

Phil 509: Kant's *Critique of Pure Reason*

Albert (Tyke) Nunez:
AN16@mailbox.sc.edu
University of South Carolina, Spring 2024
Tu, Th: 11:40-12:55, LCONTE 109

Office hours:
CLOSE-HIPP 514
W, 1:30–3:30,
& by appointment

This course aims at achieving a general understanding of Kant's *Critique of Pure Reason*. We will focus on the first parts of the book, the Transcendental Aesthetic, the Analytic of Concepts, and the Analytic of Principles. Unfortunately, we will not have time to work our way through the Transcendental Dialectic or the Doctrine of Method, although we will read some of these sections along the way, and time permitting, we will look at some of the Dialectic in the final week of class. We will also look at some of the historical context and some recent interpretations, as well as a few of Kant's other texts, like the *Prolegomena* and the *Logic*. Our primary focus will be on the *Critique*.

COURSE OBJECTIVES AND REQUIREMENTS

Reading Comprehension: Students will learn to identify claims and arguments in the text, i.e. to identify the conclusions that Kant is arguing for and the considerations he is offering in support of those conclusions. Students are expected to carefully complete all the required reading before class. Readings should also be brought to class so that they may be consulted during discussion. The focus of the in-class discussion will be on Kant's texts, and students should be absolutely sure to have read the assigned Kant texts for each meeting. The optional essays by Kant's interpreters are intended to help clarify Kant's texts, as well as make salient the fundamental distinctions and difficulties that the texts raise. While these may be discussed in passing in class, these will not be the focus of in class discussion. These essays might be especially useful in preparing a final essay.

Assessment: Students should take notes while they are preparing for class. This is critical for reading the texts in this class properly. These should include points that you were especially interested in, questions that you have, things you think it would be fruitful for us to discuss as a class, key terms that need definition or investigation, attempts to summarize key arguments, critical claims that Kant has made, outlines of the overall argument Kant is making, etc. This should be anything that you find useful in your own struggle to understand the texts, in preparing for class discussion, and in taking notes to prepare you to write your essays.

Your notes can be about the non-Kant readings, but they need not be. For some of the meetings, the primary Kant texts that we are reading will remain the same. It is critical that you are re-reading the texts, preferably for each meeting. They are difficult and if you are reading them correctly, you should get more out of them on a second, third, or fourth, etc., reading. You might hand in notes on the same text multiple times, but there should be development between the notes. If it is your second, third, etc. time handing in notes on a text please indicate this.

I want taking these notes to be useful to you. If you have already handed in notes about a Kant reading, it might also be the case that you take notes on material that is not directly related to the readings for that week, especially in the second half of the class, if that is what seems like it will be most useful to you.

*If you choose to hand in **notes that are not on the reading** for that meeting, please spend 15-30 minutes reflecting on our prior class discussions and the text we will be discussing, and first write down a question or two or three about them prior to your notes proper.*

Bring your notes to class. You will want to keep the main copy, so bringing a Xerox or print out is acceptable, even encouraged. The notes should exhibit a substantive engagement with the text and will be graded on a pass/unsatisfactory/fail basis. These notes are worth 10% of the final grade. Grading works as follows. You begin the semester with a score of 100. If you fail to turn in one set of notes, your score is penalized one point. For each additional set of notes you miss, the penalty doubles. No late notes are accepted. Notes are collected in class. The following table is for illustration:

100	All notes turned in, A+.
$100 - 1 - 2 - 4 = 93$	All notes turned in but 3, A-.
$100 - 1 - 2 - 4 - 8 - 16 = 69$	All notes turned in but 5, D+!

The unsatisfactory grade is for those times when you only have time to jot down a few sentences. I expect these cases to be rare. They will let me keep track of your attendance and participation. They will count as half of a turned in set of notes. (So if you turn in all but three notes, and two unsatisfactory sets, then that will count as not having turned in four sets.)

In case of a prolonged illness or other extreme extenuating circumstance you need to contact me as soon as possible.

