

Undergraduate Certificate in Philosophy: Metaphysics, Philosophy of Language and Ethics

2022-2023

Course code: 2223CCR750

COURSE GUIDE

Welcome to the **Undergraduate Certificate in Philosophy: Metaphysics, Philosophy of Language and Ethics**, 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 course 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

Academic Director: Alexander Carter is Teaching Officer and Academic Director for Philosophy at ICE. Alex was awarded his PhD in Philosophy by the University of Essex in 2015. Before this, Alex studied Philosophy & Ancient History at the University of Wales, Swansea and Philosophy at the University of Bristol. Alex has taught a wide range of subjects including Ethics, History of Philosophy and Philosophy of Religion. He has worked at the Institute of Continuing Education since 2015 as Academic Director for Philosophy and as a Panel Tutor. Alex's teaching method was developed at the University of Essex where the principle aim is to get students to feel the "pain of

the problem", i.e. to make plain the very real ways in which philosophical problems affect our lives. Accordingly, Alex is eager to offer his support to projects that, as well as inform contemporary philosophical debates, have the potential to affect social change. Alex's ongoing research interests include the theology of Simone Weil and Ludwig Wittgenstein's ethical philosophy.

Tutor: Matthew Bennett is currently the Senior Research Officer in philosophy with the Competition and Competitiveness Project at the University of Essex. His research interests include ethics and political philosophy (especially trust and social competition), post-Kantian European philosophy (especially Nietzsche), and bioethics. He was previously a lecturer in philosophy at the University of Cambridge and Research Impact Manager at Essex, where he completed his PhD on Nietzsche's philosophy of freedom. His most recent publications include "Demoralising Trust" (2021) and "Should I Do as I'm Told? Trust, Experts, and COVID-19" (2020).

Tutor: Tom McClelland is a Lecturer in Philosophy at the University of Cambridge. Previously he held posts at the universities of Warwick, Manchester and Glasgow and studied at the universities of Cambridge, York and Sussex. His research covers a range of overlapping topics in philosophy of mind, metaphysics, epistemology, philosophy of film and philosophy of business. His current focus is on how your perception of the world is shaped by the skills that you have. Tom is an engaging teacher who makes difficult philosophical ideas accessible. He focuses on the real-world ramifications of abstract theories and empowers students to develop their own views.

Contact Details: Dr Alexander Carter, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ. ac991@cam.ac.uk

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 2022-23 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 20/04/2022

Syllabus for first unit

Michaelmas term 2022

Ethics

Start date	7 October 2022	End date	4th December 2022
Day	Sundays	Time	2 – 5pm
Tutor	Dr Matthew Bennett	No. of meetings	4 remote seminars 9th October 2022, 23rd October 2022, 13th November 2022, 4th December 2022

Aims

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

Content

This unit will introduce you to philosophical ethics in theory and in application. We begin by considering three dominant schools of thought in moral philosophy: utilitarianism, which finds morality in the best state of affairs possible; deontology, which finds morality in the fulfilment of moral duties and the purity of intentions; and virtue ethics, which treats ethics not as a question of what we should do in particularly perplexing moral situations, but as a question of what it means to be a good person and live a good life. The question of a good life leads us to topic 2, in which we consider whether a well-lived life must include more than just being moral, and what we should do when morality threatens to hold us back. Why be moral when there are so many other things we could be? With some of the main philosophical positions in ethics established, we then move to consider how they apply to practical problems. In topic 3 we look at medical ethics, discussing some of the fundamental ethical concepts in medicine such as patient autonomy and consent, and some of the most challenging ethical decisions in medical practice, including decisions about how to treat patients at the end of life and how to handle irreconcilable conflicts between what patients want and what is good for them. Finally in topic 4 we consider what philosophical ethics can say about arguably the greatest challenge of our time, the climate crisis, and focus specifically on what lessons we might learn from environmental ethics.

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 be between 3 to 5 hours in duration; these will be split into shorter 30-60 minute 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.

Unit Structure

Date	Seminar/Lecture Topics
09/10/22	Utility, Duty, and Virtue
23/10/22	Why be moral?
13/11/22	Applied Ethics I – Medical Ethics; Presentations Workshop.
04/12/22	Applied Ethics II – Environmental Ethics; Presentations.

