CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

```
┌─────────────────────────────┐        ┌─────────────────────────────┐
│ LSC Use Only                │        │ UWUCC Use Only              │
│ Number  160                 │        │ Number _____             │
│ Action  Approved            │        │ Action _____             │
│ Date  4-4-91                │        │ Date _____               │
└─────────────────────────────┘        └─────────────────────────────┘
```

I. TITLE/AUTHOR OF CHANGE
COURSE/PROGRAM TITLE PH 460 Philosophy of Language
DEPARTMENT Philosophy & Religious Studies
CONTACT PERSON Dr. Sharon Montgomery

II. THIS COURSE IS BEING PROPOSED FOR:
_____ Course Approval Only
_____ Course Approval <u>and</u> Liberal Studies Approval
__X__ Liberal Studies Approval only (course previously has been
      approved by the University Senate)

III. APPROVALS

_____   _____
Department Curriculum Committee   Department Chairperson

_____   _____
College Curriculum Committee   College Dean*

_____   _____
Director of Liberal Studies   Provost
(where applicable)   (where applicable)

*College Dean must consult with Provost before approving
curriculum changes. Approval by College Dean indicates that the
proposed change is consistent with long range planning documents,
that all requests for resources made as part of the proposal can
be met, and that the proposal has the support of the university
administration.

IV. TIMETABLE

Date Submitted   Semester/Year to be   Date to be published
to LSC _____   implemented _____   in Catalog _____
to UWUCC _____

Revised 5/88   [Attach remaining parts of
                                 proposal to this form.]

COURSE SYLLABUS

I. CATALOG DESCRIPTION

PH 460   PHILOSOPHY OF LANGUAGE   3 credits
                                                 3 Lecture Hours

An investigation of issues in the philosophy of language and related issues in linguistics (including anthropological linguistics, sociolinguistics, and psycholinguistics). Topics include, for example, the influence of language on perception, rationalist/empiricist perspectives on language acquisition, language and political control, reference, meaning, and truth.

II. COURSE OBJECTIVES

1.   To introduce students to issues and theories in the philosophy of language which are of pervasive significance for human experience and its interpretation. In addition to the philosophical literature, the course synthesizes literature from various other humanities and social sciences. Issues discussed are mainly epistemological and metaphysical, but ethical/social/ political topics are given some consideration. The focus is predominantly contemporary, but historical antecedents will be briefly traced.

2.   To encourage students to think critically about the nature of their experience by way of realizing the degree to which language influences their perceptions and their attitudes. And to encourage students to think critically about the acquisition of knowledge and what different theories of acquisition imply regarding the nature of mind, the nature of reality and the possibility/limits of objectivity.

3.   To raise students' consciousness regarding sexism, racism, ageism and speciesism (i.e., regarding non-human animals in ways in which it would be considered immoral to regard human animals).

III. COURSE OUTLINE, REQUIRED TEXTS & EVALUATION METHODS

1.   <u>Course Perspective</u>
     Almost every discipline in the humanities and social sciences has contributed to the study of language resulting in a body of knowledge which is in part extremely technical and in part more broadly significant for human experience. This course reflects the interdisciplinary nature of the material, focuses on issues of general human interest but prepares the way for this focus by working through selected technical issues that give rise to these more imaginative concerns. The ultimate aim is to sensitize students to the pervasive influence of language on their conceptions and perceptions of the world surrounding them.

2.   Specific Topics: Three Interrelated Issues

I.   Language Acquisition

The centerpiece here is Noam Chomsky's claim that language is innate and species specific as contrasted with the more empiricist theories of, e.g., B. F. Skinner, Nathan Stemmer and W.V.O. Quine. This will involve a brief consideration of rationalist and empiricist theories of knowledge, an extended study of the nature and existence of innate ideas and a glance at the intriguing research in the areas of animal communication.

II.   Language & Reality

Beginning with the Sapir-Whorf hypothesis, we shall proceed to a more contemporary treatment (e.g., Nelson Goodman, W.V.O. Quine, George Lakoff) of the claim that reality is basically a construct projected by language rather than a phenomenon discovered through experience. Technical issues for analysis include the analytic/synthetic distinction, translatability and synonymy, and the nature of metaphor.

III.   Language & Ideology

The concern here is with the manipulative uses of language both politically and interpersonally. We will find our way into the topic by way of a philosophical treatment of the nature and possibility of objectivity drawing on the works of, e.g., Paul Feyerabend, Thomas Kuhn, Marx Wartofsky and Israel Scheffler. This discussion will be enriched by a consideration of selected articles from the social sciences concerning ideology, propaganda and persuasion and through a glance at the research concerning sexist, racist, ageist and speciesist language.

