



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Undergraduate Certificate in Philosophy: History of Philosophy, Philosophy of Mind and Political Philosophy

2021-2022

Course code: 2122CCR208

COURSE GUIDE

Welcome to the **Undergraduate Certificate in Philosophy: History of Philosophy, Philosophy of Mind and Political Philosophy**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: www.ice.cam.ac.uk/info/academic-credits-cats-points

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course guide.

The programme will be taught remotely, through pre-recorded lectures which students can access at times convenient to them in addition to scheduled live sessions where tutor and students will gather for discussion. While attendance at the live sessions is encouraged, all sessions will be recorded and will be accessible via the Virtual Learning Environment (VLE). Discussion forums and suggestions for additional reading and resources will also be found on the VLE.

The programme aims to:

- introduce students to some central philosophical issues;
- familiarise students with some important arguments and discussions concerning these issues;
- demonstrate to students how to read philosophy and how to approach philosophical questions productively;
- enable students to begin developing their own ideas.

Transferable skills for further study and employability

- The capacity for independent thought and judgement
- The development of independent learning, study and time management skills
- The deployment of skills in critical reasoning
- The development of competence in using IT to support one's work
- The ability to work with others, productively and equitably
- The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

¹ 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

Teaching staff

Academic Director and Tutor:

Dr Alex Carter is Academic Director for Philosophy and Interdisciplinary Studies at the Institute of Continuing Education. He is a Bye-Fellow at Fitzwilliam College. Alex was awarded his PhD in Philosophy by the University of Essex in 2015; his thesis explores some of the surprising aspects of Wittgenstein's views concerning freedom and fatalism. Before this, Alex studied Philosophy at the University of Wales, Swansea and the University of Bristol.

Alex's approach to teaching is to encourage students to feel the "pain of the problem" - to make plain the very real ways in which philosophical problems affect our lives. Accordingly, Alex is most keen to offer his support to philosophical projects that, not only inform contemporary debates, but actively affect change. Alex's ongoing research interests include Wittgenstein's later philosophy, the theology of Simone Weil and the philosophy of humour. He is currently researching the relationship between humour and creative practice via the concept of 'serious play'.

Tutors:

Dr Cecilia Muratori is Research Fellow at the University of Warwick. She is a historian of philosophy who publishes and teaches in English, Italian and German. Her main research interests are the role of mysticism in philosophical speculation, and the definition of the border dividing humans from animals. She is interested in the mediation of philosophical concepts through the visual arts and is co-curator of the first philosophical exhibition on Jacob Böhme. She aims to stimulate students to bridge the gap between historical texts and contemporary concerns in a critically engaged way. She is passionate about presenting and discussing with students difficult philosophical questions in a clear and approachable manner, but without sacrificing the complexity of the arguments.

Administrative staff

Arts and Sciences Enquiries
e. artscience@ice.cam.ac.uk t. 01223 746418 / 746236

Institute of Continuing Education

The Institute of Continuing Education's administrative headquarters are at Madingley Hall, an elegant country house built in the 16th century and set in gardens of about seven acres, designed in the 18th century by Capability Brown. Please visit www.ice.cam.ac.uk and www.madingleyhall.co.uk for further information.

Contact details of ICE

Institute of Continuing Education
University of Cambridge
Madingley Hall
Madingley
Cambridge
CB23 8AQ
T: 01223 746222
www.ice.cam.ac.uk
ug-awards@ice.cam.ac.uk

Please also refer to the 'information for students' section on ICE's website www.ice.cam.ac.uk/studying-with-us/information-for-students and the 2021-22 Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Information correct as at 07/05/2021

Syllabus for first unit

Michaelmas term 2021

Selected writings from the history of philosophy

Start date	10 October 2021	End date	12 December 2021
Day	Sunday	Time	2-5pm
Tutor(s)	Dr Cecilia Muratori	No of meetings	4

Aims

- To introduce students to some texts from the history of philosophy.
- To enable students to form interpretations of these philosophical texts and their arguments.
- To enable students to use secondary literature helpfully and productively when considering these texts.

Content

In this unit we will read and study selections from two important philosophical texts: René Descartes' *Meditations on First Philosophy* and David Hume's *Enquiry Concerning Human Understanding*. We will examine some of the topics and questions discussed in the texts, uncover the arguments which the authors present, and compare Hume's approach with Descartes' to identify some of the most significant differences in the philosophical approaches they take.

