>
Please go to the intranet for staff and TA office hours, the Philosophy Study Guide, and advice on accessing online philosophy resources.

*****IMPORTANT INFORMATION – PLEASE READ*****

Pre-requisite(s): 40 PHIL credits at Level 2

Communication: *Students must read their University e-mails regularly, as important information will be communicated in this way.*

Examination period: Monday 14 January – Friday 25 January 2019
Re-sit Examination period: Monday 19th August – Friday 30th August 2019

Please read this course outline through very carefully as it provides essential information needed by all students attending this course

2. ABOUT THE COURSE

Summary

The course will deal in detail with some and touch on all of the following topics: the definition of knowledge; the problem of foundationalism and coherentism; the concept of justification; traditional vs. naturalised epistemology; epistemic internalism and externalism; reliabilism; epistemic contextualism; testimony; social epistemology.

Aims

The course aims to:

- provide students with a detailed understanding of some of the issues and disputes that make up contemporary epistemology
- to help students come to terms with some of the central texts in the field
- encourage students to think through the issues raised for themselves and arrive at well-argued conclusions

Learning Outcomes

On successful completion of this course unit, students will be able to demonstrate:

- a critical understanding of some of the disputes that make up contemporary epistemology
- a thorough knowledge of some of the central texts in the field
- an informed opinion about how to answer (or not to) the problems discussed
- an ability to write concisely, relevantly and analytically about the issues raised, both in an essay and under exam conditions.

3. COURSE ORGANISATION

Lectures: Tuesday 9-11am, Simon 4.05

Tutorials:

DAY & TIME	LOCATION	TUTOR
Wed 10-11am	TBC	Prof Thomas Uebel
Weds 11-12pm	Crawford House_SEM RM E	
Weds 12-1pm	Crawford House_SEM RM E	

Tutorials are weekly, **starting in week 1**. Attendance at tutorials is compulsory. It is students' responsibility to ensure that they have been allocated to a tutorial group. Students may not change group without permission.

Work and attendance

The work and attendance requirements for this course are that you:

- **Attend all tutorials**
If you are absent from a tutorial through illness you should inform your tutor and fill in a Certification of Student Ill Health (available from your department or from the SoSS UG Office; see your degree programme handbook for further details). If you are absent for another reason you should tell your tutor or the Philosophy Administrator, Chris Ashworth as soon as possible – if possible, *before* the tutorial.
- **Prepare adequately for tutorials**
You will be set preparatory work for tutorials; see the study budget below for a guide to roughly how long you should spend on this.
- **Complete written work on time**
Failure to complete assessed work by the due date constitutes a violation of the work and attendance requirement.

Violations of work and attendance requirements will be reported to your Programme Director. If you have difficulties (e.g. personal, financial or family problems) that result in persistent failure to meet the work and attendance requirements, you should talk to your Programme Director or Academic Advisor.

Texts recommended for purchase:

The following text should be bought. (All but a few additional readings are taken from this source.)

E. Sosa, J. Kim, J. Fantl and M. McGrath (eds.), *Epistemology. An Anthology*. 2nd edition. Blackwell, Oxford, 2008.

Copies are available in the Blackwell's University bookshop.

Course materials: Further materials will be made available on the courses Blackboard site. Log-in to Blackboard via My Manchester at: <https://online.manchester.ac.uk>

Study skills and online resources

The Philosophy intranet site, <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/> has lots of useful information and advice on, for example, essay-writing and accessing e-journals and other online resources. It includes an 'essay bank' containing a couple of actual student essays with lots of comments on them. You can also download the **Philosophy Study Guide**, find out about staff and TA contact details, etc.

Study budget

The University's Academic Standards Code of Practice specifies that a 20 credit course is expected to require about 200 hours work by students. For this course, you are recommended to break this down roughly as follows:

Lectures	10 x 2 = 20 hours
Tutorials	10 hours
Tutorial preparation	10 x 5 hours = 50 hours
Essay preparation	40 hours
Exam preparation	80 hours

TOTAL: 200 hours

Prompt arrival at classes

Students should note that all lectures and tutorials start **on the hour** and should end at 50 minutes past the hour. Late arrival for tutorials may result in your being marked absent; if you arrive late it is your responsibility to ensure that your tutor has marked you as present.

4. ASSESSMENT

Assessment Criteria

For the assessment criteria for PHIL course units, see the *Philosophy Study Guide* (available online at: <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/study-resources>) which also provides further guidance concerning the assessment criteria.

EXAMINATION

One two-hour exam will be set at the end of semester one, in which you must answer two questions. This provides two thirds of your assessment for the course. You will not be able to reproduce material from your assessed essay in your exam.

Past Exam Papers can be found on the Blackboard site for this course.

ASSESSED ESSAYS

One essay of 2,500 words (titles listed below) which provides one third of your assessment for this course.

The word limit includes footnotes but **excludes** the bibliography.

Students must state the word count at the end of the essay – failure to do so will result in a deduction of 2 marks.

If an essay goes over the word limit by 10% or more, 5 marks will be deducted. The marker is not obliged to read any more than the number of words specified above and may ignore any additional material if they choose.

Presentation

Essays must be typed in at least 12 point in a readable font, and should be **double spaced**. They should include proper bibliography and references.

When submitting electronically the title of the file you upload should be your student ID number. All essays are marked anonymously; please do not put your name on the filename or anywhere in the essay.

Bibliography and Referencing

The lack of a proper bibliography and appropriate references (citations) will potentially greatly affect the mark for the work and may be considered plagiarism.

For full guidance on how to refer to works you are citing and paraphrasing in your essay, and how to write a bibliography, is provided in Chapter 5 of the *Philosophy Study Guide*, available from the Philosophy intranet site. **You MUST follow this guidance.** Bibliography and referencing conventions can vary from discipline to discipline, and the conventions in Philosophy may differ from those employed in other subjects you are studying.

Plagiarism

Plagiarism is a form of academic malpractice that can result in serious penalties, including deduction of marks, the award of a mark of 0, and – in the most serious cases – exclusion from the University. There is also philosophy-specific guidance on plagiarism in Chapter 5 of the Philosophy Study Guide.

Students should also consult the University's statement on plagiarism, which can be obtained from the School of Social Sciences student intranet.

Submitting your essay

PHIL30331 Issues in Epistemology uses online submission and marking only.

You must submit your essay electronically to 'Turnitin' via Blackboard. Further instructions on this are available on the Blackboard site for the course, see: <https://online.manchester.ac.uk>

When submitting electronically the title of your essay (i.e. the filename) should be your student ID number, followed by the question number, i.e. xxxxxx Qy.

Failure to submit an electronic copy of your essay will result in a mark of zero.

Deadline

The submission date for the assessed essay is Tuesday **20th November 2018**. All essays should be submitted **by 2pm** on the hand in day.

See the *Philosophy Study Guide* for information about the granting of extensions and penalties for unexcused late submission and for overlong essays.

Penalties for late submission of essays

Essays submitted after 2.00pm carry the following day's date.

Please see the Policy on the Submission of Work for Summative Assessment in relation to the institutional sliding scale for penalties relating to late submission of work (<http://documents.manchester.ac.uk/display.aspx?DocID=24561>).

Please note particularly point 4.7 The mark awarded will reduce by 10 marks per day for 5 days (assuming a 0 -100 marking scale), after which a mark of zero will be awarded.

Students who have a valid reason (i.e. mitigating circumstances with the necessary documentation) for not being able to submit their assessed essay on time should collect a mitigating circumstances form from the SoSS Undergraduate Office (Arthur Lewis Building, G.001), which should be completed and returned to G.001..

Accessing feedback for essays using online marking

Feedback on your assessed essay will be available on Blackboard no later than 15 working days after the essay deadline date (provided the essay is submitted on time).

To access the feedback please log into My Manchester and go to the **Blackboard** site for PHIL30331 Issues in Epistemology. Navigate to the **Submission of Coursework folder** and then click on and follow the instructions under: **'How to download your feedback from Turn it in'**

Please note that all essay marks are provisional until confirmed by the external examiner and the final examinations boards in June.

Students are welcome to discuss their essay with the course convenor during their office hours.

Feedback

The School of Social Sciences (SoSS) is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on

their progress and plan their academic and skills development effectively. Students are reminded that feedback is necessarily *responsive*: only when a student has done a certain amount of work and approaches us with it at the appropriate for a is it possible for us to feed *back* on the *student's work*. The main forms of feedback on this course are written feedback responses to assessed essays and exam answers.

We also draw your attention to the variety of generic forms of feedback available to you on this as on all SoSS courses. These include: meeting the lecturer/tutor during their office hours; e-mailing questions to the lecturer/tutor; asking questions from the lecturer (before and after lecture); presenting a question on the discussion board on Blackboard; and obtaining feedback from your peers during tutorials.

Assessed Essay Titles

Choose one of these topics:

1. Are there reasons to abandon the project of seeking a definition of knowledge? If these reasons are convincing ones, why are they so—and what should we aim for instead? If they are not convincing, why not—and what definition should we settle on (and why)?
2. What precisely is Sellars' challenge to Chisholm's foundationalism? Can a more recent form of foundationalism overcome this challenge? If so, how? If not, why not?

5. COURSE OUTLINE

As you will have noted from pp. 1-2 above, the tutorial meetings are on Wednesdays following the lectures on Tuesday—from week 2 onwards (none in week 1).

Week 1 (beginning 24/09):	Introduction. Overview of course
Week 2 (beginning 01/10):	The definition of knowledge (pt.1)
Week 3 (beginning 08/10):	The definition of knowledge (pt.2).
Week 4 (beginning 15/10):	Foundationalism and coherentism (pt.1)
Week 5 (beginning 22/10):	Foundationalism and coherentism (pt.2).
Week 6 (beginning 29/10):	READING WEEK
Week 7 (beginning 05/11):	Naturalistic epistemology
Week 8 (beginning 12/11):	Internalism versus externalism
Week 9 (beginning 19/11):	Internalism and Externalism Combined
Week 10 (beginning 26/11):	Scepticism
Week 11 (beginning 03/12):	Contextualism
Week 12 (beginning 10/12):	Testimony
Exam Period (starting 14/1)	Revision Meeting (date t.b.a.)

6. READING LIST

Week by week reading list

Below is given a list of the **readings that directly relate to the lectures** of the weeks indicated: they list the basic readings for revision of the relevant topics.

The **target text(s) that the tutorials will focus on** (taken from the list below) **will be indicated** (together with study questions) **in the relevant week's entry under "Course Content" on the Blackboard page of this course.**

Even when they are not explicitly focused upon in the respective tutorials, the other texts that are mentioned below are pretty essential for any work on the topic under the heading of which they appear.

For relevant study questions, again see the respective week's entries under "Course Content" on the Blackboard page of this course.

Also check there for possible late additions to background readings – and the lecture notes for further readings of incidental interest..

Please note: 'E' refers to the core text edited by Sosa et al, listed above in section 3.

Readings listed by reference to the **journal** can be accessed electronically as e-journals via the library catalogue.

For readings whose listing is followed by "****" there will be an electronic link on the entry for the relevant week of the Blackboard page for this course

Week 1 (lecture 25/09; no tutorial meetings)

Week 2 (lecture 02/10, tutorial meetings 13/10)

Edmund Gettier, "Is Justified True Belief Knowledge?", E, 58-9

Peter Klein, "Proposed Definition of Propositional Knowledge", *Journal of Philosophy* 68 (1971) 471-82 and [follow-up] *ibid.* 73 (1976) 792-812;

Gilbert Harman, "Selections from *Thought*", E 194-206;

Robert Nozick, "Knowledge and Skepticism (excerpts)", E 255-79.

Fred Dretske, "Epistemic Operators", E 237-46;

Linda Zagzebski, "Inescapability of Gettier Problems", E 207-212.

Week 3 (lecture 09/10, tutorial meetings 12/10)

Timothy Williamson, "A State of Mind", E, 213-230

William Lycan, "The Gettier Problem Problem", in S. Hetherington (ed.) *Epistemology Futures*, OUP, 2006, 148-168.

Edward Craig, "Practical Explication of Knowledge", *Proceedings of the Aristotelian Society* 61 (1987) 211-226.

Klemens Kappel, "On Saying that Somebody Knows", in A. HJaddock, A. Millar, D. Pritchard (eds) *Social Epistemology*, OUP, 2010, 69-88 [e-book accessible via library catalogue]

Week 4 (lecture 16/10, tutorial meetings 17/10)

Rod. Chisholm, "The Directly Evident", in Chisholm, *Theory of Knowledge* (2nd ed. 1977), 16-33 ***;

Rod. Chisholm, "The Myth of the Given", E, 80-93.

Wilfrid Sellars, "Does Empirical Knowledge Have a Foundation?", E, 94-99;

Wilfrid Sellars, "Epistemic Principles", E, 99-108;

Week 5 (lecture 23/10, tutorial meetings 24/10)

Laurence Bonjour, "Can Empirical Knowledge Have a Foundation", E, 109-123.

William Alston, "Two Types of Foundationalism", in *Journal of Philosophy* 73 (1976) 165-85;

Susan Haack, "A Foundherentist Theory of Empirical Justification", E 134-44;

Laurence Bonjour, "Back to Foundationalism", in Bonjour and Sosa, *Epistemic Justification*, Blackwell, 2005, 156-177. ***

Catherine Elgin, "Non-foundationalist Epistemology" in M. Steup, E. Sosa (eds.) *Contemporary Debates in Epistemology*, Blackwell, 2005, 156-177. ***

Week 6 (beg. 29/10)

Reading Week

Week 7: (lecture 6/11, tutorial meetings 7/11)

Willard Van Orman Quine, "Epistemology Naturalised", E, 528-37;

Jaegwon Kim, "What is 'Naturalised Epistemology'?", E 538-51;

Susan Haack, "Two Faces of Quine's Naturalism", *Synthese* 94 (1993) 335-356

Paul Roth, "The Epistemology of 'Epistemology Naturalized'", *Dialectica* 53 (1999) 89-109;

James Maffie, "Naturalism and the Normativity of Epistemology", *Philosophical Studies* 59 (1990), 333-49;

Larry Laudan, "Normative Naturalism", *Philosophy of Science* 57 (1990) 44-59.

Week 8 (lecture 13/11, tutorial meetings 14/11)

Alvin Goldman, "What is Justified Belief?", E 333-47;

Laurence Bonjour, "Externalist Theories of Empirical Knowledge", E 363-78;

Alvin Goldman, "Internalism Exposed", E 379-93;

Richard Feldman, Earl Connee, "Internalism Defended", E 407-22.

Michael Bergman, "BonJour's Dilemma", *Philosophical Studies* 131 (2006) 679-693.

Laurence BonJour, "Replies", *Philosophical Studies* 131 (2006) 743-759.

Week 9 (lecture 20/11, tutorial meetings 21/11)

William Alston, "An Internalist Externalism", *Synthese* 74(1988) 265-83

Ernest Sosa, "The Raft and the Pyramid", E 145-164;

Linda Zagzebski, "Virtues of the Mind", E 442-53;

John Greco, "Virtues and Vices of Virtue Epistemology", E 454-61;

Duncan Pritchard, "Cognitive Epistemology and Epistemic Virtues", E 462-76;

Sven Bernecker, "Prospects for Epistemic Compatibilism", *Philosophical Studies* 130 (2006) 81-104.

Week 10 (lecture 27/11, tutorial meetings 28/11)

Barry Stroud, "The Problem of the External World", E, 7-25;

G.E. Moore, "Proof of an External World", "Four Forms of Scepticism", "Certainty", E 26-34;

Peter Strawson, "Scepticism, Naturalism and Transcendental Arguments", in Strawson, *Scepticism and Naturalism*. London: Routledge, 1985, 1-24.

Ernest Sosa, "How to Defeat Opposition to Moore", E 280-89

Richard Fumerton, "Externalism and Skepticism", E 394-406.

Week 11 (lecture 4/12, tutorial meetings 3/12)

David Annis, "A Contextualist Theory of Epistemic Justification", *American Philosophical Quarterly* 15 (1978) 213-19

Michael Williams, "Epistemological Realism", E 51-72.

Keith. DeRose, "Solving the Skeptical Problem", E 669-90;

David. Lewis, "Elusive Knowledge", E 691-705;

Stewart Cohen, "Contextualist Solutions to Epistemological Problems", E 706-720.

Duncan Pritchard, "Two Forms of Contextualism", *Grazer Philosophische Studien* 64 (2002)19-55 ***

Week 12 (lecture 11/12, tutorial meetings 12/12.)

John Locke, *An Essay concerning Human Understanding*, Bk.4, Chs. 15-16.

C.A.J.Coady, "Testimony and Observation", *American Philosophical Quarterly* 10 (1973) 149-55;

Elisabeth Fricker, "Against Gullibility", E 815-35;

Tyler Burge, "Content Preservation", E 836-54;

Jennifer Lackey, "Testimonial Knowledge and Transmission", E 855-67;

Catherine Elgin, "Take It From Me: The Epistemological Status of Testimony", *Philosophy and Phenomenological Research* 65 (2002) 291-308.

Supplementary reading list

Below is given a list of some recommended secondary literature on the field, grouped in part 2 in relation to the different assessed essay questions of the course. You may also wish to consult parts of some of these books when revising. Please note, however, that **familiarity with and a good critical understanding of the primary texts to be dealt with** (listed above under required reading) **is of overarching importance**; boosting your bibliography with

secondary references could not possibly make up for a shortfall in your treatment of the primary texts. (“*” indicates that book is in High Demand section of John Rylands Library.)