*NOTE: The above outline is typical but actual outlines will vary from instructor to instructor.

3.   Required Texts

Innate Ideas, ed. Stephen P. Stich, 1975, University of California Press
Ways of Worldmaking, Nelson Goodman, 1978, Hackett Publishing Co. (1988).
Metaphors We Live By, George Lakoff and Mark Johnson, 1980, University of Chicago Press

*NOTE: Text selection varies with the instructor but will always include at least one book length work by a single author. Some instructors may also adopt a general anthology with articles covering most areas within the philosophy of language -- e.g., The Philosophy of Language, ed. A. P. Martinich, 1985, Oxford University Press.

4. <u>Grading Procedures</u>

Course grade will be based on the average of:
3 exams, part objective (to ensure careful reading of required materials) - part essay (to encourage a deeper and more integrated level of understanding).
<center>and</center>
3 brief papers (approx. 5pp) on topics related to each of the course's three units and investigated from the perspective of the student's own discipline (bibliography to be drawn from that discipline).

*NOTE: Actual methods of evaluation will vary from instructor to instructor but will include at least some of the following:
(1) Objective Tests (true/false, multiple choice and/or matching).
(2) Essay Examinations and/or Short Answer Examinations.
(3) Short Papers or a Term Paper.

5. <u>Pre-requisites</u>

Junior or senior standing in any discipline with an ability to understand, read and write on the level of intellectual sophistication that such standing implies.

6. <u>Bibliography</u>

This is a brief listing of some of the major references relevant to the course material.

I. <u>Language Acquisition</u>

1. Chomsky, Noam <u>Cartesian Linguistics</u> (Harper & Row 1966)
2. _____ _____ <u>Language and Learning: The Debate Between Jean Piaget and Noam Chomsky</u>, ed. M. Piatelli-Palmarini (Harvard University Press 1980)
3. _____ _____ <u>Language and Mind</u> (Enlarged Edition) (Harcourt & Brace 1968)
4. _____ _____ "Symposium on Innate Ideas", (1968) with H. Putnam, N. Goodman, reprinted in <u>Challenges to Empiricism</u>, ed. H. Morick (Wadsworth 1972)
5. _____ _____ "Review of Skinner's <u>Verbal Behavior</u>", Language Vol. 35 #1, 1959
6. _____ _____ <u>Rules and Representations</u> (Columbia University Press 1980)
7. Gardner, R. Allen & Beatrice "Teaching Sign Language to A Chimpanzee", <u>Science</u> Vol. 165, 1969

8. Garfield, Jay L. (ed.) _Foundations of Cognitive Science_ (Paragon House, 1990)

9. Goodman, Nelson "Sense and Certainty", _Philosophical Review_ Vol. 61, 1952

10. Hornstein, N. & D. Lightfoot (eds). _Explanation in Linguistics: The Logical Problem of Language Acquisition_ (Longman, 1981)

11. Lilly, John _Communication Between Man and Dolphin_ (Crown 1978)

12. Linden, Eugene _Apes, Man and Language_ (Penguin Books 1974)

13. Premack, Ann & David "Teaching Language to An Ape", _Scientific American_ Vol. 227 #4, 1972

14. Premack, Ann _Why Chimps Can Read_ (Harper 1978)

15. Premack, David "Language In Chimpanzee?" _Science_ Vol. 172, 1971

16. Rumbaugh, Duane (ed.) _Language Learning By a Chimpanzee: The Lana Project_ (Academic Press 1977)

17. Quine, W.V.O. _Theories and Things_ (Harvard University Press 1981)

18. _____ _____ _The Roots of Reference_ (Open Court 1974)

19. _____ _____ _Word and Object_ (John Wiley & MIT)

20. Skinner, B.F. _Verbal Behavior_ (Appleton Century Croft 1957)

21. Stemmer, Nathan _An Empiricist Theory of Language_ Acquisition (Mouton 1973)

22. Stich, Stephen (ed.) _Innate Ideas_ (University California Press 1975)

II. _Language & Reality_
     Note that Chomsky's position conflicts with the Sapir-Whorf position and so the readings listed under I and II complement each other.

1. Devitt, Michael & Kim Sterelny _Language & Reality_ (The MIT Press 1987)

2. Goodman, Nelson _Languages of Art_ (Bobbs-Merrill, 1968)

3. _____ _____ "On Likeness of Meaning", _Analysis_ Vol. 10, 1949

4. _____ _____ "On Some Differences About Meaning", _Analysis_ Vol. 13, 1953

5. _____ _____ "Routes of Reference", _Critical Inquiry_ (University of Chicago Press, forthcoming)

6. _____ _____ _The Structure of Appearance_ (D. Reidel 1951.)

