

Teaching Portfolio

Ignacio Ojea Quintana

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Teaching Statement

I have been teaching at university level for more than ten years now. I started at the University of Buenos Aires (UBA), continued at Columbia University (CU) and lately at the Australian National University (ANU). At CU I was one of the few selected instructors of *Contemporary Civilization* Core Curriculum, and I also lead the outreach program *Rethink* for underprivileged communities that received a *prize* in the field. At ANU I taught Philosophy of Mind and since I had already graduated, I also focused on supervision.

During the last two years of my PhD I taught *Contemporary Civilization* (CC). This is a competitive position that only a few graduate students get to teach, since CC is the most important undergraduate class at Columbia University. This one-year course is central to the university's program and identity, because every student in the college has to take it. Furthermore, it is at the core of liberal arts education, and CC constitutes a standard of excellence with teachers from other universities coming to observe and emulate it. The class covers the great books and ideas of the Western canon, ranging from Plato, the Hebrew Bible and the Quran to early modern thinkers like Descartes, Rousseau and Hobbes, to XXth century scholars of race and gender like Du Bois and MacKinnon. Teaching it for two years required substantial dedication, but it was gratifying to play such a formative role in the education of my students. Since they came from different majors, they were variously interested in the material. To cope with this, I was attentive to their interests. For example, in order to discuss censorship in *Republic*, we discussed EU internet regulations. Reflection led students to understand how comedy (in the form of cynical memes) can be detrimental for character building and society, while still be an important exercise of freedom of expression.

Although CC was a wonderful experience, the class that I taught the most was *Symbolic Logic*, at UBA, CU, and ANU. One recurring challenge for introductory formal courses is that students scores have high variance and sometimes follow a bimodal distribution, with some students finding the course too easy and others too hard. To navigate this, homeworks include extra credit advanced exercises (occasionally in the form of a puzzle, sometimes unsolvable) to motivate the first group, and office hours usually helps students in the second face their fear to formal reasoning and enjoy the challenge that the exercises present.

At ANU I convened *Philosophy of Mind*. This was a wonderful and challenging experience, since the university is famous for the field and because I had a record breaking amount of students enrolled, north of one hundred.

A separate yet very informative experience has been my involvement with the outreach program *Rethink*. The project won the 2015 American Philosophical Association *Prize* for Excellence and Innovation in Philosophy Programs. It is a group based in New York City that aims to promote philosophical engagement outside of traditional academic contexts. I was one of the co-founders and for two years I lead a cohort of around ten volunteers. We organized philosophical discussion sections with different at risk populations. This experience forced me to face important pedagogical challenges. For example, court-involved youth often have limited educational background, 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. 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.

Returning to my experience teaching CC, one of the most gratifying parts of it was the op-

portunity to inspire brilliant young students to pursue an academic careers. One such example is Nicholas Gauthier, one of my former students who I mentored through his undergraduate. He was recently accepted into a prestigious BPhil program at the University of Oxford and is thinking in pursuing a PhD. Its been a pleasure to see him grow intellectually and support him during that time.

Once I arrived at ANU, my interaction with students has reduced since I have fewer teaching duties; but I had the opportunity to engage with two of them. First, I fulfill a mentoring role with Ritsaart Riemann, a graduate student at Macquarie University who is attached to projects I am leading as part of an ARC Discovery Project. Besides helping him develop research skills, I have also encouraged him to give public presentations and helped him improve on that. More broadly, a great community for that is the Humanising Machine Intelligence (*HMI*) research group. In its regular meetings and workshops, I had the opportunity to meet several graduate students, some of which I am working in collaboration with. Second, this past semester I have been supervising an undergraduate student from the Computer Science Department, Charles Evans, in collaboration with Prof. Sylvie Thiebaut.

To conclude, I have been teaching at the university level for many years, in multiple universities, with very diverse populations, and a great variety of subjects from humanistic to technical.

Teaching Experience

Tutor (*Australian National University*)

- Logic and Critical Thinking, Fall 2020 (Instructor: Colin Klein)

Instructor (*Columbia University*)

- Contemporary Civilization (Academic Year 2018-2019)
Discussion-driven "great 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)
- Symbolic Logic (Summer 2017)
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.

Teaching Assistant (*Columbia University*)

- Philosophy of Science, Spring 2016 (Instructor: Daniel Cloud)
Guest lecture: Frank Knight on risk and uncertainty, and the Ellsberg Paradox.
- Methods and Problems, Fall 2015 (Instructor: David Albert).
Guest lecture: David Lewis on The Paradoxes of Time Travel.
- Symbolic Logic. Spring 2015 (Instructor: Achille Varzi), Fall 2014, Spring 2014 (Instructor: Tamar Lando), Fall 2013 (Instructor: Jeffrey Helzner).
Guest lecture: Truth Functional Completeness of the propositional connectives.

Other Teaching Experience

- Teaching Assistant in Symbolic Logic. Spring 2011, Fall 2011, Spring 2012 (Instructor: Eduardo Barrio) - *University of Buenos Aires*.
- *Rethink* (Spring 2014, Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2018)
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 sexual trafficking and teenagers from violent homes at Sanctuary for Families. Subjects vary, but include concepts like justice, punishment, causation, and equality. This program won the 2015 Prize for Excellence and Innovation in Philosophy from the American Philosophical Association.

Sample Syllabi

1. Introduction to Philosophy of Science.
2. Philosophy of Mind.
3. Introduction to Ethics.
4. The Social Dimensions of Knowledge.

INTRO TO PHILOSOPHY OF SCIENCE

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

Meeting Time:

Office Hours:

Course Description

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

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

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

Grading

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.

Academic Integrity and Disability

Faculty statement on disability accomodation: <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

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).

Godfrey-Smith, "Empiricism, Naturalism, and Scientific Realism?" (Ch. 12).

Week 13: Conclusion

Final Exam.

Final Paper Due.

PHILOSOPHY OF MIND

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

Meeting Time:

Office Hours:

Course Description

This is an introductory course on the Philosophy of Mind that will cover, among other things, classic and contemporary perspectives on the mind-body problem.

More particularly, the first part of the course will focus on the metaphysics of the mental: are mental states identical to physical states? or are they states of a totally different substance? if so, how does this substance interact with the body? Does this distinction rest on a mistake that we can correct by examining how we apply mental terms? Are we confused when we talk about the metaphysics of mind? Are mental states functional states?

The second part of the course will focus on consciousness, since some views argue that it is what makes the mind distinctive. This section will cover several views on the nature of consciousness, along with issues concerning the subjectivity, or “qualitative character” of experience, and the connection between consciousness and the brain. Is there an irreducibly subjective element to experience? How hard is the problem of consciousness? Do we even know what a theory of consciousness would look like?

The final part will be exploratory and make connections with other subjects, like the relation between mind and artificial intelligence, and the extended mind thesis.

Required Texts

- Rene Descartes, *Meditations on First Philosophy* (ISBN 0872201929).
- David Armstrong, *The Mind-Body Problem: An Opinionated Introduction* (ISBN 9780813390574)
- Course Packet of xeroxed readings.

COURSE POLICIES

Grading

20% — First in class Exam.

20% — First Paper.

10% — Attendance and Class Participation.

25% — Final in class Exam.

25% — Final Paper.

All exams must be completed to pass the course.

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.

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

COURSE SCHEDULE

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

Week 1: **Dualism**

Session 1:

Introduction

Descartes, Meditation 1 & 2

Session 2:

Rene Descartes, Meditation 6.

Armstrong Ch 2.

"Dualism" in *Stanford Encyclopedia of Philosophy*.

Week 2: **Behaviorism**

Session 1:

Armstrong Ch 5.

Gilbert Ryle, excerpt from "The Concept of Mind" [CP].

Jerry Fodor, excerpt 1 from *The Language of Thought* [CP].

Session 2:

Hilary Putnam, "Brains and Behaviour."

Daniel Dennett, "True Believers: The Intentional Strategy and Why it Works".

Week 3: **Identity Theory**

Session 1:

Armstrong Ch 6.

J.J.C. Smart, "Sensations and Brain Processes" [CP].

Session 2:

J.J.C. Smart, "The Mind/Brain Identity Theory", *Stanford Encyclopedia of Philosophy*.