1: Utility, Duty, and Virtue

Nietzsche famously said, 'Leave happiness to the English', a view he expressed in opposition to a popular moral theory, utilitarianism. In this Day School we will consider the merits of utilitarianism and its two main rivals, deontology and virtue ethics. Is morality about generating happiness, fulfilling our duties, or becoming a good person?

Key readings

John Stuart Mill (1863) *Utilitarianism*, Chapters 1 & 2.

David Velleman (2005) 'A Brief Introduction to Kantian Ethics' pages 17-31 (or the whole chapter if you have time), in his *Self to Self. Selected Essays*

Julia Annas (2006) 'Virtue Ethics', in *The Oxford Handbook of Ethical Theory*

2: Why be moral?

The European tradition of philosophical ethics begins with a fundamental question raised by Socrates: how one should live. The presumption for most philosophers is that whichever ethical theory we prefer, the answer to Socrates' question must be moral. But is morality the only code we should live by? Why be moral when there are so many other things we could be? We will discuss challenges to morality that range from bald selfishness to more complex accounts of the plurality of values that are relevant to the question of how one should live.

Key readings

Bernard Williams (1985) 'Socrates' Question', chapter 1 in *Ethics and the Limits of Philosophy*

Susan Wolf (1982), "Moral Saints", *The Journal of Philosophy* 79(8) pp.419-439

3: Applied Ethics I – Medical Ethics; Presentations Workshop.

In the second half of the course we turn to applied issues in order to consider the benefits and limits to philosophical ethics when we leave theory and turn to practice. First, we will discuss a number of ethical issues in medicine, addressing both the fundamental values and concepts that

inform medical ethics discussions – including patient-autonomy and consent – and the specifics of some of the difficult decisions that arise every day in healthcare, including questions that arise in end-of-life care.

Key readings

Hope, Savulescu, and Hendrick (2008) 'Three core concepts in medical ethics: best interests, autonomy and rights' in *Medical Ethics and Law: the Core Curriculum* 2nd edition

James Rachels (1975) 'Active and Passive Euthanasia' *The New England Journal of Medicine* vol 292: 78-80

4: Applied Ethics II – Environmental Ethics; Presentations.

How can philosophical ethics help us think about arguably the biggest social challenge of the moment: the climate crisis? One rich tradition in ethics that is often overlooked, but is more important now than ever before, is environmental ethics. We will consider arguments for thinking that moral demands apply just as much to non-human animals, plants, and ecosystems as they do to humans, and what environmental ethics can teach us about the problem of climate change.

Key readings

Arne Naess (1973) 'The Shallow and the Deep, Long Range Ecology Movement. A Summary' *Inquiry* vol.16 pp.95-100

Learning outcomes

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

- a) Demonstrate an understanding of philosophical issues falling within the unit
- b) Understand, and begin to construct, philosophical arguments
- c) Show an awareness of some of the literature concerning the topics covered, especially those topics on which they have submitted assignments
- d) Demonstrate an ability to communicate philosophical ideas clearly and succinctly.

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.

Your summative assignments for Unit 1 will be one report of 1,800-2,000 words (summative assignment 1) and one assignment of 1,800-2,000 words (summative assignment 2). 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.

Formative assignment – Media presentations

At the end of unit 1 you will be asked to work together in a group to prepare a presentation to be delivered during the final remote teaching session in December. It is hoped that this will be an enjoyable activity which enhances your experience of sharing, discussing and refining philosophical ideas and responding to suggestions from others. Arrangements will be made to facilitate group discussions remotely; and additional time should be spent sharing and developing ideas online. Your tutor will provide you with a set of topics from which your group can select their presentation theme.

The theme of the presentation will be on a recent news article or documentary that reflects a certain theme in ethics, e.g. news reports covering the divisive nature of social media might be taken to belie a certain kind of inter-subjectivity. Your tutor will provide you with a set of topics from which your group can select their presentation theme.

Your group may wish to produce a handout for the presentation, or you may wish to use some PowerPoint slides. These resources should be uploaded into the VLE after the presentation so other students can access them.

