

# Teaching Portfolio

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Ignacio Ojea Quintana

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## 1 Teaching Statement

During my last year at Columbia's Philosophy Department I was asked to speak at a workshop for Teaching Assistants (TAs) on how to teach as an international student with English as a second language (ESL). I suggested using humor and transforming an apparent weakness into a strength; by playfully joking about my own accent I allowed students, especially introverts and ESL ones, to feel more comfortable about speaking up. This was also an opportunity to think more broadly about my goals and strengths as a teacher. I usually open my classes by telling students my two main goals in philosophical teaching: Not only to engage with material that will clarify and broaden their ideas, but also to learn *how* to think and express themselves verbally and in writing. My greatest strengths in this respect are my ability to cover a wide range of content - from Symbolic Logic to Social and Political Philosophy, to transfer diverse skills like formal proving and philosophical conversation and argumentation, and navigating complex classroom environments. I began teaching as a Teaching Assistant at the University of Buenos Aires in 2011, and in 2013 I started teaching at Columbia University as a graduate student. The past few years I participated in an outreach program that works with disadvantaged populations, and I visited several universities as a student. I will now articulate how some of these experiences shaped my teaching.

In the Fall of 2017 I joined Columbia's Core Curriculum instructor body by teaching *Contemporary Civilization*. This one-year course is central to the university's program and identity, and every student in the college is required to take it. It is a discussion-based "great books" formative class that ranges from Plato and the Hebrew Bible to Du Bois and MacKinnon. Since students come from different majors they are variously interested in the material. To cope with this, I am attentive to their interests. For example, in order to discuss censorship in *Republic*, we discussed EU internet regulations. Reaction led students to understand how comedy (in the form of cynical memes) can be detrimental for character building and society in general.

I found that the best way of teaching *Symbolic Logic* is by habituating students to the techniques through regular homework exercises. One recurring challenge for formal courses is that they usually divide the students among those who find them too easy, and those who find them too hard. To navigate this, homeworks include extra credit advanced exercises (occasionally in the form of a puzzle, sometimes unsolvable) to motivate the former group, and office hours usually helps students in the latter face their fear to formal reasoning and enjoy the challenge that the exercises present.

A separate yet very informative experience has been my involvement with the outreach program *Rethink* (<http://www.philosophyoutreach.com/>). Rethink is a collective based in New York City that aims to promote philosophical engagement outside of traditional academic contexts. We lead philosophical discussion sections with different at risk populations. This experience forced me to face important pedagogical and philosophical challenges. Court-involved youth rarely find philosophy useful for their life challenges, and they have a delicate relation with authority. Furthermore, the subtleties of group and class dynamics are of crucial importance, because unhealthy conflict can spark easily. My experience at Sanctuary for Families taught me the importance of being very careful in articulating thoughts and attitudes in class; victims can get triggered by the wrong choice of words or even by the exercise of authority in a cold manner. Besides teaching skills and content, I believe the labor of a proper teacher involves dealing with psychological and sociological elements like the ones just mentioned.

## 2 Teaching Experience and Competencies

### 2.1 Instructor

Contemporary Civilization (Academic Year 2018-2019) - *Columbia University*

Discussion-driven "big books" seminar course covering major philosophical texts in the Western tradition. Authors read include Plato, Aristotle, Augustine, Al-Ghazali, Ibn Tufayl, Aquinas, Descartes, Luther, Machiavelli, Hobbes, Locke, Hume, Rousseau, Kant, Wollstonecraft, Mill, Nietzsche, Marx, Du Bois, Foucault, Arendt, and Rawls.

Contemporary Civilization (Academic Year 2017-2018) - *Columbia University*

Symbolic Logic (Summer 2017) - *Columbia University*

An intensive advanced introduction to sentential and first-order logic for college, general studies, and visiting students. Due to the condensed nature of the course, the focus was on the main syntactic and semantic properties of the languages and on deductive proofs.

### 2.2 Teaching Assistant

Philosophy of Science, Spring 2016 (Instructor: Daniel Cloud) - *Columbia University*.

Guest lecture: Frank Knight on risk and uncertainty; and Ellsberg Paradox.

Methods and Problems, Fall 2015 (Instructor: David Albert) - *Columbia University*.

Guest lecture: David Lewis on The Paradoxes of Time Travel.

Symbolic Logic, Spring 2015 (Instructor: Achille Varzi) - *Columbia University*.

Guest lecture: Completeness of Propositional Logic.

Symbolic Logic, Fall 2014 (Instructor: Tamar Lando) - *Columbia University*.

Symbolic Logic, Spring 2014 (Instructor: Tamar Lando) - *Columbia University*.

Symbolic Logic, Fall 2013 (Instructor: Jeffrey Helzner) - *Columbia University*.

Guest lecture: Truth Functional Completeness of the propositional connectives.

Logic, July 2011 to July 2012 - *University of Buenos Aires*.

### 2.3 Other

*Rethink* (Spring 2014 - Fall 2016, Fall 2018)

I lead philosophical discussion sections with court-involved youth at the Harlem Justice Community Program, the Fortune Society and SoBRO; and with women who have been victims of domestic violence and teenagers from violent homes at Sanctuary for Families. It is not properly a university course. Subjects vary, but we discuss concepts like justice, punishment, causation, and equality.

## 2.4 Teaching Competencies (Non-Exhaustive)

### 2.4.1 Upper-Level Undergraduate/Graduate Courses

- Social Epistemology (Model Syllabus Included)
- Formal Epistemology
- General Philosophy of Science (Model Syllabus Included)
- Science and Society
- Game and Decision Theory (Model Syllabus Included)
- Social Choice Theory
- Philosophy of Economics
- American Pragmatism
- Metalogic
- Modal Logic
- Philosophy of Probability and Statistics
- Formal Methods for Philosophers

### 2.4.2 Introductory Courses

- Epistemology
- Introduction to Philosophy of Science
- Introductory and Symbolic Logic
- History of Philosophy
- Introduction to Philosophy
- Ethics
- Social and Political Philosophy
- Philosophy of Religion
- Philosophy of Technology
- Critical Thinking

### 3 Sample Syllabi

You can find the following syllabi on my personal webpage:  
<http://www.ignacioojea.net/material.html>

Introduction to Ethics

Introduction to Social and Political Philosophy

Mathematical Logic

American Pragmatism [upon request]

Formal Methods (for Social Epistemology) [upon request]

#### 3.1 The Social Dimensions of Knowledge

##### THE SOCIAL DIMENSIONS OF KNOWLEDGE

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*Instructor:* Ignacio Ojea Quintana (ignacio.ojea@columbia.edu).

*Meeting Time:*

*Office Hours:*

##### *Course Description*

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This course is intended as an advance undergraduate or graduate level course. The purpose of it is to survey the central topics of the literature in social epistemology and the social dimensions of the scientific practice. Students will have the opportunity to go in depth on the subject they found more interesting for their final paper.

With respect to Social Epistemology, we will go over issues around Testimony, Disagreement, Opinion Pooling, Group Epistemology and Feminist Epistemology. In the Philosophy of Science, we will survey "The Strong Programme", The Division of Cognitive Labor, Rewards Systems, Diversity in Science, and Networks.

##### *Prerequisites*

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The course will require some familiarity with Logic and Probability. Some Game Theory and Epistemic Logic could get involved if there is interest among the students.

##### *Required Texts*

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As a partial guide through some of the topics addressed, we will use:  
Goldman & Whitcomb, eds., (2011) *Social Epistemology: Essential Readings* (G&W)  
The rest of the material will be available online.

## ***COURSE POLICIES***

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### ***Grading***

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10% | Attendance and Class Participation.  
10% | Class Presentation.  
80% | Final Paper.

Students are required to read the texts *before* the class for which they are assigned, attend class, bring the readings with them to class, and participate actively in the class discussions. Your degree of participation will be taken into account in the final grade (10%). It is expected that you read carefully and thoughtfully all of the assigned readings prior to class, and are able to ask questions and express your views on them.

At the beginning of the course, students will have to select a paper from the syllabus and make a presentation about it, *which will be graded* (10%). The purpose of this presentation is to secure student engagement, as well as their exercise of public speech. Furthermore, they can later choose to write their final paper on the topic presented.

The final paper can be of varying length, but you are strongly encouraged to get approval for the topic before you start work on it.

Possible topics for the final paper include:

- (1) Extension of a mathematical result by relaxing or altering an assumption.
- (2) Replication of a simulation which also includes an extensive survey of possible variable settings or altering an assumption of the model.
- (3) Criticism of a formal model as inadequate to address the topic it purports to address.
- (4) Development of a novel formal model to address a problem in social epistemology.
- (5) Argumentative paper addressing one of the issues discussed in class.

### ***Academic Integrity and Disability***

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Faculty statement on disability accommodation: <http://www.college.columbia.edu/rightsandresponsibilities>

Faculty statement on academic integrity: <http://www.college.columbia.edu/academics/academicintegrity>

Honor Code: <https://www.college.columbia.edu/ccschonorcode>

## ***COURSE SCHEDULE***

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Please note that all readings and due dates are subject to change.

**Week 1: Introduction**

J.S. Mill, *On Liberty* [I and II].

A. Goldman, "A Guide to Social Epistemology" (G&W, Chap. 1).

**Week 2: Social Epistemology: Testimony**

E. Fricker and D.E. Cooper, "The Epistemology of Testimony".

J. Lackey, "Testimony: Acquiring Knowledge from Others" (G&W, Chap. 4).

Goldman, "Experts: Which Ones Should You Trust?" (G&W, Chap. 6).

**Week 3: Social Epistemology: Disagreement**

A. Elga, "Reflection and Disagreement" (G&W, Chap. 8).

K. Kelly, "Peer Disagreement and Higher-Order Evidence" (G&W, Chap. 9).

Optional: R. Aumann, "Agreeing to disagree."

Optional: G. Bonnano and K. Nehring "Agreeing to disagree: A survey."

**Week 4: Social Epistemology: Opinion Pooling**

J. Geanakoplos, "Three Brief Proofs of Arrow's Impossibility Theorem."

C. List, "Group Knowledge and Group Rationality: A Judgment Aggregation Perspective" (G&W, Chap. 10).

**Week 5: Social Epistemology: Collective Epistemology**

P. Pettit, "Groups with Minds of their Own" (G&W, Chap. 11).

M.H. Degroot, "Reaching a Consensus."

Optional: Seidenfeld, Schervish, and Kadane, "On the Shared Preference of Two Bayesian Decisionmakers."

**Week 6: Social Epistemology: Feminist Epistemology**

E. Anderson, "Uses of Value Judgments in Science."

M. Fricker, (2007) *Epistemic Injustice* (excerpts).

**Week 7: Science: The Strong Program**

B. Latour and S. Woolgar, (1979) *Laboratory Life: The Construction of Scientific Facts* (excerpts).

Optional: R. Merton, (1973) *Sociology of Science* (Chapters 11, 13, 18, and 21).

Optional: B. Barnes, D. Bloor, and J. Henry, (1974) *Scientific Knowledge: A Sociological Analysis* (Chapters 1-3, 5 and 6.)

**Week 8: Science: The Division of Cognitive Labor**

C. S. Peirce, "Note on the theory of the Economy of Research."

P. Kitcher, (1993) *The Advancement of Science* (Chapter 8).

**Week 9: Science: Reward Systems**

M. Strevens, "The Role of the Priority Rule in Science."

M. Weisberg and R. Muldoon, "Robustness and idealization in models of cognitive labor."

W.A. Brock and S.N. Durlauf, "Discrete Choice with Social Interactions."

**Week 10: Science: Diversity**



L. Hong and S.E. Page \Groups of diverse problem solvers outperform groups of high-ability problem solvers."

M. Weisberg and R. Muldoon, \Epistemic Landscapes and the Division of Cognitive Labor."

Week 11: **Science: Networks**

S. Goyal \Learning in networks: a survey."

Optional: Matthew Jackson (2008), *Social and Economic Networks*: 6.1, 6.2, 11.1, 12.1.

Week 12: **Science: Networks**

K. Zollman \Network Epistemology: Communication in Epistemic Communities."

K. Zollman \Social network structure and social influence."

Week 13: **Science: Systems and Institutions**

The cases of *Wikipedia* (and *StackExchange*).

D. Fallis, "Wikipistemology" (G&W, Chap. 13).

C.R. Sunstein, "Deliberating Groups versus Prediction Markets (or Hayek's Challenge to Habermas)" (G&W, Chap. 14).

## 3.2 Introduction to Philosophy of Science

### INTRO TO PHILOSOPHY OF SCIENCE

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*Instructor:* Ignacio Ojea Quintana (ignacio.ojea@columbia.edu).

*Meeting Time:*

*Office Hours:*

#### *Course Description*

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The purpose of this course is to provide an introduction to some of the fundamental questions in philosophy of science, and to cultivate your ability to think through these questions in a clear and critical way. Some of the topics we will cover are: What, if anything, distinguishes science from non-science? What makes something count as a "scientific theory," anyway? How ought we incorporate new evidence into our evaluation of scientific theories? What does it mean for a scientific theory to be "confirmed" or "disconfirmed" by empirical investigation? Do scientific theories explain anything? How so? Do they represent the real world at all, or are they simply meant to systematically organize empirical data and make predictions? Finally, what is the relationship between scientific investigation, human values, and politics? To what degree, if any, should the latter constrain the former? How are scientific communities organized? How should be organized?

#### *Prerequisites*

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Our focus will be on *conceptual* issues in philosophy of science, but this will require understanding some technical material. In particular, students should be willing to learn some fragments of logic, probability theory, and game theory.

