



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Postgraduate Certificate in Philosophy

2021-2022

Course code: 2122PCB750

COURSE GUIDE

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
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Welcome to the **Postgraduate Certificate in Philosophy**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 7 (i.e. Masters 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 course aims to:

- Provide students with specialist knowledge and understanding of philosophical ideas and concepts at the frontiers of philosophical debate and research;
- Enable students to acquire and develop the skills necessary to conduct critical analysis and evaluation at the highest levels; and
- Develop the student's ability to analyse and evaluate different methods for conducting independent and collaborative research.

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
- Self-direction and originality in tackling and solving problems;
- Effective communication skills, in person and in writing;

Additional skills specific to this course include:

- Advanced skills relating to critical analysis and creative thinking, abstraction and argumentation;
- The ability to apply a deep understanding of abstract concepts to contemporary problems;
- An emotional detachment from, and reengagement with, profound or ethical problems.

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:

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 Martin Parker Dixon is a College Teaching Associate in Music at St John's College. He studied composition and classical guitar at the Royal Conservatoire of Scotland in Glasgow. He studied music semiotics and the history of music theory at the Edinburgh University with Raymond Monelle. At Wolfson College Cambridge, his doctoral research concerned the Marxist and Kantian aspects of T.W. Adorno's philosophy of aesthetic production. His current research interests are in the interdisciplinary area of twentieth-century music and philosophy. He is currently working on the post-Wittgensteinian language-game theories of Wilfrid Sellars and Jean-François Lyotard, and their application in the analysis of artistic practices.

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.

Dr Dan Watts has been teaching at the University of Essex since 2007. He completed his doctoral work in philosophy at the University of Sheffield, having also studied history and philosophy as an undergraduate there. He taught Continental Philosophy at Trinity College Dublin for two years, and then took up a postdoctoral fellowship awarded by the Irish Research Council for Humanities and Social Sciences. His research interests include Kierkegaard, Wittgenstein, existentialism and phenomenology, moral and political philosophy and the philosophy of religion.

Administrative staff

Arts and Sciences Enquiries
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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

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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 10/08/2021

Syllabus for first unit

Michaelmas term 2021

Ancient Greek Philosophy

Start date	18 September 2021	End date	19 September 2021
Day	Saturday - Sunday	Time	10-5pm
Tutor(s)	Dr Martin Parker- Dixon	No of meetings	2

Aims

- Recognise that ancient philosophy was tasked with understanding and teaching how to lead a 'good life';
- Appreciate how abstract reasoning can have a bearing on the personal, the practical, and our orientation in the world;
- Consider historical, social and political contexts in the formation of philosophies of living;
- Apply an understanding of Ancient Greek approaches to learning in order to address contemporary philosophical problems.

Content

In this unit, students will explore the role philosophy has played in informing educational practice. Students will explore the way in which philosophy promotes both an inward-looking approach (the cultivation of the individual through self-reflection and self-understanding, often motivated by searching, 'maieutic' questioning by others) and an outward-looking moment of social engagement, dialogue and action. The principle at work here is that positive contributions to community and society are best accomplished by individuals who 'know themselves'. In individual supervisions, students will be tasked with understanding the contemporary application of this thinking.

Presentation of the unit

The unit is taught via the face-to-face 2 day teaching block, via a one-to-one supervision and online via the ICE's Virtual Learning Environment (VLE). The teaching block provides both content-focused and skills-focused tuition. Workshops and group exercises will be supplemented with additional readings, exercises and discussion forums accessible via the VLE.

Provisional lecture list

Format	Title	Indicative content
Lecture	Presocratic thought	We will consider the early, poetic, and fragmentary speculations regarding the nature of the world, the cosmos, and the Divine, and how the human being fits into the scheme of things.
Lecture	Socratic Dialogue	During the Platonic Academy, philosophy comes of age. In this lecture we will focus on some key ideas that emerged from this School: The attempt to understand virtue, love, the good, and justice.

