

College of Charleston

Department of Philosophy



PHILOSOPHY STUDENT HANDBOOK

2010—2011

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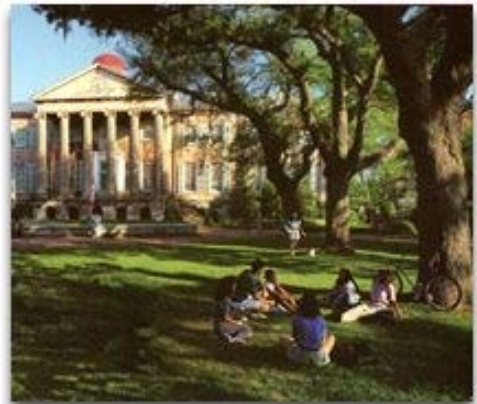
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What is Philosophy?¹

Philosophy is unlike any other field. It is unique both in its methods and in the nature and breadth of its subject matter. Philosophy pursues questions in every dimension of human life, and its techniques apply to problems in any field of study or endeavor.

Philosophy is not a factual discipline like chemistry or biology. It is, instead, a kind of questioning of world views. Most of us adopt, without realizing that we do, our own society's conventional assumptions about what the world is like. As a result, we tend to take our own picture of the world and our place in it for granted. By asking what reasons there are for accepting one conception of the world over another, philosophy questions conventional wisdom about, for example, the rationality of religion, the nature of morality, the desirability of a capitalist economic system, and the possibility of acquiring knowledge. Philosophy also tries to clarify the meaning of those concepts that are fundamental to our understanding of the world, for example, the concepts of moral and artistic goodness, religious faith, equality, and truth. Philosophy thus helps us develop an understanding of the nature of morality, religion, art, political life, and science.

Because philosophy is learned through questioning, speculation, and rational argumentation, it stresses the importance of being an active seeker of understanding and not a passive recipient of information. And because philosophy involves the critical analysis of such a broad range of issues, including the conceptual starting points of other disciplines, philosophy has a place in every area of human inquiry.



¹ Portions of this Handbook are adapted from the [Undergraduate Catalog](#), a publication of The College of Charleston, and [Philosophy: A Brief Guide for Undergraduates](#), a publication of the American Philosophical Association.

Areas of Philosophy



L*ogic* is concerned with providing methods for distinguishing good from bad reasoning. It helps us to assess how well our premises support our conclusions, to see what we are committed to accepting when we take a position and to discover assumptions we did not know we were making. It also helps us understand how to support our own beliefs with reasons and evidence.

Ethics analyzes the meanings of our moral concepts--such as moral obligation, equality, and justice--and formulates principles to guide our moral decisions. What are our moral obligations to others? Can moral disagreements be rationally settled? Ethics includes a number of important subfields. Business and medical ethics address issues that arise in the business world and the health professions: Is abortion or physician-assisted suicide morally justifiable? Do corporations have obligations to contribute to society? Is preferential hiring just? Political philosophy concerns the justification for--and the limits of--government control over individuals. It also examines the nature of and possible arguments for various competing forms of political organization, such as laissez-faire capitalism, welfare democracy, anarchism, communism, and fascism.

Metaphysics seeks basic criteria for determining what sorts of things are real. Are there mental, physical, and abstract things (such as numbers), for instance, or are there only the physical and the spiritual, or merely matter and energy? Metaphysics includes questions about the relation of the mind to the body (e.g., is the mind merely a complex physical system, or do minds have special non-physical properties?) and questions about the nature and existence of God.

Epistemology concerns the nature and scope of human knowledge. What sorts of things can be known? What is the nature of truth? What are the limits of self-knowledge? Epistemology also includes a subfield (philosophy of science) concerned specifically with the nature of scientific knowledge.

The *History of Philosophy* studies major philosophers and entire periods in the history of philosophy. It includes the study of major movements (e.g., empiricism, idealism and existentialism) as well as the philosophy of particular cultures (e.g., American philosophy) and time periods (e.g., ancient philosophy).