#### *Required Texts*

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The textbook for the class is Godfrey-Smith's *Theory and Reality*. We will also make extensive use of articles and excerpts, all of which will be available on CourseWorks, as well as technical handouts.

### **COURSE POLICIES**

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#### *Grading*

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10%		Problem Set.
10%		In Class Technical Quiz.
15%		Attendance and Class Participation.
25%		Midterm Paper.
40%		Final Paper.

The problem set and the quiz will be on the very basic technical material covered on weeks 3 and 4 (Logic and Probability).

Students are required to read the texts *before* the class for which they are assigned, attend class, bring the readings with them to class, and participate actively in the class discussions. Your degree of participation will be taken into account in the final grade (15%). It is expected that you read carefully and thoughtfully all of the assigned readings prior to class, and are able to ask questions and express your views on them. To facilitate this, I recommend having in mind a minimum of two significant questions or comments for each class, which you should be prepared to discuss in detail. I also encourage you to attend office hours and discuss any question you may have, and to offer suggestions about discussion topics and class activities.

You will be required to write two papers during the term. The mid-term will be 4-6 pages, while the final paper will be 7-9 pages. Several suggested topics will be sent out 7 days before the mid-term paper is due, and 10 days before the final paper is due, and we will discuss each of the assignments in more detail when I hand out the suggested topics. You are also encouraged to develop your own paper topic but you must consult me in this case. In each of these papers, you will be expected to introduce and defend a claim. It might be your own solution regarding a certain philosophical problem we have encountered, or a critical examination and evaluation of one of the arguments defended by one of the authors, or a specific interpretation of a crucial and problematic passage. You are required to demonstrate a thorough understanding of the relevant portions of various texts from the course and draw upon them in order to construct an argument in favor of your position.

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Faculty statement on academic integrity: <http://www.college.columbia.edu/academics/academicintegrity>

Honor Code: <https://www.college.columbia.edu/ccschonorcode>

### *COURSE SCHEDULE*

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Please note that all readings and due dates are subject to change.

Week 1: **The Demarcation Problem**

M. Pigliucci, "The demarcation problem."

K. Popper, "Science: Conjectures and Refutation."

I. Lakatos, "Science and pseudoscience."

**Week 2: The Demarcation Problem**

T. Kuhn, "Logic of Discovery or Psychology of Research."

L. Laudan, "The Demise of the Demarcation Problem."

Optional: L. Laudan, "Commentary: Science at the Bar { Causes for Concern."

Optional: M. Ruse, "Response to the commentary: *Pro Judice*."

**Week 3: Evidence and Confirmation****Fallibilism**

K. Popper, Selections from *The Logic of Scientific Discovery*.

P. Godfrey-Smith, "Popper: Conjecture and Refutation" (Ch. 4 of *Theory and Reality*).

**Induction**

N. Goodman, "The New Riddle of Induction."

P. Godfrey-Smith, "Induction and Confirmation" (Ch. 3 of *Theory and Reality*)

**Week 4: Evidence and Confirmation****Induction and Bayesianism**

B. Skyrms, "Basics of Logic," "Probability and Inductive Logic," and "The Probability Calculus" (Chs. 1, 2, and 6 of *Choice and Chance*)

P. Godfrey-Smith, "Induction and Confirmation" (Ch. 3 of *Theory and Reality*)

**Bayesianism**

P. Godfrey-Smith, "Bayesianism and Modern Theories of Evidence" (Ch. 14 of *Theory and Reality*).

J. Earman, *Bayes or Bust*, pgs. 63-86.

**Week 5: Scientific Explanation****Introduction**

P. Lipton, "What Good is an Explanation?"

SEP Entry on Scientific Explanation (<https://plato.stanford.edu/entries/scientific-explanation/>)

**Inference to the Best Explanation**

P. Lipton, *Inference to the Best Explanation* (excerpt).

SEP entry on Abduction, Sections 3 and 4 (<https://plato.stanford.edu/entries/abduction/>)

**Problem Set Due.**

**Week 6: Scientific Explanation****Laws of Nature**

K. Hempel, "Laws and Their Role in Scientific Explanation" (excerpts).

P. Godfrey-Smith, "Explanation" (Ch. 13 of *Theory and Reality*).

**Unification and Causation**

P. Kitcher, "Explanatory Unification."

W. Salmon, "Scientific Explanation: Causation and Unification."

**Short in Class Technical Quiz.**

**Week 7: Scientific Realism**

P. Godfrey-Smith, "Scientific Realism" (Ch. 12 of *Theory and Reality*).

K. Staley, "Realism and Anti-realism" (Ch. 10 of *An Introduction to the Philosophy of Science*).

J. R. Brown, "Explaining the Success of Science."

Optional: Laudan, "A Confutation of Convergent Realism"

**Midterm Paper Due.**

**Week 8: Scientific Realism**

B. van Fraassen, "Arguments Concerning Scientific Realism" Ch. 1 of *The Scientific Image*)

H. Stein, "Yes, but ... Some Skeptical Remarks on Realism and Anti-Realism."

Kuhn, "The Nature and Necessity of Scientific Revolutions."

Optional: P. Kitcher, "Theories, Theorists and Theoretical Change."

Optional: B. van Fraassen, "To save the phenomena."

**Week 9: Science, Values, and Society**

G. Barker and P. Kitcher, "Science, Values, and Politics." (Chapter 6 of their *Philosophy of Science*).

H. Douglas, "Values in Science."

T. Kuhn, "Objectivity, Value Judgment, and Theory Choice."

Optional: I. Levi, "Must the Scientist Make Value Judgments?"

Optional: T. Kuhn, "The Nature and Necessity of Scientific Revolutions."

**Week 10: Science, Values, and Society**

P. Godfrey-Smith, "Feminism and Science Studies" (Ch. 9 of *Theory and Reality*).

E. Anderson, "Uses of Value Judgments in Science: A general argument, with lessons from a case study of feminist research on divorce."

K. Okruhlik, "Gender and the Biological Sciences."

**Week 11: Science, Values, and Society**

P. Godfrey-Smith, "The Challenge from Sociology of Science" (Ch. 8 of *Theory and Reality*).

P. Kitcher, "Well-Ordered Science" (from *Science in a Democratic Society*).

**Week 12: Naturalism (wrapping-up)**

Godfrey-Smith, "Naturalistic Philosophy in Theory and Practice" (Ch. 10 of *Theory and Reality*).

Godfrey-Smith, "Naturalism and the Social Structure of Science" (Ch. 11 of *Theory and Reality*).

Godfrey-Smith, "Empiricism, Naturalism, and Scientific Realism?" (Ch. 15 of *Theory and Reality*).

**Final Paper Due**

### 3.3 Contemporary Civilization - Spring

#### CONTEMPORARY CIVILIZATION

Spring 2018

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*Instructor:* Ignacio Ojea Quintana (ignacio.ojea@columbia.edu).

*Meeting Time:* Mondays and Wednesdays 16:10-18:00 (Carman 111).

*Office Hours:* Mondays 18:00-20:00 (Philosophy Hall 722).

#### *Course Description*

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Contemporary Civilization is a course about the kinds of communities that humans imagine, create, and inhabit. It has evolved since its inception in 1919, but has consistently served two purposes. The first is to prepare students for active democratic citizenship by introducing them to many of major historical texts that have shaped the development of (mostly Western) human communities and the moral, political, and social values that inform them. To this end, you will closely examine texts both in their historical context and as related to contemporary society, in order to explore central questions about how we live together, how we decide what is right or what is knowable, and how we define human nature. Secondly, the course is designed to help students cultivate the skills needed to participate in a democracy, skills such as reasoning, critical analysis, and argument. In addition to learning how the texts construct an argument and what makes an argument persuasive, you will also be expected to construct arguments of your own, both in speech and in writing, about the issues these texts raise and how they relate to contemporary problems and attitudes.

The course will follow a seminar format: while I will lecture on the texts to an extent, it will be your questions, contributions, and discussion that primarily drive the course. In broad terms, the sorts of questions that the texts on this syllabus will confront us with are: How should we live our lives? How do we conceive of ourselves? Is there such a thing as the good life? Indeed, are there any universal values at all? How can we live well as individuals and as members of a community? What is human nature? What is the relationship between values and knowledge? Between reason and faith? Between science and society? Between Economics and Politics? Each of the texts we read offers insights into some of these questions.

#### *Student Learning Objectives*

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Learning objectives can be divided between those which are content oriented and those that are skilled oriented.

Contentwise, it is unreasonable to expect students to attain mastery of every, or even any, of the texts we will be reading, given the length and depth of the readings involved. Nevertheless, you will be expected to be able to acquire and retain a very good understanding of the central ideas and arguments contained in the assigned readings and discussed in class. You will also be

expected to reflect on the contributions and limitations of each text regarding the general aims of the course. You will also be expected to develop a capacity for reading a text *charitably*, as well as for clear, focused, well-structured academic writing.

A secondary goal with respect to content is for you to use critical examinations of these texts as an opportunity to engage critically with your own views. This will require an honest examination of one's own beliefs, which in turn requires a sincere attempt to grapple with the arguments and ideas presented in the readings. Over the course of the semester, you will encounter various ideas which you find absurd, unsettling, exciting, trivial, or even repugnant. Each of these encounters affords you an opportunity to reflect, in turn, on your own beliefs. Perhaps you find elements of Plato absurd: which of your beliefs are responsible for that reaction? Are these beliefs justified? If not, perhaps Plato's arguments are indeed better than you had originally thought. Through this process, you will uncover surprising features of your own beliefs, as well as obtain a better understanding of our texts. These texts are rich, and if you engage with them sincerely, they will almost always repay you tenfold.

With respect to skills, the primary concern is to cultivate the ability of critical thinking. This in turn requires mastering written and verbal skills. Student's writing should be clear, concise, and informative. They should be able to charitably reconstruct a text's argument(s), evaluate and assess them (e.g., is a particular argument good and why, and if it is not, where and how is it flawed?), raise concerns, and develop a personal view on the matter. In class, they should be able to articulate their opinions clearly and assertively, but also to learn to listen and evaluate the strength of what others are saying. Writing and class participation guidelines will be provided to this end, as well as many exercises.

With these objectives in mind, I hope students improve their understanding of the ideas and values that inform our lives and communities today; and I hope that students gain the ability to interrogate, support, and argue for their own moral, political, epistemic, theoretical, or philosophical commitments.

### *Required Texts*

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You should buy the standard texts for Contemporary Civilization which includes:

Rousseau, *Basic Political Writings*, Hackett.  
 Smith, *Theory of Moral Sentiments* (on CC Reader)  
 Hume, *An Enquiry Concerning Human Understanding* (excerpts will be available online).  
 Kant, *Groundwork of the Metaphysics of Morals*, Cambridge.  
 Kant, *Critique of Pure Reason*, Preface to the first edition (available online).  
 Burke, *Reflections on the Revolution in France*, Oxford.  
 Wollstonecraft, *A Vindication of the Rights of Woman*, Oxford.  
 Tocqueville, *Democracy in America*, Penguin and "Letter on Algeria," CC Reader.  
 J. S. Mill, *On Liberty and Other Essays*, Oxford.  
 Adam Smith, *The Wealth of Nations*, Modern Library.  
 The Marx-Engels Reader, Norton.  
 Darwin, *Origin of Species*, Norton.  
 Nietzsche, *Genealogy of Morals*, Vintage.  
 DuBois, *The Souls of Black*, Norton.  
 Fanon, *Wretched of the Earth*, Grove.  
 Gandhi, *Hind Swaraj* (on CC Reader).  
 Foucault, *Discipline and Punish*, Vintage.

Kuhn, *The Structure of Scientific Revolutions*, any edition.

Most readings will be drawn from the following required texts, and it is recommended that you purchase copies of them. Please make sure to get the specified edition. Books are available either at the Columbia University Bookstore [854-4136], or at Labyrinth Books, 536 West 112th St. [865-1588], as indicated below. Additional required readings will be available on the class Courseworks website, or online through the CC Reader website. All books may also be borrowed from the Reserve Desk in Butler Library.

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## ***COURSE POLICIES***

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### ***Grading***

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19%		Attendance and Class Participation
16%		4 Written Responses (4% each) [+1 exercise response]
30%		2 Papers (12% the first, 18% the second)
15%		Midterm Examination
20%		Final Examination

### ***Attendance and Class Participation***

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Attendance is **mandatory**. If you must miss a class because of either a family or medical emergency or a religious holiday, please inform me in advance, either in person or by email. To have an absence excused for non-religious reasons, you must have a letter of explanation from either a doctor or a dean. Four or more absences will result in a lowered class participation grade, and may mean being dropped from the course entirely. Promptness matters as well. Excessive or frequent lateness will also result in a lowered class participation grade.

This is primarily a discussion class, and its success depends on each student's active intellectual engagement with both the texts and each other. Students must complete reading assignments in advance of the class sessions at which the readings are to be discussed, and must be prepared to contribute to and benefit from class discussion. Always bring the assigned readings to class, as our discussion will frequently involve direct references to the texts. Each reading will be accompanied by a few questions to guide the reading.

Because many of the topics we discuss involve connections to deeply held personal beliefs | whether they relate to issues involving gender, race, religious faith, cultural values, ethical beliefs, or philosophical views | students must engage with one another respectfully. You are, of course, strongly encouraged to express your views and opinions, whether they differ from other classmates or my own. Disagreements are part of what make a class like CC so great, and can help to fuel productive discussions and facilitate intellectual development. When we do discuss contentious topics or issues, students must always approach them in an open-minded, sensitive, and thoughtful way.

