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Message from the Dean

The College has undergone another productive year for our students, staff, and faculty, and also for alumni.

We are focusing in this issue on a variety of topics related to the College’s future:

1. **New departmental programs**, which are key to the success of the College in these changing times. The two upon which we focus are our B.A. in Cybersecurity Studies and our B.A. in International Security Studies (ISS). The cover photo shows Fr. John Sawicki, Director of the Center for International Relations, which houses the ISS, speaking to students.

2. **The College’s response to the growth of Health Sciences** at Duquesne is to increase our offerings to these students. The College has been very successful in attracting more Health Science students to our minors, and will continue to offer courses and programs that help them in their professional degrees.

3. **The Psychology Clinic** has, for decades, played a unique and critically important role in the College. It provides training for all Psychology Ph.D. students but also provides psychological services to numerous clients in the Uptown and Hill District areas of Pittsburgh.

4. **Duquesne’s First Amendment Symposium** took place this fall. The symposium, organized by the President’s Office, was very well attended, especially by our students. Numerous speakers from many political perspectives participated.

We in this issue, as always, also focus on faculty, students, and alumni of particular interest.

Following last year’s lead, we are once again including video highlights. Mike Clark, our longtime adjunct faculty member, taught a media production class this year in which students wrote and produced these videos.

This will be my last issue of Praxis as Dean of the College. My tenure ended in July and I am returning to the faculty. I very much look forward to the leadership of our newly installed Dean, Dr. Kristine Blair.

Dr. James C. Swindal
Dean, McAnulty College and Graduate School of Liberal Arts
Duquesne University
Faculty Interview: Anita Zuberi

Dr. Anita Zuberi is an Assistant Professor in the Department of Sociology at Duquesne University. Her research lies at the intersection of urban poverty, racial inequality, and social policy, with a particular focus on the role of the neighborhood context in shaping the health and well-being of low-income families.

What degrees did you graduate with in college and how have they brought you to teaching sociology at Duquesne?

When I was an undergraduate I was a Sociology major. Probably not that surprising. I did a certificate in social policy, which they offered at the university where I was. And so I immediately went into a job after undergraduate doing research at a think tank in Washington, D.C. on issues around social policy, and then I went to graduate school, continuing my focus on sociology and social policy. And many years later ended up here at Duquesne.

What makes Duquesne’s Sociology program unique compared to other universities?

The Sociology program at Duquesne is pretty neat in that it offers a lot of different options for people to focus on. We have a criminal justice concentration, and we have a focus on gerontology. And then we also have a focus on social justice and policy. With all of those things, one of the things that makes Duquesne’s Sociology program kind of unique is that a lot of the professors in the program are involved in projects that engage with different groups in the community. And I think that although some sociology departments have that type of focus on the local society, not all of them actually reach out into the local society and engage in that kind of research and work. And so, that was one of the things that actually attracted me to the Sociology department at Duquesne.

What are some examples of projects professors have done?

We have a professor, Norm Conti, who has been working in jail in the local community. Connecting students and individuals in jail, having them do courses together, learning together, and learning about each other at the same time. Dr. Mike Irwin, who’s currently the chair of the department, he was doing some work on fracking a little bit north of Pittsburgh. And so that was clearly connected to the local community. He teaches a class on environmental sociology where he can speak to that stuff. And also he teaches courses on GIS, where students start to be able to learn about
different techniques to use to map things in the local community. We also have Dr. Cathy Appelt, who has been working with doulas and maternal health along with some other professors in the nursing school and the Department of History. She’s been doing that work right here in the Hill District. And then myself, I’ve been doing some work around affordable housing issues and interviewing local landlords in the Pittsburgh area.

What kind of jobs do you see your former students pursuing after graduation?

One of the great things about the Sociology degree is that it prepares you for lots of different kinds of jobs. I’ve only been here for a couple of years, so I haven’t had the experience of having too many students go on, but I know that we have had alumni who have become lawyers. One alumnus in particular, she became a JAG lawyer, and she does work around sexual harassment and bringing cases to court around those issues for that group. We also prepare people to, like myself, go into research positions. We have students who do internships at the Department of Human Services, Child Protective Services. Other students work with other nonprofits in the local area. Some students work with girls who are awaiting trial for juvenile justice. All kinds of opportunities, and even beyond that it prepares you for graduate programs. It lends itself to thinking about urban planning and policy research. You can kind of go in a lot of directions, which I think is pretty exciting.

What is one last message you would like to convey to readers about Duquesne’s Sociology department?

I think that Duquesne’s Sociology program is really exciting. It offers a variety of courses for students, ranging from theory to applied sociology. You get exposure to different kinds of methods and ways of thinking about the world and doing research. Students have told me that they are able to learn about current issues in society and that allows them to relate and have conversations with lots of different types of people and different types of majors. And I think, really, that connection with the local community, you can get that in many different departments at Duquesne but in Sociology it kind of takes it one step further where you are able to really understand the context within which you are working and the populations you are working with. And that is a really valuable experience that you can take with you into the future.