The Philosophy Major and Minor



The College offers both a major and a minor in philosophy. The philosophy major is quite flexible and can be adapted to your needs and interests. You can, for example, major in philosophy while pursuing a pre-med or pre-law curriculum. It is also possible to combine your study of philosophy with the study of another discipline through a double major or by minoring in another field.



At the time you declare your major, you will have an interview with the Department Chair and choose an advisor. Your advisor will help you develop a course of study that focuses on the areas of philosophy that most interest you. It is important to complete the logic and history of philosophy requirements as soon as possible, because these courses provide essential background and introduce you to the history, methods, and subfields of philosophy. History of Ancient Philosophy (PHIL 201) is offered every fall semester, and History of Modern Philosophy (PHIL 202) is offered every spring semester. The Seminar in Philosophy (PHIL 450) is the capstone of the major and is offered every spring semester (and, in alternate years, also in the fall). The topic of the Seminar varies; recent Seminars have been held on Moral Epistemology and Metaethics, Wittgenstein, Environmental Aesthetics, Cognitive Science and Value, and Virtue Ethics.



Philosophy Major Requirements

The major in Philosophy requires 33 semester hours in Philosophy, which must include the following:

- ϕ Symbolic Logic (120);
 - ϕ History of Ancient Philosophy (201) & History of Modern Philosophy (202);
 - ϕ Twenty-one additional hours in philosophy, twelve of which must be taken in courses at or above the 200-level, and at least nine of these hours must be at or above the 300-level. *Note: A maximum of six hours of PHIL 398, 399, or 499 may be taken to satisfy the requirement of nine elective hours at or above the 300-level.*
 - ϕ Seminar in Philosophy (450).
-



Philosophy Minor Requirements

The minor in Philosophy requires 18 semester hours in Philosophy, which must include the following:

- ϕ One introduction to philosophy course (101);
 - ϕ Symbolic Logic (120);
 - ϕ One history of philosophy course (201, 202, 304, 305, 306, 307, or 310);
 - ϕ Three additional courses in Philosophy, two of which must be at or above the 200-level.
-



Woodcut by Camille Flammarion c. 1870. Color version copyright © Roberta Weir 1970.

French Astronomer and historian of science Camille Flammarion published this illustration late in the nineteenth century, but it is often mistakenly taken to be a medieval woodcut depicting a flat earth. As best we can tell today, the figure depicted as having traveled to the edge of the universe and poked his head through the firmament to gaze upon the machinery that moves the heavenly bodies is Flammarion's depiction of *Archytas' Problem*. Archytas was an ancient Greek figure who criticized Aristotle's conception of a finite spherical universe by arguing that the universe could not be finite, because someone could come to the edge and poke his hand or a stick through to the space beyond. Such is the stuff of philosophy.

Faculty

Jennifer Baker (Assistant Professor) has a B.A. in Philosophy and Political Theory from Brown University (1995). She received her Ph.D. in Philosophy from the University of Arizona (2003). She works on virtue theory, and her research explores how contemporary ethical theory, applied ethics, and even political theory might be improved if ancient models were taken more seriously.

Deborah Boyle (Associate Professor) has a B.A. in Philosophy from Wellesley College (1989) and a Ph.D. in Philosophy from the University of Pittsburgh (1999). Her main research interests are in the history of modern philosophy. She has published articles on Descartes and Hume, and has recently become interested in the writings of two seventeenth-century women philosophers, Anne Conway and Margaret Cavendish.

Christian Coseru (Assistant Professor) is a graduate of the University of Bucharest (B.A., M.A.) in Philosophy and the Australian National University (Ph.D.). His research interests are fairly broad, ranging from Indian and Buddhist philosophy to Hellenistic philosophy, cross-cultural hermeneutics, and philosophy of mind. His most recent research focuses on classical Indian theories of perception and the contemporary reception of the Dignaga-Dharmakirti school of Buddhist logic and epistemology.