Some students find public speaking difficult, especially in a classroom around one's peers. For those who have this difficulty, I still strongly encourage you to take part in class discussion. In order to assuage any worries students might have about verbally articulating their views, I have forbidden the audio and video recording of lectures and class discussions.



It is relevant to mention that excellence in oral skills exceeds the circumstance of the classroom, and that the ideal we are setting for this classroom setup need not be the best response to a different situation. Awareness of the social situation and the place one occupies in it are as important as being conscientious of personal tendencies. Some circumstances require to be extroverted, assertive or even confrontative; some others to remain silent, timid, conforming or agreeable. To distinguish them requires *Phronesis*; but students should be able to both assert themselves as individuals with opinions and to conform to the normalized consensus, depending on the situation. Train yourself to recognize the different situations and how you respond to them instinctively. Reflect on those things. If you feel strongly for or against certain view, carefully think a good argument for or against it and be confident to assert yourself in that respect. Also, if you feel strongly for or against certain view, and someone else is making a contribution about it, be sure to let them finish their point and make the best out of it. A smart person learns much from their intellectual allies, but certainly more from their rivals.

An ideal student, in this respect, is someone that makes some, but not too many, well thought and honest interventions in every class. In a nutshell, if that person contributes to the attainment of an ideal class. So here you have a rough the break down of the 19%:

- + 10: If you attend to class regularly (i.e. no more than 4.5 absences).
- + 3: If participated during several classes, honestly attempting to make a contribution.
- + 3: If you participated regularly, but possibly without virtue. This can mean that you participated too much, or that you were not making contributions to the class (because you were focused on yourself or on issues that were not connected with the text or topic that we were discussing, you interrupted others, etc.).
- + 3: If you participated systematically and with virtue.

### *Written Responses*

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Once every few weeks, students will be required to submit brief written responses (400-500 words { not more) to one of the study questions distributed in advance. According to our schedule, there are a total of four written responses. *Students are encouraged to bring guiding questions to every class.* At the end of each weeks' meeting, I will compose the list of available questions, based on class exchange.

Written responses will be evaluated primarily on the basis of their direct engagement with the texts and questions, and direct references to the texts are encouraged, but students should not include long quotations. Secondary sources are unnecessary. Each response will receive a grade of 1, 2, 3, or unsatisfactory. If you are unable to print out a copy of your response to bring to class, you should email it to me before class. No extension will be granted.

### *Papers*

---

One of the primary goals of this course is the development and refinement of critical analysis and argument. To this end, students will write two papers. The purpose of each paper will be to demonstrate your ability to write a clear and convincing argument based upon the assigned texts. A good argument comes from the interplay between your thoughts and those of the author(s), not simply from summarizing the texts or asserting your own opinions. Secondary literature may be consulted, but its use should be limited, with any and all references clearly cited. Evaluation of papers will be based on clarity, insight, persuasiveness of argument, and the use of evidence. Be aware that style matters, including punctuation, spelling, and grammar. A more detailed guide to writing papers will be handed out before the first assignment.

Papers are due as indicated on the syllabus, and suggested topics will be distributed 2-3 weeks in advance. Papers submitted late without prior permission from the instructor will be marked down one-third of a grade (e.g. B+ to a B) for each day they are late. Students must retain a printed copy of all written work throughout the semester.

### *Examinations*

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All students must take both a mid-term and a cumulative final examination. Both exams will be with *closed* books.

If you know of a conflict which will prevent you from taking either as scheduled, you must let me know as soon as possible. In particular, *if you require the services of the Disabilities Office, please let me know as early as possible* so that necessary arrangements can be made.

### *Academic Integrity*

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Columbia College is dedicated to the highest ideals of integrity in academia. Therefore, in Literature Humanities and Contemporary Civilization, any instance of academic dishonesty, attempted or actual, will be reported to the faculty chair of the course and to the dean of the Core Curriculum, who will review the case with the expectation that a student guilty of academic dishonesty will receive the grade of "F" in the course and be referred to dean's discipline for further institutional action.

Note on outside sources and plagiarism: Because this course focuses on your direct interaction with the readings, there is no need to use secondary sources, but if you do choose to use them, you must always use proper citation. The unattributed use of someone else's work and ideas, including those of other students, can lead to severe repercussions, e.g. failure of the assignment, a possible University reprimand, or even dismissal from the University. Any case of suspected plagiarism will be reported to the academic dean. Plagiarism includes:

1. Submitting of essays, or portions of essays, written by other people as one's own;
2. Failing to acknowledge, through footnotes and bibliographic references, the source of ideas essentially not one's own;
3. Failing to indicate paraphrases or ideas or verbatim expressions not one's own through proper use of quotations and footnotes; and
4. Submitting an essay written for one course to a second course without having sought prior permission from both instructors.

If you are not sure about proper citation, please contact me before you turn in your paper.

### *Electronic Policy, Emails, and Drafts*

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I ask that all cell phones be turned off before class starts. **Laptops are not allowed during class.**

Please feel free to send me emails about practical matters or that raise questions that lend themselves to short answers | i.e., questions that can be answered in a few lines. For more in-depth questions, however, I ask that you either raise them in class (especially if you think they may lead to an interesting and relevant discussion) or arrange to meet me in my office hours. Intricate questions that involve the sorts of complex issues we will discuss in class don't lend themselves to being answered over email; attempting to answer such questions, other than being quite time-consuming, can lead to more confusion than insight.

Because students tend to have many questions around the time of paper deadlines and exams, I ask that questions be sent 48 hours in advance; when this isn't possible, please understand that I will be unable to provide an immediate response given the sheer volume of emails that accumulate in my inbox around these times.

I unfortunately don't have the time to read a draft of every student's essay, but you are encouraged to discuss ideas and outlines in my office hours. You should feel free to come to me at any point in your paper-writing process, but I tend to think students benefit most when they meet earlier on. I also encourage you to make use of the university's Writing Center. For more details, please visit: <http://www.college.columbia.edu/core/uwp/writing-center>

### *COURSE SCHEDULE*

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Please note that all readings and dates are open to change.

01/16: Rousseau, *Discourse on Inequality*.

01/18 - Rousseau, *Social Contract* [Basic Political Writings 141-65, 170-82, 192-208, 219-27 (Second Edition 156-183, 188-201, 212-230, 241-52)]

01/23 - Rousseau *Social Contract* [Book II, Book III, chapters 1-5 inclusive; and Book IV, chaps 1-3 inc.] **Exercise Written Response due.**

01/25 - Smith, *A Theory of Moral Sentiments* [Part 1 (all) , Part 2 (Section 1), Part 3 (chapters 1, 2)].

01/30 - Smith, *A Theory of Moral Sentiments* [Part 3, (chapter 3 paragraphs 1-25), Part 4 (chapter 1), Part 6 (chapter 3)].

02/01 - Kant, *Groundwork* [Sections I and II (partial).]

02/06 - Kant, *Groundwork* [Sections II (rest).] **Written Response 1 due.**

02/08 - Hume, *An Enquiry Concerning Human Understanding* [online excerpts]. Kant, *Critique of Pure Reason* [online excerpts]

02/13 - Burke, *Reflections on the Revolution in France* [pp. 3-22, 32-38, 47-53, 58-63, 75-79, 88-97, 105-116, 121-128, 135-142, 172-179, 195-204, 248-250]. Bentham, *Anarchical Fallacies*, CC Reader.

03/15 - Wollstonecraft, *A Vindication of the Rights of Women* [Chapters 1-4, 5, (sections 1 and 4), chapter 9]. **Written Response 2 due.**

02/20 - Tocqueville, *Democracy in America* [Vol. 1, Part 1, Ch. 3-4; Part 2, Ch. 1, 4, 6-7; Vol. 2, Part 1, Ch. 1, 2, 5; Part 2, Chaps. 1, 5, 7; Part III, 12; Part IV, Ch. 2-4, 6].

02/22 - Mill, *On Liberty* [Chapters 1 and 2]. **First Paper due.**

02/27 - Mill, *On Liberty* [Chapters 3-5].

03/01 - Mill, *Utilitarianism* [Chapters 1, 2, 5] and *Subjection of Women* [Chapters 1, 3, 4]

03/06 - **Midterm**

03/08 - Smith, *Wealth of Nations* [Book I, Chapter 1-4, 7-8, Book II, Chapters 1, 2, pp. 310-318, 3; Book III, chapter 1, Book IV, chapter 1, Book V, Chapter 1, pp. 819-846, Chapter 3, 981-86, 1025-1028.]

03/13 - **Spring Break**

03/15 - **Spring Break**

03/20 - Marx { Economics, History and Politics [Marx-Engels Reader 70-93, 148-200, 469-500]

03/22 - Marx *Capital* [Selections: Marx-Engels Reader 294-98, 302-336].

03/27 - Darwin, *Origin of Species* [Chapters, 3, 4, 11, 14]. **Written Response 3 due.**

03/29 - Nietzsche, *Genealogy of Morals* [I and II].

04/03 - Nietzsche, *Genealogy of Morals* [III].

04/05 - Dubois, *The Souls of Black Folk*.

04/10 - Dubois, *Souls of White Folks* (CC Reader). Frantz Fanon, *Wretched of the Earth* [1-52, 97-144].

04/12 - Gandhi, *Hind Swaraj*. **Written Response 4 due.**

04/17 - Foucault, *Discipline and Punish*.

04/19 - Kuhn, *The Structure of Scientific Revolutions* (online excerpts).

04/24 - Rawls, "Justice as Fairness", "Outline of a Decision Procedure for Ethics".

04/26 - Rawls, *A Theory of Justice* (online selection). Closure of the class. **Final paper due.**

04/04 - **Final Exam.**

### 3.4 Introduction to Game Theory

#### INTRO TO GAME THEORY

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*Instructor:* Ignacio Ojea Quintana (ignacio.ojea@columbia.edu).

*Meeting Time:*

*Office Hours:*

#### *Course Description*

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This course is divided in two parts. The first and major part of the course provides a rigorous introduction to noncooperative game theory, which is a methodology to analyze the interaction of agents in strategic situations. The second part will explore sub-areas of game theory that can prove to be interest for further research development.

#### *Prerequisites*

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The course is intended for 3rd and 4th year undergraduates, and graduate students with no background in game theory. Little mathematical knowledge is required. Calculus, for example, is virtually absent (and can be avoided entirely). No specific mathematical knowledge beyond that taught in high school is assumed, though an ability to follow extended logical arguments is assumed.

#### *Student Learning Objectives*

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Students are expected to learn the basic concepts of game theory, as well as well known techniques and applications.

#### *Required Texts*

---

For the core of the class we will mostly make use of sections of Martin Osborne's (2003) *An Introduction to Game Theory*. There are many other options but this one is well established and reliable. If you are interested for a more advanced treatment of the matter, you can look at classics like Osborne and Rubinstein (1994) *A Course in Game Theory*, or Mas-Colell, Whinston, and Green (1995) *Microeconomic Theory*.

I will also include and make available chapters of the following textbooks:  
Martin Peterson (2008) *An Introduction to Decision Theory*

Hans Peters (2015), *Game Theory: A Multi-Leveled Approach*  
Matthier Jackson (2008), *Social and Economic Networks*

## ***COURSE POLICIES***

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### ***Grading***

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30% | Problem Sets (6 PS, 5% each).  
15% | First Examination.  
15% | Second Examination.  
40% | Final Examination.

The course will have regular homeworks, derived from the textbook, that will be graded on a satisfactory/unsatisfactory basis, but this is purely for you to track your understanding of the material.

There will also be six problem sets, two before each exam, in order to prepare you for them.

### ***Examinations***

---

All students must take all examinations, which will be with *closed* books. Final Examination will be cumulative.

If you know of a conflict which will prevent you from taking either as scheduled, you must let me know as soon as possible. In particular, *if you require the services of the Disabilities Office, please let me know as early as possible* so that necessary arrangements can be made.

## ***COURSE SCHEDULE***

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### **Week 1: Preferences and Utilities, Introduction to Game Theory**

Martin Peterson (2008) *An Introduction to Decision Theory*, Chapter 5.

Osborne, Chapter 1.

### **Week 2: Rationalizability**

Osborne Chapter 12.

#### **Problem Set 1.**

### **Week 3: Strategic Games with finite actions, Nash Equilibrium**

Osborne 2.1-2.7.

### **Week 4: Nash Equilibrium continued; Dominated Actions and Best Response**

Osborne 2.8-2.9; 3.1, 3.2, 3.5.

#### **Problem Set 2.**

### **Week 5: Mixed Strategy Equilibria**

Osborne 4.1-4.8.

#### **First Examination.**

**Week 6: Extensive Games with Perfect Information**

Osborne Chapter 5.

**Week 7: Extensive Games with Perfect Information, Continuation**

Osborne Chapter 6; 7.1, 7.3, 7.7.

**Problem Set 3.****Week 8: Games with Imperfect Information: Bayesian Games**

Osborne Chapter 9.

**Problem Set 4.****Week 9: Games with Imperfect Information: Extensive Games**

Osborne Chapter 10.

**Second Examination****Week 10: Evolutionary Games**

Osborne Chapter 13.

Optional: Hans Peters (2015), *Game Theory: A Multi-Leveled Approach*, chapter 8.**Week 11: Repeated Games**

Osborne Chapter 14.

Optional: Hans Peters (2015), *Game Theory: A Multi-Leveled Approach*, Chapter 7.**Problem Set 5.****Week 12: Cooperative Game Theory**

Osborne Chapter 8.

