

CHRIS DYLAN TENNBERG

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EMPLOYMENT

Santa Monica College Adjunct Professor of Philosophy	2016-2018
University of Hawaii, Kauai Community College Adjunct Professor of Philosophy	2015-2018
University of Hawaii, Kauai Community College Instructor of Philosophy (<i>full-time, tenure track</i>)	2010-2015
Auburn University Montgomery Adjunct Professor of Philosophy	2010-2018
Westmont College Adjunct Professor of Philosophy	2009-2010
Allan Hancock College Adjunct Professor of Philosophy	2007-2018
University of California, Santa Barbara Teaching Assistant / Associate Instructor	2005-2010
San Diego State University Teaching Assistant / Lecturer	2003-2004

EDUCATION

University of California, Santa Barbara PhD (Philosophy) <i>ABD in good standing</i>	2004-2010
Dissertation – “Aspects of Socratic Rationality” My dissertation research is aimed at providing an account of “Socratic rationality” based on the early dialogues of Plato and to consider how that account might bear upon several controversial aspects of Socratic philosophy—most notably, the worry that Socrates’ allegiance to the so-called <i>daimonion</i> (or ‘divine sign’) is irrational given his frequent claims to be the kind of person that is persuaded by reason and rational argument alone. (<i>an excerpted writing sample is available upon request</i>)	
C.Phil (Ancient Greek Philosophy)	2007
MA (Philosophy)	2007
San Diego State University 30 units of MA coursework (Philosophy) <i>*See itemized list of coursework below</i>	2002-2003
Westminster Theological Seminary MA (Theology)	1997-1999 1999
Vanguard University BA (Religion) <i>summa cum laude</i>	1994-1997 1997

TEACHING INTERESTS, EXPERIENCE AND EVALUATION DATA

Although I have developed, taught and formally assessed a wide variety of courses in philosophy and religion, my primary areas of interest and competence lie in the History of philosophy, Metaphysics, Epistemology, Ethics and World Religions.

I've accumulated over 400 semester (and just over 21 quarter-term) credit hours of post-secondary level instructional experience (teaching assistant appointments not included). I have instructed "Face-2-Face", "Hybrid", "Fully Online", "Writing Intensive" and "Honors" courses at both the lower and upper divisional level. Below is an itemized list of my teaching appointments as well as a graphical summary of my full-time teaching evaluations.

Santa Monica College **2016-2018** Adjunct Professor of Philosophy

Course Title	Alpha/#	Academic Terms of Instruction	Hours
Knowledge and Reality	PHILOS 1	Summer 2016** (Honors section)	3
Early Philosophers	PHILOS 3	Summer 2016	3

University of Hawaii, Kauai Community College **2015-2018** Adjunct Professor of Philosophy (*effective Fall 2015*)

Course Title	Alpha/#	Academic Terms of Instruction	Hours
Morals and Society	PHIL 101	Fall 2015, Fall 2016	6
Ancient Greek Philosophy	PHIL 211	Fall 2015, Spring 2016	6
Introduction to World Religions	REL 150	Summer 2016	3
Christianity	REL 210	Spring 2017	3

University of Hawaii, Kauai Community College **2010-2015** Instructor of Philosophy (*full-time, tenure track*)

Course Title	Alpha/#	Academic Terms of Instruction	Hours
Introduction to Philosophy	PHIL 100	Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015	42
Morals and Society	PHIL 101	Fall 2011, Spring 2012, Summer 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013, Summer 2014, Fall 2014, Spring 2015	30
Introduction to Logic	PHIL 110	Fall 2010, Spring 2010, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015	39
Special Topics in Philosophy	PHIL 199V	Summer 2011, Fall 2013	6
Film and Philosophy	PHIL 204	Fall 2013, Spring 2015	6
Ancient Greek Philosophy	PHIL 211	Fall 2011, Summer 2012, Fall 2012, Spring 2013, Fall 2013, Fall 2015, Spring 2016	24
Introduction to World Religions	REL 150	Fall 2010, Spring 2010, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013, Summer 2014, Fall 2014, Spring 2015, Summer 2015	45

Auburn University Montgomery
Adjunct Professor of Philosophy

2010-2018

Course Title	Alpha/#	Academic Terms of Instruction	Hours
Applied Ethics	PHIL 2100	Fall 2010, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018	60
Introduction to Philosophy	PHIL 2010	Spring 2018	3