U.T. Place, "Is Consciousness a Brain Process?".

Week 4: **Functionalism**

Session 1:

Armstrong Ch 7.

Hilary Putnam, "The Nature of Mental States" [CP].

Session 2:

Janet Levin, "Functionalism", *Stanford Encyclopedia of Philosophy*.

Kim Sterelny, Chapter 1 of *The Representational Theory of Mind: An Introduction*.

Week 5: **More on Functionalism and Exam**

Session 1:

Ned Block and Jerry Fodor, "What Psychological States are Not".

Ned Block, "Troubles with functionalism".

Session 2:

First Exam.

First Paper Due.

Week 6: **Non-Reductive Physicalism and Cognitivism**

Session 1: Non-Reductive Physicalism

Armstrong Ch 9.

Jerry Fodor, excerpt 2 from *The Language of Thought* [CP].

Session 2: Cognitivism

Steven Pinker, "Rules of Language" [CP].

Herbert Simon, "What is an 'Explanation' of Behavior?" [CP].

Week 7: **Computationalism**

Session 1:

Alan Turing, "Computing Machinery and Intelligence" [CP].

John Searle, "Can Computers Think?" [CP].

Session 2:

John von Neumann, excerpts from *The Computer and the Brain*.

Week 8: **Consciousness**

Session 1:

Thomas Nagel, "What is It Like to Be a Bat?".

Frank Jackson, "Epiphenomenal Qualia".

Session 2:

David Chalmers, "Facing up the problem of consciousness."

Week 9: Physicalist Response

Session 1:

Armstrong Ch 10.

Session 2:

Armstrong Ch 11.

Week 10: Consciousness and the Brain

Session 1:

Thomas Nagel, "Brain Bisection and the Unity of Consciousness" [CP].

Session 2:

R.L. Savoy, excerpts from "History and future directions of human brain mapping and functional neuroimaging" [CP].

Week 11: Intentionality and Mental Representation

Session 1:

Franz Brentano, excerpts from *Psychology from an Empirical Standpoint*.

Tim Crane, "Intentionality as the Mark of the Mental" (Online)

Session 2:

Jesse Prinz, "Furnishing the Mind".

Jerry Fodor, "Propositional Attitudes".

Week 12: Mind and Artificial Intelligence

Session 1:

Lecture on Neural Networks.

Session 2:

Richard Sutton and Andrew Barto, Chapter 15 of *Reinforcement Learning, An Introduction*.

Week 13: Final Week

Session 1: The Extended Mind

Andy Clark and David Chalmers, "The Extended Mind".

Derek Parfit, "Reductionism and Personal Identity".

Session 2:

Final Exam.

Final Paper Due.

INTRO TO ETHICS

Fall 2018

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

Meeting Time:

Office Hours:

Course Description

This course is meant as a introduction to the most fundamental texts and theories in moral philosophy, for students who has had little or no prior exposure to philosophy. By the end, we will also consider how these can be applied to several contemporary moral problems.

In this course, we will go over the basics of virtue ethics, divine law (and the connection between ethics and religion), moral sentimentalism, utilitarianism/consequentialism, and deontology. The last two weeks of the class will be devoted to applied ethics, on the issues of abortion and animal rights.

Prerequisites

There are no prerequisites for this class, but familiarity with philosophical texts is preferred.

Required Texts

As an optional text, we will use Mark Timmons, *Moral Theory: An Introduction*. This will be a guidance through the course.

All other papers and fragments will be available online.

COURSE POLICIES

Grading

15% — Attendance and Class Participation.

15% — Midterm Paper.

25% — Final Paper.

20% — In Class Quizzes [4 Quizzes, 5% each].

25% — Final Exam.

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.

Quizzes are meant to help you keep track of your understanding of the material. These will be short and about 30 minutes long.

Final exam will be comprehensive.

Academic Integrity and Disability

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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

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

Week 1: Introduction and Virtue Ethics

Introduction

Aristotle, *Nicomachean Ethics*: Books II:1-6, III:1-5, V, VI.

Optional: Chapter 10 "Virtue Ethics," of Mark Timmons, *Moral Theory: An Introduction*.

Week 2: Virtue Ethics

Aristotle, *Nicomachean Ethics*: Books VII:1-10, VIII, X.

Elizabeth Anscombe, "Modern Moral Philosophy" (available online)

Week 3: Ethics and Religion

Genesis: I-III, XV-XVII.

Exodus: I-XXIV.
Matthew: III-VII.

First Quiz.

Week 4: **Ethics and Religion**

Romans (entire)

Thomas Aquinas: *The Summa of Theology*, selections on *beatitudo* (happiness) and from The Treatise on Law.

Optional: Chapter 4 "The Natural Law Theory," of Mark Timmons, *Moral Theory: An Introduction*.

Week 5: **Moral Sentimentalism**

Smith, *A Theory of Moral Sentiments* (selections).

Hume, *Treatise of Human Nature* (selections).

Week 6: **Moral Sentimentalism**

Ayer, "Critique of Ethics and Theology," in *Language, Truth and Logic*.

Stevenson, "The Emotive Meaning of Ethical Terms."

Harman, "What is Moral Relativism?," in Goldman A.I., Kim J. (eds) *Values and Morals*. Philosophical Studies Series in Philosophy, vol 13.

Midterm Paper due.

Week 7: **Utilitarianism**

Mill, "Utilitarianism," (selections).

Rawls, "Classical Utilitarianism."

Optional: Chapter 5 "Consequentialism 1: Classical Utilitarianism," of Mark Timmons, *Moral Theory: An Introduction*.

Second Quiz.

Week 8: **Utilitarianism**

Nozick, "The Experience Machine."

Singer, "Famine, Affluence, and Morality."

Williams, "A Critique of Utilitarianism,"

Optional: Chapter 6 "Consequentialism 2: Contemporary Developments," of Mark Timmons, *Moral Theory: An Introduction*.

Week 9: **Deontology**

Kant, *Groundwork* [Sections I and II.]

Optional: Chapter 8 "Kant's Moral Theory," of Mark Timmons, *Moral Theory: An Introduction*.

Third Quiz.

Week 10: **Deontology**

John Rawls, *A Theory of Justice* (selections).

Christine Korsgaard, "Responsibility and Relationships."

Optional: Nagel, "War and Massacre."

Week 11: **Applied Ethics: Abortion**

Thomson, "A Defense of Abortion"

Marquis, "Why Abortion is Immoral"

Mary Warren "On the Moral and Legal Standing of Abortion"

Week 12: **Applied Ethics: Animal Rights** (wrapping-up)

Kant "Duties Toward Animals and Spirits," (in Jonathan Wol (ed) *Readings in Moral Philosophy*.)

Singer, "All Animals are Equal," (in Jonathan Wol (ed) *Readings in Moral Philosophy*.)

Anderson, "Animal Rights and the Values of Nonhuman Life."

Fourth Quiz

Week 13: **Conclusion**

Final Exam.

Final Paper Due.

THE SOCIAL DIMENSIONS OF KNOWLEDGE

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

Meeting Time:

Office Hours:

Course Description

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

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

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

Grading

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.

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COURSE SCHEDULE

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 Proof's 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).

Letters of Recommendation

1. Prof. David Albert.
2. Prof. Daniel Cloud.
3. Kim Chia (student at Contemporary Civilization).
4. Ethan Herenstein (student at Symbolic Logic).
5. Shahar Kaminsky (student at Methods and Problems)

To Whom it may Concern:

Ignacio Ojea was one of my teaching assistants this past term (fall 2015) for Methods and Problems of Philosophy - which is a course designed for undergraduates who have had no previous exposure to philosophical thinking.

He did a magnificent job.

His comments on student papers were invariably clear and detailed and critical without being in the least discouraging. He was wonderful at helping students see what it was they actually wanted to say, and how they actually wanted to say it. He was also extremely patient and helpful with students who came to his office hours - and consistent went out of his way to make himself welcoming and available to students who wanted his guidance. His evaluations were uniform raves.

