

CHRIS DYLAN TENNBERG

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EMPLOYMENT

University of Hawaii, Kauai Community College Instructor of Philosophy (full-time, tenure track)	2010-2015
Auburn University Montgomery Adjunct Professor of Philosophy	2010-2015
Allan Hancock College Adjunct Professor of Philosophy	2007-2011
Westmont College Adjunct Professor of Philosophy	2009-2010
University of California, Santa Barbara Associate Instructor, Teaching Assistant	2005-2010

EDUCATION

University of California, Santa Barbara PhD (Philosophy) MA and CPhil (Philosophy)	2004-2010 ABD (<i>good standing</i>) 2007
Westminster Theological Seminary MA (Theology)	1997-1999 1999
Vanguard University BA (Religion) <i>summa cum laude</i>	1994-1997 1997

RESEARCH AND TEACHING INTERESTS

Areas of Specialization

Ancient Greek Philosophy, Plato, Socratic rationality

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 *daimonion* (or ‘divine sign’) is irrational given his frequent claims to be the kind of person that is persuaded by reason and rational argument alone.

Areas of Teaching Competence

History of Philosophy (Ancient, Medieval and Modern), Metaphysics, Epistemology, Critical Thinking, Symbolic Logic, Ethics, Philosophy of Religion, World Religions

AWARDS, HONORS AND ACCOMPLISHMENTS

Board of Regents Excellence in Teaching Award (Official Nominee) University of Hawaii, Kauai Community College – UH Board of Regents Committee	2015
Board of Regents Excellence in Teaching Award (Official Nominee) University of Hawaii, Kauai Community College – UH Board of Regents Committee	2012
Paul Wienpahl Award for Excellence in Teaching UC, Santa Barbara – Department of Philosophy	2010
Outstanding Teaching Assistant Award (Official Nominee) UC, Santa Barbara – Academic Senate Committee on Outstanding Teaching	2010
Paul Wienpahl Award for Excellence in Teaching UC, Santa Barbara – Department of Philosophy	2009
Outstanding Teaching Assistant Award (Official Nominee) UC, Santa Barbara – Academic Senate Committee on Outstanding Teaching	2009
Doctoral Student Travel Grant UC, Santa Barbara – Academic Senate Committee on Graduate Funding & Fellowships	2009
Graduate Student Fee Fellowship UC, Santa Barbara – Graduate Division	2005-2009
Creator and Host of The Guerrilla Radio Show An informal philosophy talk show/podcast featured on KCSB 91.9 FM and the WWW	2005-2009
UBS Academic Achievement Award in Ancient Greek Vanguard University – Department of Religious Studies	1997
Official Goodwill Ambassador to the Island of Kauai Appointed by Mayor Joanne Yukimura	1991

ACADEMIC SERVICE AND SELECTED CONFERENCE PRESENTATIONS

University of Hawaii, Kauai Community College Co-Chair, Division representative – Curriculum Committee	2010-2015
University of Hawaii, Kauai Community College Chair, Division representative – Distance Learning Committee	2010-2014
University of Hawaii, University of Hawaii System (10 campuses) Chair, representative – UH Systemwide Gen. Ed. Foundations Board	2012-2015
University of Hawaii, Kauai Community College Chair – General Education Foundations Board	2012-2014
University of Hawaii, University of Hawaii System (10 campuses) Representative – UH Systemwide Strategic Plan Working Group on Distance Education	2013-2014
American Philosophical Association (Pacific Division) Chair – Colloquium on Time and Tense “Eternalist Recurrence” (Sam Cowling)	2014
American Philosophical Association (Pacific Division) Chair – Colloquium on Sociality and Mind “The Concept of a Composite Agent” (Siwing Tsoi)	2013

American Philosophical Association (Pacific Division) Chair – Colloquium on Belief “What Are Directions of Fit?” (Allen Coates)	2013
American Philosophical Association (Pacific Division) Chair – Symposium on “Zeno’s Definition of the Apprehensive Impression” (Pavle Stojanovic)	2012
American Philosophical Association (Pacific Division) Chair – Colloquium on “Rotation Without Change in the <i>Statesman</i> ” (Brian Prince)	2011
American Philosophical Association (Pacific Division) Commentator – “Images for the Sake of the Truth in Plato's <i>Symposium</i> ” (Yancy Dominick)	2010
American Philosophical Association (Pacific Division) Chair – “Is Good Tragedy Possible? The Argument of <i>Gorgias</i> 502b-503b” (Franco Trivigno)	2009
7th Annual Hawaii International Conference on Arts and Humanities Presenter – “Aspects of Socratic Rationality”	2009
American Philosophical Association (Pacific Division) Commentator – “Locality and Necessity” (Ben Caplan and David Sanson)	2008
American Philosophical Association (Pacific Division) Presenter – “Personal Identity and DNA: A Genomic Approach” (Chris Tennberg)	2005

TEACHING EXPERIENCE

University of Hawaii, Kauai Community College **2010-2015** Course Instructor (full faculty responsibilities)