Workshop	Aristotle and later Sceptical schools	Aristotle offered a more grounded and realistic perspective on the world and moral life. He foregrounded the principle of <i>eudaemonia</i> and a 'middle way' to happiness. Equally, there were some more extreme forms of scepticism entertained.
Lecture	Roman Stoicism	We will consider the exploration and expression of virtue in the political and the personal realms. We will read Marcus Aurelius and Seneca and see philosophy as a practical and therapeutic activity.
Lecture	Augustine and Boethius	In this session we will consider the late-Classical period and the confluence of classical education and Christianity. Does Augustine's <i>Confessions</i> produce a modern sense of the 'self'? We will also read some of a best seller from the Middle Ages, <i>The Consolation of Philosophy</i> by Boethius.
Workshop	Scholasticism: a synthesis of faith and philosophy?	We will explore the rediscovery of Aristotle, the culture of learning in the early universities, disputation, and the tension between accepting truth through reason and through faith.

Learning outcomes

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

- discern and evaluate differing conceptions of ethical life;
- demonstrate fluency and competence in the use of philosophical concepts;
- by analysing and emulating classical models, bring a variety of rhetorical techniques to their argumentative writing and speaking.
- apply an understanding of Ancient Greek approaches to learning in order to address one or more contemporary philosophical problems.

Student assessment

Students must produce two summative assignments:

Summative assignment 1

Students will be asked to submit one assignment of 2,500 – 3,000 words. Students can choose one of the following titles:

1. Do the Socratic dialogues prove that we can talk our way to real understanding?
2. How did pre-Christian philosophy understand the Divine?
3. Compare and contrast at least two different understandings of what it is to be happy.

Closing date for the submission of assignment 1: Tuesday 2nd November 2021 by 12:00 (noon) GMT*

*Greenwich Mean Time

Summative assignment 2

Students will also be asked to submit an assignment of 1,000 – 1,500 words on a topic of their choice. The title must be agreed with their supervisor before or during their first 1-2-1 supervision.

For the award of credit for this course summative assignment 1 is weighted at 20% of the course total and summative assignment 2 is weighted at 10% of the course total

Closing date for the submission of assignment 2: Tuesday 7th December 2021 by 12:00 (noon) GMT*

*Greenwich Mean Time

Reading and resource list

Books

Plato, Complete Works, J. Cooper and D. Hutchinson (eds.), Indianapolis: Hackett, 1997.
Especially the dialogues: Meno, Protagoras, Theaetetus, Sophist.

Marcus Aurelius: Meditations (Books 1–6), C. Gill (trans.), Oxford: Oxford University Press, 2013.

Seneca: Moral and Political Essays, Cooper, J. M. and Procopé, J. F. (eds. and trans.),
Cambridge: Cambridge University Press, 1995.

Seneca: Letters on Ethics to Lucilius, Graver, M. and Long, A.A. (trans.), E. Asmis, S. Bartsch,
and M. Nussbaum (eds.), Chicago and London: University of Chicago Press, 2017.

Cooper, J.M., 2012, Pursuits of Wisdom: Six Ways of Life in Ancient Philosophy from Socrates to Plotinus, Princeton: Princeton University Press.

Inwood, B., 2007, Seneca: Selected Philosophical Letters translated with introduction and commentary. Oxford: Oxford University Press.

Nussbaum, M., 1994, The Therapy of Desire, Princeton: Princeton University Press.

Sorabji, R., 2000, Emotion and Peace of Mind: from Stoic agitation to Christian temptation, Oxford: Oxford University Press.

Online Resources:

[Stanford Encyclopaedia of Philosophy](#)

[Internet Encyclopaedia of Philosophy](#)

Syllabus for second unit

Lent term 2022

Early Modern Philosophy

Start date	5 February 2022	End date	6 February 2022
Day	Saturday - Sunday	Time	10-5pm
Tutor(s)	Dr Cecilia Muratori	No of meetings	2

Aims

- To develop interpretative skills through close reading of an influential philosophical text
- To become familiar with main concepts in Kantian philosophy
- To gain the argumentative tools for critical thinking
- To apply historical content to a contemporary problem.

Content

How is knowledge acquired? How should the philosopher proceed in understanding the world? This unit will explore Kant's answers to these questions and place them in the context of 18th-century discourses on the role of reason for philosophical speculation. In class, students will undertake a detailed examination of Kant's 'On a Newly Arisen Superior Tone in Philosophy', and ask: can philosophical knowledge be obtained through a private intuition? In individual supervisions, students will further discuss the methodology of philosophical work, and ask: what should be the "tone" of philosophy today?

Presentation of the unit

The unit is taught via the face-to-face 2 day teaching block, via a one-to-one supervision and online via the ICE's Virtual Learning Environment (VLE). The teaching block provides both content-focused and skills-focused tuition. Workshops and group exercises will be supplemented with additional readings, exercises and discussion forums accessible via the VLE.