In the course of this unit, you will develop interpretative skills which will help you to uncover the views of the authors. We will consider and evaluate those views in two ways: both by exploring the internal connections between an author's treatments of different topics, and by comparing these with alternative treatments of the same topics, whether from the author's time or our own. We will make use of secondary literature to help us reconstruct what our authors' arguments could be, and to inform our evaluations of those arguments. We will also consider some of the different viewpoints from which the texts can be approached, comparing approaches which prioritise the historical context of the text with approaches which are more ahistorical.

Presentation of the unit

Remote delivery of this unit will be interactive, mixing recorded lecture material with live seminar sessions to allow students to ask questions and share ideas. Recorded lectures for each topic (see below) will total 3 to 5 hours in duration; split into shorter videos. The remote seminars will take place over three hours from 2 to 5pm on the dates specified above (unless otherwise stated). At times, the seminars will be split into smaller groups for in-depth discussion of a question, and small groups asked to feed back to the group as a whole. Additional interactive content will be delivered via the VLE

You will often be asked to read specific portions of the texts carefully and thoroughly in preparation for a seminar, and to begin preparing answers to some set questions. It is important to do this so that you can contribute to and gain from the discussion which takes place in the class.

Learning will also be supplemented by a range of resources made available to all ICE philosophy students through the 'Philosophy Resource Page' on the VLE. This will include quizzes, videos, reading/writing guides and discussion topics. All students will be encouraged to make use of this resource.

Provisional Course Structure

Date	Title	Indicative content
10 October 2021	Interpreting Descartes' Meditations on First Philosophy	<p>In line with our reading of Descartes' <i>Meditations on First Philosophy</i>, we will begin by exploring Descartes' methodological (or hyperbolic) doubt as it is laid out in Meditations I. Our analysis of Meditation II will focus principally on the famous Cogito Argument. Turning to Meditations III, we will consider Descartes' first two arguments for the existence of God, as well as his response in Meditations IV and V to the apparent contradiction between God's perfection and the world's imperfection.</p> <p>Key readings R. Descartes, <i>Meditations on First Philosophy</i></p>
31 October 2021	The Mind-Body Problem and Other Cartesian Quandaries	<p>Descartes' <i>Meditations on First Philosophy</i> is one of the most widely read and exhaustively discussed philosophical texts. To breathe new life into Descartes' text we will begin by situating it within its wider, historical context. In later sessions, we will consider objections to Descartes' Cogito Argument from Elizabeth of Bohemia, Friedrich Nietzsche and, crucially, Gilbert Ryle.</p> <p>Key readings F. Nietzsche, <i>Beyond Good & Evil</i>, 16 G. Ryle <i>The Concept of Mind</i>, Introduction & Chapter 1</p>
21 November 2021	Interpreting David Hume's Enquiry Concerning Human Understanding	<p>For this Day-school, we will focus on the first five sections of Hume's <i>Enquiry Concerning Human Understanding</i>. Hume's methodology is no less extreme than Descartes'. As we shall see in our first session, rather than rely upon the faculty of reason, and upon introspection, Hume appeals to a radical empiricism, based on a scientific naturalism. In subsequent sessions, we will explore Hume's pivotal distinction between 'impressions' and 'ideas'; his doubts concerning the reliability of the senses in providing certainty; and his response to those doubts that is rooted, not in thought, but in action, custom and habit.</p> <p>Key readings D. Hume, <i>Enquiry Concerning Human Understanding</i>, Sections I - V.</p>
12 December 2021	Natural Religion, Miracles and Causation	<p>Having examined Hume's empiricism, we will turn to three related questions: 1) Does God exist and has He a plan for us? 2) Can God bring about events <i>in</i> the world? 3) What is it for anything to bring about something else? Hume's answers to these three questions are as surprising as they are inventive, and we must be equally inventive in interpreting them.</p> <p>Key readings D. Hume, <i>Dialogues Concerning Natural Religion</i>.</p>

Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate an understanding of philosophical issues falling within the unit;
- understand, and begin to construct, philosophical arguments;
- interpret portions of the primary texts covered, and use secondary literature productively.

Student assessment

As this is a Certificate course (equivalent at least to first year undergraduate standard) it will require a commitment to reading and pre-class preparation.

