



PHIL359
HISTORY OF PHILOSOPHY II
(KANT)

Semester 1, 2007

MACQUARIE UNIVERSITY
DIVISION OF SCMP
UNIT OUTLINE - PHIL 359: HISTORY OF PHILOSOPHY II (KANT)

Semester 1, 2007
4 credit points
Unit convenor: Dr Damion Buterin

Students enrolled in this unit should read this unit outline carefully at the start of the semester. It contains important information about the unit. If anything in it is unclear, please consult the unit convenor.

ABOUT THIS UNIT

This unit focuses on the philosophy of Immanuel Kant (1724-1804), who is often thought to be *the* pivotal figure in the history of modern philosophy. His interests range from epistemology and morality to aesthetics and political philosophy. Central to the Kantian philosophy – also known as the ‘critical philosophy’ or the system of ‘transcendental idealism’ – is an attempt to provide a critique of what reason can achieve with respect to our endeavours to understand the world and ourselves. This critique involves the systematisation of our knowledge claims in accordance with the conditions of thinking, which Kant developed principally in three treatises: the *Critique of Pure Reason* (A-edition 1781; B-edition 1787), the *Critique of Practical Reason* (1788) and the *Critique of Judgement* (1790).

Since the *Critique of Pure Reason* (*CPR*) is the foundation of Kant’s system, our primary aim in this unit will be to familiarise ourselves with this seminal work and critically reflect on its central arguments. The unit consists of two parts. The first covers the elementary components of the Kantian epistemic program, as set out in the ‘Introduction’, the ‘Transcendental Aesthetic’ and the ‘Transcendental Analytic’ of the *CPR*. In the second part we will examine sections from the ‘Transcendental Dialectic’ and the ‘Transcendental Doctrine of Method’ of the *CPR*. Specific topics will include Kant’s theories of judgement, intuition, conceptualisation, self-consciousness, causality and freedom.

Owing to Kant’s vast influence on modern philosophy, this unit complements just about every other unit offered at 200 and 300 level in the Philosophy Department. It especially complements courses that focus on specific aspects of Kant’s philosophy, including PHIL 250: Aesthetics, PHIL 233: History of Ethics and PHIL 254: Freedom and Alienation. Other complimentary units include PHIL 358: Metaphysics, PHIL 238: Phenomenology and Existentialism, PHIL 245: History of Philosophy I and PHIL 351: Social Philosophy.

TEACHING STAFF

Unit convenor: Dr Damion Buterin
 Room: W6A 731
 Consultation: Tuesday, 4-5 pm
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CLASSES

Lectures: 2 x 1 hour lectures per week

Lecture 1:	Monday 9-10 am (C4A 325)
Lecture 2:	Wednesday 4-5 pm (W5C 303)

Tutorials: 1 x 1 hour tutorial per week

Tutorial:	Monday 10-11 am (C4A 325)
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Tutorials will begin in the second week of semester.

Any changes to the class schedule will be announced in the first week of the course.

Students are required to attend lectures and must attend at least 75% of the tutorials. There is a 10% mark for tutorial attendance and participation as part of your overall grade. A role will be recorded of student attendance in tutorials. If you are unable to attend a tutorial, then please inform the unit convenor before the class.

Nb. Tutorials will commence in the second week of semester.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Required text:

EITHER Kant, Immanuel, *Critique of Pure Reason*, tr. Norman Kemp Smith (London: Macmillan, 1929)

OR Kant, Immanuel, *Critique of Pure Reason*, tr. and ed. Paul Guyer and Allen W. Wood (Cambridge: Cambridge University Press, 1997)

You must purchase a copy of the *CPR*. For your own reference, you may wish to consult the *Prolegomena to Any Future Metaphysics* (1783), which Kant wrote as a type of summary of the A-edition of the *CPR*.

Recommended commentaries:

Gardner, Sebastian, *Kant and the Critique of Pure Reason* (London: Routledge, 1999).

Allison, Henry E., *Kant's Transcendental Idealism: An Interpretation and Defense*, revised and enlarged edition (New Haven: Yale University Press, 2004).