Ignacio also taught a class in the course - on a famous and difficult paper by David Lewis about the possibility of time travel - and this was something of a tour de force. Students invariably have a hard time digesting Lewis's idea of time travel as a mis-match between two different ideas of time - but Ignacio managed to make it all wonderfully clear and careful and accessible. His openness to questions from students, and his patience with them, and his talent for slowly and deliberately building an understanding, were a genuine pleasure to watch.

He is a natural teacher - and I recommend him to you with our reservation.

If you have any further questions about Ignacio, please do not hesitate to get in touch with me.

Sincerely,
David Albert
Fredrick E. Woodbridge Professor of Philosophy
Columbia University
New York City

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

To whom it may concern,

I am writing to express my candid opinion of Ignacio Ojea Quintana as a professor of philosophy. To give a bit of background, I am a junior in SEAS, the engineering portion of Columbia University. I am majoring in chemical engineering and minoring in earth and environmental engineering. I wanted to participate in the Columbia Core and had never previously taken a philosophy class. I decided to enroll in Contemporary Civilizations. I stayed in Prof. Quintana's class through the spring semester not for ease of scheduling, but because I found Prof. Quintana to be an incredibly efficient and knowledgeable lecturer.

The class is challenging in scope and in comprehension. Meant to introduce students to issues ranging from political to moral, the professor must be able to accommodate for differences in educational background. My peers majored in everything from history to computer science. Prof. Quintana did an exceptionally good job ensuring that our interests were reflected within our discussions. Every major concept was explained in depth, with brilliant clarity and personal insights from the professor. Reading Plato, Aristotle, and Hobbes in the fall made me see certain aspects of daily life a bit differently. It was incredibly interesting to learn of these entire schools of thoughts. At first, it was difficult for me to get through the readings as I found them dense in depth and unlike anything I had read before. Prof. Quintana noticed my initial reluctance to speak up in class and talked to me personally to assure my fears of sounding uninformed. With his support, I began to gain confidence in my ideas, as well as my questions.

In the second semester, we read authors like Smith, Nietzsche, and Foucault. To strengthen our understanding of the works we had read in the past, Prof. Quintana regularly questioned how the authors of the fall would respond to those of the spring. He seamlessly integrated old works into discussions of seemingly unrelated topics. It prompted the students to understand the previously covered material in a new context. This ensured that the knowledge was not lost. Through written assignments, students were pushed to come up with their own ideas alongside analysis of the text. Prof. Quintana wanted us to create original arguments, as well as understand subtle nuances of the text. The most commendable quality of Prof. Quintana was that he made an effort to understand the class not only as students, but as individuals with separate challenges, interests, and schedules. He often asked for feedback and allowed students to express which areas they wanted to concentrate on. He was prompt with communication and made himself readily available to students for feedback. I met with him at least five times a term to discuss my work and authors I had trouble with. Prof. Quintana is not only a captivating lecturer, but a kind individual that is understanding of the troubles that arise in this period of our lives.

Sincerely,

Kimberly Chia

To Whom It May Concern:

I am writing in support of Ignacio Quintana's application Columbia's Teaching Scholars Program. I am a senior in Columbia College, studying philosophy. Ignacio was my TA for Symbolic Logic in Spring 2015 with Professor Varzi.

I have taken nearly ten courses in the philosophy department, and Ignacio has been one of, if not the, best TA's. Symbolic Logic is a unique requirement in the department, as it is the only quantitative course that majors must take. As such, there is quite a bit of variance amongst the students with respect to our levels of comfort with the material. Some are well-equipped for the course; others, less so. In addition, there tends to be a group of math majors in the course, who not only are more proficient in the formalistic approach of logic, but who also approach the material from a different perspective. I mention all of this to stress the following point: Symbolic Logic is a difficult course for which to TA.

As mentioned earlier, Ignacio was a fantastic TA. He was patient and clear in presenting the material to students from all different academic backgrounds. He managed at once to challenge the students who had digested the material while tending to those who hadn't yet. What's more, Ignacio managed to transform Symbolic Logic, a notoriously dry and frightening course, into a wonderful learning experience. Not just for me, but for my peers, with whom I've spoken, as well. Ignacio was also accessible in and helpful during office hours. He is kind and caring, and his passion for the studies seep through into his pedagogical approach. In a word, Ignacio is a wonderful teacher.

A concrete example: Last year, I presented a paper at the Undergraduate Philosophy Colloquium. Ignacio was not only one of the few graduate students to attend the conference (thereby, again, demonstrating his commitment to undergraduates), but he also volunteered to offer comments on one of the papers being presented. In addition to commenting on that paper, Ignacio also offered some helpful critiques on my paper, which was on meta-ethics. Specifically, he suggested a pragmatic approach to the issues that I had brought up. After the conference, I asked Ignacio for some suggested reading in Pragmatism, as I hadn't then had any experience in the topic. Ignacio excitedly gave me a few recommendations and he explained to me all of the philosophical benefits that Pragmatism brings with it. He opened up a new field of philosophy for me, and this semester—my final one—I'm finally taking a seminar in the topic. I owe my original interest in this to Ignacio.

In sum, Ignacio is a talented teacher: patient and passionate, caring and thoughtful. In a department with a whole bunch of talented TA's, Ignacio stands out in my mind for this commitment to teaching and the lengths to which he goes for it. Philosophy Majors are better for having Ignacio, and I recommend without reservation Ignacio for Columbia's Teaching Scholar Program.

Sincerely,
Ethan Herenstein
CC '2016
ejh2177@columbia.edu

To whom it may concern;

Ignacio Quintana was my TA in Methods and Problems of Philosophical Thinking during the spring semester of 2016. During my time in that class I came to know Ignacio as a very smart, very helpful and enthusiastic to help TA.

As an international student who was taking his first Philosophy class, I found Ignacio to be extremely helpful to my transition to the philosophical thinking. Ignacio was always keen to help, always respectful to both my lack of knowledge and long questions, wether through emails or during his office hours (that he would very frequently expend). When I was having a hard time in my writings, Ignacio guided me and helped me produce the best I was able to, and when I thought that what I had done so far was good, he was there to push me further.

I also remember the class in which Ignacio took the lead to teach and think about the Paradoxes of Time Travel. Ignacio was very clear, very organized, respected and contested every questions from the student and clearly knew the material very well.

I would like to add as well the overall attitude that Ignacio had towards his students. I always felt comfortable asking him questions and raising my concern, and always received help. Even when my thoughts were completely denied by him, it was done in a way that made me understand the reasons behind it and be motivated to think further.

Overall, it was my pleasure to have Ignacio as my TA. All my experiences with Ignacio as a student were very positive and helpful and I think that he would be a wonderful lecturer.

Respectfully,

Shahar Kaminsky
shahar.kaminsky@columbia.edu

Sample Teaching 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).

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%**

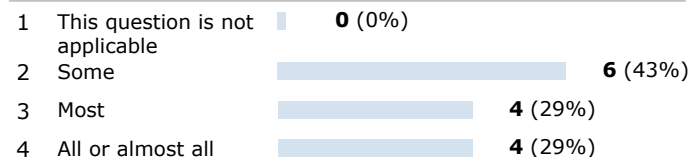
Instructors: **Ignacio Maria Ojea Quintana**

Number of Participants: **20**

Enrollment of All Students: **20**

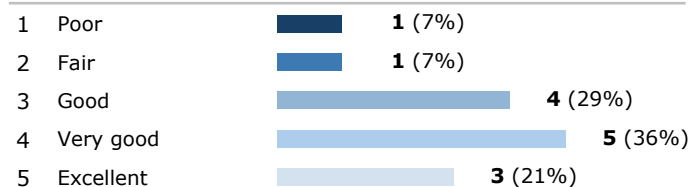
Graph Course Questions

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



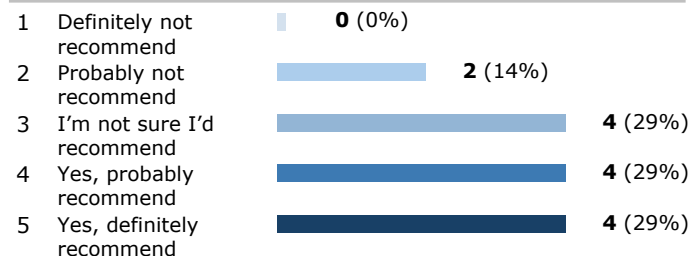
Median **3** Interpolated Median **2.75** Mean **2.86** Std Dev **0.86**