This might involve reading texts and/or beginning to think through answers to some set questions. Active participation in class is a good way to make progress with philosophy, so you will be encouraged to ask questions and contribute to discussions. You will also benefit from participating in discussion forums in the Virtual Learning Environment. Be sure to complete the relevant readings before each day-school takes place

Your assignments for Unit 1 will be two assignments, each of 1800-2000 words. You should take care to avoid close overlap between your assignments, and not to duplicate material from one assignment to the other. You can ask your tutor for advice on assignment choices at any time. You are required to submit your assignments online and feedback is delivered online.

Essay titles

Choose your two questions from two different sections (of sections A, B and C).

Section A: Descartes

1. Making use of secondary literature where appropriate, explain and evaluate Descartes' picture of one of the following in the Meditations on First Philosophy:
 - a) The mind
 - b) Change
 - c) God
 - d) The existence of material objects

OR

2. What role does the notion of doubt play in Descartes' Meditations?

Section B: Hume

1. Making use of secondary literature where appropriate, explain and evaluate Hume's picture of one of the following in the Enquiry Concerning Human Understanding:
 - a) Causation
 - b) Freedom
 - c) Chance and probability
 - d) Miracles

OR

2. How does the Enquiry Concerning Human Understanding demonstrate the importance of the notion of custom or habit to Hume's philosophy?

Section C: Comparisons

1. What do you think are the most important differences between Hume's and Descartes' views of what ideas are?

OR

2. In what ways could we use a reading of Hume to criticise Descartes' arguments, or a reading of Descartes to criticise Hume's?

Equal weightage will be given to both assignments for the award of credit for this unit.

Closing date for the submission of assignments: Wednesday 5 January 2022 by 12 noon GMT* (*Greenwich Mean Time)

Reading and resource list

- Ansell-Pearson, K. and Acampora, C, 2011. *Nietzsche's Beyond good and evil a reader's guide*, London: Continuum.
- Cottingham, J., 2017. *Descartes: Meditations on first philosophy: With selections from the objections and replies*. Cambridge University Press.
- Hume, D. 2000. *The Clarendon Edition of the Works of David Hume: An Enquiry concerning Human Understanding*, Oxford: Oxford University Press (Sections I - V).
- Hume, D. 1998. *Principal writings on religion : including, Dialogues concerning natural religion ; and, The natural history of religion*, Oxford: Oxford University Press.
- Ryle, G., 1976. *The concept of mind*, Harmondsworth: Penguin.

Online Resources

- Meditations (Descartes): <http://www.earlymoderntexts.com/assets/pdfs/cartes1641.pdf>
- Enquiry Concerning Human Understanding (David Hume):
<http://www.earlymoderntexts.com/assets/pdfs/hume1748.pdf>

Syllabus for second unit

Lent term 2022

Epistemology and Philosophy of Mind

Start date	9 January 2022	End date	13 March 2022
Day	Sunday	Time	2-5pm
Tutor(s)	Dr Alexander Carter	No of meetings	4

Aims

- To introduce students to some central issues in epistemology and the philosophy of mind
- To familiarise students with some important arguments and discussions concerning these issues
- To enable students to begin thinking for themselves about some topics in epistemology and philosophy of mind, in an informed and productive way.

Content

This unit introduces some key questions and disputes concerning what knowledge is and how it can be acquired. What more is needed for me to know x is true, than for me to believe x to be true and for x to, in fact, be true? We will also consider contemporary issues in the philosophy of mind, such as whether mental states can be identified with physical states. We will introduce various approaches to understanding the mind, including theories known as 'dualist', 'epiphenomenalist', 'behaviourist' and 'functionalist'.

Presentation of the unit

Remote delivery of this unit will be interactive, mixing recorded lecture material with live seminar sessions to allow students to ask questions and share ideas. Recorded lectures for each topic (see below) will total 3 to 5 hours in duration; split into shorter videos. The remote seminars will take place over three hours from 2 to 5pm on the dates specified above (unless otherwise stated). At times, the seminars will be split into smaller groups for in-depth discussion of a question, and small groups asked to feed back to the group as a whole. Additional interactive content will be delivered via the VLE

You will often be asked to read specific portions of the texts carefully and thoroughly in preparation for a seminar, and to begin preparing answers to some set questions. It is important to do this so that you can contribute to and gain from the discussion which takes place in the class.

Learning will also be supplemented by a range of resources made available to all ICE philosophy students through the 'Philosophy Resource Page' on the VLE. This will include quizzes, videos, reading/writing guides and discussion topics. All students will be encouraged to make use of this resource.

