

## Curriculum Vitae

### Joshua Paul Carboni

#### Education

— **Fordham University, New York City (M.A.)**

- Master of Arts degree in philosophy, February 2005

— **California State University, Chico (B.A.)**

- Bachelor of Arts degree in philosophy, May 2001

#### Teaching Experience:

**September 2013 – Present: California State University, Sacramento**

— **Lecturer, Department of Philosophy**

• **Courses Instructed:**

- **Philosophy 002 – Ethics:** Lectures and course material focus on the examination of the concepts of morality, obligation, human rights and the good life. Competing theories about the foundations of morality including Utilitarianism, Deontic Ethics, Virtue Ethics, Egoism and Relativism are investigated.
- **Philosophy 004 – Critical Thinking:** Course concerns the study of the basic skills of good reasoning needed for the intelligent and responsible conduct of life. Topics include: argument structure and identification, validity and strength of arguments, common fallacies of reasoning, use and abuse of language in reasoning, principles of fair play in argumentation.

**August 2008 – Present: Sacramento City College, Sacramento, California**

— **Adjunct Assistant Professor, Humanities and Fine Arts Division, Department of Philosophy**

• **Courses Instructed:**

- **Philosophy 300 – Introduction to the History of Philosophy:** Lectures focus on the history of philosophic thought from Ancient Philosophy through Modern Philosophy. Students learn relevant techniques for understanding and analyzing past philosophic thought, methods of critical thinking, research techniques and basic philosophic writing techniques
- **Philosophy 310 – Introduction to Ethics:** Responsible for instruction in the rich history of ethical theory, philosophic debate and the application of past theories to modern ethical concerns. Students read and discuss theories from Plato through contemporary ethical theorists (focusing on the distinction between descriptive ethics, normative ethics, meta-ethics, and applied ethics and the debate between relativism and absolutism)
- **Philosophy 320 – Logic and Critical Thinking:** This class is an introduction to basic principles and frameworks of logic and critical thinking as used in argument analysis including deduction, induction, and fallacy recognition. Lectures focus on developing analytical skills and applying principles of good reasoning to the arguments encountered in life
- **Philosophy 352 – Introduction to World Religions:** This course is an introductory survey of world religions including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, Islam, African, and Native American religions. Lectures focus on the

origins, beliefs, and interpretations of philosophical concepts underlying major religious themes including the ideas of revelation, mysticism, religious myths, worship, and ritual

- I have also served as a substitute/guest lecturer on numerous occasions for *Philosophy 320: Logic and Critical Reasoning* and *Philosophy 352: World Religions*

• **Committees/Boards:**

**Academic Senate** – Adjunct Representative HFA Division (Winter 2012 – Spring 2013)

**Learning Center Resource Center Committee** – Davis Center Representative (2009)

**January 2011 – Present: International Academy of Design and Technology —**

***Instructor, General Education***

• **Courses Instructed (Classes are instructed year-round in 10 Week terms):**

- **Philosophy 405 – Ethics**: Class centers around instruction in theoretical and applied ethical constructs from both a Western and non-Western approach. Students read and discuss ideas that have helped to shape their own beliefs and study concepts that relate to and improve decision-making processes

- **Humanities 101 – Information Literacy**: Information literacy focuses on building and/or improving critical thinking abilities by providing instruction in the basic fundamentals of logic and critical thinking while providing strategies for student success in the academic atmosphere

- **Sociology 201 – Cultural Diversity**: This course is designed to enhance understanding of and appreciation for human diversity through critical analysis of sociological, socioeconomic and cultural issues. In the class, students learn the skills/tools needed to develop what is termed a diversity consciousness

- **Sociology 401 – Political Science**: This course examines the scope and method of political science through the lense of political philosophy and social ethics. As such, the course explores the social nature of politics and focuses on how power and opinions are distributed throughout a variety of populations, institutions, and political entities

**September 2010 – November 2010: San Joaquin Valley College, Rancho Cordova, California**

— ***General Education Instructor***

• **Courses Instructed (Courses were instructed year-round in accelerated 5 week terms):**

- **Philosophy 1C – Introduction to Philosophy (Ethics)**: This course provided an introduction to the ethical problems and issues faced in modern, culturally diverse society. Students read and discussed major theories within the discipline and addressed current events related to ethical issues

- **Psychology 1 - General Psychology**: This course covered the study of human behavior, moral development, and psychological theory as it applied to the individual, group, and community. Behavioral disorders and treatment, social perceptions, emotions, motivation, social influence and group processes were topics that were addressed in this course

- **Speech 1A - Introduction to Public Speaking**: This class was an introduction to the theories and techniques of public speaking. Emphasis was placed on the logical organization and composition of informative and persuasive speeches. Students

conducted numerous speeches with an emphasis on stating and developing complete and clear ideas and arguments. Confidence building and anxiety reducing techniques were covered in detail as was the development of critical thinking techniques and analysis of public argument

