Dear Friends of the Furman Philosophy Department,

The fall semester is passing all too quickly and midterms are fast approaching. The hot South Carolina summer has gradually yielded to some cooler weather, but the past week has witnessed a deluge of rain that has flooded many parts of the state. There is some pessimistic speculation on campus that it may never stop, though no arks have appeared yet.

The department is preparing for another great homecoming celebration on October 23-24, 2015. We hope that you will all join us for the festivities. This year we will be welcoming alumni home with a Department Tailgate on the mall from 11:30-1:30. We would love to see you there!

There are numerous activities going on in the philosophy department over the past year. At Furman Engaged in the spring several students presented papers. There has been collaborative research between students and faculty, which is highlighted later in the newsletter. Recently, the philosophy club joined with the outdoors club to sponsor a CLP (Remember Those) showing of the film “Into the Wild.” We are also pleased to welcome the two students who were awarded philosophy scholarships this year, Bonnie Williams and Chambers English. The newsletter includes an interview with these new scholarship recipients.

Here are a few updates on faculty activity:

The department is currently organizing two May Experience travel study programs. Dr. Sarah Worth, along with Dr. Lloyd Benson from the History Department, are offering a travel study program to Italy, “Slow Food, Italian Style.” Dr. Mark Stone and Dr. Eiho Baba are offering a travel study program to Japan, “Garden, Temple, Dojo: Embracing Japanese Arts and Culture.”

Also see the article later in the newsletter about her reflections on food and her course *Philosophy of Food*.

Dr. Aaron Simmons is currently on sabbatical for the fall. During the past year he served as President of the South Carolina Society for Philosophy. He also recently edited a special issue of the *Journal for Cultural and Religious Theory* on “Mashup Philosophy of Religion.” Last year the newsletter highlighted the grant project of $97,000 on Cross-Cultural Religious Understanding that was funded by the John Templeton Foundation and Fordham University, which he completed this year.

While Dr. Simmons is on sabbatical the department is happy and proud to have hired Elizabeth (Beth) Hupfer to teach as a one-year replacement. Beth is a Furman graduate (’08) who is currently finishing her Ph.D. at Rice University. See the interview with her later in the newsletter.

In addition to the department’s interdisciplinary minor in Poverty Studies, chaired by Dr. David Gandolfo, we are now home to an interdisciplinary minor in Medicine, Health and Culture. Dr. Carmela Epright, who has been instrumental in the success of our medical ethics course, will be the chair of this minor. The interview with Dr. Epright highlights the important details of this new program.

One last note. If you are one of the many alumni who contribute to Furman, you can designate some or all of your contribution to support the philosophy department. We have worked with the Development office to establish a “Philosophy Department Special Needs” account so that you can easily contribute to the department and help current students to have the sort of experiences that made your own Furman experience so memorable. Giving is easy and much appreciated. Just go to [https://alumni.furman.edu/donate](https://alumni.furman.edu/donate) and in the “designation” pull down menu, please select “other” and then type in “Philosophy Department Special Needs.” All contributions will go directly to the department to support student activities and research.

We hope that you enjoy this newsletter and we hope that you will take the opportunity to reach out to us however works best for you. Please join the “Friends of Furman Philosophy Department” Facebook group, drop an email to any of us, or hopefully, stop by the Homecoming Tailgate.