Provisional Course Structure

Date	Title	Indicative content
9 January 2022	Theories of knowledge	As might be expected, this Unit is full of questions. Here are but a few... On what basis do we claim to know anything? If we can know things with certainty, then why do the things we claim to know differ from person to person and over time? Can we know everything there is to know? And are some things unknowable? Is knowing how to ride a bike the same thing as knowing that in order to ride a bike one must do x , y , and z ? Our job as philosophers is to seek answers to these questions, even if the answers are unknowable.

		Key readings R. Nozick, Philosophical Explanations, Chapter 3, Section 1 'Knowledge', pp.172-196.
30 January 2022	Epistemology: Some problems	Initially, we shall consider Hume's famous Problem of Induction; the problem being that we make all sorts of predictions about the future based solely on what has gone before. As we shall see, this is not just a problem for scientists. In subsequent sessions, we will consider the theory that knowledge amounts to justified, true, belief; to know anything is to have a justification for believing something that, by luck or good judgement, is also true. Famously, Edmund Gettier challenges this theory by positing cases that meet all of these requirements and yet seemingly fail to constitute knowledge. Key readings E. Gettier, "Is Justified, True Belief Knowledge?", Analysis, Vol. 23, No. 6 (Jun., 1963), pp. 121-123 A. I. Goldman, "Internalism Exposed" The Journal of Philosophy Vol. 96, No. 6 (Jun., 1999), pp. 271-293 D. Hume, Treatise of Human Nature, Book 1, Part III, section vi
20 February 2022	Physicalism, Behaviourism & Functionalism	We shall begin with an examination of various attempts to accounts for mental phenomena in purely physical terms. We will then consider the general objections that i) Physicalism fails to specify anything and ii) there is something that it is like to be, say, a human being that cannot be captured by Physicalist theories. Key readings H. Putnam, "Brains and Behavior." Mind, Language, and Reality: Philosophical Papers, Vol. 2: 325-341. Cambridge: Cambridge University Press. First appeared 1963. T. Nagel, "What is it like to be a bat?", The Philosophical Review, Vol. 83, No. 4 (Oct., 1974), pp. 435-450
13 March 2022	Minds, Computers and Artificial Intelligence	Of increasing importance is the question "Can we fashion a computer that thinks like a human being?" What are the reasons for thinking that we can? And why might it be an impossibility? More importantly, is artificial intelligence a suitable goal for creating free-thinking machines? In later sessions, we shall explore more deeply what alternative intelligences could exist, or exist already. Key readings J. R. Searle, "Minds, brains, and programs" in The Behavioural and Brain Sciences, Vol. 3 (1980), pp. 417-457.

Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate an understanding of philosophical issues falling within the unit;
- understand, and begin to construct, philosophical arguments;
- show an awareness of some of the literature concerning some of the topics covered.

Student assessment

As this is a Certificate course (equivalent at least to first year undergraduate standard) it will require a commitment to reading and pre-class preparation.

This might involve reading texts and/or beginning to think through answers to some set questions. Active participation in class is a good way to make progress with philosophy, so you will be encouraged to ask questions and contribute to discussions. You will also benefit from participating in discussion forums in the Virtual Learning Environment. Be sure to complete the relevant readings before each day-school takes place

Your assignments for Unit 2 will be two assignments, each of 1800-2000 words. You should take care to avoid close overlap between your assignments, and not to duplicate material from one assignment to the other. You can ask your tutor for advice on assignment choices at any time. You are required to submit your assignments online and feedback is delivered online.

Essay titles

Choose your two Lent term assignment questions to answer from the list below:

- Create your own example of a Gettier case. What does it show about knowledge?
- What is infallibilism? Does it solve any problems in the theory of knowledge?
- What is the epistemic closure principle, and is it defensible?
- Is reasoning by induction an irrational habit?
- 'Whether a belief is justified depends on whether it leads me to get things right, not on how the belief was formed.' Discuss.
- What is it to see an apple?
- What are Hilary Putnam's 'super-spartans'? Do they show that behaviourism is incorrect?
- What makes pain pain?
- Are thoughts and experiences in the brain?
- Can physicalism survive Frank Jackson's example of Mary's release from the black and white room?
- Could a robot think? If so, why? If not, why not?

Equal weightage will be given to both assignments for the award of credit for this unit.