The Gardner book is one of the most accessible English-language commentaries of the *CPR*, and it is highly recommended that you purchase a copy of it. The Allison book, which is somewhat more challenging, is the revised and enlarged edition of the book with the same title, originally published in 1983. It is a classic in English-language Kant scholarship.

Other commentaries:

The following is a list of other relevant commentaries.

Allison, Henry E., *Idealism and Freedom: Essays on Kant's Theoretical and Practical Philosophy* (Cambridge: Cambridge University Press, 1996).

Aquila, Richard, *Matter in mind: A Study of Kant's Transcendental Deduction* (Bloomington: Indiana University Press, 1989).

Aquila, Richard, *Representational Mind: A Study of Kant's Theory of Knowledge* (Bloomington: Indiana University Press, 1983).

Beck, Lewis White, *Studies in the Philosophy of Kant* (Indianapolis: Bobbs-Merrill, 1965).

Beck, Lewis White (ed.), *Kant's Theory of Knowledge* (Dordrecht: Reidel, 1974).

Bennet, Jonathan, *Kant's Analytic* (Cambridge: Cambridge University Press, 1966).

Bennet, Jonathan, *Kant's Dialectic* (Cambridge: Cambridge University Press, 1974).

Bird, Graham, *Kant's Theory of Knowledge* (London: Routledge and Kegan Paul, 1962).

Broad, C. D., *Kant: An Introduction* (Cambridge: Cambridge University Press, 1976).

Brook, Andrew, *Kant and the Mind* (New York: Cambridge University Press, 1994).

Findlay, John N., *Kant and the Transcendental Object* (Oxford: Clarendon Press, 1981).

- Gibson, Sarah, *Kant's Theory of Imagination: Bridging Gaps in Judgment and Experience* (Oxford: Oxford University Press, 1994).
- Guyer, Paul (ed.), *The Cambridge Companion to Kant* (Cambridge: Cambridge University Press, 1992).
- Guyer, Paul (ed.), *The Cambridge Companion to Kant and Modern Philosophy* (Cambridge: Cambridge University Press, 2006).
- Guyer, Paul, *Kant* (London: Routledge, 2006)
- Guyer, Paul, *Kant and the Claims of Knowledge* (Cambridge: Cambridge University Press, 1987).
- Harper, William L. and Meerbote, Ralph (eds.), *Kant on Causality, Freedom, and Objectivity* (Minneapolis: University of Minnesota Press, 1984).
- Henrich, Dieter, *The Unity of Reason* (Cambridge, Mass.: Harvard University Press, 1994).
- Howell, Robert, *Kant's Transcendental Deduction* (Dordrecht: Kluwer, 1992).
- Keller, Pierre, *Kant and the Demands of Self-Consciousness* (Cambridge: Cambridge University Press, 2001).
- Kemp Smith, Norman, *A Commentary to Kant's 'Critique of Pure Reason'* (London: Macmillan, 1930).
- Kitcher, Patricia, *Kant's Transcendental Psychology* (New York: Oxford University Press, 1990).
- Melnick, Arthur, *Kant's Analogies of Experience* (Chicago: Chicago University Press, 1973).
- Melnick, Arthur, *Space, Time, and Thought in Kant* (Dordrecht: Kluwer, 1989).
- Neiman, Susan, *The Unity of Reason: Rereading Kant* (Oxford: Oxford University Press, 1994).
- Paton, Herbert J., *Kant's Metaphysics of Experience* (London: George Allen and Unwin, 1936).
- Pippin, Robert B., *Kant's Theory of Form* (New Haven: Yale University Press, 1982).
- Powell, C. Thomas, *Kant's Theory of Self-Consciousness* (New York: Oxford University Press, 1990).

Rescher, Nicholas, *Kant and the Reach of Reason: Studies in Kant's Theory of Rational Systematization* (Cambridge: Cambridge University Press, 1999).

Sellars, Wilfred, *Science and Metaphysics: Variations on Kantian Themes* (London: Routledge and Kegan Paul, 1968).

