

PHIL3672
Topics in Continental Philosophy 歐陸哲學專題

Course Outline (last update: 9.2.2025)

Time: W 9:30am-12:15pm

Location: ERB 408

Course overview (as shown on CUSIS)

This course examines selected topics in Continental European philosophy. The specific content of the course varies from semester to semester. Offerings with different subtitles can be taken up for credit, up to a maximum of two times.

Advisory to Majors: to be taken in year 2 or above.

Learning outcomes (as shown on CUSIS)

1. Understand the key concepts, major issues, and prominent positions in the selected topics of the course.
2. Critically discuss and evaluate the major issues and positions in the topics.
3. Demonstrate familiarity with the primary/secondary source texts.
4. Demonstrate skills in argumentative discussion and in writing about issues in Continental philosophy.
5. Demonstrate ability to articulate and defend one's own philosophical theses with clarity.

Topics

Imagination in Kant and Its Interpretations by Heidegger and Arendt

This course explores the faculty of imagination in Immanuel Kant's philosophy and its reinterpretations by Martin Heidegger and Hannah Arendt. We will examine Kant's imagination as a transcendental faculty that mediates between sensibility and understanding, enabling the synthesis necessary for cognition. The course further examines Heidegger's existential-phenomenological reading of imagination as fundamentally tied to temporality, alongside Arendt's political-philosophical interpretation, which emphasizes imagination's role in judgment and plurality.

Key readings include selected passages from Kant's *Critique of Pure Reason* (CPR) and *Critique of Judgment* (CJ), Heidegger's *Being and Time* (BT) and *Kant and the Problems of Metaphysics* (KPM), and Arendt's *Lectures on Kant's Political Philosophy* (LKPP).

The course structure involves lectures and seminar-style discussions. Students will prepare presentations on assigned texts and provide critical commentaries on peers' presentations. Active participation in class discussions will also factor into assessment. The format of the written assessment will be determined during the second session in consultation with the enrolled students.

Learning activities

1.5 hours lecture

1.5 hours tutorial (presentation + comment + discussion)

Assessment scheme as prescribed on CUSIS (revise if necessary)

<i>Task nature</i>	<i>Description</i>	<i>Weight</i>
Essay	<ol style="list-style-type: none">1. Topic development (a one-pager, 10%, deadline: 15.10.2025)2. Presenting ideas (10-min one-on-one guidance session (by registration) with your revised one-pager, 15%, before 22.11.2025)3. Final paper (Chinese version: less than 5,000 words; English version: 3,000 words; 25%, deadline 14.12.2025)	50%
Presentation	Group Presentation: 2–3 people per group	30%
Comment to presentation	Individual Comment: Each student provides feedback on a group presentation	15%
In-class discussion performance	Individual-based	5%

Remarks on Assessment Scheme (if any)

Use of AI

Approach 2 Use only with prior permission

Students are allowed to use AI tools in some scenarios or some learning activities and/or assessments but not in others. Teachers should clearly inform students which AI tools students are allowed to use, and when and how they can and cannot use these tools. For instance, use of an AI tool for checking grammar may not be allowed in a course with a learning outcome related to students' writing skills. Teachers should also make clear the rationale for allowing these tools in some situations but not allowing them in others, and how these tools ought to be cited or otherwise acknowledged. Such information should be spelt out clearly in the course outline or learning activity/assessment guide. It is also important to help students understand the appropriate uses of these tools and the limits of such usage.

Grade Descriptor

Please refer to: http://phil.arts.cuhk.edu.hk/~phidept/UG/Grade_descriptors.pdf

Recommended learning resources

Main Readings:

Kant, Immanuel, Werner S Pluhar, and Patricia Kitcher. *Critique of Pure Reason*. Unified ed. Indianapolis, Ind: Hackett Pub. Co., 1996.

Kant, Immanuel, and Werner S Pluhar. *Critique of Judgment*. Indianapolis, Ind: Hackett Pub. Co., 1987.

Heidegger, Martin. *Kant and the Problem of Metaphysics*. 5th ed., enl. Bloomington: Indiana University Press, 1997.

Arendt, Hannah, and Ronald Beiner. *Lectures on Kant's Political Philosophy*. Chicago: University of Chicago Press, 1982.

Supplementary readings:

Allison, Henry E.: *Kant's Transcendental Deduction*. An Analytical-Historical Commentary. Oxford 2015.

Arendt, Hannah: *The Life of the Mind*. San Diego u. a. 1971.

