



DUQUESNE
UNIVERSITY

PRAXIS

2011 MCANULTY COLLEGE AND GRADUATE SCHOOL OF LIBERAL ARTS



*New Role in Newman
Studies at Duquesne*

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On the cover: A bust of John Henry Newman in the library of the National Institute for Newman Studies (story on p. 10)





Dean Christopher Duncan

DEAN'S LETTER

In this booklet, we have highlighted some of the accomplishments of the faculty and students of the McNulty College over the last year or so. It is not meant to be comprehensive, but rather illustrative. There is far more exciting and path-breaking work taking place here than can be captured in just a few pages. So if what you see whets your appetite, I encourage you to pay us a visit in the near future.

Our title, *Praxis*, signifies a merging of theory and practice, as the word means to put ideas into action and make them concrete. The best form of praxis begins with the world as it is and works from there. To engage in this method requires that we pay particular attention to people, things, institutions and ideas as they currently exist.

A liberal arts education helps train students to be, first and foremost, men and women who can behold what there is to see with a rigorous attention to detail. In addition, it is a form of education that provides its serious students with the capacity to imagine and create new possibilities out of what has gone before. In the Spiritan tradition, this is called *creative fidelity*.

While the people and stories that follow are very different from one another, I want to suggest that all of them are on some level about the process of beholding and creating with fidelity. Through their scholarship, teaching and service each of the members of the College profiled in *Praxis* helps us see the world as it is and helps us think afresh how it might be changed and made new.

Thank you for taking the time to learn about our work. We look forward to hearing from you soon.

In Peace and Friendship,

A handwritten signature in black ink that reads "Christopher M. Duncan". The signature is written in a cursive, flowing style.

Christopher M. Duncan, Ph.D.
Dean
McAnulty College and Graduate School of Liberal Arts

NEW ENDOWED CHAIRS

Two members of the McAnulty College faculty, Professors Douglas Harper and Ronald C. Arnett, were appointed to endowed chairs in 2010.



Douglas Harper, Ph.D.,
Professor of Sociology
Holder of the Fr. Joseph Lauritis Chair
in Teaching and Technology

Professor Douglas Harper, Ph.D., has been appointed to The Fr. Joseph Lauritis Chair in Teaching and Technology.

The chair was created to recognize the achievements of a faculty member who has successfully integrated technology into the learning environment and models the interrelationship of technology, teaching and learning for other faculty.

Dr. Harper, a faculty member in the sociology department since 1995, plans to reach out to fellow professors in the McAnulty College in his new role.

“Duquesne has a strong tradition of encouraging faculty to integrate teaching and research, and the appointment as an endowed chair recognizes that my interests in visual sociology are equally relevant to my teaching and research,” said Harper. “I hope to further develop my courses on visual sociology and hopefully begin new work with colleagues in the Department of Journalism and Media Arts in the area of documentary film, working with students to teach sociology through film as we research the local community.”

Harper’s research interests include migrant labor, agricultural change, the sociology of the “small shop,” international migration and Italian culture. He has taught courses in the sociology of work, global sociology, Italy through Italian films and classical social theory, among others. Harper is the founding editor of *Visual Studies*, the official journal of the International Visual Sociology Association, and has published numerous books, chapters, articles and photo essays. His most recent books are *The Italian Way: Food and Social Life*, (co-authored with Patrizia Faccioli, a native of Italy and professor of sociology at the University of Bologna) and *Hong Kong: Migrant Lives, Landscapes and Journeys* (co-authored with Caroline Knowles), both published by the University of Chicago Press.



Ronald C. Arnett, Ph.D.
***Professor and Chair of Communication
and Rhetorical Studies***
*Holder of the Henry Koren, C.S.Sp., Chair
in Scholarly Excellence*

Professor Ronald C. Arnett, chair of the Department of Communication and Rhetorical Studies has been appointed to the Henry Koren, C.S.Sp., Chair in Scholarly Excellence.

Dr. Arnett is the author/co-author of six books and three edited books, including *Communication Ethics Literacy: Dialogue and Difference* (with Janie M. Harden Fritz and Lianne M. Bell, SAGE, 2009); *Dialogic Confession: Bonhoeffer's Rhetoric of Responsibility* (Southern Illinois University Press, 2005), for which he received the 2006 Everett Lee Hunt Award for Outstanding Scholarship; and *Communication and Community: Implications of Martin Buber's Dialogue* (Southern Illinois University Press, 1986), for which he won the 1988 Book of the Year Award from the Religious Speech Communication Association.

