As a graduate or friend of the College of Arts and Sciences, you may have read accounts of studies that affirm the value of a liberal arts education.

The advantages are well-documented. Students who graduate with degrees in liberal arts disciplines based broadly in the arts and humanities, social sciences and STEM fields are hired regularly by employers who value their abilities to think critically, creatively and deeply; write persuasively and communicate clearly; problem-solve; innovate; and lead by both example and intention. Moreover, liberal arts graduates are well-compensated for the energy, knowledge and skills they bring to the workplace.

Beyond career potential and success, these same graduates are more likely to engage in lifelong learning pursuits, and overall, report a high degree of satisfaction in both their personal and professional lives.

A Saint Joseph’s education, with its roots firmly anchored in the almost 500-year tradition of our Jesuit founders, adds qualitative differences and essential dimensions to the schooling of our students. Exposure to Ignatian spirituality and Catholic social teaching fosters in them a searching moral discernment that promotes care for others and a desire to contribute to the greater good. Their fearless intellectual curiosity leads to new discoveries and serves the truth, and an instilled commitment to excellence prompts our graduates to always strive for the more.

How do we accomplish this tall order? Our superb faculty, a diverse and distinctive group of brilliant individuals, nurture and challenge students to be their best, in classrooms and lecture halls, laboratories, creative studios — and the world beyond our walls. They are dedicated scholar-mentors whose research and creative work informs their interactions and inspires our students daily.

In this edition of *Intellect*, the magazine of the College of Arts and Sciences, you will read about the work of six such individuals, whose research offers insights into topics that include how societal collective memory influences the present and the way we view the past; how pathogenic *E. coli* can be knocked off its pedestal; and how an identity project can make a big difference in the lives of youth living in poverty.

I hope you find the work of our faculty as exciting as I do. Their commitment to the pursuit of knowledge and the success of our graduates is foundational to all that makes a Saint Joseph’s education singular, transformative and vital in our world.

Richard A. Warren, Ph.D.
Interim Dean, College of Arts and Sciences
Collective Memory & How We Remember the Past
Patricia Allen ‘13 (M.A.)

Hush
Elizabeth Krakoviak ‘17

Women Say “Ick!,” Men Say “Meh.”
Patricia Allen ‘13 (M.A.)

Knocking *E. coli* Off its Pedestal
Jeffrey Martin ‘04, ‘05 (M.A.)

“They’re our kids, too.”
Kathryn Smith ‘15

Rewiring Rhetoric
Jeffrey Martin ‘04, ‘05 (M.A.)
A political scientist brings subjectivity into his study

COLLECTIVE MEMORY & HOW WE REMEMBER THE PAST

A political scientist brings subjectivity into his study

This mutual respect was illustrated by two news items from 2016. Almost 71 years after the Enola Gay dropped an atomic bomb on Hiroshima, Barack Obama became the first sitting U.S. president to go to the city and pay respect to the dead. In December, Japanese Prime Minister Shinzo Abe visited Pearl Harbor to honor the sailors lost when the U.S.S. Arizona sank under the surprise Japanese attack.

While Obama did not apologize for the bombing, many Japanese saw the visit as an important step in acknowledging formally what happened. Kazuya Fukuoka, Ph.D., associate professor of political science and director of the international relations program, says a minority, for reasons embedded in the event’s “collective memory” — a group of memories shared by a culture — voiced disappointment that the president did not apologize.

Born and raised in a Tokyo suburb, Fukuoka studies the socio-political implications of collective memory and nationalism in Asia, particularly in Japan. He spent time in the United States as a visiting student at the University of Georgia where he returned to pursue a doctorate in political science. While finishing his master’s degree thesis on democracy and nationalism, he took a course in the sociology of culture with Barry Schwartz, known as the father of collective memory in American sociology. “I realized then that the work I had been doing was really about collective memory,” he says.


