



Faculty of Arts and Social Sciences

Te Kura Kete Aronui

School of Social Sciences

Dept of Philosophy

STAFF CONTACT DETAILS

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You can contact staff by:

- Calling +64 7 838 4466 select option 1, then enter the extension.
- Extensions starting with 4, 5 or 9 can also be direct dialled:
 - For extensions starting with 4: dial +64 7 838 extension.
 - For extensions starting with 5: dial +64 7 858 extension.
 - For extensions starting with 9: dial +64 7 837 extension.



INTRODUCTION

Is language the seat of all knowledge and wisdom? The aim of this paper is to explore this growing philosophical debate in epistemology and the philosophy of language.

PAPER DESCRIPTION

A wave of recent research has brought together epistemology and metaphysics, on one hand, and ethics, on the other hand, and is organised around the following implicit argument: to be wise is a matter of understanding an extensive amount about the world; understanding is a species of knowledge; knowledge is built upon language; so, wisdom is founded upon an appreciation of the epistemic and metaphysical commitments of language and communication. While the predominant part of the paper will be to illustrate how these various topics have been discussed the theoretical level, some attention will be given to the potential that performativity (illocutionary acts) plays in appreciating alternative dimensions of wisdom. Therefore, the paper will be divided into two parts. Part one will be composed of four sections on theories in the philosophy of language and epistemology: (i) *wisdom as understanding*, (ii) *understanding as knowledge*, (iii) *knowledge as language*, and (iv) *constative language v. performativity*, and Part two will be composed of three sections of how to apply the theories to practical concerns arising in society and politics: (v) *LGBTQIA Discourse and Wisdom*, (vi) *free speech and illocutionary acts*, and (vii) *political discourse and wisdom*. No knowledge of the practice or history of philosophy is presupposed; curiosity is.

PAPER STRUCTURE

The convenor will deliver *Wisdom, Language and Communication* online and face-to-face. The burden of the work, therefore, is shared between the student and the instructor. The convenor will employ the University of Waikato's Moodle Online platform. Every effort will be made to alert the student of work that is coming due.

TIMETABLE

The paper meets twice per week for lecture (50 minutes each session) and once per week for tutorial (50 minutes each session). Tutorials are integral for student success, given that each week the tutor will be working with students to complete exercises that assist students to learn the complex material reviewed in lecture.

LECTURES

Name	Time	Room
Lecture 01	TUE, 2:00 PM - 3:00 PM	S.1.01
Lecture 02	WED, 3:00 PM - 4:00 PM	K.G.11

TUTORIALS

Name	Time	Room
Tutorial 01 A	FRI, 11:00 AM - 12:00 PM	J.B.07
Tutorial 01 B	FRI, 1:00 PM - 2:00 PM	I.G.02

There is one tutorial for this paper. Students should attend the tutorial and expect to engage in dialogue between the tutor and the students and between students. The first tutorial will be held Friday, 9 March 2018.

LEARNING OUTCOMES

Students who successfully complete the course should be able to:

- Think analytically about philosophical issues concerning the nature of language and communication.
- Analyse, evaluate and construct philosophical arguments, both in oral discussion and in written work.
- Understand some of the most influential positions taken on these issues in contemporary philosophy.
- Understand the significance of some important episodes in the history of philosophy.
- Understand how philosophic issues in language and communication are important for some current public debates.

ASSESSMENT

This paper is wholly internally assessed. Each piece of assessment has been designed to enable students to demonstrate their grasp of essential concepts and techniques at progressive stages of the paper and for teaching staff to assess the progress they are making and to adjust lecture plans if necessary.



ASSESSMENT COMPONENTS

The internal assessment/exam ratio (as stated in the University Calendar) is 100:0. There is no final exam.