“I think that Duquesne’s Sociology program is really exciting. It offers a variety of courses for students, ranging from theory to applied sociology. You get exposure to different kinds of methods and ways of thinking about the world and doing research.”
Faculty Interview: Henk ten Have

Henk ten Have studied medicine and philosophy at Leiden University, the Netherlands. He received his medical degree in 1976 from Leiden University and his philosophy degree in 1983.

How did your five-year appointment as Director for the Center for Health Care Ethics come about? How often do you meet, presumably in Rome?

I was known to the Academy for some time because they invited me to be a speaker during their conferences when I was working in Unesco and later also at Duquesne. I became a member because the pope reorganized the membership of the Academy. Previously members were appointed for life. Many members were not working in academic settings. The reorganization also introduced a broader scope with a focus on bioethics, not solely on the beginning and end of life but also on other relevant life questions such as displacement, global warming, environmental degradation, violence, and poverty. The appointment is for five years. The Academy meets every year in Rome.

What is the work of the Academy, specifically in ways that relate to Health Care Ethics and Biomedical Ethics?

The Academy is the bioethics advisory body to the pope. According to the 2016 Statutes, the objective of the Academy is the defense and promotion of the value of human life and of the dignity of the person. The Academy is doing this by studying problems, providing information, and initiatives to form people through education. It is a unique platform since it has members from almost all countries, and not only Catholics. It reminds me very much of Unesco, which is also an extremely diverse forum for discussing and analyzing bioethical challenges. The Academy has several work groups: artificial intelligence, robo-ethics, palliative care, consciousness, neuroscience and ethics, human genome editing, and global bioethics. I am chairing the last working group. Two years ago, the annual conference was on global bioethics, especially in relation to children. Pope Francis made a clear statement on the importance of global bioethics. His Encyclical Laudato Si also promoted a broader approach to bioethics issues, particularly the need to address climate change and biodiversity loss.

What special projects would you be, or are you, involved with?

Some projects in global bioethics. The members of the working group on global bioethics will collect and examine relevant information from their countries so that there is a better view of what the relevant problems are at the moment. We can then discuss what action will be appropriate for the Academy.

How does the pope work with the Academy specifically, and what recommendations has it made in the past that have resulted in Vatican pronouncements?

The pope always addressed the annual conference, and makes a statement about important ethical issues. He nevertheless does not interfere with the work of the Academy so that the members feel free to discuss any issue. The pope, however, will follow and will read the reports. After the conference on global bioethics two years ago, he made a statement on the significance of global bioethics. During the conference on robo-ethics in February 2019, he issued a letter (Humana Communitas) emphasizing the importance of the community for bioethics.
Faculty Interview: John Fried

John Fried teaches creative writing and film as part of Duquesne’s English Department. Prior to teaching, he was a reporter, writer, and editor for magazines, writing for numerous publications, including The New York Times Magazine, Rolling Stone, Time, and Real Simple.

Professor John Fried launched his first novel, *The Martin Chronicles*, at a public reading at the Carnegie Lecture Hall in Oakland on Jan. 8 as part of Pittsburgh Arts and Lectures’ “Made Local” series. Although Fried had done several readings prior to this event, in cities ranging from Denver to Minneapolis to his hometown of New York City, the Pittsburgh event was the largest, with over 250 colleagues, students, friends, fellow writers, and lovers of literature in attendance. *The Martin Chronicles* recounts Martin Kelso’s adolescent years as he grows up on New York’s Upper West Side in the 1980s and deals with muggers, girls, and his cousin Evie. National Book Award winner Colson Whitehead called the novel “wise and winning”; it has been reviewed widely and featured in magazines such as *Entertainment Weekly*.

After reading excerpts from several stories, Fried engaged in conversation with novelist Irina Freyn before taking questions from the audience. “It was such a pleasure to see students and colleagues, both past and present, at the reading,” Fried said. “It was really a thrill.”

“The reading and conversation were smart, insightful, and captivating,” remarked Pittsburgh Arts and Lectures Executive Director Stephanie Flom. “It was truly a celebration of John’s work as a writer, and we were so happy to be included in it.

“We love that Pittsburgh is a literary city, and is getting more of a reputation for being a literary city, and the heart of being a literary city is local writers,” Flom added. “We are honored to present them.”

“*It was such a pleasure to see students and colleagues, both past and present, at the reading. It was really a thrill.*”
Faculty Interview: William Wright

Dr. William Wright is a specialist in New Testament studies with special focus on the Johannine writings. His interests also include the role of Greco-Roman rhetoric, literary criticism, and aesthetics in the Gospels, the use of premodern reception history as a theological and interpretive resource in light of the Catholic Ressourcement, and the theoretical underpinnings of biblical exegesis.