He has also authored more than 60 scholarly articles and essays and is the recipient of the 1999 Article of the Year Award from the Religious Communication Association and the 1979 Article of the Year Award from the Religious Speech Communication Association. In 2009 Dr. Arnett was named both Centennial Scholar of Communication and Centennial Scholar of Philosophy of Communication by the Eastern Communication Association. Additionally, he received the 2006 Robert J. Kibler Service Award for visionary leadership from the National Communication Association, as well as the 2005 Scholar of the Year Award from the Religious Communication Association.

Dr. Arnett is the former editor of the *Journal of Communication and Religion* and is currently the editor of the *Review of Communication* and executive director of the Eastern Communication Association.



Dr. Norman Conti (left) with Justin Habash and Sam Bott inside the Allegheny County Jail.

LEARNING FROM THE INSIDE OUT

Classes with inmates provide an unequalled introduction to justice

The classroom was bare. No chalkboard, podium or desks. Just a roomful of students, half of whom were incarcerated men.

That first-day-of-class impression from the fall semester of 2010 is one that stays with Justin Habash. That semester, Habash, a doctoral student and graduate teaching assistant in the Philosophy Department, teamed up with Dr. Norman Conti, assistant professor of sociology, to teach in the Allegheny County Jail.

Habash and Conti taught two classes that semester, Basic Philosophical Questions and Introduction to Criminal Justice, respectively, to an equal number of jail inmates and students from the *Judicium* (yoo-DEE-kee-oom) undergraduate learning community, one of nine groups of first-year liberal arts majors who band together based on a shared interest.

Each of the learning communities (visit www.duq.edu/learning-communities for more information) takes its name from a Latin word that summarizes a scholarly focus. Learning community students take three classes together, work together on a service-learning project and, if they live on campus, have rooms next to one another.

Judicium members are students who have chosen to learn about issues related to justice, and two of their three shared classes create

a unique service-learning opportunity, one made possible by the Inside-Out program.

Since 1997, Inside-Out has been helping instructors teach classes made up of incarcerated people and conventional students. The program, managed through the Inside-Out Center at Temple University, is based on the belief that incarcerated men and women (or “inside students” in program parlance) and college students (“outside students”) both benefit when they study issues related to criminology, justice and social problems together.

Conti got his Inside-Out training in the summer of 2007 and brought the program to campus in the fall of that year when he taught Criminal Justice Policy to a group of 34 Duquesne University students and men incarcerated at SCI Cresson, a medium security prison in Cambria County. That experience proved to him that Inside-Out teaching, or what Conti calls “facilitating,” has power and value. “It’s been without question the best teaching experience I’ve ever had,” he says.

After that, Conti obtained permission to deliver classes

based on the Inside-Out model closer to home at the Allegheny County Jail. In all, 133 Duquesne students (and an equal number of incarcerated men and women) have now taken Duquesne University Inside-Out classes.

Obviously, exploring questions of criminal justice when half the class is incarcerated means that real-life examples, which inside students provide, enrich discussions. Moreover, as service-learning, it not only helps inmates, but it is the best kind of learning Conti says, because it breaks down stereotypes and makes students question assumptions.

“Inside-Out has a way of humanizing everyone in the room,” says Conti. “Outside students don’t see inside students only in terms of their crimes, and the insiders don’t see the outside students as privileged and naive. It really transforms the way people think.”

Habash found the situation conducive to the kind of dialogue that benefitted both groups. Inside students have a GED at a minimum, so there is a clear expectation that any group of them has the same potential

as a group of freshmen. Both Habash and Conti say that inside and outside students show very little difference in their academic abilities, which eliminates concern that skill disparities hold back the class.

Conti, who is a member of the Inside-Out Center’s National Steering Committee, says that he hopes this kind of service-learning can lead to an improvement of the nation’s police forces and prison systems. He is an exponent of restorative justice, an approach that is antithetical to the elusive goal of retribution in punishment or the implementation of abstract standards, such as sentencing guidelines.

Rather, Conti says, restorative justice is an attempt to help people recover from and prevent crime by improving police training and developing community- and family-friendly ideas about what constitutes fairness in punishment. “It’s very contrary to our way of thinking,” he says, “but it makes a lot of sense.”

