Undergraduate Certificate in Philosophy I

2016-2017

Course code: 1617CCR108

COURSE SPECIFICATION
Welcome to the **Undergraduate Certificate in Philosophy I**, 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 and each unit (term) is equally weighted, in terms of credits. For further information about academic credit please see our website, [http://www.ice.cam.ac.uk/studying-with-us/information-for-students/faqs/3-credit-faqs](http://www.ice.cam.ac.uk/studying-with-us/information-for-students/faqs/3-credit-faqs)

The course is taught over three termly units and a syllabus and reading and resource list for each of these units are included in this course specification.

The Undergraduate Certificate in Philosophy I introduces some central topics in three areas – Metaphysics, Logic and the Philosophy of Language, and Ethics. As a student on the course, you will develop your ability to think carefully and rigorously about the questions raised, and the answers which have been proposed.

Each unit is taught through lectures and seminars, with plenty of time for class discussion. The teaching is designed to give you an understanding of philosophical arguments concerning a variety of topics and to equip you to explore and debate the philosophical issues. Exercises and assignments will help you to engage with the topics in depth and develop your own thoughts.

The course is targeted at students of whatever age and previous experience with an interest in studying Philosophy.

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

---

**Teaching staff**

**Course Director/Tutor:**

**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 over five years of teaching experience in 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 most keen to offer his support to philosophical projects that, not only to inform contemporary debates, but actively affect change. Alex’s ongoing research interests include the theology of Simone Weil and Ludwig Wittgenstein’s ethical philosophy.

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

---
Administrative staff

**Academic Programme Manager:** Sarah Blakeney, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 760865.  
Sarah.Blakeney@ice.cam.ac.uk

**Programme Administrator:** Rachel Revell, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 746282.  
Rachel.Revell@ice.cam.ac.uk

Venue

Madingley Hall is an historic Tudor mansion on the outskirts of Cambridge with one of the finest gardens in the region and will be the venue for your classes unless otherwise specified.

The Hall is situated in the village of Madingley, three miles west of Cambridge with easy access from the M11 and the A14. Full directions are given on our website at www.ice.cam.ac.uk/directions.

Classes are held at Madingley Hall, which has a variety of teaching rooms ranging from the newly refurbished Courtyard Suite to rooms in the historic Hall. Classes may be scheduled in different teaching rooms from week to week.

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 our website http://www.ice.cam.ac.uk/studying-with-us/information-for-students and the 16/17 Student Handbook 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 6th September 2016.*
Syllabus for first unit  
Michaelmas term 2016

Metaphysics

Start date  3 October 2016  End date  5 December 2016
Day  Monday  Time  7.15pm-9.15pm
Venue  Madingley Hall, Madingley, Cambridge, CB23 8AQ
Tutor  Dr Alexander Carter  No of meetings  9* Monday evening classes plus 2 Saturday day-schools (29 October and 3 December 2016)

* no session on 14th November 2016.

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

Lectures: Each evening session will include a one-hour lecture and a one-hour seminar. The seminar will focus on a particular piece of reading which will be posted in advance on the VLE. Discussion questions for the seminar will also be posted on the VLE in advance, so that you can think about them as you read the chapter, extract or article set for that week.

Day-schools: At the Saturday day-schools we will spend a number of sessions working through aspects of a topic. Some reading will be posted on the VLE in advance. The day-schools will include lecture material and seminar-style discussion.
You will also be supported with guidance on how to work independently. The seminar after the final lecture will be devoted to discussing the questions set for your assignments and working on your assignment plans, and is also a good opportunity to talk to your Tutor and each other about any questions you have concerning your assignments.