Optional: Hans Peters (2015), *Game Theory: A Multi-Leveled Approach*, Chapter 9.**Problem Set 6.****Week 13: Games on Networks**Matthier Jackson (2008), *Social and Economic Networks*: 6.1, 6.2, 11.1, 12.1.**Final Examination**

## 4 Teaching Evaluations

### 4.1 Student Evaluations

This section contains:

#### Student Evaluations

1. Contemporary Civilization Spring 2018 (Instructor)
2. Contemporary Civilization Fall 2017 (Instructor)
3. Introduction to Symbolic Logic Summer 2017 (Instructor)
4. Philosophy of Science Spring 2016 (Teaching Assistant, Instructor: Daniel Cloud)
5. Methods and Problems in Philosophy (Teaching Assistant, Instructor: David Albert)

#### Student Letters

1. Kim Chia (Contemporary Civilization)
2. Ethan Herenstein (Symbolic Logic)
3. Shahar Kaminsky (Methods and Problems)

The following summaries are obtained by uniformly aggregating the data from the evaluations.

Table 1: "Overall Assessment Effectiveness of the Instructor"

Poor	Fair	Good	Very Good	Excellent
1	3	10	10	9

Table 2: "Overall Assessment Effectiveness of the Teaching Assistant"

Poor	Fair	Good	Very Good	Excellent
0	1	7	16	10



Title: **Contemporary Civilization Spring 18 Evaluation**

Dates: **04/23/2018 - 05/06/2018**

Course: **COCIC1102\_061\_2018\_1/CONTEMP WESTRN CIVILIZATIC**

Responses: **14/20 - 70.00%**

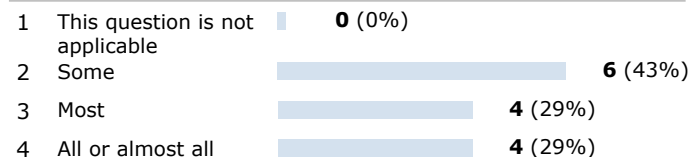
Instructors: **Ignacio Maria Ojea Quintana**

Number of Participants: **20**

Enrollment of All Students: **20**

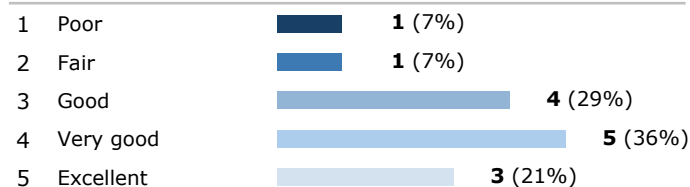
Graph Course Questions

**1 What percentage of the work (including reading) assigned for this course did you complete on schedule? N=14**



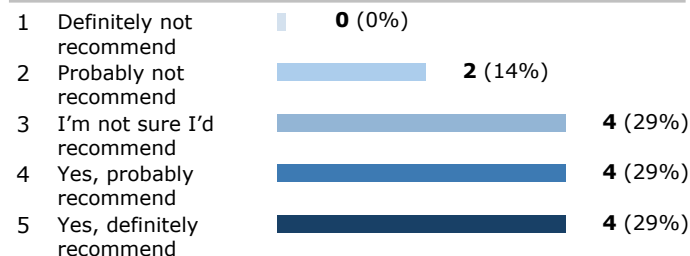
Median **3** Interpolated Median **2.75** Mean **2.86** Std Dev **0.86**

**2 What is your overall assessment of the course? N=14**



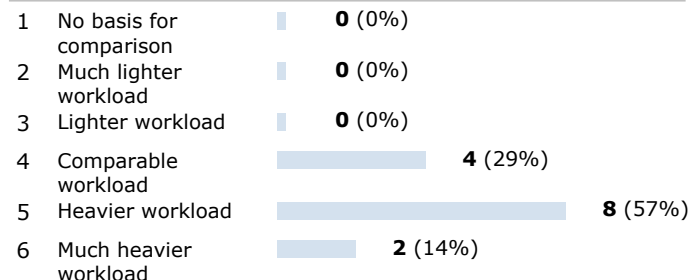
Median **4** Interpolated Median **3.70** Mean **3.57** Std Dev **1.16**

**3 If this was not a required course, would you recommend it to another student? N=14**



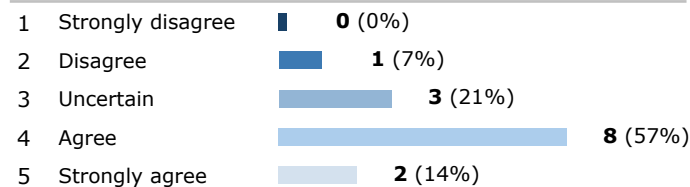
Median **4** Interpolated Median **3.75** Mean **3.71** Std Dev **1.07**

**4 How does the workload in this course compare to Columbia courses with a similar structure (e.g. a lecture, seminar, laboratory, or language course)? N=14**



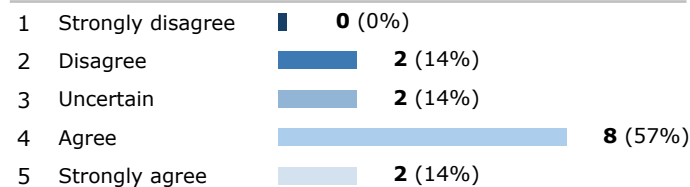
Median **5** Interpolated Median **4.88** Mean **4.86** Std Dev **0.66**

**5 We had productive and significant discussions in class N=14**



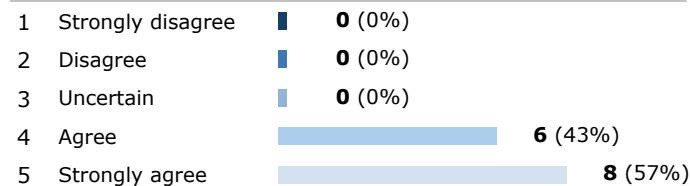
Median **4** Interpolated Median **3.88** Mean **3.79** Std Dev **0.80**

**6 There was a good balance between instructor presentation and discussion. N=14**



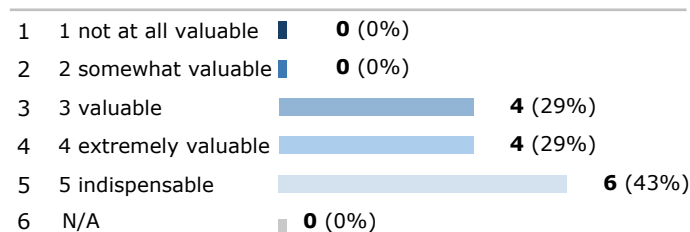
Median **4** Interpolated Median **3.88** Mean **3.71** Std Dev **0.91**

**7 I received useful feedback on writing assignments. N=14**



Median **5** Interpolated Median **4.63** Mean **4.57** Std Dev **0.51**

**8 Rousseau N=14**



Median **4** Interpolated Median **4.25** Mean **4.14** Std Dev **0.86**

Title: **Contemporary Civilization Spring 18 Evaluation**

Dates: **04/23/2018 - 05/06/2018**

Course: **COCIC1102\_061\_2018\_1/CONTEMP WESTRN CIVILIZATIC**

Responses: **14/20 - 70.00%**

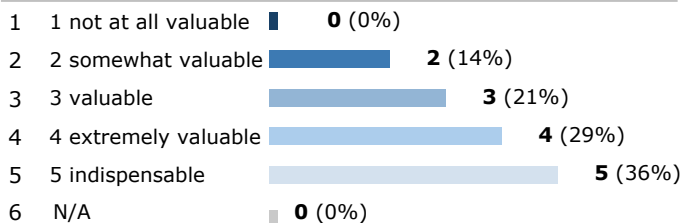
Instructors: **Ignacio Maria Ojea Quintana**

Number of Participants: **20**

Enrollment of All Students: **20**

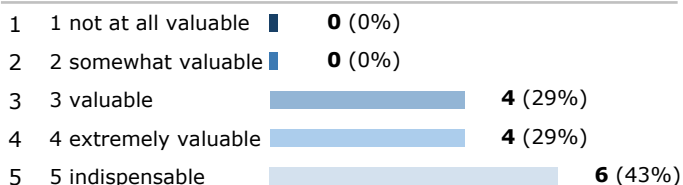
Graph Course Questions

**9 Smith, Treatise on Moral Sentiments N=14**



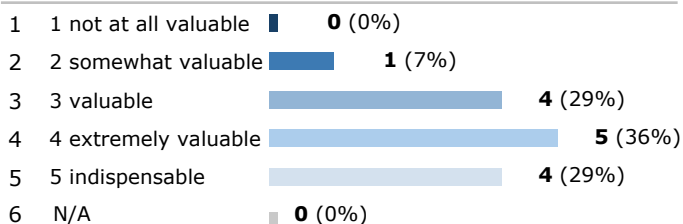
Median **4** Interpolated Median **4.00** Mean **3.86** Std Dev **1.10**

**10 Kant N=14**



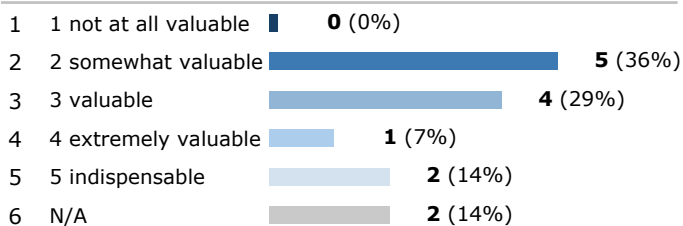
Median **4** Interpolated Median **4.25** Mean **4.14** Std Dev **0.86**

**11 Smith, Wealth of Nations N=14**



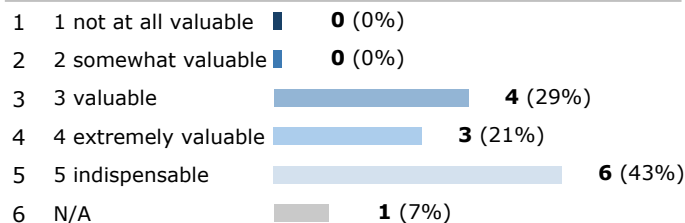
Median **4** Interpolated Median **3.90** Mean **3.86** Std Dev **0.95**

**12 Burke N=14**



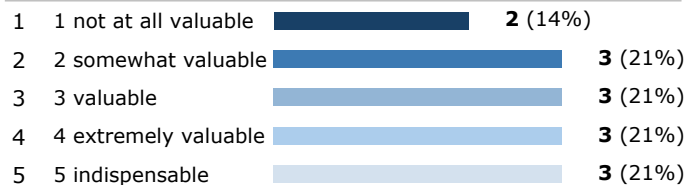
Median **3** Interpolated Median **2.75** Mean **3.00** Std Dev **1.13**

**13 Wollstonecraft N=14**



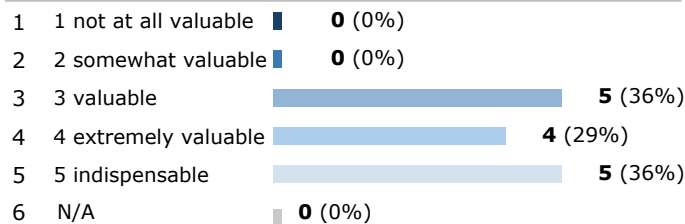
Median **4** Interpolated Median **4.33** Mean **4.15** Std Dev **0.90**

**14 Tocqueville N=14**



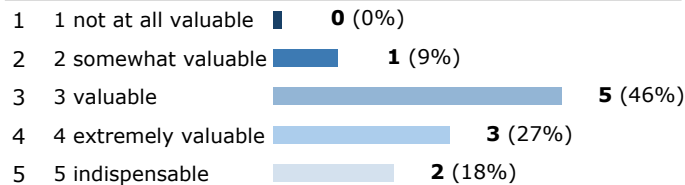
Median **3** Interpolated Median **3.17** Mean **3.14** Std Dev **1.41**

**15 Mill, On Liberty N=14**



Median **4** Interpolated Median **4.00** Mean **4.00** Std Dev **0.88**

**16 Mill/Taylor, Subjection of Women; Stanton, Address to the Legislature of New York; Truth, Ain't I a Woman? N=11**



Median **3** Interpolated Median **3.40** Mean **3.55** Std Dev **0.93**

Title: **Contemporary Civilization Spring 18 Evaluation**

Dates: **04/23/2018 - 05/06/2018**

Course: **COCIC1102\_061\_2018\_1/CONTEMP WESTRN CIVILIZATIC**

Responses: **14/20 - 70.00%**

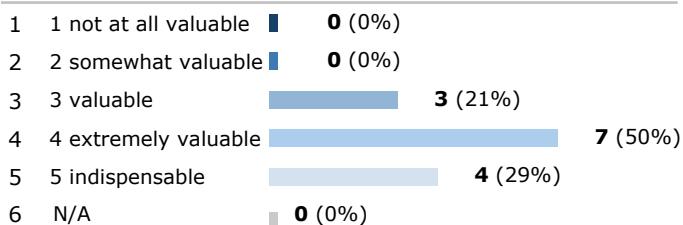
Instructors: **Ignacio Maria Ojea Quintana**