On Behalf of the Department,

Mark Stone
When my boys were born, almost 9 years ago, I started paying attention to food in a way that I never had before. All of a sudden it really mattered to me where the food came from, what kind of chemicals it might have in it or on it, and it mattered how it was prepared. I started reading a lot, and shopping differently, and I developed a real focus on food, food systems, moral aspects of what I was buying, and the health impacts of what we ate. Eventually my interest developed into what I thought was enough for a whole course here at Furman and what it has turned into is beyond my wildest dreams. Philosophy of Food is a relatively new field in philosophy, but it is one that has really come a long way in a short time. If you think about it, philosophy is about making sense of our experience in the world. Food is something that we cannot live without and influences individuals, families, economic systems, governments, and the world economic trade. In the class we deal with everything from the way we cultivate Aristotelian virtues around the table (like moderation, hospitality, and generosity—all center around food), how we develop taste and learn to fine distinctions about wine and coffee specifically (and we read David Hume Of the Standard of Taste), and what some of the moral considerations are having to do with consumption, waste, animal welfare, transportation footprints, and GMOs. We also have a “lab” every week where we have an opportunity to cook (in the kitchen in Younts!) with the head chef on campus. We cook some amazing meals, all in line with whatever we are talking about in class that week, and students get a very hands on education in the kitchen. We also go on a few field trips as well, to coffee roasters and slaughter houses. Fun times! One of the highlights of the class is that students get to work with Chef Ralph Macrina who is just fabulous with the students. He really cares about them and the relationship with them has helped to change the way students see dining services (and how hard they work!) and also the food service industry. We talk a lot in the class about the invisibility of so many people involved in getting food to our tables, and his presence really helps them to see how many people and how many skills are really involved. The class has been a huge success and I am so glad to be a part of it!
This year the Philosophy Department was able to hire Elizabeth Hupfer (Beth) for the 2015-2016 academic year. She is a Furman University alumna (2008) and one of our outstanding majors. She is completing the Ph.D. program at Rice University and is in the final stages of writing her dissertation.

MS: The philosophy department is delighted to have you back at Furman teaching with us. How have your first few weeks been?

BH: They’ve been really good so far. I love being back at Furman, it was my happy place. So being able to come back here and be on the other side and teach again (I haven’t taught for maybe a year)—it’s been really nice to be able to do that.

MS: Do you think Furman has changed much since you’ve been gone?

BH: Yes and No. A lot of the buildings look different and the student union has another, different name. But I think the atmosphere is pretty much the same. Everybody is really excited to be doing what they are doing and everything like that. So I think Furman itself hasn’t changed that much.

MS: Is there anything, in particular, any experience that you would say led you or inspired you to go to graduate school in philosophy?

BH: I would definitely say the philosophy professors at Furman. I really enjoyed my classes here and I did Furman Advantage with Dr. Anderson and with Dr. Gandolfo in two different summers. I got to experience what it is like to do research on your own and I really liked it. Mainly the professors were great mentors and convinced me that this is what I wanted to keep doing with my life.

MS: So you had a Furman Advantage Research Fellowship?

BH: Yeah, that’s right. I did the first one with Dr. Anderson the summer after my sophomore year, and the second one with Dr. Gandolfo the summer after my junior year.

MS: Can you fill me in with some of the details of your educational experiences since you graduated from Furman?
BH: After Furman I went to Virginia Tech to get my Masters in Philosophy. So that was a two-year program and I got a lot of exposure to new kinds of philosophy there—a lot of philosophy of science, philosophy of mind, things like that. I really enjoyed it there and got to learn a lot of different things. Then I went to Rice University for my Ph.D. and I am in my fifth year there right now. So I had two more years of course work, then comprehensive exams, a proposal, and now I am writing my dissertation. It’s interesting that I became really interested in social political and ethics at Furman, then I studied a lot of other topics in philosophy, but now I’m writing my dissertation on social political and ethics—the stuff that I was interested in originally.

MS: Does your dissertation have a title?

BH: It does, sort of. It’s on the Ethics of Distributive Justice and whether it’s a globalized idea or not. So I’m really just looking at ways in which wealth and opportunities are distributed among nations throughout the world and whether this distribution is just.

MS: Can you say something about the course in Global Ethics that you will be teaching next spring?

BH: I’m thrilled to be teaching that class! It’s really where my interests are right now, where my passion is. So what we want to do in that class is kind of go through the issues of global poverty and a lot of the issues that go along with the fact that our world is so much more globalized than it used to be and whether we have new obligations or different obligations than we used to. We are also looking at topics of immigration, which is really pertinent right now, with the migrant crisis and discussing various issues of immigration in the U.S. So that is one of the things we will be really talking about.

MS: I’m curious, would you say that the education you received at Furman was good preparation for graduate school and what was expected of you there?