(1.) General Books Providing Overviews of the Field

- *J. Greco and E. Sosa, ed., *Blackwell Guide to Epistemology*, Blackwell, Oxford, 1999;
- *J. Dancy and E. Sosa, eds., *A Companion to Epistemology*, Blackwell, Oxford, 1994;
- *M. Williams, *A Critical Introduction to Epistemology*, OUP, Oxford, 2000.
- *A. Morton, *Guide to the Theory of Knowledge*, 3rd ed., Blackwell, Oxford, 2003;
- *R. Audi, *Epistemology*, Routledge, London, 1998, 2nd ed. 2003;
- K. Lehrer, *Theory of Knowledge*, Westview Press, Boulder, CO, 1990;
- *J. L. Pollock, *Contemporary Theories of Knowledge*, Rowman & Littlefield, Lanham MD, 1986,
- *J. Dancy, *Introduction to Contemporary Epistemology*, Blackwell, Cambridge, 1985

(2.) Concerning Essay Topics (beyond required readings for weeks 2-3 or 4-5 and beyond relevant sections in books under (1) above).

Question 1:

- *R.K. Shope, *The Analysis of Knowing*, Princeton UP, 1983.
- *E. Craig, *Knowledge and the State of Nature*, Clarendon Press, Oxford, 1990;
- Special issue of journal *Episteme* Vol. 8, No. 1 (2011).
- *D. Henderson and J. Greco (eds.), *Epistemic Evaluation*, OUP, 2015, esp.Chs. 1-3.

Question 2:

- *W. Sellars, *Empiricism and the Philosophy of Mind*. (Repr. with Study Guide by R. Brandom), Harvard Univ. Press, Cambridge, Mass., 1997.
- *W. Alston, *Epistemic Justification* (Part 1), Cornell Univ. Press, Cornell, 1989.
- *M. Steup and E. Sosa (eds) *Contemporary Debates in Epistemology*, Blackwell, 2005, Part 3 (J. van Cleve, James Pryor, M. Williams)

(3.) Other useful books:

- S. Bernecker and F. Dretske (eds.), *Knowledge: Readings in Contemp. Epist.*, OUP, 2000
- S. Bernecker, (ed.), *Reading Epistemology*, Blackwell, Oxford, 2006.
- *M. Steup and E. Sosa (eds.), *Contemporary Debates in Epistemology*, Blackwell, Oxford, 2005
- *P.K. Moser (ed.), *The Oxford Handbook of Epistemology*, OUP, Oxford, 2003.
- J. Dancy (ed.), *Perceptual Knowledge*, Oxford Univ. Press, Oxford, 1988;
- P.K. Moser (ed.), *A Priori Knowledge*, Oxford Univ. Press, Oxford, 1987;
- P.K. Moser (ed.), *Empirical Knowledge*, Rowman & Littlefield, Lanham MD, 1986;
- L. Bonjour, *The Structure of Empirical Knowledge*, Harvard University Press, Cambridge, 1985
- H. Kornblith (ed.), *Naturalizing Epistemology*, 2nd. ed., MIT Press, Cambridge MA, 1992;
- D. Papineau, *Philosophical Naturalism*, Blackwells, Oxford, 1993, part 3;
- H. Kornblith (ed.), *Epistemology: Internalism and Externalism*, Blackwell, Oxford, 2001.
- B. Stroud, *The Significance of Philosophical Scepticism*, Clarendon, Oxford, 1984;
- C. Hookway, *Scepticism*, Routledge, London, 1990;
- M. Williams, *Unnatural Doubts*, Blackwell, Oxford/Princeton UP, Princeton, 1991;
- *J. Greco (ed.) *Oxford Handbook of Skepticism*, OUP, Oxford, 2008;
- C.A.J.Coady, *Testimony: A Philosophical Study*, Clarendon Press, Oxford, 1992;
- J. Lackey and E. Sosa (eds.), *Epistemology of Testimony*, OUP, Oxford, 2006.

**FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES
PHILOSOPHY
COURSE UNIT OUTLINE 2017-18**

**PHILOSOPHY OF PSYCHOLOGY
PHIL 30361
Semester 1 Credits: 20**

**This course guide should be read in conjunction with the
Philosophy Study Guide, available from the Philosophy Intranet.**

- Lecturer(s):** Dr. Stephen Ingram
Office: 2.55, Humanities Bridgeford Street
Telephone: TBA
Email: stephen.ingram@manchester.ac.uk
Office Hours: Fridays 11.00-12.00 and 14.00-15.00
Please email to arrange an appointment outside of these hours.
- Tutors:** Stephen Ingram
- Administrator:** Christopher Ashworth, UG Office, G.001 Arthur Lewis Building
Tel: 0161 275 7129, Email: christopher.ashworth@manchester.ac.uk
- Lectures:** Tuesday 11.00-13.00
Simon Building 4.04
- Tutorials:** The tutorial time slots are on page 4 of this document.
Allocate yourself to a tutorial group using the Student System
(this is compulsory and on a first come, first served basis)
- Assessment:** 2500 word essay (33%)
2 hour unseen exam (67%)
- Reading Week:** Monday 29th October 2018 – Friday 2nd November 2018
- Philosophy Intranet:** [Click here for the philosophy intranet](#)
Please go to the intranet for staff and TA office hours, the Philosophy Study Guide, and advice on accessing online philosophy resources.

*****IMPORTANT INFORMATION – PLEASE READ*****

Pre-requisite(s): None

Communication: <i>Students must read their University e-mails regularly, as important information will be communicated in this way.</i>
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Examination period Monday 14 January – Friday 25 January 2019

Re-sit Examination period Monday 19th August – Friday 30th August 2019

Please read this course outline through very carefully as it provides essential information needed by all students attending this course

1. ABOUT THE COURSE

Summary

This course explores the intersection of philosophical and psychological inquiry – that is, we will address philosophical questions about the mind that can be informed by evidence from empirical psychology. For instance:

- Are any of our cognitive capacities innate? And what does it mean to be innate?
- What is it to have a thought? Do we think in language? If so, what language is it?
- Can animals think? Can they form beliefs? Or engage in rational decision-making?
- How are we able to accurately explain and predict the behavior of others?
- Is there a principled way to distinguish the senses?
- What is an emotion? What is depression?

Through lectures and tutorials, along with independent study, we will clarify and evaluate the competing ways in which these questions can be answered.

Aims

This course aims to...

- ... explore the intersection between philosophy and psychology;
- ... give you an overview of central debates in the field;
- ... help you to see the connections between different topics;
- ... draw on a range of philosophical techniques.

Intended Learning Outcomes

By the end of this course, you will be able to...

- ... understand the contours of key debates in the philosophy of psychology;
- ... independently explore relevant concepts and theories;
- ... engage in close analysis of important texts;
- ... reach informed opinions and make creative contributions to the topics discussed.

2. COURSE ORGANISATION

Lectures: Tuesdays 11.00-13.00
Simon Building 4.04

Tutorials:

DAY & TIME	LOCATION	TUTOR
Tuesdays 13.00-14.00	University Place 5.212	Dr Stephen Ingram
Wednesdays 10.00-11.00	Samuel Alexander A202	Dr Stephen Ingram
Wednesdays 11.00-12.00	Mansfield Cooper 2.04	Dr Stephen Ingram
Wednesdays 12.00-13.00	Crawford House Seminar Room B	Dr Stephen Ingram

Tutorials are weekly, **starting in week 2**. Attendance at tutorials is compulsory. It is students' responsibility to ensure that they have been allocated to a tutorial group. Students may not change group without permission.

3. WORK AND ATTENDANCE

The work and attendance requirements for this course are that you:

Attend all tutorials. If you are absent from a tutorial through illness you should inform your tutor and fill in a Certification of Student Ill Health (available from your department or from the SoSS UG Office; see your degree programme handbook for details). If you are absent for another reason you must tell your tutor or the philosophy administrator ASAP – if possible, *before* the tutorial.

Prepare adequately for tutorials. You will be set preparatory work for tutorials; see the study budget below for a guide to roughly how long you should spend on this.

Complete written work on time. Failure to complete assessed work by the due date will constitute a violation of the work and attendance requirement.

Violations of work and attendance requirements will be reported to your Programme Director. If you have difficulties (e.g. personal, financial or family problems) that result in persistent failure to meet the work and attendance requirements, you should talk to your Programme Director or Academic Advisor.

Texts recommended for purchase

No text *must* be purchased. Some introductory texts are listed in the guided reading list. Required tutorial readings are available via Blackboard, and suggested texts are available through the library and (in many cases) the internet.

Course materials: Further materials will be available on the Blackboard site.

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Prompt arrival at classes

Students should note that all lectures and tutorials start **on the hour** and should end at 50 minutes past the hour. Late arrival for tutorials may result in your being marked absent; if you arrive late it is your responsibility to ensure that your tutor has marked you as present.

4. ASSESSMENT

ASSESSMENT CRITERIA

For the assessment criteria for PHIL course units, see the [Philosophy Study Guide](#)) which also provides further guidance concerning the assessment criteria.

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The lack of a proper bibliography and appropriate references (citations) will potentially greatly affect the mark for the work and may be considered plagiarism.

For full guidance on how to refer to works you are citing and paraphrasing in your essay, and how to write a bibliography, is provided in Chapter 5 of the Philosophy Study Guide. **You MUST follow this guidance.** Bibliography and referencing conventions can vary from discipline to discipline, and the conventions in Philosophy may differ from those employed in other subjects you are studying.

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When submitting electronically the title of your essay (i.e. the filename) should be your student ID number, followed by the question number, i.e. xxxxxx Qy.

Failure to submit an electronic copy of your essay will result in a mark of zero.

Deadline

The submission date for the assessed essay is **04/12/18**. All essays must be submitted by **2pm** on the hand in day.

See the *Philosophy Study Guide* for information about the granting of extensions and penalties for unexcused late submission and for overlong essays.

Penalties for late submission of essays

Essays submitted after 2.00pm carry the following day's date.

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Students who have a valid reason (*i.e.* mitigating circumstances with the necessary documentation) for not being able to submit their assessed essay on time should collect a mitigating circumstances form from the SoSS Undergraduate Office (Arthur Lewis Building, G.001), which should be completed and returned to G.001.

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Please note that all essay marks are provisional until confirmed by the external examiner and the final examinations boards in June.

Students are welcome to discuss their essay with the course convener during their office hours.

If you've read to this point, feel free to send Stephen a picture of a cute dog or guinea pig.

Feedback

The School of Social Sciences (SoSS) is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Students are reminded that feedback is necessarily *responsive*: only when a student has done a certain amount of work and approaches us with it at the appropriate time is it possible for us to feed *back* on the *student's work*. The main forms of feedback on this course are written feedback responses to assessed essays and exam answers.

We also draw your attention to the variety of generic forms of feedback available to you on this as on all SoSS courses. These include...

- ... meeting the lecturer during their office hours;
- ... e-mailing questions to the lecturer;
- ... asking questions from the lecturer (before and after lecture);
- ... obtaining feedback from your peers during tutorials.

Assessed Essay Titles

These will be posted on Blackboard early in the semester.

EXAMINATION

There will be a 2-hour unseen exam, and it will count for 67% of your final mark.

The exam will contain 6 questions, of which you must answer exactly 2.

The exam questions will be drawn from topics not covered in the essay questions.

Specifically, there will be questions relating to what we studied in the weeks on:

- Animal Thought
- Representationalism
- Mindreading
- The Senses
- Emotions
- Depression

A document containing advice on exam preparation and exam writing, as well as a set of sample exam questions, will be distributed some time in December.

5. COURSE OUTLINE

Week 01 – Psychological Explanation

Week 02 – Cognitive Architecture I

Week 03 – Cognitive Architecture II

Week 04 – Cognitive Architecture III

Week 05 – Animal Thought

Week 06 – Reading Week

Week 07 – Representationalism

Week 08 – Mindreading

Week 09 – The Senses

Week 10 – Emotions

Week 11 – Depression

Week 12 – Exam Guidance Session

6. READING LIST

WEEK 1 – PSYCHOLOGICAL EXPLANATION

Required Reading

Bechtel, William and Wright, Cory. 2009. "What is Psychological Explanation?" In P. Calvo and J. Symons (eds.), *Routledge Companion to the Philosophy of Psychology*. London: Routledge, 113-130. [[available online](#)]

Suggested Reading

Antony, Louise. 1995. "Law and Order in Psychology." *Philosophical Perspectives* 9, 429-446.

Bechtel, William and Abrahamsen, Adele. 2005. "Explanation: A Mechanist Alternative." *Studies in History and Philosophy of Biological and Biomedical Sciences* 36, 421-441.

Fodor, Jerry. 1968. *Psychological Explanation: An Introduction to the Philosophy of Psychology*. New York: Random House.

----- 1991. "You can fool some of the people all of the time, everything else being equal: Hedged laws and psychological explanation." *Mind* 100, 19-34.

Piccinini, Gualtiero and Craver, Carl. 2011. "Integrating Psychology and Neuroscience: Functional Analyses as Mechanism Sketches." *Synthese* 183, 283-311.

Pietroski, Paul and Rey, Georges. 1995. "When Other Things Aren't Equal: Saving *Ceteris Paribus* Laws from Vacuity." *British Journal for the Philosophy of Science* 46, 81-110.

Stinson, Catherine. 2016. "Mechanisms in Psychology: Ripping Nature at its Seams." *Synthese* 193, 1585-1614.

Weiskopf, Daniel. 2011. "Models and Mechanisms in Psychological Explanation." *Synthese* 183, 313-338.

Woodward, James. 2002. "There is No Such Thing as a *Ceteris Paribus* Law." *Erkenntnis* 57, 303-328.

Wright, Cory and Bechtel, William. 2007. "Mechanism and Psychological Explanation." In P. Thagard (ed.), *Philosophy of Psychology and Cognitive Science*. Elsevier, 31-79. [[available online](#)]

WEEK 2 – COGNITIVE ARCHITECTURE I

Required Reading

Carruthers, Peter. 2006. "The Case for Massively Modular Models of Mind." In R. Stainton (ed.), *Contemporary Debates in Philosophy of Science*. Oxford: Oxford University Press, 3-21. [[available online](#)]

Suggested Reading

Buller, David and Hardcastle, Valerie. 2000. "Evolutionary Psychology, Meet Developmental Neurobiology: Against Promiscuous Modularity." *Brain and Mind* 1, 307-325. [[available online](#)]

Carruthers, Peter. 2003. "Moderately Massive Modularity." *Royal Institute of Philosophy* 53, 67-89.

----- 2006. *The Architecture of the Mind: Massive Modularity and the Flexibility of Thought*. Oxford: Oxford University Press.

Churchland, Paul. 1988. "Perceptual Plasticity and Theoretical Neutrality: A Reply to Fodor." *Philosophy of Science* 55, 167-187.

Coltheart, Max 1999. "Modularity and Cognition." *Trends in Cognitive Sciences* 3, 115-120. [[available online](#)]

Cowie, Fiona. 2008. "Us, Them, and It: Modules, Genes, Environments, and Evolution." *Mind and Language* 23, 284-292.

Drayson, Zoe. 2017. "Modularity and the Predictive Mind." In T. Metzinger (ed.), *Philosophy and Predictive Processing*. [[available online](#)]

Eraña, Angeles. 2012. "Dual Process Theories Versus Massive Modularity Hypotheses." *Philosophical Psychology* 25, 855-872.

Fodor, Jerry. 1983. *The Modularity of Mind*. Cambridge, MA: The MIT Press.

Machery, Edouard. 2007. "Massive Modularity and Brain Evolution." *Philosophy of Science* 74, 825-838.

Prinz, Jesse. 2006. "Is the Mind Really Modular?" In R. Stainton (ed.), *Contemporary Debates in Cognitive Science*. Oxford: Blackwell, 22-36. [[available online](#)]

Samuels, Richard. 1998. "Evolutionary Psychology and the Massive Modularity Hypothesis." *British Journal for the Philosophy of Science* 49, 575-602.

----- 2005. "The Complexity of Cognition: Tractability Arguments for Massive modularity." In P. Carruthers, S. Laurence, and S. Stich (eds.) *The Innate Mind: Structure and Contents*. Oxford: Oxford University Press, 107-121. [[available online](#)]

WEEK 3 – COGNITIVE ARCHITECTURE II

Required Reading

Cowie, Fiona. 1997. "The Logical Problem of Language Acquisition." *Synthese* 111, 17-51.

Suggested Reading

Ariew, André. 1996. "Innateness and Canalization." *Philosophy of Science* 63, 395-412.

Behme, Christina and Deacon, Helene. 2008. "Language Learning in Infancy: Does the Empirical Evidence Support a Domain-Specific Language Acquisition Device?" *Philosophical Psychology* 21, 641-671.

Chomsky, Noam. 1959. "A Review of B.F. Skinner's *Verbal Behaviour*." *Language* 35, 26-58.

----- 1967. "Recent Contributions to the Theory of Innate Ideas." *Synthese* 17, 2-11.

Clark, Alexander and Lappin, Shalom. 2013. "Complexity in Language Acquisition." *Topics in Cognitive Science* 5, 89-110.

Cowie, Fiona. 1998. *What's Within: Nativism Reconsidered*. Oxford: Oxford University Press.