**January 2006 – April 2008: Monroe College, Bronx, New York**

— *Adjunct Professor, Department of English and Social Sciences and School of General Studies*

- **Courses Instructed (year-round trimester system: fall, winter, spring, and summer):**
- **Developmental English:** Generated and implemented specifically geared lesson plans that focused on—but were not limited to—ESL students and those who did not finish high school. Courses concentrated on critical English concepts such as grammar, fundamental essay writing and reading comprehension.
- **Expository Writing:** Instruction in basic essay construction, intermediate to advanced grammar fundamentals, and reading comprehension—equivalent to freshman English composition. Lesson plans focused on improving students' critical thinking abilities through readings, discussions and multiple writing assignments.
- **Composition and Literature:** Instruction in the historical and contemporary approaches to literary theory and proper composition techniques in relation to assigned readings. Lessons focused on plot development, character analysis, discussions on setting, tone and theme, etc. Lectures in the classroom drew heavily on studies in the Philosophy of Literature – formal discussions on moral and ethical components of assigned readings.
- **College Strategies:** Class was geared towards introducing students to the college experience. Instruction included, but was not limited to the following: introduction of proper study skills, classroom skills, critical thinking and logic skills, basic writing and research skills, etc. All incoming freshman at Monroe College were required to pass this course before entering their second semester.
- **Business Writing:** Instruction in the proper methods of writing for the business environment. Particular areas of instruction included writing and formatting reports (long and short), generating proposals and creating basic correspondence (e-mails and memoranda) within the business sphere using proper business language and style.
- **Off-Site Basic Business Writing:** Created, organized and instructed accelerated, basic business writing courses at Jacobi Hospital's teaching facility in the North Bronx. Students included employees of the hospital including managers, doctors, nurses, administrative assistants, etc. Lesson plans focused on proper writing techniques and styles within the hospital/business setting.
- **Political Science:** Class instruction focused on the specific aspects of the three branches of the United States government. Section included close readings of the Constitution and Declaration of Independence and included a detailed historical analysis of the political and philosophical history of the United States including its origin in philosophers like John Locke, Montesquieu and Rousseau. Classroom instruction included detailed lectures in the philosophical, historical/anthropological nature of American political philosophy.

**October 2002 – May 2004 / April 2005 – January 2006: Monroe College, Bronx, New York**

— ***Teaching Assistant: Department of English and Social Sciences***

— ***Teaching Assistant Math/English: Student Academic Center***

- Provided in-class support to an English instructor in developmental English classes for the Department of English and Social Sciences and The School of General Studies
- Assisted in creating lesson plans, grading essays and student development

— ***Instructor's Assistant, PASS Program***

- Supported professor with the instruction of accelerated lesson plans (three-week classes) preparing students for the college's entrance and placement exams
- Class meetings were held daily for 3 weeks. Students received accelerated instruction in English & mathematics

— ***Learning Resource Center Tutor, Writing/English Division***

- Assisted students within the college's Learning Resource Center to improve grammar skills, essay construction, reading comprehension and basic computer skills
- Provided academic support to students in various disciplines (including philosophy, psychology, business, computer science, medical administration and criminal justice) in a computer lab setting
- Support focused on essay writing, grammar instruction, research techniques and computer training
- Provided support to faculty, including substitute class instruction, administering exams and supporting students in completing class work within the Learning Resource Center
- Assisted with GED prep, life skills and vocational instruction
- Created a policy and procedures plan for a school wide e-mail tutoring system for which I served as primary tutoring contact
- Created/planned and instructed workshops in essential English concepts, proper research methods and research paper writing/construction

**Internships**

**August 2004 – February 2005: Harper San Francisco Publishers (Harper Collins Imprint)**

— ***Assistant to the Director of Publicity and Marketing Department***

- Wrote, edited and reviewed press materials for content and style
- Constructed new publicity/media mailing lists and updated previous lists specific to publicity subject
- Organized and distributed galley/review copies to media outlets and clients
- Maintained and regularly updated publicity databases for the marketing and publicity departments and researched new, contemporary media outlets
- Conducted initial and follow-up publicity calls

**January 1998 – January 2000: California State University, Chico**

— ***Faculty & Research Assistant/Professor's Assistant (T.A.), Department of Philosophy***

- Conducted study groups and mentored student projects
- Instructed classes in professor's absence (philosophy)
- Held regular office hours to assist students and faculty

- Administered and graded exams
- Assisted faculty with research and interpretation of literature
- Researched and coordinated, in conjunction with library personal and department professors, annual library acquisitions in philosophy and humanities
- Reviewed and submitted faculty symposium papers and journal submissions