Conversational Competence: Students will learn to discuss arguments with each other. This involves (1) asking questions, (2) answering questions, (3) making suggestions, and (4) listening to others. Emphasis is placed on treating one another respectfully while engaging in these activities.

Assessment: With respect to these four activities, students will be assessed for (A) attendance, (B) respect for others, and (C) participation. Achieving a decent participation score (85+) requires you to be continually present, attentive, and respectful in class, while participating in a serious and engaged way. (Usually, this is around one or two quality contributions per class.) Achieving a good score (93+) requires in addition that you make helpful contributions to open-forum class discussion in the majority of class meetings. (In a class this size, around three to four quality contributions per class.) If your contributions are badly off topic or otherwise derail class discussion, they will count against your class participation. **Respectful participation** is worth **10%** of the final grade. Missing a large number of classes will severely negatively effect this portion of your grade. **When you hand in your reading notes at the end of class, I ask that you write down the number of times you participated that day at the top.**

Attendance in class is required. If you cannot make it to class, but feel the absence should be **excused** (because of illness, say), you will need to fill out an “**absence form.**” (**This is the first assignment under the “assignments” tab on Blackboard.**) In most circumstances this form needs to be filled out prior to the missed class. Generally, if it is not, then the absence will not be excused.

Knowledge Acquisition: Students will become familiar with the claims and arguments discussed each week. This involves understanding (1) concepts, (2) the claims associated with various doctrines, (3) the arguments associated with these, and (4) how the claims and arguments interrelate with one another.

Recommendation: Take **notes** in class. With practice, taking notes will help you pay attention. Also, if you are writing as much as you can while I'm talking, you will still only be able to write some of what I say down. Because of this, taking notes will also help you learn to filter out what is important, which is a critical skill.

Writing: Students will become familiar with the claims and arguments discussed each week. This involves understanding Kant's main (1) concepts, (2) claims, and (3) arguments. **Failure to complete any of the 5 major writing assignments will result in automatically failing the course.**

Assessments 1, 2 and 3 — Short papers: This understanding will partially be assessed through three short papers. In these students will show that they know how to articulate the arguments from Kant's text in their own words and cogently reconstruct and explain the reasoning involved. These will be at least 2.5 and no more than 3.5 pages (875 to 1,150 words). These are mostly to check in and make sure you are on track. The three short papers are worth 10% each of the final grade.

Assignment: Topic proposal. For this I would like you to submit:

- (1) A paragraph describing the topic you want to write about in your final essay. Be as specific as possible. Give me at least an area, but preferably a thesis.
- (2) The author and title of the essays you are going to be responding to, and
- (3) The abstract of that essay (or essays).
- (4) Optional: a draft introduction of your essay that gives a sense of what you are going to do in the essay and how you are currently conceiving of its structure.

The more specific the topic that you submit, the more useful my feedback will be. I encourage you to come talk to me in office hours before submitting the topic. **I must okay your topic before you can submit the introduction and outline.**

Assignment: Introduction and Outline. In the outline, break things down as much as possible. Make sure that your reader can understand the main argument of the essay along with all of its component arguments. This is a peer review assignment. It will allow you to get some feedback on your papers from your peers while you are still figuring out what you want to say. This is not anonymous. Your reviewers will know who you are. This is to encourage you to talk to each other about your projects as they develop. In addition to the peer review assignment on BB, I strongly encourage you to also meet face-to-face and talk to each other about your projects. **You must complete the introduction and outline before you can submit the handout.**

Assessment 4 – Handout: Usually I have students present their final essay in the last week of class. There are too many students in this class, however, for you all to give presentations. In lieu of this, I would like you to still make a two-page handout that you could use for such a

presentation. This handout should make clear the main argument of your paper and give me a clear sense of what to expect from the final essay. It will also be an opportunity for me to give you feedback on the weaknesses in your argument before you hand in the final version. The Handout is worth 15% of your final grade. **You must complete the handout before you can submit the final paper.**

Assessment 5 — Long Paper: The main difference in the course for undergraduate and graduate students will be between the length of the final longer paper. Undergraduate students will write a 7 to 10 page final paper. Graduate students will write a 10 to 15 page final paper. In these papers students will (1) not only show that they know how to articulate the arguments from Kant's text in their own words and cogently reconstruct and explain the reasoning involved, but (2) they will also engage critically with at least one position in the secondary literature. The long paper is worth 35% of your final grade.