EDUCATING AGENTS OF CHANGE

Distance Learning Project Helps Prepare Spiritan Missionaries

The Justice, Peace and Integrity of Creation program, an innovative distance-learning initiative developed in the McAnulty College, is helping the priests and brothers of the Congregation of the Holy Spirit, as well as other religious groups around the world, prepare for the challenges of mission work.

Since their founding, more than 300 years ago, the Spiritans have been community builders. Today, with missions in over 60 countries, often in lands devastated by war, poverty and systemic injustice, Spiritans need the skills to strengthen communities more than ever, a fact that places heightened demands on their preparation and continuing education.

The Rev. John Kilcrann, C.S.Sp., a former fellow of Duquesne's Center for the Study of Catholic Social Thought, led the effort to develop the JPIC program. He worked closely with Dr. Evan Stoddard, associate dean of the McAnulty College and Graduate School of

Liberal Arts, to organize resources for the pilot phase of the program.

The program relies on talent and expertise from across campus to create distance-learning lessons. Nevertheless, Dr. Stoddard quickly saw a good fit between JPIC goals and the Liberal Arts College's strengths.

Specifically, he was certain that the Theology Department and the Graduate Center for Social and Public Policy, both academic units in Liberal Arts, could supply the kind of course content that Fr. Kilcrann needed, and two of the three courses in the pilot phase of the project will deliver content created by members of the Liberal Arts faculty.

Moni McIntyre, assistant professor in the Graduate Center for Social and Public Policy; developed a course on peace and conflict resolution; Maureen O'Brien, director of the Pastoral Ministry program, developed a course on theological reflection. A graduate student from Journalism



*“[the intention
is for students
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DUQUESNE UNIVERSITY

JUSTICE, PEACE AND THE INTEGRITY OF CREATION



and Multimedia Arts and English graduate students with technical writing skills collaborated on producing the lessons.

The program's pilot phase began in August 2010, with course work delivered on DVDs to groups of students in India, Zimbabwe and South Africa. The coursework is being put to the test this semester (spring 2011), with roughly 20 students in India and Zimbabwe having begun their studies.

An additional course, in Environmental Science, will be offered in the fall of 2011. According to Dr. Evan Stoddard, in the summer of 2011 the entire JPIC program will "go public," meaning that it will be available to any group anywhere, and not necessarily a missionary, or even a Catholic group.

The JPIC program is designed to provide students with a Certificate of Advanced Studies in Justice, Peace and the Integrity of Creation

(JPIC). At a later stage an MA program in Pastoral Theology with a concentration in JPIC may also be offered by Duquesne's Theology Department.

JPIC lessons will cover a wide range of subjects, from conflict resolution to care for the environment. According to Fr. Kilcrann, there are three essential themes in the lessons: *social analysis*, or the ability to size up a situation according to sometimes less than apparent power relationships; *pastoral planning*, including the spiritual aspects of ministry, which helps determine the tasks that are most important; and *spirituality*, the constantly-in-need-of-renewal basis for the religious vocation and all missionary work.

Fr. Kilcrann explained that the JPIC program dovetails with the University's Strategic Plan as well as with the Spiritans goals. Spiritans, he said, were among the first

Catholic orders to focus on African missions, and the University's most recent Strategic Plan, by committing University resources to strengthening its relationships with the people of Africa, is also complementing long-standing Spiritan efforts.

The mission of the University has always had the effect of broadening the reach and potential of the work we do at Duquesne, Fr. Kilcrann said. But regardless of who studies the modules, the intention, Fr. Kilcrann explained, is for the students to develop what he called "a personal toolkit for the ministry that will truly make them agents for change."

REUNITING SCIENCE WITH THE HUMANITIES

Groundbreaking Research by Dr. Patrick Juola Lands Large Grant

In a society filled with right-brain people and left-brain people, both hemispheres unite in Dr. Patrick Juola.

A literary specialist, he works and plays in Java as fluently as he does in English, pioneering a trend to bridge the humanities and technology.

Juola, associate professor of computer science, has put Java together so that it can dissect another language—human language—and examine word usage and speech patterns. The National Science Foundation (NSF) is supporting Juola's groundbreaking work with a second grant, \$1.6 million.

With this three-year grant, Juola and researchers in the new Evaluating Variations in Language (EVL) lab will simplify his program, which determines authorship across a range of fields—from the forensic study of a suicide note to politically critical policies, from Indiana Jones-type questions of biblical authorship to teachers' work-a-day-questions of possible student plagiarism.