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



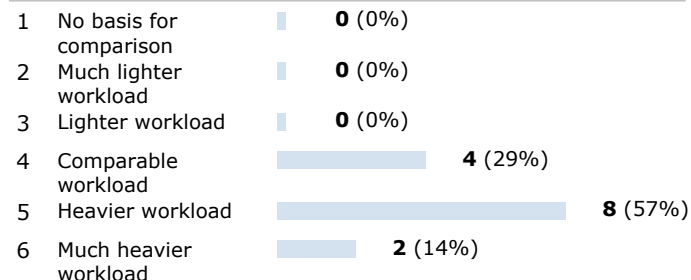
Median **4** Interpolated Median **3.70** Mean **3.57** Std Dev **1.16**

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



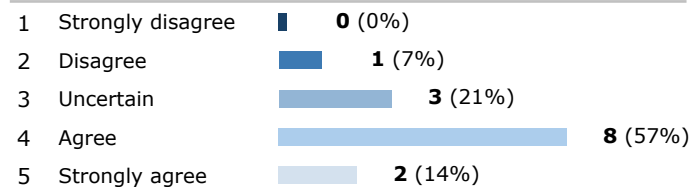
Median **4** Interpolated Median **3.75** Mean **3.71** Std Dev **1.07**

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



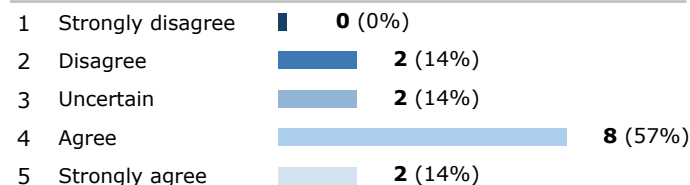
Median **5** Interpolated Median **4.88** Mean **4.86** Std Dev **0.66**

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



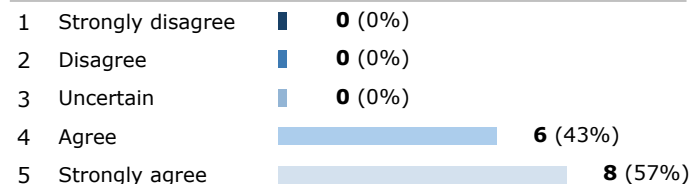
Median **4** Interpolated Median **3.88** Mean **3.79** Std Dev **0.80**

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



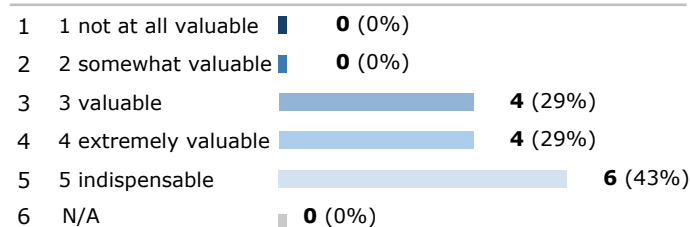
Median **4** Interpolated Median **3.88** Mean **3.71** Std Dev **0.91**

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%**

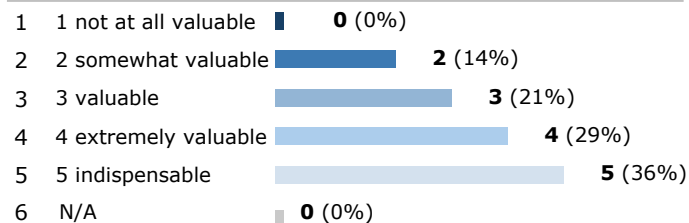
Instructors: **Ignacio Maria Ojea Quintana**

Number of Participants: **20**

Enrollment of All Students: **20**

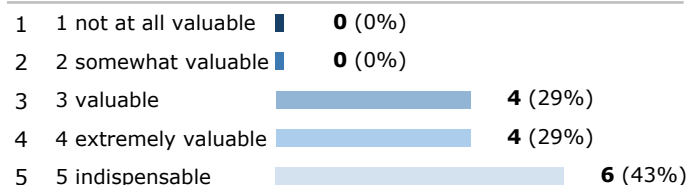
Graph Course Questions

9 Smith, Treatise on Moral Sentiments N=14



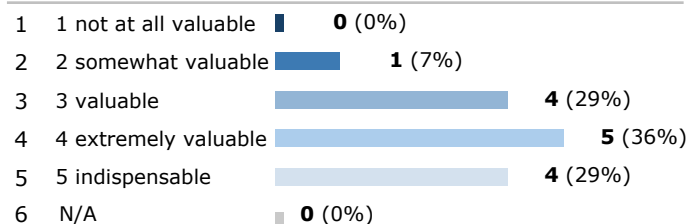
Median **4** Interpolated Median **4.00** Mean **3.86** Std Dev **1.10**

10 Kant N=14



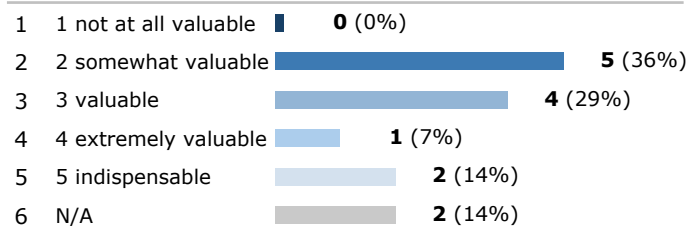
Median **4** Interpolated Median **4.25** Mean **4.14** Std Dev **0.86**

11 Smith, Wealth of Nations N=14



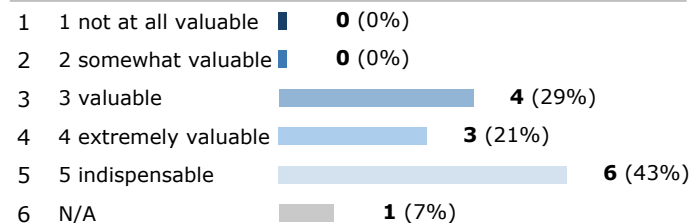
Median **4** Interpolated Median **3.90** Mean **3.86** Std Dev **0.95**

12 Burke N=14



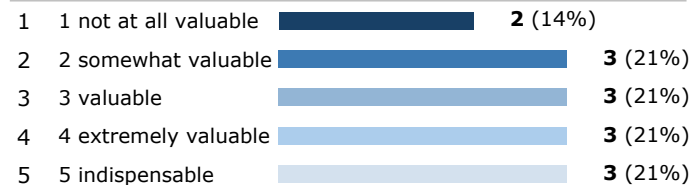
Median **3** Interpolated Median **2.75** Mean **3.00** Std Dev **1.13**

13 Wollstonecraft N=14



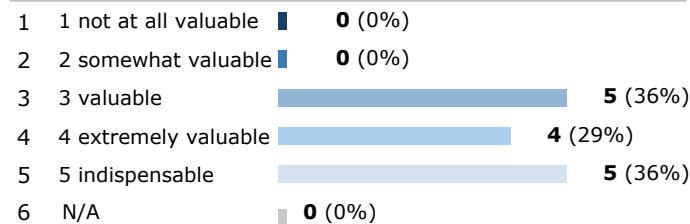
Median **4** Interpolated Median **4.33** Mean **4.15** Std Dev **0.90**

14 Tocqueville N=14



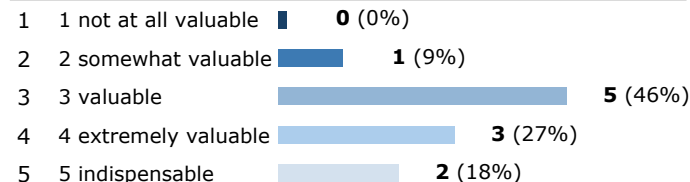
Median **3** Interpolated Median **3.17** Mean **3.14** Std Dev **1.41**