Component Description	Due Date	Time	Percentage of overall mark	Submission Method	Compulsory
1. Short Essay #1			25	• Online: Submit through Moodle	
2. Short Paper #2			35	• Online: Submit through Moodle	
3. Argument Outlines			25	• Online: Submit through Moodle	
4. Participation			15		
Assessment Total:			100		
Failing to complete a compulsory assessment component of a paper will result in an IC grade					

SHORT ESSAY #1

You will be responsible for completing a short essay that must be no more than 1500 words (**strict maximum limit**). The first essay is due in Moodle by 5.00PM on 28 March 2018. An essay must be accompanied by an outline of its argument (on a separate sheet, stapled to the paper), executed on the model of the weekly outline assignments. For this essay assignment, I will prepare detailed instructions for you to use as a guide for writing the essay.

SHORT PAPER #2

You will be responsible for completing a second short essay that must be no more than 2500 words (**strict maximum limit**). The second essay is due in Moodle by 5.00PM on 31 May 2018. This essay must be accompanied by an outline of its argument (on a separate sheet, stapled to the paper), executed on the model of the weekly outline assignments. For this essay, I will prepare a list of potential topics the student may address in the essay. Should the student wish to develop an idea for the essay assignment on their own, I request that the student schedule an office hour with me to discuss the topic.

ARGUMENT OUTLINES

Students must submit 10 weekly assignments (one per week); which weeks you skip is up to you. You may turn in 11 if you want, and if you do, I will drop the lowest grade.

For the first half of the semester (before mid-semester, i.e., 11 Apr 2018), these assignments consist of an outline of an argument in the readings. I will suggest passages and post them to a Moodle page, but you are free to outline an argument of your own choice instead. If you choose to outline a different argument, please provide me with a proper citation.

During the second half of the semester (after 11 Apr 2018), a weekly assignment consists of two outlines: the first, an outline of an argument in the readings (as during the first half of the term), and the second, an outline of an argument of your own that attacks the argument in the first outline.

Weekly assignments are due by 12.00PM (noon) every Wednesday. Students should submit assignments to me via Moodle. I must receive the assignment by the deadline. Late weekly assignments will not be accepted. Models of argument outlines and the text from which they are drawn, as well as a more detailed description of argument outlines is available on our Moodle page.

PARTICIPATION

Philosophy depends upon extending a dialogue between scholars that began over two thousand years ago and continues today. Because of this, an integral part of the learning experience in PHILO 204 is in-class participation. For each lecture, students who participate in the in-class discussion will receive a mark for high quality engagement with the material. I will write down your name and a summary of your contribution for each time you contribute to the classroom experience.

If past experience of in-class discussion is indicative of what will go on in this paper, then very fine essay assignments will result from relatively terse comments made in discussion.

HOW ACHIEVEMENT WILL BE MEASURED



This paper is entirely internally assessed. Each piece of assessment has been designed to enable students to demonstrate their command of essential concepts and techniques at progressive stages of the paper and for teaching staff to assess the progress they are making and to adjust lecture plans if necessary.

ASSIGNMENT SUBMISSION AND COLLECTION PROCEDURE

All formal assessments will be submitted using Moodle. Short essay assignments will be returned within 3-5 days following its submission. Weekly assignments submitted at noon on Wednesday will be returned to the student in lecture on the same Wednesday it is submitted.

PROCESS FOR REQUESTING EXTENSIONS, SPECIAL CONSIDERATION AND FOR APPEALING MARKS

An extension of time in which to complete an essay or assignment may be granted if:

(a) You are prevented from meeting the deadline by circumstances outside your control (such as illness)

and

(b) You apply for the extension as soon as possible after learning about these circumstances.

If the deadline has not yet passed, you should apply for an extension to the lecturer in charge of the paper. In that case the application need not be in writing, unless the lecturer specifies otherwise. The lecturer may request you to provide documentary evidence that shows that conditions (a) and (b) have been satisfied.

If the deadline has already passed, the application should be submitted to the Chair of the School. In that case the application must be in writing and should where possible be accompanied by documentary evidence which shows that conditions (a) and (b) have been satisfied.

If an extension is granted, a special, later deadline will be set, and the rules about on time marks (below) will apply to that deadline like any other.

