The College of Arts and Sciences at Saint Joseph’s University is a heterogeneous collection of disciplines that include the traditional liberal arts and sciences, as well as professional studies like education and health services. The arts and sciences are the heart of our institution, as all undergraduate students, regardless of major, engage with the College for the vast majority of courses in the General Education Program (GEP). Distinctive to all Jesuit universities is a core curriculum that emphasizes critical thinking, *eloquentia perfecta* (clear and persuasive communication skills) and the importance of the interplay between faith and reason. Courses in the GEP span the liberal arts and sciences, with an emphasis on humanities courses, including theology and philosophy.

For the members of our faculty, teaching and research are inextricably linked in their day-to-day lives. Enthusiasm for their disciplines emanates from their labs and offices into the classroom. In this issue of *intellect*, the magazine that celebrates this alchemy, you’ll read about a sociological study of interrogation practices, women’s empowerment in the context of economics and succession laws in India, and the artistic process that produces a creative take on landscape painting, among other topics.

Saint Joseph’s graduates are well served by a strong foundation in the liberal arts and sciences and meaningful learning encounters with a dedicated faculty. A recent survey published by the Association of American Colleges and Universities revealed that 80 percent of employers seek graduates who have broad knowledge in the liberal arts and sciences, and 93 percent indicated that the ability to communicate clearly, think critically and solve problems was more important than studying a certain major. We can be proud that an SJU education not only leads to a career, but also promotes the development of the student as an engaged citizen and a catalyst for change in the service of others.

Amanda M. Thomas, Ph.D.
Dean, College of Arts and Sciences
Law of the Land: Female Empowerment in India
Katie Smith ’15

The Looking Places: A Painter Finds His Vantage Point
Marisa Fulton Benjamin ’03

Enter the Diva: Spectacle as Survivor Tragedy in African-American Literature
Nicole Katze ’11 (M.A.)

Beyond the Diagnosis: Ethics Rounds Treat the Whole Person
Patricia Allen ’13 (M.A.)

Team Teaching and Technology: Making Learning Less of a Drag
Jeffrey Martin ’04, ’05 (M.A.)

Gathering Intelligence in Interrogation: SJU researcher embarks on government-sponsored investigation
Kelly Welsh ’05 (M.A.)
Law of the Land
Female Empowerment in India
“Financial empowerment, such as inheriting ancestral property, changes the way women plan for the future and the importance they place on their children’s health.”

Divya Balasubramaniam, Ph.D.

Using a cross-section of individual-level data pooled from The National Family Health Survey, taken in 1998-99 and 2004-05, Balasubramaniam looked at whether women living in states with amended laws that allow females to inherit their ancestral property — there are currently five — have a higher probability of seeking prenatal care. This state-by-state data analysis shows the number of Indian women who sought prenatal care and the number of those who did not.

Adopting the natural experiment methodology, which is an examination of an event as it occurs in real time, rather than in a controlled experiment, Balsubramanian posits a relationship between these amendments and female health outcomes. Her preliminary results, presented in 2014 to the Southern Economic Association in Atlanta, Ga., suggests that women who live in states with amended laws promoting gender equality tend to have a higher probability of seeking prenatal healthcare relative to women who live in states without this legislation.

Balasubramaniam says this illustrates that policy directly influences female empowerment, which in this context, affects the health of both mothers and children. “A policy that is egalitarian can have direct and indirect implications for everyday people,” she adds.

“Empowering women changes their sense of autonomy, behavior in the household, education and health outcomes, and family development,” Balasubramaniam continues. “Financial empowerment, such as inheriting ancestral property, changes the way women plan for the future and the importance they place on their children’s health.

“Women have a legacy: Their focus on prenatal care shows they are planning for a future beyond the next generation.”

Empowering a mother empowers a nation, after all. 

— Katie Smith ’15

5 of India’s 29 states have amended laws that allow females to inherit their ancestral property.

Women subjected to the inheritance law in these states have a higher probability of seeking prenatal care.
At first glance, the landscape paintings created by Assistant Professor of Art Steve Cope, M.F.A., appear to be a faithful reflection of the earth’s wondrous beauty: a crisp stream cuts through a lush wood in “Split” (2014); a river of snow creeps down a mountain in “View” (2013); a spiny cactus rises against the desert sky in “Arizona” (2012).

But there is more to Cope’s landscape series (2009-2014) than meets the eye. To construct each piece, he adopted a combination of real and imaginative elements, turning a literal representation into his own creation. “I used as many sources as I could get my hands on,” Cope explains. “While many of the paintings resemble the places they depict, they are a composite of different photographs, drawings, nostalgic memories and dreams that all come together to create the finished work.”

Using oil paint and pencil on custom-made birch ply panels, Cope’s paintings focus on vista or large-scale landscapes, and
interior, woodsy scenes. An imaginary form often interrupts the realism — or a form repeated from a previous painting — adding a synthetic element to the composition. “I may use the same tree in several paintings, or include an element that would not be found in the geographical location I’m painting,” he says. “It could be a rock, a bird, a pool. I have a lexicon of forms that make up the landscape. And in the middle of the process, I sometimes start making things up.

“For example, ‘Arizona’ is highly synthetic,” Cope continues. “The cactuses featured might not exist in Arizona. And the bush you see in the painting is actually found in New England.”

Creating a work that represents a slightly altered reality has resonated with his audience. “At first glance, people see the landscape and usually respond to the amount of detail. But over time, the strangeness of the image unfolds. It taps us on the shoulder and reminds us ‘this is a painting,’” he says.

The miniscule dimension of many of Cope’s paintings adds a special allure to the panoramas. Dubbed the “miniature landscape series,” these canvases range in size from one by five inches, to 28 by seven inches. To create each painting, Cope uses powerful work lights, strong reading glasses and extremely thin brushes that are tapered like needles.

The ability to shrink a boundless landscape into something that fits in one’s hand intrigues Cope.

“I find that reducing something so large and vast into such a small piece of work is fascinating, perhaps because people can see the entire experience all at once,” Cope explains. “The ability to see the landscape in its completeness gives us a feeling of discovery, as if we are peering into a different world strangely similar to our own.”

