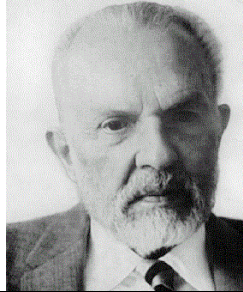


GSD 361F (Fall 2014 - unique 38435 =
CL 323 [33930] =EUS 347 [36680]= PHL 327 [43043])

Squaring The Vienna Circle

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Class: TTh 11-12:15, Bur 227



**"In science
there are no
'depths'; there
is surface
everywhere."**

Rudolf Carnap

Description

This class will combine perspectives from philosophy and the history of philosophy to undertake a project in "historical epistemology": it will trace how Logical Positivism/Empiricism, the precursor to analytic philosophy, *actually* came into being out of methodological arguments widespread in the late nineteenth century (and which find their echoes in figures as diverse as Nietzsche and Heidegger, Wittgenstein, Neurath and Carnap).

This observation will guide a second strand to the class: how the analytic/continental philosophy divide that is present in all the reference books and textbooks came into being, what it leaves out, and how to figure out what is left out. In today's dominant account, Anglo-American Analytic Philosophy grows out of the tradition of Logical Positivism/Logical Empiricism as it evolved in the circles around Wittgenstein in England after the Second World War, and it positions itself over and against Continental Philosophy.

That story, however, is strategic as much as it is true. It depends on how a group of philosophers dealt with forced migration and emigration -- victims of Nazi aggression driven out of continental Europe and to the US and Great Britain. And in order to find their feet, these émigrés took up new projects and redefined their work for new audiences, offering a set of cases of culture transfer - - cases where philosophical logics responded directly, if tacitly, to politics and culture. This origin story does *not* figure into today's dominant accounts of the history of philosophy, and this class will offer some explanations as to how philosophy defined itself in the latter 20th century by ignoring it.

No background in philosophy is required for this course, and all readings are available in English on the class blackboard site. Background reading on the history of science will ground our readings of primary texts, and each student will be responsible for evolving a semester project in writing a specific philosopher or project into a new kind of intercultural history of ideas.

Class Objectives:

By the end of this class, you will be able to:

- Explain how a "canon" of "important texts" is a construct that needs to be questioned, and how to do that
- Learn to read, compare, and evaluate unfamiliar philosophical texts
- Evaluate and write about popular and scholarly explanations of key philosophers/philosophical texts
- Structure and write an essay comparing two texts systematically
- Plan and execute the research and writing of a professionally formatted, scholarly paper (in short format) using philosophical texts

Class Readings will Include (all in excerpts):

Ludwig Wittgenstein, *The Blue and Brown Books*
Nietzsche, *On the Genealogy of Morals*
Windelband, *History of Philosophy*
Rickert, *The Limits of Concept Formation in Natural Science*
Wilhelm Dilthey, *The Formation of the Historical World in the Human Sciences*
Husserl, *The Idea of Phenomenology*
Cassirer, *The Logic of the Cultural Sciences*
Benjamin, Exposés from *The Arcades Project*
Viktor Kraft, *The Vienna Circle*
Janik/Toulmin, *Wittgenstein's Vienna*
Friedrich Stadler, *The Vienna Circle*
Feyerabend, *Against Method*
Essays by Carnap, Neurath

Assignments:

- Daily readings, due on the day indicated on the syllabus
- Three one-page précis (analysis of individual texts) = 3 x 10% of grade =30% of grade
- Group project (on Part 4 of syllabus) = 10 % of grade
- Historical epistemology project (5-6 pp. paper) = 25% of grade
- One semester project, done in stages = 35% of grade.

Syllabus, Fall 2014

NOTE: Most texts are available as PDFs on the class Canvas site; a few were ordered. See the complete bibliography for details. You MUST have an @utexas.edu email to use Canvas.