Todd Grantham (Professor and Chair) is a graduate of DePauw University (B.A.) and Northwestern University (M.A., Ph.D.) in Philosophy. He teaches courses in epistemology, philosophy of science and philosophy of biology. He is currently interested in philosophical issues in evolutionary theory and paleontology. With grant support from the National Science Foundation, Todd was on leave during 1999-2000, during which he conducted research at the University of Chicago on “Macroevolution and the Unity of Science.”

Ned Hettinger (Professor) has a B.A. in Economics and Philosophy from Denison University (1975) and Ph.D. in Philosophy from the University of Colorado at Boulder (1985). His area of specialization is environmental philosophy, particularly environmental ethics and aesthetics, and he coordinated the College’s Environmental Studies minor for a number of years. He has published several dozen papers, including articles on intellectual property in *Philosophy and Public Affairs* (1989), selected by the *Philosophers’ Annual* as one of the ten best philosophy papers of that year; on biotechnology in the *Boston College Environmental Affairs Law Review* (1995), on the value of predation and on disequilibrium ecology and wilderness value in *Environmental*

Ethics (1994, 1999), on exotic species in *Environmental Values* (2001), on environmental disobedience in *A Companion to Environmental Philosophy* (Blackwell, 2001), and on a positive role for humans in nature in *Ethics and the Environment* (2002). His most recent work has been in the area of environmental aesthetics and its relation to environmental protection.

Sheridan Hough (Professor) is a graduate of Trinity University (B.A.) in English and Philosophy and the University of California at Berkeley (Ph.D.) in Philosophy. She is a specialist in Nietzsche scholarship (her book, *Nietzsche's Noontide Friend*, was published in 1997 by Penn State University Press), but she is also very interested in the central preoccupations of 19th and 20th Century Continental thought such as the constitution of the self and the nature of our ethical claims. She also thinks a lot about the kinds of connections between philosophy and the reading and writing of fiction.

Larry Krasnoff (Professor) has a B.A. in History and Mathematics from Williams College (1985) and a Ph.D. in Philosophy from Johns Hopkins University (1992). His main interests are in moral and political philosophy and in the history of philosophy; especially interested in Kant and Hegel. He has recently published *Hegel's Phenomenology of Spirit: An Introduction* (Cambridge, 2008). He also is the co-editor of *New Essays on the History of Autonomy* (Cambridge, 2004), and has published papers in the *European Journal of Philosophy*, the *Journal of Philosophy*, and *Kant-Studien*. He is also Associate Director of the Jewish Studies program.

Glenn Lesses (Professor) earned his B.A. from the University of Rochester and his Ph.D. in Philosophy from Indiana University. His principal research interests are in ancient Greek philosophy and especially concern topics in Socrates, Plato, and Hellenistic philosophy. He is currently working on the emotions in Hellenistic and Stoic philosophy. Among his publications are contributions to *Oxford Studies in Ancient Philosophy*, *Apeiron*, and *Phronesis*. He has been a recipient of a National Endowment for the Humanities Fellowship for College Teachers and a Grant-in-Aid from the American Council of Learned Societies.

Richard Nunan (Professor) earned his B.A. in Mathematics at Vassar College, and completed his Ph.D. in Philosophy at the University of North Carolina, Chapel Hill. His research interests are a trifle eclectic, but focus primarily on issues related to philosophy of law and political philosophy. He is working currently on some issues related to same-sex marriage, the concept of gender identity, and legal moralism. He served for a number of years as editor of the *American Philosophical Association's Newsletter on Philosophy and Law*.

Martin Perlmutter (Professor) received his Ph.D. at the University of Illinois in Urbana-Champaign in 1974. He joined the College of Charleston in 1979, after teaching at the University of Texas at Austin and the University of Tennessee at Nashville. A long-time member of the Medical University Hospital's Ethics Committee, his teaching interests include philosophy of religion, ethics, and medical ethics. He is Director of the Jewish Studies Program at the College of Charleston.