Hsu, Anne and Chater, Nick. 2010. "The Logical Problem of Language Acquisition: A Probabilistic Perspective." *Cognitive Science* 34, 972-1016.

Hsu, Anne, Chater, Nick, and Vitanyi, Paul. 2013. "Language Learning from Positive Evidence, Reconsidered: A Simplicity-Based Approach." *Topics in Cognitive Science* 5, 35-55.

Khalidi, Muhammad Ali. 2001. "Innateness and Domain-Specificity." *Philosophical Studies* 105, 191-210.

----- 2007. "Innate Cognitive Capacities." *Mind and Language* 22, 92-115

Laurence, Stephen and Margolis, Eric. 2001. "The Poverty of Stimulus Argument." *British Journal for the Philosophy of Science* 52, 217-276.

----- 2013. "In Defense of Nativism." *Philosophical Studies* 165, 693-718.

Marcus, Gary. 1993. "Negative Evidence in Language Acquisition." *Cognition* 46, 53-85.

Pinker, Stephen. 1984. *Language Learnability and Language Development*. Cambridge, MA: Harvard University Press.

Laurence, Stephen. and Margolis, Eric. 2003. "Radical Concept Nativism." *Cognition* 86, 25-55.

Samuels, Richard. 2002. "Nativism in Cognitive Science." *Mind and Language* 17, 233-265.

----- 2004. "Innateness in Cognitive Science." *Trends in Cognitive Science* 8, 136-141.

Wynn, Karen. 2008. "Some Innate Foundations of Social and Moral Cognition." In P. Carruthers, S. Laurence, and S. Stich (eds.), *The Innate Mind: Foundations and the Future Volume 3*. Oxford: Oxford University Press, 330-347.

WEEK 4 – COGNITIVE ARCHITECTURE III

Required Reading

Kaye, Lawrence. 1995. "The Languages of Thought." *Philosophy of Science* 62, 92-110.

Suggested Reading

Aizawa, Kenneth. 1997. "Explaining Systematicity." *Mind and Language* 12, 115-136.

Aydede, Murat. 1997. "Language of Thought: The Connectionist Contribution." *Minds and Machines* 7, 57-101.

Blumson, Ben. 2012. "Mental Maps." *Philosophy and Phenomenological Research* 85, 413-434.

Camp, Elisabeth. 2007. "Thinking With Maps." *Philosophical Perspectives* 21, 145-182.

Chalmers, David. 1993. "Connectionism and Compositionality: Why Fodor and Pylyshyn Were Wrong." *Philosophical Psychology* 6, 305-319.

Cummins, Robert. 1996. "Systematicity." *Journal of Philosophy* 93, 591-614.

Fodor, Jerry. 1975. *The Language of Thought*. Harvard University Press.

Fodor, Jerry and Pylyshyn, Zenon. 1988. "Connectionism and Cognitive Architecture." *Cognition* 28, 3-71.

Johnson, Kent. 2015. "Maps, Languages, and Manguages: Rival Cognitive Architectures?" *Philosophical Psychology* 28, 815-836.

Machery, Edouard. 2005. "You Don't Know How You Think: Introspection and Language of Thought." *British Journal for the Philosophy of Science* 56, 469-485.

Pinker, Stephen. 1994. *The Language Instinct*. London: Allen Lane. [Chapter 3]

Salje, Léa. Forthcoming. "Talking Our Way to Systematicity." *Philosophical Studies*.

Schneider, Susan. 2009. "LOT, CTM, and the Elephant in the Room." *Synthese* 170, 235-250.

Smolensky, Paul. 1988. "On the Proper Treatment of Connectionism." *Behavioural and Brain Sciences* 11, 1-23.

Rescorla, Michael. 2009. "Cognitive Maps and the Language of Thought." *Journal for the Philosophy of Science* 60, 377-407.

WEEK 5 – ANIMAL THOUGHT

Required Reading

Carruthers, Peter. 2004. "On Being Simple Minded." *American Philosophical Quarterly* 41, 205-220.

Suggested Reading

Aguilera, Bernardo. 2015. "Behavioural Explanation in the Realm of Non-Mental Computing Agents." *Minds and Machines* 25, 37-56.

Allen-Hermanson, Sean. 2008. "Insects and the Problem of Simple Minds: Are Bees Natural Zombies?" *Journal of Philosophy* 105, 389-415.

Andrews, Kristin. 2017. "Chimpanzee Mind Reading: Don't Stop Believing." *Philosophy Compass* 12, 1-12

Arruda, Caroline and Povinelli, Daniel. 2016. "Chimps as Secret Agents." *Synthese* 193, 2129-2158

Beck, John. 2012. "Do Animals Engage in Conceptual Thought?" *Philosophy Compass* 7, 218-229.

Bortolotti, Lisa. 2008. "What Does Fido Believe?" *Think* 7, 7-15.

Buckner, Cameron. 2013. "Morgan's Canon, Meet Hume's Dictum: Avoiding Anthropofabulation in Cross-Species Comparisons." *Biology and Philosophy* 28, 853-871.

Carruthers, Peter. 2005. "Why the Question of Animal Consciousness Might Not Matter Very Much." *Philosophical Psychology* 18, 83-102.

----- 2008. "Meta-Cognition in Animals: A Skeptical Look." *Mind and Language* 23, 58-89.

----- 2013. "Animal Minds Are Real, (Distinctively) Human Minds Are Not." *American Philosophical Quarterly* 50, 233-248.

----- 2018. "Basic Questions." *Mind and Language* 33, 130-147.

Davidson, Donald. 2001. "Rational Animals." In his *Subjective, Intersubjective, Objective*. Oxford: Oxford University Press, Chapter 7.

Fellows, Roger. 2000. "Animal Belief." *Philosophy* 75, 587-599.

Glock, Hans-Johann. 2005. "Can Animals Act for Reasons?" *Inquiry* 52, 232-254.

Jacobson, Hilla. 2010. "Normativity Without Reflectivity: On the Beliefs and Desires of Non-Reflective Creatures." *Philosophical Psychology* 23, 75-93.

Marcus, Eric. 2016. "To Believe is to Know That You Believe." *Dialectica* 70, 375-405.

Stich, Stephen. 1979. "Do Animals Have Beliefs?" *Australasian Journal of Philosophy* 57, 15-28.

Tye, Michael. 1997. "The Problem of Simple Minds: Is There Anything it is Like to be a Honey Bee?" *Philosophical Studies* 88, 289-317.

WEEK 6 – READING WEEK

No lecture/tutorial/reading this week

WEEK 7 – REPRESENTATIONALISM

Required Reading

Kind, Amy. 2003. "What's So Transparent about Transparency?" *Philosophical Studies* 115, 225-244.

Suggested Reading

- Aydede, Murat and Fulkerson, Matthew. 2014. "Affect: Representationalists' Headache." *Philosophical Studies* 170, 175-198.
- Bain, David. 2003. "Intentionalism and Pain." *Philosophical Quarterly* 53, 502-523.
- Batty, Clare. 2010. "A Representational Account of Olfactory Experience." *Canadian Journal of Philosophy* 40, 511-538.
- Block, Ned. 2010. "Attention and Mental Paint." *Philosophical Issues* 20, A Supplement to *Noûs: Philosophy of Mind*, 23-63. [[available online](#)]
- Brogaard, Berit. 2010. "Strong Representationalism and Centered Content." *Philosophical Studies* 151, 373-392.
- Byrne, Alex. 2001. "Intentionalism Defended." *Philosophical Review* 110, 199-240.
- Dretske, Fred. 1995. "Conscious Experience." *Mind* 102, 263-283.
- Kennedy, Matthew. 2009. "Heirs of Nothing: The Implications of Transparency." *Philosophy and Phenomenological Research* 79, 574-604.
- Kind, Amy. 2007. "Restrictions on Representationalism." *Philosophical Studies* 134, 405-427.
- 2010. "Transparency and Representationalist Theories of Consciousness." *Philosophy Compass* 5, 902-913.
- Kriegel, Uriah. 2002. "Phenomenal Content." *Erkenntnis* 57, 175-198.
- 2009. "Self-Representationalism and Phenomenology." *Philosophical Studies* 143, 357-381.
- MacPherson, Fiona. 2006. "Ambiguous Figures and the Content of Experience." *Noûs* 40, 82-117. [[available online](#)]
- Martin, Michael G. F. 2002. "The Transparency of Experience." *Mind and Language* 4, 376-425.
- Mendelovici, Angela. 2013. "Intentionalism About Moods." *Thought* 2, 126-136.
- Nickel, Bernhard. 2007. "Against Intentionalism." *Philosophical Studies* 136, 279-304.
- Speaks, Jeff. 2010. "Attention and Intentionalism." *Philosophical Quarterly* 60, 325-342.
- Tye, Michael. 2002. "Representationalism and the Transparency of Experience." *Noûs* 36, 137-151.
- 2014. "Transparency, Qualia-Realism, and Representationalism." *Philosophical Studies* 170, 39-57.

WEEK 8 – MINDREADING

Required Reading

Spaulding, Shannon. 2012. "Mirror Neurons Are Not Evidence for the Simulation Theory." *Synthese* 189, 515-534.

Suggested Reading

Borg, Emma. 2007. "If Mirror Neurons Are the Answer, What Was the Question?" *Journal of Consciousness Studies* 14, 5-19.

Carruthers, Peter. 1996. "Simulation and Self-Knowledge. A Defence of Theory-Theory." In P. Carruthers and P. Smith (eds.), *Theories of Theories of Mind*. Cambridge: Cambridge University Press, Chapter 3.

de Vignemont, Frédérique. 2009. "Drawing the Boundary Between Low-Level and High-Level Mindreading." *Philosophical Studies* 144, 457-466.

de Vignemont, Frédérique and Massin, Olivier. 2013. "Touch." In M. Matthen (ed.), *The Oxford Handbook of Philosophy of Perception*. Oxford: Oxford University Press. [[available online](#)]

Gallese, Vittorio and Goldman, Alvin. 1998. "Mirror Neurons and the Simulation Theory of Mind-Reading." *Trends in Cognitive Sciences* 2, 493-501.

Goldman, Alvin. 1989. "Interpretation Psychologized." *Mind and Language* 4, 161-185.

----- 2000. "Folk Psychology and Mental Concepts." *ProtoSociology* 14, 4-25. [[available online](#)].

----- 2006. *Simulating Minds: The Philosophy, Psychology, and Neuroscience of Mindreading*. Oxford: Oxford University Press.

----- 2009. "Mirroring, Simulating and Mindreading." *Mind & Language* 24, 235-252.

Gopnik, Alison and Wellman, Henry. 1992. "Why the Child's Theory of Mind Really is a Theory." *Mind and Language* 7, 145-171.

Gordon, Robert. 1996. "'Radical' Simulationism." In P. Carruthers and P. Smith (eds.), *Theories of Theories of Mind*. Cambridge: Cambridge University Press, Chapter 2.

Heal, Jane. 1996. "Simulation, Theory, and Content." In P. Carruthers and P. Smith (eds.), *Theories of Theories of Mind*. Cambridge: Cambridge University Press, Chapter 5.

Spaulding, Shannon. 2013. "Mirror Neurons and Social Cognition." *Mind and Language* 28, 233-257.

Stich, Stephen and Nichols, Shaun. 1993. "Folk Psychology: Simulation or Tacit Theory?" *Mind and Language* 7, 35-71.

WEEK 9 – THE SENSES

Required Reading

MacPherson, Fiona. 2011. "Taxonomising the Senses." *Philosophical Studies* 153, 123-142.

Suggested Reading

Batty, Clare. 2010. "Scents and Sensibilia." *American Philosophical Quarterly* 47, 103-118.

Ganson, Todd. "The Senses as Signalling Systems." *Australasian Journal of Philosophy* 96, 519-531.

Gray, Richard. 2005. "On the Concept of a Sense." *Synthese* 147, 461-475.

Grice, H.P. 1962. "Some Remarks about the Senses." [[available online](#)]

Fulkerson, Matthew. 2012. "Touch Without Touching." *Philosophers' Imprint* 12, 1-15.

----- 2014. *The First Sense: A Philosophical Study of Human Touch*. Cambridge, MA: The MIT Press

Keeley, Brian. 2002. "Making Sense of the Senses: Individuating Modalities in Humans and Other Animals." *Journal of Philosophy* 99, 5-28

MacPherson, Fiona. 2011. "Cross-Modal Experiences." *Proceedings of the Aristotelian Society* 111, 429-468.

----- 2011. "Individuating the Senses." In F. MacPherson (ed.) *The Senses: Classic and Contemporary Readings*. Oxford: Oxford University Press, 3-44. [[available online](#)].

Martin, Michael. 1992. "Sight and Touch." In T. Crane (ed.) *The Contents of Experience: Essays on Perception*. Cambridge: Cambridge University Press, Chapter 9.

----- 1995. "Bodily Awareness: A Sense of Ownership." In J.L. Bermudez, A. Marcel, and N. Eilan (eds.), *The Body and the Self*. Cambridge, MA: MIT Press, 267- 289.

Nudds, Matthew. "The Significance of the Senses." *Proceedings of the Aristotelian Society* 104, 31-51.

O'Shaughnessy, Brian. 1989. "The Sense of Touch." *Australasian Journal of Philosophy* 67, 37-58.

Scott, Michael. 2007. "Distinguishing the Senses." *Philosophical Explorations* 10, 257-262.

Ratcliffe, Matthew. 2012. "What is Touch?" *Australasian Journal of Philosophy* 90, 413-432.

Richardson, Louise. 2013. "Bodily Sensation and Tactile Perception." *Philosophy and Phenomenological Research* 86, 134-154.

----- 2014. "Non Sense-Specific Perception and the Distinction Between the Senses." *Res Philosophica* 91, 215-239. [[available online](#)]

Roxbee Cox, J.W. 1970. "Distinguishing the Senses." *Mind* 79, 530-550.

WEEK 10 – EMOTIONS

Required Reading

Maiese, Michelle. 2014. "How Can Emotions Be Both Cognitive and Bodily?" *Phenomenology and the Cognitive Sciences* 13, 513-531.

Suggested Reading

Benbaji, Hagit. 2013. "How is Recalcitrant Emotion Possible?" *Australasian Journal of Philosophy* 91, 577-599.

Dietz, Christina. 2017 "Reasons and Factive Emotions." *Philosophical Studies* 175, 1681-1691.

Goldie, Peter. 2000. *The Emotions: A Philosophical Exploration*. Oxford: Oxford University Press.

----- 2002. "Emotions, Feelings, and Intentionality." *Phenomenology and the Cognitive Sciences* 1, 235-254.

James, William. 1884. "What is an Emotion?" *Mind* 9, 188-205.

Nussbaum, Martha. 2001. *Upheavals of Thought: The Intelligence of the Emotions*. Cambridge: Cambridge University Press.

Prinz, Jesse. 2004. *Gut Reactions: A Perceptual Theory of the Emotions*. Oxford: Oxford University Press.

Ratcliffe, Matthew. 2005. "William James on Emotion and Intentionality." *International Journal of Philosophical Studies* 13, 179-202.

Roberts, Robert. 1988. "What an Emotion Is: A Sketch." *Philosophical Review* 97, 183-209.

----- 2003. *Emotions: An Essay in Aid of Moral Psychology*. Cambridge: Cambridge University Press.

Rorty, Amelie. 1978. "Explaining Emotions." *Journal of Philosophy* 75, 139-161.

Solomon, Robert. 2003. *Not Passion's Slave: Emotions and Choice*. Oxford: Oxford University Press. **[The most relevant pieces in this collection are essays 1, 3, 7, and 11.]**

Tappolet, Christine. 2005. "Ambivalent Emotions and the Perceptual Account of Emotions." *Analysis* 65, 229-233.

Ze'ev, Ben. 2009. "The Thing called Emotion." In P. Goldie (ed.), *The Oxford Handbook of Philosophy of Emotion*. Oxford: Oxford University Press, 41-62.

WEEK 11 – DEPRESSION

Required Reading

Fernandez, Anthony Vincent. 2014. "Depression as Existential Feeling or De-Situatedness? Distinguishing Structure from Mode in PsychoPathology." *Phenomenology and the Cognitive Sciences* 13, 595-612.

Note: I may change this reading if/when the library approves access to a book chapter I'd prefer to use.

Suggested Reading

Aho, Kevin. 2013. "Depression and Embodiment: Phenomenological Reflections on Motility, Affectivity, and Transcendence." *Medicine, Healthcare, and Philosophy* 16, 751-759.

Bortolan, Anna. 2017. "Affectivity and Narrativity in Depression: A Phenomenological Study." *Medicine, Healthcare and Philosophy* 20, 77-88.

Fuchs, Thomas. 2013. "Depression, Intercorporeality, and Inter-affectivity." *Journal of Consciousness Studies* 20, 219-238. [[available online](#)]

Helén, Ilpo. 2007. "Multiple Depression." *Journal of Medical Humanities* 28, 149-172.

Maiese, Michelle. 2018. "Getting Stuck: Temporal Desituatedness in Depression." *Phenomenology and the Cognitive Sciences* 17, 701-718.

Radden, Jennifer. 2013. "The Self and its Moods in Depression and Mania." *Journal of Consciousness Studies* 20, 80-102. [[available online](#)]

Ratcliffe, Matthew. 2008. *Feelings of Being: Phenomenology, Psychiatry, and the Sense of Reality*. Oxford: Oxford University Press.

