It is my great pleasure to introduce this edition of Intellect, the magazine of the College of Arts and Sciences, which brings to you news of a broad array of accomplishments by our faculty and students.

Purdue University, the Lumina Foundation and the Gallup Organization collaborated on a recent study that surveyed more than 30,000 college graduates. Titled “Great Jobs, Great Lives,” the study identified key factors in the college experience that are strongly related to lifelong professional and personal well-being and a sense of purpose. These include professors who get students excited about learning for its own sake; mentors who encourage and care; and the completion of in-depth research and experiential learning.

In the pages that follow, you will see how these characteristics manifest in our institution. The six features in this issue include the work of a physicist whose research goes beyond an electron’s charge to its spin; to a historian’s study of how indigenous peoples respond to modernization in the story of the Siberian Buryats; to a philosopher who is challenging conventional conceptions of the mind in the context of mental wellness and illness. I am proud of the role our faculty members play as teaching scholars, pushing the boundaries of learning in their fields through creative and rigorous research, and bringing it back to their courses and students.

I am equally proud of our students who turn opportunity into growth experiences — in their classes, internships, Summer Scholar projects, senior theses, study abroad programs, community service commitments, and extracurricular activities. Indeed, while there is a great deal of discussion these days about the challenges facing colleges and universities, I think there is ample evidence in these pages of the vibrancy and value of contemporary Ignatian higher education.

Richard Warren, Ph.D.
Interim Dean, College of Arts and Sciences
Keep it Simple
Sarah Panetta ’16

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“The challenge is getting students to understand these social justice issues and how media can help address them.”

MIKE LYONS, PH.D.
KEEP IT SIMPLE

“What is the potential of media, digital or otherwise, to affect social change?” asks former Associated Press reporter Mike Lyons, Ph.D., assistant professor of communication studies. This question frames Lyons’ research as he seeks to understand the intersection between civic engagement and digital media.

Lyons discovered this dynamic in Martin Luther King and the Montgomery Story, a 16-page, four-color comic book that tells the story of the Montgomery, Alabama bus boycott (Dec. 1, 1955 – Dec. 20, 1956) and its nonviolent approach to social change championed by Rev. Martin Luther King Jr. Originally published in 1957 by the Fellowship of Reconciliation, an international peace organization, the comic book includes King and Rosa Parks as key characters, along with Mahatma Gandhi, who engineered civic engagement as a way to create social change in India ten years prior to the comic book’s release.

In his recent article, “From Alabama to Tahrir Square,” published in Journalism History (2015), Lyons uses The Montgomery Story as an example of how groups use mass media to build and sustain social movements. The article is the first extensive scholarly examination of the comic book.

The Montgomery Story comic, which originally sold for 10 cents, follows a fictional, everyman narrator, Joe, on his journey toward embracing nonviolence despite the surrounding racism. The comic uses a combination of images and minimal text to tackle complex civil rights issues and concludes with a step-by-step guide to peaceful protest and civil disobedience inspired by what came to be known as the Montgomery Method.

According to Lyons’ research, the comic book’s publishers, who had hoped to use the image-driven medium to teach poor, rural African Americans and working class union members about nonviolent social change, did not consider the publication a success. It resonated instead with young activists and college students in both the South and abroad, inspiring leaders in the anti-Apartheid movement in South Africa; women’s movements in many different countries, including Chiapas in Mexico; and in Vietnam in reaction to the repression of Buddhists in the early 1960s.

“You need to keep it simple,” Lyons says. “Amplification by simplification is a fundamental tenet of social movement media.”

That is why he says The Montgomery Story still captivates audiences many years later. In 2011, the world followed the Egyptian Revolution in real time using social media platforms for exchanging complex ideas through — once again — simple words and images. At the same time, activist leaders in Cairo’s Tahrir Square were reading an Arabic translation of the comic book.

“Through the use of frugal words and images, comic book writers and artists can quickly guide readers through complicated social issues and emotions,” says Lyons.

In the classroom, Lyons introduces students to The Montgomery Story to illustrate how mass media intersects with civic engagement to impact social issues.

“The challenge is getting students to understand these social justice issues and how media can help address them,” says Lyons. “That’s what the authors who wrote this comic book were trying to figure out.”

One question that guides Lyons’ research and teaching is how to understand what makes a person want to civically engage through media.

“I always tell students that civic media in social movements is about you standing on a curb, and when the protest marchers walk by and you’re watching, to notice what it takes for you to step off the curb and stand in the march with everyone else,” says Lyons. “Media is part of convincing you to do that.”

— Sarah Panetta ’16

Understanding How Media Evoke Social Change

60 YEARS ON: MONTGOMERY BUS BOYCOTT

When Rosa Parks refused to relinquish her bus seat to a white passenger 60 years ago on Dec. 1, she had no idea she would one day be known as the “first lady of civil rights.” Her quiet courage sparked a 381-day boycott of segregated buses by African Americans, which eventually led to the U.S. Supreme Court ordering the integration of Montgomery’s bus system. This year, the anniversary of her civic action is being observed in events across the country.
Sustainability
Just Around the "Bend"
It’s a well-known fact that carbon dioxide (CO₂) is one of the greater threats to the world’s climate. Slowing the release of greenhouse gases has been a central focus in the battle against climate change. But what if CO₂ could actively be removed from the air? And what if it could be used to make something?