Number of Participants: **20**

Enrollment of All Students: **20**

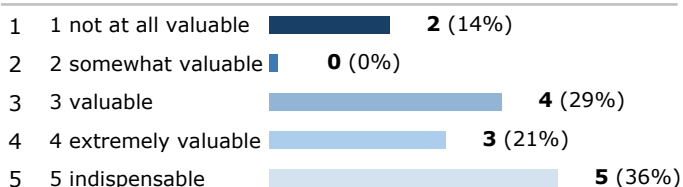
Graph Course Questions

**17 Marx N=14**



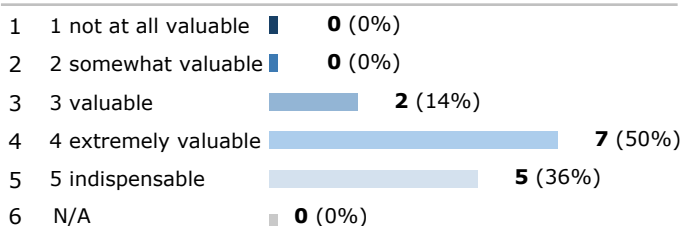
Median **4** Interpolated Median **4.07** Mean **4.07** Std Dev **0.73**

**18 Darwin N=14**



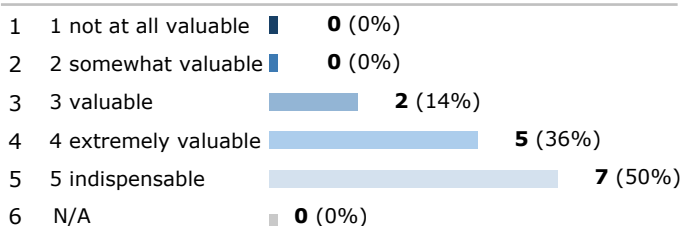
Median **4** Interpolated Median **3.83** Mean **3.64** Std Dev **1.39**

**19 Nietzsche N=14**



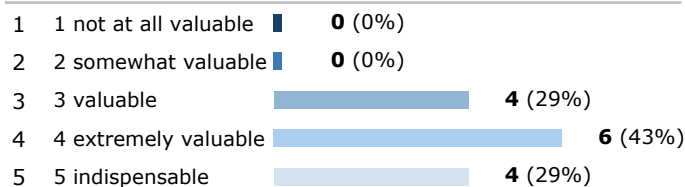
Median **4** Interpolated Median **4.21** Mean **4.21** Std Dev **0.70**

**20 Du Bois N=14**



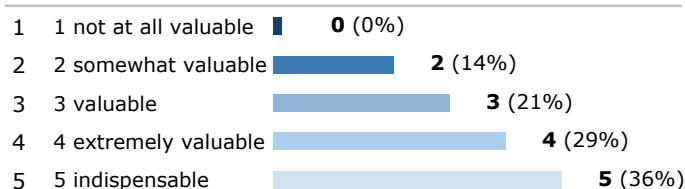
Median **4.5** Interpolated Median **4.50** Mean **4.36** Std Dev **0.74**

**21 Gandhi N=14**



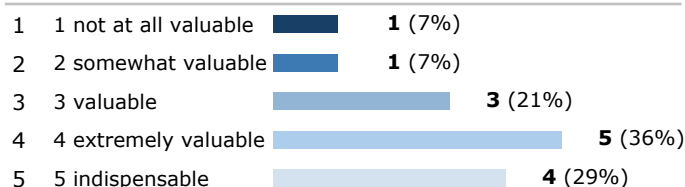
Median **4** Interpolated Median **4.00** Mean **4.00** Std Dev **0.78**

**22 Fanon N=14**



Median **4** Interpolated Median **4.00** Mean **3.86** Std Dev **1.10**

**23 Foucault N=14**



Median **4** Interpolated Median **3.90** Mean **3.71** Std Dev **1.20**

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Title: **Contemporary Civilization Spring 18 Evaluation**

Dates: **04/23/2018 - 05/06/2018**

Course: **COCIC1102\_061\_2018\_1 / CONTEMP WESTRN CIVILIZATION I**

Responses: **14/20 - 70.00%**

Instructors: **Ignacio Maria Ojea Quintana**

Enrollment of Registered Students:**20**

Enrollment of All Students:**20**

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Comments Course Questions

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**Q1 What did you learn - in terms of knowledge, skills, or perspectives - in this course?**

- I learned about different ideas in CC
  - Philosophy, how to discuss difficult topics in a group setting
  - general understanding of the philosophers we read
  - The development of modern western philosophy
  - How to write essays, communicate views clearly
  - This was an amazing class in which I learned more than in any other - in philosophy, social science, economics, etc.
  - Moral and political philosophy; effective class discussion strategies
  - how to read and interpret Western philosophy with a critical eye
  - we read many books, and I really enjoy every discussion. Each time of the discussion there's always multiple perspectives that are very inspiring.
  - I learnt a general overview of many of the key western philosophers' thoughts and beliefs. Obviously, two semesters is a very condensed time period in which to study 20+ different philosophers but I thought the course did a good job in giving me a basic understanding into their main points. Skill-wise, the course definitely taught me to speak up more in class, and to improve my conversational skills.
  - The second semester in Contemporary Civilization consisted of several interesting books, authors, and topics of debate. Professor Ojea Quintana led discussions along with my classmates about many different aspects (from an array of authors) about sensitive issues which included topics such as political, social, moral, and religious perspectives that affect the development of human communities. I feel that my overall critical thinking and writing skills in regards to articulating my opinion about the text improved throughout the year.
  - I feel that I refined my critical thinking skills and learned how to quickly process analyze and synthesize small pieces of information from various texts.
  - Different philosophers and authors
- 
-

Title: **Contemporary Civilization Spring 18 Evaluation**

 Dates: **04/23/2018 - 05/06/2018**

 Course: **COCIC1102\_061\_2018\_1 / CONTEMP WESTRN CIVILIZATION I**

 Responses: **14/20 - 70.00%**

 Instructors: **Ignacio Maria Ojea Quintana**

 Enrollment of Registered Students:**20**

 Enrollment of All Students:**20**


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 Comments Course Questions
 

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**Q2 What is your overall assessment of the course? What are its strengths? In what ways might it be improved? In answering this question, you might address the value of readings and assignments, the structure of the course (particularly in regards to discussion), the contribution of the course to your knowledge of the subject matter and to the development of your analytical, reasoning, and writing skills. We encourage you to use specific examples where possible.**

- Too much reading for each assigned book
- the course and it's structure Really depends on your instructor and if you do the readings or not Helpful but difficult to cover so much material in two semesters.
- Great, I really like the lecture part, it makes me understand the philosophical ideas better and get prepared for the following discussions, though I wish that there be a balance between lecture and discussion.
- I thought the course did a good job of summarizing the views of some of the most important philosophers in the Western canon. I would have preferred for it to have included a greater variety of world authors rather than being purely focused on 'Western' philosophy, but still gained a lot from this course.
- The overall assessment of the course is that I enjoyed it. A strength is definitely being exposed to a variety of authors with different kinds of opinions and ideas while also trying to understand the complexity of their thinking. Another strength is that Professor Ojea Quintana always made himself available to discuss a difficult topic either in class, office hours or via email if it was confusing. A third strength is the assigned writing we were expected to do in relation to the weekly reading assignments. This definitely improved my writing skills. Additionally, I appreciated the feedback that Professor Ojea Quintana gave his students on their write-ups as well. Very helpful! Further, this semester we did more verbal presentations which helped improve my overall public speaking skills. Finally, the study guides located on Courseworks and prepared by Professor Ojea Quintana were helpful when preparing for midterms and the final. An improvement could possibly be short solution write-ups provided by the instructor for the variety of questions proposed in the study guides that the students could read after the written assignments have been completed.
- My largest problem with this course is its premise as a survey of Western philosophy. Even ignoring the fact that the curriculum necessarily ignores some of the most significant philosophical works from non-Western regions, the attempt to cover so much material in two semesters leaves the student with a shallow understanding of the texts. More time devoted to fewer texts would be a far more intelligent way to structure the course. Additionally it might be better to structure the survey based on themes (i.e. moral systems, socio-political thinking) rather than by authors in history.
- I think the class is too long. For the first hour, we always have a great discussion about the text but then after our five minute break around 7:00, everyone gets tired and the discussion is more forced. I think it would be more productive to have shorter class periods and meet maybe 3 times a week.

Title: **Contemporary Civilization Spring 18 Evaluation**

Dates: **04/23/2018 - 05/06/2018**

Course: **COCIC1102\_061\_2018\_1 / CONTEMP WESTRN CIVILIZATION I**

Responses: **14/20 - 70.00%**

Instructors: **Ignacio Maria Ojea Quintana**

Enrollment of Registered Students:**20**

Enrollment of All Students:**20**

Comments Course Questions

- I think the course needs to have easier ways to actually talk about the books. I felt lost most of the time simply because I could not understand what the author was even trying to say. I needed like a summary in plain english
- It is pretty good class. I like the professor. The class discussion could focus more on the content.

**Q3 Please qualify your recommendations if you wish:**

- Lots of reading and hard exams
- Recommendations for this class would be that it exposes you to readings that you may never be exposed to, it strengthens your critical thinking and writing skills while also improving your overall public speaking skills. It is important to be able to read, dissect, research, and write.

**Q4 How many hours a week did you devote to this course? (Note: Please include all time spent on this class including class time, reading, assignments, studying, etc.)**

- 4hr for the class, reading 4 hr, and more before tests and papers.
- 10
- 20+
- 6
- 6-8
- With the study guide and response, I do feel there's heavier workload because for midterms and finals basically we need to know every questions on the study guides, but I think it's helpful, so don't need to lessen it.
- 20
- Class time consisted of Tuesday and Thursday from 6:10 - 8:00 pm (Approximately 4 hours per week). I worked about 10 - 15 hours a week in this class. This totaled approximately 15 - 20 a/hour a week for my CC class.
- 6
- 7

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Title: **Contemporary Civilization Spring 18 Evaluation**

Dates: **04/23/2018 - 05/06/2018**

Course: **COCIC1102\_061\_2018\_1 / CONTEMP WESTRN CIVILIZATION I**

Responses: **14/20 - 70.00%**

Instructors: **Ignacio Maria Ojea Quintana**

Enrollment of Registered Students:**20**

Enrollment of All Students:**20**

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Comments Course Questions

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- 5

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**Q5 Please comment on any supplemental events held or resources called upon by your instructor (these include trips to museums, the theatre, the opera, festive events, meals and on-line resources)**

- none

- Professor Ojea Quintana provided online articles (supplemental) and online study guides.

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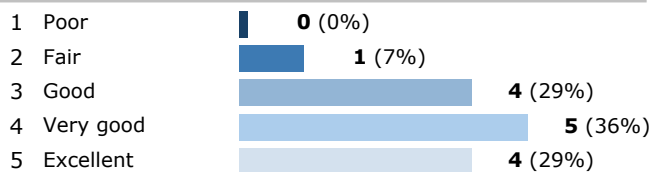
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Title: **Contemporary Civilization Spring 18 Evaluation**  
 Course: **COCIC1102\_061\_2018\_1 / CONTEMP WESTRN CIVILIZATION I**  
 Instructors: **Ignacio Maria Ojea Quintana**

Dates: **04/23/2018 - 05/06/2018**  
 Responses: **14/20 - 70.00%**  
 Number of Participants: **20**  
 Enrollment of All Students: **20**

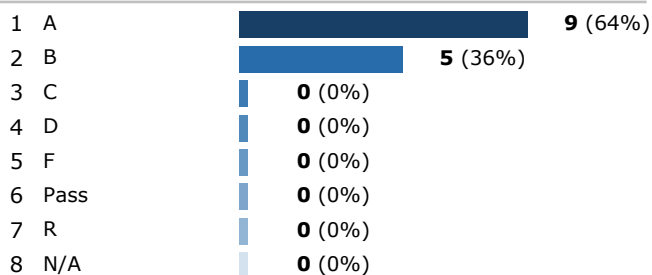
Instructor Graph Report for: **Ignacio Maria Ojea Quintana**

**1 What is your overall assessment of the effectiveness of the instructor? N=14**



Median **4** Interpolated Median **3.90** Mean **3.86** Std Dev **0.95**

**2 Please select your expected grade N=14**



Median **1** Interpolated Median **1.28** Mean **1.36** Std Dev **0.50**



Title: **Contemporary Civilization Spring 18 Evaluation**

Dates: **04/23/2018 - 05/06/2018**

Course: **COCIC1102\_061\_2018\_1 / CONTEMP WESTRN CIVILIZATION I**

Responses: **14/20 - 70.00%**

Instructors: **Ignacio Maria Ojea Quintana**

Enrollment of Registered Students:**20**

Enrollment of All Students:**20**

Instructor Comments Report for: **Ignacio Maria Ojea Quintana**

**Q1 Please evaluate your instructor. What are the instructor's strengths? In what ways might his or her teaching be improved? In answering this question, you might address the clarity of instructor presentations or introductions and their relationship to the other elements of the course, the ability of the instructor to generate enthusiasm and facilitate discussion, the quality of feedback, availability, the clarity of assignments, and the timeliness of the return of assignments, etc.**

- He was very approachable, and his teaching improved a lot throughout the semester.
- Professor Quintana shows promise as an excellent instructor. Though he could improve in terms of preparation of materials, mediating discussion rather than lecturing, and returning assignments in a more timely manner, his classes were enjoyable and informative.
- I thought he did his best in continuing discussion, but there were times where i couldn't follow what he was saying either because he used to big a vocabulary or I didn't fully understand the reading and he assumed i did
- Ignacio gives excellent presentations and always provides a new perspective to the discussion
- This is an amazing man, instructor, and I have better for have taken this class. Ignacio is an incredibly kind, understanding, and empathetic professor. It was clear every class how much he cared about each student, each text, and each discourse. This is my favorite class so far, due to the brilliance of this professor. He met with me after every assignment to explain why I lost points, etc.
- As discussed above, Professor Ojea Quintana always made himself available to discuss a difficult topic either in class, during office hours or via email if it was confusing. Additionally, I appreciated the feedback that Professor Ojea Quintana gave his students on their write-ups as well. Very helpful and informative! The study guides located on Courseworks and prepared by Professor Ojea Quintana were helpful when preparing for midterms and the final. Professor Ojea Quintana was always positive during lecture and enthusiastic. He always made his students feel comfortable which made for a conducive learning environment. Thank you for two great semesters Professor Ojea Quintana. I appreciate it.
- Ignacio was generally knowledgeable about the texts, and the different schools of thought. His presentations were clear, he was good at generating discussion, and overall a very approachable and genuinely kind person. Assignments did take a long time to be returned, but did contain very useful feedback.
- Good feedback on assignments. Good introductions in explaining the authors of each text.
- Ignacio is a great professor. He gives really good written feedback on assignments.
- Good teacher- interested in material, tried to facilitate interesting discussions  
Not timely in returning assignments, somewhat opaque grading policy

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Title: **Contemporary Civilization Spring 18 Evaluation**

Dates: **04/23/2018 - 05/06/2018**

Course: **COCIC1102\_061\_2018\_1 / CONTEMP WESTRN CIVILIZATION I**

Responses: **14/20 - 70.00%**

Instructors: **Ignacio Maria Ojea Quintana**

Enrollment of Registered Students:**20**

Enrollment of All Students:**20**

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Instructor Comments Report for: **Ignacio Maria Ojea Quintana**

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- Good facilitator of discussions in class

From comparing my experience in CC to that of other classes, I think our workload is significantly higher. I know a lot of professors either give their class the list of questions prior to the final or have an open note final or do not have as long a list of questions as we do from the written assignments.

