

Subject card

Subject name and code	Names and Beliefs: Theories of meaning after Kripke, PG_00208730						
Field of study	Philosophy						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		English		
Semester of study	3		ECTS credits		2.0		
Learning profile	academic		Assessment form		exam		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Thomas Hodgson				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		0.0		20.0	50
Subject objectives	According to Millianism, the meaning of a proper name is the thing that it refers to. According to neo-Russellianism, the meanings of sentences, and the things that we say and believe, are <i>propositions</i> composed of objects and properties. One reason to take Millianism and neo-Russellianism seriously is that they are a way to develop the main ideas of Kripke's influential <i>Naming and Necessity</i>. This course will introduce some of those main ideas, and discuss ways for Millians and neo-Russellians to develop them. We will cover: 1. Kripke's arguments against descriptivist theories of meaning 2. How to develop a systematic Millian and neo-Russellian theory of meaning 3. Frege's puzzle, one of the most widely endorsed objections to Millianism and neo-Russellianism, which targets Millian and neo-Russellian theories of how we talk about beliefs 4. Solutions to Frege's puzzle that complicate the theory of how we talk about belief 5. Solutions to Frege's puzzle that appeal to a difference between the literal meanings of belief reports and what we use them to convey 6. The 'experimental philosophy' critique of Kripke's methods and conclusions 7. What to say about what neo-Russellian propositions really are 8. What to say about names for things that don't exist						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FILOZMU2_U17] The graduate uses a modern foreign language at B2+ level	The course is in English.	[SU1] oral statement/conversation/discussion
	[FILOZMU2_W10] The graduate has a comprehensive knowledge and deep understanding of the views of a selected leading philosophical author or of the current state of research in a selected philosophical issue.	We will study Kripke's contribution to philosophy of language and reactions to it.	[SW3] text preparation/written work
	[FILOZMU2_K01] The graduate knows the scope of his/her knowledge and skills, understands the need for constant learning and professional development.	We will study Kripke's contribution to philosophy of language and reactions to it.	[SK1] oral statement/conversation/discussion
	[FILOZMU2_W13] The graduate has a thorough knowledge of research methods and argumentation strategies of a selected philosophical sub-discipline.	We will study Kripke's contribution to philosophy of language and reactions to it.	[SW3] text preparation/written work
	[FILOZMU2_U05] The graduate analyses complex philosophical arguments, identifies theses and assumptions forming them, determines logical and argumentative relations between theses.	We will study Kripke's contribution to philosophy of language and reactions to it.	[SU3] text preparation/written work
	[FILOZMU2_K03] The graduate is able to appropriately determine priorities for the realization of a task defined by himself/herself and others.	Students will complete coursework.	[SK3] text preparation/written work
Subject contents	We will read and discuss texts by Kripke and by philosophers reacting to his work.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Coursework	0.0%	100.0%
Recommended reading	Basic literature	Kripke, S. A. (1991). <i>Naming and Necessity</i> . Wiley.	
	Supplementary literature	Soames, S. (2002). <i>Beyond Rigidity: The Unfinished Semantic Agenda of Naming and Necessity</i> . Oxford University Press. https://doi.org/10.1093/0195145283.001.0001	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Critical assessment of arguments by Kripke or responses to Kripke's views.		
Work placement	Not applicable		

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