

CATHERINE FULLARTON

Doctoral Candidate – Philosophy | Emory University | cfullar@emory.edu

AREAS OF SPECIALIZATION & COMPETENCE

AOS: Ethics, Moral Psychology

AOC: Philosophy of Emotions, Phenomenology & Existentialism, Bioethics

ACADEMIC APPOINTMENTS

2020-2023 **Faculty Fellow**, Foundation Year Program (FYP), University of King's College (Halifax, NS)

2021-2023 **Sessional Instructor**, Contemporary Studies Program (CSP), University of King's College (Halifax, NS)

EDUCATION

2024
(Expected) **PhD – Philosophy**, Emory University (Atlanta, GA)
Entered Candidacy: August 2019; Expected Completion: January 2024
Dissertation Title: Empathy and the Cultivation of Ethical Perception in Stein, Aristotle, Merleau-Ponty, and Medical Ethics.

2013 **MA – Philosophy**, Toronto Metropolitan University (Toronto, ON)
Major Research Paper: "The Phenomenology of Pain as an Intersubjective Experience." Passed with Distinction.

2010 **BA Hon. – Contemporary Studies & History**, University of King's College (Halifax, NS)
Honours Thesis: "The Ethics of Deconstruction"

PUBLICATIONS

Peer-Reviewed Article

C. Fullarton (2020). "Grief, Phantoms, and Re-membering Loss." *Journal of Speculative Philosophy*, Vol. 34, No. 3 (2020): 284-296.

Translation from Italian to English

E. Bartolini and C. Fullarton (2023). Translation of Claudia Baracchi, *Friendship: The Future of an Ancient Gift*. Bloomington: Indiana University Press.

Translation from French to English

C. Fullarton and U. Goldenbaum (2019). Translation of Antonio Lamarra, “Genetic Context and Initial Reception of Leibniz’s *Monadologie*: Leibniz, Wolff, and the Doctrine of Pre-established Harmony.” *Leibniz Review*, Vol. 29 (Dec. 2019): 185-99.

Scholarly Reviews

C. Fullarton (2014). “Review of *Plant-Thinking: A Philosophy of Vegetal Life* by Michael Marder.” *Dialogue: Canadian Philosophical Review* 53.4 (December 2014): 775-7.

C. Fullarton (2014). “Review of *Understanding Criminal Justice: A Critical Introduction* by Wahidin and Carr.” *Dialogue: Canadian Philosophical Review* 53.2 (June 2014): 373-87.

C. Fullarton (2013). “Review of *The Ethics of Species: An Introduction* by Ronald L. Sandler.” *Dialogue: Canadian Philosophical Review* 52.4 (December 2013): 822-4.

GRANTS, FELLOWSHIPS, & AWARDS

2023	DIAS-MoCS Visiting Junior Fellowship in Applied Phenomenology, Danish Institute of Advanced Studies (Odense, DK), €3,500 (1 month)
2020	Mellon Public Writing Fellowship, \$23,250 (declined)
2019	Honorable Mention: Best Submission by a Graduate Student, Society for Phenomenology and Existential Philosophy (SPEP)
2015	Doctoral Fellowship, Social Sciences and Humanities Research Council of Canada (SSHRC), \$20,000 per annum (4 years)
2012	Ontario Graduate Scholarship, Ontario Student Assistance Program (OSAP)
2011	Ryerson Graduate Award, Toronto Metropolitan University, \$1000
2010	Ryerson Graduate Award, Toronto Metropolitan University, \$1000
2010	Ryerson Graduate Scholarship, Toronto Metropolitan University, \$7000
2010	Joseph-Armand Bombardier Canadian Graduate Scholarship, Social Sciences and Humanities Research Council of Canada (SSHRC), \$17,500

INVITED TALKS

Keynote Conference Paper

2022 “Sympathy and Care in Sophocles’s *Philoctetes*.” Mudd Center for Ethics Undergraduate Ethics Conference (Online due to COVID). 6 March 2022.

Invited Talks & Lectures

2023 Philosophy Colloquium Paper: “From ‘Basic’ to ‘Radical’ Empathy: A Progressive Account of Phenomenological Empathy.” Dalhousie Philosophy Department Colloquium (Halifax, NS). 21 April 2023.

- 2019 Public Talk: “Grief as a Transformative Experience.” Public “Death Café” hosted by the University of Texas – Rio Grande Valley (McAllen, TX). 29 March 2019.