"This new research in a re-emergent field has the potential to really change the way basic scholarship is done," Juola observed. "Google made it obvious there is money to be made in teaching computers to understand language, and a lot of literary scholars paid attention."





Patrick Juola, Ph.D., associate professor of computer science, has received a National Science Foundation grant to study how computers can be used to determine authorship.

This work overrides what Juola calls “a purely artificial gulf” that has separated sciences and humanities since a scholarly divide emerged in the 1950s.

“There is a big movement recently to bridge that gulf now,” Juola said, pointing to creation of the Office of Digital Humanities within the National Endowment for the Humanities (NEH) in 2008, which awarded him a grant in its inaugural year.

This summer, he also received the international Developer’s Challenge Award at the Digital Humanities Conference and instructed the next generation of world-class scholars in authorship, attribution and language variation at the University of Copenhagen.

Duquesne, Juola said, is uniquely positioned to forge ahead in this field because its computer science studies are housed within the college of liberal arts.

In tackling authorship issues, Juola started with a very broad question: “Can we infer personality from writing?”

His answer is obviously affirmative. Millions of minute idiosyncrasies in speech and writing offer telltale clues about who we are, evident in decisions such as choosing the words “large” or “big” over “enormous.” Juola’s Sherlock Holmes-like software successfully connects these clues to decipher the author’s identity.

Spelling and grammar variations, even what prepositions people use are on the program’s radar. “Our research goal is to enable a computer to look at a piece of text and say, ‘Yes, this play was written by Shakespeare’ or ‘Yes, this ransom note was written by a man in his early 40s,’” Juola explained.

Juola, an adjunct scientist in the new Human Language Technology Center of Excellence at Johns Hopkins University, sees programs like his as just the beginning for the field of digital humanities.

“This gives scholars access to more information by letting the computer do some of the rote work,” Juola said. “How many Shakespearean plays can I read? The computer can do that in seconds.

“What happens with the information? That’s where the human comes in.”

DIRECTOR AND CHAIR OF NEWMAN STUDIES APPOINTED



Dr. Kevin Mongrain

Kevin Mongrain, Ph.D., has been appointed director of the National Institute for Newman Studies in Affiliation with Duquesne

University (NINSDU). He will also hold the appointment of Chair of Newman Studies, and will teach courses in theology at the University.

Dr. Mongrain earned a Ph.D. in Religious Studies from Yale University as well as a Master of Arts in Systematic Theology and a Bachelor of Arts in Government, both from St. John's University in Collegeville, Minnesota.

For the past seven years, he has taught in the University of Notre Dame's Program of Liberal Studies. Students in the Program of Liberal Studies read the great books in a series of six seminars devoted to reading of seminal works.

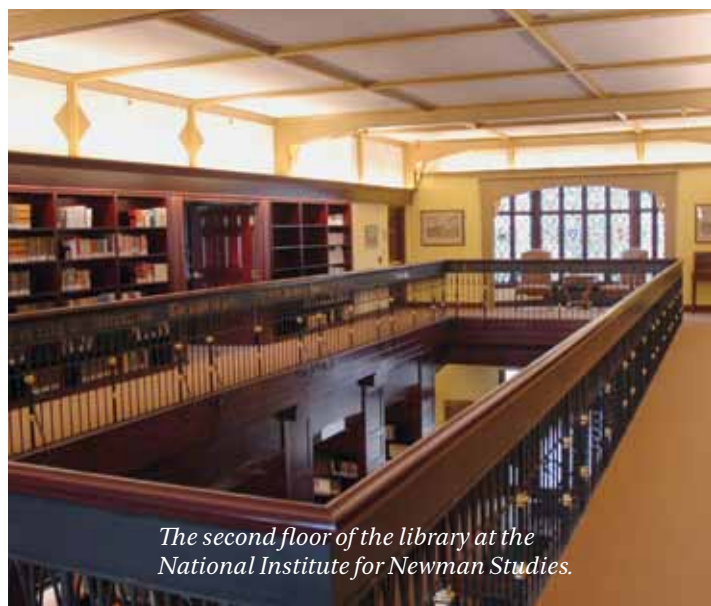
Those works included John Henry Newman's *The Idea of a University*, and over the years Dr. Mongrain's scholarly writings have explored aspects of Newman's thought, including an essay on Newman and the liberal arts, published in *Newman Studies*

Journal. In 2007 he was one of the first visiting scholars invited to use the resources of the National Institute for Newman Studies.