Part 0. Preliminaries

Week 1: 28 August

Thursday

Introduction to the course

Some Terminological Assistance:

More credible:

- <http://plato.stanford.edu/entries/vienna-circle/>
- <http://plato.stanford.edu/entries/scientific-unity/>

More readable:

- http://en.wikipedia.org/wiki/Vienna_Circle
- <http://en.wikipedia.org/wiki/Empiricism>
- http://en.wikipedia.org/wiki/Analytic_philosophy
- http://en.wikipedia.org/wiki/Unity_of_science
- http://en.wikipedia.org/wiki/Logical_positivism
- Fuller on Continental philosophy (PDF of HOPOS-list discussion)
- Solomon on Continental philosophy (PDF)

NOTE: The *Stanford Encyclopedia of Philosophy* is considered a credible reference; Wikipedia can be spotty, but sometimes has stuff that isn't elsewhere. Get into the habit of looking up terminology as you read, and especially of looking up biographies, which are generally solid enough in Wikipedia.

Week 2: 2, 4 September

Tuesday

The Problem of Historical Epistemologies: The Class Method

Bachelard, *Formation of the Scientific Mind*, "Foreword," Chapters 1, 2, & 3, p. 17-80 (esp. 1-32)

OPTIONAL: Jürgen Renn, "Historical Epistemology and the Advancement of Science." Preprint 16. Berlin: Max Planck Institute for the History of Science, 1996. Passim (= "read around in").

•AMUSING OPTION:

Philip Kitcher: "Epistemology without History is Blind" (PDF)

Thursday

The Two Cultures of Philosophy: Continental and Analytic

Critchley, *Continental Philosophy: A Very Short Introduction*, Chapter 3: "Spectacles and Eyes to See With"

PART 1: NINETEENTH-CENTURY AND EARLY TWENTIETH-CENTURY ROOTS

Week 3: 9, 11 September

Tuesday

The "Linguistic Turn": First Iteration

Nietzsche: *On the Genealogy of Morals*, all (esp. "Day One," 449-492)

Thursday

The New Philosophy of Science

Mach, *Analysis of the Sensations*, 1-45

Précis 1 due: One chapter/section of either Mach or Nietzsche

Week 4: 16, 18 September

Tuesday

The Psychology of Idealism

Dilthey, *The Formation of the Historical World*, esp. 101-142

Thursday

Academic Philosophy: From the Perspective of the Philosophy of Science

Windelband, *History of Philosophy*, Part VII: The Philosophy of the Nineteenth Century, 623-681

Week 5: 23, 25 September

Tuesday Rickert, *The Limits of Concept Formation*, 1 -110 esp. 1-60.

PART 2: THE FIRST HEIRS: MOVING TOWARD THE VIENNA CIRCLE

Thursday *Read one of the following:*

Husserl. *The Crisis of European Sciences*, Intro -23

Husserl, *The Idea of Phenomenology*, all

Week 6: 30 September, 2 October

Tuesday Benjamin, Exposés from the *Arcades Project*

Thursday Cassirer, *The Logic of the Cultural Sciences*, 1-86 (esp. 1-55)
Précis 2 due: Any essay

Week 7: 7, 9 October

PART 3: ORIGIN MYTHS

Tuesday **Four Versions of the Vienna Circle: A Case Study**

Richardson. "Introduction," *Cambridge Companion*, 1-12

Kraft, *The Vienna Circle*, all (passim)

Thursday Stadler, *The Vienna Circle*, 1-68 and charts
Stadler, "The Vienna Circle: Context, Profile, and Development"

Week 8: 14, 16 October

Tuesday No organized class: instructor will be in office; use this time to organize your group work on the Wittgenstein texts

PART 4: Wittgenstein: Reality and Myth

Thursday **Wittgenstein I**

Wittgenstein, *The Blue and Brown Books*, "Blue Book," 1-74; ""Brown Book," 77-122

Précis 3 due: Any essay

Week 9: 21, 23 October

Tuesday **Two Scholarly Wittgensteins**

Grayling, *Wittgenstein: A Very Short Introduction*

Stern, "Wittgenstein, the Vienna Circle, and Physicalism," *Cambridge Companion*, 301-331

Thursday **Presentations of Class Wiki Pages: Four Mythical Wittgensteins**

Janik/Toulmin, *Wittgenstein's Vienna*

Waugh, *The House of Wittgenstein*

Edmonds and Eidinow, *Wittgenstein's Poker*

Monk, *Wittgenstein: The Duty of Genius*

••GROUP PROJECT DUE ON WIKI PAGE: Please read all groups' postings before class starts, so that we can discuss the Wittgenstein industry.