Peter Graham, Ph.D., associate professor of chemistry, has spent the last seven years researching CO₂ activation, working to destabilize the CO₂ molecule and use it as a chemical building block — to create things.

“We are doing chemistry in the laboratory inspired by the way plants use photosynthesis to break down CO₂ into all the carbon materials that make up the plant,” Graham explains. “We can’t replicate that process directly, but we can use it to learn new ways to break apart and use CO₂.”

Doing this is easier said than done. “CO₂ is a very stable molecule,” Graham says. “That’s why there’s too much of it in the atmosphere: It’s difficult to turn it into something else.”

In his lab, Graham introduces pure CO₂ to metallic precatalysts and measures the reaction. He found that compounds containing tungsten and molybdenum have the ability to “bend” the CO₂ molecule.

“In the presence of carbon dioxide, one of these transition metals can grab one of the carbon-oxygen bonds and weaken it,” Graham says. “From there, we can introduce another compound to react with the carbon and use it to build chemical materials.”

But what kind of materials could come from this kind of reaction? According to Graham, what comes to mind is, ironically, one of the worst pollutants on earth: plastics.

“It might be possible to make some plastics using CO₂,” Graham says. “For example, if it could be reacted with ethylene gas, the resulting material could be used to make latex paints, disposable diapers and many other products. This would be a much more sustainable way to build carbon-based materials.”

While many hurdles between successfully destabilizing a CO₂ molecule and actually manufacturing plastic remain, Graham hopes that potential environmental and economic benefits will help ease the way.

“Companies that might ultimately employ this method could harvest CO₂ from smokestacks instead of allowing it to vent into the atmosphere,” he says. “In addition to this environmental benefit, they would wind up with plastic products that they can sell to consumers.”

Graham’s work has been recognized by the American Chemical Society Petroleum Research Fund, which awarded him a $65,000 grant in 2013. His research has also been a recurring presence in SJU’s Summer Scholars program since 2009. Each year, students who work with Graham present their work at the National Meeting of the American Chemical Society, and their findings have been published in the journal Organometallics.

“It may be some time before true changes occur regarding how we use carbon dioxide,” says Graham. “In the meantime, it’s important for researchers, including my students and me, to gain an understanding of how metal complexes interact with CO₂ to help develop new catalysts that will make its utilization possible.”

— Jeffrey Martin ’04, ’05 (M.A.)
Make the Connection

Research aims to facilitate the flow of information between physicians and the autism community.
On any schoolyard in America, an unfortunate scene plays out: One young boy stands alone as his classmates race by, teasing him about being overweight. In frustration, he lashes out, banging his fists and crumbling to the ground.

What isn’t clear in this scenario is that the lone boy has autism spectrum disorder (ASD) and the weight gain is caused by medicine prescribed to alleviate the symptoms of his disorder. Is the remedy worth the risks associated with its side effects? His concerned parents must decide.

Many pediatricians and psychiatrists prescribe some sort of medication, usually powerful psychotropic drugs such as Risperdal or Aripiprazole, for children and adolescents on the autism spectrum. It’s understandable that parents would want to discuss with a professional how these drugs might affect their child, but with one in 68 children diagnosed with ASD in the United States (Center for Disease Control and Prevention, 2014), and the number of cases accelerating, there aren’t enough specialists in the field.

“There’s a missing link,” says Reecha Sharma, M.D., M.S. (’08), assistant professor of health services. “The parents need to talk to health care practitioners about their concerns, but the practitioners don’t have enough time.”

Sharma wanted to find out more about the communication gap between parents and doctors. She enlisted Olivia Correll ’16 and Emily Moore ’16, undergraduate student SCHOLARS from SJU’s Kinney Center for Autism Education and Support, to conduct a national study supported by the SJU Summer Scholars’ program surveying physicians about their perceptions and knowledge of the use and side effects of psychotropic medications on children with autism.

The research results, now being submitted for publication, indicated that while doctors believe these drugs are a safe and an effective way to treat symptoms in children with ASD, such as deficits in social communication and interaction and repetitive patterns of behavior, the medication’s side effects — like weight gain, behavior deterioration and suicidal tendencies — are poorly tracked.

Sharma believes physicians should record the medicine’s side effects at every visit, not just the annual checkup.

“The side effects may have other health-related consequences that the system must find a way to monitor,” she says. “It’s complicated. The study opened a new set of questions.”

Sharma is in the right place to further her investigation. She moved to the United States after receiving her medical degree at Maharashtra University in Mumbai, India, “because the opportunities for research were better here, and I wanted to be a part of those advances,” she says.

With acceptances to many prestigious graduate schools, she chose to pursue a master’s degree in health administration at SJU — the same program she teaches in now — because it was the area’s only broad-based program focusing on the U.S. health system overall. She joined the SJU faculty in 2013.

