

School of Humanities and Languages

ARTS3360
Philosophy Capstone: Examining Pivotal Texts
Kant's Critique of Pure Reason
Session 2, 2014

Meeting times: Fridays 9-12, Morven Brown LG2



1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

1. Course Staff and Contact Details

Course Convenor and Lecturer and Tutor			
Name	Dr Melissa Merritt	Room	MB 341
Phone	9385 2764	Email	m.merritt@unsw.edu.au
Consultation Time	Fridays 12:30-2:00		

2. Course Details

Units of Credit (UoC)	6		
Course Description	<p>The Philosophy Capstone is a culmination of the philosophy major; the aim of the course is to take a pivotal text in the history of philosophy — and ideally one that bears both on the “metaphysics and epistemology” as well as the “moral and political” streams of the philosophy major — that has continued to shape debates in philosophy, and has proved influential to a diverse range of philosophical traditions. Any iteration of the Philosophy Capstone will focus, typically, on one such text. This semester, our text is Kant’s <i>Critique of Pure Reason</i>.</p> <p>Immanuel Kant’s <i>Critique of Pure Reason</i> (1781/1787) is without a doubt one of the most widely influential philosophical texts of all time. It has profoundly shaped both Anglo-American and Continental traditions in contemporary philosophy. Moreover, it is the text in which Kant sets out the framework for his entire philosophical project — most notably his account of human freedom, which bears directly on his ethics and political philosophy (and the enduring influence they enjoy, as well).</p> <p>This course combines close study of Kant’s <i>Critique of Pure Reason</i> and related texts with reflection on its enduring significance for contemporary philosophical debates. Kant’s work will be examined with respect to its historical context, the unity and scope of its arguments, and for its relevance to historical and contemporary philosophical debates, especially in the areas of metaphysics, epistemology and philosophy of mind.</p>		
Course Aims	1.	To develop and consolidate students’ understanding of the specific nature of philosophical inquiry, through close analytic and historical study of a pivotal text in the discipline	
	2.	To provide an opportunity to reflect upon the distinct nature of philosophical inquiry;	
	3.	To develop students’ appreciation of some of the central concepts in philosophy, such as: substance, cause, and freedom	
	4.	To develop skills in reading, writing, and researching philosophy; in the context of the capstone, our aim is to introduce students to more advanced research skills and develop independent research skills in philosophy to enable capable students to go on to work at the Honours and Postgraduate level;	
Student Learning	1.	Development and consolidation of students’ understanding	

Outcomes		of the nature of the discipline of philosophy.
	2.	Development of students' ability to reflect on the distinct nature of philosophical inquiry.
	3.	The ability to explain and evaluate a central text in philosophy.
	4.	Comprehension of a variety of concepts, theories, and modes of philosophical analysis.
	5.	Development of skills in reading, writing, and researching philosophy.
Graduate Attributes	1.	Ability to read and interpret texts sensitively and carefully, especially appreciating the importance of intellectual tradition.
	2.	Ability to evaluate and critically analyse beliefs, ideas, and information using a range of techniques of philosophical reasoning
	3.	Appreciation of the importance of reasoned enquiry and an ability to apply tools of philosophical analysis to a range of issues including those in contemporary debates
	4.	Ability to present coherent and persuasive arguments
	5.	Skills of effective communication
	6.	Appreciation of, and respect for, diversity
	7.	Respect for ethical practice and social responsibility

3. Learning and Teaching Rationale

This course is structured around weekly seminar meetings. We will meet once a week, for twelve weeks, for three hours. Each meeting will combine periods of lecture and periods of open discussion. You are strongly encouraged to help set the topics for discussion, by asking questions or making comments related to the lecture or the readings.

Students are expected to come to class ready to make meaningful contributions to class discussion. Engagement with the material will be promoted through the online discussion forums, which are assessed. In addition, there are two formal writing assignments (Critical Reading Exercise and Final Essay), with various forms of peer review activity involved so that students can receive feedback on their work in the course of the writing and research process.

4. Teaching Strategies

To help keep students engaged with the material, weekly online discussion forums will take place on Moodle. The discussion kicks off with a focused question on the material, but students should feel free to lead the discussion in new directions. Critical and focused reading will also be promoted through the writing assignments.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Online Discussion Forum	100-500 words	3% each, nine times in the course of the semester (27% total).	1, 2, 3, 4, 5	2, 3, 4, 5, 6, and 7.	See course schedule.
Class presentation with write-up as critical essay	1500 words	33%	1, 2, 3, 4, 5	1, 2, 3, 4, 5.	Various – different topics scheduled for different dates. More info on assignment sheet.
Final Essay	3000 words	40%	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, and 7	31 October

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Formal Examination

This course has no formal final examination.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

All written work must be uploaded by the assigned date and time via the relevant link on the Moodle page for this course, under "Learning Activities".