7. _____ _____ "The Way The World Is", _Review_

8. _____ ____ of Metaphysics Vol. 14, 1960
   Ways of Worldmaking (Hackett 1978)

9. Hoijer, Harry (ed.) Language In Culture (University Chicago Press 1954)

10. _____ ____ "The Relation of Language to Culture", Anthropology Today, ed. A.L. Kroeber (University Chicago Press 1953)

11. Hookway, Christopher Quine: Language, Experience and Reality (Stanford University Press 1988)

12. Lakoff, George & M. Johnson Metaphors We Live By (University Chicago Press 1980)

13. Lewis, C. I. Mind and The World Order (Dover 1929)

14. Quine, W. V. O. "Epistemology Naturalized", Ontological Relativity and Other Essays (Columbia University Press 1969)

15. _____ ____ "Ontological Relativity", Ontological Relativity and Other Essays (Columbia University Press 1969)

16. _____ ____ "The Problem of Meaning In Linguistics", From A Logical Point of View (Harvard University Press 1953)

17. _____ ____ "Two Dogmas of Empiricism", From A Logical Point of View (Harvard University Press 1953)

18. Sacks, Sheldon (ed.) On Metaphor (University of Chicago Press 1978)

19. Sapir, E. Culture, Language and Personality, ed. D.G. Mandelbaum (University of Calif. Press 1957)

20. _____ ____ Language (Harcourt, Brace & World 1921)

21. Scheffler, Israel Beyond the Letter: A Philosophical Inquiry Into Ambiguity, Vagueness and Metaphor In Language (Routledge & Kegan Paul 1979)

22. Sumner, L.W. & J. Woods Necessary Truth (Random House 1969)

23. Whorf, Benjamin Lee Language, Thought, and Reality, ed. John B. Carroll (John Wiley & MIT 1956)

III. Language & Ideology

The works listed below are philosophical treatments that concern (or have implications for) the interrelation between the nature of language and the possibility of objectivity (in the sense of a completely transparent, unbiased, "mirroring"

account of reality). The Language & Reality issue is also relevant here.

1. Feyerabend, Paul   "How to Defend Society Against Science", <u>Radical Philosophy</u> #11, 1975

2. _____ _____   <u>Science In a Free Society</u> (Schocken Books 1978)

3. Kuhn, Thomas   "Objectivity, Value Judgment, and Theory Choice", <u>The Essential Tension</u> (University of Chicago Press 1977)

4. Nye, Andrea   <u>Words of Power: A Feminist Reading of the History of Logic</u> (Routledge 1990).

5. Scheffler, Israel   <u>Science and Subjectivity</u> (Bobbs-Merrill 1967)

6. Vetterling-Braggin, Mary <u>Sexist Language: A Modern Philosophical Analysis</u> (Littlefield, Adams and Co. 1981)

7. Wartofsky, Marx   "The Critique of Impure Reason II: Sin, Science, and Society", <u>Science, Technology & Human Value</u> Vol. 6 #33, 1980

8. Westen, Peter   <u>Speaking of Equality: An Analysis of the Rhetorical Force of 'Equality' in Moral and Legal Discourse</u> (Princeton University Press 1990).

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

_____ First English Composition Course
_____ Second English Composition Course
_____ Mathematics

KNOWLEDGE AREAS

_____ Humanities: History
_____ Humanities: Philosophy/Religious Studies
_____ Humanities: Literature
_____ Fine Arts
_____ Natural Sciences: Laboratory Course
_____ Natural Sciences: Non-laboratory Course
_____ Social Sciences
_____ Health and Wellness
_____ Non-Western Cultures
__X__ Liberal Studies Elective .

B. Are you requesting regular or provisional approval for this course?

__X__ **Regular**   _____ **Provisional** (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? _____ yes __X__ no

If so, which General Education course(s)? _____NA_____

LS-1 --5/88

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	X	
2. Literacy--writing, reading, speaking, listening		X
3. Understanding numerical data		
4. Historical consciousness		X
5. Scientific inquiry		X
6. Values (ethical mode of thinking or application of ethical perception)	X	
7. Aesthetic mode of thinking		X
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	X	
C. Understanding the Physical Nature of Human Beings		
D. Certain Collateral Skills:		
1. Use of the library		X
2. Use of computing technology		

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the streangths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of repsonsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

SEE EXPLANATION.