Last year, Sharma followed her 2014 physician survey with a study of parents of children and adolescents with ASD, conducting in-depth interviews regarding the accessibility of care, information and services.

“Essentially, all parents were unhappy with how information was given to them,” she says.

“‘There’s a missing link. Parents need to talk to health care practitioners about their concerns, but the practitioners don’t have enough time.’” Reecha Sharma, M.D., M.S. (’08)

As the number of autism diagnoses grows, Sharma says parents often have to wait up to two years to meet with a specialist. The extended wait for a diagnosis creates a delay for children to receive the services and health care they need.

To address this challenge, Sharma is coordinating a third study this summer. She plans to reach out to physicians’ offices to create a checklist of topics for caregivers related to the various side effects of medications and other medical, behavioral and emotional aspects of ASD that their children and adolescents may experience.

Her ultimate goal is to create a network in which everyone involved in the management of a child with ASD — including teachers and principals — communicate with each other to make the best decision for the child’s care.

— Molly Crossan Harty
PUTTING A NEW SPIN ON ELECTRONICS
T he modern world works because of ones and zeroes. Information speeds across countries and oceans using the computer language of binary arithmetic. But what would it mean for the future of electronics if we could change how these bits of information are moved from one place to another?

“On a basic level, electronics measure the charge of electrons passing through circuits typified by a voltage,” explains Paul Angiolillo, Ph.D. ’78, associate professor of physics. “The ones and zeroes in current electronic systems indicate whether a voltage pulse is present (a one) or absent (a zero). That is how information is stored and transferred.”

For the past two decades, Angiolillo has been studying how electrons travel in novel organic semiconductors. In recent papers published in *The Journal of Physical Chemistry*, *Chemical Communications*, and *The Proceedings of the National Academy of the Sciences*, he has focused his research on not only charge dynamics, but on another of the electron’s quantum properties: its spin.

Electron spin can be observed because it generates a small magnetic field, that under special conditions, is oriented either up (a one) or down (a zero). That magnetic field can carry information in a manner similar to the charge binary system. Research on the concept has been conducted in part by Isabella Goodenough ’16, a chemistry major and McNulty Fellow, who has worked in Angiolillo’s lab for the past two years. Her work has shown that electron spin states live for relatively long times, making them amenable to being manipulated for information transfer.

Angiolillo’s research, which is done in collaboration with chemists at Duke University, will also shape the future of how we harvest energy from the sun, a practice known as photovoltaics. Current solar technology employs silicon-based materials, which is costly. In a recently-accepted manuscript in the journal *The Proceedings of the National Academy of the Sciences*, Angiolillo and his coworkers demonstrated unprecedented electron mobility in an organic material, a prerequisite for photovoltaic devices.

“Energy and climate-related issues trump every other issue in the world right now. Physicists can play a major role in developing new technologies that will revolutionize these fields.”

Paul Angiolillo, Ph.D. ’78

“Using organic materials means that we can develop smaller, thinner, more flexible collection devices,” Angiolillo explains. Gone would be the days of expansive, rigid solar arrays in the middle of the desert. “We could sandwich a transparent sheet between two panes of glass,” he imagines. “Or wrap a car with it. Or include it in a jacket.”

While Angiolillo acknowledges that widespread production and use of this type of material could be “a couple generations away,” he stresses the importance of the research.

“Energy and climate-related issues trump every other issue in the world right now,” he says. “Physicists can play a major role in developing new technologies that will revolutionize these fields. That’s why our work — and the continuing education of physics students — is so crucial.”

— Jeffrey Martin ’04, ’05 (M.A.)
Indigenous Dilemma

A historian looks at the effects of modernization on ethnic Mongolians.
At first glance, Siberia, a massive province spanning 77 percent of the Russian Federation, which is composed of frozen tundra, mountain ranges and dense coniferous forests, might seem too remote to have much in common with the United States. But Assistant Professor of History Melissa Chakars, Ph.D., who has studied the Mongolian Buryats, an ethnic group of 400,000 that makes up Siberia’s largest indigenous population, says there are aspects of its history mirroring that of the United States.

“In Russian history, just like in U.S. history, indigenous people lived on the frontiers of expanding empires,” says Chakars. “During the Russian Empire, European settlers — a wide group including Ukrainians, Russians, Estonians, and others — moved east toward Siberia, seizing territory and fighting with the indigenous people, the Buryats, who lived as nomadic herders. Sometimes, the colonizers chose to ally with the native population, but either way, it was impossible for the minority to fend off the invaders.”

Though the rule of competing empires in Inner Asia has waxed and waned over the millennia, for the Buryats, the story of this Cyrillic manifest destiny has played out much the same as similar movements have throughout human history, says Chakars, who has written extensively about the group, most recently in The Socialist Way of Life in Siberia: The Buryat Transformation (Central European University Press, 2014).

The book details how the Buryats have responded to the assimilation of their culture under the former Soviet Union, and how they have survived — or thrived — in the modern world.

“In that sense [this assimilation] is a global phenomenon,” she says. “In the end, most indigenous people struggle with the same two questions: How do you preserve traditional culture, and how do you participate in the life of the developed world?”