Week 10: 28, 30 October

Tuesday **Class Presentations (continued from Tuesday, if necessary)**

Class Topic: intro to library research in philosophy (preparation for final paper)

Thursday Wittgenstein II
Wittgenstein, Excerpts from *Tractatus Logico-Philosophicus*, in *Wittgenstein Reader*, 1-31

Week 11: 4, 6 November

Tuesday Wittgenstein, "Thinking," in *Wittgenstein Reader*, 111-125
Heidegger, "What Calls for Thinking?," in *Basic Writings*, 341-367
An amusing aside (optional): Critchley, *Continental Philosophy*, Chapter 6: "A Case Study in Misunderstanding: Heidegger and Carnap "

PART 5: The Vienna Circle

Thursday The Origin Myth, and Seminal Texts
Hahn, Neurath, Carnap. "The Scientific Conception of the World" (AKA the "Vienna Circle manifesto")
Galison, "Constructing Modernism," in Giere, *Origins of Logical Empiricism*, 17-44
••CONSULTATION ON FINAL PAPER DUE: topic specification

Week 12: 11, 13 November

Tuesday Carnap, "Empiricism, Science, and Ontology."
Online at: <<http://www.ditext.com/carnap/carnap.html>>

Thursday Neurath, Bohr, Dewey, Russell, Carnap, Morris, "Encyclopedia and Unified Science," *Foundations*, Vol 1, 1-75 (especially Neurath)
••SHORT ESSAY PAPER DUE

Week 13: 18, 20 November

Tuesday Frege, "On Sense and Reference"
Online at: <http://en.wikisource.org/wiki/On_Sense_and_Reference>

Thursday Popper, *The Logic of Scientific Discovery*, 1-34

Week 14: 25 November (Thanksgiving = 27 November)

Tuesday Feyerabend, *Against Method*, Introductions - 53
••BIBLIOGRAPHY DUE

Week 15: 3, 5 May

Tuesday Neurath, "Foundations of the Social Sciences," *Foundations*, Vol. 2, 1-51

PART 6: ARCHE-TELOS

Thursday From Where, to Where: Assessments of Scholarly Myths
Uebel, "On the Austrian Roots of Logical Empiricism," in Parrini, 67-93.
Richardson. "Logical Empiricism, American Pragmatism, and the Fate of Scientific Philosophy in North America," in Hardcastle, 1-24

**FINAL PAPER DUE AT OFFICIAL UNIVERSITY FINAL EXAM DATE:
Saturday, December 13, 9:00-12:00 noon =
Paper due at NOON to Arens' office**

ASSIGNMENTS:

- Three one-page précis (analysis of individual texts) = 3 x 10% of grade = 30% of grade.
Instructions appended.
- Group project (on materials for Part 4 of syllabus) = 10 % of grade
Janik/Toulmin, *Wittgenstein's Vienna* (intellectual history, situating ideas)
Waugh, *The House of Wittgenstein* (political biography)
Edmonds and Eidinow, *Wittgenstein's Poker* (group bio & intellectual history)
Monk, *Wittgenstein: The Duty of Genius* (biography and work)

This is a group project using a wiki page off the Class Canvas site. The class will break into four groups, each of which is responsible for presenting one of the four books on Wittgenstein listed above. That presentation will be a critical book review that does a résumé of the book's contents (in no more than 500 words, total), and then assesses its point of view and effectiveness. The book groups should divvy up the chapters for commentary, with each individual writing the summary of separate parts (with necessary quotations and citations, and the author of each subsection); a group meeting will probably be necessary to finish the task -- the introduction and conclusion of the presentation, which should be joint work. October 14 class is devoted to some of this organizational time.

The project will be graded liberally to account for the dynamics of group work. Any project with a readable account of the contents and an assessment of its point of view and possible effectiveness for its readership will get full credit; missing pieces, unintelligible work, plagiarized work, vague or incomplete work will lose points.

- Short Essay: Historical epistemology project = 25% of grade

This project is a short (5-6-page) paper done according to the format below, and addressing one of the following two topics:

Topic 1: Hahn, Neurath, Carnap. "The Scientific Conception of the World" (AKA the "Vienna Circle manifesto") compared with Galison, "Constructing Modernism." The goal of this comparison is to assess the "Vienna Circle Manifesto" from the optic offered by Galison, who makes the case for the meaning of *Aufbau/Construction* from the essay's title in historical context. Is Galison's work useful to understanding the Manifesto?