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%**

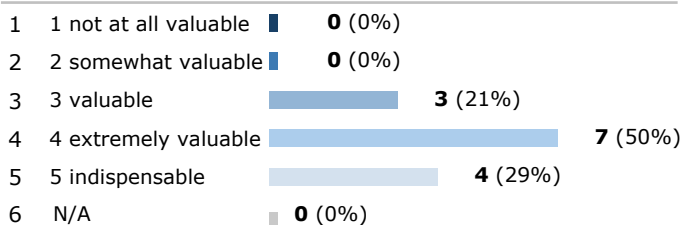
Instructors: **Ignacio Maria Ojea Quintana**

Number of Participants: **20**

Enrollment of All Students: **20**

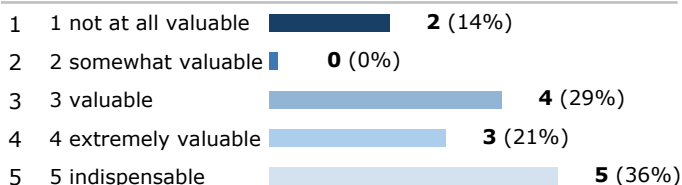
Graph Course Questions

17 Marx N=14



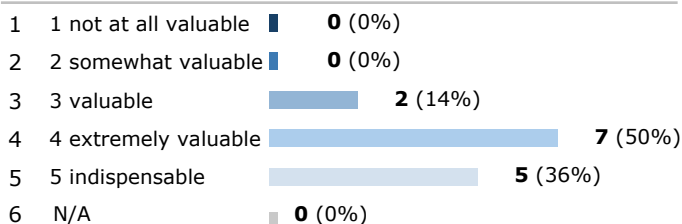
Median **4** Interpolated Median **4.07** Mean **4.07** Std Dev **0.73**

18 Darwin N=14



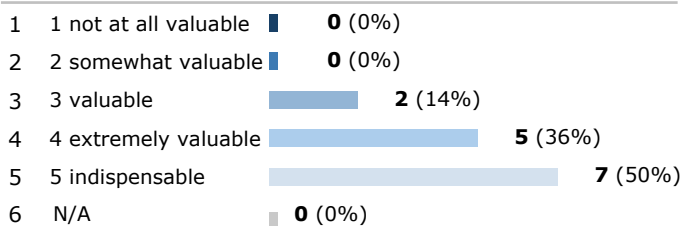
Median **4** Interpolated Median **3.83** Mean **3.64** Std Dev **1.39**

19 Nietzsche N=14



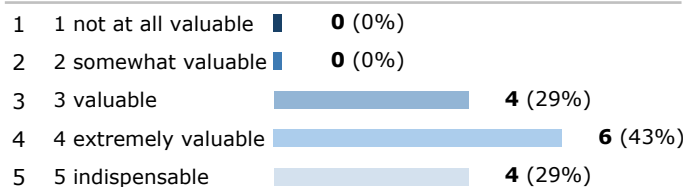
Median **4** Interpolated Median **4.21** Mean **4.21** Std Dev **0.70**

20 Du Bois N=14



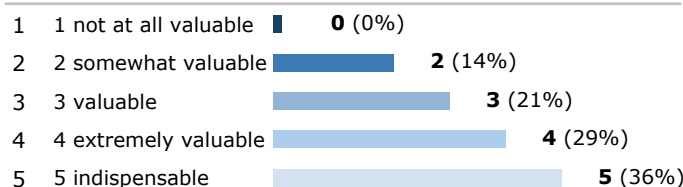
Median **4.5** Interpolated Median **4.50** Mean **4.36** Std Dev **0.74**

21 Gandhi N=14



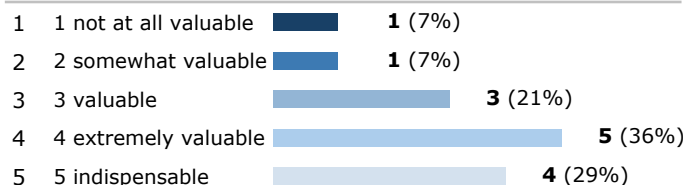
Median **4** Interpolated Median **4.00** Mean **4.00** Std Dev **0.78**

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**

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%**
Enrollment of Registered Students:**20**
Enrollment of All Students:**20**

Comments Course Questions

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**

Comments Course Questions

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**
 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%**
 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

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

- 5

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

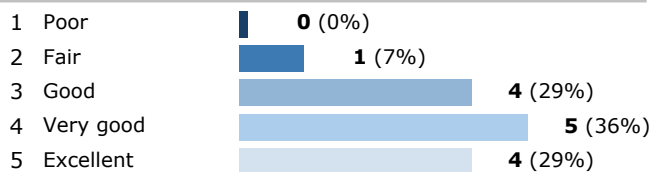
- Professor Ojea Quintana provided online articles (supplemental) and online study guides.

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**

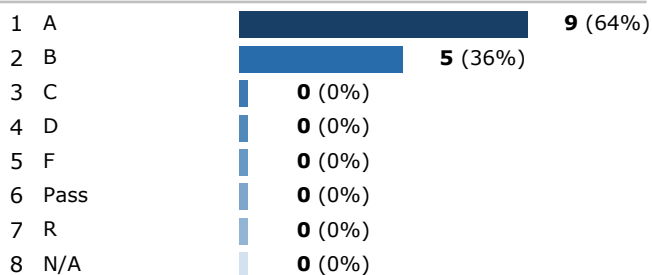
Instructor Graph Report for: **Ignacio Maria Ojea Quintana**

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

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**

- 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%**

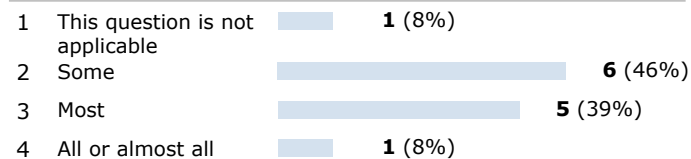
Instructors: **Ignacio Maria Ojea Quintana**

Number of Participants: **21**

Enrollment of All Students: **21**

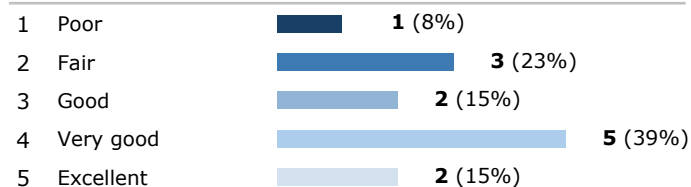
Graph Course Questions

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



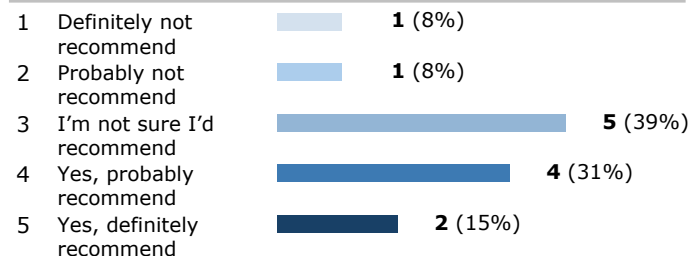
Median **2** Interpolated Median **2.42** Mean **2.46** Std Dev **0.78**

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



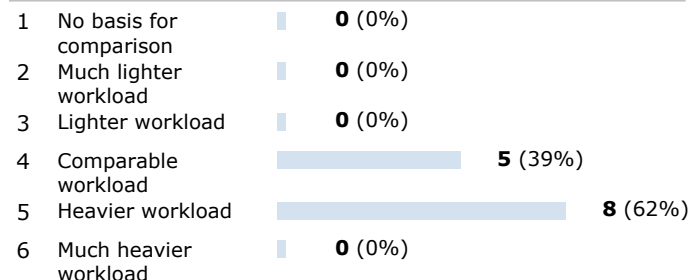
Median **4** Interpolated Median **3.60** Mean **3.31** Std Dev **1.25**

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



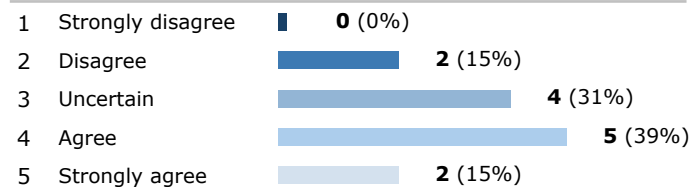
Median **3** Interpolated Median **3.40** Mean **3.38** Std Dev **1.12**