----- 2010. "Depression, Guilt, and Emotional Depth." *Inquiry* 53, 602-626.

----- 2012. "Varieties of Temporal Experience in Depression." *Journal of Medicine and Philosophy* 37, 114-138.

----- 2013. "What is it to Lose Hope?" *Phenomenology and the Cognitive Sciences* 12, 597-614.

Smith, Benedict. 2013. "Depression and Motivation." *Phenomenology and the Cognitive Sciences* 12, 615-635.

Svenaesus, Fredrik. 2007. "Do Antidepressants Affect the Self? A Phenomenological Approach." *Medicine, Healthcare, and Philosophy* 10, 153-166.

----- 2013. "Depression and the Self: Bodily Resonance and Attuned Being-in-the-world." *Journal of Consciousness Studies* 20, 15-32. [[available online](#)]

WEEK 12 – EXAM GUIDANCE SESSION

*There is no reading for this week. I will give some exam guidance in the first hour (12.00-12.50). The second hour will be a drop-in session, in which you can see me **in my office** to talk about issues and questions you have in relation to the exam. Effectively, it's an extra office hour.*

*Please note that I will also be making an **Exam Preparation Document** available to you. This will contain sample exam questions, guidance on exam preparation and writing, links to secondary sources, and so on. The document will be uploaded to Blackboard toward the end of the course.*

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES

PHILOSOPHY

COURSE UNIT OUTLINE 2018-19

<p style="text-align: center;">PHIL30351 Semester: 1 Credits: 20</p>

This course guide should be read in conjunction with the *Philosophy Study Guide 2018-19*, available from the Philosophy Intranet.

Lecturer(s): Dr Frederique Janssen-Lauret
Office: Humanities Bridgeford St, 2.49
Telephone:
Email: frederique.janssen-lauret@manchester.ac.uk
Office Hours: **Wednesday 12-1 and Thursdays 3-4.**
Please email to arrange an appointment outside of these hours.

Tutors: n/a

Administrator: Christopher Ashworth, UG Office, G.001 Arthur Lewis Building
Tel: 0161 275 7129, Email: christopher.ashworth@manchester.ac.uk

Lectures: Thursdays 1-3pm, Simon 5.04

Tutorials:
Allocate yourself to a tutorial group using the Student System
(this is compulsory and on a first come, first served basis)

Assessment: 2,000 word essay 30%
2,500 word essay 45%
Presentation 15%
Tutorial Performance 10%

Reading Week: Monday 29th October 2018 – Friday 2nd November 2018

Philosophy Intranet: <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/>
Please go to the intranet for staff and TA office hours, the Philosophy Study Guide, and advice on accessing online philosophy resources.

*****IMPORTANT INFORMATION – PLEASE READ*****

Pre-requisite(s): Formal Logic or Twentieth-Century Analytic Philosophy
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Communication: <i>Students must read their University e-mails regularly, as important information will be communicated in this way.</i>
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Examination period: Monday 14 January – Friday 25 January 2019
Re-sit Examination period: Monday 19th August – Friday 30th August 2019

Please read this course outline through very carefully as it provides essential information needed by all students attending this course

2. ABOUT THE COURSE

Summary

Aims

The course unit aims to: introduce students to some of the foundational debates of early and mid analytic philosophy concerning the relationship of language to the world: logical and linguistic analysis, ontology, and modal language. Students will closely read and interpret some classic texts on language, analysis, and language-world relations, as well as some lesser-known but worthwhile texts by marginalised female figures of the period. Students will also dissect and assess the arguments of those texts, compare them to contemporary accounts, and form and defend their own views on the course themes in language and analysis.

Learning Outcomes

Student should be able to

Knowledge and Understanding: Students should acquire knowledge of some of the central debates on language, ontology, philosophy of logic, and analysis of facts and language of the history of analytic philosophy, and to understand how they have influenced and informed contemporary philosophical arguments and debates.

Intellectual skills: Skills in analysing and constructing arguments, and in explaining and assessing central debates in the history of analytic philosophy.

Practical skills: skills in time-management, in independent working, and formulating and finding evidence for own views, writing skills, presentation skills.

Transferable skills and personal qualities: skills in reading, understanding, and critically interrogating demanding texts, interpreting and assessing historical texts, writing skills, argumentation analysis, skills in formulating and presenting independent arguments.

3. COURSE ORGANISATION

Lectures: Thursdays 1-3pm, Simon 5.04

Tutorials: Will be taught by the lecturer

DAY & TIME	LOCATION
Weds 9-10am	Crawford House_SEM RM D
Wed 10-11am	Crawford House_SEM RM D
Weds 11-12pm	Crawford House_SEM RM D

Tutorials are weekly, starting in week 2. Attendance at tutorials is compulsory. It is students' responsibility to ensure that they have been allocated to a tutorial group. Students may not change group without permission.

Work and attendance

The work and attendance requirements for this course are that you:

- **Attend all tutorials**

If you are absent from a tutorial through illness you should inform your tutor and fill in a Certification of Student Ill Health (available from your department or from the SoSS UG Office; see your degree programme handbook for further details). If you are absent for another reason you should tell your tutor or the Philosophy Administrator, Chris Ashworth as soon as you can – if possible, *before* the tutorial.

- **Prepare adequately for tutorials**

You will be set preparatory work for tutorials; see the study budget below for a guide to roughly how long you should spend on this.

- **Complete written work on time**

Failure to complete assessed work by the due date constitutes a violation of the work and attendance requirement.

Violations of work and attendance requirements will be reported to your Programme Director. If you have difficulties (e.g. personal, financial or family problems) that result in persistent failure to meet the work and attendance requirements, you should talk to your Programme Director or Academic Advisor.

Texts recommended for purchase:

No text must be purchased. Tutorial readings will be made available via Blackboard, and recommended texts are available through the library and (in many cases) web.

Course materials: Further materials will be made available on the courses Blackboard site.

Log-in to Blackboard via My Manchester at: <https://online.manchester.ac.uk>

Study skills and online resources

The Philosophy intranet site, <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/> has lots of useful information and advice on, for example, essay-writing and accessing e-journals and other online resources. It includes an 'essay bank' containing a couple of actual student essays with lots of comments on them. You can also download the **Philosophy Study Guide**, find out about staff and TA contact details, etc.

Study budget

The University's Academic Standards Code of Practice specifies that a 20 credit course is expected to require about 200 hours work by students. For this course, you are recommended to break this down roughly as follows:

Lectures	10 x 2 = 20 hours
Tutorials	10 hours
Tutorial preparation	10 x 5 hours = 50 hours
Essay preparation	40 hours
Exam preparation	80 hours

TOTAL: 200 hours

Prompt arrival at classes

Students should note that all lectures and tutorials start **on the hour** and should end at 50 minutes past the hour. Late arrival for tutorials may result in your being marked absent; if you arrive late it is your responsibility to ensure that your tutor has marked you as present.

4. ASSESSMENT

Assessment Criteria

For the assessment criteria for PHIL course units, see the *Philosophy Study Guide* (available online at: <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/study-resources/>) which also provides further guidance concerning the assessment criteria.

TUTORIAL PERFORMANCE (10%)

You will be assessed on your participation in tutorials for this course unit. Since there are 10 tutorials, this assessment will contribute 1% of your overall mark for the course unit for each tutorial.

If you attend **and prepare** as instructed for the tutorial, you can expect to receive marks in the following range:

- 6/10: No substantive contribution to the discussion
- 7/10: Some substantive contribution to the discussion
- 8-10/10: Good/excellent/outstanding contribution to the discussion.

Tutorial missed with no legitimate reason: you will be awarded a mark of 0 for that tutorial.

Tutorial missed with a legitimate reason (e.g. illness or major transport failure): so long as you inform your tutor **in advance**, you will not be penalised **on the first two occasions this happens**. (Your overall mark for participation for the course unit will be calculated on the basis of the tutorials you did attend.)

For subsequent occasions, you will be awarded a mark of 0 and must put in a Mitigating Circumstances form, just as you would if you have mitigating circumstances with respect to an exam or an essay deadline. (See your programme handbook or the SoSS student intranet site or more information.)

Tutorial attended but not prepared for: Adequate preparation for tutorials is compulsory, and is required for adequate engagement with the tutorial discussion. For these reasons, if you attend but have not done the required preparation, for tutorial assessment purposes you will be treated as though you were not present, as above (though you will be marked on the register as present).

Please note: this means that if you show up without having done the preparation but have not informed your tutor in advance that there was a legitimate reason for this, you will be awarded a mark of 0.

Your tutor will judge whether you have prepared adequately by looking at your answers to the tutorial questions, which are posted on Blackboard well in advance of the tutorials, and which you **MUST** complete beforehand and take with you to the tutorial.

Feedback: Your tutor will let you know your participation marks so far half-way through the course unit, and the full set of marks and overall mark at the end.

There is some informal guidance about assessed tutorial participation in §2 of the *Philosophy Study Guide*.

PRESENTATION (15%)

One presentation of up to 10 minutes, which will provide 15% of your mark. Presentation plans can be submitted in advance to Dr Janssen-Lauret for feedback.

The presentation will be given during one of the tutorials in the run up to the essay deadline and will be chosen from a list of question related to the essays. A list of presentation questions will be provided on Blackboard.

ASSESSED ESSAYS (75%)

Two essays, one of 2,000 words and one of one of 2,500 words (titles listed below) which provides three quarters of your assessment for this course.

The word limit includes footnotes but **excludes** the bibliography.

Students must state the word count at the end of the essay – failure to do so will result in a deduction of 2 marks.

If an essay goes over the word limit by 10% or more, 5 marks will be deducted.

Presentation

Essays must be typed in at least 12 point in a readable font, and should be **double spaced**. They should include proper bibliography and references.

When submitting electronically the title of the file you upload should be your student ID number followed by the question number. All essays are marked anonymously; please do not put your name on the filename or anywhere in the essay.

Bibliography and Referencing

The lack of a proper bibliography and appropriate references (citations) will potentially greatly affect the mark for the work and may be considered plagiarism.

For full guidance on how to refer to works you are citing and paraphrasing in your essay, and how to write a bibliography, is provided in Chapter 5 of the Philosophy Study Guide. **You MUST follow this guidance.** Bibliography and referencing conventions can vary from discipline to discipline, and the conventions in Philosophy may differ from those employed in other subjects you are studying.

Plagiarism

Plagiarism is a form of academic malpractice that can result in serious penalties, including deduction of marks, the award of a mark of 0, and – in the most serious cases – exclusion from the University. There is also philosophy-specific guidance on plagiarism (and how to avoid plagiarising accidentally) in Chapter 5 of the Philosophy Study Guide.

Students should also consult the University's statement on plagiarism, which can be obtained from the School of Social Sciences student intranet..

Submitting your essay

PHIL30351 uses online submission and marking only.

You must submit your essay electronically to 'Turnitin' via Blackboard. Further instructions on this are available on the Blackboard site for the course, see: <https://online.manchester.ac.uk>

When submitting electronically the title of your essay (i.e. the filename) should be your student ID number, followed by the question number, i.e. xxxxxx Qy.

Failure to submit an electronic copy of your essay will result in a mark of zero.

Deadline

The submission dates for the assessed essays are 13 November 2018 for the first essay and 15 January 2019 for the final essay. All essays should be submitted **by 2pm** on the hand in day.

See the *Philosophy Study Guide* for information about the granting of extensions and penalties for unexcused late submission and for overlong essays.

Penalties for late submission of essays

Essays submitted after 2.00pm carry the following day's date.

Please see the Policy on the Submission of Work for Summative Assessment in relation to the institutional sliding scale for penalties relating to late submission of work (<http://documents.manchester.ac.uk/display.aspx?DocID=24561>).

Please note particularly point 4.7 *The mark awarded will reduce by 10 marks per day for 5 days (assuming a 0 -100 marking scale), after which a mark of zero will be awarded.*

Students who have a valid reason (*i.e.* mitigating circumstances with the necessary documentation) for not being able to submit their assessed essay on time should collect a mitigating circumstances form from the SoSS Undergraduate Office (Arthur Lewis Building, G.001), which should be completed and returned to G.001.

Accessing feedback for essays using online marking

Feedback on your assessed essay will be available on Blackboard no later than 15 working days after the essay deadline date (provided the essay is submitted on time).

To access the feedback please log into My Manchester and go to the **Blackboard** site for PHIL30351. Navigate to the **Submission of Coursework folder** and then click on and follow the instructions under: '**How to download your feedback from Turn it in**'

Please note that all essay marks are provisional until confirmed by the external examiner and the final examinations boards in June.

Students are welcome to discuss their essay with the course convenor during their office hours.

Feedback

The School of Social Sciences (SoSS) is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Students are reminded that feedback is necessarily *responsive*: only when a student has done a certain amount of work and approaches us with it at the appropriate fora is it possible for us to feed *back* on the *student's work*. The main forms of feedback on this course are written feedback responses to assessed essays and exam answers.

We also draw your attention to the variety of generic forms of feedback available to you on this as on all SoSS courses. These include: meeting the lecturer/tutor during their office hours; e-mailing questions to the lecturer/tutor; asking questions from the lecturer (before and after lecture); presenting a question on the discussion board on Blackboard; and obtaining feedback from your peers during tutorials.

Assessed Essay Titles

First Essay, due 13 November 2018. Answer one of the following questions:

Q1. What is the difference between analysis that proceeds via word-by-word definitions and analysis of incomplete symbols? Why is the latter an improvement on the former?

Q2. Explain and assess Susan Stebbing's distinction between same-level analysis and directional analysis.

Q3. 'We have now three views about the nature of philosophical theories, one that they state analyses of concepts, another that they state what is the established usage of words, and another that they conceal a proposal for linguistic change. (Alice Ambrose). Are any of these views about the philosophical theories correct, or are they all wrong? Justify your answer.

Q4. What is the semantic conception of truth? Does it provide an adequate account of truth as agreement between language and reality?

Final Essay, due 15 January 2019. Answer one of the following questions:

Q1. Compare and assess Quine's and Barcan Marcus' views on quantification and ontology.

Q2. Do we have good reason to believe that possibilia exist?

Q3. What is ontological relativity? Does it pose it a threat to the project of philosophical analysis?

Q4. When we interpret what other people say, do we need to draw upon analyses of mental descriptions?

5. COURSE OUTLINE

Brief overview of the syllabus/topics.

Week 1. Introduction and historical background: What Is The Analysis of Analytic Philosophy? (27 September)

Week 2. Analysis in early analytic philosophy: Susan Stebbing and Bertrand Russell on descriptions and incomplete symbols (4 October)

Week 3. Moorean worries about analysis and Susan Stebbing on analysis of language vs. analysis of facts (11 October)

Week 4. Guest lecture by Prof Fraser MacBride on Elizabeth Anscombe and Wittgenstein's Tractatus: Does Analysis Terminate in Simples? (18 October)

Week 5. Truth, reference, and satisfaction (25 October)

Week 6. Quine and Barcan Marcus on quantification, reference, and ontology (8 November)

Week 7. Barcan Marcus and Carnap on modality and language (15 November)

Week 8. Modal language and its truth conditions: Barcan Marcus and Lewis (22 November)

Week 9. Quine on radical translation and analysis (29 November)

Week 10. Davidson, Lewis and Heal on truth and radical interpretation (6 December)

Week 11. Revision lecture (13 December)

6. READING LIST

All journal titles are available online via JSTOR or the University Library.

Week 1. Primary reading: Bertrand Russell, 'Knowledge by Acquaintance and Knowledge by Description', and Constance Jones 'A New Law of Thought', both in *Proc. Arist. Soc* 1910-11.

Week 2. Primary reading: Bertrand Russell, Lectures on Logical Atomism, Lectures 1, 2, 6, *The Monist* 28-9, 1918-9 and Susan Stebbing, 'Logical Constructions' in her *Modern Introduction to Logic*, 2nd ed. available online at <http://hist-analytic.com/STEBBING.htm>

Further reading: Mark Sainsbury, 'Russell on Constructions and Fictions' *Theoria* 46, 1980 and Frederique Janssen-Lauret, 'Susan Stebbing, Incomplete Symbols and Foundherentist Meta-Ontology' *Journal for the History of Analytical Philosophy* 5, 2017.

Week 3. Primary reading: Susan Stebbing, 'The Method of Analysis in Metaphysics', *Proc. Arist. Soc.* 1932-33, and G.E. Moore, 'A Defence of Common Sense'.

Further reading: Alice Ambrose, 'Linguistic Approaches to Philosophical Problems' *J. Phil* 1952.

Week 4. Primary reading: Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*, sections 1 and 2, and G.E.M. Anscombe, 'Simplicity in the Tractatus', *Critica* 21, 1989.

Further reading: G.E.M Anscombe, *An Introduction to Wittgenstein's Tractatus*, 1959 chapter 4 'Negation (2)' and Fraser MacBride, *On the Genealogy of Universals*, OUP 2018, ch. 9 'Wittgenstein', available online via Oxford Scholarship.

Week 5. Primary reading: Alfred Tarski 'The semantic conception of truth and the foundations of semantics' *Philosophy and Phenomenological Research*, 1944 and, if you read German, Marja Kokoszynska, 'Über den absoluten Wahrheitsbegriff und einige andere semantische Begriffe' *Erkenntnis* 6, 1936.