Provisional lecture list

Format	Title	Indicative content
Lecture	Reason and Intuition: A brief history	We will consider the philosophical background of Kant's essay 'On a newly arisen superior tone in philosophy', including Platonism, Scepticism and Cartesianism.
Lecture	Introduction to Kant	In this session we will place Kant's contribution to the 18 th -century debate on the role of reason in the broader context of his work.
Workshop	Interpreting 'On a newly arisen superior tone in philosophy' – 1	Close-text reading of our core text, with identification of key concepts and discussion of main topics.
	Survey of key philosophical concepts discussed	
Lecture	Reason and Intuition: A brief history	We will consider the philosophical background of Kant's essay 'On a newly arisen superior tone in

		philosophy', including Platonism, Scepticism and Cartesianism.
Lecture	Kant's 'reason'	In this session we will explore Kant's account of reason, also reading extracts from his 'Critique of Pure Reason'.
Workshop	Interpreting 'On a newly arisen superior tone in philosophy' –2	Close-text reading of our core text, part 2.
Lecture	Beyond Kant: the aftermath of the debate on intuition	This session is devoted to the debate on philosophical 'enthusiasm' between the 18th and the early 19th century, including authors like F.H. Jacobi and G.W.F. Hegel.

Learning outcomes

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

- demonstrate a complex understanding of the issues underpinning the core text of this course
- be able to place Kant's work in its philosophical and historical context
- identify multiple interpretations of the conception of 'rationality' as a central one in the history of philosophy
- draw parallels with contemporary debates and identify contemporary applications for historical approaches.

Student assessment

Students must produce two summative assignments:

Summative assignment 1

Students will be asked to submit one assignment of 2,500 – 3,000 words. Students can choose one of the following titles:

1. How does Kant profile his understanding of 'reason' against previous philosophical interpretations and traditions?
2. According to Kant, "*to philosophize through feeling* [...] is ultimately exposed to a test at which it is necessarily bound to fail". What does Kant mean in this quotation?
3. Hegel compared intuition to 'a shot from a pistol [...] which has already finished with all the other standpoints simply by declaring that it will take no notice of them'. What different conceptions of 'intuition' can you find in Kant's text, and do you see parallels with Hegel's 'pistol shot'?

Closing date for the submission of assignment 1: Tuesday 1st March 2022 by 12:00 (noon) GMT

* Greenwich Mean Time

Summative assignment 2

Students will be asked to submit an assignment of 1,000 – 1,500 words on a topic of their choice. The title must be agreed with their supervisor before or during their first 1-2-1 supervision.

For the award of credit for this course summative assignment 1 is weighted at 20% of the course total and summative assignment 2 is weighted at 15% of the course total.

Closing date for the submission of assignment 2: Tuesday 5th April 2022 by 12:00 (noon) BST*

*British Summer Time

Reading and resource list

Books

Set Text:

Kant, I. (2002). On a recently prominent tone of superiority in philosophy (1796). In H. Allison & P. Heath (Eds.) & G. Hatfield & M. Friedman (Trans.), *Theoretical Philosophy after 1781* (The Cambridge Edition of the Works of Immanuel Kant, pp. 425-446). Cambridge: Cambridge University Press. Also available online at: <http://doi.org/10.1017/CBO9780511498015.007>

General introductions, commentaries and interpretations:

Allison, Henry E., *Kant's Transcendental Idealism: An Interpretation and Defense*. Rev. ed. (New Haven, CT: Yale University Press, 1982; 2nd ed. 2004). [The 2004 edition includes a detailed response to Allison's critics]

Bennett, Jonathan, *Kant's Analytic*. Rev. ed. (Cambridge: Cambridge University Press, 1966). Also available online at: <http://doi.org/10.1017/CBO9780511554506>.

Bird, Graham, ed., *A Companion to Kant* (Oxford: Blackwell, 2010). Also available online at: <http://doi.org/10.1002/9780470996287>.

Guyer, Paul, ed., *The Cambridge Companion to Kant* (Cambridge: Cambridge University Press, 2006). Also available online at: <http://doi.org/10.1017/CCOL0521365872>.

Strawson, Peter F., *The Bounds of Sense* (London: Methuen, 1966). Also available online at: <https://ebookcentral.proquest.com/lib/cam/reader.action?docID=168880&ppq=155>.