### Provisional weekly lecture list

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
<td>03/10/2016</td>
<td>Introduction: what is there and what it is like?</td>
</tr>
<tr>
<td>Lecture 2</td>
<td>10/10/2016</td>
<td>The flow of time</td>
</tr>
<tr>
<td>Lecture 3</td>
<td>17/10/2016</td>
<td>Theories of time and tense</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>24/10/2016</td>
<td>Time and causation</td>
</tr>
<tr>
<td>Saturday day-school (10am – 5pm)</td>
<td>29/10/2016</td>
<td>The persistence of persons</td>
</tr>
<tr>
<td>Lecture 5</td>
<td>31/10/2016</td>
<td>Causes and connections</td>
</tr>
<tr>
<td>Lecture 6</td>
<td>07/11/2016</td>
<td>Possible worlds and their uses; Ersatz worlds</td>
</tr>
<tr>
<td>Lecture 7</td>
<td>21/11/2016</td>
<td>Actualism and Properties part I: the notion of substance</td>
</tr>
<tr>
<td>Lecture 8</td>
<td>28/11/2016</td>
<td>Properties part II: universals and particulars</td>
</tr>
<tr>
<td>Saturday day-school (10am – 5pm)</td>
<td>03/12/2016</td>
<td>The nature of space</td>
</tr>
<tr>
<td>Lecture 9</td>
<td>05/12/2016</td>
<td>The bigger picture: connections between the themes of time, space, properties, persons and possibilities</td>
</tr>
</tbody>
</table>

### 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 assignments

You will be expected to prepare adequately for seminars by doing the set reading in advance, and coming to the seminar ready to think about the questions set for discussion. Philosophy is a practical subject – learning about philosophy involves doing philosophy yourself – and active participation in class is a good way to make progress with the subject.

The summative assignments for this unit are two coursework assignments of 1,800-2,000 words each. These assignments give you the chance to show that you have met the learning outcomes described above. The word-total for both assignments combined is 3,600 – 4,000.

Writing your assignments will hopefully be an exciting and enjoyable challenge, allowing you to explore topics from the unit which are of particular interest to you.

You should choose two titles from the list below for your assignments. You must choose titles from two different sections. You should also take care to avoid significant overlap in what you write for your two assignments, and not to duplicate material from one assignment to the other. We will talk during the unit about how to choose topics for your assignments, and how to avoid overlap between them.
Assignment titles for Unit 1

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 assignments for the award of credit.

Closing date for the submission of both assignments: Thursday 5th January 2017 by 12.00 (noon) UTC/GMT *

*Co-ordinated Universal Time/Greenwich Mean Time
Students are required to submit their assignments online and feedback on assignments is delivered online.

**Reading and resource list**

Reading for seminars will be posted on the VLE throughout the course.

A longer list of suggested readings will be sent to students when they enrol for the course, but some useful books to get you started on thinking about issues in metaphysics are:

<table>
<thead>
<tr>
<th>Author/editor</th>
<th>Title</th>
<th>Publisher and date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russell, Bertrand</td>
<td><em>The Problems of Philosophy</em></td>
<td>Various editions</td>
</tr>
</tbody>
</table>
Syllabus for second unit  
Lent term 2017

---

Introduction to logic and the  
philosophy of language

---

**Start date**: 9 January 2017  
**End date**: 13 March 2017

**Day**: Monday  
**Time**: 7.15pm-9.15pm

**Venue**: Madingley Hall, Madingley, Cambridge, CB23 8AQ

**Tutor**: To be confirmed  
**No of meetings**: 10 weekly evening classes plus 2 Saturday day-schools (4 February and 4 March 2017)

**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**

*Logic classes*: each class will cover how to use certain elements within formal logic. The classes will be taught through a mixture of worked examples, group work, and discussion of exercises which will be set for you to try before the class.

When you are set some preparatory exercises, you should submit them through the Virtual Learning Environment by 5pm on the Saturday before the class. These exercises do not form part
of your final assessment for the unit – they are simply formative exercises to help build your practical and technical skills in formal logic.

**Lectures:** each session will include a one-hour lecture and a one-hour seminar. The seminar will focus on a particular piece of reading which will be posted in advance on the VLE. Discussion questions for the seminar will also be posted on the VLE in advance, so that you can think about them as you read the chapter, extract or article set for that week.

**Day-schools:** At the Saturday day-schools we will spend a number of sessions working through aspects of a topic or developing a skill in formal logic. For the first day-school, some reading will be posted on the VLE in advance. The first day-school will include lecture material and seminar-style discussion. The second day-school will include lecture material, class exercises, group work, and a chance to review any aspects of formal logic covered in the course so far which you would like to spend some more time on.

You will also be supported with guidance on how to work independently.