Topic 2: Wittgenstein, "Thinking," in *Wittgenstein Reader*, 111-125, compared with Heidegger, "What Calls for Thinking?," in *Basic Writings*, 341-367. The goal of this comparison is a technical comparison of what "thinking" means in the two essays. What does the use of the term tell us about each thinker?

The paper you will write is an essay: a well-constructed argument about two texts, with little or no research involved. Thus you need to start with a clear thesis statement and introductory paragraph (indicating the overall direction of your argument and how you will argue it), in proper format. Be sure you do more than summarize your points at the end - make sure you *conclude* about where your argument takes you.

FORMAT

- Double spaced, 1 inch margins all round.
- 11 or 12-point type, Arial, Geneva, Times or Times New Roman
- Your name and a page number on EVERY PAGE (top right or bottom center or right -- use "header" or "footer"). Pages must be stapled together.
- All citations (footnotes or endnotes, and bibliography) must be in Chicago Style. Is this a mystery? See < <http://www.lib.utexas.edu/students/citing/index.html> > for general information or < <http://www.lib.utexas.edu/noodlebib/> > to use Noodlebib. That means you have some decisions about the relation of notes to in-text citations and to the bibliography.

- One semester project, done in stages = 35% of grade.
This project is a formal research paper (12-15 pp. in length, in Chicago style) on a topic of your choice related to the Vienna Circle and its context. Due at the official exam time, as indicated on the syllabus. The work will be done in phases:
 - 1) consultation with professor on topic (in person or by email) = 5% of grade
 - 2) bibliography of 6-10 items on the topic, with a description of how you found the items (i.e. what professional databases you used in searching them out. No more than 2 of the items may be on-line- only or reference sources (e.g. Stanford Encyclopedia of Philosophy); you are expected to use legitimate secondary literature (principally articles in professional journals) = 10 % of grade
 - 3) Finished paper = 20% of grade (further grading rubric to be distributed)

Introduction to the Précis

There is a difference between a text's facts and the strategy used to present those facts. A "précis" (*pray-see*) reflects this difference. It is designed to reflect the structure of an argument based on textual information and to structure the presentation of data from the texts concerned in ways that support that argument. As such, it offers more than just a set of notes on the text's contents or an argument; it *represents the argument strategy*, both verbally and visually.

A précis is usually one typed page long. It *starts* by reflecting the logic of a text to be addressed (with "text" being an object in any medium --film, novel, essay -- or a situation/performance). It ends with your assessment of the effectiveness/appropriateness/correctness/usefulness of that logic, in a paragraph that argues that assessment with specific reference to the précis' set-up and development. That is, the first sections of the précis are *not* intended to be creative or original, but are rather focused on how to represent the text's argument logic by assembling facts drawn from it, while the final sections *must* move beyond that assemblage into your own evaluation of how/why that argument will or won't work.

No matter what type (analytic or synthetic [see below], a précis has four sections:

- 1) A statement about the **FOCUS** of the information you are assembling to represent the argument of a text or situation. This initial statement describes the main issue that characterizes a text or situation (an analytic précis) or presents the argument being made using the textual materials (a synthetic précis). This statement will not focus on the plot or on text details, but rather it expresses the global "what is this arrangement of material about? What will I read about, if it's about a text; what kind of argument is being structured, if it's making a new case by combining the information in two texts or situations?"
 - ****You write** a concise statement (1-2 sentences) that expresses that focus. Likely alternatives: issues or problems, representative concerns of a group, or beliefs, institutions/systems, or events and their characteristics or repercussions (E.G.: "This film takes up the case of X and shows why it's a problem to Y or in context Z.")

What not to do: Do not include journalistic commentary, or examples, or evaluations.