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



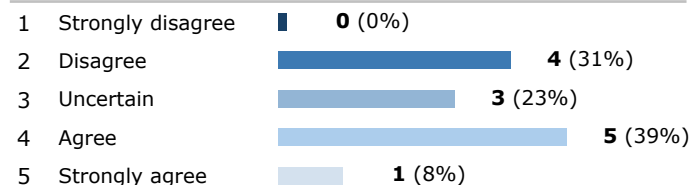
Median **5** Interpolated Median **4.69** Mean **4.62** Std Dev **0.51**

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



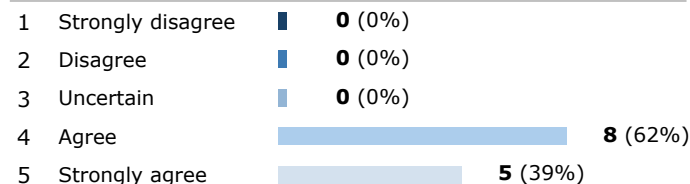
Median **4** Interpolated Median **3.60** Mean **3.54** Std Dev **0.97**

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



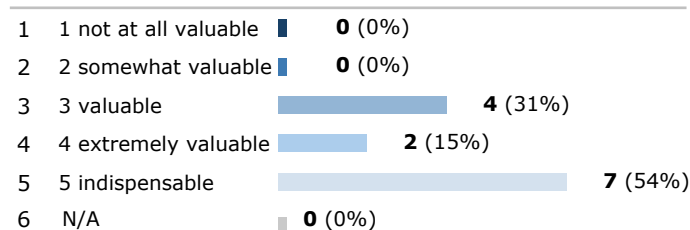
Median **3** Interpolated Median **3.33** Mean **3.23** Std Dev **1.01**

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%**

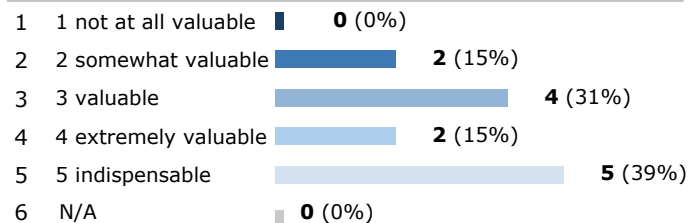
Instructors: **Ignacio Maria Ojea Quintana**

Number of Participants: **21**

Enrollment of All Students: **21**

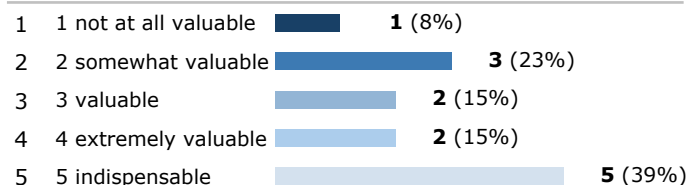
Graph Course Questions

9 Aristotle, Nicomachean Ethics N=13



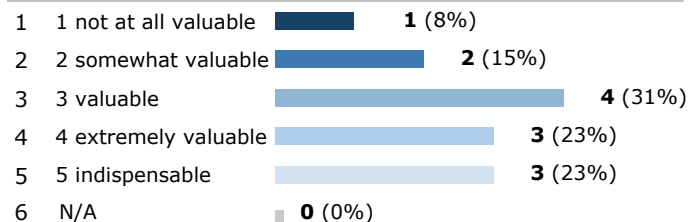
Median **4** Interpolated Median **3.75** Mean **3.77** Std Dev **1.17**

10 Aristotle, Politics N=13



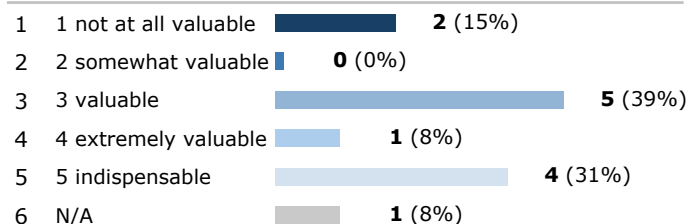
Median **4** Interpolated Median **3.75** Mean **3.54** Std Dev **1.45**

11 New Oxford Bible N=13



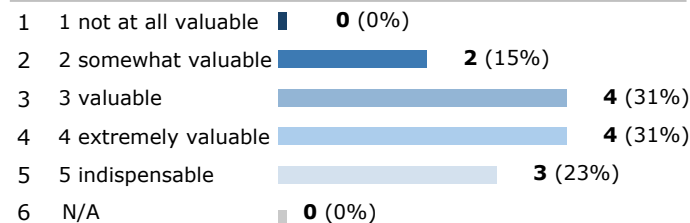
Median **3** Interpolated Median **3.38** Mean **3.38** Std Dev **1.26**

12 Augustine N=13



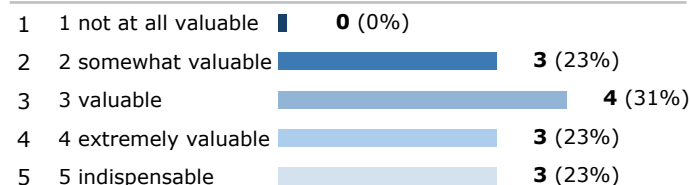
Median **3** Interpolated Median **3.30** Mean **3.42** Std Dev **1.44**

13 The Qur'an N=13



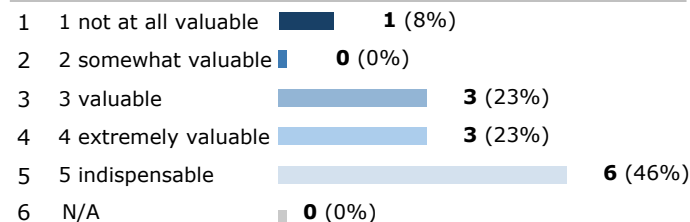
Median **4** Interpolated Median **3.63** Mean **3.62** Std Dev **1.04**

14 Medieval Texts N=13



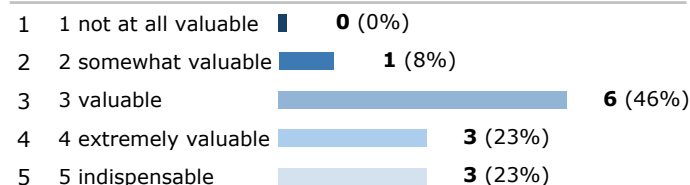
Median **3** Interpolated Median **3.38** Mean **3.46** Std Dev **1.13**

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.

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

- 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.

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

- 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

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

- 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)

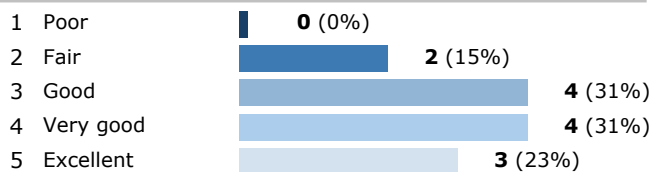
- Never happened. RIP.
 - office hours were helpful
 - n/a
 - Having snacks for the class because it is so long and at such an odd time of day was a good idea.
 - When writing papers, I used online resources to help construct arguments.
 - na
-
-

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**

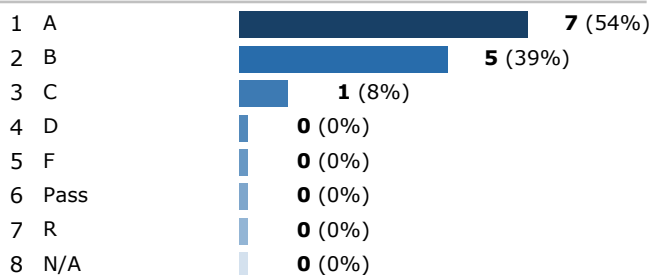
Instructor Graph Report for: **Ignacio Maria Ojea Quintana**

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.