What degrees did you graduate with in college and how has that brought you to teaching theology at Duquesne?

I am a native of Cleveland, Ohio and I graduated from Baldwin Wallace College (now Baldwin Wallace University). My major was History with minors in English and Religion. I had wanted to be a biblical scholar from about the time I started college, and I figured that those disciplines were most conducive to studying the Bible. History because biblical studies has a strong historical component. Religion because the Bible is a sacred text. And Literature because it’s literature. I then went to the University of Notre Dame, where I earned a master’s degree in Theological Studies. And then I got my Ph.D. in New Testament Studies from Emory University.

What makes Duquesne’s theology program unique?

I think one of the things that stands out about Duquesne’s Theology department is its variety. Our faculty, among them you’ll find men and women, you’ll find Catholics and non-Catholics, you’ll find people who are from the U.S. and who are from overseas, you’ll find a variety...
of perspectives on theology and what constitutes a theological task. So I think I would say variety is the most interesting characteristic of our department.

**Can you explain how you interpret scripture?**

My approach to interpreting the Bible is very much in concert with the teachings of the Second Vatican Council—in its dogmatic constitution on divine revelation, which sets forth normative Catholic teaching on a number of topics, including scripture and its interpretation. It prescribes that scripture should be interpreted with an eye towards its historical and literary contexts of origin but also in concert with its collection as the canon or entirety of the Bible. And in concert with the church’s tradition and normative beliefs and practices. So I’m very deliberate in trying to conduct my biblical studies in those ways.

**How would you say scripture is relevant in today’s setting?**

Scripture is relevant today for the same reasons it’s relevant in every setting: past, present, and presumably future. On the one hand, scripture has sacred texts. I mean this is an element in both Judaism and Christianity, albeit in different articulations, which mediates an encounter with God. So it’s relevant because it has the capacity to put its readers in contact with divine reality. A little more pragmatically, the Christian Bible I would argue is the most influential book in the entirety of human history. So whether for religious or non-religious reasons, it certainly is very much worthy of a university-level education.

**Besides being a seminarian, what other jobs can students with a major as complex as theology pursue?**

I think some creativity is in order for how we think about theology, vis-à-vis the job market. I think in particular it’s helpful to think of theology as a supplemental discipline. In a sense, religion is very much part and parcel of human society, past and present. And I think in any field where one is going to get a job that’s going to involve working with people (especially in regard to their deeply held beliefs), such as health professions, counseling, law—anything that will require knowing something about belief systems—I think theology would be a very helpful thing to have on one’s resume.

**What message would you like to convey to readers about Duquesne’s Theology program?**

I would say give us a look. I think you’ll find something that might challenge or stretch you, and I think something that will ultimately help you flourish as a human being.
Alumni Interview: Carolyn Dann

Carolyn Dann graduated in 2016 with a degree in International Relations. She ran on Duquesne's cross country and track and field teams. She joined the Peace Corps and traveled to the Dominican Republic in February 2018.

The following is an email written to Political Science professor Dr. Mark Haas in August 2018:

I have been in the Dominican Republic for six months now with the Peace Corps, serving as a primary literacy promoter. Basically, I am working with kids to get them to read, serving as a resource to teachers, and interacting with the community to get them on board with education.

It has been a crazy ride to say the least. I spent two months in the capital, where we had training, and then I spent another five weeks in a smaller town where we did a ton of education/teacher training. We learned how to use things like bottle caps to write letters and play games with the kids. It was super helpful, and was also nice because I really got to know the other volunteers, and they are some of my best friends now.

Now, I have been in my site for a little over three months. I live in the south of the Dominican Republic in a small campo of about 500 people! I live with a great family here, but I get to move out on my own in a month! Days here are spent running, swimming in the rio, compartiring a cup of coffee with neighbors, making Spanish literacy games, and just visiting with people.

The people I have met have been so great. So many people want to help me and have so many great ideas. I am starting an English class next week with the mayor of my town (he speaks decent English). It was his idea to start it; I am really glad I will have his help because there are some things that I don’t know how to explain in English! I have also started playing volleyball at least once a week with a group of teenage girls. I think I am going to give actual practices and try to find other teams to play against.

We started school last Monday, but most students didn’t go because the government hasn’t given them their uniforms yet. However, at least I have something to do! I am optimistic for the future here. I know I set very high standards for myself, but honestly, if I just get one kid to learn to read or help one person, I will make a difference.

I often think about Duquesne and my time there. I am so thankful for all it gave me. I am so thankful for teachers like yourself that pushed me and gave me the confidence to go pursue my dreams. I have had many days here where I have woken up and just thought, “Man, this is where I am supposed to be.”
Alumni Interview: Kori Johnson

Kori Johnson is a 2018 graduate of Duquesne, double majoring in Multi-platform Journalism and Communications while playing Division I volleyball for the University. Kori is a member of Delta Sigma Theta as well as the National Association of Black Journalists. She now works as a reporter for News Channel 12 in New Bern, North Carolina.