Originally from Boulder, Colorado, Chakars grew up a close and sensitive observer of this dynamic in the American West, and felt a deep connection to the Native American version of this narrative, having spent time with her father on a Navajo reservation where he taught junior high.

“I was aware of indigenous people in a way that you might not be if you were raised in a big city in the Northeast,” she says. “So I feel like I’ve always had an understanding of what it’s like to live as an indigenous person.”

Her desire to know more about aboriginal peoples took her to graduate school at Indiana University (IU), which has the only Mongolian studies program in the United States. There she learned standard Mongolian, as well as the Buryat language. (Chakars also speaks advanced Russian). At IU, she received a grant to study for one month in Ulan-Ude, Buryatia’s largest city, and was “hooked, from then on,” she says.

The Socialist Way of Life in Siberia chronicles the second half of the 20th century in Siberia and the Buryats’ rise from being a pastoral society suppressed under Stalin’s rule in the 1930s to become by 1991 proportionally the most highly educated people in the Soviet Union.

“Some resisted the pull, but the majority decided to follow the Soviet path to modernization and embraced the system’s benefits,” says Chakars, who adds that Siberia is covered with universities. “The Buryats chose to learn Russian and took advantage of the state-sponsored schools, and ended up residing in comfortable apartments, working as chemists, for example, as opposed to being goat herders living in felt tents in the Siberian countryside.”

At the same time, she says, “the loss of their culture is still very sad for the Buryats. They’ve attempted to reintroduce their language, but today most prefer to study English, because it can get them a job, and Russian is still the language of success.”

In their transformation from living as nomadic herders to being city-dwellers holding advanced degrees, were the Buryats able to preserve any of the old felt tents?

“No,” Chakars says, with the palpable regret of a historian who knows that indigenous groups like the Buryats may advance under modernization’s effects, but the attendant loss of culture is costly. ♦

— Patricia Allen ’13 (M.A.)
Going Out of Our Skulls
Applying Extended Mind Theory to Psychiatry

- Wash clothes
- Mail birthday card
- Water plants
The work of Saint Joseph’s philosopher Ginger Hoffman, Ph.D., Ph.D., reminds us of a profound aspect of philosophy: The discipline offers practical and ethical ways of being in — and seeing — the world.

Hoffman undertook her current research “Out of Our Skulls: How the Extended Mind Thesis Can Extend Psychiatry” in the interest of positing a more humane way of perceiving and labeling mental health differences, which is often a preferred term for mental disorders or illnesses.

Beginning her career as a neuroscientist, Hoffman received her doctorate from Yale University in 2000. As a volunteer in the psychiatric unit at Yale-New Haven Hospital, she says she “learned that seeing people for their brains was only part of the picture. The ethical questions of caring for people with mental differences became more and more pressing for me.”

Blending fields, Hoffman earned a second doctorate in philosophy from the Massachusetts Institute of Technology in 2009 and began her work on the ethical questions mental health professionals and their patients face.

“Out of Our Skulls,” now under review for publication, challenges the way psychiatry judges, categorizes and treats people with mental differences. Examining psychiatry through the lens of the Extended Mind Theory (Clark, A., & Chalmers, D., 1998), which states that the mind extends beyond the body to objects in the environment, helped Hoffman frame her approach to psychiatry.

“There is no agreed-upon definition of the mind by scientists or philosophers,” says Hoffman. “However, many are attracted to the idea that the best way to define the mind is by its function.”

If that is the mind’s best definition, Hoffman argues, and if we consider the example of memory, it wouldn’t matter where memory is stored. “A part of your brain or a note in your iPhone would serve the same function,” she says. According to the Extended Mind Theory, then, the mind can be made up by parts of the world, including a person’s immediate surroundings.

Although it may sound counter-intuitive, many accept the Extended Mind Theory and Hoffman believes that considering it could deeply impact the practice of psychiatry.

“If the mind extends beyond the body, but psychiatric diagnosis limits itself largely to within the confines of the body — e.g., within the individual’s skull or brain — it risks neglecting relevant information about the mind,” she explains.

Hoffman says considering this theory in the context of mental health diagnoses could change whether some individuals meet the criteria for a mental disorder, diversify the ways in which disorders are treated and, ultimately, reduce the stigma surrounding those with a diagnosis.

A patient diagnosed with Alzheimer’s disease in a doctor’s office, Hoffman explains, may not receive the same diagnosis if she is at home, surrounded by the environment that she has used to store her memory and other pieces of her mind.

According to Hoffman, the Extended Mind Theory could even be a tool to help us understand the self as more relational and less separate, and perhaps enable us to be “with and for others.”

Another strand of Hoffman’s work argues for greater understanding and better treatment of people with mental differences. “There is a tension,” she says, “between accepting someone as they are and striving for them to be better. Much of my research looks at this question, which is important to consider in order to best live our lives and be compassionate to others.”

On campus, Hoffman participates in Active Minds, a student organization aimed at increasing acceptance of mentally different individuals and combatting other forms of “saneism.” She also challenges each of her students to think about the just and ethical treatment of those with mental differences, particularly in her course “The Philosophy of Mental Illness.”