Course Title	Course Number	Term
Introduction to Philosophy	PHIL 100	Fall 2010, Spring 2010, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015
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
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
Special Topic in Philosophy – Puzzles and Paradoxes	PHIL 199	Summer 2011
Ancient Greek Philosophy	PHIL 211	Fall 2011, Summer 2012, Fall 2012, Spring 2013, Fall 2013
Film and Philosophy	PHIL 204	Fall 2013, Spring 2015
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

Auburn University Montgomery **2010-2015** Course Instructor (full faculty responsibilities)

Course Title	Course Number	Term
Applied Ethics	PHIL 2100	Fall 2010, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015

Allan Hancock College
Course Instructor (full faculty responsibilities)

2007-2011

Course Title	Course Number	Term
Survey of Philosophy	PHIL 101	Fall 2007, Spring 2008, Fall 2008, Fall 2009, Fall 2010
Existence and Reality – Introduction to Metaphysics	PHIL 102	Fall 2008, Summer 2011
Critical Thinking	PHIL 114	Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Summer 2011

Westmont College
Course Instructor (full faculty responsibilities)

2009-2010

Course Title	Course Number	Term
Philosophical Perspectives	PHI-006	Fall 2009, Spring 2010

University of California, Santa Barbara
Course Instructor (full faculty responsibilities)

2005-2010

Course Title	Course Number	Term
Aristotle (<i>Upper Division</i>)	PHIL 153	Winter 2010
Plato (<i>Upper Division</i>)	PHIL 152	Fall 2009
Pre-Socratic Philosophy (<i>Upper Division</i>)	PHIL 151	Spring 2009
History of Ancient Philosophy	PHIL 20A	Fall 2008
Introduction to Philosophy	PHIL 1	Spring 2008, Summer 2008, Winter 2009

Teaching Assistant (responsibilities: lead course discussion sections, grading, etc)

Course Title	Course Number	Term
Critical Thinking/Introduction to Logic	PHIL 3	Summer 2006, Winter 2008
Introduction to Ethics	PHIL 4	Fall 2007
History of Ancient Philosophy	PHIL 20A	Fall 2005, Fall 2006, Summer 2007
History of Medieval Philosophy	PHIL 20B	Winter 2006, Winter 2007
History of Modern Philosophy	PHIL 20C	Spring 2006, Spring 2007, Spring 2010

San Diego State University
Course Lecturer (responsibilities: course lectures, grading, student mentoring, etc)

2003-2004

Course Title	Course Number	Term
Philosophy of Religion (<i>Upper Division</i>)	PHIL 512	Spring 2004

Teaching Assistant (responsibilities: grading, student mentoring, etc)

Course Title	Course Number	Term
Philosophy of Human Nature	PHIL 310	Fall 2003
Social Ethics	PHIL 329	Summer 2003
Classics of Western Philosophy	PHIL 305	Spring 2003

** Course syllabi and other course materials are available upon request for review and consideration*

SPECIALIZED INSTRUCTIONAL SKILLS

Proficiency in Online/Distance Learning Educational Technology

Experienced (and certified) in Blackboard, Moodle, Sakai and a few other Distance Learning systems

PROFESSIONAL MEMBERSHIPS, ACTIVITY AND SERVICE

American Philosophical Association **2003-2015**

Member, Presenter, Commentator, Session Chair

Society for Ancient Greek Philosophy **2009-2014**

Official Society Webmaster

Society of Christian Philosophers **2009-2013**

Official Society Webmaster

ACADEMIC REFERENCES

James Dire, PhD

Vice Chancellor Academic Affairs, (University of Hawaii, Kauai Community College)
(PH) 808-245-8229 | (EM) dire@hawaii.edu

Richard S. Randolph, PhD

Chair, Associate Professor, Department of English (University of Hawaii, Kauai Community College)
(PH) 808-245-8222 | (EM) rsrandol@hawaii.edu

Alan Boyes, MA

Assistant Professor, Department of History (University of Hawaii, Kauai Community College)
(PH) 808-245-8340 | (EM) aboyes@hawaii.edu

Thomas Holden, PhD

Professor, Department of Philosophy (University of California, Santa Barbara)
(PH) 805-893-2841 | (EM) tholden@philosophy.ucsb.edu

Aaron Zimmerman, PhD

Associate Professor, Department of Philosophy (University of California, Santa Barbara)
(PH) 805-893-2632 | (EM) azimmerman@philosophy.ucsb.edu

Jim Taylor, PhD

Professor, Department of Philosophy (Westmont College)
(PH) 805-565-6157 | (EM) taylor@westmont.edu

Steve Barbone, PhD

Professor, Department of Philosophy (San Diego State University)
(PH) 619-594-0249 | (EM) barbone@rohan.sdsu.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 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? Why do I consider such an over-all approach to be worthy of exemplification? And how do I personally implement that 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, 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 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 considered: e.g. the question of God’s existence, the relationship between mind and body, the puzzle of personal identity, the mystery of free will, the concept of knowledge (and whether it is possible to know anything at all), the nature of morality and moral responsibility, etc. 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. 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 PowerPoint 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 that 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, and what “X” might entail, etc 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.

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 has to do with 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 under consideration. 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.