Strawson, P. F., *The Bounds of Sense: An Essay on Kant's 'Critique of Pure Reason'* (London: Methuen, 1966).

Van Cleve, James, *Problems from Kant* (Oxford: Oxford University Press, 1999).

Walker, Ralph, *Kant. The Arguments of the Philosophers* (London: Routledge and Kegan Paul, 1978).

Walker, Ralph (ed.), *Kant on Pure Reason* (Oxford: Oxford University Press, 1982).

Walsh, W. H., *Kant's Criticism of Metaphysics* (Edinburgh: Edinburgh University Press, 1975).

Waxman, Wayne, *Kant's Model of the Mind: A New Interpretation of Transcendental Idealism* (New York: Oxford University Press, 1991).

Wolff, Michael P., *Kant's Theory of Mental Activity* (Cambridge, Mass.: Harvard University Press, 1963).

Wood, Allen W. (ed.), *Self and Nature in Kant's Philosophy* (Ithaca: Cornell University Press, 1984).

UNIT WEB PAGE

The web page for this unit can be found at:

<http://www.phil.mq.edu.au/undergraduate.htm>

Alternatively, go to the philosophy department website (<http://www.phil.mq.edu.au>) and click 'Undergraduate'. Once you access this site, click the link to PHIL 359.

On the unit web page you will find copies of lecture notes, the unit outline, essay questions and other general information. Lecture notes will be posted on the web page shortly after the lecture. Note that the lecture notes will be abbreviated and are not substitutes for the lectures themselves.

LEARNING OUTCOMES

The learning outcomes of this unit are to develop the following discipline-based skills:

1. A good understanding of the *CPR*.
2. An ability to analyse and evaluate the central arguments of the *CPR*, as well as the Kantian critical philosophy as a whole.
3. An ability to assess, wherever possible, the significance of the *CPR* for modern philosophy.
4. An ability to achieve clarity of expression, interpretation and exposition.
5. An ability to develop new arguments or perspectives on the *CPR*.

University study does not only aim to provide you with knowledge and skills in a particular academic discipline, but also in research, work and expression skills that will help you in later employment. These are known as generic skills. The generic skills this unit seeks to develop are:

1. *Comprehension skills*: in doing the reading for tutorials and assignments you will learn to *understand* the ideas and arguments presented in texts and discussions.
2. *Critical thinking skills*: you will learn how to *analyse* arguments; and you will learn how to *evaluate* arguments.
3. *Problem-solving skills*: you will learn how to apply theories and knowledge to the real world.
4. *Communication skills*: you will learn how to *express* and *present* your ideas clearly and logically, both orally (in tutorial discussions and presentations) and in writing (in your assignments).
5. *Creative-thinking skills*: you will learn how to develop new ideas and theories, and how to construct arguments for yourself.

TEACHING AND LEARNING STRATEGY

The unit is taught through lectures and tutorials (two lectures and one tutorial per week). In general, we will engage in a close reading of the *CPR* and thereby unpack its key features. Tutorials will be run as weekly workshops dealing with questions and problems arising from the weekly readings and lecture material.

You will be expected to attend the weekly lectures and to read the set readings for the week in preparation for the tutorial. Active participation is encouraged: asking questions, making comments, raising issues for discussion by the group. You are required to give a short tutorial presentation (approximately 15 minutes) as a way of introducing one of the set topics for the tutorials. The tutorial presentation is worth 10% of your overall grade.

You are also encouraged to relate the lecture and reading material to other areas of study and to broader philosophical, social and cultural debates.

The following is a week-by-week list of topics to be covered. (Unless otherwise indicated, all references are to the B-edition of the *CPR*. References to the *CPR* are taken

from the Kemp Smith translation, and references to Allison are taken from the 2004 edition.)

PART ONE

Wk. 1: The problem of metaphysics (26 February)

“Preface to First Edition,” *CPR* Avii-xxii, pp. 7-15.

“Preface to Second Edition,” *CPR* Bvii-xliv, pp. 17-37.

Gardner, *Kant and the Critique of Pure Reason*, ch. 1-2.

Allison, *Kant’s Transcendental Idealism*, ch. 1-2.