Further reading: Susan Haack, *Philosophy of Logics* CUP 1977, chapter on Truth and P. Mancosu, 'Tarski, Neurath, and Kokoszyńska on the Semantic Conception of Truth' in *New Essays on Tarski and Philosophy*, OUP 2008, available online via Oxford Scholarship.

Week 6. Primary reading: W.V. Quine, 'Designation and Existence', *J. Phil* 1939, and Ruth Barcan Marcus 'Nominalism and the Substitutional Quantifier', *Nous* 1978.

Further reading: M. Dunn and N. Belnap 'The Substitution Interpretation of the Quantifiers', *Noûs* 1968 and Frederique Janssen-Lauret, 'Meta-Ontology, Naturalism, and the Quine-Barcan Marcus Debate' in *Quine and His Place in History*, Palgrave 2015.

Week 7. Primary reading: Ruth Barcan Marcus 'Modalities and Intensional Languages' *Synthese* 1961 and W.V. Quine 'The Problem of Interpreting Modal Logic' *Journal of Symbolic Logic* 1947.

Further reading: Tim Williamson, *Modal Logic as Metaphysics*, OUP 2013, ch. 2.

Week 8: David Lewis *On the Plurality of Worlds* OUP 1986, ch. 1 sections 1 and Ruth Barcan Marcus 'Possibilia and Possible worlds' in her *Modalities*, OUP 1993, both available online via Oxford Scholarship.

Further reading: Michael Loux, *Metaphysics: A Contemporary Introduction*, Routledge 2006, ch. 5, available online via the library. Peter van Inwagen, 'Two Concepts of Possible Worlds' *Midwest Studies in Philosophy* 1986.

Week 9. Primary reading: Quine 'Ontological Relativity' *J.Phil.* 1968.

Further reading: Jane Heal, *Fact and Meaning: Quine and Wittgenstein on Philosophy of Language* Blackwell 1989, chapters 5 and 6, and Eve Gaudet, *Quine on Meaning*, Continuum 2006.

Week 10: David Lewis, 'Radical Interpretation', *Synthese* 1974, Donald Davidson, 'Radical Interpretation', *Dialectica* 1973, and Jane Heal, 'Replication and Functionalism' reprinted in her *Mind, Reason and Imagination*, CUP 2003, available on Blackboard.

Further reading: Jane Heal, 'Radical Interpretation' in *Companion to the Philosophy of Language*, Blackwell, David Braddon-Mitchell and Frank Jackson, *Philosophy of Mind and Cognition*, Blackwell 1996, ch. 3 and Frederique Janssen-Lauret and Fraser MacBride, 'W.V. Quine and David Lewis: Structural (Epistemological) Humility' in *Quine: Structure and Ontology*, OUP forthcoming, available on Blackboard.

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES

PHILOSOPHY

COURSE UNIT OUTLINE 2018-19

PHIL30551 Philosophy of Action
Semester: 1 Credits: 20

This course guide should be read in conjunction with the *Philosophy Study Guide 2018-19*, available from the Philosophy Intranet.

Lecturer(s): Dr. Thomas Smith
Office: Humanities Bridgeford Street, 2.41
Telephone: 0161 275 7886
Email: thomas.smith@manchester.ac.uk
Office Hours: 2-3pm on Mondays; 3-4pm on Fridays.
Please email to arrange an appointment outside of these hours.

Tutor: Dr. Thomas Smith

Administrator: Christopher Ashworth, UG Office, G.001 Arthur Lewis Building
Tel: 0161 275 7129, Email: christopher.ashworth@manchester.ac.uk

Lectures: Friday 11-1pm, Stopford Building, Theatre 5

Tutorials: Mondays and Tuesdays
Allocate yourself to a tutorial group using the Student System
(this is compulsory and on a first come, first served basis)

Assessment: 2 hour exam 67%
2,500 word essay 33%

Reading Week: Monday 29th October 2018 – Friday 2nd November 2018

Philosophy Intranet: <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/>
Please go to the intranet for staff and TA office hours, the Philosophy Study Guide, and advice on accessing online philosophy resources.

Pre-requisite(s): 40 credits of level 2 Philosophy course units

Communication: *Students must read their University e-mails regularly, as important information will be communicated in this way.*

Examination period: Monday 14 January – Friday 25 January 2019
Re-sit Examination period: Monday 19th August – Friday 30th August 2019

Please read this course outline through very carefully as it provides essential information needed by all students attending this course

2. ABOUT THE COURSE

Summary

Whenever you say hello to someone, or shake their hand, or kiss their lips, you perform an action. But what sort of thing is an action? How does doing something differ from undergoing something, or having something done to you? What makes one action the same as, or different from, another action? (If you smile and say hello, is this one action or two?) Many actions involve bodily movements, but are actions identical with bodily movements? Could it be that some actions consist in less than a bodily movement, whereas others consist in more? Are there rational justifications for performing some actions rather than others? If so, what sorts of justifications are they, and what sort of practical thinking or deliberation can enable us to appreciate them? Under what circumstances, if any, is an action either (i) voluntary, (ii) intentional, or (iii) free? What sorts of explanations are explanations of people's actions? Are all actions performed by individuals, or can an action be performed by a group?

In this course, we will focus on these and other questions of the philosophy of action.

Aims

This course aims to:

- Enable students to critically engage with issues in the philosophy of action.
- Familiarise students with some important writings in contemporary philosophy of action.
- Enhance students' ability to present and discuss philosophical issues orally, and their ability to present philosophical ideas and arguments in written work.

Learning Outcomes

On successful completion of this unit successful students will be able to demonstrate:

- Knowledge and understanding of some of the main texts and ideas in contemporary philosophy of action.
- The ability to critically engage with these texts and ideas.
- The ability to present and discuss orally these texts and ideas.
- The ability to present in writing clear, cogent, sustained philosophical arguments, based on relevant background research.

3. COURSE ORGANISATION

Lectures: Friday 11-1pm, Hum Bridge St_G33

Tutorials:

DAY & TIME	LOCATION	TUTOR
Mon 3-4pm	Uni Place 3.211	Thomas Smith
Tues 3-4pm	Roscoe 4.2	
Tue 4-5pm	Mansfield Cooper 2.04	

Tutorials are weekly, **starting in week 2**. Attendance at tutorials is compulsory. It is students' responsibility to ensure that they have been allocated to a tutorial group. Students may not change group without permission.

Work and attendance

The work and attendance requirements for this course are that you:

- **Attend all tutorials**
If you are absent from a tutorial through illness you should inform your tutor and fill in a

Certification of Student Ill Health (available from your department or from the SoSS UG Office; see your degree programme handbook for further details). If you are absent for another reason you should tell your tutor or the Philosophy Administrator, Christopher Ashworth, as soon as possible – if possible, *before* the tutorial.

- **Prepare adequately for tutorials**

You will be set preparatory work for tutorials; see the study budget below for a guide to roughly how long you should spend on this.

- **Complete written work on time**

Failure to complete assessed work by the due date constitutes a violation of the work and attendance requirement.

Violations of work and attendance requirements will be reported to your Programme Director. If you have difficulties (e.g. personal, financial or family problems) that result in persistent failure to meet the work and attendance requirements, you should talk to your Programme Director or Academic Advisor.

Texts recommended for purchase:

It is not essential that you buy any text. Tutorial readings will be made available on Blackboard, and the reading lists at the end of this guide give additional texts available from the library, and in many cases online.

Course materials: Further materials will be made available on the courses Blackboard site. Log-in to Blackboard via My Manchester at: <https://online.manchester.ac.uk>

Study skills and online resources

The Philosophy intranet site, <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/> has lots of useful information and advice on, for example, essay-writing and accessing e-journals and other online resources. It includes an 'essay bank' containing a couple of actual student essays with lots of comments on them. You can also download the Philosophy Study Guide, find out about lecturer and tutor contact details, etc.

Study budget

The University's Academic Standards Code of Practice specifies that a 20 credit course is expected to require about 200 hours work by students. For this course, you are recommended to break this down roughly as follows:

Lectures	10 x 2 = 20 hours
Tutorials	10 hours
Tutorial preparation	10 x 5 hours = 50 hours
Essay preparation	40 hours
Exam preparation	80 hours

TOTAL: 200 hours

Prompt arrival at classes

Students should note that all lectures and tutorials start **on the hour** and should end at 50 minutes past the hour. Late arrival for tutorials may result in your being marked absent; if you arrive late it is your responsibility to ensure that your tutor has marked you as present.

4. ASSESSMENT

Assessment Criteria

For the assessment criteria for PHIL course units, see the *Philosophy Study Guide* (available online at: <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/study-resources/>) which also provides further guidance concerning the assessment criteria.

EXAMINATION

One two-hour exam will be set at the end of semester one, in which you must answer two questions. This provides two thirds of your assessment for the course. You will not be able to reproduce material from your assessed essay in your exam.

Past Exam Papers can be found at <http://documents.manchester.ac.uk/pastexams.aspx>

ASSESSED ESSAYS

One essay of 2,500 words (titles to appear on Blackboard) which provides one third of your assessment for this course. The word limit includes footnotes but excludes the bibliography. Students must state the word count at the end of the essay – failure to do so will result in a deduction of 2 marks. If an essay goes over the word limit by 10% or more, 5 marks will be deducted.

Presentation

Essays must be typed in at least 12 point in a readable font, and should be **double spaced**. They should include proper bibliography and references.

Bibliography and Referencing

The lack of a proper bibliography and appropriate references (citations) will potentially greatly affect the mark for the work and may be considered plagiarism, a form of academic malpractice that can result in serious penalties, including a mark of 0, and – in the most serious cases – exclusion from the University. For full guidance on how to refer to works you are citing and paraphrasing in your essay, and how to write a bibliography, is provided in Chapter 5 of the Philosophy Study Guide, available from the Philosophy intranet site. **You MUST follow this guidance.** Bibliography and referencing conventions can vary from discipline to discipline, and the conventions in Philosophy may differ from those employed in other subjects you are studying.

Submitting your essay

PHIL30551 Philosophy of Action uses online submission and marking only.

You must submit your essay electronically to 'Turnitin' via Blackboard. Further instructions on this are available on the Blackboard site for the course, see: <https://online.manchester.ac.uk>

When submitting electronically the title of your essay (i.e. the filename) should be your student ID number, followed by the question number, i.e. xxxxxx Qy.

All essays are marked anonymously; please do not put your name on the filename or anywhere in the essay.

Deadline

The submission date for the assessed essay is **6th November 2018**. All essays should be submitted **by 2pm** on the hand in day. See the *Philosophy Study Guide* for information about the granting of extensions and penalties for unexcused late submission and for overlong essays.

Penalties for late submission of essays:

Essays submitted after 2.00pm carry the following day's date.

Penalties for late submission are as follows: the mark awarded will reduce by 10 marks per day for 5 days (assuming a 0 -100 marking scale), after which a mark of zero will be awarded.

Students who have a valid reason (*i.e.* mitigating circumstances with the necessary documentation) for not being able to submit their assessed essay on time should collect a mitigating circumstances form from the SoSS Undergraduate Office (Lewis, G.001), which should be completed and returned to G.001.

Accessing feedback for essays using online marking

Feedback on your assessed essay will be available on Blackboard no later than 15 working days after the essay deadline date (provided the essay is submitted on time). To access the feedback please log into My Manchester and go to the **Blackboard** site for_Phil30551. Navigate to the **Submission of Coursework folder** and then click on and follow the instructions under: **'How to download your feedback from Turn it in'** Please note that all essay marks are provisional until confirmed by the external examiner and the final examinations boards in June. Students are welcome to discuss their essay with the course convenor during their office hours.

Feedback

The School of Social Sciences (SoSS) is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Students are reminded that feedback is necessarily *responsive*: only when a student has done a certain amount of work and approaches us with it at the appropriate fora is it possible for us to feed *back* on the *student's work*. The main forms of feedback on this course are written feedback responses to assessed essays and exam answers. You can also request feedback on your exam by meeting the course convenor. We also draw your attention to the variety of generic forms of feedback available to you on this as on all SOSS courses. These include: meeting the lecturer/tutor during their office hours; e-mailing questions to the lecturer/tutor; asking questions from the lecturer (before and after lecture); and obtaining feedback from your peers during tutorials, and through discussion boards.

Assessed Essay Titles

To be posted on Blackboard.

5. COURSE OUTLINE

The course content will, in part, be improvised in response to student interest. But we will cover material on the metaphysics of action, the explanation of action, intention, and rationality.

Each week we will (unless specified otherwise below) meet for both a lecture, and for tutorials on the issues raised in the previous week's lecture.

- Wk. 1 (beginning 24th Sep): Lecture only (no tutorials).
- Wk. 2 (beginning 1st Oct):
- Wk. 3 (beginning 8th Oct):
- Wk. 4 (beginning 15th Oct):
- Wk. 5 (beginning 22nd Oct):
- Wk. 6 (beginning 29th Oct): READING WEEK
- Wk. 7 (beginning 5th Nov):
- Wk. 8 (beginning 12th Nov):
- Wk. 9 (beginning 19th Nov):
- Wk. 10 (beginning 26th Nov):
- Wk. 11 (beginning 3rd Dec):
- Wk. 12 (beginning 10th Dec): Tutorials only (no lecture).

6. READING

You study in three ways: by attending lectures, participating in tutorials, and reading.

Blackboard will be updated each week with both **mandatory** tutorial readings and **recommended** readings on the themes of each lecture and the accompanying tutorial. It is essential that you follow at least some of these recommendations for private reading if you want to get most out of the course, and have the best possible chance of high achievement in your assessed essay and exam. But be aware that no reading lists is exhaustive: you are encouraged to find your own texts to read by following up footnotes, browsing real and virtual libraries etc.

Almost all of the texts on the recommended reading lists are either held in the library or accessible on-line. Please note that to access many of the on-line texts, you will need either to be on-site, or to log in using Shibboleth (look for 'Institutional login', enter 'University of Manchester' and then your University user name and password).

To search for items on reading lists, try:

- *University of Manchester Library* <http://www.library.manchester.ac.uk/>
- *PhilPapers* <http://philpapers.org/>
- *Google scholar* <http://scholar.google.co.uk/>

For general browsing, try also

- O'Connor T. and Sandis C. (2010) *A Companion to the Philosophy of Action (Blackwell Companions to Philosophy)* Oxford: Blackwell.
[Click the link on the University library catalogue entry for on-line access].
- *Elisabeth Pacherie's action theory site* <http://actiontheory.free.fr/>
- *Christian Perring's philosophy of action bibliography*
<http://www.uky.edu/~cperring/Actionbib.html>
- *Andrei Buckareff and Constantine Sandis's philosophy of action site*
www.philosophyofaction.com

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES

PHILOSOPHY

COURSE UNIT OUTLINE 2018-19

PHIL30622 Advanced Topics in Aesthetics
Semester: 2
Credits: 20

- Lecturer(s):** Dr Paula Satne
Office: Humanities Bridgeford Street, 2nd floor, room 2.45
Telephone: 0161 275 4777
Email: paula.satne@manchester.ac.uk
Office Hours: Monday 15.15 to 16.15 hs Tuesday 11.30 to 12.30hs
 Please email in advance to make an appointment if you wish to come to see me during my office hours.
- Tutors:** Tutorials will be taken by Dr Paula Satne
- Administrator:** Christopher Ashworth, UG Office, G.001 Arthur Lewis Building
 Tel: 0161 275 7129 Email: christopher.ashworth@manchester.ac.uk
- Lecture:** Tuesday 13- 15hs Uni Place 3.204
- Tutorials:** Allocate yourself to a tutorial group using the Student System (this is compulsory and on a first come, first served basis)
- Assessment:** 1 x 2 hour exam – 50%
 1 x 2500 word essay – 40%
 Tutorial participation - 10%
- Easter Break:** Monday 8th April 2019 – Friday 26th April 2019
- Philosophy Intranet:** <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/>
 Please go to the intranet for staff and TA office hours, the Philosophy Study Guide, and advice on accessing online philosophy resources.

*****IMPORTANT INFORMATION – PLEASE READ*****

Pre-requisite(s): 40 PHIL credits at Level 2 or permission from the convenor

Communication: *Students must read their University e-mails regularly, as important information will be communicated in this way.*

Examination period: Wednesday 15 May – Wednesday 5 June 2019
Re-sit Examination period: Monday 19th August – Friday 30th August 2019

Please read this course outline through very carefully as it provides essential information needed by all students attending this course

2. ABOUT THE COURSE

Summary

In this course we will explore the role of emotions, morality and political engagement in art. We will start by studying two important classical texts by Plato and Hume which set the stage for much of the subsequent discussion on these issues in the history of philosophy of art in both the continental and analytical traditions.

We will then explore such issues as the possibility of responding to artistic works with genuine emotions, whether an ethical defect in a work of art should also be considered an aesthetic defect, the moral and cognitive value of literature, the so-called puzzle of imaginative resistance, the value of artistic works that purport to be politically engaged and the emancipatory but sometimes also oppressive role of art in society, as well as feminist and Marxist perspectives on art and the problem of public art.

Aims

This course unit aims to:

- Enable students to analyse, and develop their own reasoned opinions on, some advanced problems in philosophical aesthetics.
- Enhance students' powers of critical analysis, reasoning and independent thought.

Learning Outcomes

On successful completion of this course unit, students will be able to demonstrate:

- Knowledge and understanding of a range of important texts in analytic aesthetics and the history of philosophy.
- Some in-depth critical knowledge of some of the most important theories in the areas covered by the course.
- The ability to critically reflect on those theories, and to articulate and defend their own views.

