

Preliminary Examination Syllabus

“Quantifying In”

Johanna Franklin

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Committee:
John MacFarlane (chair)
Donald Davidson
John Searle

Any theory of language must explain the difference between transparent and opaque contexts. For instance, the context of “Austen” is transparent in “Austen was an English author” but opaque in “Andrew believes that Austen wrote *Jane Eyre*.” A principal difference between the former and the latter is that substitutivity may not work in the opaque context; e.g., the second statement may be false while “Andrew believes that the author of *Pride and Prejudice* wrote *Jane Eyre*” is true. Modal and quotational contexts are also opaque. All of these can create difficulties for theories of meaning. Certain principles, such as substitutivity, existential generalization, and universal instantiation seem to fail. Frege’s notions of sense and reference, Russell’s theory of definite descriptions, Quine’s semantic reformulations of “belief,” Davidson’s paratactic theory, Crimmins and Perry’s theory of unarticulated constituents, and the like are all attempts to cope with this complication. I propose to study the merits of these and like efforts for my examination.

Reading List

1. Frege, “On Sense and Reference”
2. Russell, “On Denoting”
3. Whitehead and Russell, *Principia Mathematica*, excerpts (from Ostertag, ed., *Definite Descriptions: A Reader*)
4. Strawson, “On Referring”
5. Quine, “Quantifiers and Propositional Attitudes”
6. Quine, “Reference and Modality” (in *From a Logical Point of View*)

7. Smullyan, "Modality and Description"
8. Donnellan, "Reference and Definite Descriptions"
9. Kripke, "Speaker Reference and Semantic Reference"
10. Kripke, Naming and Necessity (lectures 1 and 2)
11. Kripke, "A Puzzle about Belief"
12. Kaplan, "Quantifying In"
13. Davidson, "On Saying That"
14. Barwise and Perry, "Semantic Innocence and Uncompromising Situations"
15. Crimmins and Perry, "The Prince and the Phone Booth: Reporting Puzzling Beliefs"
16. Neale, Descriptions (certain chapters)
17. Neale, Facing Facts (certain chapters)