Wk. 2: The possibility of knowledge (5 March)

“Introduction,” *CPR* B1-30, pp. 41-62.

Gardner, *Kant and the Critique of Pure Reason*, ch. 3.

Allison, *Kant’s Transcendental Idealism*, ch. 4.

Wk. 3: Space and time (12 March)

“Transcendental Aesthetic,” *CPR* B30-73, pp. 65-91.

Gardner, *Kant and the Critique of Pure Reason*, ch. 4-5.

Allison, *Kant’s Transcendental Idealism*, ch. 5.

Wk. 4: The categories and the transcendental deduction I (19 March)

“The Pure Concepts of the Understanding, or Categories,” *CPR* B102-116, pp. 111-119.

“The Principles of Any Transcendental Deduction,” *CPR* B116-129, pp. 120-128.

“The *A Priori* Grounds of the Possibility of Experience,” *CPR* A95-114, pp. 129-140.

Gardner, *Kant and the Critique of Pure Reason*, ch. 6, pp. 115-135.

Allison, *Kant’s Transcendental Idealism*, ch. 6.

Wk. 5: The categories and the transcendental deduction II (26 March)

“Transcendental Deduction of the Pure Concepts of the Understanding,” *CPR* B129-169, pp. 151-175.

Gardner, *Kant and the Critique of Pure Reason*, ch. 6, pp. 135-165.

Allison, *Kant’s Transcendental Idealism*, ch. 7.

Wk. 6: The transcendental schematism (2 April)

“The Schematism of the Pure Concepts of the Understanding,” *CPR* B176-187, pp. 180-187.

“System of All Principles of Pure Understanding,” *CPR* B187-197, pp. 188-194.

Gardner, *Kant and the Critique of Pure Reason*, ch. 6, pp. 165-171.

Allison, *Kant’s Transcendental Idealism*, ch. 8.

RECESS

Wk. 7: Substance and causation (23 April)

“Analogies of Experience,” *CPR* B218-224, pp. 208-212.

“First Analogy. Principle of Permanence of Substance,” *CPR* B224-232, pp. 212-217.

“Second Analogy. Principle of Succession in Time, in Accordance with the Law of Causation,” *CPR* B232-256, pp. 218-233.

Gardner, *Kant and the Critique of Pure Reason*, ch. 6, pp. 171-176.

Allison, *Kant’s Transcendental Idealism*, ch. 9.

PART TWO

Wk. 8: Phenomena, noumena and the dialectic of pure reason (30 April)

“The Ground of the Distinction of All Objects in General into Phenomena and Noumena,” *CPR* B294-315, pp. 257-275.

“Transcendental Illusion,” B349-366, pp. 297-307.

Gardner, *Kant and the Critique of Pure Reason*, ch. 6, pp. 196-198; ch. 7, 209-214.

Allison, *Kant’s Transcendental Idealism*, ch. 3, 11.

Wk. 9: The transcendental ideas (7 May)

“The Concepts of Pure Reason,” *CPR* B366-389, pp. 308-322.

“System of the Transcendental Ideas,” *CPR* B390-396, pp. 322-326.

Wk. 10: The ideal of pure reason (14 May)

“The Ideal of Pure Reason,” *CPR* B595-611, pp. 485-495.

“The Regulative Employment of the Ideas of Pure Reason,” *CPR* B670-696, pp. 532-549.

Gardner, *Kant and the Critique of Pure Reason*, ch. 7, pp. 221-224, 265-266.

Allison, *Kant’s Transcendental Idealism*, ch. 15.

Wk. 11: Freedom, morality and universal causation (21 May)

“Third Conflict of the Transcendental Ideas,” *CPR* B472-479, pp. 409-415.

“Possibility of Causality through Freedom, in Harmony with the Universal Laws of Natural Necessity” / “Explanation of the Cosmological Idea of Freedom in its Connection with Universal Natural Necessity,” *CPR* B566-586, pp. 467-479.

Gardner, *Kant and the Critique of Pure Reason*, ch. 7, pp. 257-264.
Allison, *Kant’s Transcendental Idealism*, ch. 15.