TOPICS

- Introduction to Philosophy of Language
- Wisdom as Understanding
- Understanding as Knowledge
- Knowledge as Language
- Constative Language v. Performativity
- LGBTQIA Discourse and Wisdom
- Free Speech and Illocutionary Acts
- Political Discourse and Wisdom

SCHEDULE

Week		Week Beginning	Topics	Additional Information
Paper	University			
1	9	Mon 26 Feb	<ul style="list-style-type: none"> • Introduction to Philosophy of Language • Wisdom as Understanding 	Required Reading: Robert Nozick. (1996). 'What is Wisdom and Why Do Philosophers Love It So?' in <i>The Examined Life</i> , pp. 267-278.
2	10	Mon 5 Mar	<ul style="list-style-type: none"> • Wisdom as Understanding 	Required Reading: Ryan, Sharon. 'What is Wisdom?' <i>Philosophical Studies</i> 93(1): 119-139.
3	11	Mon 12 Mar	<ul style="list-style-type: none"> • Understanding as Knowledge 	Required Reading: Zagzebski, Linda. (2001). 'Recovering Understanding.' In <i>Knowledge, Truth and Duty: Essays on Epistemic Justification, Responsibility, and Virtue</i> . Oxford: Oxford University Press.



Week		Week Beginning	Topics	Additional Information
Paper	University			
4	12	Mon 19 Mar	<ul style="list-style-type: none"> Understanding as Knowledge 	Required Reading: excerpts from Kvanvig, Jonathan. (2003). <i>The Value of Knowledge and the Pursuit of Understanding</i> . Cambridge, UK: Cambridge University Press.
5	13	Mon 26 Mar	<ul style="list-style-type: none"> Understanding as Knowledge 	Required Reading: Grimm, Stephen. (2006). 'Is Understanding a Species of Knowledge?' <i>British Journal for the Philosophy of Science</i> 57: 515-535.
6	14	Mon 2 Apr	<ul style="list-style-type: none"> Knowledge as Language 	Required Reading: Fricker, Elizabeth. (2003). 'Understanding and Knowledge of What Is Said'. In <i>Epistemology of Language</i> , Alex Barber (ed.), pp. 325-366. Oxford: Oxford University Press.
7	15	Mon 9 Apr	<ul style="list-style-type: none"> Knowledge as Language 	Required Reading: Longworth, Guy. (2008). 'Linguistic Understanding and Knowledge'. <i>Nous</i> 42(1): 50-79.
8	16	Mon 16 Apr	Teaching Recess Week	
9	17	Mon 23 Apr	Teaching Recess Week	
10	18	Mon 30 Apr	<ul style="list-style-type: none"> Constative Language v. Performativity 	Required Readings: Austin, J.L. (1970). 'Performative Utterances'. In <i>Philosophical Papers of J.L. Austin</i> , J.O. Urmson and G.J. Warnock (eds.), pp. 233-252. Oxford: Clarendon Press; and Searle, John. (1965). 'What is a Speech Act?' <i>Philosophy in America</i> , Max Black (ed.), pp. 221-239. Ithaca, NY: Cornell University Press.
11	19	Mon 7 May	<ul style="list-style-type: none"> Constative Language v. Performativity 	Required Reading: Oliver, Kelly. (1999). 'What's Transformative about the Performative?' <i>Studies in Practical Philosophy</i> 1(2): 144-166.
12	20	Mon 14 May	<ul style="list-style-type: none"> LGBTQIA Discourse and Wisdom 	Required Reading: excerpts from Sedgwick, Eve Kosovsky. (2003). <i>Touching Feeling: Affect, Pedagogy, Performativity</i> . Durham, NC: Duke University Press.
13	21	Mon 21 May	<ul style="list-style-type: none"> Free Speech and Illocutionary Acts 	Required Reading: Langton, Rae. (1993). 'Speech Acts and Unspeakable Acts'. <i>Philosophy and Public Affairs</i> 22(4): 293-330; and Hornsby, Jennifer and Langton, Rae. (1998). 'Free Speech and Illocution'. <i>Legal Theory</i> 4: 21-37.