Conference Papers (Refereed)

- 2023 “What Makes a Phenomenological Account of Empathy?” Atlantic Region Philosophers’ Association (ARPA), 14 Oct. 2023.
- 2019 “Grief, Phantoms, and Re-membering Loss,” Society for Phenomenology and Existential Philosophy (SPEP) (Pittsburgh, PA). November 2019.
- 2019 “Empathy, Perspective, Parallax.” International Merleau-Ponty Circle (IMPC) (New York City, NY). September 2019.
- 2018 “Living with Ghosts: Being Haunted as a Structure of Experience.” International Association for the Philosophy of Death and Dying (IAPDD) (Uppsala, SE). August 2018.
- 2016 “Emotional Work-in-Progress: Empathy as Interpersonal Self-Hemeneutic.” Canadian Hermeneutic Institute (CHI) (Toronto, ON). June 2016.
- 2013 “Pain as an Intersubjective Experience.” Canadian Hermeneutic Institute (CHI) (Toronto, ON). June 2013.

Presentation of Scholarly Book Review

- 2024 Review of Heidi Maibom, *The Space Between: How Empathy Really Works*. American Philosophical Association (APA) (New Orleans, LA).

Presentations at Scholarly Seminars & Workshops

- 2023 “Empathy and Medical Pedagogy,” The Nuts and Bolts of Phenomenological Qualitative Research: Reflecting on Methodological Challenges. Hosted by the Danish Institute for Advanced Studies (DIAS) (Odense, DK). 9 June 2023.
- 2023 “Empathizing with AI” Digital Worlds Workshop. Hosted online by the University of Texas – Rio Grande Valley). 21 April 2023.
- 2018 “Co-Perception and Shared Worlds in Aristotelian Virtue Friendships.” Collegium Phaenomenologicum (Città di Castello, IT). July 2018.
- 2013 “Merleau-Ponty on Emotional Healing as Taking Time.” Concordia-Ryerson Joint Graduate Workshop on Intimacy (Toronto, ON). April 2013.
- 2011 “On the Possibility of Animal Suicide.” Concordia-Ryerson Joint Graduate Workshop on Animality (Toronto, ON). April 2011.

Commentaries at Conferences

- 2022 Commentary on Jordan Kokot’s “(Co)Existing Between Worlds: Liminality, Affordances, and the Virtuality of ‘The Outer Wilds.’” Digital Worlds Workshop (Online). 29 April 2022.
- 2021 Commentary on Bradley Warfield’s “Digital Technology and the Problem of Dialogical Discourse in Social Media.” Digital Worlds Workshop (Online). 11 April 2021.

- 2020 Commentary on Parisa Moosavi's "Aristotelian Neo-Naturalism as Ethical Naturalism." American Philosophical Association (APA) (Philadelphia, PA). January 2020.
- 2019 Commentary on Robert English's "Grief, Desire, Loss." American Philosophical Association (APA) (Denver, CO). February 2019.
- 2016 Commentary on David Wood's "The Unthinkable and the Im-possible." Emory University's Friday Philosophy Forum Speaker Series (Atlanta, GA). March 2016.

Other Talks & Presentations

- 2017 Invited Panelist: "The Ethics of CRISPR: Editing the Human Embryo." Emory Biotech Club, Emory University (Atlanta, GA). Sept. 2017.
- 2017 Intradepartmental Presentation: "Living with Ghosts: Being Haunted as a Structure of Experience." Friday Philosophy Forum, Emory University (Atlanta, GA). Nov. 2017.
- 2016 Intradepartmental Presentation: "Toward an Empathy of Asking." Friday Philosophy Forum, Emory University (Atlanta, GA). Nov. 2016.

TEACHING EXPERIENCE

Instructor of Record

- 2023 CTMP 2301: Pain – University of King's College
- 2022 CTMP 2301: Pain – University of King's College
- 2019 PHIL 115: Introduction to Ethics – Emory University
- 2018 PHIL 126: Mind, Brain, Self, Evolution – Emory University
- 2017 PHIL 116: Introduction to Bioethics – Emory University

Faculty Fellow (Instructor and Occasional Lecturer in Team-Taught "Great Books" Program)

- 2022-23 FYP 1000: Foundation Year Program – University of King's College
- 2021-22 FYP 1000: Foundation Year Program – University of King's College
- 2020-21 FYP 1000: Foundation Year Program – University of King's College

Invited Guest Lectures for High School Classes (University Recruitment)