Whit Schonbein (Assistant Professor) received a B.A. in Philosophy and Computer Science from the University of Wisconsin, Madison (1994). He received his Ph.D. in Philosophy from the Washington University (2002), where he participated in the Philosophy-Neuroscience-Psychology interdisciplinary program. His research focuses on philosophical issues surrounding the possibility of artificial intelligence, and the role that computational models play in theorizing about mentality.

Hugh Wilder (Professor Emeritus) earned his B.A. at Denison University; M.A. and Ph.D., University of Western Ontario. His current research interests are in aesthetics and philosophy of mind. He is an editor of *Language in Primates* (Springer Verlag, 1983) and the author of articles in philosophy of language, epistemology, aesthetics and philosophy of mind. He held a year-long Fellowship at Princeton University awarded by the National Endowment for the Humanities (1976-77) and has been a participant in several N.E.H. Summer Seminars. He was a Fellow at the Center for Theory in the Humanities at the University of Colorado-Boulder (1986-87), and participated in the School of Criticism and Theory at Northwestern University (1985) and the Summer Institute on Aesthetics at San Francisco State University (1991). In 1997-98, he was a visiting scholar at the University of California, Davis while on sabbatical leave from the College.

Anthony Marc Williams (Assistant Professor) received a B.A. in Philosophy and Music from Albion College (1997) and earned a Ph.D. in Philosophy from Duke University (2003). His areas of specialization are ethics, metaethics, social and political philosophy, especially moral disagreement and the difficulties involved in assessing the comparative merits of rival systematic ethical theories. Other research interests include the intersection between ethics and questions about the nature of the self and personal identity. His teaching interests include ethics, moral psychology, philosophy of human nature, philosophy of science, and social and political philosophy.

Student Activities and Facilities



14 Glebe Street

The Department sponsors many activities for Philosophy majors, other students, and faculty at the College. There is a Philosophy Club, which is an excellent organization for getting to know students with common interests outside of class. Each year the Club members and officers plan activities of interest to Philosophy students. The Club sponsors discussions and films of philosophical interest. The Club also sponsors a meeting with faculty to discuss graduate school opportunities and an oyster roast in the spring.

Each year the Department sponsors several visiting speakers of interest to students and faculty. Speakers often visit classes during their stay at the College and meet informally with students and faculty. Students can also attend and submit papers for the annual meeting of the South Carolina Society for Philosophy – an interesting way to meet philosophy students and faculty from other colleges, and hear professional presentations

The Department Office is located at 14 Glebe Street. The Administrative Assistant is Kate Kenney-Newhard (14 Glebe, Room 101). The Department Chair is Todd Grantham (14 Glebe, Room 202). They will be able to answer questions you may have about the Department. Most Philosophy faculty offices are in 14 and 16 Glebe. Faculty mailboxes are in 14 Glebe.

The Department is housed in historic Charleston single houses with attractive piazzas and gardens. Students are encouraged to use these facilities. The Department has a lounge/conference room and a kitchen in 14 Glebe, for use by students and faculty. The *New York Times* is delivered daily. There is a bulletin board for notices of interest to students and faculty. The lounge is used for meetings of the Philosophy Club and other student organizations. It is also used for study groups and review sessions, and is available as a quiet place for students to study at off hours.

The Philosophy Department is relatively small and informal. You will find its professors accessible and helpful. Our facilities are intended to serve as an academic “home” for our students, and we hope that you make good use of them.

Student Research and Independent Study

The Philosophy Department offers three programs for student research and independent study: the Tutorial, the Bachelor's Essay, and the Student Research Associate program. Authors of Bachelor's Essays and Student Research Associates present their work at the annual Philosophy Student Research Colloquium held in the spring. Students interested in pursuing independent research and study in philosophy should contact their advisor or the department chair.