Week		Week Beginning	Topics	Additional Information
Paper	University			
14	22	Mon 28 May	<ul style="list-style-type: none"> Political Discourse and Wisdom 	Required Readings: Orwell, George. (1946). 'Politics and the English Language'. In <i>The Collected Essays, Journalism, and Letters of George Orwell</i> , Sonia Orwell and Ian Angus (eds.), pp. 127-140. New York: Harcourt Brace; and Stanley, Jason. (2011). 'The Ways of Silencing'. <i>New York Times</i> , 25/6/2011, URL = https://opinionator.blogs.nytimes.com/2011/06/25/the-ways-of-silencing/ .
15	23	Mon 4 Jun	Study Week	
16	24	Mon 11 Jun	Exam Week	
17	25	Mon 18 Jun	Exam Week	

Schedule can be subject to change.

REQUIRED AND RECOMMENDED READINGS

REQUIRED READINGS

The schedule above provides a list of the required readings for the semester. Students should familiarise themselves with each reading prior to attending the first lecture of the week in which the reading is listed. For example, during Week #2 of the course, students are obliged to read Sharon Ryan's 'What is Wisdom?' Please attend the first session of the week prepared to answer enquiries about Ryan's essay and come to class ready to participate.

Recommendations regarding how to approach reading in a philosophy paper is available [here](https://www.josephulatowski.net/information-for-students) (<https://www.josephulatowski.net/information-for-students>).

RECOMMENDED READINGS

Given that the primary objective of this paper is to familiarise students with the classic arguments and debates occurring in the philosophy of language, it will rely heavily upon primary source material. Occasionally, I will recommend some secondary source material for students to review and use **Moodle** as a vehicle for these recommendations. Students enrolled in PHILO 204 are **not required** to read or review the recommendations, but I highly encourage them to read the material if they're interested in the debates we're reviewing in class.

OTHER RESOURCES

Students may enjoy some of the following accessible reading and viewing material:

- [Philosophy of Language, Internet Encyclopedia of Philosophy \(http://www.iep.utm.edu/lang-phi/\)](http://www.iep.utm.edu/lang-phi/)
- ["What Gives a Word Meaning?" by Kate Ritchie \(http://www.wi-phi.com/video/meaning-and-language\)](http://www.wi-phi.com/video/meaning-and-language)
- [Philosophy of Language 101, Guerilla Radio Show \(http://www.guerrillaradioshow.com/2008/06/03/philosophy-of-language-101/#more-33\)](http://www.guerrillaradioshow.com/2008/06/03/philosophy-of-language-101/#more-33)
- [Does the meaning of words rest in our private minds or in our shared experience? \(https://aeon.co/videos/does-the-meaning-of-words-rest-in-our-private-minds-or-in-our-shared-experience\)](https://aeon.co/videos/does-the-meaning-of-words-rest-in-our-private-minds-or-in-our-shared-experience)

ONLINE SUPPORT

Should the student have difficulty accessing sources via Moodle, please feel free to email me. However, if the matter is not related to the paper (i.e., a technical problem with Moodle), then I recommend the student to contact the University's IT Help Desk at 07 838 4008.

WORKLOAD

150 hours.

LINKAGES TO OTHER PAPERS



Philosophy is the very crucible from which all other disciplines evolved, so this paper links with every other paper in the offering at university.

RESTRICTION(S)

PHIL204

PAPER APPRAISAL

This is the first time that the new version of PHIL0 204: Wisdom, Language and Communication will be taught; thus, enrolled students have a unique opportunity to share feedback with the instructor to improve the quality of the paper in future offerings. Throughout the semester, I will be asking students for feedback concerning assignments, especially the readings.

UNIVERSITY REGULATIONS

Resources provided to students by the University are subject to copyright protection under the Copyright Act 1994. If you use, sell or share these resources without permission of the copyright holder, you may be subject to legal proceedings, or disciplinary action by the University. In particular, students are advised that uploading course materials and assignments to websites, whether or not any payment is received by the student, OR using such websites as an aid to completing assignments, whether or not any payment is made by the student, will result in disciplinary action which can lead to papers being disallowed, or the student's exclusion from the University.

