



Universidad
**Católica de
Valencia**
San Vicente Mártir



Course Guide Philosophical Semantic
DEGREE IN PHILOSOPHY

COURSE GUIDE
PHILOSOPHICAL SEMANTICS
2nd COURSE

Course 2023-2024



COURSE GUIDE OF THE SUBJECT

		ECTS
COURSE NAME: PHILOSOPHICAL SEMANTICS		6
Module: Philosophy of Language		12
Type of Learning: COMPULSORY	COURSE: 2 nd Semester: 2 nd	
Professor: PhD. Sanmartín Cava, Luis Manuel	Departamento: Philosophy	
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ORGANIZATION OF THE COURSE

PHILOSOPHICAL SEMANTICS				N. ECTS 6	
Duration and temporal location within the study plan: It is part of the "Philosophy of Language" module, which contains two subjects (one offered in the second year during the in the 2nd semester, Philosophical Semantics; and another in the third year during the 1st semester Pragmatics and theory of Interpretation), which consists of 12 ECTS.					
Materias y Asignaturas					
Module	ECTS	SUBJECT	ECTS	Course/ Semester	
Philosophy of Language	6	Philosophical Semantics	6	2/2	



BASIC COMPETENCIES	Classification of the competencies			
	1	2	3	4
1. Organization and planning.			X	
3. Problem-solving.			X	
10. Ability to apply knowledge to practice.			X	
11. Ability to learn and to teach.			X	
12. Ability to adapt to new situations and to generate new ideas.			X	

SPECIFIC COMPETENCIES	Classification of the competencies			
	1	2	3	4
18. Ability to relate different philosophical topics.			X	
22. Conduct thought experiments.			X	
23. Write philosophical essays, showing analytical and synthetic skills.			X	
25. Being able to understand and to evaluate philosophical arguments.			X	
26. Being able to build philosophical arguments.			X	
31. Analyze the logic of languages and their various uses.			X	
37. Use specialized philosophical terminology and recognize category errors.			X	



LEARNING OUTCOMES	COMPETENCIES
LO1. Knowing of the main topics of the philosophy of language and its most influential paradigms.	GC: 1, 11 SC: 18, 37
LO2. Reproducing semantic and pragmatic arguments.	GC: 3, 10, 12 SC: 22, 23, 25, 26, 31

TRAINING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	Learning-Teaching Methodology	Relation with the Learning Outcomes	ECTS ¹
VIRTUAL SESSION	Presentation of the content by the teacher, analysis of skills, explanation and demonstration of skills, abilities and knowledge in the virtual classroom.	GC: 1,3 SC: 18, 25	0,7
PRACTICAL SESSION	Group work sessions through chat moderated by the teacher. Case studies, both true and fictitious, for the construction of knowledge through the interaction and activity of the student, critical analysis of values and social commitment.	GC: 10, 11, 12 SC: 18, 25, 26, 31	0,3
SEMINAR AND VIDEOCONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	GC: 11, 12 SC: 37	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	CG: 11 CE: 22, 23, 31, 37	0,1

¹ The subject and/or matter is organized in **VIRTUAL TEACHING** and in **AUTONOMOUS WORK OF THE STUDENT**, with an estimated percentage in ECTS. An adequate distribution is as follows: **40% for TEACHING Training Activities (60 hours) and 60% for tutored Autonomous Work (90 hours) for a 6-credit subject.**



TOTAL	1,30
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TRAINING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	Learning-Teaching Methodology	Relation with the Learning Outcomes	ECTS
INDIVIDUAL ACTIVITY	Preparation of the final evaluation: student study, individual preparation of readings, essays, problem solving, assignments, reports, etc. for discussion or delivery in electronic format.	GC: 1, 3, 10, SC: 22, 23, 26	2,3
INDIVIDUAL MENTORSHIP	Individual attention for monitoring and guidance of the learning process, carried out by a tutor with the aim of reviewing and discussing the materials and topics, seminars, readings, carrying out assignments, etc.	GC: 11, 12 SC: 26, 31, 37	0,1
CONTINUOUS ASSESSMENT ACTIVITIES	Individual work: group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. Discussion forums: participation and contributions to discussion forums related to the subject, moderated by the professor of the subject. Problem solving, comments, reports to deliver throughout the course, making videos individually or cooperatively, answering questionnaires.	GC: 3, 11, 12 SC: 18, 23	2,3
TOTAL			4,70



ASSESSMENT SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM		
Evaluation instrument	EVALUATED LEARNING OUTCOMES	Percentage awarded
Participation and assistance	LO1 & LO2	10%
Activities to deliver	LO1 & LO2	40%
Periodic evaluations through questionnaire	LO1 & LO2	10%
Final evaluation	LO1 & LO2	40%

Plagiarism and/or copying in an assessment evaluation instrument will result in a failure in the final call corresponding to that evaluation instrument.