Tutorials: The **short papers** will be due on Saturday. I will grade the papers over the weekend, and we will have the Tutorials on the following Tuesday. These tutorials will have three students in each tutorial. For the **final papers**, the tutorial session will have only two students per-session. These sessions will be during finals week.

Before the Tutorial. When I send out the tutorial schedule, it is your responsibility to **send your partners your essay**. If your partners have failed to send you their essay by the night before the tutorial, you need to email me to let me know so that I can get in touch with them. You will need to read the two papers by your partners before the tutorial and be ready to discuss them.

What Happens. The three students each come with *two copies* of their essay: one for each partner. I will usually have one student begin reading their essay aloud. I will interrupt them to talk about what they are saying. After around ten to fifteen minutes, we will shift to the second paper, and then after another ten to fifteen minutes, the third. I hope that in the final ten minutes we'll be able to have a conversation that integrates the themes of the three essays.

If for any reason you have to cancel at the last minute, be sure you let me know right away. If possible, e-mail me the day before your tutorial is scheduled. Failure to contact me **before** your tutorial will result in a grade **no higher than a C on the writing assignment, as will missing the tutorial entirely**. Obviously, you will need a serious and unforeseeable reason to cancel if your partners and I are going to be expected to reschedule.

Grading: The grade on each essay will be based on the written anonymous version that you hand in to blackboard. What happens during the tutorial is not graded. The point of the tutorial is purely educational. Active participation will be reflected in your participation grade, and failure to show up will negatively affect your paper grade, but the content of the discussion is not graded. Do not regard the grade as some sort of final judgment on your intelligence, the amount of work you put into a subject, or your potential. It is only a judgment on what you wrote, and even then, I am trying to balance different factors (care, clarity, well-structuredness, originality, depth of engagement, and so forth).

Because of the nature of the tutorial, and because I will be attempting to grade all of the essays before the tutorial, written comments may be at a minimum. *I advise you to arrange to take some time after the tutorial to make notes on what happened in the tutorial.* These will constitute a substantive portion of the feedback on your essay.

When you come to your tutorial: if you have a class or other appointment immediately following your scheduled tutorial, please tell me that this is so at the beginning of the tutorial. It is difficult to stop tutorials from running over a bit. In general, it is a good idea, where possible, to schedule yourself at a time when you do not have a class immediately afterwards.

Blind Grading: In order to facilitate fair and responsible grading, when you hand in your handout and essays, they must not include your name or other identification. **Failure** to do so will result in a **penalty of one letter grade.**

Format: All page guidelines for papers are based on a standard **12-point** font such as Times New Roman and a **double-spaced** page layout. I expect papers to be in this format.

RESOURCES

There are several useful online guides on how to go about writing a philosophy paper. My own handout is on Blackboard. I strongly encourage you to work through it and ask me any questions about it before you sit down to write your first essay. See also:

-- Pryor guide: <http://www.jimpryor.net/teaching/guidelines/writing.html>

-- Monash guide: <http://www.monash.edu.au/lls/llonline/writing/arts/philosophy/index.xml>

Pryor's essay is nice, and I encourage you to work through it or the Monash guide.

There also helpful books on writing philosophy essays. Two are:

-- Martinich, A.P. *Philosophical Writing: An Introduction*, Blackwell. 2005/2015.

-- Vaughn, Lewis. *Writing Philosophy: A Student's Guide to Writing Philosophical Essays*, Oxford, 2006.