- 2) A statement of the **LOGIC** according to which the text or argument organizes the information to be presented (to anticipate section 3) and of the **GOAL or INTENT** of that presentation.
 - ****You write** a sentence describing the logic pattern that will be used to establish and label the chart below.. *Typical verbs indicating such logic:* compare, contrast, link causally, cause, follow from . . . (E.g.: the author correlates x and y; the film represents x by showing y; by comparing male and female roles . . .).
 - ****You write** an additional short sentence or clause describing *why* the information is set up that way (its goal or intent). *Typical cues:* in order to, because that correlation will show . . . , in order to convince X of Y, in order to argue X
- 3) A **DATA CHART (OR MATRIX) WITH HEADINGS** that organize text data in comprehensible patterns, presented in two parallel columns of notes and comments.

The two columns *correlate* with each other, left to right, as the two terms in a logical statement (standing in a distinct logic pattern: topic x and comment y about x. Examples of correlations might be "x causes/effects/produces y," "x contrasts/comparates with y," "x correlates with y in some way other than compare/contrast" ["x is part of y in this way", "is restricted by", "is characterized by", "hopes to achieve", "impacts," "x does y for the reasons stated above" etc.]. This *correlation* should reflect the logic statement from the section above.

Each column has approximately three examples (one in each cell or box), often with words explicitly drawn from the text (and with in-text bibliographic citations); each column contains information of the same type. Each row contains one proposition.

***** You draw and label** a chart with two headers, with at least three examples in each, and each with a proper in-text citation (page reference, etc.),

HEADER X	HEADER Y

4) A PARAGRAPH (ca. 3 sentences) indicating the **ASSESSMENT OR IMPLICATIONS OF** or **CONCLUSIONS ABOUT** the information pattern. This is **not** a description of the information pattern or focus, but rather an extension of the covert statement implied by the information and pattern. **That is**, what is this text/précis *good for*, especially as seen from the outside? In setting the argument up this way, what is being hidden, asserted, or brushed aside? What is new or old-fashioned about the correlations made? Who would profit most by this arrangement? Why is this analysis important?

WHAT A PRÉCIS LOOKS LIKE ON A PAGE

HEADER: your name, etc. (box not needed)

Text Identification (complete bibliographic citation) (box not needed)

FOCUS: one to two sentences (box not needed)

LOGIC: one to two sentences (box not needed)

Header for Column X	Header for Column Y
Example 1 (with source citation and exact quotation if possible)	Correlate to Example 1 (contrast, comparison, impact . . .)
Example 2	Correlate 2
Example 3	Correlate 3

ASSESSMENT / IMPLICATION: (one coherent paragraph) (box not needed)

GRADING: Each section (focus, logic, matrix, assessment) gets up to 3 points for execution, and an additional 3 points is given for consistency (do all the sections follow from and build on each other, as part of a developing analysis?), for a total of 15 points for the assignment as a whole.

Grading Rubric for Each Section

- 0 = missing, vapid/general (with few or no specific references to a text or situation)
- 1= partially present, with some defects in execution or some missing or underdeveloped parts of the section
- 2 = all necessary parts of the section are present and adequately executed
- 3 = section well-developed and/or well-stated; section exceeds minimum requirements for precision and execution

CONVERSIONS: 15 points = A; 12 points = B; 9 points = C; 7 points and below = F

**Analytic, Synthetic, and Interpretive Précis:
Three Different Arguments from (Text) Data**

An **analytic précis** aims at recreating the focus, strategy/goal (intent), and information of *one particular text*. You, as the analyst of the text, track the text's logical structure and message, intruding on it only during a final evaluation (in the Assessment, after the Matrix). Your job is first to represent (in three sections) the claims made by a

particular text as *the text itself argues* (that is, by tracking its own logic structure and data-gathering strategies, not just its message). After that, you have to assess the success or failures of that argument type and data corpus, especially with respect to (outside) contexts in which those claims are valid, dangerous, useful, etc. Who would profit from this argument, or be harmed by it, and thus would be interested in it?

A **synthetic précis** sets up a comparison/contrast between two (or more) texts. Its focus is the/an issue shared by the two texts; its two columns of data must be strictly parallel, as necessarily reflects a compare/contrast logic. However, it is up to you, the analyst, to specify (in the 2 parts of the logic statement) on which grounds and to what end the comparison will be carried out. The information pattern will be drawn from two texts, often with one framed in each column, with each row offering parallel points. The Assessment of this synthetic logic is again provided by you in the last section of your précis, responding to "why do this comparison?"