After the presentation there will be a chance for the Tutor and your classmates to ask your group questions about the ideas discussed in the presentation. You should be prepared for each person in the group to make a contribution to answering questions, so your group should talk beforehand about how you are going to deal with questions. To prepare for this aspect of the presentation, it may be helpful to ask each other questions after practice runs of your presentation. This can also be an enjoyable way and creative way to develop your ideas and strengthen your arguments.

Further guidelines on presentations will be given during the unit. This formative group presentation assignment is not assessed as part of the course but we hope you will find it an enjoyable activity that will enhance your learning.

Summative assignment 1:

Identify a recent news story that highlights a certain ethical viewpoint that we have discussed, e.g. utilitarianism, deontology, virtue ethics, immoralism. The purpose of this assignment is to apply your learning in everyday situations; and to demonstrate an ability to assess the theoretical assumptions underlying news “stories”. Assignments will be assessed for how well they a) offer a suitable analysis of the evidence, b) identify the underlying ethical assumptions made by either side of the debate, and c) articulate alternatives to those assumptions.

In all cases, it is important to be respectful to the views under discussion; i.e. the analysis needs to be clearly defended at all times and ought not to betray any undisclosed bias.

Please write your report on a different topic to the one covered in your group presentation.

Please ensure that the report includes a link or reference to the news story; this should specify the country/location of the events in question, the news agency reporting on the events and the date it was reported. Otherwise, ensure that suitable, academic references are used throughout to support your philosophical analysis.

Summative Assignment 2:

Choose one question from the assignment titles below.

1. What is the purpose of medicine?
2. “There is no morally important difference between active and passive euthanasia”. Do you agree with this statement?
3. Is there such a thing as a good death?
4. Do mountains have interests?
5. Should our response to climate change be anthropocentric?
6. What has intrinsic value? Answer with reference to any of the topics covered in the course.

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

Students are encouraged to seek advice regarding the summative assignment topics and outlines from the tutor by **6th December 2022**.

Closing date for submission of summative assignments 1 and 2:
Wednesday 4 January 2023 by 12.00 (noon) GMT (*Greenwich Mean Time*)

Syllabus for second unit

Lent term 2023

Introduction to logic and the philosophy of language

Start date	2 January 2023	End date	5th March 2023
Day	Sundays	Time	2 – 5pm
Tutor	Dr Alexander Carter	No. of meetings	4 remote seminars 8th January 2023 29th January 2023 19th February 2023 5th March 2023

Aims

- To introduce students to some central issues in logic and philosophy of language, and to enable students to begin thinking for themselves about some of these topics in an informed and productive way
- To familiarise students with some important arguments and discussions concerning these issues
- To give students some of the skills involved in using formal logic

Content

When deciding whether an argument is good or bad, one thing we want to know is whether its conclusion follows from its premises. Formal logic is a language within which we can formulate arguments clearly and test whether they are valid or invalid. It also provides a system which can enable us to unpack the structure of the claims we make in order to clarify what we are saying. In this unit you will learn how to translate sentences and arguments into and from formal logic. You will begin learning how arguments are evaluated by attributing truth-values to their components, and how to use some elements of propositional and quantificational logic – sentences, connectives, names and variables, quantifiers and operators. At the same time, we will consider the philosophical issues raised by our formal language. Are there elements of natural language which formal translations cannot capture? How do sentences get their meanings? Are there any sentences which are neither true nor false? To what extent can logic help in deciding what we should believe in?

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 be between 3 to 5 hours in duration; these will be split into shorter 60-90 minute 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.

Unit Structure

Date	Seminar/Lecture Topics
08/01/23	Logic & Argument Workshop
29/01/23	Natural & Non-Natural Language
19/02/23	Frege & Russell on Names & Descriptions
05/03/23	Wittgenstein: Early & Late

1: Logic & Argument Workshop

Logical analysis helps us overcome ambiguity and uncertainty by providing us with the tools to identify those statements that are true, and those that are false. As we shall see, however, some things defy logical analysis.

Key readings

Aristotle, *De Interpretatione*, 9.

P. Tomassi (1999), *Logic*, Psychology Press.

2: Natural & Non-Natural Language

Language is made up of signs and symbols. But how do these symbols become meaningful? We will ask how natural signs, such as clouds signifying rain, differ from non-natural signs, such as the signature on a contract.