- 2023 "Audre Lorde: Poetry as Politics." Guest Lecture in high school English course. École secondaire publique de La Salle (Remote/online). 21 February 2023.
- 2023 "Audre Lorde: Poetry as Politics." Guest Lecture in high school English course. École secondaire publique de La Salle (Remote/online). 22 February 2023.
- 2022 "Fanon on Group Conflict and Decolonial Violence." Guest lecture in high school Psychology course. Elmwood School (Remote/online). 10 November 2022.
- 2022 "Fanon on Decolonization." Guest lecture in high school Politics course. Greenwood College (Remote/online). 17 November 2022.
- 2022 "Sartre's *Huis clos*." Guest lecture in high school IB French course. Park View Education Centre (Remote/online). 25 March 2022.

Teaching Assistant (Grader & Occasional Lecturer)

- 2017 PHIL 200: Ancient & Medieval Philosophy – Emory University
2016 PHIL 116: Introduction to Bioethics – Emory University

Graduate Assistant (Grader & Tutorial Instructor)

- 2019 GRAD 700: “Progress”: An Interdisciplinary Reflection – Emory University
2015 ACS 100: Ideas that Shape the World I – Toronto Metropolitan University
2014 ACS 100: Ideas that Shape the World I – Toronto Metropolitan University
2013 ACS 100: Ideas that Shape the World I – Toronto Metropolitan University
2011 PHIL 366: Existentialism in Art and Culture – Toronto Metropolitan University
2011 SSH 105: Critical Thinking – Toronto Metropolitan University

Graduate Assistant (Grader)

- 2023 HSTC 2102: The Origins of Modern Medicine – University of King’s College
2016 PHIL 606: Philosophy of Love and Sex – Toronto Metropolitan University
2014 PHIL 606: Philosophy of Love and Sex – Toronto Metropolitan University
2013 PHIL 606: Philosophy of Love and Sex – Toronto Metropolitan University
2012 PHIL 504: Philosophy of Art – Toronto Metropolitan University
2010 PHIL 333: Philosophy of Human Nature – Toronto Metropolitan University

PROFESSIONAL ACTIVITIES

Referee (of papers for professional journals, on per-request basis)

Reviewer for *Techné*

Reviewer for *Dialogue: Canadian Philosophical Review*.

Reviewer and translator for *P.O.I. - Points of Interest*.

Professional Organizations & Memberships

- 2023- Member, Society for the Philosophy of Emotions (SPE)
2019- Member, American Philosophical Society (APA)
2019- Board Member – Partnerships & Community Relations Officer, Canadian Bioethics Society - Société Canadienne de bioéthique (CBS-SCB)
2015-19 Member, Society for Phenomenology and Existential Philosophy (SPEP)
2016-19 Member, International Merleau-Ponty Circle (IMPC)
2020-21 Member, Association for Core Texts and Courses (ACTC)

Workshops & Further Study

- 2022 Participant, “Mi’kmaw Language Sessions for Faculty,” offered by the University of King’s College.
2020 Participant, “Greek Reading Course: Aristotle’s Ethics, Book II,” The Paideia Institute (Online).
2020 Participant, “Greek & Latin: Ancient Pandemics & Plagues,” The Paideia Institute (Online).
2019 Participant, “Workshop on Nicomachean Ethics VIII.1-7,” Union College (Schenectady, NY).
2018 Selected Participant, “Copenhagen Summer School in Phenomenology and

2018	Philosophy of Mind,” Center for Subjectivity Research (Copenhagen, DK).
2017-18	Selected Participant, Collegium Phaenomenologicum (Città di Castello, IT)
2017-18	Participant, “Interdisciplinary Research Seminar and Reading Group in Post- and De-colonial Thought,” Emory University (Atlanta, GA).
2016 -	Selected Participant, Collegium Phaenomenologicum (Città di Castello, IT)

ACADEMIC SERVICE

At the University of King’s College:

2022-3	Faculty Fellow representative to the FYP Council of Coordinators
2022-3	Faculty representative to the Occupational Health and Safety Committee
2023	Supervisor, undergraduate honors thesis (1 student)
2022	Reader, undergraduate honors thesis (1 student)

At Emory University:

2021	Co-advisor for two undergraduate summer researchers, Laney Graduate School Summer-Opportunity-for-Advanced-Research (LGS-SOAR), Emory University.
2016-20	Webmaster & Poster Designer, Graduate Philosophy Society, Emory University.
2017-18	Graduate Representative to the Faculty, Philosophy Dept., Emory University.
2016-17	Committee Member, Philosophy Forum Speaker Series Planning Committee, Emory University.
2016-17	President, Friday Philosophy Forum, Emory University.
2016	Graduate Volunteer, SPEP 55 (Salt Lake City, UT).
2015	Graduate Volunteer, SPEP 54 (Atlanta, GA).
2010-12	Treasurer, Philosophy Graduate Student Association, Toronto Metropolitan University.