Dr. Mongrain has devoted much of his scholarly work to researching the thinking of Hans Urs von Balthasar, a twentieth-century Swiss theologian and prolific author whose writings echo Newman's expansive understanding of the Catholic intellectual tradition.

Both Newman and von Balthasar, Mongrain explained, reject the limiting understanding of Catholic thought as having a purely scholastic focus. In other words, the richness of the Catholic intellectual tradition is not bound solely to the ideas expressed in academic theology, a system structured by question and answer format and exemplified by the *Summa Theologica* of St. Thomas Aquinas.

Like Newman and von Balthasar, Dr. Mongrain believes that a healthy religious training is one that is open to a diversity of ideas. As he explains it, a healthy religious tradition is like a rope whose strength comes from its many strands united as one. A strong faith and a vibrant university culture



The second floor of the library at the National Institute for Newman Studies.

rooted in the tradition is one where there is a "community of voices."

To nurture that community, Dr. Mongrain plans not only to support the work of Newman scholars, he will encourage researchers who are not Newman scholars to study Newman's ideas as well.

Pointing out that Newman's rich ideas and diverse writings could complement and invigorate scholarly endeavors in the fields of education, philosophy, literature and other disciplines, Dr. Mongrain said, "I believe that Newman ranks with the greatest nineteenth-century philosophers."

"Newman has something to teach us," he added. "His is an important voice, and we should listen."

NEW ROLE IN NEWMAN STUDIES AT DUQUESNE



A recently signed agreement has created a new role for Duquesne in the study of the life and thought of Blessed John Henry Newman.

The agreement between the University and The National Institute for Newman Studies, along with funding from that organization, has established the Chair for Newman Studies and the Director of the National Institute for Newman Studies in Affiliation with Duquesne University (NINSDU). The holder of the Chair will teach courses offered through the McAnulty College and Graduate School of Liberal Arts.

Newman (1801–1890), converted to Catholicism, rose to the rank of Cardinal and authored a body of profoundly influential theological and spiritual writings that have inspired Catholic reformers in areas such as ecumenism, engagement with the world and the role of education. He is also widely known as the composer of the hymn “Lead, Kindly Light” and for his autobiography *Apologia Pro Vita Sua*.

Newman Centers, which minister to Catholic students on the campuses of non-Catholic universities, are named in his honor. Pope Benedict beatified Newman in September 2010, an act that conferred the title of “Blessed” on him and is an official recognition of advancement to the third stage in a four-stage canonization process.

In administrative terms, NINSDU, will function like Duquesne’s other centers or institutes. The National Institute for Newman Studies, which

was founded by the Oratory of St. Philip Neri, the religious community to which Newman belonged, will maintain ownership of The National Institute for Newman Studies, and the Institute’s offices and resources will remain in their current location, the Galliot Center in Pittsburgh’s Oakland neighborhood.

Built in 2007, the two-story, 13,600 square-foot Galliot Center contains the Newman Research Library, areas for study and reflection, a chapel and residential space for visiting scholars who are using the library, which has print and digital holdings covering the full range of Newman’s thinking on theology, spirituality, philosophy, Church history and literature, as well as works containing scholarly commentary on the impact of his ideas.

The Institute also maintains the *Newman Knowledge Kiosk*, a search engine that enables researchers to perform sophisticated indexing functions, and the *Newman Reader*, a website with biographical information, images, bibliographies and links that provides a quick reference resource for non-specialists.

Along with maintaining the library and digital resources, The National Institute for Newman Studies publishes the *Newman Studies Journal* twice yearly and sponsors scholarly events centered on Newman’s ideas and legacy. For more information, visit the Institute’s website www.newmanstudiesinstitute.org.

TRACING THE HOOFPRIENTS OF THE PONY EXPRESS

The fabled Pony Express marked its 150th anniversary in 2010, and students in the Journalism and Multimedia Arts program captured its route through the Wild West in a documentary.

A crew of 10 students faculty and alumni followed in the hoof prints of Pony Express riders, who provided speedy and often dangerous cross-country mail delivery for a brief period in the early 1860s. The record Pony Express time from St. Joseph, Mo., to Sacramento, Calif., *7 days and 17 hours*, provides the title for the documentary.

The crew began at the Pony Express Museum in St. Joseph and followed the route as closely as possible, visiting station houses that once kept a change of horses for the riders.