Key readings

H. P. Grice (1957), "Meaning", *The Philosophical Review*, 66:3, pp. 377-388.

3: Frege & Russell on Names & Descriptions

I can doubt that "Donald Trump is the President of the United States (POTUS)" but not that "POTUS is POTUS". So does that mean Trump is not POTUS? Frege explains our confusion over such matters. Later Russell helps to explain why statements referring to non-existent entities, e.g. "The King of the United States is bald", can be meaningful.

Key readings

K. S. Donnellan, "Reference and Definite Descriptions", *The Philosophical Review*, 75:3, pp. 281-304.

G. Frege (1948), "Sense & Reference", *The Philosophical Review*, 57:3, pp. 209-230.

4: Wittgenstein: Early & Late

Two of the most influential philosophical movements of the 20th Century – Logical Positivism and Ordinary Language Philosophy - were inspired by Austrian norm philosopher Ludwig Wittgenstein. However, both movements were based on mistakes of Wittgenstein's philosophies, early and late. We will see what is involved in correcting these mistakes.

Key readings

L. Wittgenstein, *Tractatus Logico Philosophicus* - preface.

L. Wittgenstein (2001), *Philosophical Investigations*, Blackwell - introduction, §11, §12, §43 & §66.

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 the topics covered, especially those topics on which they have submitted assignments

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.

Your summative assignments for Unit 2 will be two assignments, each of 1,800-2,000 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.

Summative Assignment titles

Choose two summative assignment questions to answer from the list below:

1. Does the material conditional accurately capture the natural language connective 'if...then...'?
2. Is it possible to mean more than you say?
3. Critically discuss Frege's distinction between the sense of a term and its reference.
4. Explain Russell's theory of descriptions. Is it correct?
5. What puzzle is posed by names without bearers? How should we deal with it?
6. 'The crucial problem with Grice's account is that it identifies sentence meaning with speaker meaning.' Discuss.
7. Critically discuss Davidson's attempt to give a theory of meaning in terms of truth-conditions.
8. Is the law of excluded middle ever violated? Is the principle of bivalence ever violated?
9. What is the difference, according to Donnellan, between attributive and referential uses of definite descriptions? Does Strawson's treatment of definite descriptions overlook one of these uses?
10. Why does Wittgenstein think that there can be no such thing as a private language? Is he right?

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

Students are encouraged to seek advice regarding the summative assignment topics and outlines from the tutor by **7th March 2021**.

**Closing date for submission of summative assignments 1 and 2:
Wednesday 22 March 2023 by 12.00 (noon) BST (*British Summer Time*)**

Syllabus for third unit

Easter term 2023

Metaphysics

Start date	27 March 2023	End date	28th May 2023
Day	Sundays	Time	2 – 5pm
Tutor	Dr Tom McClelland	No. of meetings	4 remote seminars 2nd April 2023 23rd April 2023 7th May 2023 28th May 2023

Aims

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

Content

In this unit we will address philosophical problems concerning time, space, possibility, personal identity, and the relations between objects and their properties. We'll consider questions such as: Do past people exist? Do future people exist? If so, is there any metaphysical difference between us and them? What does it mean to say that times change from being future to being past? What makes you the same person today as you were yesterday? Is there anything which could have existed but does not? And if it doesn't exist, then what is it? Are there things which exist but are not part of the actual world? Are persons and other objects simply collections of their traits and characteristics? Or are there also underlying substances to which these traits and characteristics are attached? What is space? Is it a real thing in its own right? Or is it just a way in which things are arranged? Does anything exist which is not in space and time?

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 be between 3 to 5 hours in duration; these will be split into shorter 60-90 minute 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.

Unit Structure

Date	Seminar/Lecture Topics
02/04/23	On Things
23/04/23	On Persons
07/05/23	On Time
28/05/23	On Causes

1: On Things

The first metaphysical question we shall respond to is, “What exists?” For some, God exists. For others, tables and chairs do not. And what about the hippopotamus that is *not* in this room? We shall compile our own list of things that exist, our ontology.

Key readings

M. Black (1952), “The Identity of Indiscernibles”, *Mind*, 61:242, pp. 153-164.

D. Lewis & S. Lewis (1970), “Holes”, *Australasian Journal of Philosophy*, pp. 206-212.

2: On Persons.