An **interpretive précis** uses one text (or point of view or established argument) to read another. That is, you take up the point of view of one text, and "read" the other as it would lead you to do. In the Assessment paragraph, you step out of the chosen POV or role-play, and evaluate what the lead POV actually accomplished. Setting up an interpretive précis places a still higher burden on you as analyst than does the synthetic précis: you must specify the focus (the interpretive issue that the précis will address, drawn from the lead text), and then the goal or purpose that will be realized by applying that lead to another text -- all choices made before you start assembling the chart of data from the two texts. The chart logic may well be an "issue/example" logic, with the issues drawn *systematically* from the lead text (first column) and then applied to examples from the text to be interpreted (second column). The interpretation you are setting up will not be particularly successful if the lead text is not represented fairly and systematically. The Assessment of this précis type is often directed at explaining why you bothered to set up this interpretation this way -- what it is good for.

How do I turn a précis into an essay, and what kinds of essays are they?

An **analytic précis** turns into something like a good book review or proposal evaluation -- the introduction introduces the central issue and the rhetorical tactic that the source text (issue, or party) uses, together with the writer's goal in bothering to explain these. The body of the paper fleshes out how the text's logic structures the argument, and presents interim evaluations that set up the overall evaluation that is your essay's conclusion.

A **synthetic précis** sets up a paper that presents and resolves a conflict or choice in the favor of the first or second party, justifies a preference, or shows how the two positions are totally compatible (despite their seeming differences). The introduction for its essay version states the basis for the comparison and the strategy through which the comparison will be documented. The essay growing out of it will end by assessing why and stating how this comparison is illustrative or important. The body of the paper must contain a balanced presentation of comparable points (each comparison introduced in terms of the more general overview encompassed in the paper's introduction). The conclusion assesses and argues which side wins -- which needs/problems are more properly addressed in the information presented; the Assessment may include a critique of each text's adequacy to the task.

An **interpretive précis** applies a point of view to a text and so is the ground for an essay or OP/ED piece, offering a systematic consideration of an issue or problem. The essay introduction states which systematic POV will be applied to what issue (yours or one drawn from another text or situation), why that point of view was chosen as the lead text of the argument, how and to what other text the point of view will be applied (strategy/goal of the evaluation), what data will be addressed, and what the goal of the particular interpretation will be (why it's worthwhile to set this analysis up this way). The body of the paper must contain a running *dialogue* between the POV and the textual information presented to bolster the argument being made; even if an essay based on the writer's own POV, the paper is not just a reaction, it is an argument, concluding with reflections assessing the limitations of the argument made.

COMPLETE BIBLIOGRAPHY

BOOKS ORDERED (BIBLIOGRAPHIC INFORMATION BELOW):

Required:

Simon Critchley. *Continental Philosophy: A Very Short Introduction*. Oxford: Oxford UP, 2001. ISBN 0192853597. (PDF on class website)

You have a class project on your choice of ONE of the four following, which are NOT available as pdfs:

- David Edmonds and John Eidinow. *Wittgenstein's Poker*, ISBN 0060936649
- Alexander Waugh, *The House of Wittgenstein*; ISBN 978-0307278722
- Allan Janik and Stephen Toulmin, *Wittgenstein's Vienna*; ISBN 978-1566631327
- Ray Monk. *Wittgenstein: The Duty of Genius*. New York: Free Press, 1990; ISBN 0140159959

Recommended:

Richardson & Uebel, eds. *Cambridge Companion to Logical Empiricism*; ISBN 978-0521796286 (required sections as PDF on class website)

**BOOKS ON ELECTRONIC RESERVE ONLINE
(CLASS EXCERPTS; EXCEPTIONS AS ABOVE)**

Gaston Bachelard. *The Formation of the Scientific Mind: A Contribution to a Psychoanalysis of Objective Knowledge*. Trans. Mary McAllester Jones. Manchester: Clinamen Press, 2002.

Rudolf Carnap. "Empiricism, Science, and Ontology." *Revue Internationale de Philosophie* 4 (1950): 20-40. Reprinted in the Supplement to *Meaning and Necessity: A Study in Semantics and Modal Logic*, enlarged edition (University of Chicago Press, 1956). Online at: <<http://www.ditext.com/carnap/carnap.html>> (no pdf).