While I was an undergrad at Duquesne, I double majored in Multiplatform Journalism and Communications. Currently I’m working in New Bern, N.C. as a reporter for News Channel 12. I learn something new every day, whether it’s about myself, the technology and equipment that I’m using, or about the dynamics and concepts of storytelling. It could be anything.

I would definitely say that everything that I did at Duquesne has prepared me for this. Without those experiences, I don’t necessarily think I’d even be in this market and at this job that I really love. I would also say that a lot of the classes that I took really developed me and pushed me towards this role. I took a class in particular with [WTAE news anchor] Mike Clark, and he really helped me to develop my skills. I definitely think that Duquesne did a phenomenal job in not only giving me tools while I was there, but also setting me up with mentors and a network that I could lean back on when I got to my first job. And it’s definitely helped to sustain me so far.

“I definitely think that Duquesne did a phenomenal job in not only giving me tools while I was there, but also setting me up with mentors and a network that I could lean back on when I got to my first job.”
Alumni Interview: Eliot Gminder

Eliot is a 2002 graduate of the College with an M.A. in Philosophy, who taught Philosophy at Harrisburg Area Community College at Gettysburg for several years. He was inspired to collect art from a course he took while at Duquesne in Art History. He has donated a variety of pieces to the McAnulty College, which include etchings and paintings from Berthe Morisot, Camille Pissaro, Paul Signac, Édouard Manet, and August Rodin.

Could you give us a little background on yourself?

I studied at Duquesne University and I graduated in 2002. My experience here was very nice, rewarding. I got some good grades. I did pretty well. I was with the Saturday College for a long time and then the Philosophy Department decided to pick me up and put me into the McAnulty College and Graduate School of Liberal Arts. And there I stayed until I graduated.

What started your interest in collecting art?

That was from Duquesne University. It was an art history course that I had here that was very challenging, and I picked up a love for art that I didn’t know that I actually had. Once I was done with the course, I started to notice things that I hadn’t noticed before. When I had a little bit of extra money, I would try to make some purchases.

What would you say is one thing from your time at Duquesne that helped prepare you for the future?

There are so many memories, I spent so many years here. I think it was my courses in philosophy that really opened up my mind to things that I had not considered when I was a younger person. It gave me a love of reading, a love of thinking, and I was able to apply that to my work ethic, the work that I did, creativity, and also art.

“There are so many memories, I spent so many years here.”
Alumni Interview: David DeFelice

David DeFelice is a 2019 graduate double major in Political Science and International Relations. He was a recipient of the College General Excellence Award and the Political Science department’s Webb Award for its top graduating senior. He has participated in undergraduate research symposia both at Duquesne and nationally, as well as serving in mock debates for WTAE’s election coverage during 2017 and 2018 congressional elections.

1. **How have your liberal arts studies at Duquesne been key in your career and vocational aspirations and accomplishments?**

   My liberal arts studies have been vital to my career aspirations of becoming an attorney. Law schools want students with diverse educational backgrounds, and I was able to receive a diverse education within the McAnulty College and Graduate School of Liberal Arts. Through strengthening both my writing and critical-thinking skills, I came to approach challenges in a variety of manners. The curriculum I took contributed to my intellectual growth; from my Spanish class to my astronomy class to my constitutional law class, all my courses were of value.

2. **How do you expect your liberal arts education, both from a program-specific and a broader McAnulty College perspective, will help you achieve future goals?**

   I was a minor in Philosophy and really enjoyed the classes. Many people think philosophy is a joke. I, too, viewed philosophy as a fluff class, until I really started examining the texts we read in class. I noticed that my written work was an inquiry into challenging old ideas and finding errors in logic. One of the most prodigious skills I learned was to craft a logical argument that avoided fallacies and used evidence to support it. Everything in life is essentially making an argument, and to be able to articulate my thoughts in a well-crafted argument free from flaws gives me a lot of confidence in my day-to-day life.

3. **Why do you think employers find liberal arts degrees valuable?**

   I think employers look for people who are able to adapt to new challenges, communicate in effective ways, and problem-solve outside the box. A liberal arts degree demonstrates to employers that we go beyond memorizing data and regurgitating it for an exam. A liberal arts degree shows depth when it comes to approaching new problems in a fast-paced world. We think on our feet, communicate clearly, and use methodical problem-solving techniques to answer questions. A liberal arts degree combines language, logic, science, and writing to produce an erudite individual who is ready for the 21st century.