BH: Absolutely. When I went to graduate school it was a bit of an adjustment but not a substantial one, really. I feel like I was prepared for the course load and what was expected of me. I had a lot of friends in graduate school who went through what Furman students do fall term their freshman year. They were just four years older. So I was glad I was more prepared.

MS: Do you have any memorable stories of graduate school that you want to share?

BH: Sure, graduate school was a really wonderful, IS, a really wonderful experience. I’ve learned a lot about philosophy and how it works as a profession as well. I have learned how to live on a tight budget for a long period of time—which has been very helpful. I’ve learned a lot about teaching and different styles like that. So I feel like graduate school has been a really good enlightening experience in lots of ways.

MS: Looking toward an ideal future where do you hope to be in the next five to ten years?

BH: Well, first off, I would want my dissertation to be finished—successfully. My husband Johnny is also a Philosophy Graduate Student, so ideally in the future, we will both have great jobs in an institution that we love. It will be somewhere where that we can both work on our research and what we are particularly interested in, but especially have students that we can get to know and teach—I’m really teaching oriented, especially. So if I get an opening at a school like that, that would be pretty ideal.
New Medicine, Health and Culture Interdisciplinary Minor:  
An Interview with the Chair, Dr. Carmela Epright

by Dr. Mark Stone

Dr. Carmela Epright, in addition to her responsibilities in Furman’s Philosophy Department and as Clinical Professor in the Department of Neuropsychiatry and Behavioral Science at the University of South Carolina School of Medicine, is now the chair of the Medicine, Health and Culture Interdisciplinary Minor. This new program compliments the department’s long time commitment to medical ethics as well as the university’s recently established formal relationship with the Greenville Health System.

Dr. Epright and Dr. Kristy Maher currently team-teach “The Medicine Program.” Dr. Maher’s course in medical sociology is paired with Dr. Epright’s medical ethics for classroom instruction. Through a third class, fieldwork in medicine, students participate in hospital rotations in eleven separate medical specialties, completing about 90 hours of clinical observations. Students have described this program as “intellectually transformative but often emotionally difficult.” They not only have the privilege to hear patients’ stories; they also witness the ways in which health care workers struggle with profoundly difficult moral dilemmas that impact or alleviate human suffering.

MS: With the implementation of the Affordable Care Act and the significant changes in health care that this act has caused, now seems to be a great time to introduce this type of program. Can you say something about some of the ideas that motivated it and what eventually brought it together?

CE: Furman is a unique institution with respect to its relationships to medical institutions, community health initiatives, public health promotion, and ethical, religious, and social organizations dedicated to improving just and fair access and treatment. Although I hope that the minor will serve as a catalyst for the creation of new classes and programs, we didn’t have to create classes specifically for the minor – they already existed and were, in many cases, attached to highly innovative programs. Some of the work being done at Furman is second to none. To use just two examples, there is no other program for undergraduate students that provides the sort of extensive exposure to clinical medicine as is provided by the medical ethics/medical sociology program (taught by Kristy Maher and myself), and the “Live Well Greenville” program, run by several faculty members across the university (founded and directed by Dr. Alicia Powers in Health Sciences) has become a model for other programs nation-wide.

In my own case, I have worked in medicine with patients, physicians, and families for twenty-two years; some of my colleagues have done similar work even longer. The minor was born out of a desire to unify the current work being done by our colleagues, and to promote future work in these areas. In other words, Furman professors and students were studying medicine and health through multiple methodologies and a myriad of contexts before it was cool! The Affordable Care Act has brought many of the questions our minor addresses to the forefront of public consciousness, such as: What does it mean to be uninsured? How can we reduce health care costs? Is there a ‘right’ to health care? Are there limits — financial or otherwise — to the kind of treatment that we can or should provide? How do we promote wellness to prevent human suffering, but also to limit health care costs in the future? We wanted to create a minor that permitted students to study these sorts of questions in an organized, interdisciplinary way.
MS: As Chair of this program what are your responsibilities?