Though it may take some intellectual courage to accept the Extended Mind Theory, in Hoffman’s eyes, the benefits outweigh the risks. “It goes against our common sense to think the mind is extended,” she says, “but being intellectually courageous can help us live more ethically.”

— Katie Smith ’15
Senior Earns Microbiology Fellowship

Saint Joseph's University senior chemical biology major Joseph Johnson was selected by the American Society for Microbiology (ASM) to receive the 2015 ASM Undergraduate Research Fellowship. Each fellow received up to a $4,000 stipend, a two-year ASM student membership and funding for travel expenses to attend its Research Capstone Institute and Microbe Meeting.

ASM is the largest single-life science society, composed of over 39,000 scientists and health professionals. The society's mission is to promote and advance the microbial sciences through conferences, publications, certifications and educational opportunities.

Leader in Web Accessibility Earns Awards

While working toward his master's degree in computer science, Ather Sharif '16 was awarded the Oliver H.M. Jordan Scholarship at the 19th Access Achievement Awards, organized by former Philadelphia Mayor Michael A. Nutter's Commission on Disabilities.

Sharif, who was left quadriplegic after a 2013 car accident, is the co-founder of EvoXLabs, a group of volunteer web accessibility experts that is part web firm, part advocacy group. EvoXLabs develops free tools and websites for nonprofits in the Philadelphia area who can’t afford to hire a company to review their sites for accessibility issues.

To help raise awareness of the need for properly-designed websites, Sharif and his team hosted two “hack-a-thons” this year; in each, groups of high school and college students developed web tools for users with specific disabilities.

Sharif has previously been recognized for his work and advocacy. He was one of three people worldwide to earn the 2015 People with Disabilities Award from IBM and was one of 12 North American recipients of a $10,000 Google Lime Scholarship. He also won “Geek of the Year” at the 2015 Philadelphia Geek Awards.
Pope Francis Blesses Interfaith Statue

During his visit to the World Meeting of Families in Philadelphia last fall, Pope Francis (the first Jesuit pontiff) made an unscheduled stop at Saint Joseph’s University on Sept. 27 to bless the interfaith statue, “Synagoga and Ecclesia in Our Time.” Hundreds of students were present at the blessing with representatives from the Vatican and the University.

Standing beside Pope Francis during the blessing (pictured above) was Rev. William G. Donovan ’81, the Archbishop of Philadelphia’s Liaison to the Pontifical Council for the Family for the 2015 World Meeting of Families; Rabbi Abraham Skorka of Argentina, the pope’s longtime friend and co-author with His Holiness of a book about Jewish-Catholic relations; Philip Cunningham, Ph.D., professor of theology and director of SJU’s Institute for Jewish-Catholic Relations; and Adam Gregerman, Ph.D., assistant professor of religious studies and assistant director of the Institute.

To view videos from the panelists, visit www.sju.edu/wmof-videos.

©L’Osservatore Romano
Pope Francis blesses “Synagoga and Ecclesia in Our Time,” a statue representing the evolving relationship between the Jewish and Catholic faiths.

SJU Panel Celebrates World Meeting of Families

To complement the World Meeting of Families and Pope Francis’ visit to Philadelphia this past September, Saint Joseph’s University hosted a series of panel discussions comprised of and moderated by faculty experts from across the University.

“Delegates at the World Meeting of Families discussed the current state of the family around the world and helped chart a course for the Church to advocate for positive change,” says Jim Caccamo, Ph.D., associate professor and chair of theology and religious studies. “SJU’s Meeting on the Family aimed to bring these issues to our students, introducing them to current research by members of our faculty on the lives of families today.”

To view videos from the panelists, visit www.sju.edu/wmof-videos.

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The statue was commissioned in 2014 to celebrate the 50th anniversary of Nostra Aetate (In our Time), the Vatican II document that transformed the relationship between Catholics and members of other faith traditions, with particular emphasis on relations with the Jewish people. In 1967, Saint Joseph’s was the first American College to found an organization dedicated to fostering knowledge and understanding between Jews and Catholics, known then as the Jewish-Catholic Institute.
Maguire Foundation Awards $400,000 to Educational Leadership Program

In January 2016, SJU announced the inaugural class of 20 Maguire Educational Leadership Fellows, made possible by a gift from the Maguire Foundation. The program provides the next generation’s leaders of 17 Philadelphia Catholic secondary schools with the opportunity to earn master’s degrees in educational leadership, as well as state principal certifications. Participation was also extended to administrators in five independent Catholic preparatory and high schools located in the archdiocese.

“Our goal is to strengthen the leadership of Catholic schools in the Greater Philadelphia area and offer students high-quality Catholic school options for their high school education,” says alumnus James J. Maguire ’58, co-founder of the Foundation.

Grounded in Saint Joseph’s Ignatian heritage, the program seeks to cultivate knowledgeable, caring, reflective and socially conscientious educators who can think critically and advocate intentionally for all PK-12 students. The hybrid master’s degree/certification is designed for leaders who aspire to hold key positions in Catholic schools.