Online Resources:

[Stanford Encyclopaedia of Philosophy](#)
[Internet Encyclopaedia of Philosophy](#)

Syllabus for third unit

Easter term 2022

Existentialism

Start date	14 May 2022	End date	15 May 2022
Day	Saturday - Sunday	Time	10-5pm
Tutor(s)	Dr Dan Watts	No of meetings	2

Aims

- Provide students with an overall understanding of Kierkegaard's distinctive philosophical approach
- Advance students' understanding of key topics in existential thought, including: death, tragedy, anxiety, sin.
- Develop students' interpretative skills, through text-based workshops
- To apply existential thought to address contemporary philosophical problems.

Content

Søren Kierkegaard (1813-1855) has been called 'the father of existentialism'. Certainly, his work has been pivotal for major subsequent figures in European Philosophy, from Husserl and Heidegger to Sartre and Merleau-Ponty, Derrida and Deleuze. But Kierkegaard's contributions are difficult to pin down, not least because of the ways his enigmatic texts resist interpretation in terms of theories and doctrines. This final unit will introduce Kierkegaard's idea of a radical alternative to systematic philosophy. Topics covered will include: the limits of reason, the use of ethical exemplars, the earnest thought of death, and the essence of tragedy.

Presentation of the unit

The unit is taught via the face-to-face 2 day teaching block, via a one-to-one supervision and online via the ICE's Virtual Learning Environment (VLE). The teaching block provides both content-focused and skills-focused tuition. Workshops and group exercises will be supplemented with additional readings, exercises and discussion forums accessible via the VLE.

Provisional lecture list

Format	Title	Indicative content
Lecture	Introducing Kierkegaard	This session will introduce Kierkegaard's work against the background of the emerging nineteenth-century discourse around 'the crisis of modernity'
Lecture	Introducing Johannes Climacus	This session will introduce Kierkegaard's fictional philosopher, Johannes Climacus, focusing on his critique of 'the objective tendency' in modern life and as exemplified in the system-building of German Idealism.
Workshop	Thoughts of Death	This text-based workshop will examine extracts from Kierkegaard's work on the question of what it means truly to think about death.

Lecture	The Essence of Tragedy	This session will introduce the essay in Kierkegaard's <i>Either/Or</i> entitled, 'Ancient Tragedy's Reflection in the Modern'.
Workshop	Anxiety and Fallenness	This text-based workshop will examine extracts from Kierkegaard's work on the connection between anxiety and tragedy and the religious category of sin.
Lecture	The Subjective Thinker	This session will return to Johannes Climacus and his overall conception of what it is truly to think through what it means to be human.

Learning outcomes

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

- demonstrate an overall understanding of Kierkegaard's existential thought, as shaped in a context of 19th century discourse around 'the crisis of modernity' and in opposition to 'the objective tendency'.
- reflect critically on key topics in existential thought, including death, tragedy, anxiety, sin.
- plan and write an essay on some aspect of Kierkegaard's work.
- draw parallels with contemporary philosophical debates and/or identify practical applications of existential thought (supervision).

Student assessment

Students must produce two summative assignments:

Summative assignment 1

Students will be asked to submit one assignment of 2,500 – 3,000 words. Students can choose one of the following titles:

1. With reference to Kierkegaard, assess the view that, since I will never experience it, I need not worry about my own death.
2. Discuss the account of the essence of tragedy advanced in the essay 'Ancient Tragedy's Reflection in the Modern', in Kierkegaard's *Either/Or*.
3. Explain, illustrate and assess the idea of subjective thinking advanced by Kierkegaard's fictional philosopher, Johannes Climacus.

Closing date for the submission of assignment 1: Tuesday 7th June 2022 by 12:00 (noon) BST*

*British Summer Time

Summative assignment 2

Students will also be asked to submit an assignment of 1,000 – 1,500 words on a topic of their choice. The title must be agreed with their supervisor before or during their first 1-2-1 supervision.

For the award of credit for this course summative assignment 1 is weighted at 20% of the course total and summative assignment 2 is weighted at 15% of the course total

Closing date for the submission of assignment 2: Tuesday 12th July 2022 by 12:00 (noon) BST*

*British Summer Time

Reading and resource list

Books

Set texts (selections from the following):

Kierkegaard, S. *Either/Or*, A. Hannay (trans.). Penguin: 1992.

Kierkegaard, S. *Concluding Unscientific Postscript*, A. Hannay (trans). Cambridge University Press: 2007.