### Provisional weekly lecture list

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic class 1</td>
<td>09/01/2017</td>
<td>Arguments: good, bad, valid, invalid, and sound</td>
</tr>
<tr>
<td>Logic class 2</td>
<td>16/01/2017</td>
<td>Sentences and connectives part I: negation, disjunction and conjunction</td>
</tr>
<tr>
<td>Logic class 3</td>
<td>23/01/2017</td>
<td>Using truth-tables to test arguments</td>
</tr>
<tr>
<td>Logic class 4</td>
<td>30/01/2017</td>
<td>Sentences and connectives part II: the material conditional and biconditional</td>
</tr>
<tr>
<td>Saturday day-school</td>
<td>04/02/2017</td>
<td>Where meaning comes from: introducing Grice and Davidson</td>
</tr>
<tr>
<td>(10am – 4pm)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture 5</td>
<td>06/02/2017</td>
<td>Natural language and the ‘paradoxes of material implication’; conversational implicature</td>
</tr>
<tr>
<td>Logic class 6</td>
<td>13/02/2017</td>
<td>Moving from propositional to quantificational logic: introducing names, variables, quantifiers, and identity</td>
</tr>
<tr>
<td>Lecture 7</td>
<td>20/02/2017</td>
<td>Names</td>
</tr>
<tr>
<td>Lecture 8</td>
<td>27/02/2017</td>
<td>Russell’s theory of descriptions</td>
</tr>
<tr>
<td>Saturday day-school</td>
<td>04/03/2017</td>
<td>Testing arguments using trees</td>
</tr>
<tr>
<td>(10am – 4pm)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture 9</td>
<td>06/03/2017</td>
<td>Are two truth-values enough?</td>
</tr>
<tr>
<td>Logic class 10</td>
<td>13/03/2017</td>
<td>Operators and their applications</td>
</tr>
</tbody>
</table>

### 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 assignments

You will be expected to prepare adequately for seminars by doing the set reading in advance, and coming to the seminar ready to think about the questions set for discussion.
You will be expected to complete some practice exercises in preparation for most of the logic classes.

The summative assignments for this unit are two assignments of 1,800-2,000 words each. These assignments give you the chance to show that you have met the learning outcomes described above.

You should choose two titles from the list below for your assignments. Take care to avoid significant overlap in what you write for your two assignments, and not to duplicate material from one assignment to the other.

Assignment titles for Unit 2

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. What difference does it make when we add an operator to a sentence?

Equal weightage will be given to both pieces of work for the award of credit.

Closing date for the submission of assignments: **Monday 3 April 2017 by 12.00 (noon) BST** (11.00 UTC).

*British Summer Time*

Students are required to submit their assignments online and feedback on assignments is delivered online.

**Exercises**

Throughout the unit you will complete and submit a number of formative exercises in preparation for logic classes. These will be marked by the tutor but are not summative assignments and so do not count towards whether you pass the unit.
Reading and resource list

Reading for seminars will be posted on the VLE throughout the course.

A longer list of suggested readings will be sent to students when they enrol for the course, but a couple of useful books to get you started on thinking about issues in philosophy of language and logic are:

<table>
<thead>
<tr>
<th>Author/editor</th>
<th>Title</th>
<th>Publisher and date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haack, Susan</td>
<td><em>Philosophy of Logics</em></td>
<td>Cambridge University Press, 1978</td>
</tr>
</tbody>
</table>
Syllabus for third unit
Easter term 2017

Ethics

Start date 24 April 2017        End date 26 June 2017
Day Monday        Time 7.15pm-9.15pm
Venue Madingley Hall, Madingley, Cambridge, CB23 8AQ
Tutor To be confirmed        No of meetings 7* weekly evening classes plus 3 Saturday day-schools (6 May, 20 May and 24 June 2017)

*no sessions on 1st or 29th May and 19 June 2017.

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 two key areas within ethics: normative ethics and meta-ethics. We begin by considering what goods our ethical theories should promote. Pleasure? Happiness? Friendship? Justice? We will ask whether there are principles which determine what it is right to do, and, if so, what they are. Should we be aiming to maximise the good for everyone? Or to act in our own best interests? And how should such principles guide our actions? If giving to others is good, is giving more to others better? Is there any ethical justification for giving less than we could? Is it legitimate to prefer some people over others when deciding whom to help? If so, what grounds for preference are acceptable – whom should we favour? We will also explore some debates concerning the interpretation and evaluation of moral claims. Can moral beliefs be true? Should ‘It is wrong to hurt others needlessly’ be taken as a statement, a prescription telling others how to act, an expression of disapproval, or something else?

