

Please note that this is a provisional course outline, subject to change.

**PHIL 309: Kant**  
(CRN #22365)  
CLE A203, MWTh 4:30-5:20

**Instructor:** Dr. Thomas Land  
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**Course Description**

This course provides an introduction to the *Critique of Pure Reason*, one of the central texts in the history of philosophy. Its guiding theme is Kant's attempt to vindicate the idea that metaphysics provides us with a special kind of non-empirical knowledge. Kant is convinced (i) that any genuinely philosophical knowledge is metaphysical knowledge; (ii) that the very possibility of such knowledge is called into doubt by prevalent conceptions of the human mind (such as those of Descartes, Locke, Leibniz, and Hume); and (iii) that assuaging this doubt (and thus vindicating metaphysical knowledge) requires a careful analysis of human cognitive capacities. In this course we study the account of our cognitive capacities that Kant proposes and ask whether he succeeds in vindicating metaphysical knowledge. In particular, we consider Kant's claim that the two most basic capacities, sense-perception and conceptual thought, are distinct in nature and yet are required to cooperate in a particular way if there is to be any knowledge at all. In considering this claim we will discuss the following topics: spatial representation; concepts; the relation between empirical knowledge and a priori knowledge; self-consciousness; causality; idealism; and free will. The focus will be on a close study of Kant's text.

**Course Objectives**

This course has three main objectives. By successfully completing this course you will

- (i) acquire knowledge of Kant's central views in metaphysics, epistemology, and philosophy of mind;
- (ii) come to understand some of the considerations motivating these views; and
- (iii) hone important philosophical (as well as more general analytical) skills. These include reading and analyzing difficult philosophical texts; composing and assessing arguments; articulating and communicating complex ideas; and composing philosophical essays.

**Course Website**

This course has an associated website on Uvic's *CourseSpaces* tool. This will be used for assignments, communication, and to make available additional materials. To access your customized *CourseSpaces* page, sign in to UVic and click on *Online Tools*. You should see *CourseSpaces* as an option. If you are unable to access *CourseSpaces*, please contact me.

**Texts**

The following two books are required for this course and available at the UVic Bookstore:

Immanuel Kant, *Critique of Pure Reason*, transl. Paul Guyer and Allen Wood, New York: Cambridge UP, 1998

James Van Cleve, *Problems from Kant*. Oxford: Oxford UP, 1999.

Additional readings will be made available via *CourseSpaces*.

You are welcome to use different translations of the *Critique of Pure Reason* **in addition** to the required one, but you **must** use the one listed above as your primary source. This means that it is a required book, even if you already own a copy of the *Critique* in a different translation.

### Course Format

This course will be a combination of lecture and discussion. Students are expected to come to class prepared to discuss the material and to participate actively in class discussion.

### Evaluation

#### a. Requirements

There are five requirements for this course, which are as follows:

<i>Assignment</i>	<i>Due Date</i>	<i>Weight</i>
Class Participation	N/A	10%
Weekly Question (see below)	Every Sunday at 11:00pm	15%
Midterm Exam (take-home)	February 15 at 5:00pm	30%
Revised Midterm Exam	March 8 at 5:00pm	N/A
Final Paper	April 17 at 5:00pm	45%

To receive a passing grade for the course, students must receive a passing grade on **each** of the five requirements.

#### *Class participation*

Active participation in class discussion (this includes asking questions). Both quantity and quality of participation will be taken into consideration.

#### *Weekly Question*

Based on your reading, you are required to formulate a question that you would like to discuss in class. Your question may be anywhere from a single sentence to a short paragraph in length. You must submit your question to the course website by 11:00pm each Sunday.

Questions will be graded on a pass/fail basis and not receive written feedback. No questions are due the first week of the semester. You may miss two weeks before your grade is affected. Thus, you must submit at least 9 questions over the course of the semester to receive full marks for this requirement. For every additional week missed your grade will be reduced by ten percentage points.

#### *Midterm Exam and Revised Midterm Exam*

There will be a take-home midterm exam on topics assigned by me. You will receive written comments on your midterm and are required to revise your exam in light of these comments and submit the revised version. By submitting the revised version you may improve the original exam's grade by up to 15 points.

#### *Final Paper*

You need to write a final paper on a topic relating to the course content. I will make suggestions for topics, but you are welcome to choose your own topic. If you choose your own topic, you must get it approved by me no later than April 1. The final paper may be up to 3500 words in length.

#### b. Late Penalties

*Weekly Questions:* Questions submitted after the deadline count as missed and receive no marks.

*Final Paper:* The penalty for submitting the final paper late is 25 percentage points per day.

There are no exceptions to these deadlines unless there are documented medical or compassionate grounds for an extension (see ‘Course Policies’ below).