3. COURSE ORGANISATION

Lectures and tutorials will be delivered by Dr Paula Satne

Lecture: Tuesday 1-3pm Uni Place 3.204

Tutorials:

TUT	DAY & TIME	LOCATION	TUTOR
TU01	Monday 1 -2pm	Sam Alex_A18	Paula Satne
TU02	Monday 2 -3pm	Sam Alex_A18	

IMPORTANT: Tutorials are weekly, **starting in week 3. Tutorial 10 will take place on the first hour of lecture 12.** The second hour of lecture 12 will be dedicated to exam revision (see schedule below). **Attendance at tutorials is compulsory.** It is students' responsibility to ensure that they have been allocated to a tutorial group. Students may not change group without permission.

Work and attendance

The work and attendance requirements for this course are that you:

- **Attend all tutorials**
If you are absent from a tutorial through illness you should inform your tutor and fill in a Certification of Student Ill Health (available from your department or from the SoSS UG Office; see your degree programme handbook for further details). If you are absent for another reason you should tell your tutor or the Philosophy Administrator, Christopher Ashworth as soon as possible – if possible, *before* the tutorial.
- **Prepare adequately for tutorials**
You will be set preparatory work for tutorials; see the study budget below for a guide to roughly how long you should spend on this.
- **Complete written work on time**
Failure to complete assessed work by the due date constitutes a violation of the work and attendance requirement.

Violations of work and attendance requirements will be reported to your Programme Director. If you have difficulties (e.g. personal, financial or family problems) that result in persistent failure to meet the work and attendance requirements, you should talk to your Programme Director or personal tutor.

Recommended texts:

The following book contains useful background readings on some of the topics covered, and some essential readings are reprinted in it:

Eileen John and Dominic Lopes (eds) *The Philosophy of Literature: Contemporary and Classic Readings*, Oxford: Blackwell, 2003.

In addition, the following books cover some of the issues to be addressed in this course:

Bermudez, J. and Gardiner, S. (eds) (2003) *Art and Morality*, London: Routledge. (available online through the University's library).

Gaut, Berys (2007) *Art, Emotion, and Ethics*, Oxford: Oxford University Press. (available online through the University's library).

Levinson, J. (ed). (1998) *Aesthetics and Ethics: Essays at the Intersection*. Cambridge: Cambridge University Press.

M. Kieran (ed). (2006) *Contemporary Debates in Aesthetics and the Philosophy of Art*. Blackwell Publishing.

Course materials: Further materials will be made available on the courses Blackboard site. Log-in to Blackboard at: <http://www.manchester.ac.uk/portal>

Study budget

The University's Academic Standards Code of Practice specifies that a 20 credit course is expected to require about 200 hours work by students. For this course, you are recommended to break this down roughly as follows:

Lectures	10 x 2 = 20 hours
Tutorials	10 hours
Tutorial preparation	10 x 5 hours = 50 hours
Essay preparation	50 hours
Exam preparation	70 hours
TOTAL:	200 hours

Prompt arrival at classes

Students should note that all lectures and tutorials start **on the hour** and should end at 50 minutes past the hour. Late arrival for tutorials may result in your being marked absent; if you arrive late it is your responsibility to ensure that your tutor has marked you as present.

4. ASSESSMENT

Assessment Criteria

For the assessment criteria for PHIL course units, see the *Philosophy Study Guide* (available online at: <http://documents.manchester.ac.uk/display.aspx?DocID=24852> which also provides further guidance concerning the assessment criteria.

Examination

One two-hour exam will be set at the end of semester in which you must answer two questions. This provides 50% of your assessment for the course. You will not be able to reproduce material from your assessed essay in your exam.

A sample exam paper is included at the end of this course guide. Please note that this is provided **only** for guidance as to the kind of question you may be asked. You should not infer anything about which particular questions or topics will come up in this year's exam. This year the content of this module has changed significantly, therefore advice and guidance on the content of this year's exam will be provided in the exam revision lecture at the end of the course (lecture 12) .

Tutorial Participation

You will be assessed on your participation in tutorials for this course unit. Since there are 10 tutorials, this assessment will contribute 1% of your overall mark for the course unit for each tutorial.

If you attend **and prepare** as instructed for the tutorial, you can expect to receive marks in the following range:

6/10: No substantive contribution to the discussion and/ or lack of appropriate preparation

7/10: Evidence of preparation and some substantive contribution to the discussion

8-10/10: Evidence of preparation and good/excellent/outstanding contribution to the discussion.

Tutorial missed with no legitimate reason: you will be awarded a mark of 0 for that tutorial.

Tutorial missed with a legitimate reason (e.g. illness or major transport failure): So long as you inform your tutor **in advance**, you will not be penalized **on the first two occasions this happens**. (Your overall mark for participation for the course unit will be calculated on the basis of the tutorials you did attend.)

For subsequent occasions, you will be awarded a mark of 0 and must put in a Mitigating Circumstances form, just as you would if you have mitigating circumstances with respect to an exam or an essay deadline. (See your programme handbook or the SoSS student intranet site for more information.)

Tutorial attended but not prepared for: Adequate preparation for tutorials is compulsory, and is required for adequate engagement with the tutorial discussion. For these reasons, if have not prepared for the tutorial and have not informed your tutor in advance that there was a legitimate reason for this, you will be awarded a mark of 0 (though you will be marked on the register as present).

Preparation. You are expected to bring written answers to the tutorial questions with you to class. Your tutor will use these to judge whether or not you have prepared adequately. In addition to answer each week's tutorial questions you are expected to choose one work of art which constitutes a **good example** of some of the issues discussed in that week's readings. You should write one or two sentences explaining why the artwork constitutes a good example of the issues being discussed in the readings. You should add your example and this short paragraph as an entry on the **online discussion forum** for your tutorial group for that week. The deadline for doing this is the night before the tutorial (i.e. Sunday night so I can look at it before the Monday tutorials).

If a student has already recommended the same work than you, you should choose a different example (ergo participate early to avoid having to do extra work!). You are welcome to use examples from popular culture (even TV) or any other artistic area that interests you.

Online discussion forums. These will be accessible in the course site on Blackboard and organised by tutorial groups and week-by-week topics. You should find your tutorial group and add your entry for that week's tutorial. To access the online discussion forums go to the discussions section of the module's Blackboard site.

Feedback: Your tutor will let you know your participation marks so far half-way through the course unit, and the full set of marks and overall mark at the end.

There is some informal guidance about assessed tutorial participation in §2 of the *Philosophy Study Guide*.

Assessed Essays

One essay of **2500 words** should be chosen from a list provided on Blackboard. This provides 40% of your assessment.

****students must indicate the word count at the end of the essay — failure to do so will result in a deduction of 2 marks. The word-limit includes footnotes but excludes bibliography.** If an essay goes over the word limit by **10% or more**, 5 marks will be deducted. **

Essay Presentation

Essays must be typed in at least 12 point in a readable font, and should be **double spaced**. They should include proper bibliography and references. Include your word count at the end of the essay.

Bibliography and Referencing

The lack of a proper bibliography and appropriate reference will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

Students should consult the University's statement on plagiarism which can be obtained from the School of Social Sciences student intranet.

There are a number of referencing systems available. One that is both simple and widely used is the Harvard system of referencing. On this system, the bibliography would be set out as follows:

Putnam, Hilary (1975) 'The Meaning of 'Meaning'' in his *Philosophical Papers volume II* (Cambridge, UK: Cambridge University Press), pp.105-219.

Quine, W.V.O. (1960) *Word and Object* (Cambridge, Massachusetts: MIT Press).

Ryle, Gilbert (1948) 'It Was to Be' *Mind* 47 pp.23-38.

The system of referencing, then, has this pattern:

Surname, first name, date, title of book, location of publisher, name of publisher.

Or:

Surname, first name, date, title of article, title of journal or collection, journal volume number, page numbers for the beginning and end of the article.

Note that the title of the book or the journal should be italicised (or underlined.) The title of an article should be in quote-marks. (See the examples of Putnam and Ryle above.)

If the bibliography contains more than one item by an author published in the same year, the convention is to write the date followed by a small case letter. For example, (1948a), (1948b), etc.

Whenever you make a claim about what a philosopher says or believes – whether in direct or indirect speech – you must back it up with a reference. When giving a reference in your essay, simply write the author's name, followed by the date, followed by the relevant page(s). The convention is to put the reference at the end of a sentence. For example:

Ryle thought that the word 'exists' is ambiguous (Ryle (1949) pp.23-24). Quine argued against Ryle's view (Quine (1960) p.61).

Note that page numbers are given. Not including page references is very poor page referencing. The point of giving page references is to support your claim that Ryle or Quine say what you claim they said. The reader can check for him or herself that these philosophers said what you claimed they said without having to thumb through every page of the relevant books.

For further details please see the referencing guide included in the *Philosophy Study Guide*.

Submitting your essay

PHIL30622 Advanced Topics in Aesthetics uses online submission and marking only.

You must submit your essay electronically to 'Turnitin' via Blackboard. Further instructions on this are available on the Blackboard site for the course, see: <https://online.manchester.ac.uk>

When submitting electronically the title of your essay (i.e. the filename) should be your student ID number, followed by the question number, i.e. xxxxxx Qy.

Failure to submit an electronic copy of your essay will result in a mark of zero.

Deadline

The submission date for the assessed essay is **Tuesday 30th April 2019**.

See the *Philosophy Study Guide* for information about the granting of extensions and penalties for unexcused late submission and for overlong essays.

Penalties for late submission of essays

Essays submitted after 2.00 pm carry the following day's date. The penalties for late submission of essays are as follows: the mark awarded will reduce by 10 marks per day for 5 days (assuming a 0-100 marking scale), after which a mark of zero will be awarded. Students who have a valid reason (*i.e.* extenuating circumstances with the necessary documentation) for not being able to submit their assessed essay on time should collect a mitigating circumstances form from the SoSS Undergraduate Office (Lewis, G.001), which should be completed and returned to G.001.

Accessing feedback for essays using online marking

Feedback on your assessed essay will be available on Blackboard no later than 15 working days after the essay deadline date (provided the essay is submitted on time).

To access the feedback please log into My Manchester and go to the **Blackboard** site for PHIL30622 Advanced Topics in Aesthetics. Navigate to the **Submission of Coursework folder** and then click on and follow the instructions under: **'How to download your feedback from Turn it in'**

Please note that all essay marks are provisional until confirmed by the external examiner and the final examinations boards in June.

Students are welcome to discuss their essay with the course convenor during their office hours.

Feedback

The School of Social Sciences is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Students are reminded that feedback is necessarily *responsive*: only when a student has done a certain amount of work and approaches us with it at the appropriate fora is it possible for us to feed *back* on the *student's work*. The main forms of feedback on this course are assessment of essays and exams. We also draw your attention to the variety of generic forms of feedback available to you on this as on all SOSS courses. These include: meeting the lecturer/tutor during their office hours; e-mailing questions to the lecturer/tutor; asking questions from the lecturer (before and after lecture); presenting a question on the discussion board on Blackboard; and obtaining feedback from your peers during tutorials.

Assessed Essay Titles

A list of assessed essay titles will become available on Blackboard by Friday 7th February. **The essay titles will be related to the topics covered in lectures 2 to 5.** I will email you when the list of titles becomes available.

5. COURSE OUTLINE

- Week 1 (beginning 28/01): Introduction to the course (one hour lecture)
- Week 2 (beginning 04/02): Historical background: Plato
- Week 3 (beginning 11/02): Historical background: Hume
- Week 4 (beginning 18/02): Tragedy
- Week 5 (beginning 25/02): Emotional Responses to Fictions
- Week 6 (beginning 04/03): Art and Morality I: Ethicism
- Week 7 (beginning 11/03): Art and Morality II: Immoralism
- Week 8 (beginning 18/03): The Puzzle of Imaginative Resistance
- Week 9 (beginning 25/03): Art and Politics I: Aesthetics and Feminism
- Week 10 (beginning 01/04): Art and Politics II: Assessing Socially Engaged Art

ESTER BREAK

- Week 11 (beginning 29/04): Art and Politics III: Art, Memory and Public Space
- Week 12 (beginning 6/05): tutorial 10 (first hour) and exam Revision (second hour)

6. READING LIST

It is essential that you read and understand the items on the following reading list prior to coming to the relevant tutorial. Further reading lists will be uploaded on Blackboard together with the lecture slides just before the lecture. Tutorial readings and questions will be uploaded on Blackboard at least one week before the tutorial.

WEEKS 1 and 2: No Tutorials

WEEK 3 TUTORIAL 1: Plato

Plato. *Republic* (extracts from Book II, III and X). In *The Philosophy of Literature: Contemporary and Classic Readings*. Edited by Eileen John and Dominic Lopes. Oxford: Blackwell, 2003.

Nehamas, Alexander (1988). "Plato and the Mass Media," *Monist* 71 (2): 214-34

WEEK 4 TUTORIAL: Hume

Hume, D. (1757) "Of the Standard of Taste" (various editions).

Available at: <http://www.csulb.edu/~jvancamp/361r15.html>

Levinson, J. (2002) "Hume's Standard of Taste: The Real Problem", in *Journal of Aesthetics and Art Criticism*, 60: 227-238.

WEEK 5 TUTORIAL: Tragedy

Hume, David. "Of Tragedy." In *Philosophy of Literature: Contemporary and Classic Readings*, edited by Eileen John and Dominic McIver Lopes, 25-28. Malden, MA: Blackwell, 2004.
Also available here: <http://www.english.upenn.edu/~mgamer/Etexts/hume.tragedy>

Feagin, Susan. "The Pleasures of Tragedy." *American Philosophical Quarterly* 20, no. 1 (1983): 95-104. In *Philosophy of Literature. Contemporary and Classic Readings: An Anthology* edited by Eileen John and Dominic McIver Lopes. Blackwell, 2004.

WEEK 6 TUTORIAL: Emotional Responses to Fictions

Colin Radford "How Can We Be Moved by the Fate of Anna Karenina?" In *Proceedings of the Aristotelian Society, Supplementary Volumes*, Vol. 49 (1975), pp. 67- 93.

Kendall Walton (1971) "Fearing Fictions" In *The Journal of Philosophy* 75(1), pp 5-27.

WEEK 7 TUTORIAL: Ethicism

Gaut, Berys. "The Ethical Criticism of Art." In J. Levinson (ed.) *Aesthetics and Ethics*, Cambridge: Cambridge University Press, 1998. (Reprinted in Eileen John and Dominic McIver Lopes (eds) (2004))

Carroll, N. (1998) "Moderate Moralism Versus Moderate Autonomism" *British Journal of Aesthetics* 38: 419-24.

WEEK 8 TUTORIAL: Immoralism

John, E. (2009) "Artistic Value and Opportunistic Moralism" in M. Kieran (ed) *Contemporary Debates in Aesthetics and the Philosophy of Art*. Blackwell Publishing.

Eaton, A. W. "Robust Immoralism" *Journal of Aesthetics and Art Criticism* 70: 3 (2012): 281-292.

WEEK 9 TUTORIAL: Imaginative Resistance

Gendler, T., 'The puzzle of imaginative resistance', *The Journal of Philosophy* 97, 2000, pp. 55-81.

Stock, K., 'Resisting Imaginative Resistance', *The Philosophical Quarterly*, 55, Number 221, October 2005, pp. 607-624.

WEEK 10 TUTORIAL: Aesthetics and Feminism

Brand, Peggy Zeglin. "Disinterestedness and Political Art". In *Aesthetics: the Big Questions* edited by Carolyn Korsmeyer. Blackwell Publishing, 1998 (first edition), pp. 155-171.

hooks, bell. "The Oppositional Gaze: Black Female Spectators." In *Feminism and Tradition in Aesthetics*, edited by Peggy Zeglin Brand and Carolyn Korsmeyer, Philadelphia: Penn State Press, 1995): 142-159.

WEEK 11 TUTORIAL: Art and Political Engagement

Simoniti, V. "Assessing Socially Engaged Art" *JAAC* 76 (1) (Winter 2018): 71-82.

Mullin, A. "Feminist Art and the Political Imagination" *Hypatia* 18 (2) (Fall 2003): 189-213.

WEEK 12 TUTORIAL: Art, Memory and Public Space (this tutorial will take place on the first hour of lecture 12. The second hour will be dedicated to exam revision. There will be no separate (Monday) tutorial this week)

Horowitz, Gregg. M. "Public Art/ Public Space. The Spectacle of the Titled Arc Controversy" *The Journal of Aesthetics and Art Criticism* Vol. 54, No. 1 (Winter, 1996), pp. 8-14. Reprinted in *Arguing about Art. Contemporary Philosophical Debates* edited by Alex Neill and Aaron Ridley: London: Routledge (third edition, 2008).

Di Paolantonio, M. (2008) "A Site of Struggle, A Site of Conflicting Pedagogical Proposals: The Debates Over Suitable Commemorative Form for ESMA" *Journal of the Canadian Association for Curriculum Studies*, 6 (2), 25-42.

7. SAMPLE EXAM PAPER (for guidance only)

PHIL30622: Advanced Topics in Aesthetics

2 Hours

Candidates should answer TWO questions. Candidates may not answer questions addressing issues in the area on which they wrote their assessed essay.