Born in New England, Cope’s work has been featured in many solo and group shows, and is collected in both private and public collections. He started painting landscapes when he was a Boston University graduate student.

“I would put a canvas in the back of my car and drive around, looking for a good vantage point,” he says. “I’d take different turns, not knowing exactly where I was going. In a way, you could say my paintings are about me searching for something interesting to look at.”

Cope’s students benefit from learning to find the beauty in the everyday. “We tend to save our visual experiences for places like the Grand Canyon or Niagara Falls,” he says. “They are undoubtedly great-looking places. But, there are great-looking places around us all the time: the shadow made by your car on the tree; the atmosphere in the clouds.

“I try to teach my students how to look and see: how to be visually aware. I tell them not to forget how amazing the earth looks.”

— Marisa Fulton Benjamin ’03

“While many of the paintings resemble the places they depict, they are a composite of different photographs, drawings, nostalgic memories and dreams that all come together to create the finished work.”

STEVE COPE, M.F.A.
Spectacle as survival strategy in African American literature
Nine years ago, supermodel Naomi Campbell was accused of throwing her crystal-encrusted Blackberry at her housekeeper, again. Eventually, she pled guilty to reckless assault, and as part of her sentence was required to complete five days of community service. Campbell showed up in haute couture every day, creating a scene that paparazzi showed up to capture. Cleaning the streets in a stunning silver Dolce & Gabbana gown, she became a spectacle, and most of the public soon forgot why she was there.

According to Assistant Professor of English and Director of the Africana Studies Program Aisha Damali Lockridge, Ph.D., Campbell embodies elements of the “Diva,” a trope her research introduced to African American literary studies that is given a rich and layered treatment in her book, Tipping on a Tightrope: Divas in African American Culture (Peter Lang, 2012).

Like Campbell, “The Diva is not afraid of the spectacle and instead of fearing it, manipulates it to her own ends,” Lockridge writes.

As defined by Lockridge in the book, the Diva “…smashes open the world and takes what will help her to be the person she wants. The Diva is active and defined by her refusal to submit to protection; her desire to know herself and the world; her willingness to flout cultural expectations of Black womanhood; and her interest in her developing sexuality. The Diva moves beyond liminal [threshold] spaces by acting on her world, instead of letting it act on her.”

Noting the suggestion of an early Diva appearance in Harriet Jacobs’ 1861 slave narrative, Incidents in the Life of a Slave Girl, Lockridge traces the Black Diva in texts from the Harlem Renaissance (1920s) forward. She describes the Diva performing throughout African American literature in novels long taught in English classes, offering a new way to understand these women and their otherwise outrageous behavior. Helga Crane in Nella Larsen’s Quicksand (1928); Janie Crawford in Zora Neale Hurston’s Their Eyes Were Watching God (1937); Sula Peace in Toni Morrison’s Sula (1973); and Liliane Lincoln in Ntozake Shange’s Liliane (1994), can all be read with the reader’s eyes focused on the Diva. Lockridge also considers what happens to the Diva when she enters the male gaze, when in the opening moments of Spike Lee’s “She’s Gotta Have It,” he makes specific reference to Hurston’s Their Eyes Were Watching God.

“The Diva is a character who is performing for survival,” Lockridge says. “She’s able to do the things she wants to do — that other people don’t think she should do — by forcing the audience’s attention onto her performance. It’s a subtle sleight of hand. Like Harriet Jacobs, who narrates a modesty that the audaciousness of her life reveals to be untrue, or Sula Peace, whose indiscriminate sex partners have nothing to do with external stimulation or validation, these characters, too, perform a sleight of hand. They perform the survival necessary for them to live desires beyond expectation.”

Suggesting a new trope in African American literature is no easy task and teaching one can be even more challenging, says Lockridge, who offers courses in African American Literature, African Diaspora Literatures and Africana Studies.

“I’ve found myself wondering — if I can see this new trope, what others are we overlooking? What does this new lens mean for how we’ve interpreted literary texts until now?” she says.

By posing these questions and sharing them with her students, Lockridge hopes they will leave her classes as discerning readers and critical thinkers. She carries this purpose into SJU’s growing Africana Studies program by creating new classes with an interdisciplinary focus. She has also engaged leading African American scholars for lectures and classes and originated a Black History Month film series.

“I want students to challenge what they think they know about diverse literatures and literature in general,” she says. “I want to complicate the idea of what it is to be American, and to help students form a deeper understanding of Black experiences.”

— Nicole Katze ’11 (M.A.)
The facts of the case are catastrophic, unthinkable: A head-on collision causes a young woman to suffer a severe traumatic brain injury; signs indicate impending brain death; the ventilator will be removed because of infection risk. The distraught family considers the insertion of a tracheostomy tube to maintain life support for an extended period. Without an advance directive, the patient’s wishes about end-of-life care are unknown. Hard questions must be faced, and the family relies on the doctors for guidance.

Bioethicist Peter A. Clark, S.J., professor of theology and health services and director of SJU’s Institute for Catholic Bioethics, is training Mercy Health System residents to provide all of the information patients and their families need to ensure the best possible outcome in critical circumstances. A staff bioethicist at Mercy, Father Clark pioneered weekly ethics teaching rounds for the health care system’s four acute care facilities in 2008.

Fr. Clark says the southeastern Pa. Mercy system is the only Catholic teaching hospital that conducts weekly ethics teaching rounds. He and his colleagues on the interdisciplinary ethics team facilitate discussions with residents that are related to the ethics of each case, often at the patient’s bedside. These meetings are different from daily medical teaching rounds held by attending physicians that discuss patients’ physical disorders.

“Ethics is about actions and their consequences,” says Fr. Clark. “As medical professionals, it’s up to us to make sure
that a patient or their family understands all of the ramifications of a treatment course. It’s also our responsibility to train medical residents to consider each case in all of its human complexity.”

Rather than being fixated solely on medical challenges, Fr. Clark says it’s essential for residents to understand that the person lying in the hospital bed is much more than a body with an illness that needs to be fixed or managed. “Residents must consider the person beyond their diagnosis,” he says. “We want them to learn to treat, and care for, the whole person.”

