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

Meeting times: Fridays 9-12, Morven Brown LG2

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1. Course Staff and Contact Details

Course Convenor and Lecturer and Tutor

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Melissa Merritt</th>
<th>Room</th>
<th>MB 341</th>
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<tbody>
<tr>
<td>Phone</td>
<td>9385 2764</td>
<td>Email</td>
<td><a href="mailto:m.merritt@unsw.edu.au">m.merritt@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Fridays 12:30-2:00</td>
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2. Course Details

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<tr>
<th>Units of Credit (UoC)</th>
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Course Description

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 *Critique of Pure Reason*.

Immanuel Kant’s *Critique of Pure Reason* (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).

This course combines close study of Kant’s *Critique of Pure Reason* 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.

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
<table>
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<tr>
<th>Outcomes</th>
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<tr>
<td>of the nature of the discipline of philosophy.</td>
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<tr>
<td>2. Development of students’ ability to reflect on the distinct nature of philosophical inquiry.</td>
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<td>3. The ability to explain and evaluate a central text in philosophy.</td>
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<td>4. Comprehension of a variety of concepts, theories, and modes of philosophical analysis.</td>
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<tr>
<td>5. Development of skills in reading, writing, and researching philosophy.</td>
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<thead>
<tr>
<th>Graduate Attributes</th>
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<tr>
<td>Ability to read and interpret texts sensitively and carefully, especially appreciating the importance of intellectual tradition.</td>
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<tr>
<td>2. Ability to evaluate and critically analyse beliefs, ideas, and information using a range of techniques of philosophical reasoning</td>
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<tr>
<td>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</td>
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<td>4. Ability to present coherent and persuasive arguments</td>
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<td>5. Skills of effective communication</td>
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<td>6. Appreciation of, and respect for, diversity</td>
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<td>7. Respect for ethical practice and social responsibility</td>
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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

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

<table>
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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>Week 1 1 August</td>
<td>Course Introduction</td>
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<td></td>
<td>Presentation on Kant’s “Copernican” revolution in metaphysics</td>
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<td>Presentation on Analytic and Synthetic Judgment</td>
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| Week 3 15 August| Space and Time                                                | *Critique*, 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 | *Critique*, opening bits of the Transcendental Logic (through the “Metaphysical Deduction”) (NKS pp. 92-128) = A50-94/B73-129 | Threaded Discussion 3
<p>|                 |                                                              |                                                                        | Presentation on Kant’s conception of logic (pure general logic, applied logic, and transcendental logic) |
|                 |                                                              |                                                                        | Presentation on the problem of the Transcendental                         |</p>
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material(s)</th>
<th>Events</th>
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<tr>
<td>5</td>
<td>29 August</td>
<td>The Transcendental Deduction: first half (the apperception principle)</td>
<td><em>Critique</em>, B129-B143 (NKS 151-160)</td>
<td>Threaded Discussion 4 Presentation: what is the synthetic unity of apperception?</td>
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<td>6</td>
<td>5 September</td>
<td>The Transcendental Deduction: second half</td>
<td><em>Critique</em>, B144-169 (NKS 160-175)</td>
<td>Threaded Discussion 5 Presentation on modes of self-knowledge discussed in Transcendental Deduction §25</td>
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<td>7</td>
<td>12 September</td>
<td>Kantian Directions in Contemporary Philosophy of Mind</td>
<td>Patricia Kitcher, “The Unity of Kant’s Active Thinker” (on Moodle) Matt Boyle, “Two Kinds of Self-Knowledge” (on Moodle)</td>
<td>Presentation on Kitcher Presentation on Boyle</td>
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<td>8</td>
<td>19 September</td>
<td>The principles of any metaphysics of nature</td>
<td>Read the introductory remarks to the <em>Critique’s</em> 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.)</td>
<td>Threaded Discussion 6 Presentation on the Second Analogy</td>
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<td>NB: Essential background to Paralogisms is Descartes, <em>Meditations</em> 1-2</td>
<td>339/B349-396</td>
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**Week 10**

**10 October**

**Freedom in the Context of the Antinomies of Pure Reason**


**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:


   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.