1. What distinguishes works of fiction from works of non-fiction?
2. What are the main problems with realism about fictional characters? Can the realist overcome them?
3. Under what conditions is something true according to a fiction?
4. Can we feel genuine pity for Anna Karenina?
5. What are the limits to our capacity to engage imaginatively with fiction? What determines these limits?
6. How does literature differ from mere fiction?
7. Is the cognitive value of a work of literature relevant to its value as literature?

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES

PHILOSOPHY

COURSE UNIT OUTLINE 2018-19

<p style="text-align: center;">PHIL30721 Semester: 1 Credits: 20</p>

This course guide should be read in conjunction with the *Philosophy Study Guide 2018-19*, available from the Philosophy Intranet.

- Lecturer(s):** Dr David Liggins
Office: Humanities Bridgeford St 2.59
Telephone: 0161 306 6947
Email: david.liggins@manchester.ac.uk
Office Hours: Please email to arrange an appointment outside of these hours.
- Tutors:** Tutorials will be taken by Teaching Assistants – see below.
Their office hours will be posted here:
<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/office-hours/>
- Administrator:** Christopher Ashworth, UG Office, G.001 Arthur Lewis Building
Tel: 0161 275 7129, Email: christopher.ashworth@manchester.ac.uk
- Lectures:** Monday 1-3pm Uni Place 5.206
- Tutorials:** Allocate yourself to a tutorial group using the Student System (this is compulsory and on a first come, first served basis)
- Assessment:** 3 hour exam 100%
- Reading Week:** Monday 29th October 2018 – Friday 2nd November 2018
- Philosophy Intranet:** <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/>
Please go to the intranet for staff and TA office hours, the Philosophy Study Guide, and advice on accessing online philosophy resources.

*****IMPORTANT INFORMATION – PLEASE READ*****

Pre-requisite(s): None

Communication: <i>Students must read their University e-mails regularly, as important information will be communicated in this way.</i>
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Examination period: Monday 14 January – Friday 25 January 2019
Re-sit Examination period: Monday 19th August – Friday 30th August 2019

Please read this course outline through very carefully as it provides essential information needed by all students attending this course

2. ABOUT THE COURSE

Summary

Aims

Learning Outcomes

3. COURSE ORGANISATION

Lectures: Monday 1-3pm Uni Place 5.206

Tutorials:

DAY & TIME	LOCATION	Tutor
Tues 1-2pm	Crawford House_SEM RM B	D.Liggins
Tues 2-3pm	Crawford House_SEM RM B	D.Liggins

Tutorials are weekly, **starting in week 1**. Attendance at tutorials is compulsory. It is students' responsibility to ensure that they have been allocated to a tutorial group. Students may not change group without permission.

Work and attendance

The work and attendance requirements for this course are that you:

- **Attend all tutorials**
If you are absent from a tutorial through illness you should inform your tutor and fill in a Certification of Student Ill Health (available from your department or from the SoSS UG Office; see you degree programme handbook for further details). If you are absent for another reason you should tell your tutor or the Philosophy Administrator, Chris Ashworth as soon as you can – if possible, *before* the tutorial.
- **Prepare adequately for tutorials**
You will be set preparatory work for tutorials; see the study budget below for a guide to roughly how long you should spend on this.
- **Complete written work on time**
Failure to complete assessed work by the due date constitutes a violation of the work and attendance requirement.

Violations of work and attendance requirements will be reported to your Programme Director. If you have difficulties (e.g. personal, financial or family problems) that result in persistent failure to meet the work and attendance requirements, you should talk to your Programme Director or Academic Advisor.

Texts recommended for purchase:

No text must be purchased. Tutorial readings will be made available via Blackboard, and recommended texts are available through the library and (in many cases) web. However, since

demand for library books is likely to be high, students may find it useful to buy these overviews/collections:

Course materials: Further materials will be made available on the courses Blackboard site. Log-in to Blackboard via My Manchester at: <https://online.manchester.ac.uk>

Study skills and online resources

The Philosophy intranet site, <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/> has lots of useful information and advice on, for example, essay-writing and accessing e-journals and other online resources. It includes an 'essay bank' containing a couple of actual student essays with lots of comments on them. You can also download the **Philosophy Study Guide**, find out about staff and TA contact details, etc.

Study budget

The University's Academic Standards Code of Practice specifies that a 20 credit course is expected to require about 200 hours work by students. For this course, you are recommended to break this down roughly as follows:

Lectures	10 x 2 = 20 hours
Tutorials	10 hours
Tutorial preparation	10 x 5 hours = 50 hours
Essay preparation	40 hours
Exam preparation	80 hours

TOTAL: 200 hours

Prompt arrival at classes

Students should note that all lectures and tutorials start **on the hour** and should end at 50 minutes past the hour. Late arrival for tutorials may result in your being marked absent; if you arrive late it is your responsibility to ensure that your tutor has marked you as present.

4. ASSESSMENT

Assessment Criteria

For the assessment criteria for PHIL course units, see the *Philosophy Study Guide* (available online at: <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/study-resources/>) which also provides further guidance concerning the assessment criteria.

EXAMINATION

One three-hour exam will be set at the end of semester two, in which you must answer three questions. This provides all of your assessment for the course. You will not be able to reproduce material from your assessed essay in your exam.

Past Exam Papers can be found on the Blackboard site for this course.

5. COURSE OUTLINE

6. READING LIST

8. SAMPLE EXAM PAPER (for guidance only)

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES

PHILOSOPHY

COURSE UNIT OUTLINE 2018-19

<p style="text-align: center;">PHIL30631 Semester: 1 Credits: 20</p>

This course guide should be read in conjunction with the *Philosophy Study Guide 2018-19*, available from the Philosophy Intranet.

Lecturer(s):	Julian Dodd
Office:	HBS, 2.46
Telephone:	0161 275 3196
Email:	julian.dodd@manchester.ac.uk
Office Hours:	Please email to arrange an appointment outside of these hours.
Tutor:	Julian Dodd
Administrator:	Christopher Ashworth, UG Office, G.001 Arthur Lewis Building Tel: 0161 275 7129, Email: christopher.ashworth@manchester.ac.uk
Lectures:	Mondays 3-5, Roscoe 2.2.
Tutorials:	Please allocate yourself to a tutorial group using the Student System (It operates on a first come, first served basis.)
Assessment:	2 x Assessed Essay - 2,500 words (50% each) 100%
Reading Week:	Monday 29 th October 2018 – Friday 2 nd November 2018
Philosophy Intranet:	http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/ Please go to the intranet for staff and TA office hours, the Philosophy Study Guide, and advice on accessing online philosophy resources.

*****IMPORTANT INFORMATION – PLEASE READ*****

Pre-requisite(s):	None
Communication:	<i>Students must read their University e-mails regularly, as important information will be communicated in this way.</i>

Examination period: Monday 14 January – Friday 25 January 2019
Re-sit Examination period: Monday 19th August – Friday 30th August 2019
Please read this course outline through very carefully as it provides essential information needed by all students attending this course

2. ABOUT THE COURSE

Summary

This module examines some key topics in the philosophy of music, including: how 'music' can be defined; historical authenticity in the performance of works of Western classical music; what it is for music to be expressive of emotion; whether pure instrumental music can be profound; the ontological nature of both works Western classical music and jazz standards; what makes for an authentic blues performance; how 'cover versions' should be evaluated.

Aims

This course unit aims to: introduce students to some of the most gripping questions in the philosophy of music; help students to engage with these questions in a critical, cogent, imaginative, and scholarly way; and enhance students' ability to present, discuss and analyse philosophical questions and theories orally and in their written work.

Learning Outcomes

Students will be able to demonstrate: knowledge and understanding of some of the central topics and texts of the philosophy of music in the analytical tradition; the ability to critically engage - in a cogent, scholarly and imaginative way - with these texts and topics; the ability to convincingly discuss these texts and topics orally; and the ability to present in writing clear, cogent, sustained philosophical arguments, based on relevant background research.

3. COURSE ORGANISATION

Lectures: Mondays 3-5, Roscoe 2.2.

Tutorials:

DAY & TIME	LOCATION	TUTOR
Mon 10-11am	Crawford House_SEM RM D	Philip Letts
Mon 11-12pm	Crawford House_SEM RM D	Philip Letts
Thu 9-10am	Crawford House_SEM RM E	Philip Letts
Thu 10-11am	Crawford House_SEM RM E	Philip Letts

Please note that the lecture in Week 1 will have philosophical content, focusing on the concept of music and how this concept should be defined. Weekly tutorials begin in week 2 with the follow-up tutorials to Week 1's lecture. Throughout the semester, whichever tutorial group you are in, your tutorial will follow-up on the previous lecture.

Attendance at tutorials is compulsory. It is students' responsibility to ensure that they have been allocated to a tutorial group. Students may not change group without permission.

Work and attendance

The work and attendance requirements for this course are that you:

- **Attend all tutorials**

If you are absent from a tutorial through illness you should inform your tutor and fill in a Certification of Student Ill Health (available from your department or from the SoSS UG Office; see your degree programme handbook for further details). If you are absent for another reason

you should tell your tutor or the Philosophy Administrator, Chris Ashworth as soon as you can – if possible, *before* the tutorial.

- **Prepare adequately for tutorials**

You will be set preparatory work for tutorials; see the study budget below for a guide to roughly how long you should spend on this.

- **Complete written work on time**

Failure to complete assessed work by the due date constitutes a violation of the work and attendance requirement.

Violations of work and attendance requirements will be reported to your Programme Director. If you have difficulties (e.g. personal, financial or family problems) that result in persistent failure to meet the work and attendance requirements, you should talk to your Programme Director or Academic Advisor.

Study skills and online resources

The Philosophy intranet site, <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/> has lots of useful information and advice on, for example, essay-writing and accessing e-journals and other online resources. It includes an 'essay bank' containing a couple of actual student essays with lots of comments on them. You can also download the **Philosophy Study Guide**, find out about staff and TA contact details, etc.

Study budget

The University's Academic Standards Code of Practice specifies that a 20-credit course is expected to require about 200 hours work by students. For this course, you are recommended to break this down roughly as follows:

Lectures	10 x 2 = 20 hours
Tutorials	10 hours
Tutorial preparation	10 x 6 hours = 60 hours
Essay preparation	110 hours

TOTAL: 200 hours

Prompt arrival at classes

Students should note that all lectures and tutorials start **on the hour** and should end at 50 minutes past the hour. Late arrival for tutorials may result in your being marked absent; if you arrive late it is your responsibility to ensure that your tutor has marked you as present.

4. ASSESSMENT

Assessment Criteria

For the assessment criteria for PHIL course units, see the *Philosophy Study Guide* (available online at: <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/study-resources/> which also provides further guidance concerning the assessment criteria.

ASSESSED ESSAYS (100%)

Two essays of 2,500 words each (titles listed below).

The word limit **includes** footnotes but **excludes** the bibliography.

Students must state the word count at the end of the essay – failure to do so will result in a deduction of 2 marks.

If an essay goes over the word limit by 10% or more, 5 marks will be deducted.

Presentation

Essays must be typed in at least 12 point in a readable font, and should be **double spaced**. They should include proper bibliography and references.

When submitting electronically the title of the file you upload should be your student ID number followed by the question number. All essays are marked anonymously; please do not put your name on the filename or anywhere in the essay.

Bibliography and Referencing

The lack of a proper bibliography and appropriate references (citations) will potentially greatly affect the mark for the work and may be considered plagiarism.

For full guidance on how to refer to works you are citing and paraphrasing in your essay, and how to write a bibliography, is provided in Chapter 5 of the Philosophy Study Guide, available from the Philosophy intranet site. **You MUST follow this guidance.** Bibliography and referencing conventions can vary from discipline to discipline, and the conventions in Philosophy may differ from those employed in other subjects you are studying.

Plagiarism

Plagiarism is a form of academic malpractice that can result in serious penalties, including deduction of marks, the award of a mark of 0, and – in the most serious cases – exclusion from the University. There is also philosophy-specific guidance on plagiarism (and how to avoid plagiarising accidentally) in Chapter 5 of the Philosophy Study Guide.

Students should also consult the University's statement on plagiarism, which can be obtained from the School of Social Sciences student intranet.

Submitting your essays

PHIL30631 Philosophy of Music uses online submission and marking **only**.

You must submit your essay electronically to 'Turnitin' via Blackboard. Further instructions on this are available on the Blackboard site for the course, see: <https://online.manchester.ac.uk>

When submitting electronically the title of your essay (i.e. the filename) should be your student ID number, followed by the question number, i.e. xxxxxx Qy.

Failure to submit an electronic copy of your essay will result in a mark of zero.

Deadlines

The submission deadlines for the assessed essays are as follows:

Essay 1: Tuesday, November 27

Essay 2: Tuesday, January 15

All essays should be submitted **by 2pm** on the hand in day.

See the *Philosophy Study Guide* for information about the granting of extensions and penalties for unexcused late submission and for overlong essays.

Penalties for late submission of essays

Essays submitted after 2.00pm carry the following day's date. The penalties for late submission of essays is -10 marks for up to 24 hours late and -10 marks for each subsequent day (including weekends) for up to 10 days. Students who have a valid reason (*i.e.* mitigating circumstances with the necessary documentation) for not being able to submit their assessed essay on time should collect a mitigating circumstances form from the SoSS Undergraduate Office (Lewis, G.001), which should be completed and returned to G.001.

Accessing feedback for essays using online marking

Feedback on your assessed essay will be available on Blackboard no later than 15 working days after the essay deadline date (provided the essay is submitted on time).

To access the feedback please log into My Manchester and go to the **Blackboard** site for PHIL30631 Philosophy of Music. Navigate to the **Submission of Coursework folder** and then click on and follow the instructions under: **'How to download your feedback from Turn it in'**

Please note that all essay marks are provisional until confirmed by the external examiner and the final examinations boards in June.

Students are welcome to discuss their essay with the course convenor during their office hours.

Feedback

The School of Social Sciences (SoSS) is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Students are reminded that feedback is necessarily *responsive*: only when a student has done a certain amount of work and approaches us with it at the appropriate fora is it possible for us to feed *back* on the student's *work*. The main forms of feedback on this course are written feedback responses to assessed essays and verbal feedback on tutorial performance.

We also draw your attention to the variety of generic forms of feedback available to you on this, as on all SoSS courses. These include: meeting the lecturer/tutor during their office hours; e-mailing questions to the lecturer/tutor; asking questions from the lecturer (before and after lecture); presenting a question on the discussion board on Blackboard; and obtaining feedback from your peers during tutorials.

Submitting your essays

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Penalties for late submission of essays

Essays submitted after 2.00pm carry the following day's date.

Please see the Policy on the Submission of Work for Summative Assessment in relation to the institutional sliding scale for penalties relating to late submission of work (<http://documents.manchester.ac.uk/display.aspx?DocID=24561>).

Please note particularly point 4.7 *The mark awarded will reduce by 10 marks per day for 5 days (assuming a 0 -100 marking scale), after which a mark of zero will be awarded.*

Students who have a valid reason (*i.e.* mitigating circumstances with the necessary documentation) for not being able to submit their assessed essay on time should collect a mitigating circumstances form from the SoSS Undergraduate Office (Arthur Lewis Building, G.001), which should be completed and returned to G.001.

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Please note that all essay marks are provisional until confirmed by the external examiner and the final examinations boards in June.

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The School of Social Sciences (SoSS) is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Students are reminded that feedback is necessarily *responsive*: only when a student has done a certain amount of work and approaches us with it at the appropriate fora is it possible for us to feed *back* on the *student's work*. The main forms of feedback on this course are written feedback responses to assessed essays and exam answers.

We also draw your attention to the variety of generic forms of feedback available to you on this as on all SoSS courses. These include: meeting the lecturer/tutor during their office hours; e-mailing questions to the lecturer/tutor; asking questions from the lecturer (before and after lecture); presenting a question on the discussion board on Blackboard; and obtaining feedback from your peers during tutorials.

Assessed Essay Titles

Essay 1 (to be submitted by November 27, 2018)

1. Can there be silent music?
2. Can we rehabilitate the idea that music can be expressive in the sense of being a manifestation of emotion that someone actually feels?
3. Levinson outlines what he calls a "paradox of desirable-though-unpleasant experience in music". What exactly is the puzzle here? How should it be solved?
4. Can there be pure instrumental music that is profound? If not, why not? If so, how?
5. According to Levinson, "music *essentially* presents itself for understanding as a chain of overlapping and mutually involving parts of small extent, rather than as a seamless totality or an architectural arrangement". Is this true?

Essay 2 (to be submitted by January 15, 2018)

1. Would it be a good idea to think of works of music as what Rohrbaugh calls “historical individuals”?
2. Stephen Davies says that authenticity is “not negotiable in the way that other performance values may be”. What does he mean by this? Is he right?
3. Is a jazz standard a *work* of music?
4. What are the significant philosophical similarities and differences between performing a jazz standard and covering a rock track?
5. According to Rudinow, “the essence of the blues is a *stance* embodied and articulated in sound and poetry, and what distinguishes authentic from inauthentic blues is essentially what distinguishes that stance from its superficial imitations – from *posturing*”. Can this claim be elaborated into a convincing account of what it is for a blues performance to be authentic?