- He's a very harsh grader that tends to be unable to ask questions to the class that allows for meaningful or interesting discussion
  - Unorganized
- 
-

Title: **Contemporary Civilization Fall 17**

Dates: **12/04/2017 - 12/17/2017**

Course: **COCIC1101\_061\_2017\_3/CONTEMP WESTERN CIVILIZATI**

Responses: **13/21 - 61.90%**

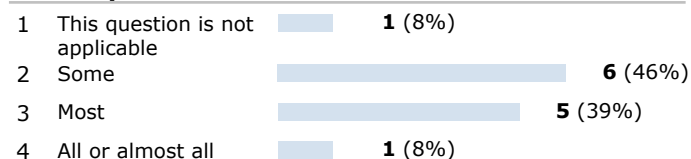
Instructors: **Ignacio Maria Ojea Quintana**

Number of Participants: **21**

Enrollment of All Students: **21**

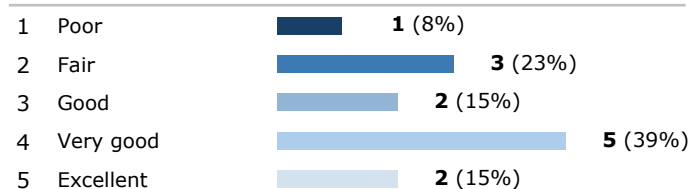
Graph Course Questions

**1 What percentage of the work (including reading) assigned for this course did you complete on schedule? N=13**



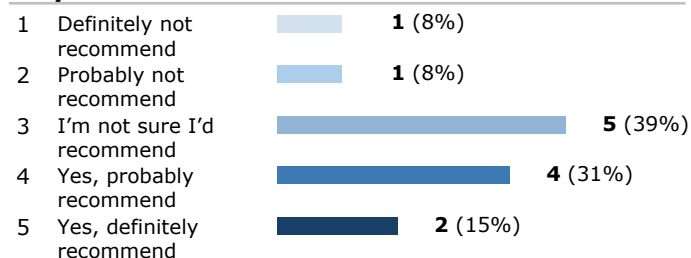
Median **2** Interpolated Median **2.42** Mean **2.46** Std Dev **0.78**

**2 What is your overall assessment of the course? N=13**



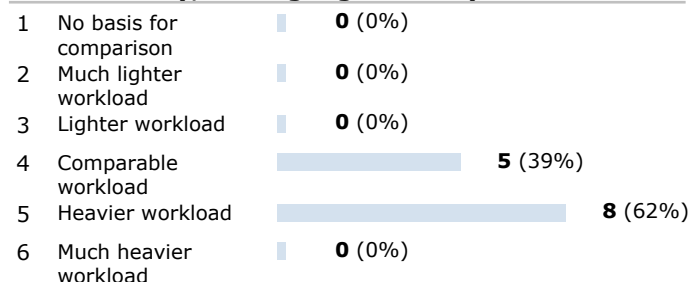
Median **4** Interpolated Median **3.60** Mean **3.31** Std Dev **1.25**

**3 If this was not a required course, would you recommend it to another student? N=13**



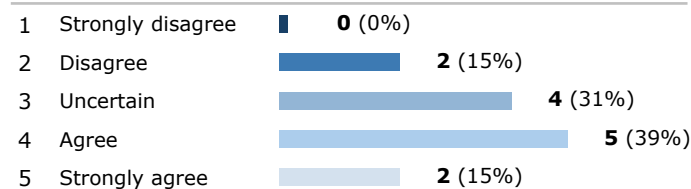
Median **3** Interpolated Median **3.40** Mean **3.38** Std Dev **1.12**

**4 How does the workload in this course compare to Columbia courses with a similar structure (e.g. a lecture, seminar, laboratory, or language course)? N=13**



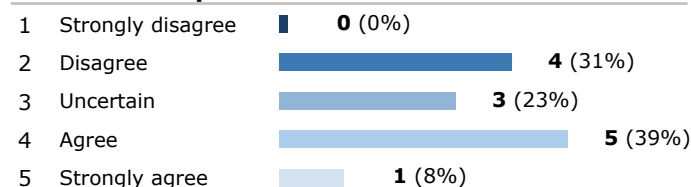
Median **5** Interpolated Median **4.69** Mean **4.62** Std Dev **0.51**

**5 We had productive and significant discussions in class N=13**



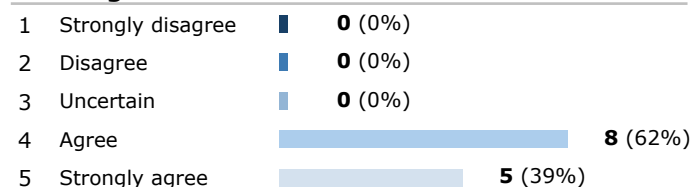
Median **4** Interpolated Median **3.60** Mean **3.54** Std Dev **0.97**

**6 There was a good balance between instructor presentation and discussion. N=13**



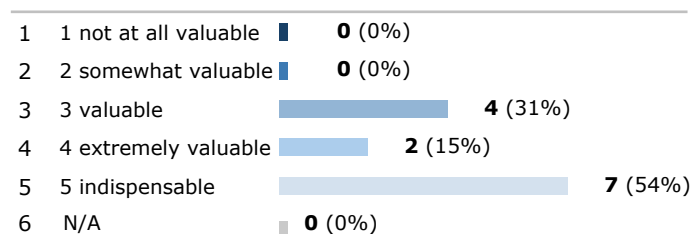
Median **3** Interpolated Median **3.33** Mean **3.23** Std Dev **1.01**

**7 I received useful feedback on writing assignments. N=13**



Median **4** Interpolated Median **4.31** Mean **4.38** Std Dev **0.51**

**8 Plato N=13**



Median **5** Interpolated Median **4.57** Mean **4.23** Std Dev **0.93**

Title: **Contemporary Civilization Fall 17**

Dates: **12/04/2017 - 12/17/2017**

Course: **COCIC1101\_061\_2017\_3/CONTEMP WESTERN CIVILIZATI**

Responses: **13/21 - 61.90%**

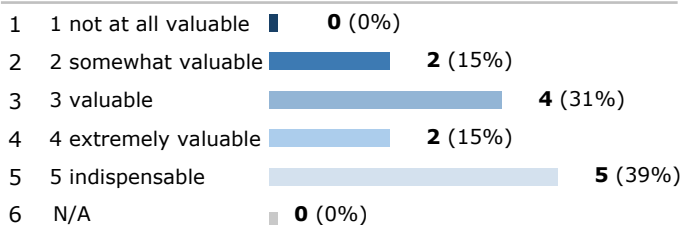
Instructors: **Ignacio Maria Ojea Quintana**

Number of Participants: **21**

Enrollment of All Students: **21**

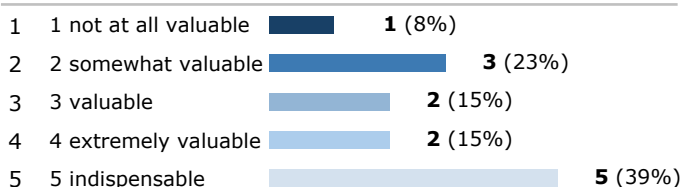
Graph Course Questions

**9 Aristotle, Nicomachean Ethics N=13**



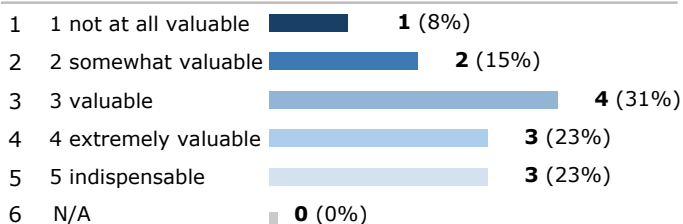
Median **4** Interpolated Median **3.75** Mean **3.77** Std Dev **1.17**

**10 Aristotle, Politics N=13**



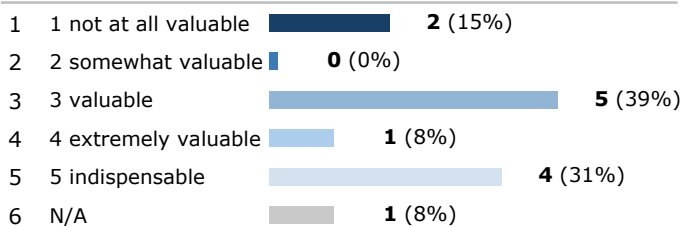
Median **4** Interpolated Median **3.75** Mean **3.54** Std Dev **1.45**

**11 New Oxford Bible N=13**



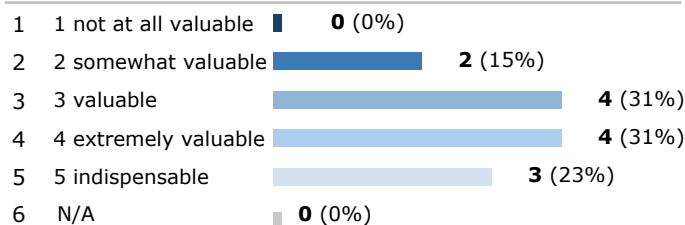
Median **3** Interpolated Median **3.38** Mean **3.38** Std Dev **1.26**

**12 Augustine N=13**



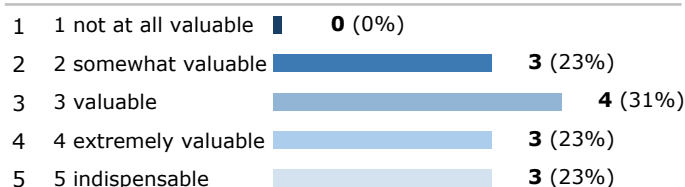
Median **3** Interpolated Median **3.30** Mean **3.42** Std Dev **1.44**

**13 The Qur'an N=13**



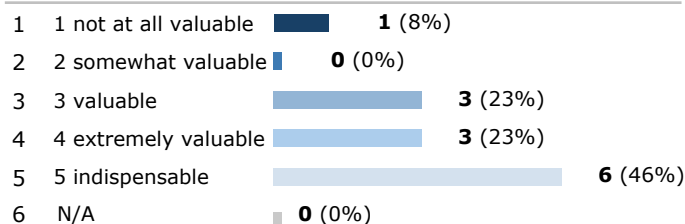
Median **4** Interpolated Median **3.63** Mean **3.62** Std Dev **1.04**

**14 Medieval Texts N=13**



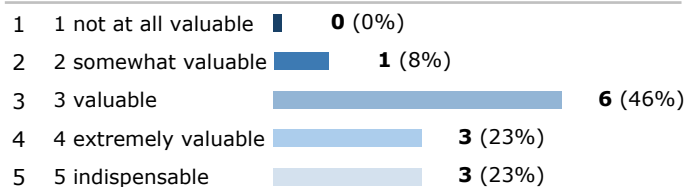
Median **3** Interpolated Median **3.38** Mean **3.46** Std Dev **1.13**

**15 Machiavelli N=13**



Median **4** Interpolated Median **4.33** Mean **4.00** Std Dev **1.22**

**16 New World Texts N=13**



Median **3** Interpolated Median **3.42** Mean **3.62** Std Dev **0.96**

Title: **Contemporary Civilization Fall 17**

Dates: **12/04/2017 - 12/17/2017**

Course: **COCIC1101\_061\_2017\_3/CONTEMP WESTERN CIVILIZATI**

Responses: **13/21 - 61.90%**







Instructors: **Ignacio Maria Ojea Quintana**

Number of Participants: **21**

Enrollment of All Students: **21**






Graph Course Questions

**17 Hillerbrand N=13**

1	1 not at all valuable		1 (8%)
2	2 somewhat valuable		1 (8%)
3	3 valuable		4 (31%)
4	4 extremely valuable		1 (8%)
5	5 indispensable		1 (8%)
6	N/A		5 (39%)