CE: At this point, my responsibility is to let people know it exists. To let students know that many of the classes they have already completed count towards the minor. To publicize the minor we are hosting a number of events this fall, and into the spring; we will have several of CLP’s dedicated to medicine and health so that we can demonstrate the multiple ways that this work is being done at Furman. For example, I’m going to give a talk about mental health and mass shootings, Dr. Maher will talk about her work in Botswana and international approaches to medicine and medical delivery. We have also invited a trauma surgeon at the end of October who will discuss the portrayal of surgeons in movies. We are really committed to introducing students and other faculty members to this minor, and of course, to the issues addressed by the minor. Once students are interested in adding this program to their major, my responsibilities will be mostly administrative, signing people up and helping them select the courses that will fit their interests in medicine, health, and culture. I want to help them expand their interest in medicine too and create avenues for them to understand health care and the body in interdisciplinary ways.

MS: So students with a major in philosophy or biology, for example, and an interest in medicine can now compliment their major with the Medicine, Health and Culture as an interdisciplinary minor. Once they choose this minor what is expected of them?

CE: They will be expected to complete at least 5 classes from 4 different disciplines and to complete a portfolio that demonstrates the ways in which their course work has been integrated. They will have to demonstrate through this portfolio that they have thought deeply about health, health care, and the body in multiple ways. The most general expectation is that they be committed to ideas that transcend science – that integrate scientific understandings of these topics with the perspectives offered by the humanities, social sciences, and fine arts. We were and are very committed to insuring that students do not view this minor as just a credentialing device. Students are nervous about getting into medical school, and if you put medicine in the title of anything, it’s going to attract a lot of students who think “oh, this is what I have to do to get into medical school,” and so we intentionally we made the program challenging and difficult to complete if one is just attempting to do so to place a new line on their resume. We had two goals that we wanted to balance: we wanted to make it challenging, but not so difficult that it could not be completed by students whose majors already require significant requirements. On top of their major requirements, students who wish to pursue a health related career must complete a whole series of other classes. We had these students in mind as well. Admittedly, it will be a lot of work to complete this minor in addition to one’s major, while also completing the pre-med requirements. It can, however, be done. Dr. Banisaukas (the pre-med advisor) was kind enough to create a chart of how this minor could be completed by students from various majors who also needed to complete the pre-med requirements. We employed this to insure that it was possible; it is, but one must be very dedicated and organized in order to achieve all of these goals simultaneously. Finally, we wanted students to use the interdisciplinary nature of this minor to see medicine from multiple perspectives; we worked hard to make sure interested students could meet these goals.

MS: Is there a particular group of students that you think will have the most interest in the program? For example, it sounds like students thinking about a career in medicine are likely to be the most interested or are there other groups with a strong interest in it?
CE: We didn’t want this minor to be exclusively for pre-med students, although that will probably be the perception, at least at first, until we get the word out that students from every major and course of study can participate. We want this minor to have a much broader appeal — after all, none of the people teaching the minor are health care providers, we all study these topics as non-health care providers. We do meaningful work in these areas in other ways. We hope and we believe that other students will be brought into the minor as a result of the advocacy of the other disciplines in the university. Take economics, for example: medical economics is HUGELY important right now, Medical Law is huge, health care chaplaincy has always been a career choice pursued by our students. We have plenty of students who want to go to law school and we’d like to give them the idea “hey, you know, medicine is an incredibly important place to do that work.” Medical administration is incredibly important. I’ve talked to students in business, I’ve talked to students in economics, I’ve talked to students in psychology, and even students in music (music therapy is a growing career path) — this minor is not just about pre-med students. Hopefully, philosophy students, sociology students, health science students will be interested, but we want a much wider range of students to be attracted to the minor. The minor is about medicine, health, and the body — questions that intersect with many things that students are already doing, with questions they are already asking, with fields that they are already studying.

MS: What are some of the benefits that students will have by adding the Medicine, Health and Culture minor to their major?