“The Pony Express Trail is mostly unpaved and unbelievably remote. We wanted to see the scenery and appreciate what these people did,” said James Vota, the journalism and multimedia arts instructor who facilitated the project. Following what he describes as “a track in the Earth,” the crew felt an emotional wrenching at leaving Fort Laramie, Wyo., the last Western safe haven for riders. “After that, they were on their own. The students and I felt this; even today, it’s an incredibly remote area. You don’t see anything or anybody. All we had to tell us we were on track was a GPS line. The desert river basins would go on for hours and hours—and that was at 50 miles an hour. So that was challenging, even in modern day.”

For the students, the trip provided an experiential learning environment and real-life deadlines, Vota observed. “It’s not just a class assignment or projects, but something for the public, and beyond the normal subject matter of a university,” Vota said.

This project included special reports from Nick Sinagra, then a graduate assistant, who documented the trip from his perspective as a person with disabilities.

The film received Telly Awards in the Entertainment and Low-budget categories. Earlier this year, the video was chosen as a popular favorite on the Telly YouTube channel, earning a People’s Choice Award from the public, peers and industry enthusiasts.

This also marks the third consecutive year that teams from the Department of Journalism and Multimedia Arts earned Telly Awards, which were created in 1979 to honor outstanding local, regional and cable TV commercials and programs as well as video and film productions.



RECENT SPEAKERS

McAnulty College and Graduate
School of Liberal Arts

2010

Oct. 12

A Reading by Linda Hogan

Hogan, a poet, novelist, essayist, playwright and activist is author of *Mean Spirit*, a finalist for the Pulitzer Prize in fiction and one of today's most influential and provocative Native American figures.

Oct. 15

Black Aesthetics as Politics

M.K. Asante

Asante received the Langston Hughes Award and Jean Corrie Prize from the Academy of American Poets for his writing. His films have earned numerous international prizes, including the Africa World Documentary Film Festival and the Breaking the Chains award from the United Nations.

Oct. 21

Belfast Boys: Uniting a Divided City During World War I (Annual History Forum Lecture)

Dr. Richard Grayson

Dr. Grayson, an expert in history and politics of the twentieth century with a particular interest in Ireland and the First World War, teaches at Goldsmith's College in the University of London. He is the author of numerous books and articles in scholarly journals on British and Irish politics during this period.

Nov. 16

Navigating a Post-fact World

Farhad Manjoo

Manjoo, a contributor to NPR, Slate magazine and Salon.com and author of *TRUE ENOUGH: Learning to Live in a Post-Fact Society* (Wiley, 2008), is a wide-ranging, buzz-generating thinker, who explains how new technologies are splitting reality along political and cultural lines.

Nov. 12

How We Read: Close, Hyper, Machine

Dr. N. Katherine Hayles

Dr. Hayles, a renowned literary scholar, is professor and director of graduate studies at Duke University's Program in Literature. She has published widely in the areas of post-humanism, the intersections of literature and science and electronic literature.

Nov. 18

The End of Education: The Fragmentation of the American University

Alasdair MacIntyre

McIntyre, the O'Brien Senior Research Professor of Philosophy at the University of Notre Dame, is the author of the classic work, *After Virtue* and is one of the most significant moral philosophers writing today.

2011

April 4

Poetry Reading by Terrance Hayes

Hayes is the 2010 winner of the National Book Award in Poetry for *Lighthouse*. His appearance was sponsored by the English Department.

NEW DIRECTOR FOR THE CENTER FOR HEALTHCARE ETHICS



Henk ten Have, M.D., Ph.D., director of the Center for Healthcare Ethics.

Henk ten Have, a physician and philosopher with an international reputation in the field of bioethics, has been appointed director of the Center for Healthcare Ethics.

Professor ten Have, M.D., Ph.D., who received both of his doctorates from Leiden University, The Netherlands, was most recently director of the UNESCO (United Nations Educational, Scientific and Cultural Organization) Division of Ethics of Science and Technology.

He has a long list of publications to his credit and has held numerous academic and administrative positions in European universities.

Dr. ten Have's directorship of the Center officially began July 1. The Center, which has been in existence since 1996, in the McAnulty College and Graduate School of Liberal Arts, offers interdisciplinary doctoral, master's and certificate programs for health care professionals and scholars.