5. LECTURE OUTLINE

Week 1 (Sept 24):	The concept of music
Week 2 (Oct 1):	Music’s emotional expressiveness
Week 3 (Oct 8):	Music and negative emotions
Week 4 (Oct 15):	Western classical music: understanding
Week 5 (Oct 22):	Music and profundity
Week 6 (Oct 29):	Reading Week
Week 7 (Nov 5):	Essay 1 workshop
Week 8 (Nov 12):	Western classical music: the ontology of musical works
Week 9 (Nov 19):	Western classical music: authenticity
Week 10 (Nov 26):	Jazz: ontology
Week 11 (Dec 3):	Blues, pop and rock: authenticity and cover versions
Week 12 (Dec 10):	Essay 2 workshop

6. BOOKS, ETC

Books to buy

It is recommended that you buy two of the following books. Each introduces you – partially, but interestingly – to some of the issues we shall be grappling with.

- Peter Kivy, *Introduction to a Philosophy of Music* (OUP, 2002).
- Aaron Ridley, *The Philosophy of Music: Themes and Variations* (Edinburgh UP, 2004).
- R.A. Sharpe, *Philosophy of Music: An Introduction* (Acumen, 2004).

Other books

The following may also be useful:

- Gordon Graham, *Philosophy of the Arts* (Routledge, 1997).
- Oswald Hanfling (ed.), *Philosophical Aesthetics* (Open University, 1992).
- David Cooper (ed.), *A Companion to Aesthetics* (Blackwell, 1995).
- Berys Gaut and Dominic Lopes (eds.), *The Routledge Companion to Aesthetics* (Routledge, 2001).
- Jerrold Levinson (ed.), *The Oxford Handbook of Aesthetics* (OUP, 2003).
- Kathleen Stock (ed.), *Philosophers on Music* (OUP, 2007).
- Theodore Gracyk and Andrew Kania (eds.), *The Routledge Companion to Philosophy and Music* (Routledge, 2011).

Additional Sources

- The specialist journals are well worth a browse: *The British Journal of Aesthetics* ('BJA') and the *Journal of Aesthetics and Art Criticism* ('JAAC').
- The *Stanford Encyclopedia of Philosophy* (on the web) contains some good entries: Andrew Kania's article, 'The Philosophy of Music', is particularly useful.
- Copies of my lecture slides and weekly tutorial questions will be available on Blackboard. Log-in to Blackboard via My Manchester at: <https://online.manchester.ac.uk>

7. WEEK-BY-WEEK READING LIST

- **Please noted that week 1's lecture is not simply introductory; it has philosophical content. Be prepared!**
- **This list is not intended to be exhaustive; you are also encouraged to browse and find your own articles and books to read.**
- **Tutorial texts are texts that will be discussed in detail in the week's tutorial.**

WEEK 1: THE CONCEPT OF MUSIC

Tutorial Texts

Jerrold Levinson, 'The Concept of Music', in his *Music, Art, and Metaphysics* (Cornell UP, 1990).
 Stephen Davies, 'John Cage's 4'33": Is It Music?', *Australasian Journal of Philosophy* 75 (1997).

Further Reading

Noel Carroll, 'Cage and Philosophy', *JAAC* 52 (1994).
 Stephen Davies, 'On Defining Music', *The Monist* 95 (2012).
 Julian Dodd, 'What 4'33" is', *Australasian Journal of Philosophy*, forthcoming.
<http://www.tandfonline.com/doi/full/10.1080/00048402.2017.1408664>
 Kyle Gann, *No Such Things as Silence: John Cage's 4'33"* (Yale UP, 2010).
 Andy Hamilton, *Aesthetics and Music* (Continuum, 2007), pp. 40-65.
 Andrew Kania, 'Silent Music', *JAAC* 68 (2010).
 Andrew Kania, 'Definition', in T. Grayck and A. Kania (eds.), *The Routledge Companion to Philosophy and Music* (Routledge, 2011).
 R.A. Sharpe, *Philosophy of Music: An Introduction*, pp. 29-54.

WEEK 2: MUSIC'S EMOTIONAL EXPRESSIVENESS

Tutorial Texts

Aaron Ridley, 'Expression in Art', in J. Levinson (ed.), *The Oxford Handbook of Aesthetics* (OUP, 2003).
 Derek Matravers, 'Expression in Music', in K. Stock (ed.), *Philosophers on Music* (OUP, 2007).

Further Reading

Paul Boghossian, 'The Perception of Music: Comments on Peacocke', *BJA* 50 (2010).
 Malcolm Budd, *Values of Art* (Penguin, 1995): 133-57.
 Stephen Davies, *Musical Meaning and Expression* (Ithaca: Cornell UP, 1994), pp. 221-67.
 Peter Kivy, *Sound Sentiment* (Temple UP, 1989), pp. 71-83.
 Peter Kivy, *Introduction to a Philosophy of Music*, Chs., 3, 5-8.
 Peter Kivy, 'The Other Shoe: Some Thoughts for Christopher Peacocke', *BJA* 49 (2009).
 Jerrold Levinson, 'Musical Expressiveness', in his *The Pleasures of Aesthetics* (Cornell UP, 1996).
 Jerrold Levinson, 'Musical Expressiveness as Hearability-as-Expression', in M. Kieran (ed.), *Contemporary Debates in Aesthetics and the Philosophy of Art* (2005); Blackwell; reprinted in his *Contemplating Art* (OUP, 2006).
 Christopher Peacocke, 'The Perception of Music: Sources of Significance', *BJA* 49 (2009).
 Aaron Ridley, *The Philosophy of Music: Themes and Variations* (Edinburgh UP, 2004), Introduction, Ch. 3.
 Aaron Ridley, 'Persona Sometimes Grata: On the Appreciation of Expressive Music', in K. Stock (ed.), *Philosophers on Music* (OUP, 2007).

Jenefer Robinson, *Deeper Than Reason* (OUP, 2005), Chs 10, 11.
Jenefer Robinson 'Expression Theories', in T. Grayck and A. Kania (eds.), *The Routledge Companion to Philosophy and Music* (Routledge, 2011).
R.A. Sharpe, *Philosophy of Music: An Introduction* (Acumen: 2004), Ch. 3.
Kendall Walton, 'What is Abstract about the Art of Music?', *JAAC* 46 (1988).

WEEK 3: MUSIC AND NEGATIVE EMOTIONS

Tutorial Texts

Jerrold Levinson, 'Music and Negative Emotion', *Pacific Philosophical Quarterly* 63 (1982);
reprinted in his Music, Art and Metaphysics (Cornell UP, 1990).
R.A. Sharpe, 'The Empiricist Theory of Artistic Value', *JAAC* 58 (2000).

Further Reading

Stephen Davies, *Musical Meaning and Expression* (OUP, 1994), pp. 303-317.
Stephen Davies, 'Why Listen to Sad Music if it Makes One Feel Sad?', in J. Robinson (ed.) *Music and Meaning* (Cornell UP, 2003).
Marcia Eaton, 'A Strange Kind of Sadness', *JAAC* 41 (1982).
Nelson Goodman, *Languages of Art*, 2nd edn. (Hackett, 1976), pp. 245-252.
Peter Kivy, *Introduction to a Philosophy of Music*, Ch. 7.
Aaron Ridley, 'Tragedy', in J. Levinson (ed.), *The Oxford Handbook of Aesthetics* (OUP, 2003).
Colin Radford, 'Emotions and Music: A Reply to the Cognitivists' *JAAC*. 47 (1989).
Aaron Smuts, 'Art and Negative Affect', *Philosophy Compass* 4 (2009).
Kendall Walton, 'Fearing Fictions', *Journal of Philosophy* 75 (1978).

WEEK 4: WESTERN CLASSICAL MUSIC: UNDERSTANDING

Tutorial Texts

Jerrold Levinson, *Music in the Moment* (Cornell, 1997), Chs. 1-3.
Michael Tanner, 'Understanding Music', *Proceedings of the Aristotelian Society Supp.* Vol. 59 (1985).

Further Reading

Malcolm Budd, 'Understanding Music', *Proceedings of the Aristotelian Society Supp.* Vol. 59 (1985).
Stephen Davies, 'Review of Levinson's *Music in the Moment*', *Philosophical Quarterly* 49 (1999).
Stephen Davies, 'Musical Understandings', in his *Musical Understandings and other Essays on the Philosophy of Music* (OUP, 2011).
Peter Kivy, 'Music in Memory and *Music in the Moment*', in his *New Essays on Musical Understanding* (OUP, 2001).
Jerrold Levinson, 'Concatenationism, Architectonicism, and the Appreciation of Music', *Revue Internationale de Philosophie* 238 (2006).
Jerrold Levinson, 'Musical Literacy', in his *The Pleasures of Aesthetics* (Cornell UP, 1996).
Jerrold Levinson, 'Replies to Commentaries on *Music in the Moment*', *Music Perception* 16 (1999).
Michael Luntley, 'Non-Conceptual Content and the Sound of Music', *Mind and Language* 18 (2003).
Nick McAdoo, 'Hearing Musical Works in Their Entirety', *BJA* 37 (1997).
Aaron Ridley, *The Philosophy of Music: Theme and Variations* (Edinburgh IP, 2004), Introduction, Ch. 1.
Roger Scruton, 'Understanding Music', in P. Lamarque and S. Olsen (eds.), *Aesthetics and the Philosophy of Art: The Analytic Tradition* (Blackwell, 2005).

WEEK 5: MUSIC AND PROFUNDITY

Tutorial Texts

Peter Kivy, 'The Profundity of Music', in his *Music Alone* (Cornell UP, 1990); reprinted in P. Lamarque and S. Olsen (eds.), *Aesthetics and the Philosophy of Art* (Blackwell, 2003).
Julian Dodd, 'The Possibility of Profound Music', *BJA* 54 (2014).

Further Reading

Stephen Davies, 'Profundity in Instrumental Music', *BJA* 42 (2002).
 Peter Kivy, 'The Quest for Musical Profundity', in his *Philosophies of Arts* (CUP, 1997)
 Peter Kivy, 'Another Go at Musical Profundity: Stephen Davies and the Game of Chess', *BJA* 43 (2003); reprinted in his *Music, Language and Cognition*.
 Jerrold Levinson, 'Musical Profundity Misplaced', *JAAC* 50 (1992).
 Aaron Ridley, *The Philosophy of Music* (Edinburgh, 2004), Ch. 5.
 Jennifer Robinson, 'Review of Kivy's *Philosophy of Arts: An Essay in Differences*', *Philosophical Review* 109 (2000).
 R.A. Sharpe, 'Sounding the Depths', *BJA* 40 (2000).
 R.A. Sharpe, *Philosophy of Music: An Introduction* (Acumen, 2004), pp. 111-122.

WEEK 8: ONTOLOGY: WORKS OF WESTERN CLASSICAL MUSIC

Tutorial Texts

Jerrold Levinson, 'What a Musical Work Is', *Journal of Philosophy* 77 (1980); reprinted in his *Music, Art and Metaphysics*: 63-88.
 Guy Rohrbaugh, 'Artworks as Historical Individuals', *European Journal of Philosophy* 11 (2003).

Further Reading

Ben Caplan and Carl Matheson, 'Can a Musical Work be Created?', *BJA* 44 (2004).
 Ben Caplan and Carl Matheson, 'Fine Individuation', *BJA* 47 (2007).
 Ben Caplan and Carl Matheson, 'Ontology', in T. Grayck and A. Kania (eds.), *The Routledge Companion to Philosophy and Music* (London: Routledge, 2011).
 Stephen Davies, *Musical Works and Performances: A Philosophical Account* (OUP, 2000), Ch. 2.
 Julian Dodd, 'Musical Works as Eternal Types', *BJA* 40 (2000).
 Julian Dodd, *Works of Music: An Essay in Ontology* (OUP, 2007).
 Robert Howell, 'Types, Indicated and Initiated', *BJA* 42 (2002).
 Andrew Kania, 'Piece for the End of Time: In Defence of Musical Ontology', *BJA* 48 (2008).
 Peter Kivy, 'Platonism in Music: A Kind of Defence', *Grazer Philosophische Studien* 19 (1983); reprinted in his *The Fine Art of Repetition* (CUP, 1993).
 Peter Kivy, 'Platonism in Music: Another Kind of Defence', *American Philosophical Quarterly* 24 (1987); reprinted in his *The Fine Art of Repetition* (CUP, 1993).
 Peter Kivy, *Introduction to a Philosophy of Music*, Ch. 11.
 Jerrold Levinson, 'What a Musical Work Is, Again', in his *Music, Art and Metaphysics* (Cornell UP, 1990).
 Jerrold Levinson, 'Indication, Abstraction, and Individuation', in C. Mag Uidhir (ed.), *Art and Abstract Objects* (Oxford: OUP, 2012).
 Stefano Predelli, 'Against Musical Platonism', *BJA* 35 (1995).
 Stefano Predelli, 'Musical Platonism and the Argument from Creation', *BJA* 41 (2001).
 Aaron Ridley, 'Against Musical Ontology', *Journal of Philosophy* 100 (2003).
 Aaron Ridley, *The Philosophy of Music: Theme and Variations* (Edinburgh UP, 2004), Ch. 4.
 R.A. Sharpe, *Philosophy of Music: An Introduction* (Acumen, 2004), pp. 54-69.
 Nicholas Wolterstorff, 'Towards an Ontology of Artworks', *Nous* 9 (1975).

WEEK 9: WESTERN CLASSICAL MUSIC: AUTHENTICITY

Tutorial Texts

Stephen Davies, *Musical Works and Performances: A Philosophical Account* (OUP, 2000), Ch. 5.
 Peter Kivy, *Introduction to a Philosophy of Music*, Ch. 12.

Further Reading

Stephen Davies, 'Authenticity in Musical Performance', *BJA* 27 (1987).
 Julian Dodd, 'Performing Works of Music Authentically', *European Journal of Philosophy* 23 (2015).
 Stan Godlovitch, 'Authentic Performance', *The Monist* 71 (1988): 258-277.
 Peter Kivy, *Authenticities: Philosophical Reflections on Musical Performance* (Cornell UP, 1995), Chs. 1, 5, 9.
 Peter Kivy, 'On the Historically Informed Performance', *BJA* 42 (2002); reprinted in his *Music, Language and Cognition* (OUP, 2007).

Jerrold Levinson, 'Authentic Performance and Performance Means', in his *Music, Art and Metaphysics*: 393-408.

Aaron Ridley, *The Philosophy of Music: Theme and Variations* (Edinburgh UP, 2004), Ch. 4.

R. A. Sharpe, 'Authenticity Again', *BJA* 31 (1991).

R.A. Sharpe, *Philosophy of Music: An Introduction* (Acumen, 2004), pp. 77-84.

Richard Taruskin, 'The Limits of Authenticity: A Discussion', *Early Music* 12 (1984).

Richard Taruskin, 'On Letting the Music Speak for Itself: Some Reflections on Musicology and Performance', *The Journal of Musicology* 1 (1982).

Paul Thom, 'Young's Critique of Authenticity in Musical Performance', *BJA* 30 (1990).

James O. Young, 'The Concept of Authentic Performance', *BJA* 28 (1988).

WEEK 10: ONTOLOGY: JAZZ

Tutorial Texts

Andrew Kania, 'All Play and No Work: An Ontology of Jazz', *JAAC* 69 (2011).

Julian Dodd, 'Upholding Standards: A Realist Ontology of Standard Form Jazz', *JAAC* 72 (2014).

Further Reading

Philip Alperson, 'On Musical Improvisation', *JAAC* 43 (1984).

Lee B. Brown, "'Feeling My Way": Jazz Improvisation and Its Vicissitudes—A Plea for Imperfection', *JAAC* 58 (2000).

Lee B. Brown, 'Musical Works, Improvisation, and the Principle of Continuity', *JAAC* 54 (1996):.

Lee B. Brown, 'Do Higher-Order Musical Ontologies Rest on a Mistake?', *BJA* 51 (2011).

Lee B. Brown. 'Jazz', in T. Grayck and A. Kania (eds.), *The Routledge Companion to Philosophy and Music* (London: Routledge, 2014).

Andrew Kania, 'In Defence of Higher-Order Musical Ontology: A Reply to Lee B. Brown', *BJA* 52 (2012).

James O. Young and Carl Matheson, 'The Metaphysics of Jazz', *JAAC* 58 (2000).

WEEK 11: BLUES, POP AND ROCK: AUTHENTICITY AND COVER VERSIONS

Tutorial Texts

Cristyn Magnus, P.D. Magnus and Christy Mag Uidhir, 'Judging Covers', *JAAC* 71 (2013).

Joel Rudinow, 'Race, Ethnicity, Expressive Authenticity: Can White People Sing the Blues?', *JAAC* 52 (1994).

Further Reading

Lee B. Brown, 'A Critique of Michael Rings on Covers', *JAAC* 72 (2014).

Andrew Kania, 'Making Tracks: The Ontology of Rock Music', *JAAC* 64 (2006).

Michael Rings, 'Doing it Their Way: Rock Covers, Genre, and Appreciation', *JAAC* 71 (2013).

Michael Rings, 'Covers and (Mere?) Remakes: A Reply to Lee B. Brown', *JAAC* 72 (2014).

Joel Rudinow, 'Reply to Taylor', *JAAC* 53 (1995).

Paul C. Taylor, '... So Black and Blue: Response to Rudinow', *JAAC* 53 (1995).

James O. Young, 'Appropriation and Hybridity', in T. Grayck and A. Kania (eds.), *The Routledge Companion to Philosophy and Music* (London: Routledge, 2014).