CE: Perspective. A much wider perspective. This is why we offer minors at Furman. It is why Dr. David Gandolfo has worked so diligently to create a premier minor in Poverty Studies. Dr. Gandolfo was very intentional — he did not want Poverty Studies to be a major — and this was important to me too. He and I talked about this. As a minor, our work can appeal to students from a variety of majors, and who have a wide range of interests, it can serve people who are interested in law, social work, the sciences, economics, business, etc. We want to attract a wide swath of people who think about our topics in a different way, and who major in other things. We want to grasp all areas and interests. What does such a minor add? It adds a completely different perspective from what you are already doing. And that to me is what college is about. That’s what Furman has traditionally been about, too, adding that larger perspective to students.

MS: Interdisciplinary study seems to be a great way for students to see connections that exist across traditional academic disciples. Can you give an example of a social problem or issue that shows how a student in this minor might think about or struggle with the intersection of these three areas, medicine, health and culture?

CE: You mentioned the Affordable Care Act, which raises the question, “what do we do about the uninsured?” “What do we do about the uninsured” is clearly an economic question, it is about what we are already doing and accomplishing regarding access to medical care, it is about how high health care costs are in our current system (which most people don’t understand). It is also a social question. Most of the uninsured come from a working population – people who work hard everyday and yet cannot access care. Medical sociologists study these questions. Will access to health insurance lower or raise health care costs for everyone? Will it impact the quality of care enjoyed by those who are currently insured? Those are business questions too. They are certainly social justice questions, because those who don’t have insurance are often poor people who have never had the type of advantages
that middle and upper class Americans take for granted. As a result, their health has suffered and they have suffered tremendously in other, often hidden, ways.

**MS:** Looking toward the future, what are your hopes for ways that this program will grow in the next few years?

**CE:** We want to grow the multi-disciplinary interest in medicine, health, and the body across campus. We also want to increase the interdisciplinary connections that we have used as the basis of the program. A program like this gives faculty members the opportunity to think, “how can my discipline contribute to this?” “How can I participate in a meaningful way to respond to the needs of patients, families, and everyone else impacted by medicine?” “How do I respond to the spiritual concerns related to health care and the body?” “What are the historical reasons for the current structure of health care, and the health that is enjoyed, or not enjoyed, by members of the human community?” There are significant cultural issues at stake – why, for example, do we have such significant health disparities? Why have we chosen the system currently in place? It is my hope that we are able to expand the notion of interdisciplinary work in as it relates to the questions asked by the minor.

**MS:** What impact do you hope that it will eventually have on students and their lives once they graduate?

**CE:** I’ve been very fortunate in doing this work, insofar as I know that people who studied these questions are impacted profoundly by those studies once they leave Furman. Some of my students who have become physicians, healthcare administrators, social workers, health care attorneys, or who have worked in public health, already say that the work that they are doing now was impacted by my classes. Moreover, the decisions that they have made in their own life have been impacted as well. All of us will be patients, and family members of patients. The economic and social issues in medicine, health, and the body impact all of us. All of us are impacted by health disparities (even if we don’t know the extent of that impact – which is significant). If I can expand that exposure, I will really feel like I’ve done something meaningful with my career. If I can expand the ways in which students from various disciplines can come back and say, “thank you for being part of this at Furman,” I believe our goals for the Medicine, Health and Culture minor will have been fulfilled.
The Philosophy Department has been able to offer academic scholarships to students coming to Furman who have expressed an interest in philosophy. This year the department selected two students from those who applied for the scholarships. The first is Bonnie Williams (BW) who is from Cary, North Carolina, and the second is Chambers English (CE) who is from Macon, Georgia. They are both currently taking Introduction to Philosophy with Dr. Sarah Worth.

MS: The philosophy department is excited to be able to offer scholarships to students who have an interest in studying philosophy. How did each of you become interested in philosophy?

BW: For me it started when I entered high school—I hadn’t been exposed to philosophy before then. In my junior year I took an Introduction to Philosophy course and explored everything from the Ancients to the Moderns, that’s when it really sparked my interest. Then my senior year I took a Bioethics course which really was about applied philosophy and it really got me excited about how I can apply what I’m thinking about to my everyday life.