For instance, he explains, if like the young woman described on the previous page, a patient is on life support with no hope of reviving, and the family is leaning toward approving a tracheostomy, the team helps the resident examine the consequences of this action during the ethics round.

“Among other questions, we’d ask the resident if the family understands the differences between coma and a minimally conscious state, permanent unconsciousness, and brain death,” says Fr. Clark. “And as difficult as this is for a family to comprehend, we’d ask if they understand that there is no chance their loved one will awaken some day, and that she will be placed permanently in a vent-dependent nursing facility.”

Ethics teaching rounds train residents to understand the importance of communicating to patients and families, not just the right information, but all of the information, in the most sensitive and humane manner possible. “So that consent to treatment is truly informed,” Fr. Clark says.

Saint Joseph’s pre-med and graduate health care ethics students have shadowed Fr. Clark and his colleagues during ethics rounds since the program’s inception. Aspiring physician and chemical biology major David J. Temme ’16 says the experience made him certain that he wants to pursue a career in medicine.

“Working alongside medical professionals while attending ethics rounds provided me with real-time exposure to the hospital environment,” he says. “I came to admire the amount of thoughtfulness and compassion that these people displayed for their patients, which has instilled in me the desire and passion to do the same for my patients, once I am a physician.”

— Patricia Allen ’13 (M.A.)

As a 2015 SJU Summer Scholar and an Institute Senior Research Fellow, Temme and Mercy resident Rajiv Bhattarai, D.O., designed two surveys to evaluate the effectiveness of ethics rounds: one for residents who attended rounds, and one for hospital staff who facilitate rounds. The research was submitted recently to a top medical education journal.

According to Temme, the surveys’ results are encouraging, revealing that 92 percent of respondents agree or strongly agree that some form of ethics rounds should be adopted by all teaching hospitals.

For Fr. Clark, the proof of the rounds’ value is also in the numbers. “Ethics teaching rounds helped Mercy residents score in the 98th percentile on the ethics section of the medical boards, and consults to the hospital’s full ethics committee have decreased by 60 percent,” he says. “In my opinion, these statistics help make the case that this program can serve as a paradigm for all teaching hospitals.”

**ETHICS ROUNDS RESEARCH**

Prompts regarding the use of Ethics Teaching Rounds as a paradigm for all teaching hospitals.
Team-Teaching and Technology
Making Learning Less of a Drag

Fluid dynamic experiments create exciting pedagogy in biomechanics course

As college students advance in their education, conventional wisdom suggests that their studies narrow and become more focused on important concepts within their major. But in at least one course for upperclassmen in the College of Arts and Sciences, broad is beautiful.

Biomechanics, a course team-taught by Piotr Habdas, Ph.D., associate professor of physics, and Jonathan Fingerut, Ph.D., associate professor of biology, uses unique pedagogy and emerging technologies to bring together junior and senior physics and biology students to teach them about the intersection of the two fields.

One of the course’s experiments showed the connection between hydrodynamics — a branch of physics that studies the forces that act on an object as it moves through a liquid — and how species evolve with certain forms. The exercise required students to design and print a shape using a 3-D printer based on their newfound knowledge of animal morphologies and then testing its descent through a large tube of liquid, calculating the drag, or amount of resistance, on the object and comparing it to objects designed by their classmates in a friendly competition.

While the experiment itself is simple, the method is getting attention in academic circles. A manuscript on the experiment and use of technology to adjust shapes — co-written by Fingerut, Habdas and physics major Eric Mongeau ’16 — is in preparation and will be submitted to a peer-reviewed journal later this spring. If accepted, it will be the third published work to come out of the class.

“We’re not re-inventing the wheel or pushing the boundaries of hydrodynamic knowledge,” Fingerut explains. “What we’re doing is fine-tuning the lab experience and exploring the use of 3-D printing as a teaching tool.”

One of the advantages of the technology, which was funded by a grant from SJU’s Technology Innovation Fund, is the ability of students to create complex shapes that would otherwise be too difficult to make in any other medium.

“With the 3-D printer, students can make more biologically relevant forms to test,” Fingerut says. “If they understand how a tuna moves through the water, for example, they can mimic the shape of a tuna using the printer and test that shape in the tube. We encourage them to look to nature for the answers.”

The ease of creating and refining objects using the 3-D printing software also allows students to experience one of the most important parts of the scientific process: failure.

“If students create something that doesn’t work in the experiment — something that yields the wrong results — they can go right back to the software and have a new shape within a half hour,” says Fingerut. “We let them fail and help...
each other. That's just as important a part of the scientific process as all the data and analysis that they write at the end of the experiment.”

In the course's first iteration, which was funded by a grant from the Howard Hughes Medical Institute, students used simple, store-bought shapes from craft stores and pulled them through containers of oil to conduct the fluid dynamics research. That experiment led to a paper by Fingerut, Habdas and students Matthew Mawhinney '11 (physics) and Mary Kate O'Donnell '11 (biology) published in the journal The Physics Teacher in March 2012.

Another paper, on an experiment in which students created bone analogs using different materials and methods and tested their break strength, was published in Bioscene in May 2013, with the two professors and students Kristina Orbe '14 (biology) and Daniel Flynn '13 (physics) as co-authors.

For all three papers, the pedagogy, more than the research, attracted attention. Habdas explains that the makeup of the lab groupings in the class broadens the students' thinking.

“We intentionally mixed the lab groups — putting the biology and physics students together — to make them think differently,” Habdas explains. He pointed to one example in which the students were asked to make a working model of a circulatory system. “When they worked alone, physics students would make a beautiful model that wasn’t biologically relevant,” he says. “Meanwhile, the biology students made a perfect replica biologically, but it didn’t work at all.”

“Biologists don’t always grasp why physics is in their curriculum,” Fingerut adds, “and that’s because they aren’t often exposed to how it is directly relevant to their studies. When they take this class, they see that very clearly. It also gives them an opportunity to experience working with an interdisciplinary team, which is what their work lives are going to be like when they graduate.”