Westmont College

2009-2010

Adjunct Professor of Philosophy

Course Title	Alpha/#	Academic Terms of Instruction	Hours
Philosophical Perspectives	PHI 006	Fall 2009, Spring 2010	6

Allan Hancock College

2007-2018

Adjunct Professor of Philosophy

Course Title	Alpha/#	Academic Terms of Instruction	Hours
Survey of Philosophy	PHIL 101	Fall 2007, Spring 2008, Fall 2008, Fall 2009, Fall 2010	18
Existence and Relativity	PHIL 102	Fall 2008, Summer 2011, Summer 2016, Summer 2017	12
Ethics	PHIL 105	Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018	12
Critical Thinking	PHIL 114	Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Summer 2011	18
Religions of the World	PHIL 121	Winter 2015, Winter 2016, Winter 2017	9

University of California, Santa Barbara

2005-2010

Associate Instructor / Teaching Assistant (*TA appointments are italicized by academic term*)

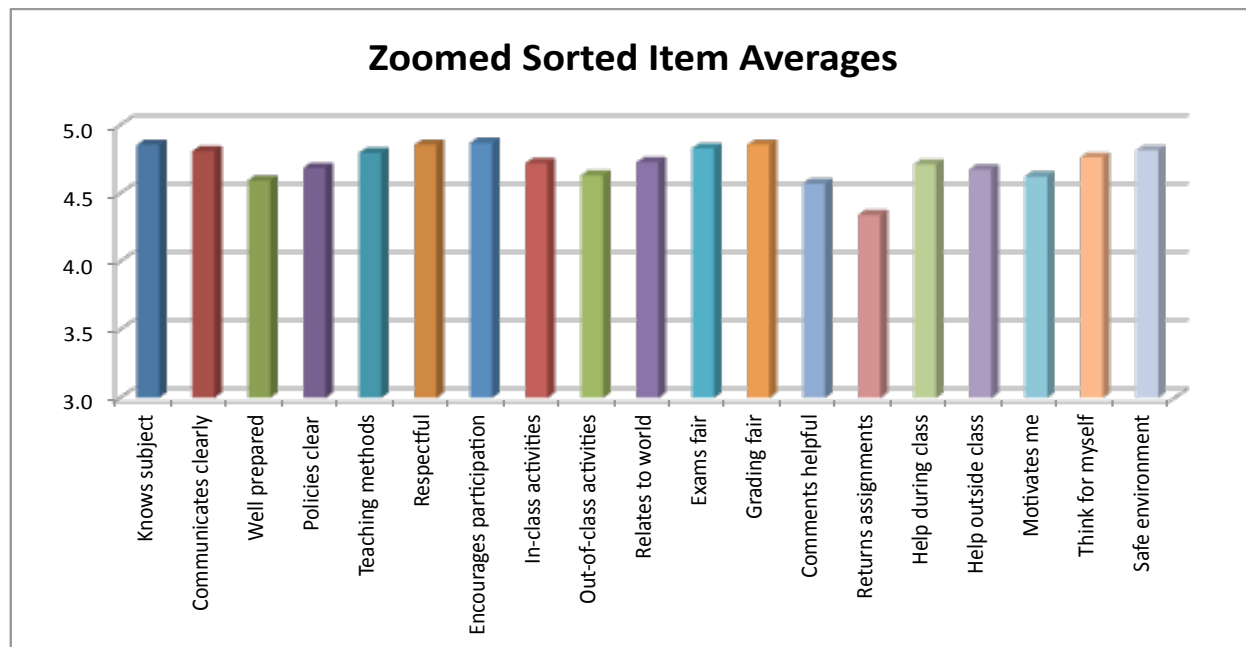
Course Title	Alpha/#	Academic Terms of Instruction	Hours
Introduction to Philosophy	PHIL 1	Spring 2008, Summer 2008, Winter 2009	12
Introduction to Logic	PHIL 3	<i>Summer 2006, Winter 2008</i>	6
Introduction to Ethics	PHIL 105	<i>Fall 2007</i>	3
Ancient Greek Philosophy	PHIL 20A	<i>Fall 2005, Fall 2006, Summer 2007, Fall 2008</i>	21
Medieval Philosophy	PHIL 20B	<i>Winter 2006, Winter 2007</i>	3
Modern Philosophy	PHIL 20C	<i>Spring 2006, Spring 2007, Spring 2010</i>	9
Pre-Socratic Philosophy	PHIL 151	Spring 2009 (Upper Division Course)	3
Plato	PHIL 152	Fall 2009 (Upper Division Course)	3
Aristotle	PHIL 153	Spring 2010 (Upper Division Course)	3