Closing date for the submission of assignments: Wednesday 23 March 2022 by 12 noon GMT* (*Greenwich Mean Time)

Reading and resource list

- Gettier, E. (1963). Is Justified True Belief Knowledge? *Analysis*, 23(6), 121-123. doi:10.2307/3326922
- Goldman, A. (1999). Internalism Exposed. *The Journal of Philosophy*, 96(6), 271-293. doi:10.2307/2564679
- Hume, D. (2003). *Treatise of Human Nature*. Project Gutenberg. Book 1, Part III, section vi
- Nagel, T. "What is it like to be a bat?", *The Philosophical Review*, Vol. 83, No. 4 (Oct., 1974), pp. 435-450
- Nozick, R., 1996. *Philosophical explanations*, Cambridge, Mass.: Belknap Press. Chapter 3, Section 1 'Knowledge', pp.172-196.
- Putnam, H. "Brains and Behavior." *Mind, Language, and Reality: Philosophical Papers*, Vol. 2: 325-341. Cambridge: Cambridge University Press. First appeared 1963.
- Searle, J. R. "Minds, brains, and programs" in *The Behavioural and Brain Sciences*, Vol. 3 (1980), pp. 417-457.

Syllabus for third unit

Easter term 2022

Social and political philosophy

Start date	3 April 2022	End date	5 June 2022
Day	Sunday	Time	2-5pm
Tutor(s)	Dr Alexander Carter	No of meetings	4

Aims

- To introduce students to some central issues in social and political philosophy
- To familiarise students with some important arguments and discussions concerning these issues
- To enable students to begin thinking for themselves about some topics in social and political philosophy, in an informed and productive way

Content

This unit introduces key notions such as equality, rights and justice by asking how goods (such as property, power, and opportunities) should be distributed in society. We will also consider philosophical questions raised by particular social institutions, and by particular types of interaction between persons (or between persons and non-persons). For example: What constitutes a good reason for punishing somebody? What obligations do we have to animals and to the environment? What decisions can we make about our children's futures on their behalf?

Presentation of the unit

Remote delivery of this unit will be interactive, mixing recorded lecture material with live seminar sessions to allow students to ask questions and share ideas. Recorded lectures for each topic (see below) will total 3 to 5 hours in duration; split into shorter videos. The remote seminars will take place over three hours from 2 to 5pm on the dates specified above (unless otherwise stated). At times, the seminars will be split into smaller groups for in-depth discussion of a question, and small groups asked to feed back to the group as a whole. Additional interactive content will be delivered via the VLE

You will often be asked to read specific portions of the texts carefully and thoroughly in preparation for a seminar, and to begin preparing answers to some set questions. It is important to do this so that you can contribute to and gain from the discussion which takes place in the class.

Learning will also be supplemented by a range of resources made available to all ICE philosophy students through the 'Philosophy Resource Page' on the VLE. This will include quizzes, videos, reading/writing guides and discussion topics. All students will be encouraged to make use of this resource.

Provisional Course Structure

Date	Title	Indicative content
3 April 2022	Political Authority & the "State of Nature"	Is there any justification for the existence of the political establishment? Historical approaches to this question appeal to what life might have been like before the political state ever existed, a 'state of nature' in which, according to Hobbes, life will be 'nasty, brutish and short'. How can an appeal to a largely <i>fictional</i> 'state of nature' lend political authority to <i>actual</i> governments? And can we justify certain sorts of political systems, but not others?

		Key readings T. Hobbes, <i>Leviathan</i> , Chapters XIII–XIV. R. Nozick, <i>Anarchy, State & Utopia</i> , Chapters 1 & 2.
24 April 2022	Equality, Fairness and Distributive Justice	Presuming that a political system <i>is</i> justified (even if only tacitly), how should we ensure the fair distribution of goods? John Rawls argues convincingly that a fair distribution of goods need not imply that everyone gets the same. However, this does not mean that we are not entitled to be treated equally. Or are we? After all, there are limits to our rights as free agents/human beings, and to the obligations we are under towards others. Key readings J. Rawls, <i>A Theory of Justice</i> , Chapter III.
15 May 2022	Animals, Children & the Environment	Human beings accept, or appear to accept, a certain ascendancy over other (i.e. non-human) animals. That is, <i>human</i> rights take precedence over the rights of non-humans. Initially, we will explore the difficulties inherent in the distinction between human and animal rights. In subsequent sessions, we will consider the evocative claims of Joel Feinberg regarding ‘The Child’s Right to an Open Future’. We will finish on a topic closely related to both of these, namely our responsibility for (and our attitudes towards) the environment. Key readings J. Bentham, <i>Introduction to the Principles of Morals and Legislation</i> (1781), Chapter 17 P. Singer, <i>Animal Liberation</i> , Chapter 1 “All Animals are Equal...” J. Feinberg, “The child’s right to an open future” In R. R. Curren (ed.), <i>Philosophy of Education: An Anthology</i> . Blackwell (2007)
5 June 2022	Crime and Punishment	We punish people for a variety of reasons with more or less satisfaction. It has been argued that we punish people to make us feel better, e.g. for retribution. Others insist that punishments are justified only insofar as they prevent future wrongdoing. We will begin by asking which (if any) of these two reasons serves to justify punishment. In later sessions, we will explore specific crimes (e.g. terrorism) and specific punishments (e.g. the death penalty). Key readings R. A. Duff, “Punishment”, in H. LaFollete (ed.), <i>The Oxford Handbook of Practical Ethics</i> (OUP, 2003) T. Honore, <i>Punishment: the supposed justifications</i> (Penguin, 1976)

Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate an understanding of philosophical issues falling within the unit;
- understand, and begin to construct, philosophical arguments;
- show an awareness of some of the literature concerning some of the topics covered.

Student assessment

As this is a Certificate course (equivalent at least to first year undergraduate standard) it will require a commitment to reading and pre-class preparation.

This might involve reading texts and/or beginning to think through answers to some set questions. Active participation in class is a good way to make progress with philosophy, so you will be encouraged to ask questions and contribute to discussions. You will also benefit from participating in discussion forums in the Virtual Learning Environment. Be sure to complete the relevant readings before each day-school takes place.

Your assignments for Unit 3 will be two assignments, each of 1800-2000 words. You should take care to avoid close overlap between your assignments, and not to duplicate material from one assignment to the other. You can ask your tutor for advice on assignment choices at any time. You are required to submit your assignments online and feedback is delivered online.

Essay titles

Choose your two Easter term assignment questions to answer from the list below:

- Can the idea of the state of nature illuminate the idea of the state?
- Is political authority legitimate only if it is consented to?
- What gives me the rights I have?
- When should we seek to eliminate an inequality between one person and another? How should we do it?
- What is negative liberty, and what are its consequences for the proper relationship between the citizen and the state?
- Could an act of terrorism ever be justifiable?
- Would it ever be appropriate for one person to receive the punishment for a different person's actions?
- How much freedom should the state have to intervene in how we parent our children?
- '[T]he question is not, Can they reason? nor, Can they talk? but, Can they suffer?' (Jeremy Bentham). Do you agree with this basis for the treatment of animals? Explain your answer.
- Does the environment have interests? How does this impact on whether and how we should take care of it?

Equal weightage will be given to both assignments for the award of credit for this unit.

Closing date for the submission of assignments: Friday 10 June 2022 by 12 noon BST*

(*British Summer Time)

Reading and resource list

- Bentham, J. (1781). *An introduction to the principles of morals and legislation*. McMaster University Archive for the History of Economic Thought.
- Duff, R. A. "Punishment", in H. LaFollete (ed.), *The Oxford Handbook of Practical Ethics* (OUP, 2003)
- Feinberg, J. "The child's right to an open future" In R. R. Curren (ed.), *Philosophy of Education: An Anthology*. Blackwell (2007)
- Hobbes, T., & Tuck, R. (1996). *Leviathan* (Revised student ed., Cambridge texts in the history of political thought). Chapters XIII–XIV.
- Honderich, Ted, & Honderich, T. (1969). *Punishment: The supposed justifications*. London: Hutchinson.
- Nozick, R. (1974). *Anarchy, state, and utopia* (Vol. 5038). New York: Basic Books. Chapters 1 & 2.
- Rawls, J. (2009). *A theory of justice*. Harvard university press. Chapter 3.
- Singer, P. (1995). *Animal liberation*. Random House. Chapter 1 "All Animals are Equal..."

TIMETABLE

Michaelmas 2021

Selected writings from the history of philosophy

Day school 1	10 October 2021
Day school 2	31 October 2021
Day school 3	21 November 2021
Day school 4	12 December 2021

Lent 2022

Epistemology and Philosophy of Mind

Day school 1	9 January 2022
Day school 2	30 January 2022
Day school 3	20 February 2022
Day school 4	13 March 2022

Easter 2022

Social and political philosophy

Day school 1	3 April 2022
Day school 2	24 April 2022
Day school 3	15 May 2022
Day school 4	5 June 2022

Whilst every effort is made to avoid changes to this course, changes to course-content and structure and timings may be made. Students will be consulted on any changes.