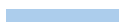


Median **3** Interpolated Median **3.00** Mean **3.00** Std Dev **1.20**

**18 Scientific Revolution Texts N=13**

1	1 not at all valuable		0 (0%)
2	2 somewhat valuable		1 (8%)
3	3 valuable		2 (15%)
4	4 extremely valuable		5 (39%)
5	5 indispensable		5 (39%)







Median **4** Interpolated Median **4.20** Mean **4.08** Std Dev **0.95**

**19 Hobbes N=13**

1	1 not at all valuable		0 (0%)
2	2 somewhat valuable		0 (0%)
3	3 valuable		2 (15%)
4	4 extremely valuable		3 (23%)
5	5 indispensable		8 (62%)
6	N/A		0 (0%)

Median **5** Interpolated Median **4.69** Mean **4.46** Std Dev **0.78**

**20 Locke N=13**

1	1 not at all valuable		0 (0%)
2	2 somewhat valuable		0 (0%)
3	3 valuable		2 (15%)
4	4 extremely valuable		4 (31%)
5	5 indispensable		5 (39%)
6	N/A		2 (15%)

Median **4** Interpolated Median **4.38** Mean **4.27** Std Dev **0.79**

Title: **Contemporary Civilization Fall 17**

Dates: **12/04/2017 - 12/17/2017**

Course: **COCIC1101\_061\_2017\_3 / CONTEMP WESTERN CIVILIZATION**

Responses: **13/21 - 61.90%**

Instructors: **Ignacio Maria Ojea Quintana**

Enrollment of Registered Students:**21**

Enrollment of All Students:**21**

Comments Course Questions

**Q1 What did you learn - in terms of knowledge, skills, or perspectives - in this course?**

- I definitely learned a lot about the texts that we read
- Ideology?
- The evolution of predominant themes of Western thought, beginning with the ancients (Plato and Aristotle) and proceeding to the Enlightenment thinkers (Hobbes and Locke).
- I learned how to properly present the argument of an author and how to contribute to that argument in my own way while staying true to the original argument.
- The "Contemporary Western Civilization" class, taught by Professor Ojea Quintana, was well organized and the books were interesting. My two favorite books read this semester were Plato's Republic and Machiavelli. The class introduced me to a variety of topics and Professor Ojea Quintana had us do a weekly write-up (250-300 words) to apply what we had learned from the readings each week. We were also required to write two papers this semester and he gave us an optional assignment of leading a discussion on a book, which I did.
- Modern philosophy
- History of western philosophy, ways to improve my writing.
- I learned a lot in this course, mostly about natural rights, natural laws, and the form of political constitutions.
- Quite a bit.
- Outlines of some major arguments in Western philosophy.
- Philosophy and how to articulate philosophical arguments.
- The basic fundamental philosophies of all the required authors.

**Q2 What is your overall assessment of the course? What are its strengths? In what ways might it be improved? In answering this question, you might address the value of readings and assignments, the structure of the course (including the relationship of sections to lectures), the contribution of the course to your knowledge of the subject matter and to the development of your analytical and reasoning skills, etc. We encourage you to use specific examples where possible.**

- I think the strength of the course was course discussion and group activities. For written assignments, the criteria should be less strict.
- I enjoy the dynamic of the class and think that the class discussions are interesting most of the time.

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Enrollment of Registered Students:**21**

Enrollment of All Students:**21**

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Comments Course Questions

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- This section is OK. I found many of the reading dull in and of themselves. They all started to blend together by the end of the semester. I wish we had assignments/discussions that applied our reading to real-world scenarios, or really analyzed the text instead of just summarizing what each philosopher said. There wasn't a lot of opportunities for students to share anything beyond summary.
- It is a great class. I love the lectures, although sometimes really want to talk about my opinions.
- Course seems to be arbitrarily taught and graded across all sections. The inconsistency in amount of knowledge and material necessary to maintain a good grade, and the method of grading is frustrating.
- While I understand the inherent value of such a course to the creation of an elite, classically educated student body, it has some major flaws that, if corrected, may make for more engaged students walking away with a more valuable understanding of philosophy. The insistence on focusing on Western themes is, at this point, little more than ridiculous. The west did not evolve in a vacuum; the sooner this falsehood is abandoned, the sooner we may begin to broadly examine the philosophical contributions of those not having a place in the Western canon. My class was often disengaged and unmotivated to read or discuss the texts, but I firmly believe that a change in the curriculum to address CONTEMPORARY GLOBAL CIVILIZATIONS would fix this. I should note that my instructor was eager to include other texts, but could not due to the restrictions of the current curriculum.
- I think that while the course took us through the canon of Western philosophy, having more variety such as Confucius and Buddha would have been more interesting.
- My overall assesment of the "Contemporary Western Civilization" class, taught by Professor Ojea Quintana, was that it was well organized and the books -- the various and inclusive subject matter -- were interesting. Additionally, due to the small size of the class, Professor Ojea Quintana was able to individualize the instruction for each session based on where we were in each book and gave us prompt feedback regarding any questions or concerns about the material. This was very useful because some of the books were very complex and convoluted so having feedback from the professor and thoughts from other students was very helpful due to the number of books required to be read within one semester.
- A LOT of material that is not feasible to read completely. A little bit of repetition of ideas, it'd be interesting to read philosophies from other traditions.
- I felt like the reading were often too long and assignments could have focused on the more important sections. This problem carried into class, as we focused on summarizing a lot of details without really emphasizing the main points. For example, we were assigned the entire Second Treatise of Government and didn't place much emphasis on major points like the right to a new government, etc.
- This course had so much potential. I was so excited going in. After one semester, I became irreversibly bored and frustrated out of my mind of these two-hour sessions of sitting in a room doing nothing of particular value.

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Title: **Contemporary Civilization Fall 17**

Dates: **12/04/2017 - 12/17/2017**

Course: **COCIC1101\_061\_2017\_3 / CONTEMP WESTERN CIVILIZATION**

Responses: **13/21 - 61.90%**

Instructors: **Ignacio Maria Ojea Quintana**

Enrollment of Registered Students:**21**

Enrollment of All Students:**21**

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Comments Course Questions

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- I enjoyed this course.
- 

**Q3 Please qualify your recommendations if you wish:**

- Professor Ojea Quintana is an excellent professor. He works closely with the students, comes to class well prepared, and allows students to engage in conversation on the readings. He always makes himself available before or after class, during office hours, and/or via email. He has personally worked closely with me to ensure that I understand the different books required to read for the CC mandatory class.
  - all the questions that this course poses about the "great dilemmas of humankind" can be answered in a few sentences in the bhagavad gita or daoist poetry.
  - I was really excited about the material but was disappointed in the class overall. I didn't feel like there was much critical engagement with the material.
  - I think that many of the texts echo the same ideas of texts introduced before them, and that in the context of having very little time to spend on each reading, Some of those repetitive texts should be cut out in place of focusing on the entirety of other texts.
  - I think that the standard to which Ignacio holds us is a lot higher than other sections but at the same time I think I have gotten more out of the class because of it. This fact only proved frustrating while studying for the final when I was struggling to memorize all the information and my friends were just compiling and reviewing their notes to take the exam.
- 

**Q4 How many hours a week did you devote to this course? (Note: Please include all time spent on this class including class time, discussion sections, readings, assignments, studying, etc.)**

- 6 on average
- 10-12
- 3-5
- 2
- 5
- 6 hours
- 12



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Title: **Contemporary Civilization Fall 17**

Dates: **12/04/2017 - 12/17/2017**

Course: **COCIC1101\_061\_2017\_3 / CONTEMP WESTERN CIVILIZATION**

Responses: **13/21 - 61.90%**

Instructors: **Ignacio Maria Ojea Quintana**

Enrollment of Registered Students:**21**

Enrollment of All Students:**21**

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Comments Course Questions

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- Like 6-7 hours
  - A few hours.
  - 10-15
  - 10-12
  - This class required me to devote a lot of time in order to ensure I did the weekly readings, prepare for class discussion, turn in homework write-up assignments ontime, write papers and prepare for exams. I took 18 hours so I had to manage my time appropriately in order to finish the work.
- 

**Q5 Please comment on any outside events held or resources called upon by your instructor (these include trips to museums, the theatre, or the opera, festive events, and computer or on-line resources)**

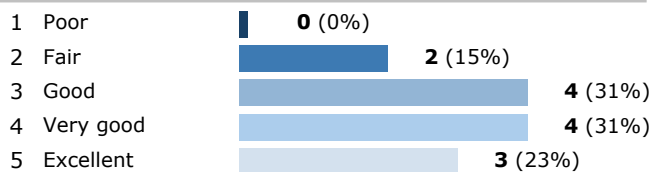
- Never happened. RIP.
  - office hours were helpful
  - n/a
  - Having snacks for the class because it is so long and at such an odd time of day was a good idea.
  - When writing papers, I used online resources to help construct arguments.
  - na
- 
-

Title: **Contemporary Civilization Fall 17**  
 Course: **COCIC1101\_061\_2017\_3 / CONTEMP WESTERN CIVILIZATION**  
 Instructors: **Ignacio Maria Ojea Quintana**

Dates: **12/04/2017 - 12/17/2017**  
 Responses: **13/21 - 61.90%**  
 Number of Participants: **21**  
 Enrollment of All Students: **21**

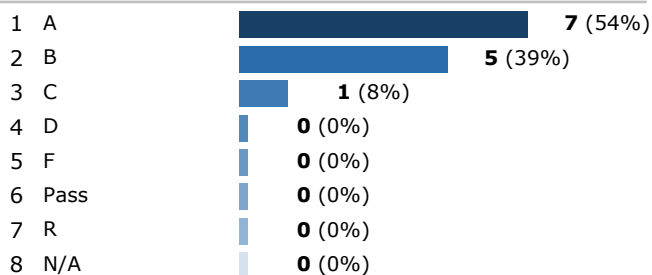
Instructor Graph Report for: **Ignacio Maria Ojea Quintana**

**1 What is your overall assessment of the effectiveness of the instructor? N=13**



Median **4** Interpolated Median **3.63** Mean **3.62** Std Dev **1.04**

**2 Please select your expected grade N=13**



Median **1** Interpolated Median **1.43** Mean **1.54** Std Dev **0.66**

Title: **Contemporary Civilization Fall 17**

 Dates: **12/04/2017 - 12/17/2017**

 Course: **COCIC1101\_061\_2017\_3 / CONTEMP WESTERN CIVILIZATION**

 Responses: **13/21 - 61.90%**

 Instructors: **Ignacio Maria Ojea Quintana**

 Enrollment of Registered Students:**21**

 Enrollment of All Students:**21**

 Instructor Comments Report for: **Ignacio Maria Ojea Quintana**

**Q1 Please evaluate your instructor. What are the instructor's strengths? In what ways might his or her teaching be improved? In answering this question, you might address the clarity of the lectures or presentations and their relationship to the other elements of the course, the ability of the instructor to generate enthusiasm and facilitate discussion, the quality of feedback, availability, the timeliness of the return of assignments, etc.**

- Ignacio is a fair grader for written assignments. I appreciate his willingness to keep the essays pretty open to different topics. It is a bit of a challenge for both him and for students, but an challenge that I can appreciate.

He is really bad at facilitating discussion. I get it that it's the students that really have to take the initiative in keeping a discussion going, but when the class is at 6:10 PM after a really long Tuesday/Thursday of classes, what do you think is really going to happen if the first thing we do when we sit down is get forcibly subjected to a lecture? We get complacent. We look at memes, watch Twitch clips, daydream, etc. No one's gonna give their full attention to the lecturer, so why bother starting off with a lecture? It would be much more worthwhile if we got free reign of discussion right from the start of the class, and specific topics that the instructor deems as absolutely necessary for inclusion should be outlined on a written notes packet and addressed in review sessions.

I realize that this sort of class format relies much more heavily on students actually doing the reading. We can compromise here and say that if discussion stalls because no one did the reading, THEN we can have a instructor lecture without any electronic devices allowed. With the threat of such a horrifying punishment, I doubt that anyone would neglect to contribute their fair share to discussion, for fear of the natural passion of the lecturer to use class time as lecture time.

- He is a great professor.
- Ignacio was a very approachable and friendly instructor. He was good at putting across the concepts and clear in his presentation. Sometimes I was unsure of how valuable some of the class conversation was, and didn't necessarily seem very structured but overall it was a good class and would recommend Ignacio to other students.
- Professor Quintana is dedicated and enthusiastic to teach. While he does not possess quite as much experience as other professors, I have faith that in time he may come to be an excellent educator. Professor Quintana knows how to lecture and does so quite frequently, perhaps a little too much so. Conversation does not often last very long, and while part of it is most certainly due to an unmotivated class (something he can hardly be held accountable for), part of it is simply that his lectures tend to overpower the discussion. This could perhaps be improved by including more debates, something our class seems to enjoy. That being said, his lecturing proves valuable for his assessments, which are graded quite fairly. Likewise with the papers he assigns, although his insistence on not providing prompts can be problematic. In short, professor Quintana makes for a fine instructor; his lectures are well organized, his grading is fair, and his classroom is run in a way that still makes it possible to laugh and marvel at a specific topic.