Philosophy Tutorial (PHIL 399)

The Philosophy Tutorial is individually supervised reading and research on a specific topic or project agreed upon by the student and the supervising professor. Individual instruction is given by a tutor in regularly scheduled meetings, usually once a week and carrying three (3) semester hours of credit. PHIL 399 is repeatable for up to twelve (12) hours. Prerequisites are: Junior standing plus approval by the tutor and the department.

Tutorials may be used for a number of purposes: to “fill gaps” in a student’s knowledge by investigating new areas; to extend the knowledge which the student already has, for example by reading more deeply in a philosophy or period with which the student already has some familiarity; or to cross the usual lines between disciplines in a plan of study which combines areas of knowledge that are usually examined separately (for example Economics and Philosophy). In general, the purpose of the Tutorial is not to duplicate, but to supplement the regular course offerings of the College. Students should not be discouraged from suggesting a special program of study merely because it is unusual or unusually imaginative. The Philosophy Department considers independent work a vital part of the undergraduate experience and will make every effort to help students develop a workable, sound, and satisfying program of study.

A tutorial course does not usually entail a final examination, or any fixed amount of writing, as long as the quantity and quality of the independent research are of sufficiently high quality. However, instructors are free to make whatever arrangements for keeping track of a student’s work that seem appropriate or useful, including tests, a final examination, or a term paper of a set length. Since the very essence of the Tutorial as a method of instruction lies in its flexibility, some latitude should be allowed to both the student and the supervising professor to vary the

arrangements suggested here, and to revise or adjust the reading or research, without being held rigidly to the plan of study submitted the previous term. Good tutorials should be allowed to develop as they go along.

Some recent Philosophy Tutorials:

- Intelligent Design in the 17th Century
- Derrida: Deconstruction and Semiotics
- Stephen Jay Gould: Philosophy of Evolutionary Biology
- Spinoza and Leibniz
- The Meaning of Life
- Knowledge and Faith in Thomas Aquinas
- Davidson's Philosophy of Language
- Returning to Eden: Kierkegaard's Conception of Self

Student Research Associate Program (PHIL 398)

The Student Research Associate Program provides a special opportunity for strong students to conduct their own research projects under the guidance of a faculty mentor, or to participate in a substantive way in a faculty member's research project. In either case, Student Research Associates earn one to three semester hours of credit for their work by enrolling in PHIL 398. Prerequisites are: overall GPA of at least 3.25, junior standing, and approval by the supervisor and the department. PHIL 398 is repeatable for up to six (6) hours. Normally, Student Research Associates present their work at the annual Philosophy Student Research Colloquium.

Bachelor's Essay (PHIL 499)

The Bachelor's Essay is a year-long research and writing project carrying six (6) hours of credit. It is normally taken during the senior year under the close guidance of a tutor, the supervising professor. Prerequisites: Senior standing, Philosophy major, overall GPA of at least 3.25, approval of supervisor and department. The student takes the initiative in seeking an appropriate tutor to help in both the design and supervision of the project. The subject of the Bachelor's Essay must be appropriate for a substantial research project that will result in a major essay. Typically, the essay will be approximately 35-50 pages, though the exact length of the essay will necessarily vary.

Students should begin the first semester of work on their Bachelor's Essay with a well-defined topic and investigate their subject thoroughly and assiduously during the early part of the year. They should work closely with their tutor to discuss their progress and to receive feedback as they clarify and redefine their topic. Since researching and writing the essay extends over both semesters of the senior year, students should begin writing early and should submit one or more drafts of the essay for critical review in order to allow time for proper revision. A complete draft must be submitted to the tutor by April 10, with a 1-2 page abstract for distribution to department faculty. The final copy must be submitted to the tutor by May 1.