### c. Bonus Work

There is no make-up or bonus work for this course.

### Course Schedule

Week	Date	Reading
1	Jan 7, 9, 10	<u>Required:</u> <ul style="list-style-type: none"><li>• A-Preface, Of Pure Reason as the Seat of Transcendental Illusion, Third Antinomy (A298/B355-A309/B366 and )</li></ul>
2	Jan 14, 16, 17	<u>Required:</u> <ul style="list-style-type: none"><li>• B-Preface, B-Introduction</li><li>• Van Cleve, pp. 15-33</li></ul> <u>Recommended:</u> <ul style="list-style-type: none"><li>• Lanier Anderson, “The Introduction to the <i>Critique</i>: Framing the Question”</li></ul>
3	Jan 21, 23, 24	<u>Required:</u> <ul style="list-style-type: none"><li>• Transcendental Aesthetic, §1-6</li><li>• Van Cleve, 3-14, 34-43</li></ul> <u>Recommended:</u> <ul style="list-style-type: none"><li>• Charles Parsons, “The Transcendental Aesthetic”</li></ul>
4	Jan 28, 30, 31	<u>Required:</u> <ul style="list-style-type: none"><li>• Transcendental Aesthetic, §§7 and 8</li><li>• Van Cleve, 44-61</li></ul> <u>Recommended:</u> <ul style="list-style-type: none"><li>• Henry Allison, <i>Kant’s Transcendental Idealism</i>, Chps. 1&amp;2</li></ul>
5	Feb 4, 6, 7	<u>Required:</u> <ul style="list-style-type: none"><li>• Van Cleve, 62-72</li><li>• Lucy Allais, excerpt from <i>Manifest Reality</i></li></ul>
6	Feb 11, 13, 14	<u>Required:</u> <ul style="list-style-type: none"><li>• Phaenomena and Noumena (A235/B294-A260/B315)</li></ul> <u>Recommended:</u> <ul style="list-style-type: none"><li>• Nick Stang, “Kant’s Transcendental Idealism”</li></ul>

Reading Week – no class on Feb 18, 20, 21		
7	Feb 25, 27, 28	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Introduction to the Transcendental Logic (A50/B74-A66/B91)</li> <li>• Clue to the Discovery of All Pure Concepts (A66/B91-A83/B109)</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>• Béatrice Longuenesse, “Kant on A Priori Concepts: The Metaphysical Deduction of the Categories”</li> </ul>
8	Mar 4, 6, 7	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Transcendental Deduction, §§13 and 14 (A84/B116-B129)</li> <li>• Van Cleve, 73-104</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>• Lewis White Beck, “Did the Sage from Königsberg Have No Dreams?”</li> </ul>
9	Mar 11, 13, 14	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Transcendental Deduction (B), §§15-27 (B129-B169)</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>• Dieter Henrich, “The Proof-Structure of Kant’s Transcendental Deduction”</li> <li>• Peter Strawson, “Imagination and Perception”</li> </ul>
10	Mar 18, 20, 21	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Analytic of Principles: Introduction, Schematism, Highest Principle of Synthetic Judgments (A130/B169-A158/B197)</li> <li>• Analogies of Experience: General Principle, First Analogy (A176/B218-A211/B256)</li> <li>• Van Cleve, 105-121</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>• David Bell, “The Art of Judgment”</li> </ul>
11	Mar 25, 27, 28	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Second Analogy</li> <li>• Postulates of Empirical Thinking in General (A218/B265-B294)</li> <li>• Van Cleve, 122-133</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>• Michael Friedman, “Causal Laws and the Foundations of Natural Science”</li> </ul>
12	Apr 1, 3, 4	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Third Antinomy (A444/B472-A451/B479, A490/B518-A507/B535, and A532/B560-A558/B586)</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>• Markus Kohl, “Kant on Determinism and the Categorical Imperative”</li> </ul>

**Attendance and Notes**

Students are expected to attend class and come prepared to discuss the assigned readings. I do not take attendance, but I expect you to attend. Experience shows that students who attend class perform better in the course.

Handouts I use for lecturing will be made available on the course website. However, these will be elaborated upon in class, so downloading the handouts is no substitute for coming to class. They do, however, give you a sense of what was discussed if you have to miss class. You do not generally need to inform me if you have to miss class.

The use of handouts is for your own learning only. You are not permitted to distribute them to others or make them available on the internet (e.g. by posting them to a social media). Doing so constitutes a violation of copyright.

It is crucial to your success in this course that you take good lecture notes. Research shows that taking good notes helps your learning. By taking your own notes (and this does *not* mean copying the lecture word for word) you process the material more thoroughly than you otherwise would and you make later reviewing easier for yourself. A good way of taking notes is to annotate handouts (when there is a handout).