GRADING	In class participation: 10%	Notes: 10%
	Short Essay 1: 10%	Presentation Handout: 15%
	Short Essay 2: 10%	Final Paper: 35%
	Short Essay 3: 10%	

OVERALL RUBRIC

A = 92–100%,	C = 72–76%,
B+ = 87–91%,	D+ = 67–71%,
B = 82–86%,	D = 62–66%,
C+ = 77–81%,	F = 0–61%

LATE POLICY If for reasons beyond your control you are unable to submit your written work by the assigned deadline, you should request an extension *before* the deadline. Late papers or exams without an extension may be penalized by a fraction of a grade point per day (e.g., a B+ paper one day overdue may receive a B; two days overdue, a B–; etc.). Please hand in the short papers on-

time, as I need to grade these immediately so that I am ready for the tutorial the following Tuesday. **Late daily notes will not be accepted.**

ELECTRONIC DEVICES: I do not want students in this class to be distracted by their smartphones or laptops. Please do not use cell phones in this class. I would really prefer if you did not use any electronic devices at all. If you do use a laptop during class, please only use it to take notes. If you are using a laptop, please sit in the back of the class.

The course requires you to buy a hard copy of the texts and to bring them to class for discussion. (If you want to reference a reading from Blackboard, although my preference is for it to be printed, students are allowed to use electronic devices to access that reading.)

Students texting, using phones, or caught with earbuds in, will receive a grade of zero for the notes and participation for the day. To avoid being wrongly penalized for lap texting, I advise you not to spend time fiddling with things in your lap. Students will be notified of the penalty by e-mail.

PLAGIARISM: Plagiarism is the unacknowledged use of work that is not one's own as though it were, in all forms of academic endeavor (such as essays, theses, examinations, research data, creative projects, etc.), intentional or unintentional. Plagiarized material may be derived from a variety of sources, such as books, journals, internet postings, student or faculty papers, AI text generators etc. This includes the purchase or "outsourcing" of written assignments for a course. A detailed definition of plagiarism in research and writing can be found in the fourth edition of the MLA Handbook for Writers of Research Papers, pages 26-29. The penalty for plagiarism is failure for the course. Suspicions of use of artificial intelligence aids will be referred to the Office of Academic Integrity as alleged violations of cheating, defined as "unauthorized assistance in connection with any academic work" and/or Falsification, which includes "misrepresenting or misleading others with respect to academic work or misrepresenting facts for an academic advantage." Students are also required to familiarize themselves with the University's Honor Code: <http://www.sc.edu/policies/ppm/staf625.pdf>

DISABILITY NOTICE: The University of South Carolina is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact the Disability Resource Center at 803-777-6142. The Disability Resource Center is responsible for approving all disability-related accommodations for U of SC students, and students are responsible for providing faculty members with formal documentation of their approved accommodations at least two weeks prior to using those accommodations. I will accept Disability Resources forms by email and personal delivery. If you have already been approved for accommodations, I request that you provide me with a copy of your forms within the first two weeks of the semester.

STUDENT WELL BEING: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the [Division of Student Affairs and Academic Support](#). If you are comfortable doing so, please notify me as the professor so that we can find resources that may be helpful. Students may experience situations or challenges that can interfere with learning and interpersonal functioning including stress, anxiety, depression, substance use, concern for a family/friend, or feelings of hopelessness. Pay attention to what is happening in

the classroom and in the lives of your fellow students. There are numerous campus resources available to students including University Counseling & Psychiatry Service and University Student Health Services. Help is available 24/7. Students who need immediate help should call 803-777-5223. An outside resource is the National Suicide Prevention Lifeline (800-273-8255).

TEXTS: Required: these should be in the bookstore. You can also get them online, but make sure they are these editions so that we all have the same translation and can find passages easily.