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Title: **Contemporary Civilization Fall 17**

Dates: **12/04/2017 - 12/17/2017**

Course: **COCIC1101\_061\_2017\_3 / CONTEMP WESTERN CIVILIZATION**

Responses: **13/21 - 61.90%**

Instructors: **Ignacio Maria Ojea Quintana**

Enrollment of Registered Students:**21**

Enrollment of All Students:**21**

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Instructor Comments Report for: **Ignacio Maria Ojea Quintana**

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- Professor Ojea Quintana is an excellent professor. He works closely with the students, comes to class well prepared, and allows students to engage in conversation on the readings. He always makes himself available before or after class, during office hours, and/or via email. He has personally worked closely with me to ensure that I understand the different books required to read for the CC mandatory class.
  - Wonderful. Summaries during class were very helpful, assignments took awhile to be returned, but feedback was really helpful. I felt very comfortable in the class. I'd like to be able to talk more about the texts with its modern day relevance.
  - Ignacio is a great instructor. I like his attempt to maintain the scope of discussion on the books and his effort to always keep neutral.
  - My instructor was clear with his expectations and a good teacher overall. I learned a lot from his class. My one point of contention would be the grading system, especially with regards to the late policy on essays. 1/6 of the grade should not be given up for giving the essay in a day late, and such a grading system disproportionately subtracts points when compared to the conventional letter grade deduction method for each day an essay is late.
  - Understands the material well.
  - Ignacio is a very nice guy. He knows a lot about philosophy and is very approachable. I wish our class had been less memorizing facts and more discussion. I also wish we would have compared the texts against each other more.
  - I think he was a really nice guy and has a great sense of humor. He's honestly the only professor who made me laugh this semester, so I really appreciated that. However, I found that our discussions were not very productive and the instructor sometimes seemed to lack confident knowledge about the texts. However, I don't think the lack of discussion was all the professor's fault, as the class was at 6:10 pm. He also provided good weekly prompts, but feedback on work (especially midterm and essay) could have been much more timely.
  - I think it would be beneficial to guide the conversation at the beginning of the class and then let us talk a little bit more. It is a criticism that I think Ignacio worked on after receiving feedback half way through the semester.
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Title: **Summer Session Q**

Dates: **08/07/2017 - 08/11/2017**

Course: **PHILS3411\_001\_2017\_2/INTRO TO SYMBOLIC LOGIC**

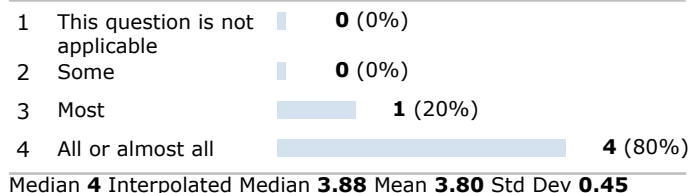
Responses: **5/16 - 31.25%**

Number of Participants: **16**

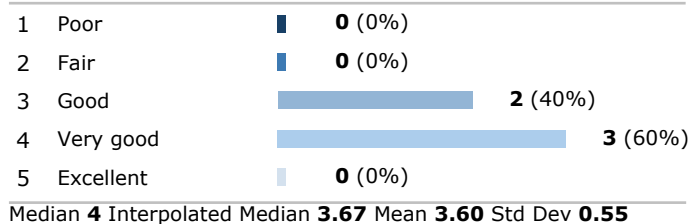
Enrollment of All Students: **16**

Graph Course Questions

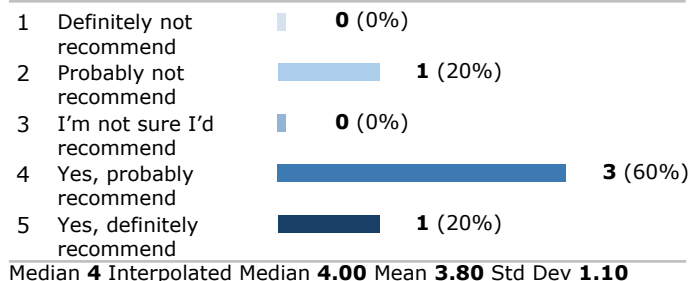
**1 What percentage of the work (including reading) assigned for this course did you complete on schedule? N=5**



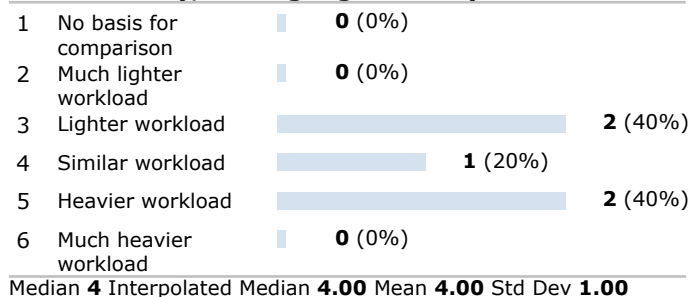
**2 What is your overall assessment of the course? N=5**



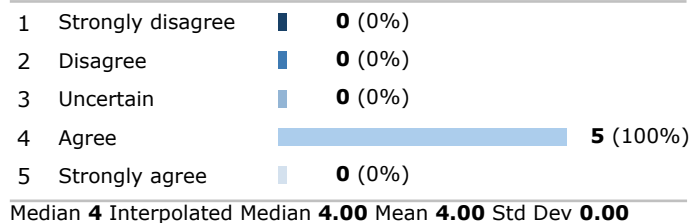
**3 Would you recommend this course to another student? N=5**



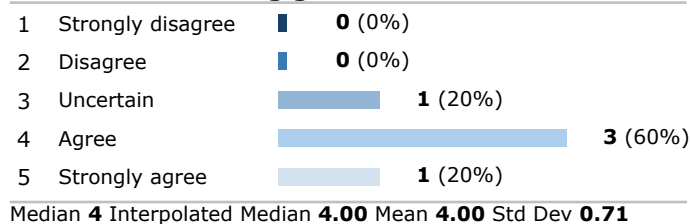
**4 How does the workload in this course compare to Columbia courses with a similar structure (e.g. a lecture, seminar, laboratory, or language course)? N=5**



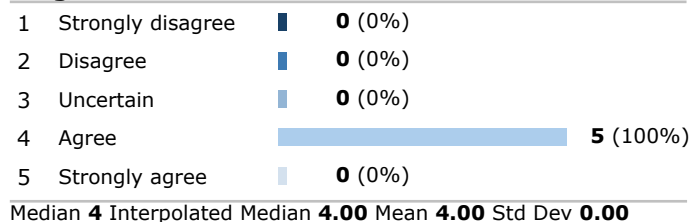
**5 The learning goals and structure of the course were made apparent to me. N=5**



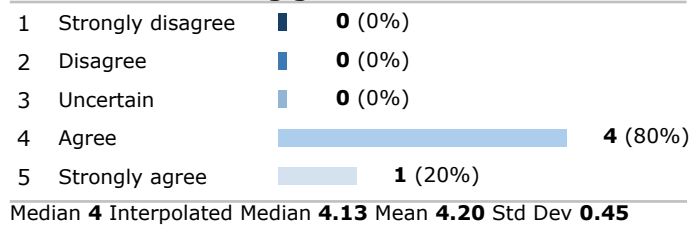
**6 The course materials (readings, videos, handouts) helped me to achieve the course's learning goals. N=5**



**7 The learning activities (discussions, live sessions, projects, group work) helped me to achieve the course's learning goals. N=5**



**8 Course assignments (exams, quizzes, papers) helped me to achieve the course's learning goals. N=5**



Title: **Summer Session Q**

 Dates: **08/07/2017 - 08/11/2017**

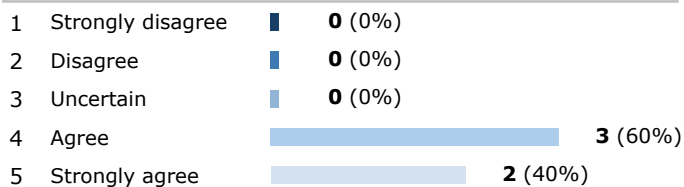
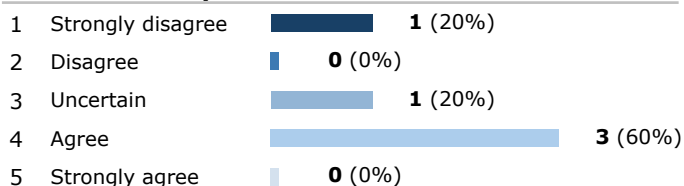
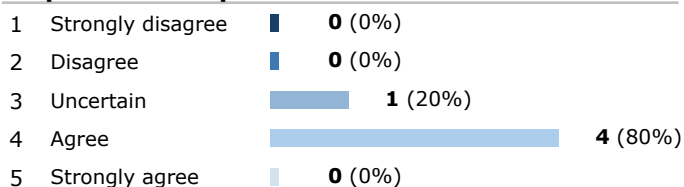
 Course: **PHILS3411\_001\_2017\_2/INTRO TO SYMBOLIC LOGIC**

 Responses: **5/16 - 31.25%**

 Number of Participants: **16**

 Enrollment of All Students: **16**

## Graph Course Questions

**9 The course website helped me to achieve the course's learning goals. N=5**

 Median **4** Interpolated Median **4.33** Mean **4.40** Std Dev **0.55**
**10 My academic and/or professional background prepared me well for this course's requirements. N=5**

 Median **4** Interpolated Median **3.67** Mean **3.20** Std Dev **1.30**
**11 I am able to apply what I learned to my professional practice. N=5**

 Median **4** Interpolated Median **3.88** Mean **3.80** Std Dev **0.45**

Title: **Summer Session Q**

 Dates: **08/07/2017 - 08/11/2017**

 Course: **PHILS3411\_001\_2017\_2 / INTRO TO SYMBOLIC LOGIC**

 Responses: **5/16 - 31.25%**

 Enrollment of Registered Students:**16**

 Enrollment of All Students:**16**

Comments Course Questions

**Q1 What did you learn - in terms of knowledge, skills, or perspectives - in this course?**

- Introduction to logic, sentential logic, first order language, introduction to the theory of models.
- I gained a working knowledge of logic and formal language, and more importantly, I learned how to think rigorously and thoroughly about problems presented to me. I gained a new, more open perspective on math-  
-now no longer an impossible, untouchable subject. I found joy in working through problems and struggling to grasp certain concepts.
- Advanced introduction to classical sentential and predicate logic. Symbolic logic gives a method of representing logical expressions through the use of symbols and variables, rather than in ordinary language. This has the benefit of removing the ambiguity that normally accompanies ordinary languages, such as English, and allows easier operation.

**Q2 What is your overall assessment of the course? What are its strengths? In what ways might it be improved? In answering this question, you might address the value of readings and assignments, the structure of the course (including the relationship of sections to lectures), the contribution of the course to your knowledge of the subject matter and to the development of your analytical and reasoning skills, etc. We encourage you to use specific examples where possible.**

- I think it's not the best course to be taken in summer: it implies a complete change in the standard way of reasoning and thinking and the path during summer way be too intense to allow enough time for reflection and discussion.
- This course, if the right effort is applied, is very good at teaching you what you need to know about symbolic logic. It is strong and rigorous, fast, but not so fast that you can't stop and review things, and Ignacio is open and ready to answer questions and confusions. The class was long and sometimes tiring, but there was always content to learn and new concepts to explore. It was largely lecture based, but students would often ask questions, or even debate over certain concepts or misunderstandings.
- Greatly improves your ability to create and destroy logical arguments.

**Q3 Please qualify your recommendations if you wish:**

- A course that teaches us how to think.

**Q4 How many hours a week did you devote to this course? (Note: Please include all time spent on this class including class time, discussion sections, readings, assignments, studying, etc.)**

- 10

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Title: **Summer Session Q**

Dates: **08/07/2017 - 08/11/2017**

Course: **PHILS3411\_001\_2017\_2 / INTRO TO SYMBOLIC LOGIC**

Responses: **5/16 - 31.25%**

Enrollment of Registered Students:**16**

Enrollment of All Students:**16**

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Comments Course Questions

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- 18hours

- Around 18 hours a week

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**Q5 Please provide any additional feedback concerning the course's technologies.**

- There was none (maybe just powerpoint).

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## 4.2 Faculty Evaluations

The following section contains the following faculty recommendation letters:

1. Patricia Kitcer - Contemporary Civilization .
2. David Albert - Methods and Problems in Philosophy
3. Daniel Cloud - Philosophy of Science

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Ignacio Maria Ojea Quintana was my teaching assistant for Phil V3551, Philosophy of Science, at Columbia University in the spring semester of the 2015/2016 academic year.

What sort of job did he do?

As far as the students were concerned, he did an excellent job. His mean score on the standard student course evaluation was 4.63 out of a possible 5. This suggests to me that the parts of his contribution to the course which I didn't personally witness – helping students with specific questions during his office hours, etc. - were of the same high quality as the ones I did. Individual students told me he'd been quite helpful, without any particular prompting on my part.

The portions of his contribution that I did actually see were also very good. He gave one lecture, on one of the economics-related topics we covered (Knightian uncertainty.) I thought the lecture was excellent. It was clear, well organized, and interesting. I also thought that it was didactically effective; talking to students, later, it seemed to me that they had, in fact, gotten a good grasp of this rather complex idea as a result of hearing his account of it.

The rest of his contribution to the job of teaching the course was equally satisfactory. He worked hard on the grading tasks, and had useful and insightful comments on particular papers. Having him available to discuss some of the topics and how to approach them before giving the lectures was also very helpful. Columbia has a long tradition of being interested in the philosophy of economics, epitomized by people like John Elster. So we're very lucky to have graduate students like Ignacio, people who are interested in and competent with game theory and the other tools of modern economics, to help carry the tradition forward.

My overall evaluation of Ignacio's performance is basically the same as the students'. I wish that I always had someone as effective as he was to help with teaching every course, and I have no doubt at all that he could do a very good job on a course of his own.

Sincerely,

Daniel Cloud  
May 15, 2016