

Alexandru Radulescu

Teaching Resume

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Courses I Am Prepared to Teach

(Syllabi included for courses marked ‘*’)

Lower Division Courses

- *Introduction to Formal Logic
- Historical Introduction to Philosophy
- *Philosophy in Literature
- *Skepticism, Rationality and Free Will
- Introduction to Philosophy of Mind

Upper Division Courses

- *Philosophy of Language
- Philosophy of Mathematics
- Topics in Advanced Logic
- Introduction to Metalogic
- Theory of Knowledge
- Introduction to Metaphysics
- *History of Analytic Philosophy
- Wittgenstein

Graduate Seminars

- Philosophy of Language (survey course)
- Topics in Philosophy of Language: Context and Content
- Philosophy of Logic
- Frege and Neo-Fregeans on the Philosophy of Mathematics

Summary of Teaching Evaluations

As Instructor: 8.50/9.

As Teaching Assistant: 7.54/9.

Teaching Experience

As Instructor:

Philos 127B: Philosophy of Language; Fall 2012

Enrollment: 35; Evaluation: N/A.

Philos 31: Logic – First Course; Summer 2011

Enrollment: 47; Evaluation: 9/9.

Philos 117: Late 19th- and Early 20th-Century Philosophy; Summer 2010

Enrollment: 28; Evaluation: 8/9.

Philos 128A: Philosophy of Mathematics; Summer 2009

Enrollment: 10; Evaluation: 8.50/9.

Course Description

Apart from the latest, which is ongoing, each of these courses was a 6-week intensive summer course, meeting for a total of 5 hours each week. The Logic course was a lower division introductory course, which covers the basics of propositional logic and predicate calculus. The other two courses were upper division classes, which come with greater freedom in deciding what to teach and how. Frege's philosophy of mathematics seemed quite suited for Philos 128A, since it required little previous knowledge of mathematics and its philosophy. Early 20th century reactions to skepticism were the focus in Philos 117, with a focus on Moore, Austin, and Wittgenstein.

Duties

For each of these courses, I was entirely responsible for the course design, including text selection, making a syllabus, and lesson planning. I was also responsible for planning exams and meeting with students during office hours and by appointment, and, with the exception of Philos 31 (for which I used software to check the homeworks and exams), grading students' work.

Highlights

The greatest challenge shared by the Summer classes was the time frame: after three weeks the students need to take the midterm and in their sixth week they take their final exam. This is a relentless pace, and once a student gets behind on her work, it is very hard to get back into it.

This is most obvious for Philos 31 (Introduction to Logic). My solution was to insist from the beginning that homeworks are extremely important, and that lateness will not be tolerated. To help with this issue, I used the Logic2010 software (available to use outside UCLA), which allows the students to do work on their homework until they get it right. As a bonus, students find themselves drawn to logic problems as if they were a computer game, so they often end up solving many more problems than the ones assigned.

Setting up the problem in Philos 117 was easy: many students thought skepticism obviously right, and even the ones who didn't were curious to see what could follow that. The hard part began when we started discussing the main texts for the class, which were chosen so that students get a fair picture of the topic, without being overwhelmed by their quantity and their rigor. I spent time during each class to read out loud and then comment short passages from the assigned

readings, and this was felt in the progress made by many students between their midterm papers and their final ones. After the class ended, a few students told me that they enjoyed the class for its topic well enough, but that the part they liked best was working on the texts before and after lecture, and seeing in them more and more with every reading. Teaching this class, I learned a lot about ways to keep the students interested, and to get them to see the beauty in the various styles and lines of thought of the authors.

Philos 128A, an introduction to the philosophy of mathematics, was a class which frightened many students. They soon found out that knowledge of sophisticated mathematical concepts was not needed, since we focused on Frege's *Foundations of Arithmetic* in the first part of the class, and then we worked on some neo-Fregean proposals to rescue Frege's project. We didn't linger too much on the more complicated mathematical constructions, though we did spend one class on the reason why Frege's construction failed. Instead, my goal was to help the students appreciate Frege's bold ideas and his motivations, both by reading his book, and then later by seeing its project modified and re-interpreted by the neo-Fregeans.

As Teaching Assistant:

Philos 184: Topics in Metaphysics; Summer 2012

Instructor: Andrew Hsu.

Evaluation: 8/9

Philos 137: Logic – Second Course; Spring 2010

Instructor: Terence Parsons.

Evaluation: 7/9

Philos 127A: Philosophy of Language; Winter 2010

Instructor: David Kaplan.

Evaluation: 9/9

Philos 7: Introduction to Philosophy of Mind; Fall 2009

Instructor: Joseph Almog.

Evaluation: 7/9

Philos 127B: Philosophy of Language; Spring 2009

Instructor: David Kaplan.

Evaluation: 9/9

Philos 127A: Philosophy of Language; Winter 2009

Instructor: David Kaplan.

Evaluation: 7/9

Philos 21: Skepticism and Rationality; Fall 2008

Instructor: Andrew Hsu.

Evaluation: 8/9

Philos C114: The Philosophy of David Hume; Summer 2008

Instructor: Michelle Gallagher.

Evaluation: 7.50/9

Philos 183: Theory of Knowledge; Spring 2008

Instructor: Andrew Hsu.

Evaluation: 6.50/9

Philos 100B: Medieval and Early Modern Philosophy; Winter 2008

Instructor: Calvin Normore.

Evaluation: 8/9

Philos 133: Topics in Logic and Semantics; Fall 2007

Instructors: David Kaplan & Joseph Almog.

Evaluation: N/A – less than 5 students completed the evaluation forms and it is UCLA's policy to not release the scores in such cases.

Philos 5: Philosophy in Literature; Summer 2007

Instructor: Andrew Hsu.

Evaluation: 9/9

Philos 3: Historical Introduction to Philosophy; Spring 2007

Instructor: Brian Copenhaver.

Evaluation: 7.50/9

Philos 31: Logic – First Course; Winter 2007

Instructor: David Kaplan.

Evaluation: 9/9

Philos 1: Beginnings of Western Philosophy; Fall 2006

Instructor: Sean Kelsey.

Evaluation: 7/9

Philos 31: Logic – First Course; Summer 2006

Instructor: Orsolya Schreiner.

Evaluation: 8/9

Course Description and Duties

Eight of these courses were upper division classes, and the other seven were lower division; each of them met for one quarter (i.e. 10 weeks.)

I was responsible for leading one-hour discussion sections, each week, thus helping students engage with the material covered in class and the assigned readings. My other duties included grading, holding office hours, and sometimes helping the instructor of the course to design the questions for the exams.