CE: Like Bonnie, I took an Introduction to Philosophy class in high school. For me it was mainly to escape the Catholic Theology classes there, but it wound up really sparking an interest in me. People who take philosophy tend to be interesting, fun people. I took a second class my senior year, really examining primary texts of philosophers, including some of Plato’s works. The *Euthyphro* was one of my early favorites. After these courses I wanted to continue at Furman.

MS: I’m sure there are other schools that you applied to, what attracted you to Furman?
BW: I applied to a lot of schools that were the same—in a way—in having small classes and professors that care. But I think Furman was unique in that Dr. Simmons contacted me, he took a personal interest, and that was something that I was really looking for in a school. To have him contact me so early in the process, when I hadn’t even agreed to go there yet—made me realize that this was a place where the professors did actually care about their students, and I decided that Furman was where I wanted to go.

CE: The same thing with the same professor.

MS: So Dr. Simmons contacted you, also?

CE: Yes. I interviewed with him and he really took the time to talk with me about things that I was interested in. Later on he called me to check on me, and out of the blue during the spring and summer he would email me. So I guess the professors here at Furman aren't just mentors, but almost friends.

MS: It may be too soon to tell, but is being here like what you imagined and hoped for so far?

CE: Honestly, I really didn't know what to expect going into college. It's been a great experience. Taking classes that I'm actually interested in and enjoying a little more freedom and independence from high school has been great.

BW: I really didn't have expectations as much either. I think I expected it to be a place where I could be independent. I am used to like having quite a bit of independence from just the way that I was raised. So that wasn't that much of a culture shock as it is to maybe some people, but other than that, I really didn't know what to expect. It's been a really good experience so far.

MS: You’re both in Dr. Worth’s introduction to philosophy course this fall. How is that going?

BW: It's really interesting. It’s a lot different than the Intro course I took in high school because that was more of an introduction to Philosophical Traditions and really this is an introduction to how to think—what does it mean to be a personal philosopher and to think about your life in that specific way—which I haven’t been exposed to. I think it took me a little while to realize that’s what we are doing and now I am really enjoying it. I think it's cool.

CE: I enjoy the classroom discussions because everyone takes turns being the gadfly and the horse, one person asking the difficult, critical questions, and one person having to answer them. The whole process can sometimes be frustrating, but it winds up being beneficial for everyone even when you're the gadfly and you get swatted.

MS: Do you have your sights set on any philosophy courses for the spring?

CE: I'm interested in taking Logic and any Ethics classes.
BW: I’m really particularly interested in the Bioethics course. There’s such a contrast between the Intro course with Dr. Worth and the one I took in high school that I am really interested to see like what is different about Bioethics as well.

MS: Besides philosophy what are some of your other interest — both academic and extracurricular?

CE: I’m interested particularly in Environmental Science. I really have a passion for people and the planet and the intersection of those interests. As part of that I’m taking a Sustainability science class and working at the Shi Center for Sustainability.

BW: I am taking a First Year Seminar that is called Finding Your Life’s Purpose. It relates really well with our philosophy course because I find that the topics in the two courses intersect a lot. The seminar topic is also about a life’s vocation, which is something that’s very important to me. I have no idea what I want to do yet, but the process of finding out what it means to find your vocation is important. It’s like the first step to leading in finding out what is my actual vocation. So that’s been very valuable for me.

MS: Do you have any long range career goals in mind yet? If so, how do you see the philosophy courses that you might take fitting in with them?

BW: I think philosophy is important because it ensures that the mind does not become stagnant—that you are continually thinking about what you are learning. Goals right now, I am thinking about maybe doing something with teaching, I’m not sure yet. Other than that, I am pretty open.

CE: I already kind of related my goals in the previous question. I’d like to, as I said before, pursue a career that helps people and the planet because those are so interconnected and dependent on each other. I definitely see philosophy carrying weight throughout my life because of environmental justice and environmental ethics concerns in those fields.