Your attention is drawn to the following regulations and policies, which are published in the University Calendar:

- [Assessment Regulations 2016 \(http://calendar.waikato.ac.nz/assessment/assessment.html\)](http://calendar.waikato.ac.nz/assessment/assessment.html)
- [Change of Enrolment Regulations 2012 \(http://calendar.waikato.ac.nz/admission/changeofenrolment.html\)](http://calendar.waikato.ac.nz/admission/changeofenrolment.html)
- [Computer Systems Regulations 2005 \(http://calendar.waikato.ac.nz/policies/computersystems.html\)](http://calendar.waikato.ac.nz/policies/computersystems.html)
- [Policy on the Use of Maori for Assessment \(http://calendar.waikato.ac.nz/assessment/useofmaori.html\)](http://calendar.waikato.ac.nz/assessment/useofmaori.html)
- [Ethical Conduct in Human Research and Related Activities Regulations 2008 \(http://calendar.waikato.ac.nz/assessment/ethicalconduct.html\)](http://calendar.waikato.ac.nz/assessment/ethicalconduct.html)
- [Student Research Regulations 2008 \(http://calendar.waikato.ac.nz/assessment/studentresearch.html\)](http://calendar.waikato.ac.nz/assessment/studentresearch.html)
- [Code of Student Conduct \(https://www.waikato.ac.nz/official-info/index/docs/code-of-student-conduct\)](https://www.waikato.ac.nz/official-info/index/docs/code-of-student-conduct)

ACADEMIC INTEGRITY

Me tika. Me rite. Me pono.

The University of Waikato is committed to excellence, respect, and honesty in scholarship and to ethical professional conduct. Academic integrity is at the core of this commitment and requires all members of the University community (students, academic and general staff) to uphold academic integrity as a personal, academic, and professional responsibility.

Ma te Tangata! Mo te Tangata!

Plagiarism

Plagiarism means presenting as one's own work the work of another, and includes the copying or paraphrasing of another person's work in an assessment item without acknowledging it as the other person's work through full and accurate referencing; it applies to assessment (as defined in the Assessment Regulations presented through a written, spoken, electronic, broadcasting, visual, performance or other medium. The Student Discipline Regulations are found in the online [Calendar \(http://calendar.waikato.ac.nz/policies/discipline.html\)](http://calendar.waikato.ac.nz/policies/discipline.html) and further information at the [Student Discipline \(http://www.waikato.ac.nz/sasd/misconduct/\)](http://www.waikato.ac.nz/sasd/misconduct/) website. The [Library \(http://www.waikato.ac.nz/library/\)](http://www.waikato.ac.nz/library/) and [Student Learning \(http://www.waikato.ac.nz/students/student-learning/\)](http://www.waikato.ac.nz/students/student-learning/) are valuable resources to assist you with your studies at the University.

The student is encouraged to adopt **any** reference style with which they may be familiar, such as APA, Chicago Style, or Harvard, but I do not necessarily expect the student to know of any reference style. I, therefore, provide here an example that a student may follow in preparing their essays.

The expectation is that when the student cites work in their essay assignment, there will appear at the end of the essay a list of references entitled "References." I will now provide example citations and a model reference list.

CITATIONS

When you are citing a text generally, cite references in the text by name and year in parentheses. Some examples:

- Negotiation research spans many disciplines (Thompson 1990).
- This result was later contradicted by Becker and Seligman (1996).
- This effect has been widely studied (Abbott 1991; Barakat et al. 1995; Kelso and Smith 1998; Medvec et al. 1999).



When you are citing a direct quotation, cite references in the text by name and year, plus page number(s) in parentheses. Some examples:

- "There are interdisciplinary means of negotiation (Thompson 1990, 165).
- "Two-thirds of the results contradicted other studies," according to Becker and Seligman (1996, 50).

REFERENCE LIST

The list of references should only include works that are cited in the text and that have been published or accepted for publication. Personal communications and unpublished works should only be mentioned in the text. Do not use footnotes or endnotes as a substitute for a reference list. Reference list entries should be alphabetized by the last names of the first author of each work.