His interest in nationalism and collective memory stems in part from a post-World War II narrative developed by the Allied Forces and Japanese elites who were trying to rebuild the country that portrayed the populace as not being responsible for the war and its outcomes. “The Japanese people bought into this idea that they had been deceived by and were victims of ‘bad leaders,’” says Fukuoka, who also teaches in the Asian Studies program. “It was very convenient for them. They were encouraged to blame Japan’s condition on war criminals — similar to how the German people blamed the Nazis. This allowed the Japanese to start anew without being burdened by the past.”

In reality, though, Fukuoka says, “If you think about what was going on in the 1930s and ’40s, the people enjoyed the emotion of that moment — the nationalistic movement that led to aggression and atrocities in China and Korea and war in the South Pacific. There are photos and news reels of citizens celebrating victories at parades and festivals.”

Struck by how easy it was for the Japanese to be swayed by narratives produced by the powerful, Fukuoka chose to focus his work on discovering how ordinary people receive their leaders’ narratives and how their reception plays out in society, injecting an important dose of subjectivity into the study of collective memory.

In “Between Banality and Effervescence?: A Study of Japanese Youth Nationalism” (Nations and Nationalism, 2016), Fukuoka uses two sociological concepts to explore how Japanese college students experience national honor: 1)”Collective effervescence” refers to a society or culture joining together to communicate the same thought and participate in the same action, like attending the Olympics or World Cup Soccer and rooting for the national team; and 2)”Banal nationalism” refers to the ways national symbols, like flags and anthems, show up in everyday contexts like sporting events, promoting national belonging.

The students were asked a series of questions about their sense of nation, Japan’s past wrongs, and events in Japanese history that evoked honor, esteem and pride.

Though Fukuoka notes that recent headlines tout a growing nationalistic fervor among Japanese youth, his study reveals several findings that refute this media narrative. His subjects were defensive, if not apologetic, when they revealed a “strong sense of nation”; they had trouble citing historical events of national honor, but were “aware of Japan’s past aggressions … and highly critical of them”; most emphasized the almost “apathetic nature of their national flagging” at international sporting events, which “do not necessarily provide a place for the outburst of nationalistic expression”; and they distanced themselves from how their Chinese and Korean neighbors wave flags at games, reminding them of “pre-War state-nationalism and the political usage of national symbols for mobilization.”

The study results support Fukuoka’s assertion that it’s essential to understand “what ordinary people believe, or how they feel about what they believe about the past,” he says. “Youth nationalism in Japan is also a good place to help us confront ideas about national belonging and identity in the global era.”

— Patricia Allen ’13 (M.A.)
Hush
Comforting & Harsh

Glance, clay, underglaze, glaze, stain, 17 x 18 x 16 in., 2015
Sitting in her corner office in Boland Hall, Assistant Professor of Art Jury Smith, M.F.A., discusses the six large-scale black and white ceramic sculptures that make up her latest collection, “Hush.” The geometric pieces of varying shapes and sizes were exhibited at the Delaware Contemporary Museum in Wilmington, Delaware, from November 2016 until January of this year.

“My most recent exhibition prior to ‘Hush’ was relatively large with 23 pieces, so I’m enjoying the intimate and yet magnified feel of this exhibition,” she says.

Smith uses clay as her primary medium and other materials to create additional layers of meaning and texture. The pieces are hand-built using clay slabs to create hollow forms. “Hush” is an exhibit of ceramic, wooden and Venetian plaster forms in dialogue with stone, and twine.

“Working with clay can be somewhat onerous,” says Smith. “It shifts between being highly pliable and responsive, to being strict and unyielding. Through the years, I’ve grown to truly appreciate that quality. It’s bossy — you have to pay attention, and I like that.”

Smith earned a Bachelor of Fine Arts in 2001 and Master of Fine Arts in 2004 from Tyler School of Art of Temple University, but she did not decide to pursue an art career until her junior year of college. She cites an artistic influence from her great-grandmother, who was a painter.