Course Title	Alpha/#	Academic Terms of Instruction	Hours
Classics of Western Philosophy	PHIL 305	<i>Spring 2003</i>	3
Philosophy of Human Nature	PHIL 310	<i>Fall 2003</i>	3
Social Ethics	PHIL 329	<i>Summer 2003</i>	3
Philosophy of Religion	PHIL 512	Spring 2004 <i>(Upper Division Course)</i>	3

Student Evaluation Data

I sincerely consider student evaluation data to be an essential and invaluable source of evidence when it comes to assessing instructional performance and highlighting particular areas of student praise and concern.

During my full-time appointment as Instructor of Philosophy/Religion at Kauai Community College, I received formal student (and peer) evaluations for almost every course that I had an opportunity to instruct. The chart below provides a categorized graphical summary of the numerical data from all of the student evaluations administered from Fall 2010 - Spring 2015. The “numerical data” rates various aspects of instructional performance and effectiveness according to the following scale/criteria: 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. My part-time evaluations are also available upon request.



AWARDS AND ACCOMPLISHMENTS

Board of Regents Excellence in Teaching Award (Official Nominee) **2012, 2015**
 University of Hawaii, Kauai Community College – *UH Board of Regents Committee*

Paul Wienpahl Award for Excellence in Teaching **2009, 2010**
 UC, Santa Barbara – *Department of Philosophy*

Outstanding Teaching Assistant Award (Official Nominee) UC, Santa Barbara – <i>Academic Senate Committee on Outstanding Teaching</i>	2009, 2010
Doctoral Student Travel Grant UC, Santa Barbara – <i>Graduate Division Committee on Funding & Fellowships</i>	2009
Graduate Student Fellowship UC, Santa Barbara – <i>Graduate Division Committee on Funding & Fellowships</i>	2005-2009
UBS Academic Achievement Award in Ancient Greek Vanguard University – <i>Department of Religious Studies</i>	1997
Official Goodwill Ambassador to the Island of Kauai County Of Kauai – <i>Appointed by Mayor Joanne Yukimura</i>	1991

COLLEGE AND COMMUNITY SERVICE / OUTREACH

Co-Chair, Division representative – Curriculum Committee University of Hawaii, Kauai Community College	2010-2015
Chair, Division representative – Distance Learning Committee University of Hawaii, Kauai Community College	2010-2015
ASUH Student Government, Kauai Community College Faculty Advisor – KCC Philosophy Club	2014-2015
Ka Leo O KCC - Kauai Community College News Paper Author – <i>Faculty column entitled “All Philosophical”</i>	2014-2015
University of Hawaii, University of Hawaii System (10 campuses) Chair, College representative – <i>UH Systemwide Gen. Ed. Foundations Board</i>	2012-2015
University of Hawaii, Kauai Community College Chair – <i>General Education Foundations Board</i>	2012-2014
University of Hawaii, University of Hawaii System (10 campuses) KCC Representative – <i>UH Systemwide Strategic Plan Group on Distance Education</i>	2012
The Kauai Kine Radio Show (Creator and host) An informal variety talk show featured on SURF 95.9 FM and the WWW	2010-2012
The Guerrilla Radio Show (Creator and host) An informal philosophy talk show featured on KCSB 91.9 FM and the WWW	2005-2010

PROFESSIONAL ACTIVITY, DEVELOPMENT AND SERVICE

Hawaii Strategic Institute (Hosted by Leeward Community College) Participant – <i>HSI’s Annual two-day conference on UHCC Student Success</i>	2015
Navigating Our Way: A Common Core Learning Journey Participant – <i>DOE Summer Institute on Common Core Learning Objectives</i>	2014
Reading Across the Disciplines Summer Institute Participant – <i>“RAD Fellow” UHCC workshop and certification</i>	2014