Presentation of the unit

Lectures: the first 6 evening sessions will include a one-hour lecture and a one-hour seminar. The seminar will focus on a particular piece of reading which will be available in advance through the VLE. Discussion questions for the seminar will also be posted on the VLE in advance, so that you can think about them as you read the chapter, extract or article set for that week.
Presentation class: the final evening session will be devoted to class members giving group presentations on the presentation topic they have chosen (see 'Student Assignments', below). These presentations will form part of your assessment for the course, but preparing and delivering them should be an enjoyable experience which allows you to explore a topic creatively and in depth. You will also have the opportunity to ask questions to other groups about their topic and their arguments following their presentation.

Day-schools: At the first two Saturday day-schools we will spend a number of sessions working through aspects of a topic. Some reading will be posted on the VLE in advance. These two day-schools will include lecture material and seminar-style discussion. The third day-school will include lecture material and discussion along with a project workshop involving group work on your presentations, and a chance for in-depth discussion of your chosen presentation topic between your group and the Tutor.

You will also be supported with guidance on how to work independently.

Provisional weekly lecture list

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
<td>24/04/17</td>
<td>Goods and goodness</td>
</tr>
<tr>
<td>Saturday day-school (10am – 4pm)</td>
<td>06/05/17</td>
<td>Maximising the good: utilitarian views and consequentialist dilemmas</td>
</tr>
<tr>
<td>Lecture 2</td>
<td>08/05/17</td>
<td>The place of preference and loyalty in ethical choice</td>
</tr>
<tr>
<td>Lecture 3</td>
<td>15/05/17</td>
<td>Friendship and care</td>
</tr>
<tr>
<td>Saturday day-school (10am – 4pm)</td>
<td>20/05/17</td>
<td>Morning: Egoism and altruism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Afternoon: How good is good enough?</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>22/05/17</td>
<td>Morality and truth: realism and anti-realism; absolutism and relativism; subjectivity and objectivity</td>
</tr>
<tr>
<td>Lecture 5</td>
<td>05/06/17</td>
<td>Morality and truth (continued)</td>
</tr>
<tr>
<td>Lecture 6</td>
<td>12/06/17</td>
<td>Cognitivist and non-cognitivist views: morality and meaning</td>
</tr>
<tr>
<td>Saturday day-school (9am – 5pm)</td>
<td>24/06/17</td>
<td>Morning: Cognitivist and non-cognitivist views: reasons, inferences and persuasion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Afternoon: Project workshop</td>
</tr>
<tr>
<td>Presentation class</td>
<td>26/06/17</td>
<td>Group presentations</td>
</tr>
</tbody>
</table>

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
- Demonstrate an ability to communicate philosophical ideas clearly in a group presentation

Student assignments

You will be expected to prepare adequately for seminars by doing the set reading in advance, and coming to the seminar ready to think about the questions set for discussion.

The summative assignments for this unit are:
(a) a coursework assignment of 1,800-2,000 words;
(b) a group presentation, to be delivered in the final session of the course.

These assignments give you the chance to show that you have met the learning outcomes described above.

Working in a group to prepare a presentation will hopefully be an enjoyable activity which enhances your experience of sharing, discussing and refining philosophical ideas and responding to suggestions from others. Students on the course will be asked to organise themselves into groups, and presentation topics will be allocated to each group from the ‘Presentation themes’ list below. (You will be able to express your preferences for topics, but it is not guaranteed that you will be allocated your preferred topic, since allocations will aim to ensure that there is a spread of topics throughout the class.)

You can choose how to incorporate other resources into your presentation. For example, your group may wish to produce a handout for the presentation, or you may wish to use some PowerPoint slides.

You will need to submit some written material to the VLE in advance of the presentation to show that you have made a contribution to your group. For example, this might be your notes for your section of the presentation, or the handout material or slides which you have written yourself for your section.

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 course. The project workshop day-school is devoted to preparation for the presentations. You will be required to submit the supporting written materials from your presentation as part of the formal assessment for this element of the unit.

The title for your 1,800-2,000 word assignment should be chosen from the ‘Assignment titles’ list below.

Take care to avoid significant overlap between your assignment and presentation, and not to duplicate material from one to the other.