At UNESCO, Dr. ten Have said his division had two broad goals regarding bioethics: to promulgate a set of universal standards for bioethics and to insure that all countries—especially developing nations—get representation at UNESCO on issues

related to bioethics.

Dr. ten Have would like to use his appointment at Duquesne in ways that continue to provide assistance to people in developing nations.

He views the University's strategic goal of building stronger ties to Africa as an invaluable opportunity. He is hopeful that the coming years will see the creation of new models of cooperation between academia and developing nations in the field of bioethics.

"I think the receptiveness at Duquesne for working on these kinds of issues is great," he said. "And we have good colleagues in philosophy and theology who can also be involved in these projects."

Along with the opportunity to assist people in developing nations, he also intends to continue his research, which before taking the position at UNESCO focused on two areas: palliative care and end-of-life issues, and new technologies, such as genetics and nanotechnology.

At Duquesne, he says that he would like to initiate research in the area of global ethics. More precisely, he hopes to investigate the universality of ethical precepts.

"In bioethics there is an interesting tension between what exactly is universal and what is local or regional. There is a common set of principles that could be applied everywhere," he explained. "It doesn't mean that you have the same approach everywhere."

FACULTY NEWS

PROMOTIONS



Jennifer Bates, Ph.D., associate professor of philosophy, specializes in nineteenth-century

German philosophy in general, with an emphasis on the work of Hegel. Her research has focused on the role of the imagination in Continental epistemology and ethics, leading to the publication of *Hegel's Theory of Imagination* (SUNY 2004) and *Hegel and Shakespeare on Moral Imagination* (SUNY 2010). Her other research, publication and teaching areas include Kierkegaard, philosophy and literature, environmental ethics, and Buddhist philosophy. At present, she is editing a book on Shakespeare and Continental philosophy, preparing to deliver a conference paper in Canada on "Hegel and the Concept of Extinction," and working on her next book, on religious imagination.



Robert Bellamy, Ph.D., professor of journalism and multimedia arts has developed a number of

courses in his 22 years at Duquesne, including International Media, Media and Sports and Media Sports Practices. His present primary teaching responsibilities are in the areas of media and sports, media law and regulation, and media research methods. He is the author of books, journal articles and book chapters on media and sports, new media technologies, and media programming and history. His work has been recognized by several organizations. He recently received the SABR-Sporting News Research Award and was the keynote speaker at the biannual Summit on Communication and Sport. He presently serves as the head of the research board of the Sports Division of the Broadcast Education Association. He is also a member of the editorial board of *NINE: A Journal of Baseball History and Culture* and as an adviser to WDSR (Duquesne Student Radio).



Laura Engel, Ph.D., associate professor of English, specializes in eighteenth-

century British literature and drama. Her book, *Fashioning Celebrity: Eighteenth-Century British Actresses and Strategies for Image Making*, was published by Ohio State University Press in April 2011. She is the editor of *The Public's Open to Us All: Essays on Women and Performance in Eighteenth-Century England* (Cambridge Scholars Press, 2009).



Kathy L. Glass, Ph.D., associate professor of English, specializes in nineteenth-century African-

American literature. She has published on such topics as race, gender, spirituality and nation. Her current book project, tentatively titled *Compassionate Connections*, examines love as a force of political resistance in late nineteenth- and early twentieth-century black-authored texts.



L. Michael Harrington, Ph.D., associate professor of philosophy, specializes in medieval Western philosophy. He has published two books on the subject (*Sacred Place in Early Medieval Neoplatonism*,

Palgrave, 2004, and *A Thirteenth-Century Textbook of Mystical Theology at the University of Paris*, Peeters, 2004), as well as more than 10 articles. A third book, *On the Ecclesiastical Hierarchy: The Thirteenth-Century Textbook Edition*, is forthcoming from Peeters Press. He teaches courses in Asian thought, and on the philosophy of place.



Judy Suh, Ph.D., associate professor of English, specializes in twentieth-century British and postcolonial literature. She has published a book on twentieth-century extremist politics and

British literature titled *Fascism and Anti-Fascism in Twentieth-Century British Fiction* (2009), and is currently working on two books: one on the impact of women's labor on narratives and the other on British literary representations of Iraq in the colonial period. Her literature and film courses at Duquesne typically emphasize literary representations of class, gender and race.