— Jeffrey Martin ’04, ’05 (M.A.)

“What we’re doing is fine-tuning the lab experience and exploring the use of 3-D printing as a teaching tool.”

Jonathan Fingerut, Ph.D.
SJU sociologist embarks on government-sponsored investigation gathering intelligence in interrogation

SJU researcher embarks on government-sponsored investigation
Interrogation has been a hot topic for years, and when President Obama assumed office in 2009, he took steps to ensure that lawful interrogations would be conducted to combat terrorism around the world. Through an executive order, he created a taskforce to examine interrogation practices which lead to the creation of the High Value Detainee Interrogation Group (HIG), an interagency collaboration between the FBI, CIA and DIA (Defense Intelligence Agency). In addition to its operational capacity to handle the most high-profile incidents and interrogations, the HIG was charged with establishing a program of research to examine the best, humane and lawful interrogation methods.

For Christopher Kelly, Ph.D., assistant professor of sociology and criminal justice, the HIG’s research endeavors were a perfect match. “My other research areas of substance abuse treatment in prison and jury decision-making in capital punishment trials deal with detainment and incarceration to varying degrees, and my interest in legal, humane and effective interrogation methods is an extension of this.”

In 2010, Kelly worked on the first of a string of HIG grants, now totaling over $400,000, when he and a colleague at the University at Albany (SUNY), Allison Redlich, Ph.D., conducted a survey of interrogation techniques used in the United States. This work led Kelly and Redlich to expand their study to include international perspectives on interrogation, with most of the respondents from Canada, Scandinavia and the United Kingdom.

“The goal of the surveys was to establish a baseline of understanding of what interrogators do,” explains Kelly. “Previous work considered only a fraction of the known techniques at an interrogator’s disposal. The intention of our initial work was to bring them all into a single survey.”

To formulate the survey, Kelly took 70 or so discrete and unique techniques from existing research and training manuals, such as the Army Field Manual, and sorted them into one of six smaller categories or domains. “The domains gave us a common language that we believe speak to the universe of legal interrogation methods,” says Kelly.

In the summer of 2012, Kelly stepped into the role of principal investigator on a HIG project and conducted a content analysis of Los Angeles Police Department interrogations of uncooperative suspects. The goal, Kelly explains, was to use real recordings, 31 in all, to examine which methods of information gathering were the most productive. This study, one of only a few like it, looked at both interrogator and suspect behaviors.

Kelly and his colleagues found that rapport and relationship building significantly increased suspect cooperation, while confrontational methods led to increased resistance.

“The biggest takeaway for me was the finding that not only did confrontation increase resistance contemporaneously among suspects, but that effect lasted a full 15 minutes regardless of what other technique was employed in the interim,” he says.

Now Kelly is bringing his research to the East Coast and studying the interrogation procedures of police in the City of Brotherly Love. The latest HIG project, which carries a $60,000 grant to SJU, will allow Kelly and his colleagues to design a study in collaboration with the Philadelphia Police Department to investigate how contextual cues can influence the memory, cooperation and openness of witnesses to serious crime in the city.

Kelly and his research team will work with the Southwest Detectives Division’s Special Investigations Unit. These detectives focus on non-lethal shootings and, for the purpose of this research, only interviews with witnesses to the crimes will be studied.

“Philadelphia has long been combatting the ‘stop snitching’ phenomenon that permeates its streets and instills fear of retribution in informants,” Kelly explains. “One of the goals of this project is to seek ways to cut through this mindset and encourage witnesses to tell their stories.”

— Kelly Welsh ’05 (M.A.)
National Science Foundation Supports Faculty Research

Grant Funds STEM Teacher Retention Research

Saint Joseph’s University has received a $299,552 National Science Foundation (NSF) competitive grant from the Robert Noyce Teacher Scholarship Program to conduct research that seeks to influence teacher retention rates in the science, technology, engineering and mathematics (STEM) disciplines. The grant will support a project that will explore the factors influencing secondary STEM teacher commitment to the profession.

The three-year project, announced by U.S. Rep. Chaka Fattah (D-Pa.), who is the lead appropriator for NSF and the country’s science agencies, is funded to work with 12 teachers, many of whom teach in Philadelphia public, charter and private schools. Research activities will include regular classroom visits and extensive interviews with the participating teachers, who will also keep journals. Common themes will be identified as teachers decide to remain with or exit STEM instruction.

“High turnover is a fact in many high-need, urban schools, and understanding how teachers make the decision to stay or leave may help develop solutions to this problem,” says Sandra Fillebrown, Ph.D., SJU principal investigator and professor of mathematics and director of graduate math education. “This research can be used to inform undergraduate teacher preparation programs and companion efforts to support early-career STEM teachers.”

Computer Scientist Earns Grant for Collaborative Research

SJU’s computer science program has been awarded a $102,875 grant from the NSF to fund a collaborative research project with undergraduate students and faculty from Bryn Mawr College and Rutgers University-Camden.

The three-year collaboration in computational geometry and the modeling of three-dimensional surfaces, titled “Quadrilateral Surface Meshes with Provable Quality Guarantees,” will develop algorithms for quadrilateral meshes for various surface representations.

According to F. Betul Atalay, Ph.D., associate professor of computer science and SJU principal investigator, this research can be applied in the fields of computer graphics, geographic information systems, scientific computing, mechanical engineering and molecular biology. “Meshing is relevant in diverse fields,” she says, “such as optimizing the aerodynamics of aircrafts, improving car crash simulations, studying blood flow in the human body and examining earthquakes.”

“This work comes out of many years of collaboration between our three institutions,” says Atalay. “Our goals are to promote undergraduate student involvement in research and to create a large peer group for women and underrepresented populations who have an interest in computer science.”

Atalay will begin the project in September 2015 with three undergraduate student researchers.

UCA Martyrs’ Memorial Gives ‘Voice to the Voiceless’

To commemorate the 25th anniversary of the martyrdom of six Jesuit scholars who lived and worked at Universidad Centroamericana (UCA) in San Salvador, their housekeeper and her daughter, a group of faculty, staff, students and administrators created an alfombra (pictured at right), a “carpet” featuring sacred images and made of dyed sawdust this past November.