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

DATE	TOPIC	READING	ASSESSMENT
Week 1 1 August	Course Introduction		
Week 2 8 August	The Problem of the <i>Critique</i>	1. <i>Critique</i> , Preface and Introduction in the Second edition (“B”) (NKS pp. 17-62) = Bvii-xliv and B1-30 2. David Hume, <i>Enquiry</i> §4: “Sceptical Doubts concerning Operations of the Understanding” [on Moodle]	Threaded Discussion 1 Presentation on Kant’s “Copernican” revolution in metaphysics Presentation on Analytic and Synthetic Judgment
Week 3 15 August	Space and Time	<i>Critique</i> , Transcendental Aesthetic (NKS pp. 65-91) =A19-49/B33- 73	Threaded Discussion 2 Presentation on the “Metaphysical Expositions” of space and time Presentation on the “Transcendental Expositions” of space and time
Week 4 22 August	Kant’s Conception of Logic and the Task of a Transcendental Deduction	<i>Critique</i> , opening bits of the Transcendental Logic (through the “Metaphysical Deduction”) (NKS pp. 92-128) = A50-94/B73-129 Kant’s letter to Herz	Threaded Discussion 3 Presentation on Kant’s conception of logic (pure general logic, applied logic, and transcendental logic) Presentation on the problem of the Transcendental

			Deduction (with focus on the letter to Herz)
Week 5 29 August	The Transcendental Deduction: first half (the apperception principle)	<i>Critique</i> , B129-B143 (NKS 151-160)	Threaded Discussion 4 Presentation: what is the synthetic unity of apperception?
Week 6 5 September	The Transcendental Deduction: second half	<i>Critique</i> , B144-169 (NKS 160-175)	Threaded Discussion 5 Presentation on modes of self-knowledge discussed in Transcendental Deduction §25
Week 7 12 September	Kantian Directions in Contemporary Philosophy of Mind	Patricia Kitcher, "The Unity of Kant's Active Thinker" (on Moodle) Matt Boyle, "Two Kinds of Self-Knowledge" (on Moodle)	Presentation on Kitcher Presentation on Boyle
Week 8 19 September	The principles of any metaphysics of nature	Read the introductory remarks to the <i>Critique's</i> Analytic of Principles (A148-158/B187-197), and then the Analogies of Experience (A177-218/B218-265). (All up, that's NKS 188-194 and 208-238.)	Threaded Discussion 6 Presentation on the Second Analogy
Week 9 26 September	Transcendental Dialectic and Rational Psychology	1. <i>Critique</i> , Introduction to the Transcendental Dialectic, (NKS pp. 297-326) = A293-	Threaded Discussion 7 Presentation on "transcendental illusion"

	NB: Essential background to Paralogisms is Descartes, <i>Meditations</i> 1-2	339/B349-396 2. <i>Critique</i> , Introductions to Paralogisms (NKS pp. 327-333) = A338-348/B396-406; 3. <i>Critique</i> , B Paralogisms, (NKS pp. 368-383) = B406-432	Presentation on B Paralogisms
Week 10 10 October	Freedom in the Context of the Antinomies of Pure Reason	1. <i>Critique</i> , Statement of the Four Antinomies of Pure Reason (NKS pp. 396-421) = A426-60/B454-88 2. <i>Critique</i> , Antinomies of Pure Reason, Section 6 (NKS pp. 439-443) = A490-97/B518-25 3. <i>Critique</i> , Solution to Third Antinomy (NKS pp. 464-479) = A532-58/B560-86	Threaded Discussion 8 Presentation on the problem of the Antinomies as a whole Presentation on the Third Antinomy
BREAK WEEK!			
Week 11 17 October	Freedom at the intersection of metaphysics and ethics	Kant, selections from Critique of Practical Reason [on Moodle]	Threaded Discussion 9 Final Essay Assigned Presentation on the metaphysics of freedom, as discussed in moral philosophy
Week 12 24 October	Kantian directions in contemporary ethics and philosophy of action	Christine Korsgaard, "Morality as Freedom" [on Moodle]	Presentation on Korsgaard
Week 13	NO SEMINAR MEETING		Final Essay Due 31 October

9. Course Resources

Required Texts:

1. Immanuel Kant, *Critique of Pure Reason*. Translated by Norman Kemp Smith. New York: Palgrave Macmillan, 2007.

This is our main text for this course. It is available from the UNSW Bookshop. You must use this translation of the *Critique*; the only acceptable substitute is the one by Paul Guyer and Allen Wood (published in the Cambridge Edition of the Works of Immanuel Kant): these are the two standard translations of Kant's *Critique* in English. I've ordered the Kemp Smith translation for this course because it is more readable and less expensive than the Guyer/Wood translation.

2. There will be other required readings for this course, and these will be made available as PDFs on Moodle, with the relevant bibliographic data provided on Moodle. **Please follow the week-by-week "book" for this course on Moodle for these links.**

Other readings:

Other (optional) readings will be made available, where appropriate, in the week-by-week "book" for this course on Moodle.

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.