



Universidad  
**Católica de  
Valencia**  
San Vicente Mártir



Course Guide Philosophical Semantic  
DEGREE IN PHILOSOPHY

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**COURSE GUIDE  
PHILOSOPHICAL  
SEMANTICS 2<sup>nd</sup> COURSE**

**Course 2025-2026**



## COURSE GUIDE OF THE SUBJECT

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

PHILOSOPHICAL SEMANTICS		N. ECTS 6		
<b>Duration and temporal location within the study plan:</b> 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
<b>LO1.</b> Knowing of the main topics of the philosophy of language and its most influential paradigms.	<b>GC:</b> 1, 11 <b>SC:</b> 18, 37
<b>LO2.</b> Reproducing semantic and pragmatic arguments.	<b>GC:</b> 3, 10, 12 <b>SC:</b> 22, 23, 25, 26, 31

TRAINING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	Learning-Teaching Methodology	Relation with the Learning Outcomes	ECTS <sup>1</sup>
<b>VIRTUAL SESSION</b>	Presentation of the content by the teacher, analysis of skills, explanation and demonstration of skills, abilities and knowledge in the virtual classroom.	<b>GC:</b> 1,3 <b>SC:</b> 18, 25	0,7
<b>PRACTICAL SESSION</b>	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.	<b>GC:</b> 10, 11, 12 <b>SC:</b> 18, 25, 26, 31	0,3
<b>SEMINAR AND VIDEOCONFERENCE</b>	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	<b>GC:</b> 11, 12 <b>SC:</b> 37	0,2
<b>VIRTUAL EVALUATION</b>	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	<b>CG:</b> 11 <b>CE:</b> 22, 23, 31, 37	0,1

<sup>1</sup> 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**.



<b>TOTAL</b>	<b>1,30</b>
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<b>TRAINING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION</b>			
<b>ACTIVITY</b>	<b>Learning-Teaching Methodology</b>	<b>Relation with the Learning Outcomes</b>	<b>ECTS</b>
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.	<b>GC:</b> 1, 3, 10, <b>SC:</b> 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.	<b>GC:</b> 11, 12 <b>SC:</b> 26, 31, 37	0,1
<b>CONTINUOUS ASSESSMENT ACTIVITIES</b>	<b>Individual work:</b> group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. <b>Discussion forums:</b> 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.	<b>GC:</b> 3, 11, 12 <b>SC:</b> 18, 23	2,3
<b>TOTAL</b>			<b>4,70</b>



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 any assessment will result in a fail for the final call corresponding to that assessment.

All assessments must be passed with a minimum grade of 5 in order to pass the course. Generative artificial intelligence tools (such as ChatGPT, Gemini, Copilot, among others) can be useful for study support, information searching, or clarifying concepts. However, their use must always be ethical, critical, and aligned with the principles of academic integrity. Within the framework of this course, the use of such tools for writing, producing, or co-authoring assignments, text commentaries, multiple-choice tests, or any other graded activity is strictly prohibited, as all submitted content must be the student's original and personal work.

Philosophy demands personal reflection, argumentative rigour, and intellectual responsibility—qualities that cannot be delegated to automated systems.

DESCRIPTION OF CONTENTS	COMPETENCIES
<ul style="list-style-type: none"> <li>• Introduction to the philosophy of language: basic concepts. The semantic model centered on the name and Frege's functional model. Sense and reference.</li> <li>• General terms, descriptions and identity. Analyticity and synonymy. Propositions.</li> <li>• The semantic discussion about the concept of truth.</li> </ul>	<p><b>GC:</b> 1, 11 <b>SC:</b> 18, 37</p> <p><b>GC:</b> 3, 10, 12 <b>SC:</b> 22, 23, 25, 26, 31</p> <p><b>GC:</b> 3, 10, 12 <b>SC:</b> 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.
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- Wittgenstein, L. (2010 [1953]) *Investigaciones Filosóficas*. Barcelona: Crítica.
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### 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.



<b>TEMPORAL ORGANIZATION OF LEARNING:</b>		
	<b>BLOCK OF CONTENT/DIDACTIC UNIT</b>	<b>N. OF SESSIONS</b>
Topic 1: Introduction	Origins of Analytic Philosophy. The pleonasm Linguistic Turn and Philosophical Semantics.	1
Topic 2: Referential theory of meaning	The distinction between sense and reference in Frege. Russell's logical atomism.	3
Topic 3: Direct reference and the contextual requirement	The importance of the contextual requirement in Strawson. The difference between expressions and orations.	3
Topic 4: Language as figuration	The theory of figuration of the I Wittgenstein. The saying/showing distinction. Mysticism in the Tractatus.	3
Topic 5: Meaning, synonymy and translation	Problems of synonymy in Quine. The radical translation according to Quine. The radical interpretation according to Davidson.	4