NEW HIRES



Danielle A. St. Hilaire, Ph.D., assistant professor of English, specializes in seventeenth-

century British poetry, particularly in the work of John Milton, with additional interests in epic poetry and the literary tradition. Most of her current work focuses on how seventeenth-century religious poetry works to redeem fallen individuality. She received her B.A. from Brandeis University and her M.A. and Ph.D. degrees from Cornell University.



Eric Ruggieri, Ph.D., assistant professor of mathematics, grew up in Endicott, New York, and then

went to Providence College for undergraduate studies before beginning graduate work at Brown University, from which he received his doctorate in May 2010. His main research area has been in statistical modeling, and he has worked on modeling the formation and destruction of Earth's ice sheets through time.



Dr. Jennie Schulze, Ph.D., assistant professor of political science, focuses on international norms, democratization in Eastern Europe,

minority rights, minority integration, interethnic relations and kin-state activism. Her scholarly articles have appeared in *Nationalities Papers*, and she has contributed a chapter on interethnic relations to an edited volume, *Segregation, Disparity, and Reactivity: The Russian Second Generation in Two Estonian Cities* (eds. Raivo Vetik and Jelena Helemäe) published by Amsterdam University Press.

McANULTY COLLEGE AND GRADUATE SCHOOL
OF LIBERAL ARTS



COLLEGE EXCELLENCE AWARDS



Winners of the 2011 College Excellence Awards included this quartet from the English Department: (from left) Beth Buhot Runquist, Drs. Magali Michael and Anne Brannen, and John Lane.



Joan D. Lapyczak



Stacey Levine

Six members of the McNulty College community were singled out for their exceptional achievements at a ceremony on April 15, 2011. We extend our congratulations and our heartfelt gratitude to these winners of the annual College Excellence Awards.

Staff Award

Joan D. Lapyczak
Administrative Assistant
Dept. of Political Science

Award for Excellence in Teaching

Stacey Levine, Ph.D.
Associate Professor
Dept. of Mathematics and Computer Science

Graduate Student Award for Excellence

Beth Buhot Runquist
Dept. of English

Award for Excellence in Service to the Mission

John Lane, M.A.
Assistant Professor
Dept. of English

Award for Excellence in Teaching

Anne Brannen, Ph.D.
Associate Professor
Dept. of English

Award for Excellence in Scholarship

Magali Michael, Ph.D.
Professor and Chair
Dept. of English



AFRICAN STUDIES CENTER CREATED

A new Center for African Studies, which will be housed in the McAnulty College, will be the primary academic resource that helps Duquesne realize its long-range goals of building stronger academic and cultural ties to the people of Africa and the African Diaspora.

The creation of the Center is an expression of the University's recently adopted Strategic Plan for 2010–2015, the primary goal of which is to “continue to emphasize our Spiritan identity and mission.” Part of that effort calls on everyone in the Duquesne community to recognize that, “While Spiritans serve on six continents, many of their efforts and a majority of their new confreres are in Africa. Thus, Duquesne will take a leading role in outreach to Africa and Africans everywhere.”

A director will coordinate the Center's interdisciplinary program, and a national search is under way to fill the position.

UNDERGRAD PHILOSOPHY STUDENT EARNS FULBRIGHT



Fulbright Scholar Louis Butler (left) and Dr. Patrick Miller, the teacher who inspired him to major in philosophy, sharing a lighter moment with a toy raccoon, an animal that Dr. Miller says serves as a reminder of Aristotelian philosophy's roots in biology.

Undergraduate philosophy major Louis Butler has earned a Fulbright scholarship to study in Germany in the 2011–2012 academic year.

Butler, who graduated in May, will use the scholarship to follow a program of study he designed with a professor at the University of Munich, which focuses on the thinking of the pre-Socratic philosopher Heraclitus and the 19th-century German philosophers Friedrich Nietzsche and Georg Hegel.

The Fulbright award certainly merits kudos for Butler, who switched from being a business major to philosophy after taking an introductory course with Dr. Patrick Lee Miller, assistant professor

of philosophy. “I really wouldn’t be studying philosophy if it weren’t for him,” acknowledged Butler, who now intends to become a philosophy professor.

Germany, being one of the most popular destinations, is also one of the most competitive Fulbright awards for students to receive, said Dr. James Swindal, philosophy department chair.

The Fulbright program, sponsored by the U.S. Department of State, is the largest and one of the most noted international exchanges for students and young professionals. Butler’s recognition underscores the rigor and quality of Duquesne’s internationally recognized philosophy program.

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