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

Immanuel Kant, *Logic*, (ed.) Robert S. Hartman and Wolfgang Schwarz. (Dover Press edition)

(The Cambridge ed: Immanuel Kant, *Lectures on Logic* is standard, but the Dover is cheaper)

Immanuel Kant, *The Prolegomena to any Future Metaphysics*, transl. Gary Hatfield, Cambridge University Press, 2004

In class, we will use the Guyer/Wood translation. But the following other translations (as well as the German original, if possible) can offer valuable second takes on passages:

-- Immanuel Kant, *Critique of Pure Reason*, trans. Norman Kemp Smith, revised second ed., New York: Palgrave Macmillan, 2003 (first edition published in 1923)

-- Immanuel Kant, *Critique of Pure Reason*, trans. Werner Pluhar, Indianapolis: Hackett, 1996

Some introductory works

Sebastian Gardner, *Kant and the Critique of Pure Reason*, New York: Routledge, 1999

Jill Buroker, *Kant's Critique of Pure Reason: An Introduction*, New York: Cambridge, 2006

Some recent studies, collections and commentaries:

Allison, Henry Kant's *Transcendental Idealism* (1983; 2nd ed. 2004)

Friedman, Michael. *Kant and the Exact Sciences* (1992)

Guyer, Paul. *Kant and the Claims of Knowledge* (1987)

----- (ed.) *The Cambridge Companion to Kant* (1992)

Longuenesse, Béatrice *Kant and the Capacity to Judge* (1998)

----- *Kant and the Human Standpoint* (2006)

Paton, H. J. *Kant's Metaphysic of Experience* (1936), 2 vols.

Strawson, P.F. *The Bounds of Sense* (1966)

Wood, Allen W. *Kant* (2005)

A lexicon with entries on many of Kant's terms:

Julian Wuerth (ed.) *The Cambridge Kant Lexicon* (electronic access through USC.)

If you are confused about a piece of Kant jargon, look it up here! The entries are helpful for getting a preliminary sense of a term and for finding other passages where Kant uses it.

Reputable on-line sources:

The Stanford Encyclopedia of Philosophy

Philpapers.org

Kant in the Classroom - <https://users.manchester.edu/FacStaff/SSNaragon/Kant/Home/index.htm>

SCHEDULE: This schedule is aspirational. We will move at a natural pace, and if we fall behind that is okay.

Dates Readings Assignment Due

PART I: Preliminaries

- 1/9 Course introduction, syllabus, etc.
- 1/11 A Preface (Avii–xxii) & B Preface (Bvii–xliv)
A & B Introductions (A1/B1–A16/B30)
There is some overlap between the two editions, but please read both.
- 1/16 A & B Introductions (A1/B1–A16/B30) cont.
Prolegomena, Preface, Preamble (§1-3), & General Questions (§4-5), 4:255-280
letter to Herz, of Feb 21st, 1772 (Blackboard)
- 1/18 Catch up. “The *Stufenleiter*” (A320/B376), A685/B686
Prolegomena, §4, 4:274; 4:276fn;
Logic, Intro §VIII, 9:64-5, Dover: p. 71
Suggested: Gardner Ch. 1-3
- 1/20 **4:00pm, Saturday, to Blackboard** **1st Essay**
- 1/23 **Tutorials - 1st Essay**

PART II: Transcendental Aesthetic

- 1/25 Transcendental Aesthetic §1 (B33–B36), B376-377,
Kant’s *Logic*, Of Concepts §1-16, p. 96-106 (9:91-100)
Suggested: Allison, Henry, *Kant’s Transcendental Idealism* 2nd ed. (ch. 4)
- 1/30 The Transcendental Aesthetic §2 – 6 (B36–B53, esp. §2 & 3),
Prolegomena, First Part, “How is Mathematics possible? §6-13, 4:280-294
Suggested: A19-A36; Warren, Daniel, “Kant on the Apriority of Space”
- 2/1 The Transcendental Aesthetic §2 – 6 cont.
The Discipline of Pure Reason (A708/B736-A738/B766)
- 2/6 The Transcendental Aesthetic §7 & 8 (B53–B73)
Suggested: A36-A49; Allison *Kant’s Transcendental Idealism* 2nd ed. (ch. 5)
- 2/8 Phenomena and Noumena Chapter. The B edition is slightly different.
Look at it first, but also look at the differences in the A edition. (A235/B294-A259/B315)
- 2/10 **4:00pm, Saturday, to Blackboard** **2nd Essay**
(If we fall behind, this might need to be pushed back a week)
- 2/13 **Tutorials – 2nd Essay**