Assistant Professor of Art Jury Smith, M.F.A., designed the carpet with students and supervised the construction of its template and the hand dyeing of cedar woodchips collected from a Chester County sawmill. “In creating the alfombra, we were guided by the principle of giving a ‘voice to the voiceless,’” she says. “In this case, we hoped to be a voice for what the martyrs represent: an unwavering commitment to faith and justice, regardless of the risks.”

Among the other campus memorials to the martyrs were a fundraising dinner to support scholarships to the UCA and a film screening hosted by Richard Warren, Ph.D., professor and chair of history.

In addition, SJU sent delegations of students and staff to the Ignatian Solidarity Network’s Family Teach-In for Justice in Washington, D.C., and the School of the Americas/Western Hemispheric Institute for Security Cooperation protest and vigil in Fort Benning, Ga.
Cobbs Creek Watershed Focus of William Penn Foundation Award

The Institute for Environmental Stewardship (IES) at Saint Joseph’s University received a $20,000 grant from the William Penn Foundation (WPF) that supports its stormwater management education programming. The grant was announced as part of a $225,000 initiative to engage multiple organizations in public outreach, education and scientific monitoring of the Cobbs Creek watershed.

A free workshop held in spring 2014 and co-sponsored by the Lower Merion Conservancy, “From Rain Barrels to Facebook: A Workshop on Stormwater in the 21st Century,” was the first of three annual events to be funded by the WPF grant.

“Stormwater, which is created by the runoff of excess rainwater and melted snow, causes downstream flooding, stream bank erosion, sewer overflows and habitat destruction,” says Michael McCann, ’87, Ph.D. director of the IES and associate dean of the College of Arts and Sciences. “It’s vital for the public to become aware that advancing the control of stormwater will improve the natural environment and the accessibility of clean water.”

McNulty Scholars, Fellows Head to Top Graduate Programs

The John P. McNulty Scholars Program for Excellence in Science and Math, which provides full- and partial-tuition scholarships for young women who wish to become leaders in the science and math professions, announces its Class of 2014 graduates.

(from right to left) Biology major and scholar Catherine Elorette is attending Georgetown University to pursue a Ph.D. in neuroscience. Chemical biology major and fellow Gianna Angelucci is considering attending professional school. Physics major and fellow Victoria Valentino is attending Johns Hopkins University to pursue a Ph.D. in mechanical engineering. Physics major and scholar Lisa Mariani is attending the University of Pennsylvania to pursue a Ph.D. in mechanical engineering. Chemistry major and fellow Elena Montoto is attending the University of Illinois to pursue a Ph.D. in materials chemistry. Mathematics major and scholar Annamarie Everman is an Honors program graduate who plans to enter the work force. Chemical biology major and fellow Kelsey Berger is working as a research assistant at the Children’s Hospital of Philadelphia while interviewing for graduate programs.

‘Science on the Hill’ Facilitates Neighborhood Conversations

Science cafés bring the latest knowledge out of research labs and lecture halls and into neighborhood venues. The American Society for Biochemistry and Molecular Biology recently awarded SJU a three-year, $6,000 grant to fund “Science on the Hill,” Saint Joseph’s version of the brainy but breezy community gathering.

Program Manager Caitlin Fritz ’06 says that a successful science café creates an informal atmosphere where all attendees feel encouraged to participate.

“These cafés are not long-winded lectures delivered to a passive audience by an expert,” says Fritz. “They are dynamic, two-way interactions between a scientist and an audience. The speaker gains valuable perspective on his or her work.”

Launched in July, “Science on the Hill” is held periodically at 6 p.m. at Landmark Americana Tap and Grill, located on Saint Joseph’s campus.
Students Earn Scholarships to Study Overseas

- Dale Pappas ‘14 was named the Greek America Foundation’s Post-Baccalaureate Fellow for the 2014-15 academic year. The fellowship provides $10,000 toward Pappas’s yearlong immersion in modern Greek life and allow him to continue his research on the influence of the Italian Fascist regime on the Greek island of Kos. Upon completion of the fellowship, Pappas plans to pursue a doctorate in modern Italian history, with a focus on Greek-Italian relations.

- For the fifth consecutive year, an SJU student was awarded a scholarship from the Saint Andrew’s Society of Philadelphia. Darby Rourick ‘15, an English and philosophy double major from Ankeny, Iowa, received a $20,000 scholarship to study at the University of Aberdeen in Scotland this academic year.

- STEPHANY LOAIZA ‘16, a biology major, received the Benjamin A. Gilman International Scholarship to support her study abroad during the fall semester at Macquarie University in Sydney, Australia.

Interfaith Expert Elected President of International Council of Christians and Jews

The International Council of Christians and Jews (ICCJ) elected Philip A. Cunningham, Ph.D., director of the Institute for Jewish-Catholic Relations (IJCR) at Saint Joseph's University, as its president this past August. Cunningham served two terms as the organization’s second vice president and will serve as the ICCJ president for three years.

“For more than six decades, the ICCJ has been at the forefront of encouraging interreligious understanding in many countries around the world,” says Cunningham, a professor of theology. “It is an honor for me to be elected as president.”

The IJCR was founded in 1967, the first such endeavor at an American Catholic university in response to the Second Vatican Council. Cunningham became director in 2008 and was joined in 2013 by Assistant Director Adam Gregerman, Ph.D., assistant professor of religious studies. The Institute has expanded over the decades and is known internationally as a center for collaborative research and dialogue between Catholics and Jews and for innovative community programming.

A current Institute initiative announced by SJU President C. Kevin Gillespie, S.J. ‘72, will mark the golden anniversary of Nostra Aetate (In Our Time), the Vatican declaration that ushered in a new era of friendship with the Jewish people by erecting a monument celebrating Nostra Aetate this fall.