Blattner, William: *Laying the Ground for Metaphysics. Heidegger's appropriation of Kant*. In: The Cambridge Companion to Heidegger, Cambridge 2006, p. 149–176.

Cassirer, Ernst: *Kant und das Problem der Metaphysik*. Bemerkungen zu Martin Heideggers Kant-Interpretation. In: Kant-Studien 36 (1931), S. 1–26.

Crowell, Steven und Malpas, Jeff: Introduction. Transcendental Heidegger. In: *Transcendental Heidegger*. Ed. by Steven Crowell und Jeff Malpas. Stanford 2007.

Gibbons, Sarah: *Kant's Theory of Imagination*. Oxford 1994.

Gordon, Peter Eli: *Continental Divide*. Heidegger, Cassirer, Davos. Cambridge, Massachusetts 2010.

Heidegger, Martin: Phänomenologische Interpretation von Kants Kritik der reinen Vernunft (Wintersemester 1927/28). In: *Martin Heidegger Gesamtausgabe 25*. Hg. von Intraud Görland. 3. Aufl., Frankfurt/Main 1995 (GA 25).

Henrich, Dieter: Über die Einheit der Subjektivität. In: *Philosophische Rundschau* 3, Heft 1/2 (1955), S. 28-69.

Horstmann, Rolf-Peter: *Kant's Power of Imagination*. Cambridge 2018.

Kneller, Jane: *Kant and the Power of Imagination*. Cambridge 2007.

Makkreel, Rudolf A.: *Imagination and Interpretation in Kant*. The Hermeneutical Import of the Critique of Judgment. Chicago und London 1990.

Geniusas, Saulius. *Phenomenology of Productive Imagination: Embodiment, Language, Subjectivity*. Stuttgart: Ibidem-Verlag, 2022.

Geniusas, Saulius, ed. *Stretching the Limits of Productive Imagination: Studies in Kantianism, Phenomenology, and Hermeneutics*. London; Rowman & Littlefield International, 2018.

Geniusas, Saulius, ed. *Productive Imagination: Its History, Meaning, and Significance*. Lanham: Rowman & Littlefield International, 2018. Print.

Schalow, Frank: Heidegger and Kant. Three Guiding Questions. In: *The Bloomsbury Companion to Heidegger*. Ed. by François Raffoul und Eric S. Nelson. London u. a. 2013, p. 105-112.

Thompson, Michael L. *Imagination in Kant's Critical Philosophy*. Berlin: De Gruyter, 2013.

Course schedule (provisional)

<i>Week</i>	<i>Topics</i>	<i>Required readings + Presentation</i>
3.9	Introduction: Imagination as a “problematic” concept in Kant’s philosophy	1. CPR: A- and B-version of Deduction, A96 - 130, and B130 - B170
10.9	Heidegger: (T1) Kant’s CPR should be conceived as a groundwork of metaphysics	2. CPR: Schematism, A131/B170 – A148/B187 3. CJ: (second) Introduction, I-IV and IX
17.9	Heidegger: (T2) Knowledge is primarily intuition regarding the problem of finitude	4. (T1) KPM: § 1-6
24.9	Heidegger: (T3) The Deduction Chapter is a brightening of the Dasein’s Transcendence	5. (T2) KPM: § 9-15
1.10	Public holiday – National Day	
8.10	Heidegger: (T4) The Schematism Chapter is the Core of the CPR	6. (T3) KPM: § 7-8, 16-18
15.10	Heidegger: (T5) Imagination is the third basic cognitive faculty	7. (T4) KPM: § 19-25
22.10	Heidegger: (T6) The transcendental Imagination is the original Time	8. (T5) KPM: § 26-31
29.10	Public holiday – Chung Yeung Festival	
5.11	Heidegger: (T7) Finitude should have priority in the interpretation of Kant	9. (T6) KPM: § 32-38
12.11	Arendt: Imagination in Judgment (1)	10. (T7) KPM: § 39-45
19.11	Arendt: Imagination in Judgment (2)	11. LKPP: 11-13th Session
26.11	Conclusion: meaning of interpreting Kant	12. LKPP: Imagination
Extra lesson	(TBC)	(TBC)

Details of course website

course material and electronic submission: blackboard.cuhk.edu.hk

Contact details for teacher(s) or TA(s)

Teacher	
Name:	Tak Lap Yeung
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TA	
Name:	
Office location:	
Telephone:	
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Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.