4. **What advice do you have for students and young alumni about how to apply their liberal arts degree to both their careers and their everyday lives?**

   Young liberal arts alumni should not be afraid to use what they have learned in the classroom for their career. The critical-thinking approach where you question the new proposal in a staff meeting, or the new idea you have that will address an inefficiency your company is having, are all ways in which you can use the communication, problem-solving, and critical-thinking skills you learned in the papers you wrote, or the essay exams you took.
Alumni Interview: Mariana Camacho López

From San Juan, Puerto Rico, Mariana graduated cum laude from Duquesne University in International Relations and Multiplatform Journalism with a minor in World Literature. She is currently pursuing her MFA in Film and Photography with hopes of pursuing a career in television production in the near future.

How have your liberal arts studies at Duquesne been key in your career and vocational aspirations and accomplishments?

Through my studies at Duquesne I was able to understand how my particular skill set can best be utilized as a professional. I thought that the only way to make a change in the world was being part of institutions that make resolutions and laws; I quickly learned that it’s much more nuanced than that. It’s by contributing to a shift in the culture for the better that I found my purpose. I started to take into account the connection between world events and media and came to the conclusion that I wanted to exercise my creativity to create consciousness about the issues plaguing our society with the hope that eventually it will create real change in policy.

Why do you think employers find liberal arts degrees valuable?

I can only speak from the perspective of an employee being in the company of so many liberal arts majors, to the best of my abilities; I would think that the appeal falls plainly on perspective. Having a liberal arts degree proves that at some point your viewpoint has been challenged and you’ve been taught to look at every possible angle of a situation. We’re taught to live in the gray areas and reach a conclusion based on all the factors.

How do you expect your liberal arts education, both from a program-specific and a broader McAnulty College perspective, will help you achieve future goals?

I have had the privilege to be both in the International Relations program and the Multiplatform Journalism program, two programs that push their students to strive for a deeper understanding of the world we inhabit and how we fit into it all. Personally, it’s through a liberal arts education that we discover that being educated goes much further than having a degree; we learn that knowledge is at the core of culture.

What advice do you have for students and young alumni about how to apply their liberal arts degree to both their careers and their everyday lives?

The best advice I can give—like most things, is not an original thought but one that rings true. I was raised to value learning; that is to say, it’s getting an education for the sake of personal growth and not only for a degree. The enlightened notion of being a renaissance person has and will always be in vogue, particularly in a globalized world.
Two years ago, the College formulated a B.A. in Cybersecurity Studies, and also minor and certificate programs, which were approved by the University in spring 2019. As of fall 2019 students have been enrolling in the programs. Fr. John Sawicki developed the initial framework on the basis of the need he found in his Center for International Relations for a program to supply students with cybersecurity competence. He, Dr. John Kern, and Dr. Stacey Levine, chair of the department of Mathematics and Computer Science, determined that the department would teach the technical courses needed for such a degree. Given the large number of these kinds of courses required, the College decided to have that department sponsor the degree.

The purpose of the programs are enunciated clearly on the Cybersecurity Program website: “An increasingly connected world economy and the growing virtual existence for almost all existing organizations makes cybersecurity as relevant as local or national security for our society. A stable world and a safe virtual environment are essential elements for a peaceful world. This program leverages the powerful resources of Duquesne University in Mathematics, Computer Science and Security Studies to meet the needs of students and of society at large.”

The program has already enrolled a number of students. Duquesne is well positioned now to prepare students for cybersecurity work in business, government, and educational venues.

Please visit duq.edu/praxis to view the student-produced video.
Student Internship Experiences: Kayley Szymanski

Majors: Political Science (concentration in International Politics) and Psychology
Year: Graduated in May 2018

“After graduation, I accepted a summer internship at UPMC. This summer, I realized my biggest strength and what made me stand out in the internship program is my humanistic perspective. I bring a unique outlook to strategic initiatives with my educational background in Liberal Arts and humanistic psychology. My education taught me so much more than proficiency in Excel programs or business jargon. I can think creatively with different problems that can arise at work. I have a unique perspective that looks beyond the numbers and financials of a project because I focus on the people and processes. At the end of the summer, I was given an opportunity to continue working with my team. Now I currently work as a Project Coordinator in a department that focuses on HR strategic initiatives. I am so thankful for my liberal arts education because it has set me apart in the business world through unconventional problem solving skills and a larger holistic picture of the world in front of me.”