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**

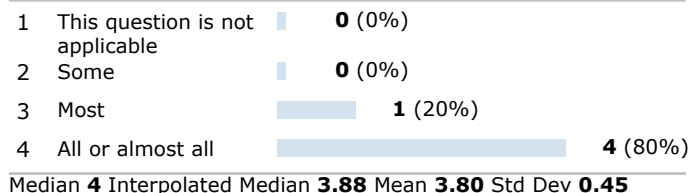
- Professor Ojea Quintana is an excellent professor. He works closely with the students, comes to class well prepared, and allows students to engage in conversation on the readings. He always makes himself available before or after class, during office hours, and/or via email. He has personally worked 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**
 Course: **PHILS3411_001_2017_2/INTRO TO SYMBOLIC LOGIC**

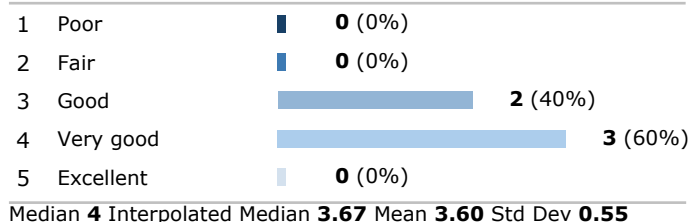
Dates: **08/07/2017 - 08/11/2017**
 Responses: **5/16 - 31.25%**
 Number of Participants: **16**
 Enrollment of All Students: **16**

Graph Course Questions

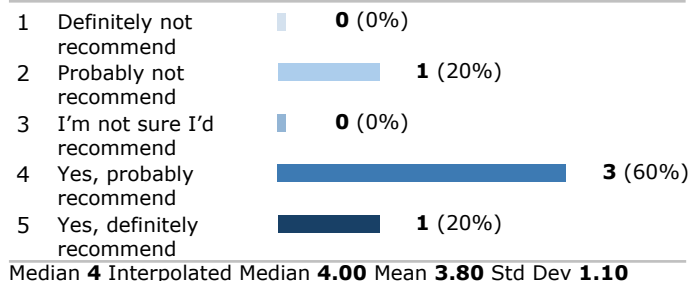
1 What percentage of the work (including reading) assigned for this course did you complete on schedule? N=5



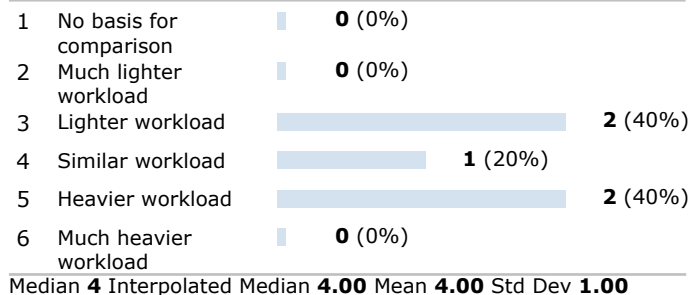
2 What is your overall assessment of the course? N=5



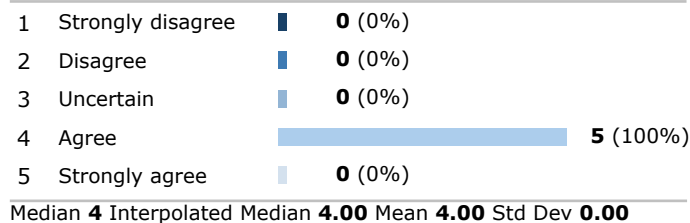
3 Would you recommend this course to another student? N=5



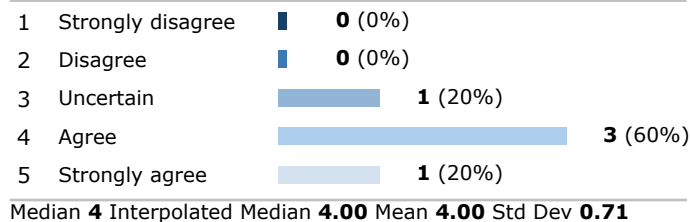
4 How does the workload in this course compare to Columbia courses with a similar structure (e.g. a lecture, seminar, laboratory, or language course)? N=5



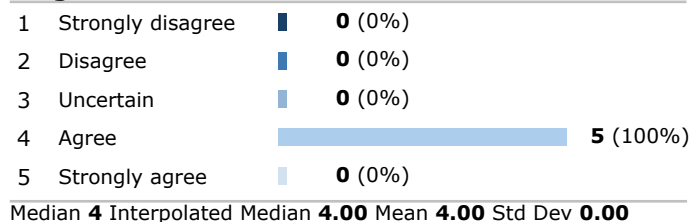
5 The learning goals and structure of the course were made apparent to me. N=5



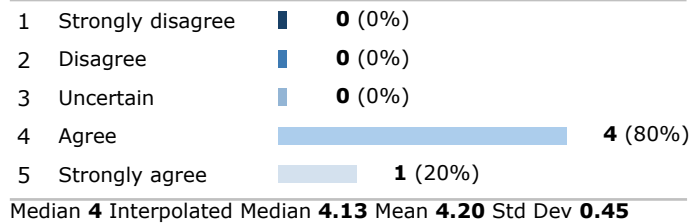
6 The course materials (readings, videos, handouts) helped me to achieve the course's learning goals. N=5



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**

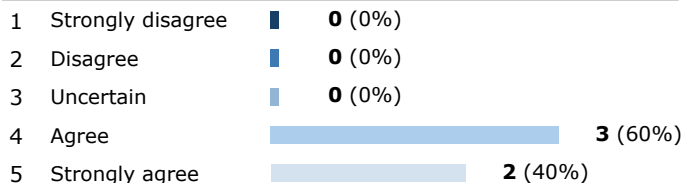
 Responses: **5/16 - 31.25%**

 Number of Participants: **16**

 Enrollment of All Students: **16**

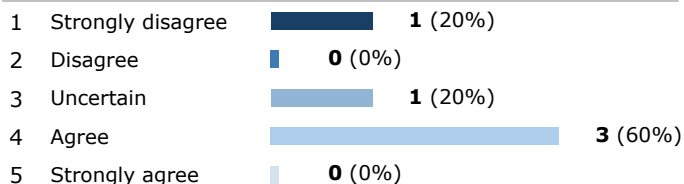
Graph Course Questions

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



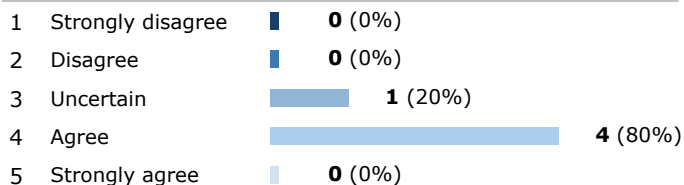
Median **4** Interpolated Median **4.33** Mean **4.40** Std Dev **0.55**

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

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

- 18hours

- Around 18 hours a week

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

- There was none (maybe just powerpoint).

Title: **Summer Session O**

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

Course: **PHILS3411_001_2017_2 / INTRO TO SYMBOLIC LOGIC**

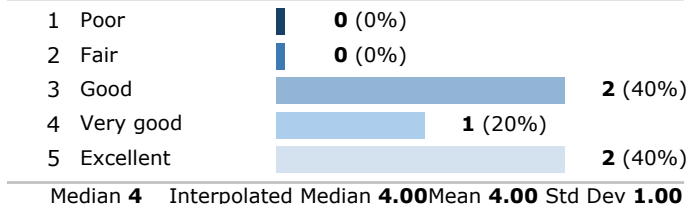
Responses: **5/16 - 31.25%**

Number of Participants: **16**

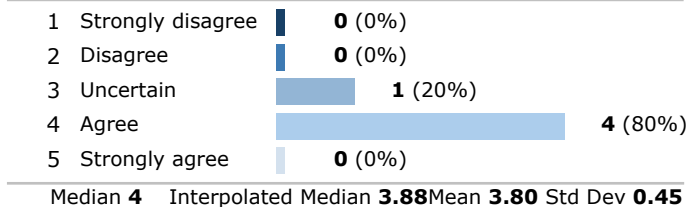
Enrollment of All Students: **16**

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

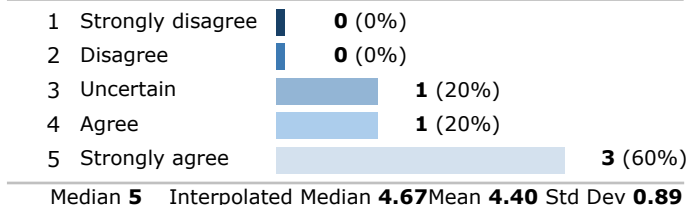
1 What is your overall assessment of the effectiveness of the instructor? N=5