PART III: Analytic of Concepts pt. 1 – The Metaphysical Deduction

- 2/15 Introduction to Transcendental Logic (A50/B74-A66/B91);
Logic, Intro, Section I, p. 13-18 (9:11-16, academy numbers missing in Dover ed.)
 Suggested: Nunez, Tyke “Logical Mistakes, Logical Aliens, and the laws of Kant’s Logic”
- 2/20 The Clue to the Discovery of All Pure Concepts I & II (A66/B91-A76/B101)
Logic, Of Judgements p. 106-120 (9:101-113)
 Suggested: Longuenesse, Béatrice “Kant on A Priori Concepts”
- 2/22 NO CLASS – I’ll be out of town giving a talk.
- 2/27 Clue to the Discovery of All Pure Concepts III (A76/B102-A83/B116)
Prolegomena, Second Part, “How is pure natural science possible?” §14-22, 4:294-305
- 2/29 Wrap up the Introduction to the Analytic and the Metaphysical Deduction
 (If there is time we might begin §13 & §14)
 Suggested: McDowell, John “Avoiding the Myth of the Given”
- 3/2 **4:00pm, Saturday, to Blackboard** **3rd Essay**
 (If we fall behind, this might need to be pushed back until after break)
- 3/5, 3/7 SPRING RECESS
- 3/12 **Tutorials – 3rd Essay**

PART IV: Analytic of Concepts pt. 2 – The Transcendental Deduction

- 3/14 Transcendental Deduction, §§13 - 14 (A84/B116-B129)
 Suggested: Henrich, Dieter “Kant’s Notion of a Deduction”
- 3/16 **4:00pm, Saturday, to Blackboard** **Final Paper Topic**
- 3/19 Transcendental Deduction (B), §§15-17 (B129-B139)
 Suggested: Transcendental Deduction (A);
 Allison *Kant’s Transcendental Idealism* 2nd ed. (ch. 7)
- 3/21 Transcendental Deduction (B), §§18-21 (B139-B146)
 Suggested: Transcendental Deduction (A);
- 3/23 **4:00pm, Saturday, to Blackboard** **Intro & Detailed Outline**
- 3/26 Transcendental Deduction (B), §§22-27 (B146-B169)
 Suggested: Transcendental Deduction (A);
 Engstrom, Stephen “The Transcendental Deduction and Skepticism”
- 3/28 Catch up (I suspect we will need at least this meeting to catch-up.)
- 3/30 **4:00pm, Saturday, to Blackboard** **Peer Comments**

PART V: Analytic of Principles

- 4/2 Introduction, Schematism (A130/B169-A147/B187)
 Suggested: Matherne, Samantha “Kant and the Art of Schematism”

4/4 System of Principles, Intro, First to Third Sections (A148/B187-A158/B197))
Prolegomena, Second Part, “How is pure natural science possible?” §23-39, 4:305-326
Suggested: Watkins, Eric “The System of Principles”

4/6 **4:00pm, Saturday, to Blackboard** **Handout**

4/9 Axioms of Intuition (A162/B202-A166/B207)
Anticipations of Perception (A166/B207-A176/B218)
Suggested: Shabel, Lisa “Kant's Mathematical Principles of Pure Understanding”

4/11 Second Analogy (A189/B232-A211/B256)
Suggested: General Principle and First Analogy (B218-A189/B232),
Third Analogy (A211/B256-A218/B265)
Friedman, Michael “Causal Laws and the Foundations of Natural Science”

4/16 Postulates, Refutation of Idealism, & General Note (A218/B265-A235/B294)

PART V: The Dialectic

4/18 The Dynamical Antinomies (A444/B472-A461/B489)
Clarification of Nature and Freedom (A532/B560-A557/B585)

4/22 **KANT'S BIRTHDAY! 4:00pm to Blackboard** **Final Essay**