Do possible worlds exist? That is to say, is there another world, as real as this one, where I have a turbot on my head? This might seem like philosophy at its most abstract and yet surely there is some reason why I so angrily declare, “You might have killed me!” to a passing motorist. In addition, to whom or what I am referring as “me”? After all, the “me” I am upset about is not the “me” in *this* world, but rather a counterpart. This raises important questions of self-hood and identity.

Key readings

R. M. Adams, “Theories of Actuality”, *Noûs*, 8:3, pp. 211-231.

B. Williams (1970), “The Self & Future”, *The Philosophical Review*, 79:2, pp. 161-180.

3: On Time

We can be said to know what time it is but few, if any, know what time is. We will consider two, very general ways of thinking about time – as a succession of discrete “moments” or as uninterrupted “flow”. We will also consider whether time is the kind of thing that can be understood by science; or whether it is a uniquely human, i.e. mind-dependent, experience. Our view of time can have far reaching consequences; and we shall explore these together by discussing David Lewis’ time travel paradoxes.

Key readings

D. Lewis (1976), “The Paradoxes of Time Travel”, *American Philosophical Quarterly*, 13:2, pp. 145-152.

4: On Causes

Like time, causation is something we think we understand well; that is, until we look more closely. Several great philosophers declare that causation does not exist – that what we think is good science is in fact superstition or necessity. Others, like Michael Dummett, argue that it is not illogical to suppose that future events can influence past events; whether or not this is true, reflecting on the possibility of backward causation can be illuminating.

Key readings

M. Dummett (1964), “Bringing About the Past”, *The Philosophical Review*, 73:3, pp. 338-359.

J. L. Mackie (1965), “Causes and Conditions”, *American Philosophical Quarterly*, 2:4, pp. 245-264.

Learning outcomes

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

- a) Demonstrate an understanding of philosophical issues falling within the unit

- b) Understand, and begin to construct, philosophical arguments
- c) Show an awareness of some of the literature concerning the topics covered, especially those topics on which they have submitted assignments

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.

Your summative assignments for Unit 3 will be two assignments, each of 1,800-2,000 words. You should choose two titles from the list below for your summative assignments. You must choose titles from two different sections. 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.

Summative Assignment titles

Choose two summative assignment questions to answer from the list below. They must be from different sections:

Section A: Time

1. Explain McTaggart's argument for the unreality of time. Do you think it succeeds?
2. Can the view that past, present and future all exist make sense of our experience of the passage of time? Explain your answer.

Section B: Causation

3. Is there anything more to causation than regularity?
4. Can later events cause earlier ones?

Section C: Possibility

5. Is what Alice could have done a matter of what Alice's counterparts do?
6. Can we believe in other possible worlds without believing that they are concrete objects? Should we?

Section D: Properties

7. What is a thing?
8. What is the problem of 'one over many'? How can it best be solved?

Section E: Personal Identity

9. What do Bernard Williams's torture and body-swap thought experiments show about psychological and physical criteria for personal identity?
10. Can there be survival without identity? Does the answer matter to how we should think about our futures?

Section F: Space

11. Does motion give us a reason to be substantivalist about space?

12. Does the existence of incongruent counterparts give us a reason to be substantivalist about space?

Equal weightage will be given to both summative assignments for the award of credit. Students are encouraged to seek advice regarding the summative assignment topics and outlines from the tutor by **30th May 2023**.

Closing date for submission of summative assignments 1 and 2:
Friday 9 June 2023 by 12.00 (noon) BST (*British Summer Time*)

TIMETABLE

Michaelmas 2022

Ethics

Day school 1	02/10/22
Day school 2	23/10/22
Day school 3	13/11/22
Day school 4	04/12/22

Lent 2023

Introduction to logic and the philosophy of language

Day school 1	08/01/23
Day school 2	29/01/23
Day school 3	19/02/23
Day school 4	05/03/23

Easter 2023

Metaphysics

Day school 1	02/04/23
Day school 2	23/04/23
Day school 3	07/05/23
Day school 4	28/05/23

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
Tel 01223 746222 www.ice.cam.ac.uk