Wk. 12: Systematising reason I (28 May)

“The Canon of Pure Reason,” *CPR* B823-859, pp. 629-652.

Gardner, *Kant and the Critique of Pure Reason*, ch. 9.

Wk. 13: Systematising reason II (4 June)

“The Architectonic of Pure Reason,” *CPR* B860-879, pp. 653-665.

Note that the examination period for first semester is 13-29 June.

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

Assessment for this unit is made up of 4 components.

1. First essay (length: 3,000-3,500 words)	40% of final mark
2. Second essay (length: 3,000-3,500 words)	40% of final mark
3. Tutorial presentation (approximately 15 minutes)	10% of final mark
4. Tutorial attendance and participation	10% of final mark

Essay due dates:

1. First essay	Thursday, 26 April (by 4 pm)
2. Second essay	Monday, 18 June (by 4 pm)

The first essay is due in the first week after the mid-semester break, and the second essay is due in the second week of the examination period. The essays are designed to test your ability to engage with a topic in depth, to express, analyse and organise key ideas clearly and systematically, and to develop an argument or point of view in a sustained and coherent manner.

The first essay deals with topics covered in the first half of the course, and the second with topics covered in the second half. Essay questions for the first essay will be handed out in week 2, and in week 8 for the second essay. The essays will be returned in tutorials approximately 2 weeks after submission. Please submit your essay through the locked boxes (marked ‘Philosophy’) on the ground floor of building W6A.

Nb. Requests for extensions must be made at least 3 days *before* the due date. Essays submitted after the due date, or after the extension date, will lose 2 marks for each day late (including weekends). A doctor's certificate or note from a counsellor is required for extensions of more than 1 week.

Tutorial presentation:

The tutorial presentation is meant to serve as a springboard for further discussion during the tutorial. You are expected to identify the core issue in *one* selected passage from the *CPR* and determine its relation to material covered up to that week. You are encouraged to express your own views. You are also encouraged to refer to other philosophers or philosophical orientations which you may deem helpful for understanding the topic covered.

Tutorial attendance and participation:

The mark for tutorial attendance and participation reflects your commitment to tutorials. You are encouraged to be actively involved in class discussion, to show evidence of reading and understanding of the course materials, and to show a willingness to communicate effectively in a group setting. Marks will be awarded according to the record of attendance, the quality of participation, the frequency of active involvement and the ability to engage in discussion with others.

Nb. Students are required to attend *at least* 75% of tutorials (9 tutorials). A role of student attendance will be kept and used for assessment purposes. If you are unable to attend a tutorial, then please inform the unit convenor beforehand. Students who fail to attend sufficient tutorials without an adequate explanation will receive no marks for this component of the assessment.

Overall grade:

Your overall grade for this unit will be worked out by adding up all your marks (for your two essays, your tutorial presentation, and your tutorial attendance and participation). Your mark will be scaled according to the Macquarie University guidelines for grading, and will be translated into a grade (High Distinction, Distinction, Credit, Pass, Pass Conceded, Fail). The table below lists the range of scaled marks aligned to each grade.

	<i>Grade</i>	<i>Scaled marks %</i>
HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
PC	Pass Conceded	45-49
F	Fail	0-44

The Academic Senate has deemed that the grades refer to the following descriptions of performance.

1. *High distinction*: Denotes performance that meets all unit objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition.
2. *Distinction*: Denotes performance that clearly deserves a very high level of recognition as an excellent achievement in the unit.
3. *Credit*: Denotes performance that is substantially better than would normally be expected of competent students in the unit.
4. *Pass*: Denotes performance that satisfies unit objectives.
5. *Pass Conceded*: Denotes performance that meets unit objectives only marginally.
6. *Fail*: Denotes a failure to complete a unit satisfactorily.

PLAGIARISM

The University defines plagiarism in its rules thus: “Plagiarism involves using the work of another person and presenting it as one’s own.” Plagiarism is a serious breach of University rules and carries significant penalties. You must read the University’s practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see

<http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or
<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://www.student.mq.edu.au>