Hawaii Strategic Institute (Hosted by Windward Community College) Participant – <i>HSI's Annual two-day conference on UHCC Student Success</i>	2014
American Philosophical Association (Pacific Division) Chair – <i>Colloquium on Time and Tense</i>	2014
Achieving the Dream Participant – <i>Achieving the Dream's Annual Meeting on Student Success</i>	2014
American Philosophical Association (Pacific Division) Chair – <i>Colloquium on Sociality and Mind</i>	2013
American Philosophical Association (Pacific Division) Chair – <i>Colloquium on Belief</i>	2013
American Philosophical Association (Pacific Division) Chair – <i>Symposium on Zeno</i>	2012
American Philosophical Association (Pacific Division) Chair – <i>Colloquium on Plato</i>	2011
American Philosophical Association (Pacific Division) Commentator – <i>“Images and Truth in Plato's Symposium” (Yancy Dominick)</i>	2010
American Philosophical Association (Pacific Division) Chair – <i>Colloquium on Plato</i>	2009
7th Annual Hawaii International Conference on Arts and Humanities Presenter – <i>“Aspects of Socratic Rationality” (Chris Tennberg)</i>	2009
American Philosophical Association (Pacific Division) Commentator – <i>“Locality and Necessity” (Ben Caplan and David Sanson)</i>	2008
American Philosophical Association (Pacific Division) Presenter – <i>“Personal Identity and Genomes” (Chris Tennberg)</i>	2005
Society for Ancient Greek Philosophy Official Society Webmaster (<i>pro bono publico</i>)	2009-2014
Society of Christian Philosophers Official Society Webmaster (<i>pro bono publico</i>)	2009-2014

ACADEMIC REFERENCES

Helen Cox, PhD

Chancellor (Kauai Community College)
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James Dire, PhD

Vice Chancellor Academic Affairs (Kauai Community College)
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(PH) 619-594-0249 | (EM) barbone@rohan.sdsu.edu

Michael Horton, PhD

Professor, Systematic Theology (Westminster Theological Seminary)
(PH) 760-480-8474 | (EM) mshorton@wscal.edu

Jerry Camery-Hoggatt, PhD

Professor, Narrative Theology (Vanguard University)
(PH) 714-556-3610 | (EM) jcameryhoggatt@vanguard.edu

COMPLETED GRADUATE COURSEWORK IN PHILOSOPHY

University of California, Santa Barbara**2004-2009**

- PHIL 283 – Beginning Modern/Symbolic Logic (Fall 2004)
- PHIL 250 – Advanced Metaphysics (Fall 2004)
- PHIL 256 – Hellenistic Philosophy (Fall 2004)
- PHIL 284 – Intermediate Modern/Symbolic Logic (Winter 2005)
- PHIL 230 – Pre-Socratic Philosophy (Winter 2005)
- PHIL 296 – Seminar in Epistemology (Winter 2005)
- PHIL 252 – Plato (Spring 2005)
- PHIL 253 – Aristotle (Spring 2005)
- PHIL 212 – Philosophy of Religion (Summer 2005)*
- PHIL 230 – Freedom & Determinism (Fall 2005)*
- PHIL 296 – Seminar in Philosophy of Mind (Fall 2005)
- PHIL 230 – Seminar in Ethics (Winter 2006)
- PHIL 296 – Seminar in Epistemology (Winter 2006)
- PHIL 234 – Moral Psychology (Spring 2006)
- PHIL 296 – Seminar in Philosophy of Language (Spring 2006)
- PHIL 297 – Seminar in Ancient Philosophy (Fall 2006)
- PHIL 297 – Seminar in History of Philosophy (Winter 2007)*
- PHIL 296 – Seminar in Epistemology (Winter 2007)*
- PHIL 297 – Seminar in Ancient Philosophy (Winter 2008)*
- PHIL 297 – Seminar in Ancient Philosophy (Fall 2008)*
- PHIL 297 – Seminar in Ancient Philosophy (Winter 2009)*
- PHIL 286 – Modal Logic (Spring 2009)*

San Diego State University

2002-2003

PHIL 305 – Classics of Western Philosophy (Fall 2002)
PHIL 329 – Social Ethics (Fall 2002)
PHIL 537 – Philosophy of Science (Fall 2002)
PHIL 541 – History of Aesthetics (Fall 2002)
PHIL 411 – Ancient Western Philosophy (Spring 2003)*
PHIL 536 – Philosophy of Mind (Spring 2003)
PHIL 620 – Seminar in History of Philosophy (Spring 2003)
PHIL 630 – Seminar in Current Philosophical Issues (Spring 2003)
PHIL 506 – 20th Century Continental Philosophy (Fall 2003)
PHIL 610 – Seminar in Global Justice (Fall 2003)
PHIL 620 – Seminar in Metaphysics (Fall 2003)