Inspired by copper statuettes created in 2000 by Paula Mary Turnbull, S.N.J.M., the University’s memorial will feature the allegorical feminine figures of Ecclesia (Church) and Synagoga (Synagogue). In sharp contrast to medieval representations of the pair that portrayed Synagoga as broken and defeated and Ecclesia as triumphant, the University’s interpretation will depict Catholics and Jews as religious communities living side by side in covenant with God. The monument will also be accompanied by quotations that chronicle this new interfaith paradigm.
Bioethics Institute Brings Donated Glasses to Developing Countries

In a small Barbelin Hall office tucked away on the building’s third floor, Theresa O’Doherty, administrator for the Institute of Catholic Bioethics, and Institute fellows Kathleen Logan ’16 and Lauren Kozlowski ’15, have amassed 1,500-plus pairs of used eyeglasses for Frames to Go, a program they began in June 2013.

From bedazzled cat-eye specs to imitation tortoise shell horn-rims, there are few styles that the trio hasn’t cleaned, sorted, measured with a lensmeter and packed in individual cases for passage to eye hospitals and free clinics in Nicaragua, Uganda and Sierra Leone.

“It’s not a very complicated process, but Frames to Go has a big impact,” says O’Doherty. “Through the donations we receive, we are able to give the gift of improved vision to those who wouldn’t otherwise have access to prescription glasses.”

With funds received from an SJU Diversity Grant, O’Doherty purchased the professional lensmeter with which she, Logan, Kozlowski and a growing cadre of bioethics fellows and mentees read each lens, so that when the glasses are distributed, the recipients will be given the correct prescription.

Pleased with the program’s success, Peter Clark, S.J. ’75, the Institute director and professor of theology and health services, suggested to O’Doherty that she start Frames to Go as a permanent Institute initiative.

Fr. Clark, who delivered 150 pairs of glasses to a clinic in the barrios of Nicaragua, says the program’s impact was visible on the optometrist’s face when she saw the number and types of glasses SJU provided. “She explained that eye care is not a priority in developing countries, and as a result, many children will do poorly in school because they cannot see properly,” he explained. “This simple but unique program is making a real difference in the lives of these individuals.”

For information on how to donate used glasses to Frames to Go, contact O’Doherty at todoher@sju.edu or at 610-660-3425.

CAS Announces New Programs

The College of Arts and Sciences is now offering major programs in biology and secondary education (double major), information technology, linguistics, and secondary education, as well as minors in creative writing, educational studies, and justice and ethics in the law.

With these additions, the College of Arts and Sciences offers more than 80 major and minor programs. “Study at Saint Joseph’s University will always evolve to meet current and prospective students’ needs and interests,” says Rosalind Reichard, Ph.D., interim University provost. “Our new programs prepare students to be competitive in today’s job market, while promoting the University’s Jesuit values and mission.”

Faculty Earn Grants to Expand Research of, 16th Century Literature, European History

Jason Powell, D.Phil., associate professor of English, has received a $50,400 fellowship from the National Endowment for the Humanities (NEH) to complete the second of a two-volume project on the work of 16th Century English poet Sir Thomas Wyatt. With this award, Powell plans to take a sabbatical during the 2015-16 academic year.

Powell received an NEH Fellowship of the same amount in 2008, which allowed him to complete the first volume of the two-part work. Oxford University Press will publish the first volume of The Complete Works of Sir Thomas Wyatt the Elder, which features Wyatt’s prose, later this year.

Christopher W. Close, Ph.D., assistant professor of history, was awarded a $6,000 Franklin Research Grant from the American Philosophical Society to support his summer 2014 research in Nuremberg and Munich, Germany. In addition, Close received a matching Summer Research Grant from Saint Joseph’s for this trip.

Close, who teaches European history, received the awards to research his current book project, the working title of which is An Empire of Alliances: Sovereignty and State Formation in Early Modern Europe, 1450-1672. The book focuses on how state formation during the Holy Roman Empire was shaped by political alliances, and how this experience can be applied to current alliances, such as the European Union.
Alumna Katie McGinty ’85 Presents Lecture

Last fall, Katie McGinty ’85, chief of staff to Pennsylvania Governor Tom Wolf, visited campus to deliver a lecture on politics and the importance of leadership. During the lecture, she shared details of her career path from chemistry major to political leader and offered advice for students on leading by working past your failures and encouraging opinions from different viewpoints.

McGinty was the first female chair on the White House Council on Environmental Quality and served former Pennsylvania Governor Ed Rendell as the first female Secretary of the Department of Environmental Protection. The event was co-sponsored by the SJU’s Women’s Leadership Initiative, College Republicans and Democrats and the Department of Political Science, and was organized by political science major Kristin Harper ’15.

Summer Scholars Project Yields Sacred Music

On May 5, 2014, music major Keara Parciak ’14 attended the world premiere performance of her “Mass in F Minor” in the Chapel of St. Joseph-Michael J. Smith, S.J., Memorial, in three different capacities: as the composer, as a featured vocal soloist, and, for one movement, as the conductor. This performance was the culmination of an SJU Summer Scholars project she began during the summer of 2013 with her mentor, composer Suzanne Sorkin, Ph.D., chair and associate professor of music, theatre and film. Parciak also conducted a movement of Mozart’s “Requiem in D Minor.” The Saint Joseph’s University Singers, under the direction of Thomas Juneau, D.M.A., performed the Mass and the Requiem, both in their entirety.

The young composer is now enrolled in a master’s in composition program at Westminster Choir College. To view a video featuring excerpts from the Mass, visit www.sju.edu/massfminor.

3-D Printing Class Inspires Communications Students

A new class in communication studies has students exploring the aspect of wonder in emerging technologies. Information, Materiality and 3-D Printing, taught by Chair and Associate Professor of Communication Studies David Parry, Ph.D., introduces students to some of the historical innovations in communication technology, such as the telegraph, and leads them to the “contemporary transformation between material and information initiated by the rise in 3-D printing,” according to its syllabus.

The twice-a-week class is designed for Tuesdays to be spent discussing readings from communication theorists like Marshall McLuhan and James W. Carey. Thursdays are dedicated to hands-on experience. Participants run software they’ve accessed from shareware design sites that allows them to create their own objects, which are then made physical in colorful plastic by 3-D printers.

Communication studies major Sara LaMachia ’16, says that the class is about much more than just 3-D printing.