“I am so thankful for my liberal arts education because it has set me apart in the business world through unconventional problem solving skills and a larger holistic picture of the world in front of me.”
Student Internship Experiences:
Adam Dehm

Major: Sociology
Year: Senior

“During my time at the East Regional Office of Children, Youth, and Families I shadowed caseworkers as they removed children from unsafe homes and helped to keep everyone safe and calm in those extremely difficult situations. On one occasion, I supervised a visitation between a mother and her child. At other times, I handled records and client histories and created summaries to help determine what the next step in a family's plan might be. Regardless of what I was doing, I found that I felt fulfilled and confident in the knowledge that I was helping a team of professionals to create positive outcomes for some of the most vulnerable families in our community.”
President’s First Amendment Conference

The National Conference on the First Amendment: Bedrock of American Freedoms, held Oct. 21 and 22, 2018, at Duquesne, couldn’t have come at a more opportune moment. In this age of lightning-fast information and hair-trigger responses, of malinformation, disinformation, and misinformation, of presidential jabs at the press and radical groups’ assaults on freedom of speech, of barely suppressed tolerance for non-mainstream and mainstream religions, the conference served as both an homage to the First Amendment’s might and exploration of the forces threatening it in the digital age. Duquesne and The Pittsburgh Foundation, in collaboration with the National Constitution Center, presented the conference as a catalyst to reawaken appreciation of First Amendment freedoms and as continuation of a University-sponsored series on civil discourse.

“The First Amendment comes up constantly—online, in our lives, in court, on campus. It’s really interwoven into our lives in a way few other laws are,” said panelist Lata Nott, executive director of the First Amendment Center at the Freedom Forum Institute in Washington, D.C. That is why the First Amendment is so critical.

Indeed, that is why the First Amendment is first, said Maxwell King, president and CEO of The Pittsburgh Foundation and former editor of The Philadelphia Inquirer.

“All other freedoms under our Constitution are imperiled if fundamental First Amendment freedoms are undermined,” he said. “The shared mission of The Pittsburgh Foundation and Duquesne is recognizing that an aware and involved citizenry is the ultimate safeguard of American democracy.”

President Ken Gormley echoed those sentiments.

“There’s endless talk in the news these days about being divided as a nation, based upon differing political views and strongly held beliefs fueled by nasty partisanship. That’s all true. Yet ... we’re at our best, firing on all cylinders, not when we’re at each other’s throats but when we’re rallying around principles that unite us,” he told the crowd packed into the ballroom of Duquesne’s Power Center.
And what better freedoms to rally around than those that come first in the Bill of Rights, expressed in a succinct, 45-word promise?

“This little amendment—more than any other words in our Constitution—reflects the values that unite us as Americans,” Gormley said.

The event featured a who’s who of 48 nationally prominent journalists, college presidents, legal scholars, and public figures from across the political spectrum and hailing from around the world—all of whom shared a passion for the freedoms guaranteed by the First Amendment. Dignitaries included retired four-star general and Duquesne alumnus Michael Hayden, who headed the CIA and National Security Agency; Tom Ridge, the former governor of Pennsylvania and first secretary of the Department of Homeland Security; U.S. Solicitor General Noel Francisco; Ohio Governor John Kasich, interviewed in advance by Gormley; and U.S. Supreme Court Justice Ruth Bader Ginsburg, whose videotaped speech reminded the audience that the First Amendment “is not a license to ride roughshod over the well-being of others.” Also attending were editors from The New York Times, The Washington Post, The Wall Street Journal, Pittsburgh Post-Gazette, TIME magazine, and Google; conservative and progressive print columnists and radio/television commentators, including Hugh Hewitt, Tony Norman, James O’Keefe, Jason Willick, and Juan Williams; and journalists from Russia and South Korea. Former American Civil Liberties Union president Nadine Strossen, lawyer/First Amendment expert Floyd Abrams, and outspoken Harvard law professor-turned-commentator Alan Dershowitz provided additional perspective. There even was an Asian-American dance rock band, whose eight-year battle to call itself “The Slants” ended up before the U.S. Supreme Court and resulted in a victory.

Panel discussions probed speech on college campuses, assaults to free press, political correctness, artistic expression, new technology and social media (moderated by alum Jim Crutchfield), and national security. History lessons in the form of the Founding Fathers’ intentions in crafting the First Amendment and memorable U.S. Supreme Court decisions involving certain aspects of the First Amendment kept the more than 600 spectators who attended the event grounded in facts. Or, at least, facts all could agree upon. In the age of President Donald Trump, who popularized the term “fake news,” heretofore agreed-upon facts are not assumed, said the panelists.

Those who attended the conference, which was open to the public, ranged from Duquesne students and faculty to Pittsburgh-area residents, distant alumni, interested journalists, legal aficionados, and concerned citizens.

Not everything at the conference was neatly tied in a bow. Questions were raised—especially those involving the “policing” of speech on the internet—for which there was little consensus. Panelists differed markedly over issues such as anonymity and privacy. But disagreements were expressed with grace and courtesy. Even conservative political activist O’Keefe, whose invitation to speak prompted The Duquesne Duke to pen a scathing editorial, was respectful in his passionate polemic against traditional journalism. And students who disagreed with his position and approach listened, with equal respect, in the audience. To be sure, perhaps the most remarkable takeaway was that so many people with so many points of view could come together and engage in true civil discourse. And that discourse made it clear that many acts of personal freedom depend on the First Amendment, which shines brightest under the watchful protection of an informed and educated citizenry.