“The Maguire Foundation’s generosity supports the mission of SJU’s education department by preparing educators and leaders to be intellectually curious, lifelong learners who are well-informed about the world and the theories and practices related to human development, pedagogy, supportive learning environments, assessment and leadership,” says Associate Dean for Education John Vacca, Ph.D. “The gift will have far-reaching effects on the achievement rate of students in Philadelphia’s Catholic high schools, now and in the future.”
Graduate Student Contributes to Research on Ancient Sharks

Paleontologist John-Paul Hodnett, a graduate biology student who works with shark expert Eileen Grogan, Ph.D., professor of biology, has spent the last several years researching prehistoric sharks in the American Southwest. In 2013, he uncovered the fossilized remains of a seven-foot-long rare ctenacanth shark, or “comb-spine” shark, in New Mexico (pictured). It is the most complete remains of that type of shark ever recovered. The fossil was recently used to help determine the size of a similar species of 28- to 30-foot-long “super shark” that Hodnett’s colleague is working on in Texas. Hodnett is also credited with identifying a new species of large ctenacanth shark, which he named Kaibabvenator swiftae, in Arizona in 2012.

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 STEM professions, announces its Class of 2015 scholars and fellows.

(Pictured, from left to right) Biology major and fellow Lauren Kozlowski, is attending the Kimmel College of Medicine at Thomas Jefferson University Hospital to pursue a career in neurosurgery; fellow and biology major/chemistry minor Stephanie Tittaferante is pursuing her D.O. at the Philadelphia College of Osteopathic Medicine; scholar and biology major Maria Galassi is working at the Da Vinci Science Center in Allentown, Pa.; scholar and biology major/English and health care ethics minor Lianette Pappaterra joined the Border Servant Corps in El Paso, Texas; scholar and actuarial science major Alexa Garrison accepted a position as an associate actuary with Prudential Financial, Inc., in Newark, N.J.; fellow and biology major Elizabeth Krohn joined the Jesuit Volunteer Corps at the Cheyenne and Crow Reservation in Ashland, Mont., teaching mathematics to at-risk students at St. Labre Middle School; fellow and biology major Megan O’Donnell will hold a research internship at CHOP or Lackawanna Valley Dermatology before applying to medical school; and fellow and biology major Merissa Misiura is pursuing a master’s degree in biomedical science at the Commonwealth Medical College in Scranton, Pa.

The McNulty Scholars program is made possible by a gift from Anne Welsh McNulty, in honor of her late husband, alumnus John P. McNulty ’74.
Faith-Justice Institute Launches Urban Teaching Residency

This past fall, the Faith-Justice Institute launched the Urban Teaching Residency (UTR), a graduate program focused on the elimination of poverty through education as a matter of social justice.

During its inaugural year, UTR sponsored six graduate students who were placed in elementary or middle schools that participated in the Knowledge is Power Program, a public charter school network that helps prepare young students for success in high school and college. The Philadelphia School Partnership provided each resident with a grant of $25,000 to cover tuition and a $15,000 stipend.

UTR includes a series of required social justice seminars that focus on understanding the impact of poverty on the brain; recognizing the socio-economic balance and hardships on family dynamics; communicating and collaborating with impoverished families; and the role and importance of social justice in the urban classroom.

“Our UTR students not only complete a master’s degree in education, but they earn the prestigious Center for Effective Reading Instruction (CERI) accreditation based on meeting the ‘Knowledge and Practice Standards for Teachers of Readings,’” says Cathleen Spinelli, Ph.D., executive academic director of UTR and professor of special education.

Saint Joseph’s Special Education Department is one of only 17 programs in the country whose curriculum has been approved by CERI, and is the only such program in Pennsylvania.

Bioethics Institute Partners with Local Hospital

Saint Joseph’s University’s Institute of Clinical Bioethics (ICB) received a $65,000 grant from Suburban Community Hospital, formerly Mercy Suburban Hospital in Montgomery County, Pa., to support its Health Promoter (HP) effort. The funds will aid current HP programs and will include the purchase of medical and dental equipment; the construction of medical exam and meeting rooms in Norristown’s St. Patrick’s Church; a stipend for graduate-level research to be conducted on the HP model; and continuing education for individual Health Promoters.

“By providing accessible health education and basic medical interventions in poor and underserved communities, the Mercy Health Promoter Model has contributed to the prevention of complex diseases and the management of chronic conditions in these populations,” says Peter Clark, S.J. ’75, director of the ICB and professor of theology and health services at SJU. “We are grateful for this essential support from Mercy Suburban.”

Through partnerships with established health care organizations, like sister hospitals in the Mercy system, the Mercy Suburban model has served as a paradigm for organizations in Philadelphia and beyond to adapt to the challenges of reducing health care costs, particularly in light of immigration.

Former Sandy Hook Teacher Shares Her Story

Kaitlin Roig-DeBellis, former first grade teacher at Sandy Hook Elementary School, visited SJU this past fall during American Education Week and shared the story of hope that helped her overcome the trauma of the tragic school shooting in late 2012.

