

BRANDON G. HENDRICKSON

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EDUCATION

University of Washington

pursuing M.Ed. in Social and Cultural Foundations of Education

Seattle, WA

Oct 2009–

Arizona State University

B.A. in History, B.A. in Religious Studies, Barrett Honors College

Tempe, AZ

Aug 2001–May 2006

- Cumulative undergraduate GPA: 3.81 *summa cum laude*
- Papers presented: “Jesus’ Community and the Hope of Israel,” presented November 2005
- National Merit Finalist
- SAT Verbal: 800, SAT Mathematics: 790
- GRE Verbal: 730, GRE Quantitative: 800, GRE Analytical Writing: 5.5

TEACHING EXPERIENCE

The Attic Learning Community

High School Teacher

Teach high school classes on world history, American history, philosophy, and political ideologies.

Readings include Machiavelli, Burke, Locke, Rousseau, Nietzsche, the Bible, and Steven Pinker.

Woodinville, WA

Sept 2008– May 2012

Seattle SAT Coaching

Founder and coach

Teach the core skills of academic life through the SAT, ACT, and GRE. Use standardized tests as an opportunity to train in advanced reading comprehension, hone essay writing, and introduce mathematical reasoning. Through conversation with high school students, give a taste of the wonders of intellectual life.

Seattle, WA

June 2007–

University of Washington

Focus Group Instructor

Lead Comparative History of Ideas focus group on advanced reading skills, titled “Read Better: Mastering Reading as an Intellectual Discipline.”

Seattle, WA

Jan–Feb 2009

Arizona State University

Teacher’s Assistant, Gifted/Talented Summer Program Instructor

Served as a TA in “The Human Event”, the signature class of the Barrett Honors College, leading discussions of classic texts from *Gilgamesh* to the *Tao te Ching* to Nietzsche. Later taught a “Harry Potter and Philosophy” version of the class for gifted middle school students focusing on Sartre and creation narratives of the Babylonians, Hebrews, and Ojibwe.

Tempe, AZ

Aug–Dec 2005, June–July 2007

SPECIAL INTERESTS

- The application of cognitive science to developing deep conceptual understanding in history, philosophy, science, and math.
- The reconstruction of the K-12 social studies curriculum to be richer, more intellectual, and more imaginative.