Exercises that are delivered after the deadline will receive a penalty of 0.5 points; and another 0.5 points for every additional 24 hours of delay.

DESCRIPTION OF CONTENTS	COMPETENCIES
<ul style="list-style-type: none"> • Introduction to the philosophy of language: basic concepts. The semantic model centered on the name and Frege's functional model. Sense and reference. • General terms, descriptions and identity. Analyticity and synonymy. Propositions. • The semantic discussion about the concept of truth. 	<p>GC: 1, 11 SC: 18, 37</p> <p>GC: 3, 10, 12 SC: 22, 23, 25, 26, 31</p> <p>GC: 3, 10, 12 SC: 22, 23, 25, 26, 31</p>



BIBLIOGRAPHY

- Texto dinámico de la asignatura producido por el profesor Luis Sanmartín.
- Frege, G. (2005 [1892]) "Sobre sentido y referencia". En L. Valdés (Ed.), La Búsqueda del significado, pp. 24-45. Madrid: Tecnos.
- Kripke, S. (2005 [1971]) "Identidad y necesidad". En L. Valdés (Ed.), La Búsqueda del significado, pp. 57-82. Madrid: Tecnos.
- Peirce, C. (1996 [1886]) Un argumento olvidado a favor de la realidad de Dios. Introducción, traducción y notas por Sara Barrena. Universidad de Navarra: Cuadernos de Anuario Filosófico.
- Putnam, H. (1978) "There is at least one a priori truth". En Realism and Reason, vol. 3, Philosophical Papers, pp. 98-144. New York: Cambridge University Press.
- Quine, W. v. O. (2005 [1953]) "Dos dogmas del empirismo". En L. Valdés (Ed.), La Búsqueda del significado, pp. 220-243. Madrid: Tecnos.
- Rorty, R. (1994 [1989]) "La contingencia del lenguaje". En Contingencia, ironía y solidaridad, pp. 24-43. Barcelona: Paidós Básica.
- Russell, B. (2005 [1905]) "Sobre el denotar". Teorema: Revista Internacional de Filosofía, vol. 24, pp. 153-169.
- Strawson, P. F. (2005 [1950]) "Sobre el referir". En L. Valdés (Ed.), La Búsqueda del significado, pp. 98-130. Madrid: Tecnos.
- Valdés, L. (2005) La Búsqueda del significado. Madrid: Tecnos. En el mismo encontraréis obras de Frege, Strawson, Kripke y Quine.
- Wittgenstein, L. (2009) Los Cuadernos azul y marrón. Madrid: Tecnos.
- Wittgenstein, L. (2010 [1953]) Investigaciones Filosóficas. Barcelona: Crítica.
- Wittgenstein, L. (2017 [1921]) Tractatus Logicus-Philosophicus. Madrid: Tecnos.

Manuals:

- Blasco, J. L., Grimaltos, T. & Sánchez, D. (1999). Signo y pensamiento. Barcelona, Ariel.
- Bonet, J. V. & Bonet, C. (2016). Sobre palabras, juego y acción. Valencia: Universidad Católica de Valencia.
- Carpintero, M. G. (1996) Las palabras, las ideas y las cosas. Barcelona: Ariel.
- Suárez, A. G. (1997) Modos de significar. Una introducción temática a la filosofía del lenguaje. Madrid: Tecnos.



TEMPORAL ORGANIZATION OF LEARNING:		
	BLOCK OF CONTENT/DIDACTIC UNIT	N. OF SESSIONS
Topic 1: Introduction	1.1. Origins of Analytic Philosophy. 1.2. The pleonasms Linguistic Turn and Philosophical Semantics.	1
Topic 2: Referential theory of meaning	2.1 The distinction between sense and reference in Frege. 2.2 Meinong's ontological proposal. 2.3 Russell's logical atomism.	4
Topic 3: Direct reference and the contextual requirement	3.1 The importance of the contextual requirement in Strawson. 3.2 The reference in Putnam & Kripke.	3
Topic 4: Language as figuration	4.1 The theory of figuration of the I Wittgenstein. 4.2 The saying/showing distinction. 4.3 Mysticism in the Tractatus.	3
Topic 5: Meaning, synonymy and translation	5.1 Problems of synonymy in Quine. 5.2 The radical translation according to Quine. 5.3 The radical interpretation according to Davidson.	3