“We’re learning how 3-D printing could reinvent the way that we, as consumers, consume,” LaMachia adds. “Our entire mindset has been changed by looking at the world and trying to think of ways to improve it creatively through 3-D printing.”
Featured Faculty

**Law of the Land**
Divya Balasubramanian, Ph.D.
Assistant Professor of Economics
Ph.D., University of Georgia

**Beyond the Diagnosis**
Peter Clark, S.J. ’75
Professor of Theology and Health Services and Director, Institute of Catholic Bioethics
Ph.D., Loyola University Chicago

**The Looking Places**
Stephen Cope, M.F.A.
Assistant Professor of Art
M.F.A., Boston University

**Enter the Diva**
Aisha Damali Lockridge, Ph.D.
Assistant Professor of English and Director, Africana Studies
Ph.D., Stony Brook University

**Team Teaching and Technology**
Piotr Habdas, Ph.D.
Associate Professor of Physics
Ph.D., Silesian University

**Gathering Intelligence in Investigation**
Christopher E. Kelly, Ph.D.
Assistant Professor of Sociology and Criminal Justice
Ph.D., Temple University

**Faculty Books**


Journal Highlights

Amber Abbas, Ph.D., assistant professor of history, *The Journal of American Ethnic History; South Asian History and Culture Special Issue: Defying the Perpetual Exception: Culture and Power in South Asian Islam.*

Phyllis A. Anastasio, Ph.D., associate professor of psychology, *Personality and Individual Differences; Social Psychological and Personality Science.*


Divya Balasubramaniam, Ph.D., assistant professor of economics, *Economica; The Empirical Economics Letters.*

Lisa Baglione, Ph.D., chair and professor of political science, *Slavic Review.*


James W. Boettcher, Ph.D., associate professor of philosophy, *Ethical Theory and Moral Practice.*

José F. Cerda, Ph.D., associate professor of chemistry and director, chemical biology, *Inorganic Chemistry.*

Melissa Chakars, Ph.D., assistant professor of history, *Geojournal.*


Christopher W. Close, Ph.D., assistant professor of history, *German History.*


Joseph J. Feeney, S.J., professor of English, co-editor of *The Hopkins Quarterly; Connotations: A Journal for Critical Debate; The Hopkins Quarterly; SJU Magazine; The Tablet.*

Janine Firmender, Ph.D., assistant professor of education, *Journal of Advanced Academics.*

Brian M. Forster, Ph.D., general education program laboratory coordinator — natural sciences, *American Society for Microbiology’s MicrobeLibrary; Microbiology.*


Adam Gregerman, Ph.D., assistant professor of theology and religious studies and assistant director of the Institute for Jewish-Catholic Relations, *CrossCurrents.*

Kristen Grimes, Ph.D., associate professor of Italian, *Italian Culture.*


Christopher E. Kelly, Ph.D., assistant professor of sociology and criminal justice, *Applied Cognitive Psychology; Justice Quarterly.*

Christina King Smith, Ph.D., professor of English and assistant professor of philosophy, *CrossCurrents.*


Randall M. Miller, Ph.D., professor of history and William Dirk Warren ’50 Sesquicentennial Chair, *Journal of American History.*

Todd C. Moody, Ph.D., professor of philosophy, *Journal of Consciousness Studies.*


Matthew D. Nelson, Ph.D., assistant professor of biology, *Current Biology.*

Stacy Olitsky, Ph.D., assistant professor of education, *Research in Science Education; Urban Education.*

Jo Alyson Parker, Ph.D., professor of English, *KronoScope: Journal for the Study of Time.*

A. William Place, Ph.D., professor and chair of education leadership, AASA *Journal of Scholarship & Practice; Ohio Journal for Teacher Educators.*


Concerts, Exhibits, Television and Theatrical Productions

Renee Dobson, M.F.A., associate professor of music, theatre and film, “Avenue Q” director and choreographer, Heritage Theatre Festival at the University of Virginia (Charlottesville, Va.).


Sally Kuykendall, Ph.D., professor and chair of health services, content editor “Beyond the Bully,” KSMQ Public Television (Rochester, Minn.).

Suzanne Sorkin, Ph.D., chair and associate professor of music, theatre and film, *String Trio in Two Movements,* performed by Brave New Works, (Fresno, Calif.); *Toward the Other Shore* for solo violin, performed by violinist Eri Noda-Agostini at Eastman School of Music (Rochester, N.Y.).
Faculty who have been seen and heard in the news include:
Matthew Anderson, Ph.D.
Lisa Baglione, Ph.D.
Elizabeth Becker, Ph.D.
Keith Brown, Ph.D.
James Carter, Ph.D.
Melissa Chakars, Ph.D.
Susan Clampt-Lundquist, Ph.D.
Peter Clark, S.J.
Tom Coyne, M.F.A.
Philip A. Cunningham, Ph.D.
Tenaya Darlington, M.F.A.
Peter Graham, Ph.D.
Adam Gregerman, Ph.D.
Emily Hage, Ph.D.
Jeffrey Hyson, Ph.D.
Maria Kefalas, Ph.D.
Allen Kerkeslager, Ph.D.
Aimee LaPointe Terosky, Ph.D.
Edwin Li, Ph.D.
Susan P. Liebell, Ph.D.
April Lindner, M.F.A.
William Madges, Ph.D.
Michael McCann, Ph.D.
Vincent P. McNally, Ph.D., Emeritus
Randall M. Miller, Ph.D.
Jodi Mindell, Ph.D.
Todd Moody, Ph.D.
Kathleen Oxx, Ph.D.
David Parry, Ph.D.
Paul Patterson, Ph.D.
Daniel Reimold, Ph.D.
Michelle Rowe, Ph.D.
Katherine A. S. Sibley, Ph.D.
Clint Springer, Ph.D.
Ilene Warner-Maron, Ph.D.
CA&S Programs & Chairs

DEAN
Amanda M. Thomas, Ph.D.