### **Office Hours**

I hold regular office hours so that students may drop in and ask questions about the course material. I encourage you to make use of these. I especially encourage you to come to office hours if there is something you don't understand or if you are struggling in the course.

The function of office hours is not, however, for me to repeat to you a lecture you have missed. If you ask me to do this, I will tell you to obtain a set of lecture notes from another student. If after doing so you have specific questions about the material, I will be happy to answer them during office hours.

### **Technology (Computers, Phones etc.)**

The use of laptops in class is permitted, but you are strongly encouraged *not* to use a laptop and instead take notes by hand (this does not apply to students for whom the use of a laptop or other electronic device is part of their learning strategy). There is extensive research documenting that the use of a laptop (or other electronic device) is distracting not only for yourself, but also for those sitting near you (see e.g. [here](#) and [here](#)). In order to minimize distraction to other students, those requiring the use of a laptop or other electronic device will be asked to sit in a designated section of the classroom.

Texting, social media, internet surfing, and the use of cell phones generally, is prohibited. If you engage in any of these activities in class, I will ask you to leave. Repeated failure to comply with this policy may lead to disciplinary action.

### **Email**

I will sometimes communicate important information about assignments, readings, or other matters to you via email. Emails will be sent to the address listed in UVic's system as your contact information. It is your responsibility to check this email address once a day.

If you contact me via email, I will make every effort to respond in a timely manner, which generally will be within 48 hours (longer on weekends). To make sure your email does not end up in my spam folder, I encourage you to put the course number in the subject line and/or use your UVic email address.

If you have a question about assignments, due dates, or other course policies, the syllabus should be your first resource. *I will not respond to any emails that ask questions which are answered in the syllabus.* Your second resource should be the course's student discussion board, which is

accessible through the course website. Students are encouraged to use this feature to discuss questions about course mechanics as well as course content. I periodically monitor the discussion board, to make sure that all information is correct.

### Academic Integrity (Plagiarism etc.)

Violations of academic integrity, such as plagiarism, cheating on exams etc., constitute breaches of university policy and carry serious penalties (e.g. failing the class, being put on disciplinary probation). Note that it is *your responsibility* to be aware of what constitutes plagiarism and other violations of academic integrity, and that *ignorance of this is not an acceptable excuse*. For information, please consult [UVic's Policy on Academic Integrity](#).

### Significant Dates (<https://web.uvic.ca/calendar2018-05/general/dates.html>)

- Sun, Jan 20: last day for 100% reduction of fees
- Wed, Jan 23: last day to for adding second-term courses
- Sun, Feb 10: last day for 50% reduction of tuition fees. 100% of tuition fees will be assessed for courses dropped after this date.
- Thu, Feb 28: last day for withdrawing from second-term courses without penalty of failure

### Accessibility

Students with diverse learning styles and needs are welcome in this course. If you need an academic accommodation you will need to register with the Centre for Accessible Learning (<https://www.uvic.ca/services/cal>). Please do so as early as possible. Please feel free to go directly to the Centre for Accessible Learning or to approach me.

### Grading Scheme

Percentage	Letter Grade	Grade Point	Grade Definition
90-100	A+	9	An A+, A, or A- is earned by work which is technically <b>superior</b> , shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
85-89	A	8	
80-84	A-	7	
77-79	B+	6	A B+, B, or B- is earned by work that indicates a <b>good</b> comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
73-76	B	5	
70-72	B-	4	
65-69	C+	3	A C+ or C is earned by work that indicates an <b>adequate</b> comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities
60-64	C	2	
50-59	D	1	A D is earned by work that indicates <b>minimal</b> command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
0-49	F	0	F is earned by work which, after the completion of course requirements, is <b>inadequate</b> and unworthy of course credit towards the degree.

Interpretation of these grade definitions is at the discretion of the instructor. If you receive a grade that you believe is unfair, please begin by discussing the matter with the instructor (or TA)

in a respectful, open-minded manner. If you still believe the grade you received is unfair you can appeal the matter to the chair of the department.

For additional information regarding grades, please see pp. 51-53 of the most recent ([September 2018](#)) edition of the Uvic Undergraduate Calendar.

All evaluations of tests and assignments will be calculated according to percentage scores. Letter grades and grade point scores are listed purely for reference.

### **Counselling Services**

Your mental health is as important as your physical health. During the semester, you might feel overwhelmed, lonely, or stressed about your academic performance. You might experience a personal or family tragedy. The University provides FREE counselling services. (Check [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/) for more information).

### **Course Experience Surveys (CES)**

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.