Kierkegaard, S. *The Concept of Anxiety*, R. Thomte & A. B. Anderson (ed. & trans.), Princeton: Princeton University Press, 1980.

Kierkegaard, S. *The Sickness Unto Death*, H. V. Hong & E. H. Hong (ed. & trans.), Princeton: Princeton University Press, 1980.

Kierkegaard, S. *Fear and Trembling; Repetition*, H. V. Hong & E. H. Hong (ed. & trans.), (Princeton: Princeton University Press, 1983).

Kierkegaard, S. *Philosophical Fragments; Johannes Climacus*, H. V. Hong & E. H. Hong (ed. & trans.), (Princeton: Princeton University Press, 1985).

Kierkegaard, S. *Stages on Life's Way*, H. V. Hong & E. H. Hong (ed. & trans.), Princeton: Princeton University Press, 1988.

Kierkegaard, S. *The Concept of Irony; Schelling Lecture Notes*, H. V. Hong & E. H. Hong (ed. & trans.), Princeton: Princeton University Press, 1989.

Kierkegaard, S. *Papers and Journals: A Selection*, A. Hannay (ed. & trans.), (London: Penguin, 1996).

General introductions, commentaries and interpretations:

Carlisle, C. *Kierkegaard's Philosophy of Becoming*. NY: SUNY Press, 2006)

Conant, J. 'Must We Show What We Cannot Say?', in R. Fleming and M. Payne (eds.), *The Senses of Stanley Cavell*. Lewisburg, Penn.: Bucknell University Press, 1989.

Conway, D. (ed.) *Kierkegaard: Critical Assessments*, Vols 1-4. London: Routledge, 2003.

Evans, C. S. *Kierkegaard: An Introduction*. Cambridge: Cambridge University Press, 2009.

Furtak, A. (ed.) *Kierkegaard's Concluding Unscientific Postscript: A Critical Guide*. Cambridge: Cambridge University Press, 2010.

Howland, J. *Kierkegaard and Socrates: A Study in Philosophy and Faith*. Cambridge: Cambridge University Press, 2008.

Mulhall, S. *Inheritance and Originality: Wittgenstein, Heidegger, Kierkegaard*. Oxford: Clarendon Press, 2001.

Pattison, G. *The Philosophy of Kierkegaard*. Chesham: Acumen, 2005.

Pippin, R. *Modernism as a Philosophical Problem*. Oxford : Blackwell, 1991.

Stewart, J. (ed.) *Kierkegaard Research: Sources, Reception and Resources*. Vols 1-21. London: Routledge.

Stewart, J. (ed.) *A Companion to Kierkegaard*. Oxford: Blackwell, 2015.

By the tutor:

Watts, D. 'The Paradox of Beginning: Kierkegaard, Hegel and Philosophical Inquiry', *Inquiry* 50 (2007): 1-33.

Watts, D. 'Subjective Thinking: Kierkegaard on Hegel's Socrates', *Hegel Bulletin* 61 (2010)

Watts, D. 'Dilemmatic Deliberations in Kierkegaard's *Fear and Trembling*', *Faith and Philosophy* 21 (2011)

Watts D. 'Kierkegaard and the Search for Self-Knowledge', *European Journal of Philosophy* 21 (2013)

Watts, D. 'Kierkegaard and the Limits of Thought', *Hegel Bulletin*:

Watts, D. 'Kierkegaard on Truth: One or Many?', *Mind*: <https://doi.org/10.1093/mind/fzw010>

Watts, D. 'Rule-Following and Rule-Breaking: Kierkegaard and Wittgenstein', *European Journal of Philosophy*, doi: [10.1111/ejop.12234](https://doi.org/10.1111/ejop.12234).

Watts, D. 'The Problem of Kierkegaard's Socrates' *Res Philosophica*, DOI: 10.11612/resphil.1509

Watts, D. 'Kierkegaard, Repetition and Ethical Constancy' *Philosophical Investigations*, DOI: 10.1111/ph.in.12169

Online Resources:

[Stanford Encyclopaedia of Philosophy](#)

[Internet Encyclopaedia of Philosophy](#)

TIMETABLE

Michaelmas 2021

Ancient Greek Philosophy

Teaching Block 1

18 – 19 September 2021

Lent 2022

Early Modern Philosophy

Teaching Block 2

5 – 6 February 2022

Easter 2022

Existentialism

Teaching Block 3

14 - 15 May 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.

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