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THOMAS FORSTER
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Frontmatter
More information

Contents

Preface *page* ix
Introduction 1

1 Definitions and notations 5
1.1 Structures 6
1.2 Intension and extension 7
1.3 Notation for sets and relations 9
1.4 Order 11
1.5 Products 17
1.6 Logical connectives 20

2 Recursive datatypes 23
2.1 Recursive datatypes 23
2.1.1 Definition 23
2.1.2 Structural induction 23
2.1.3 Generalise from $\mathbb{N}$ 24
2.1.4 Well-founded induction 25
2.1.5 Sensitivity to set existence 39
2.1.6 Countably presented rectypes are countable 39
2.1.7 Proofs 43
2.2 Languages 43
2.2.1 Propositional languages 47
2.2.2 Predicate languages 47
2.2.3 Intersection-closed properties and Horn formulæ 49
2.2.4 Do all well-founded structures arise from rectypes? 51

3 Partially ordered sets 52
3.1 Lattice fixed point theorems 52
3.1.1 The Tarski-Knaster theorem 52
3.1.2 Witt's theorem 54

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CAMBRIDGE

Cambridge University Press
978-0-521-53361-4 - Logic, Induction and Sets
Thomas Forster
Frontmatter
More information

3.1.3 Exercises on fixed points 55
3.2 Continuity 56
3.2.1 Exercises on lattices and posets 60
3.3 Zorn's lemma 61
3.3.1 Exercises on Zorn's lemma 62
3.4 Boolean algebras 62
3.4.1 Filters 63
3.4.2 Atomic and atomless boolean algebras 66
3.5 Antimonotonic functions 67
3.6 Exercises 69

4 Propositional calculus 70
4.1 Semantic and syntactic entailment 74
4.1.1 Many founders, few rules: the Hilbert approach 75
4.1.2 No founders, many rules 79
4.1.3 Sequent calculus 81
4.2 The completeness theorem 85
4.2.1 Lindenbaum algebras 89
4.2.2 The compactness theorem 89
4.2.3 Nonmonotonic reasoning 92
4.3 Exercises on propositional logic 93

5 Predicate calculus 94
5.1 The birth of model theory 94
5.2 The language of predicate logic 95
5.3 Formalising predicate logic 101
5.3.1 Predicate calculus in the axiomatic style 101
5.3.2 Predicate calculus in the natural deduction style 102
5.4 Semantics 103
5.4.1 Truth and satisfaction 104
5.5 Completeness of the predicate calculus 109
5.5.1 Applications of completeness 111
5.6 Back and forth 112
5.6.1 Exercises on back-and-forth constructions 114
5.7 Ultraproducts and Łoś's theorem 115
5.7.1 Further applications of ultraproducts 120
5.8 Exercises on compactness and ultraproducts 121

6 Computable functions 123
6.1 Primitive recursive functions 125
6.1.1 Primitive recursive predicates and relations 126
6.2 μ-recursion 129

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CAMBRIDGE

Cambridge University Press
978-0-521-53361-4 - Logic, Induction and Sets
Thomas Forster
Frontmatter
More information

6.3 Machines 132
6.3.1 The μ-recursive functions are precisely those computed by register machines 134
6.3.2 A universal register machine 135
6.4 The undecidablity of the halting problem 140
6.4.1 Rice's theorem 141
6.5 Relative computability 143
6.6 Exercises 143

7 Ordinals 147
7.1 Ordinals as a rectype 148
7.1.1 Operations on ordinals 149
7.1.2 Cantor's normal form theorem 151
7.2 Ordinals from well-orderings 152
7.2.1 Cardinals pertaining to ordinals 159
7.2.2 Exercises 160
7.3 Rank 161

8 Set theory 167
8.1 Models of set theory 168
8.2 The paradoxes 170
8.3 Axioms for set theory with the axiom of foundation 173
8.4 Zermelo set theory 175
8.5 *ZF* from Zermelo: replacement, collection and limitation of size 177
8.5.1 Mostowski 181
8.6 Implementing the rest of mathematics 181
8.6.1 Scott's trick 181
8.6.2 Von Neumann ordinals 182
8.6.3 Collection 183
8.6.4 Reflection 185
8.7 Some elementary cardinal arithmetic 189
8.7.1 Cardinal arithmetic with the axiom of choice 195
8.8 Independence proofs 197
8.8.1 Replacement 198
8.8.2 Power set 199
8.8.3 Independence of the axiom of infinity 200
8.8.4 Sumset 200
8.8.5 Foundation 201
8.8.6 Choice 203
8.9 The axiom of choice 205

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CAMBRIDGE

Cambridge University Press
978-0-521-53361-4 - Logic, Induction and Sets
Thomas Forster
Frontmatter
More information

8.9.1 AC and constructive reasoning 206
8.9.2 The consistency of the axiom of choice? 207

9 Answers to selected questions 210

Bibliography 231

Index 233

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CAMBRIDGE

Cambridge University Press
978-0-521-53361-4 - Logic, Induction and Sets
Thomas Forster
Frontmatter
More information

Preface

When there are so many textbooks on logic already available, an author of a new one must expect to be challenged for explanations as to why he has added to their number. I have four main excuses. I am not happy with the treatments of well-foundedness nor of the axiomatisation of set theory in any of the standard texts known to me. My third excuse is that, because my first degree was not in mathematics but in philosophy and music, I have always been more preoccupied with philosophical concerns than have most of my colleagues. Both the intension-extension distinction and the use-mention distinction are not only philosophically important but pedagogically important too: this is no coincidence. Many topics in mathematics become much more accessible to students if approached in a philosophically sensitive way. My fourth excuse is that nobody has yet written an introductory book on logic that fully exploits the expository possibilities of the idea of an inductively defined set or recursive datatype. I think my determination to write such a book is one of the *sequelæ* of reading Conway's beautiful book (2001) based on lectures he gave in Cambridge many years ago when I was a Ph.D. student.

This book is based on my lecture notes and supervision (tutorial) notes for the course entitled "Logic, Computation and Set Theory", which is lectured in part II (third year) of the Cambridge Mathematics Tripos. The choice of material is not mine, but is laid down by the Mathematics Faculty Board having regard to what the students have learned in their first two years. Third-year mathematics students at Cambridge have learned a great deal of mathematics, as Cambridge is one of the few schools where it is possible for an undergraduate to do nothing but mathematics for three years; however, they have done no logic to speak of. Readers who know more logic and less mathematics than did the

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original audience for this material – and among mathematicians they may well be a majority outside these islands – may find the emphasis rather odd. The part IIb course, of which this is a component, is designed for strong mathematics students who wish to go further and who need some exposure to logic: it was never designed to produce logicians. This book was written to meet a specific need, and to those with that need I offer it in the hope that it can be of help. I offer it also in the hope that it will convey to mathematicians something of the flavour of the distinctive way logicians do mathematics.

Like all teachers, I owe a debt to my students. Any researcher needs students for the stimulating questions they ask, and those attempting to write textbooks will be grateful to their students for the way they push us to give clearer explanations than our unreflecting familiarity with elementary material normally generates. At times students' questions will provoke us into saying things we had not realised we knew. I am also grateful to my colleagues Peter Johnstone and Martin Hyland for exercises they provided.

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