Roig-DeBellis saved her class of 15 first graders by sheltering the students in a single occupancy children’s bathroom. Her memoir Choosing Hope: Moving Forward from Life’s Darkest Hours is what New York Times bestselling author Adam Braun calls “a beautifully written book that demonstrates the power of the human spirit.”

Senior early elementary education major Kaitlyn Martin, who organized the event, first heard Roig-DeBellis speak at the National Association for Campus Activities, a conference she attended in Minneapolis with the SJU Student Union Board.

“We are proud that our students organized this event to conclude American Education Week,” says Frank Bernt, Ph.D., professor and chair of SJU’s teacher education department. “We are honored that Kaitlin shared her story of courage and resilience with our future educators and the University community.”
Featured Faculty

J. Michael Lyons, Ph.D.
Assistant Professor of Communication Studies
Indiana University

Peter Graham, Ph.D.
Associate Professor of Chemistry
University of Virginia

Reecha Sharma, M.D., '08 (M.S.)
Assistant Professor of Health Services
Maharashtra University

Paul Angiolillo, Ph.D. ’78
Associate Professor of Physics
University of Pennsylvania

Melissa Chakars, Ph.D.
Assistant Professor of History
Indiana University

Ginger Hoffman, Ph.D., Ph.D.
Assistant Professor of Philosophy
Yale University; Massachusetts Institute of Technology

Faculty Books

LISA BAGLIONE, Ph.D., professor of political science,
Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure and Methods


MELISSA CHAKARS, Ph.D., assistant professor of history, Modernization, Nation-Building, and Television History, with Stewart Anderson, eds. (Routledge, 2015).


JODI A. MINDELL, Ph.D., professor of psychology and director of graduate psychology, A Clinical Guide to Pediatric Sleep: Diagnosis and Management of Sleep Problems, Third Edition (Lippincott Williams & Wilkins, 2015).


ENCARNACION RODRÍGUEZ, Ph.D., associate professor of education, Pedagogies and Curriculums to (Re)imagine Public Education: Transnational Tales of Hope and Resistance (Springer, 2015).


Journal Highlights

MATTHEW J. ANDERSON, Ph.D., associate dean of social sciences and acting chair of health services, Journal of Behavioral and Neuroscience Research.


CATALINA ARANGO PINEDO, Ph.D., assistant professor of biology, American Society for Microbiology’s Microbe-Library-Laboratory Protocols.


ELIZABETH A. BECKER, Ph.D., assistant professor of psychology, Behavioral Neuroscience; Hormones and Behavior.

JOHN BRAVERMAN, S.J., assistant professor of biology, Genes, Genomes and Genetics.

JAMES CACCAMO, Ph.D., associate professor and chair of theology and religious studies, Journal of Moral Theology.


MELISSA A. CHAKARS, Ph.D., assistant professor of history, Études Mongoles et Sibériennes et Tibétaines.


CHRISTOPHER W. CLOSE, Ph.D., assistant professor of history, Entfaltung und zeitgenössische Wirkung der Reformation im europäischen Kontext.

CLARE CONRY-MURRAY, Ph.D., assistant professor of psychology, Cognitive Development; Merrill-Palmer Quarterly.

JONATHAN FINGERUT, Ph.D., associate professor of biology, Freshwater Science.

JANINE M. FIRMENDER, Ph.D., assistant professor of education, Early Education and Development; School Science and Mathematics.

BRIAN M. FORSTER, Ph.D., general education program laboratory coordinator of natural sciences, American Society for Microbiology’s Microbe Library-Laboratory Protocols.

ADAM GREGERMAN, Ph.D., assistant professor of theology and religious studies and assistant director of the Institute for Jewish-Catholic Relations, Kirche und Israel.
Journal Highlights, continued

EILEEN L. SULLIVAN, PHARMD, assistant professor of health services, The Carlyle Society Papers; Carlyle Studies Annual.

Concerts, Exhibits, Television and Theatrical Productions

PETER BONNER, M.F.A., adjunct professor of art, Andoya Space Center (Norway); The Art Factory (N.J.); Circle the Wagons Sideshow Gallery, The Factory, Janet Kurnatowski Gallery, John Davis Gallery, The People’s Garden, Sideshow Gallery, William Holman Gallery (N.Y.).

Renee Dobson, M.F.A., associate professor of music, theatre and film and co-director of SJU Theatre Company, “I Love A Piano” director and choreographer, Heritage Theatre Festival, (Va.).


Ron Klein, M.F.A., associate professor of art, Philadelphia International Airport (Pa.); Marriott International Hotel Dadonghai Bay (China).

Dennis McNally, S.J., professor of art, Hopeworks, Trinity Episcopal Cathedral (N.J.).


Elizabeth N. Morgan, Ph.D., assistant professor of music, theatre and film, Debussy Cello Sonata, Andrea Clearfield Salón (Pa.).


Zachary Pritchard, M.F.A., adjunct professor of art, North Adams Arts Festival (Mass.); Pterodactyl, (Pa.).