MS: I’m sure that some of our graduates who have become involved in with these issues in their work would agree from their experience that philosophy has played an important role for them. One last question. I know that the semester has only been in session for four weeks, but what would you say is your most memorable experience so far?

CE: I guess I’ll say dinner with the philosophy department. It was nice to get to know the professors a little better and eat some good food.

BW: As I said before it has been a good experience, but for now I don’t think I have one specific moment that stands out as more memorable than the others.
This past summer I conducted research with the Dr. Sarah Worth in the philosophy department through the Furman Advantage program. Together we worked on chapter five, “Evidence or No Evidence?” of the book she is working on, *In Defense of Reading: A Philosophical Approach*. For this chapter, I helped Dr. Worth with the process of researching the influence that reading narrative fiction has on our lives both cognitively and morally, and how those effects are measured specifically through the field of psychology. Together we had the task of searching for psychological evidence that reading narrative fiction does in fact have an effect on us as individuals and after finding that evidence, we spent a large amount of time sorting through the research to find the information that was most useful for the chapter. We also spent a large amount of time working together to produce a final draft of the chapter by the end of the summer. This entailed each of us writing many smaller sections and then spending time to piece all of our smaller, individually written sections together to create the larger, finished product. I am incredibly grateful that I had the opportunity to work with Dr. Worth this summer and through the process I learned more about conducting research in both philosophy and psychology in addition to improving my writing skills.
Alumni Updates

Beth Keefauver
Class of 1998

As of this fall, Beth Keefauver (BA ’98, Ph.D. University of Tennessee ’11) joined the English faculty at USC-Upstate. She lives in Asheville with her husband, Keith Bowman, and their two sons, Boone (6) and Rowan (2).

Jennifer Givens
Class of 1994

As of August 10, 2015, Jennifer Givens is the new Legal Director at the Innocence Project Clinic at the University of Virginia School of Law.

Adam Ketner
Class of 2006

“I have finished medical school and am doing training in Internal Medicine and Pediatrics at Ohio State University. I enjoy having been the only medical student at my school to have studied philosophy; it draws puzzled looks from colleagues here too, but I think the logical thinking instilled in a philosophy education is quite applicable to practicing medicine. I use my philosophy degree every day!”
Kyle Beaulieu
Class of 2009

Kyle recently completed an adventure he’d been thinking of since his days at Furman—biking across the U.S.A! In early 2015, Kyle decided to make the move from Washington, D.C., to Oakland, CA for a change in scenery and career, and figured biking had to be the most efficient way to get there. His journey was over 5,000 miles, and, remembering his lessons from Furman to "stay present," he biked the whole way without headphones and crossed the Golden Gate Bridge safely at the end of August. His daily meanderings can be found at www.crushingmiles.com. He’s now making the transition from a focus on international development to international trade, and, of course, exploring the Bay Area the best way he knows how, by bike.
George Singleton
Class of 1980

In April, George was inducted into the Fellowship of Southern Writers. George Singleton’s collection of linked stories, Calloustown, will be available in

Calloustown, the seventh collection from master raconteur George Singleton, who’s been praised by The Atlanta Journal-Constitution as the “unchallenged king of the comic Southern short story,” finds the author at the absolute top of his game as he traces the unlikely inhabitants of the titular Calloustown in all their humanity. Whether exploring family, religion, politics or the true meaning of home, these stories range from deeply affecting to wildly absurd and back again, all in the blink of an eye.
Furman University strives to develop in its students a passionate commitment to liberal learning. The Department of Philosophy is central to this endeavor. We seek to introduce students to the most important philosophical thinkers, movements, and texts in the history of philosophy and in the contemporary world, from both Western and non-Western perspectives. We do so with the aim of teaching students to be critical thinkers, inquisitive learners, clear writers, and engaged citizens.

Donate to “Philosophy Special Needs” with your next FU gift or click https://alumni.furman.edu/donate

Philosophy Department Furman University
3300 Poinsett Highway
Greenville, South Carolina 29613
Phone: 864.294.2083
Fax: 864.294.3598
Website: www.furman.edu/philosophy
Facebook: “Friends of Furman Philosophy Department”