- **Journal article:** Harris, M., Karper, E., Stacks, G., Hoffman, D., DeNiro, R., Cruz, P., et al. (2001). Writing labs and the Hollywood connection. *Journal of Film Writing*, 44(3), 213–245.
- **Article by DOI:** Slifka, M. K., & Whitton, J. L. (2000) Clinical implications of dysregulated cytokine production. *Journal of Molecular Medicine*, <https://doi.org/10.1007/s001090000086>
- **Book:** Calfee, R. C., & Valencia, R. R. (1991). APA guide to preparing manuscripts for journal publication. Washington, DC: American Psychological Association.
- **Book chapter:** O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107–123). New York: Springer.
- **Online document:** Abou-Allaban, Y., Dell, M. L., Greenberg, W., Lomax, J., Peteet, J., Torres, M., & Cowell, V. (2006). Religious/spiritual commitments and psychiatric practice. Resource document. *American Psychiatric Association*. http://www.psych.org/edu/other_res/lib_archives/archives/200604.pdf. Accessed 25 June 2017.

STUDENT SUPPORT

The Faculty of Arts and Social Sciences is committed to providing student support to all of its students. We have dedicated Student Support Coordinators that are responsible for facilitating all aspects of support and services for students, including academic programme advice, procedural and pastoral care and tutoring assistants/mentors that provide academic support.

International student support staff can be contacted via email fass-international@waikato.ac.nz or students can drop into room K.2.19, in either groups or individually.

Te Aka Matua can be contacted via email kaiawhina@waikato.ac.nz or students can drop into room JK.2.02, in either groups or individually.

Pacific Student Support staff can be contacted via email fass-pacific@waikato.ac.nz

We provide a range of student support services for both our [Hamilton](http://www.waikato.ac.nz/students/student-support.shtml) (<http://www.waikato.ac.nz/students/student-support.shtml>) and [Tauranga](http://uwt.waikato.ac.nz/student-links/learner-support/) (<http://uwt.waikato.ac.nz/student-links/learner-support/>) based students. Service providers include [Disability Support](http://uwt.waikato.ac.nz/student-links/disability-services/) (<http://uwt.waikato.ac.nz/student-links/disability-services/>) staff, who are committed to making study more accessible for people with disabilities, and the [Student Learning](http://www.waikato.ac.nz/students/student-learning/) (<http://www.waikato.ac.nz/students/student-learning/>) team, who help students acquire the skills, knowledge and attributes they need to be successful, independent, and self-directed learners.

HEALTH AND SAFETY

Students should be aware of the Faculty of Arts and Social Sciences Health and Safety requirements. Further information can be found [here](http://www.waikato.ac.nz/fass/student-health-and-safety/) (<http://www.waikato.ac.nz/fass/student-health-and-safety/>).

In the event of the continuous sounding of sirens or ringing of alarms, all occupants of the building must evacuate in an orderly and timely manner by the nearest exit to an area away from the building and clear of the roadway. They should not attempt to carry cumbersome equipment and personal belongings. The building cannot be re-entered until the all clear is signalled by the Fire Service or Building Warden. Lifts must not be used during an evacuation.

Sitting at your computer for long periods has the potential to impact on your physical wellbeing. Careful attention should be paid to seating and the height of your desk so that your feet are able to sit flat on the floor and your elbows, hips and knees are at right angles.

It is suggested that regular breaks are taken and activities are alternated to avoid staying in one position for too long.

If you hear a siren from the emergency blue boxes placed around campus, listen and follow the instructions carefully.

CLASS REPRESENTATION

During the first week of the paper you will be given an opportunity to elect at least one fellow student as your Class Representative.

A Class Representative is a student who represents the views of his or her class on academic matters to the lecturer, Department and/or Faculty. The types of issues a Class Rep would usually raise are things that impact on the quality of education and the ability of



class members to study effectively, such as assessment, access to paper resources, the quality of tutorials, papers, materials and teaching facilities.

The University's Class Rep Administrator can be contacted on 837 9312 or email address: student.reps@waikato.ac.nz. Further information can be found at the [Class Rep Website \(https://sites.google.com/a/waikato.ac.nz/class-reps/\)](https://sites.google.com/a/waikato.ac.nz/class-reps/).

COMPLAINTS PROCEDURES

The [Student Complaints Procedures Website \(http://calendar.waikato.ac.nz/policies/studentcomplaints.html\)](http://calendar.waikato.ac.nz/policies/studentcomplaints.html) provides details of the