Mary C. Rhodomoyer, M.F.A., visiting assistant professor of art, L’Artiere Edizion (Italy); PH21 Gallery (Hungary).

Marta Sanchez, M.F.A., adjunct professor of art, University of Texas-Austin (Texas).

Suzanne Sorkin, Ph.D., associate professor and chair of music, theatre and film, Found, Trenti Cultural Institute (N.Y.), Chamber Music Quad Cities (Iowa); Delaware County Community College (Pa.); SWEPT, Andrews University, (Fla.).

J. Michael Lyons, Ph.D., assistant professor of communication studies, Journalism History.


Scott P. McRobert, Ph.D., professor of biology and director of animal studies, Behavioural Processes; Zebrafish.

Natalie Mera Ford, Ph.D., visiting assistant professor of English, Critical Survey.

Randall M. Miller, Ph.D., professor of history, Library Journal.

Jodi A. Mindell, Ph.D., professor of psychology and director of graduate psychology, Behavioral Sleep Medicine; Infant Behavior and Development; Journal of Pediatric Psychology; Sleep; Sleep Medicine; Translational Issues in Psychological Science.


Matthew D. Nelson, Ph.D., assistant professor of biology, The Journal of Neuroscience; PLOS ONE.


Peter Norberg, Ph.D., professor and chair of English, American Literary Scholarship; Leviathan: A Journal of Melville Studies.

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

Jo Alyson Parker, Ph.D., professor of English, SubStance: A Review of Theory and Literary Criticism.

Kersti Tarien Powell, Ph.D., assistant professor of English, Irish University Review.

Agnes Rash, Ph.D., professor of mathematics, The National Council of Teachers of Mathematics.

Rommel G. Regis, Ph.D., associate professor of mathematics, Evolutionary Constrained Optimization; Optimization Letters.

Philip Schatz, Ph.D., professor of psychology, Applied Neuropsychology; Archives of Clinical Neuropsychology; Assessment; Brain Injury; Research in Sports Medicine.

Reecha B. Sharma, M.D., M.S., assistant professor of health services, Andrologia.

Elaine Shenk, Ph.D., associate professor of Spanish and linguistics, Language and Intercultural Communication.


Jean M. Smolen, Ph.D., associate dean of mathematics, natural sciences and computer science, Kronoscope.


Bruce Wells, Ph.D., professor of theology and religious studies and interim chair of art, Near Eastern Archeology.


Brian J. Yates, Ph.D., assistant professor of history, African Identities.
### CA&S Newsmakers

College of Arts and Sciences faculty have contributed their expertise to stories appearing in the following outlets:

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<td>Huffington Post</td>
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CA&S Programs

Interim Dean
Richard Warren, Ph.D.

Undergraduate Programs
Majors and Minors

Associate Deans
Matthew J. Anderson, Ph.D. — Social Sciences
Shawn M. Krahmer, Ph.D. — Humanities
Jean M. Smolen, Ph.D. — Mathematics, Natural Sciences, and Computer Science
John J. Vacca, Ph.D. — Education, Professional and Liberal Studies (PLS)

Actuarial Science
Africana Studies
American Studies
Ancient Studies
Art
Art History
Asian Studies
Autism Behavioral Studies
Behavioral Neuroscience
Biology
Chemical Biology
Chemistry
Chinese Language and Culture
Communication Studies
Computer Science
Creative Writing
Criminal Justice
Criminal Justice Studies (PLS)
Early Childhood-Elementary Education (PreK-4)
Economics
Educational Studies
Elementary-Middle Education (4-8)
English
English and Professional Writing (PLS)
Environmental Science
Environmental and Sustainability Studies
Faith-Justice Studies
Film Studies
Francophone Studies
French
General Studies
concentrations in Humanities, Professional Studies, Social Sciences or Autism Studies (PLS)
Gender Studies
German
Health Administration (PLS)
History
Information Technology
Interdisciplinary Health
Care Ethics
Interdisciplinary Health Services
International Relations
Italian
Italian Studies
Journalism
Justice, Ethics and the Law
Latin American Studies
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Mathematics
Medieval, Renaissance and Reformation Studies
Music
Music Industry
Organizational Development and Leadership (PLS)
Philosophy
Physics
Political Science
Psychology
Psychological Studies (PLS)
Religious Studies
Secondary Education (7-12)
Sociology
Spanish
Special Education (PreK-8)

Graduate Programs

Associate Deans
Matthew J. Anderson, Ph.D. — Social Sciences
Shawn M. Krahmer, Ph.D. — Humanities
Jean M. Smolen, Ph.D. — Natural Sciences and Computer Science
John J. Vacca, Ph.D. — Education

Executive Director
Elisabeth Woodward, M.S.

Elementary/Middle Education (4-8)
Gerontological Services
Interdisciplinary Doctor of Education Program for Educational Leaders
Health Administration
Health Education
Instructional Technology Specialist
Organization Development and Leadership
Professional Education
Psychology
Reading Specialist
Secondary Education (7-12)
Secondary Mathematics Education
Special Education (PreK-8 or 7-12)
Theology and Society
Writing Studies