The grade of In Progress (IP) will be assigned for PHIL 499 until the essay is complete. When the Bachelor's Essay is completed, the student will give a brief oral

presentation and defense of the thesis to an audience of fellow students, the Bachelor's Essay supervisor, and other interested faculty at the annual Philosophy Student Research Colloquium. Bachelor's Essays are catalogued and retained in the collection of the College library.

Some Recent Philosophy Bachelor's Essays

- Philosophic Issues in Greek Tragedy
- Authenticity and Mass Media
- Evolutionary Ethics
- Ethics of the Fiduciary Relationship Between Physician and Patient
- The Recent Political Theory of Martha Nussbaum
- Simone de Beauvoir's Existentialist Ethics
- The Economic Implications of Mill's Utilitarianism
- Ethics and Total Quality Management
- Heidegger and James on Truth

Application and Registration Procedures and Deadlines

Application and registration and registration procedures and deadlines for the Tutorial and for the Student Research Associate Program are the same, as outlined below. The specific procedures and deadlines for the Bachelor's Essay are also listed below.

For all three programs, the registration process should be initiated well in advance of early registration for the semester in which the project will be undertaken.

1. Normally, the student initiates the process of registering for any of the three programs. The student proposes a topic suitable for independent study and research and discusses the topic and plan of study with a prospective supervising professor. The department chair (or any department faculty member) may advise the student concerning appropriate supervisors on particular topics.

2. Having secured a supervisor, the student, in consultation with the supervisor, completes an "Application for Individual Enrollment." This form is available from your advisor. The same form is used for all three programs. Besides student information, the form requires:

- Project Supervisor;
- Project Title;
- Project Description
- Signatures of the student, supervisor and department chair

The project description is normally attached to the application form. The project description should be 1-2 pages in length and must include:

- A brief statement of the topic to be studied;
- A brief statement of the plan of study (How often will the student meet with the supervisor? How will the study be organized?);
- For Tutorials and Student Research Associates, specification of how the grade will be determined;
- A tentative reading list.

3. The supervisor's signature on the application form signifies that he or she will supervise the project as described and is ready to submit the application to the department chair for departmental approval

For the Tutorial and Student Research Associate Program, the application form should be signed by the student and the supervisor well in advance of early registration for the semester in which the tutorial will be taken, and must be signed by both prior to submission to the department chair. Normally, the application must be submitted to the department chair by November 15 for spring semester projects and by April 15 for fall semester projects. This deadline may be extended for extenuating circumstances (e.g., study abroad in the preceding semester), but it will not be extended later than two weeks prior to the end of the drop/add period for the semester in which the project will be undertaken.

For the Bachelor's Essay, the deadline for submitting the application for departmental approval is April 15 of the student's junior year.

Students who will be away from the College any of the last three semesters or who will be doing clinical practice in education in their final semester should normally submit their applications by November 15 of their junior year.

4. Applications for all three programs require departmental approval. The department chair will distribute applications to all department faculty members, who review the applications and may recommend revisions or approve them as submitted. After departmental approval, the department chair signs the application and the student is registered in PHIL 398, 399 or 499.

5. Applications for Bachelor's Essays in Philosophy which are being submitted for credit in HONS 499 (Bachelor's Essays for students in the Honors Program) require approval by both the Philosophy Department (following the procedures described above) and the Honors Program Advisory Committee prior to registration for the course.

Summary Guidelines and Calendar

Student Research Associate: PHIL 398

Prerequisites: Junior standing, overall GPA of at least 3.25, approval by supervisor and department

Application: Due November 15 for spring semester April 15 for fall semester

Philosophy Student Research Colloquium presentation: Mid-April

Philosophy Tutorial: PHIL 399

Prerequisites: Junior standing, approval by tutor and department

Application: Due November 15 for spring semester, April 15 for fall semester

Bachelor's Essay: PHIL 499

Prerequisites: Senior standing, Philosophy major, overall GPA of at least 3.25, approval by supervisor and department

Application: Due April 15 of student's junior year.

