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Logic, Induction and Sets

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University Printing House, Cambridge CB2 8BS, United Kingdom
 One Liberty Plaza, 20th Floor, New York, NY 10006, USA
 477 Williamstown Road, Port Melbourne, VIC 3207, Australia
 314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi - 110025, India
 103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9780521826211

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First published 2003

A catalogue record for this publication is available from the British Library

Library of Congress Cataloging in Publication data

Forster, Thomas, 1948–

Logic, induction and sets / Thomas Forster.

p. cm. – (London Mathematical Society student texts ; 56)

Includes bibliographical references and index.

ISBN 0-521-82621-7 – ISBN 0-521-53361-9 (pb.)

1. Axiomatic set theory. I. Title. II. Series.

QA248 .F69 2003

511.3'22—dc21

2002041001

ISBN 978-0-521-82621-1 Hardback

ISBN 978-0-521-53361-4 Paperback

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Contents

<i>Preface</i>	<i>page</i> ix
<i>Introduction</i>	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 reatypes 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 reatypes?	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

vi	<i>Contents</i>	
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

Contents

vii

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 undecidability 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 retype	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

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
<i>Bibliography</i>	231
<i>Index</i>	233

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

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.