Ernst Cassirer. *The Logic of the Cultural Sciences*. Trans. S. G. Lofts. New Haven: Yale UP, 2000.

Simon Critchley. *Continental Philosophy: A Very Short Introduction*. Oxford: Oxford UP, 2001.

Wilhelm Dilthey. *The Formation of the Historical World in the Human Sciences*. Selected Works, Vol. III. Trans. Rudolf A. Makkreel and John Scanlon. Princeton, NJ: Princeton UP, 2002.

••NO PDF: David Edmonds and John Eidinow. *Wittgenstein's Poker: The Story of a Ten-Minute Argument Between Two Great Philosophers*. New York: Ecco/HarperCollins, 2007.

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Fuller, Steven. Exchange on Continental Philosophy, HOPOS-list, August 2014.

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- NO PDF: Allan Janik and Stephen Toulmin. *Wittgenstein's Vienna*. Chicago: Ivan R. Dee, 1996 [orig. 1973].
- Kitcher, Philip. "Epistemology without History is Blind." *Erkenntnis*, 75 (2011). 505-524.
- Victor Kraft. *The Vienna Circle: The Origins of Neo-Positivism (A Chapter in the History of Recent Philosophy)*. Trans. Arthur Pap. New York: Philosophical Library, 1953.
- Ernst Mach. *The Analysis of Sensations, and the Relation of the Physical to the Psychological*. Trans. C. M. Williams. Chicago: Open Court Publishing Co., 1914.
- NO PDF: Ray Monk. *Wittgenstein: The Duty of Genius*. New York: Free Press, 1990 UT ON RESERVE
- Otto Neurath. *Foundations of the Social Sciences*. IN: Otto Neurath, Rudolf Carnap, and Charles Morris, eds. *Foundations of the Unity of Science: Toward an International Encyclopedia of Unified Science*. Vol. 2, Nos. 1-9. Chicago: U of Chicago P, 1970. 1-51.
- Otto Neurath, Niels Bohr, John Dewey, Bertrand Russell, Rudolf Carnap, Charles Morris. *Encyclopedia and Unified Science*. IN: Otto Neurath, Rudolf Carnap, and Charles Morris, eds. *Foundations of the Unity of Science: Toward an International Encyclopedia of Unified Science*. Vol. 1, Nos. 1-10. Chicago: U of Chicago P, 1955. vii-xii, 1-75
- Friederich Nietzsche. *Genealogy of Morals. Basic Writings of Nietzsche*. Ed. and trans., Walter Kaufmann. New York: Modern Library, 1966. 449-599.
- Karl Popper. *The Logic of Scientific Discovery*. London: Routledge, 1992 [1935 in German].
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PRACTICAL INFORMATION

CLASS AND CLASSROOMS:

Cell phones must be turned off in class and kept out of sight in backpacks or pockets; computers and other electronic devices may not be used in the lecture classroom or discussion sessions unless the user has registered as a student with disabilities who needs a computer as an accommodation.. If a student uses electronic devices and creates a disturbance for the professor or other students, s/he will be asked to leave for the remainder of that class.

SYLLABUS AND ASSIGNMENTS:

All requirements have been given to you in writing, in the package including this sheet. If you don't read it and miss something, it's not our problem. **NO LATE WORK ACCEPTED**; see the conditions for making up work for medical and other leaves are listed in the next section.

FINALS are given at times established *by the University* and posted as part of the course schedule. **THESE TIMES ARE NOT NEGOTIABLE**. The syllabus indicates this semester's deadline.

WEB PRESENCE:

- Class gradebook is on the class' Canvas site, the link to which can be found in UT Direct.
- Class Readings that are PDFs are on the Blackboard site under "Files"
- **BANDWIDTH**: one group project will need to be posted on the class wiki under PAGES link in the Canvas site; working together will require bandwidth, if you edit online together.

ACADEMIC ASSISTANCE

- Academic Assistance is provided by the UT Learning Center, in Jester Center, Room A115A. It offers help with college-level writing, reading, and learning strategies. It is free to all currently enrolled students.
- See: <<http://www.lib.utexas.edu/services/assistive/policy.html>> for requesting help in using the main library (PCL) or the Fine Arts Library (for films).