CERTIFICATES

2019	Emory Foundations for Online Teaching (EFOT) Certificate, Center for Faculty Development and Excellence, Emory University.
2014	Professional Development in Teaching Program (Level 1), Learning and Teaching Office, Toronto Metropolitan University.
2014	University Teaching 101, Johns Hopkins University (course offered online through Coursera).

LANGUAGES

French – Fluent
Italian – Reading and speaking proficiency
Spanish – beginner
Ancient Greek – beginner
German – beginner

REFERENCES

Dr. Marta Jimenez
Associate Professor, Philosophy
Emory University
marta.jimenez@emory.edu

Dr. Cynthia Willett
Samuel Candler Dobbs Professor of Philosophy
Emory University
cynthia.willett@emory.edu

Dr. John Lysaker
William R. Kenan Professor of Philosophy
Emory University
jlysake@emory.edu

Teaching Reference:

Dr. Neil Robertson
Professor of Humanities, Foundation Year, Early Modern Studies,
and Contemporary Studies Programs
University of King's College
neil.robertson@ukings.ca

DISSERTATION ABSTRACT:

Empathy's ethical value has been in question since the term's conceptualization. Contemporary critics argue that empathy is insufficiently reflexive, presumptuous, problematically partial, or inappropriately motivated to serve as a basis for moral relations with others. But these critical characterizations are at odds both with a commonsense notion that empathy is good, and with the importance accorded to empathy in healthcare and clinical pedagogy, where it is regarded as vital to proper caring relations. In this dissertation, I address this disjunction by demonstrating that we have philosophical resources for a conception of empathy that addresses critics' concerns and provides a polestar for clinical empathy pedagogy.

After a first chapter tracing the main criticisms and objections against empathy in contemporary moral philosophy, Chapter 2 presents and defends an account of empathy as an epistemically humble form of intersubjective insight that can properly respond to the most common criticisms of lack of reflexivity, presumptuousness, and partiality. I begin with Edith Stein's phenomenological account of empathy as a direct experience of the other's experience.

In empathy, Stein argues, I directly experience the other's experience *as theirs*; my access to their experience is thus genuine and direct, but also constitutively perspectival and lacunar. This, I argue, highlights an important epistemic and moral limit for empathy: that it should hesitate at the point where it moves from perception to judgment. At the same time, Stein is clear that my perspective on the other can be a source of insight, precisely because I am in a position to see from a perspective which the other cannot have on themselves. I develop these considerations in relation to Maurice Merleau-Ponty's work on perception and intersubjectivity

to show how empathy as intersubjective insight develops (and can be cultivated intentionally) out of our pre-reflexive normative experiences with alterity into reflexive and deliberate other-oriented sensitivity.

To elucidate the virtuous character of empathy, understood in this way, and to reply to the charge of moral self-indulgence and self-projection, I turn in Chapter 3 to Aristotle's account of the practically wise person, the *phronimos*. Aristotle characterizes the *phronimos* as an expert in moral deliberation and action in part because they display epistemic humility, perspectival wisdom, and moral consideration for others. Using Aristotle's characterization of *phronesis* as a model, I argue that virtuous empathy is linked to an awareness of the necessarily inexact character of practical knowledge and of our knowledge of others, and that *phronesis* provides a model of empathic wisdom within these bounds.

In closing, Chapter 4 illustrates the pedagogical benefit of this account by showing how this conception of empathic virtue addresses current challenges in clinical empathy pedagogy. Against methods that intend to teach empathy as a particular skill (e.g., as a skill of communication, self-awareness, or performance), I argue that clinical empathy training should be approached in an ongoing, interdisciplinary, and dialogical way that develops from demonstration to practice, and which includes ongoing mentorship from experts and patients.

Reconsidering empathy as an epistemically humble form of relational insight, I argue, shifts how we think about the diagnostic process and supports a more engaged model of patient-physician relationships. It also responds to interdisciplinary critiques about the ethical value of empathy in interpersonal relations.