“I think the beauty of a free society is the ability of different parties to be able to communicate and create a symbiosis that can lead to clarity. What happens is, you rub up against one another, and the truth prevails,” Kasich said. “And it’s also the responsibility of all of us as citizens to not just sit back and not have our say. Your opinion matters. Your actions matter. So, it’s important for all of us to be engaged.”

The article is excerpted from a Spring 2019 Duquesne Magazine article written by Tara Bradley-Steck.

Please visit duq.edu/praxis to view the student-produced video.
College Connections to Health Education

The McAnulty College has always been tied closely to the Health Sciences at Duquesne. The Health Sciences comprise the School of Pharmacy, the Rangos School of Health Sciences, and the School of Nursing. As these schools have grown in size and stature, the College has expanded its programs that contribute to the courses needed for its students. These involve not only College-based General Education courses that all Health Sciences students take, but also College electives the students are drawn to take, especially in the areas of sociology, psychology, and modern languages.

The College is engaged with the Health Sciences in three programs.
Pre-Medical and Health Profession Programs (PMHPP)

The College has undergraduate students who enroll in the Pre-Medical and Health Profession Program (PMHPP), a University-wide program for students interested in pursuing a career in medical and health professional programs. While not a new program, it is expanding in importance for the College. Students in the program meet regularly with a Pre-Medical and Health Profession Program advisor to evaluate their academic progress and receive professional guidance regarding volunteer and community service and standardized test requirements. To be eligible for a Duquesne University letter of endorsement, a student must earn the PMHPP post-secondary certificate. This designation on a student’s transcript will provide medical, dental, and other health professional schools’ admission units with a way to recognize a student who has received specialized education and training consistent with those who may complete a major in pre-medical studies at other universities. It also validates the unique intentional learning in medicine and health professional content that is not offered to any other group of students at the University.

Minor in Public Health

Since the passage of new University Strategic Plan in 2017, a minor in Public Health was developed in the Rangos School. It provides undergraduate students across the University with training in population-level approaches to protecting and improving health. The minor is particularly desirable to students preparing to pursue a health-related career. Public Health covers a broad range of disciplines and issues, including such topics as environmental pollution, access to health insurance, behavioral health, substance abuse, the spread of infectious disease, bioterrorism, and obesity. The minor serves as a precursor to further study in public health, other health professions, or any fields in which the health of people and populations is a relevant concern. In addition, public health can be a component of a rigorous liberal arts education.

The Health and Human Studies Certificate and Minor

The College has responded to realities of the current economy, and in particular to the fact that health-related and human services jobs are proliferating. While not all of these jobs require professional health degrees, all require the kinds of social, interpersonal, and critical thinking skills that a liberal arts education develops and hones. Last year the College developed the Health and Human Studies certificate and minor to provide additional qualifications/credentials to two distinct groups: students in professional health degrees and liberal arts students interested in working in health-related fields. Both groups benefit from the liberal arts focus on the human element of working with and engaging people within the context of health and human services, from acquiring a greater understanding of the vast field of health and human services, and from enhanced preparation on how to conduct oneself ethically and professionally within the arena of health and human services. The minor and certificate in Health & Human Services allows students to choose from one of three tracks—Gerontology, Human Services, or Medical Health—and thus focus their studies depending on particular interest. Students take required courses in Sociology and Psychology, as well as elective courses in Health Sciences, Ethics, Philosophy, or History.

The College also looks forward to the future possibilities that will emerge from its partnerships with the new Osteopathic Medical School scheduled to open at Duquesne in the fall of 2023.

Please visit duq.edu/praxis to view the student-produced video.
The Psychology Clinic opened in 1994. It is located in Rockwell Hall. The Clinic serves a number of key functions, particularly in providing clinical training to all Psychology Ph.D. students and serving as the primary practicum site for all students.

The Center provides individual psychotherapy for adults, adolescents, and children, as well as couples and family therapy and group therapy—in collaboration with Duquesne University’s Center for Student Wellbeing. These groups, open to Duquesne undergraduate and graduate students, work from the “group microcosm” theory that the automatic ways members interact with each other represent their patterns of relating in other significant relationships. As members’ patterns of relating emerge in groups, they receive feedback that gives insight into their patterns of relating with others, and have opportunities to practice relating in new ways with other group members. Connections to groups are particularly beneficial for students who feel somewhat unfulfilled or dissatisfied in their relationships (such as with friends, co-workers, partners, family members, etc.).
Psychological Assessment
The Clinic provides numerous assessments, including personal exploration, diagnostic clarification, personality assessment, and intellectual and cognitive functions.

Community Engagement and Outreach
The Clinic engages in psychoeducational workshops for middle school students through the African American Achievement Trust (AAAT) of the Urban League of Greater Pittsburgh, a program that supports the emotional and academic needs of 6th-through 12th-grade students at University Preparatory School in the Hill District and Westinghouse School in Homewood through mentoring, coaching, and other services. AAAT aims to increase the numbers of students who are “Pittsburgh Promise Ready,” and increase the percentage of students who apply to and enroll in postsecondary education.