B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

SEE SYLLABUS AND EXPLANATION.

C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

SEE SYLLABUS.

D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

SEE EXPLANATION.

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. **To which of the six will your course contribute? Check all that apply and attach an explanation.**

___X___ 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.

___X___ 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices

___X___ 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.

___X___ 4. Recognize creativity and engage in creative thinking.

___X___ 5. Continue learning even after the completion of their formal education.

___X___ 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. **The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.**

Knowledge Area Criteria which the course must meet:

__X__ Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.

__X__ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.

__X__ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

__X__ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

__X__ Meet the "General Criteria Which Apply to All Liberal Studies Courses."

__X__ Not be a technical, professional, or pre-professional course.

> **Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

LS-2 EL--5/88

LIBERAL STUDIES EXPLANATIONS
PH 460 PHILOSOPHY OF LANGUAGE

Part II. Liberal Studies Goals:

A1. Students are introduced to theoretical controversies and the major arguments/research relevant to them. For example, whether language is innate and species specific (rationalism) or learned through experience and possibly not species specific (empiricism); whether there is one correct description of the way the world is (absolutism) or whether languages (in conjunction with various other factors), and the differing evaluations implicit in various languages, constitute the ways the world is (relativism); and disputes concerning the degree to which language is normatively neutral (an instrument for unbiased description) as opposed to value laden (a projection of the discriminatory conceptions of the powerful). Students are then encouraged to make their own reasoned decisions and to reflect on the implications of these decisions for the nature of their own experience, themselves and the world.

A2. The amount of reading in this course is substantial and calls for close, critical analysis. The course format is a mix of lecture/discussion and students are encouraged to argue for their positions. Further, written work is required by way of essay examinations and position papers.

A4. The historical antecedents of contemporary controversies are traced but not emphasized. For example, the language acquisition issue is preceded by a discussion of 17th century rationalism and 18th century empiricism; and the language and reality issue emerges from a discussion of Kant, the later Sapir-Whorf hypothesis and early 20th century pragmatists like C. I. Lewis.

A5. The nature of scientific inquiry is exemplified by, e.g., a discussion of the theories of Chomsky and Skinner along with their conceptions of the nature of theory construction in linguistics and psychology. However, technical issues related to the philosophy of science are not of central concern in this course.

A6. Significant ethical issues arise out of a consideration of the controversies which are emphasized in this course and they are discussed as such. For example, the language acquisition issue allows for discussion of the possible personhood of non-human animals -- the degree to which an animal can use language has something to do with the degree to which that animal can reason and this has implications for that animal's moral status; and

consideration of the degree to which language is value laden allows for discussion of sexism, racism, ageism, speciesism and the political empowerment of individuals -- the Bible has it that God, on the seventh day, named the creatures of the earth and Hobbes gave the sovereign the power to give names. Language is not merely a matter of language.

A7. The language and reality issue allows one to ask whether art might not be a kind of language which, in its representations, enables us to discover and/or make the world or worlds (See, e.g., Nelson Goodman's Languages of Art for this view). And the position that views language -- all language -- as essentially metaphorical leads to an analysis of metaphor which has implications for aesthetic theory. These considerations lead students to a more sophisticated level of thinking regarding the aesthetic dimension of experience.

B. Given the central role that language plays in human existence and the pervasiveness of its effects, understanding the nature of language is essential to an educated person.

Part III. General Criteria:

A. All instructors who have taught this course during the previous academic year and summer and all who intend to teach it the following academic year will meet at the conclusion of the spring semester. They will review this document, including the generic syllabus. They will exchange individual syllabi and then will discuss whether they are meeting the specific goals and criteria outlined in this document. Any problems or conflicts will be brought before the entire department for resolution.

B. The course will include the perspectives and contributions of ethnic and racial minorities and women wherever appropriate. This will be done on several levels. First, through the use of nonsexist, nonracist language. Second, through the inclusion of readings of women and minorities. Third, through references to and discussions of their perspectives and contributions. Fourth, through inclusion of issues related to sexism, racism, ageism and speciesism.

C. Most, if not all, readings are primary sources. Some are anthologies containing articles and/or selections by major philosophers. Required readings will include at least one book length work by a major philosopher. See syllabus for examples.

Part IV. Curriculum Category:

The syllabus, along with the above explanations, indicate how this course meets each criterion except for the following ▄▄:

1. Use and enhancement of composition and mathematics skills:

   Mathematics skills are irrelevant to the subject matter. And while reading skills are used and enhanced, composition skills can be used and enhanced only if enrollment is sufficiently limited to allow for a useful number of written assignments.