**Assignment titles for unit 3**

1. What is the naturalistic fallacy? How can we avoid committing it?

2. ‘If it is wrong to steal, then asking somebody else to steal for you is also wrong. It is wrong to steal. So it is wrong to ask somebody else to steal for you.’ Does this argument present a serious problem for moral non-cognitivism?

3. Are all moral claims false?

4. George says murder is impermissible. Mildred says murder is permissible. Can they both be right?

5. Are moral values mind-independent?
6. ‘Hurting innocent children is repulsive because it is wrong, not wrong because it is repulsive. So emotivism fails.’ Discuss.

Presentation themes

With reference to at least one normative ethical framework, prepare a presentation under one of these headings:

1. Friendship

2. Charitable giving

3. Preference case study: Smith and Black

Smith and his life partner Black are involved in an accident. Smith escapes unhurt, but Black, along with many others, is trapped and in danger of further harm. There are many people needing help, but Smith rescues Black – after all, Black is his partner.

Smith is a judge for a competition which Black enters. There are many entrants, but Smith gives the prize to Black – after all, Black is his partner.

Is there an ethical difference between these two scenarios?

4. The possibility of altruism

Date for presentations and closing date for submission of the supporting written materials for the presentations: Monday 26 June 2017 by 12.00 (noon) BST* (11.00 UTC)

Closing date for the submission of the assignment: Monday 17 July 2017 by 12.00 (noon) BST (11.00 UTC).

*British Summer Time

Students are required to submit their assignments online and feedback on assignments is delivered online.

Reading and resource list

Reading for seminars will be posted on the VLE throughout the course.

A longer list of suggested readings will be sent to students when they enrol for the course, but some useful books to get you started on thinking about issues in ethics are:

<table>
<thead>
<tr>
<th>Author/editor</th>
<th>Title</th>
<th>Publisher and date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williams, Bernard</td>
<td>Morality</td>
<td>Cambridge: Canto, 1993</td>
</tr>
<tr>
<td>(ed.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mackie, J.L.</td>
<td><em>Ethics: Inventing Right and Wrong</em></td>
<td>Penguin, 1977</td>
</tr>
</tbody>
</table>
### TIMETABLE

**Michaelmas 2016:**

<table>
<thead>
<tr>
<th>Lecture 1</th>
<th>03/10/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 2</td>
<td>10/10/2016</td>
</tr>
<tr>
<td>Lecture 3</td>
<td>17/10/2016</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>24/10/2016</td>
</tr>
<tr>
<td>Saturday day-school</td>
<td>29/10/2016</td>
</tr>
<tr>
<td>Lecture 5</td>
<td>31/10/2016</td>
</tr>
<tr>
<td>Lecture 6</td>
<td>07/11/2016</td>
</tr>
</tbody>
</table>

**No session**

| Lecture 7       | 21/11/2016 |
| Lecture 8       | 28/11/2016 |
| Saturday day-school | 03/12/2016 |
| Lecture 9       | 05/12/2016 |

**Lent 2017**

| Logic class 1   | 09/01/2017 |
| Logic class 2   | 16/01/2017 |
| Logic class 3   | 23/01/2017 |
| Logic class 4   | 30/01/2017 |
| Saturday day-school | 04/02/2017 |
| Lecture 5       | 06/02/2017 |
| Logic class 6   | 13/02/2017 |
| Lecture 7       | 20/02/2017 |
| Lecture 8       | 27/02/2017 |
| Saturday day-school | 04/03/2017 |
| Lecture 9       | 06/03/2017 |
| Logic class 10  | 13/03/2017 |

**Easter 2017**

| Lecture 1       | 24/04/2017 |
| **No session**  | 01/05/2017 |
| Saturday day-school | 06/05/2017 |
| Lecture 2       | 08/05/2017 |
| Lecture 3       | 15/05/2017 |
| Saturday day-school | 20/05/2017 |
| Lecture 4       | 22/05/2017 |
| **No session**  | 29/05/2017 |
| Lecture 5       | 05/06/2017 |
| Lecture 6       | 12/06/2017 |
| **No session**  | 19/06/2017 |
| Saturday day-school | 24/06/2017 |
| Presentation class | 26/06/2017 |

Assignment submission dates are normally 3 weeks after final teaching session of term.

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