Completion:

- Complete draft with 1-2 page abstract due early April
- Philosophy student Research Colloquium Presentation and defense mid-April;
- Final copy due May 1

Why Study Philosophy?



The study of philosophy enhances abilities required in other academic disciplines and in post-graduate endeavors. One of the most important of these is the ability to solve problems in an organized fashion. Philosophy also provides training in argumentation and persuasion, training that will help you to recognize as well as construct good arguments and detect bad ones. You will learn to develop and defend your own views and to appreciate competing positions. Philosophy helps to develop the capacities to organize ideas and to extract what is essential from masses of information.

As the pace of economic and technological change continues to quicken, these skills will only increase in value. Few students today can predict what their jobs will ask them to do in twenty or thirty years. Those who will be successful are those who can adapt to new tasks and can quickly understand what is essential to doing those tasks well. The critical thinking and research techniques you learn in philosophy will allow you to excel in any endeavor which requires you to gather and analyze information. Philosophy majors have been shown to do better than others on graduate admissions tests, and they are accepted in graduate programs, especially at law schools, and a disproportionately high rate.

But the long-range value of philosophical study will go far beyond its contribution to your livelihood. Philosophy broadens your range of understanding and enjoyment. It can give self-knowledge, foresight, and a sense of direction. Through its contribution to your powers of expression and clear thinking, it will nurture your intellectual independence and self-esteem. Through its emphasis on critical exchange, philosophy will make you a better citizen of a democracy and of the world.

What Have Our Philosophy Graduates Done?

Our Philosophy majors have gone on to do many interesting things. Some paths taken are more directly related to philosophy than others, but our graduates seem ready to do just about anything. Many go into business, especially in management and sales. Others work in service positions in the private and public sectors. Some become teachers. Others go on to graduate school, with recent graduates seeking degrees in philosophy, religious studies, psychology, anthropology, history, and education. Others go on to medical school. The single most common course for our students is law school and the practice of law.

Some examples of our Philosophy majors' post-graduate activities and careers:



1997/98 Graduation Reception

- **Michael Mercurio** ('73) is in commercial real estate; his daughter **Lisa** ('98) also graduated with a major in Philosophy—our only father/daughter graduates!
- **Worth Waring** ('74) is in broadcast journalism.
- **Ron Cooper** ('82) earned a Ph.D. degree (Rutgers) in Philosophy. He is Chair of the Humanities & Social Sciences Division of Central Florida College and published a book on Heidegger and Whitehead in 1994 and a novel, *Hume's Fork*, in 2007.
- **Kemp Lewis** ('82) earned his M.B.A. degree at Harvard and now is a managing director at Goldman Sachs in New York City.
- **Teresa Corley** ('84) attended graduate school in Philosophy at Notre Dame, and now is an assistant principal at a high school in St. Louis.
- **Eric Johnson** ('86) earned his M.D. at Tulane and now practices psychiatry.
- **Tina Withrow Graves** ('92) is an oncology nurse at Roper Hospital.
- **Jeremiah Bacon** ('95) is the executive chef at Carolina's Restaurant.
- **Christopher Ott** ('96) is an attorney and partner in King & Spalding's Government Advocacy and Public Policy practice in Washington, DC.
- **Justin Halberda** ('97) earned a Ph.D. in Psychology at NYU and currently is an assistant professor in the Department of Psychological and Brain Sciences at Johns Hopkins University.
- **Morgan Arvidson** ('01) is a family physician in North Carolina.
- **Edwin Swan** ('06) attended law school at Georgetown University.
- **Andrew Aghapour** ('07) completed an M.Phil. in the Department of History and Philosophy of Science at the University of Cambridge and is pursuing a doctoral degree in Religious studies at UNC, Chapel Hill.
- **John Karabees** ('07) entered the M.A. program in Philosophy at the University of Missouri at St. Louis.

Contact Information

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