STUDENTS WITH DISABILITIES

The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY. Any student with a documented disability who requires academic accommodations should contact the Service for Students with Disabilities as soon as given to your TAs to receive accommodations. You **must** be registered with the Students with Disabilities Services to request any accommodations for tests, assignments, or other assistance and work with that office to arrange them with your instructors. See: <<http://www.utexas.edu/diversity/ddce/ssd/index.php>>.

RELIGIOUS HOLIDAYS AND OTHER ABSENCES

- By UT Austin policy, you must notify the instructor and TA of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.
- The same applies to official university obligations like Club or Varsity sports, which usually provide documentation of planned away games at the start of each semester.
- Documentation from a physician is required for medical absence; arrangements for work to be made up must be made promptly.
- In no case should the work be completed more than 2 weeks after the absence.
- Other absences (e.g. family events) must be arranged for at least **TWO WEEKS IN ADVANCE** and missed work must be turned in at the **NEXT CLASS SESSION** after the one you missed. Submission before you leave is of course encouraged.

CHEATING AND PLAGIARISM

All students fall under the UT Honor Code:

The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
< <http://registrar.utexas.edu/catalogs/gi09-10/ch01> />

Cheating and other forms of scholastic dishonesty, including plagiarism, will be reported to the Dean of Students. Cheating on tests or plagiarism on papers will mean an F for the assignment, with no makeup possible. If you engage in any form of scholastic dishonesty more than once, you will receive an automatic F for the course.

If you are unsure about the exact **definition of scholastic dishonesty**, you should consult the information about academic integrity produced by the Dean of Students Office:
<http://deanofstudents.utexas.edu/sjs/acint_student.php>.

Plagiarism means using words or ideas that are not your own without citing your sources and without indicating explicitly what you have taken from those sources. If you are unsure about what constitutes plagiarism, consult: <<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>>.

See the UT Honor Code or an additional explanation or example of what constitutes plagiarism (<http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>).

What does "**citing your sources**" mean? It means providing appropriate footnotes and bibliographic entries. See <<http://www.lib.utexas.edu/services/instruction/learningmodules/citations/>>. To make correct citations, researchers often use bibliographic software like UT's "Noodlebib" <<http://www.lib.utexas.edu/noodlebib/>> or Zotero <<http://www.zotero.com>>. The PCL Library offers free classes on how to use them at the start of every semester. Sign up now.

ADDITIONAL INFORMATION ON CHEATING:

The Student Judicial Services Website provides official definitions of plagiarism and cheating:

- Definitions of plagiarism and other forms of scholastic dishonesty, based on Section 11-802d of UT's *Institutional Rules on Student Services and Activities*:
< http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php >
- The University's Standard of Academic Integrity and Student Honor Code (from Chapter 11 of the University's *Institutional Rules on Student Services and Activities*):
< http://deanofstudents.utexas.edu/sjs/acint_student.php >
- Consequences of scholastic dishonesty:
< http://deanofstudents.utexas.edu/sjs/scholdis_conseq.php >
- Types of scholastic dishonesty: unauthorized collaboration, plagiarism, and multiple submissions: < http://deanofstudents.utexas.edu/sjs/scholdis_whatish.php >

BEHAVIOR CONCERNS ADVICE LINE (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit < <http://www.utexas.edu/safety/bcal> >.

SUMMARY OF RESOURCES FOR LEARNING & LIFE AT UT AUSTIN

The University of Texas has numerous resources for students to provide assistance and support for your learning.

- Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>
- Undergraduate Writing Center: <http://uwc.utexas.edu/>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>
- Career Exploration Center: <http://www.utexas.edu/student/careercenter/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

EMERGENCY EVACUATION POLICY

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Alarm activation or announcement requires exiting and assembling outside.

Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform your TA in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Further information about emergency evacuation is available from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>; emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency , where you can also sign up to receive text message emergency notices by text message.

Q DROP POLICY AND OTHER SIGNIFICANT DATES

- Texas law limits the number of course drops for academic reasons to six. Senate Bill 1231 says:
Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.
- Note that the dates for dropping courses and changing grades are indicated in the University Academic Calendar: < <http://registrar.utexas.edu/calendars/> >. You are responsible for these dates; instructors have NO control over them.