The Clinic has partnered with the Hill House Association to provide Children’s Art And Talk (CHAAT) groups. The Clinic’s therapists-in-training, artists, and community agency staff collaborate to provide culturally sensitive group counseling that includes expressive art activities to facilitate self-expression, self-confidence, emotion regulation, and coping and communication skills, and to enhance personal resilience and a sense of connection with community.

Psychiatric Consultation
The Clinic’s psychiatrist is available to meet with clients who are in psychotherapy at the Clinic; these appointments are made in consultation with the treating therapist.

Finally, the Clinic provides essential opportunities for doctoral students to prepare for their own clinical practices once they graduate from the program and receive accreditation.

Internship Scholarships
The College recently started a new initiative, creating Internship Scholarships for students who need support for transportation or other costs associated with doing an academic internship.

In spring 2019, 19 students submitted scholarship requests and all were funded. The payouts ranged from $100 to $250.

These scholarships are also open to students taking internships connected to Study Abroad sites, particularly in Rome or Dublin. The first was awarded this summer, to a student doing an internship at an archive in Rome and living at the Rome Campus.

The funds for these scholarships come from annual donors to the College Duquesne Fund and major donors. The College received enough donated funds to achieve our goals for this year. Much of it came through the Day of Giving in February.

Please visit duq.edu/praxis to view the student-produced video.
Spring Faculty Meeting

1. Dr. James Swindal
2. **Graduate Student Scholarship.** Dr. Greg Barnhisel (Chair of English), Christopher Maverick (English), Dr. Swindal
3. **Scholarship.** Dr. Barnhisel, Mr. John Lane (Director of the Theater Program), Dr. Swindal
4. **Senior Faculty Teaching.** Dr. Swindal, Dr. Pat Arneson (Communication and Rhetorical Studies), Dr. Ronald Arnett (Chair of Communication and Rhetorical Studies)
5. **Service.** Dr. Swindal, Dr. Jennie Schulze (Political Science), Dr. Clifford Bob (Chair of Political Science)
6. **Junior Faculty Teaching.** Dr. Barnhisel, Dr. Sarah Wright (English), Dr. Swindal
Faculty and Staff Awards

College Awards

• Faculty Award for Excellence in Scholarship
  – John Lane (Department of English and Theater Arts)
• Faculty Award for Excellence in Teaching
  – Pat Arneson (Department of Communication and Rhetorical Studies)
• Faculty Award for Excellence in Service to the Mission
  – Jennie Schulze (Department of Political Science)
• Junior Faculty Award for Excellence in Teaching
  – Sarah Breckenridge Wright (Department of English)
• Russo Award
  – Lanei Rodemeyer (Department of Philosophy)
• Graduate Student Scholarship Award
  – Christopher Maverick (Department of English)

Tenure and Promotion

Full Professor

• Elizabeth Cochran (Department of Theology)
• Norm Conti (Department of Sociology)
• Kathy Glass (Department of English)

Associate Professor

• Garnet Butchart (Department of Communication and Rhetorical Studies)
• John Mitcham (Department of History)
• Lucia Osa-Melero (Department of Modern Languages and Literatures)

Pre-tenure Review

• Kelly Arenson (Department of Philosophy)
• Anita Zuberi (Department of Sociology)

Non-tenure Track Promotions

• Jessie Goicoechea (Department of Psychology)
• Lorraine Sauchin (Department of Mathematics and Computer Science)
• Sean Tierney (Department of Mathematics and Computer Science)

Faculty and Staff Departures

Faculty

• Tony Barton (Department of Psychology)
• Alima Bucciantini (Department of History)
• Don Keyes (Department of Philosophy)
• Jay LeBeau (Center for International Relations)
• Dan Lieberfeld (Department of History)
• Mark Mazur (Department of Mathematics and Computer Science)
• Holly Mayer (Department of History)
• Ron Polansky (Department of Philosophy)
• Katie Rask (Department of Modern Languages and Literatures)
• John Rief (Department of Communication and Rhetorical Studies)
• Arne Romanowski (Department of Modern Languages and Literatures)
• Henk ten Have (Center for Health Care Ethics)

Staff

• Mary Leskosky (Department of Modern Languages and Literatures)
Student Award:  
Dr. Paul Weinbaum

The Department of History awarded the Vardy International Research Grant to Dr. Paul Weinbaum, MD. Weinbaum, a soon-to-retire OBGYN who works at St. Clair Hospital, is pursuing an M.A. degree in History. He will use this grant to conduct research in the League of Nations Archives in Geneva, Switzerland, as part of his thesis on the internationalization of medical practices in the 1920s/1930s.

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