Undergraduate Departments and Programs

ASSOCIATE DEANS
Shawn Krahmer, Ph.D. – Humanities
Nancy Fox, Ph.D. – Social Sciences
Michael McCann ’87, Ph.D. – Natural Sciences, Mathematics and Computer Science
John Vacca, Ph.D. – Education & Professional and Liberal Studies

ACTUARIAL SCIENCE, Director
Deborah Lurie, Ph.D.

AEROSPACE STUDIES (AFROTC), Chair, Lt. Colonel Mike Lim

AFRICANA STUDIES, Director
Aisha Lockridge, Ph.D.

AMERICAN STUDIES, Director
Katherine A.S. Sibley, Ph.D.

ANCIENT STUDIES, MODERN & CLASSICAL LANGUAGES, Director
Konstantinos Nikoloutsos, Ph.D.

ANIMAL STUDIES, Director
Matthew Anderson, Ph.D.

ART, Chair
Dennis McNally, S.J.

ASIAN STUDIES, Director
David Carpenter, Ph.D.

AUTISM BEHAVIORAL STUDIES, Director, Michelle Rowe, Ph.D.

BEHAVIORAL NEUROSCIENCE, Director, Phillip Schatz, Ph.D.

BIOLOGY, Chair
Christina King Smith, Ph.D.

CHEMICAL BIOLOGY, Director
José Cerda, Ph.D.

CHEMISTRY, Chair
Mark Forman, Ph.D.

CLASSICS, Director
Maria Marsilio, Ph.D.

COMMUNICATION STUDIES, Chair
David Parry, Ph.D.

COMPUTER SCIENCE, Chair
Babak Forouraghi, Ph.D.

CRIMINAL JUSTICE, Director
Kim Logro, Ph.D.

ECONOMICS, Chair
Benjamin Liebman, Ph.D.

EDUCATIONAL LEADERSHIP, Chair
A. William Place, Ph.D.

ENGLISH, Chair
Peter Norberg, Ph.D.

ENVIRONMENTAL SCIENCE
Director, Jonathan Fingerut, Ph.D.

ENVIRONMENTAL AND SUSTAINABILITY STUDIES, Director
Jonathan Fingerut, Ph.D.

EUROPEAN STUDIES, Director
Thomas Buckley, Ph.D.

GENDER STUDIES, Director
RaqueL Bergen, Ph.D.

HEALTH SERVICES, Chair
Sally Kuykendall, Ph.D.

HISTORY, Chair
Richard Warren, Ph.D.

HONORS PROGRAM, Director
Maria Marsilio, Ph.D.

INFORMATION TECHNOLOGY, Director
Babak Forouraghi, Ph.D.

INTERDISCIPLINARY

HEALTH CARE ETHICS, Director
Mark Aita, S.J., M.D.

INTERDISCIPLINARY HEALTH SERVICES, INTERIM DIRECTOR,
Nancy Fox, Ph.D.

INTERNATIONAL RELATIONS, INTERIM DIRECTOR, Lisa Baglione, Ph.D.

JUSTICE, ETHICS & THE LAW, Director, Susan Liebell, Ph.D.

LATIN AMERICAN STUDIES, Director
Heather Hennes, Ph.D.

MATHEMATICS, Chair
Sam Smith, Ph.D.

MEDIEVAL/RENAISSANCE/REFORMATION STUDIES, Co-Directors, Jason Powell, D.Phil., and Paul Patterson, Ph.D.

MODERN & CLASSICAL LANGUAGES, CHAIR, Robert Daniel, Ph.D.

MUSIC, THEATRE & FILM, Chair
Suzanne Sorkin, Ph.D.

MUSIC INDUSTRY, Co-Directors
David Allan, Ph.D., & Suzanne Sorkin, Ph.D.

PHILOSOPHY, Chair
Paul St. Amour, Ph.D.

PHYSICS, Chair
Paul Angioolillo ’78, Ph.D.

POLITICAL SCIENCE, Chair
Lisa Baglione, Ph.D.

PSYCHOLOGY, Chair
Donald Leitner, Ph.D.

SOCIOLOGY, Chair
Kim Logro, Ph.D.

SPECIAL EDUCATION, Chair
Eileen Sabbatino, Ed.D.

TEACHER EDUCATION, Chair
Frank Bernt, Ph.D.

THEOLOGY AND RELIGIOUS STUDIES, Chair, James Caccamo, Ph.D.

Graduate Programs

EXECUTIVE DIRECTOR
Elisabeth Woodward, M.S.

ASSOCIATE DEAN, EDUCATION
John Vacca, Ph.D.

BIOLOGY, Director
Karen Snetselaar, Ph.D.

COMPUTER SCIENCE, Director,
Babak Forouraghi, Ph.D.

CRIMINAL JUSTICE & PUBLIC SAFETY INSTITUTE, Director
Sylvia DeSantis, M.A.

EDUCATIONAL LEADERSHIP, Director & Chair, A. William Place, Ph.D.

GERONTOLOGICAL SERVICES, Director, Catherine Murray, Ph.D.

INTERDISCIPLINARY DOCTOR OF EDUCATIONAL LEADERSHIP, Director, Aubrey Wang, Ph.D.

HEALTH CARE ETHICS, Director
Mark Aita, S.J., M.D.

HEALTH SERVICES, Director
Louis D. Horvath, M.A., FACHE

MATH EDUCATION, Director
Sandra Fillebrown, Ph.D.

ONLINE ACCELERATED TEACHER CERTIFICATION,
INSTRUCTIONAL TECHNOLOGY, Director, Ken Rovine, M.Ed.

ORGANIZATION DEVELOPMENT & LEADERSHIP, Director
Felice Tolin, Ph.D.

PSYCHOLOGY, Director
Jodi Mindell, Ph.D.

READING SPECIALIST, Director
Althier Lazay, Ph.D.

SPECIAL EDUCATION, Chair & Director
Eileen Sabbatino, Ed.D.

SPECIAL EDUCATION (ONLINE), Director, Samuel Slika, D.Ed.

TEACHER EDUCATION, Chair
Frank Bernt, Ph.D.

THEOLOGY & SOCIETY, Director, Milicent Feske, Ph.D.

WRITING STUDIES, Director
Tenaya Darlington, M.F.A.