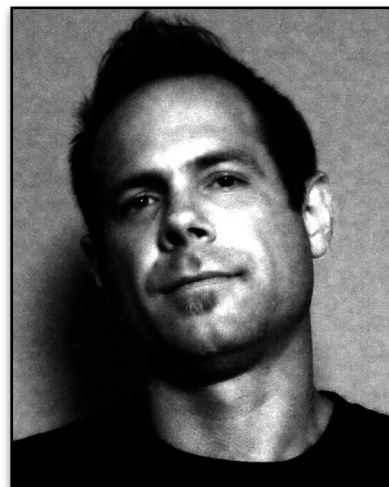
“*” Audited graduate coursework completed in philosophy

MY PERSONAL TEACHING PHILOSOPHY

One way to summarize the gist of my over-all teaching philosophy is by means of the motto “expose, explain and evaluate”. In what way does this particular motto capture my general approach to pedagogy? And how do I personally implement such a teaching philosophy in the classroom? Allow me to (briefly) explain.

First of all, in my opinion, one of the hallmarks of a good education is exposure to a broad range of ideas (both old and new), different ways of thinking, new models of analysis, different conceptions of reality, etc. In fact, I’m convinced that acquiring such an awareness of alternatives is one of the first steps that a student can (and should) take toward the development of an informed, well-rounded, healthy world and life view.

One of the things that I love most about teaching philosophy and religion to undergraduates is having the opportunity and privilege of participating in this exposure process by means of introducing students to some of the most fundamental issues/questions that can be asked about the nature of reality, human beings and our knowledge of both: e.g. Does god exist? Do humans beings have free will? What’s the essence of personal identity? What does it mean to have knowledge? Can we know anything at all? Do human beings have an obligation to act morally? What makes a particular action moral or immoral? Is it morally permissible for a woman to have an abortion? Do the citizens of wealthier nations have a moral obligation to help end extreme poverty and world hunger?



However, since exposure to such diverse notions can sometimes be a bit unnerving and since I believe that first impressions are often lasting, one of my personal instructional goals is to constantly develop methods of presentation that are specifically designed to enhance the student’s exposure experience. In my own classes, this usually means that I begin by establishing a strong sense of rapport with my students and work hard to create and

maintain an environment that is inviting and conducive for discussion and open dialogue—a place where students feel that it's safe to explore and consider new issues/questions openly and honestly. Another way that I like to enhance a student's exposure experience is by incorporating new forms of instructional technology into my delivery and presentation of the material: e.g. using well crafted lecture slides, illustrative images, pertinent audio and video clips, providing links to online resources such as a course website, downloadable lecture notes, tutorials, supplementary readings, helpful podcasts, etc.

Second, although I consider the exposure process to be an essential aspect of the ideal college/university education, I do not think it is enough to simply introduce students to a host of different ideas, perspectives, etc. After all, much of the material that students get exposed to in the classroom is complex and therefore often difficult to process and fully understand. Merely exposing students to subject "X" without taking the time to fully explain the meaning of "X", what "X" consists of, what accepting "X" might entail and how "X" may or may not be relevant to other aspects of life can often leave students feeling disoriented and frustrated. As such, I feel that it is crucial for instructors do everything that they can to provide their students with the explanations needed for their full grasp and retention of the issues/questions under consideration. One of the ways that I personally strive to meet this explanatory need is to make sure that I am the kind of instructor who is always prepared, organized, clear, patient and available when it comes to answering questions and engaging students in regular, lively, interactive and inquisitive discussions both in and out of the classroom.

Finally, although I'm convinced that the notions of exposure and explanation are both necessary aspects of a student's educational experience, I do not believe that those notions are entirely sufficient for a student's intellectual growth and development. That's why the final element of my over-all teaching philosophy emphasizes the importance of evaluation. In my opinion, instructors should not only be in the business of exposing and explaining, but also be committed to helping their students acquire and develop the critical tools needed to properly evaluate the ideas, concepts, issues/questions they are being exposed to. One of my favorite ways of incorporating evaluative analysis into my particular teaching style is to utilize stimulating thought experiments that are specifically designed to get students to wrestle with their own intuitions as well as question and carefully consider the various assumptions, arguments and theories being advanced. The ancient Greek philosopher Socrates famously claimed that "the unexamined life is not worth living", and for the most part, I think that Socrates was right. As such, I believe it is vitally important that students (as well as instructors) learn to think rationally and critically about the beliefs that shape our particular conception of the world and our place in it.