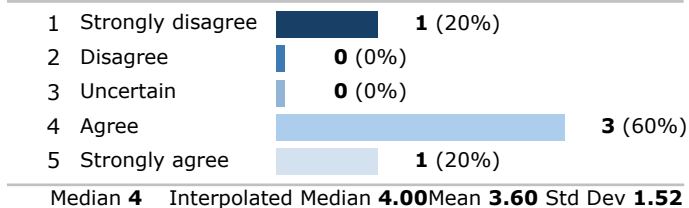
2 The instructor's teaching methods helped me achieve the course's learning goals. N=5



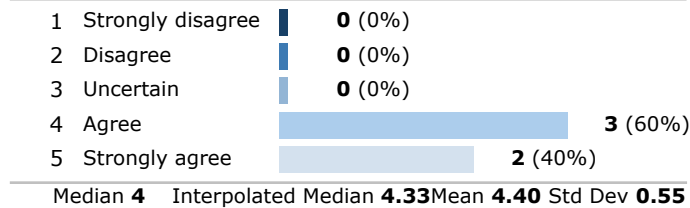
3 The Instructor was knowledgeable in the subject area. N=5



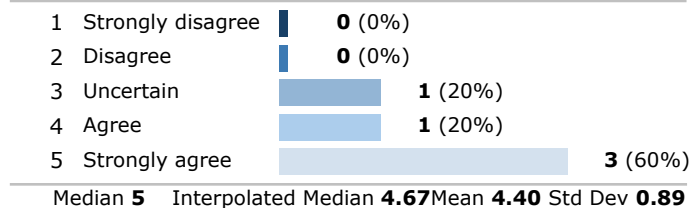
4 The instructor encouraged useful participation and collaboration with fellow students through discussion and other activities. N=5



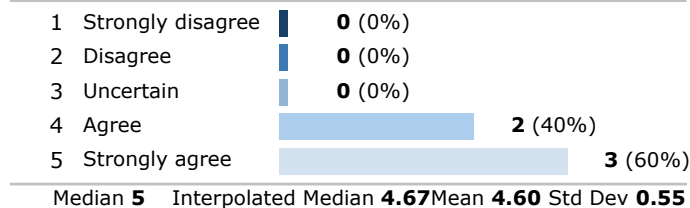
5 I understood how the instructor graded my assignments. N=5



6 The instructor provided timely and useful feedback on my assignments. N=5



7 The instructor was available via email and/or office hours for one-on-one consultation. 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%**

Enrollment of Registered Students:**16**

Enrollment of All Students:**16**

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

Q1 Please evaluate your faculty 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 kind and understanding. He is eager to help us learn as much as he could. He was always looking to better explain and elucidate the content for us, content that he knew was tough and demanding for students without mathematical backgrounds. He was always ready to answer questions.
 - Plus: He teaches well. He is on time. He prepares for his lecture. He held extra office hours before final. Minus: He split the class horribly. He gave too little work in the beginning (just chapter 2-4) and then did the entire rest of the book after the midterm (last two weeks of summer course). It was impossible to get the second half of the material in the time needed for the final.
 - He really tries to help his students and make concepts and ideas clear. He dedicated a lot of time in office hours and is relatively flexible with the homework. However, some of his pedagogical methods are a bit confusing and I am not sure if helped the students. Also he should improve his organisational skills and precision (in particular teaching a course in logic).
-
-

Title: **A&S Spring 2016 Standard Evaluation**

Dates: **04/25/2016 - 05/06/2016**

Course: **PHILV3551_001_2016_1 / PHILOSOPHY OF SCIENCE**

Responses: **10/22 - 45.45%**

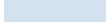





Instructors: **Daniel Cloud**

Number of Participants: **22**

Enrollment of All Students: **22**

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

1 What is your overall assessment of the effectiveness of the teaching assistant? N=8

1	No basis for comment		1 (13%)
2	Poor		0 (0%)
3	Fair		0 (0%)
4	Good		2 (25%)
5	Very Good		2 (25%)
6	Excellent		3 (38%)

Median **5** Interpolated Median **5.00** Mean **4.63** Std Dev **1.69**

Title: **A&S Spring 2016 Standard Evaluation**

Dates: **04/25/2016 - 05/06/2016**

Course: **PHILV3551_001_2016_1 / PHILOSOPHY OF SCIENCE**

Responses: **10/22 - 45.45%**

Instructors: **Daniel Cloud**

Enrollment of Registered Students:**22**

Enrollment of All Students:**22**

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

Q1 What are the strengths and weaknesses of your teaching assistant (discussion section leader, lab section leader, grader, or other assistant) as an instructor, and how might his or her teaching be improved?

- be more lively
 - great lecture. very nice
 - Ignacio was very friendly and gave a good overview of one of the lecture topics.
 - He taught a bit. Was knowledgeable and always willing to help
-
-

Title: **A&S Standard Course Evaluation**

Dates: **12/07/2015 - 12/16/2015**

Course: **PHILC1010_001_2015_3 / METHDS & PBLMS-PHILOSPHC THGH**

Responses: **43/75 - 57.33%**

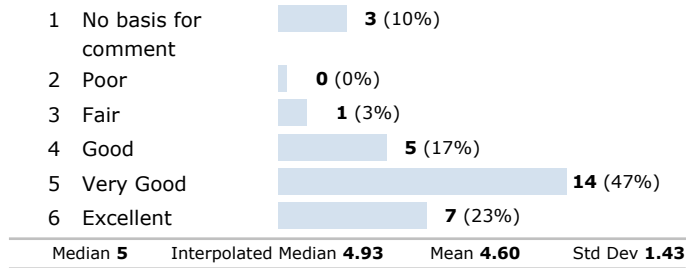
Instructors: **David Z. Albert**

Number of Participants: **75**

Enrollment of All Students: **75**

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

1 What is your overall assessment of the effectiveness of the teaching assistant? N=30



Title: **A&S Standard Course Evaluation**

Dates: **12/07/2015 - 12/16/2015**

Course: **PHILC1010_001_2015_3 / METHDS & PBLMS-PHILOSPHC THGH**

Responses: **43/75 - 57.33%**

Instructors: **David Z. Albert**

Enrollment of Registered Students:**75**

Enrollment of All Students:**75**

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

Q1 What are the strengths and weaknesses of your teaching assistant (discussion section leader, lab section leader, grader, or other assistant) as an instructor, and how might his or her teaching be improved?

- Ignacio was easy to communicate with and always made himself available.
- He was very good at leading me towards a good thesis.
- I didn't attend many office hours so I can only comment about a single lecture he gave for 'Time travel'. In general, He did a very good job of presenting the issue.
- Very helpful and competent
- I only knew that the TA graded our papers. He did half of a lecture in class, which was incredibly unclear!
- Very accessible through email and in person. He is always willing and excited to help students understand the theories and/or help them plan their papers
- Fair teacher and grader.
- I didn't really interact with him outside of lecture. His lecture was pretty good.
- Very good presenter.
- He was good when he lead the class. However, at his office hours he wasn't very helpful.
- Ignacio is very helpful and responsive. He provides good resources in writing philosophy papers.
- Ignacio gave one of the most interesting lectures, one on time travel. His lecture was very well-prepared. He is an engaging lecturer, and he seems kind and helpful.
- Ignacio answered queries on time and was quite helpful overall.
- He has extended office hours as essay deadlines approached and served as a resourceful guide. He even led discussions about time travel.
- Idk
- Ignacio is a great guy. Really down to earth. Really helpful. Is prepared to go the extra mile for you at all times. Be it staying a lot after office hours or schedule an appointment, or just answering long emails.
- He knows and loves his material.
- Ignacio was very approachable and helpful. He was a great help with my questions regarding the first paper.