“I grew up admiring her paintings and also observing how much my family cherished her work,” says Smith. “Her paintings are quite simple, like a single bird on a branch in an otherwise empty space. When I look at the paintings, I feel both inspired and at ease, which is something I hope to evoke in others with my own artwork.”

Since her studio career began in 2005, Smith’s work has been included in over 50 exhibitions across the country and abroad in Ireland, Germany and Korea. In 2016, she was featured at three solo exhibitions in as many states. Smith has received both a Diploma of Honor and an Honorable Mention award from Korea’s Gyeonggi International Ceramic Biennial, one of the most prestigious ceramics exhibitions in the world. In addition, her work has received recognition from the Pennsylvania Council on the Arts in the form of two Project Grants and one PECO Grant. She also received a Michael J. Morris ’56 Grant for Scholarly Research at SJU and a Summer Research Grant.

“Support for faculty scholarship is so critical,” says Smith. “It has been instrumental in moving my work forward.”

With the help of this support, Smith says, her work has evolved over time.

“If there is a defining quality in my most recent work, it is the recognition of a nature that is more lyrically inclined,” says Smith. “Today, I am looking for remnants of what has been swept aside, and I am resituating that in the work. With these seemingly incidental details, I’m hoping to create an honest expression and a recognizable gesture.”

Smith, who started at Saint Joseph’s as a visiting assistant professor in 2005, works to share her own methodology with her students.

“I focus on developing a sensitive eye,” she says. “The more sensitive the eye, the more one can observe. My goal is for every student to learn deeply and to be individually acknowledged and understood.”

Smith uses her experiences as both an artist and a teacher to live a meaningful life.

“Like many artists, I make to discover,” says Smith. “The work is not driven by a desire for answers. The work is driven by the intention to experience life as fully as I can.”

— Elizabeth Krakoviak ’17

“Working with clay can be onerous. … I’ve grown to truly appreciate that quality. It’s bossy — you have to pay attention, and I like that.”

Jury Smith, M.F.A.
Alex Skolnick, Ph.D., is on a mission to understand disgust, one of the six basic human emotions. (To wit: Anger, disgust, fear, happiness, sadness, and surprise are all identifiable across the globe by their six unique facial expressions, according to psychologist Paul Ekman).

An experimental psychologist who started his career as a primatologist, Skolnick gravitated to studying positive human emotion and health but became interested in disgust and the underpinnings of revulsion when he met a third-year medical student who told him she was grossed-out by blood.

“I thought, ‘There’s no medical field that doesn’t involve blood, so why would you choose to be a doctor?’” he relates.

Intrigued, he ran a study while he was on the College of New Jersey faculty with pre-med students, biology majors who were not pre-med, and business majors, which looked at the students’ disgust responses to blood. Perhaps not surprisingly, the business majors had the highest response, but he was surprised to learn that the pre-med students scored in the middle, with bio majors rating the lowest.

Skolnick concluded that pre-med students might start college feeling disgusted by blood, “but they must think that exposure to it in medical school will change them.” The small study launched his career-defining interest in disgust, a relatively new field: Darwin published the first scientific book on emotions in 1872, but the first review paper to focus on disgust was published in 1987.

Now an SJU assistant professor of psychology, Skolnick has published several articles on disgust, including one in The Journal of General Psychology (2013) that established him in the field: “Gender Differences When Touching Something Gross: Unpleasant? No. Disgusting? Yes!”
The study tested the hypothesis that women would report greater disgust but not greater unpleasantness than men to stimuli hidden from sight in a box but touchable through a side opening. Most studies had elicited disgust by using cringe-worthy visual images — Skolnick’s research was the first to show differences in how women and men respond to touching something they perceive to be disgusting.

The stimuli were common objects including properties that were potentially disgusting and unpleasant: boiled rigatoni noodles (slippery, oily), honey (gooey, sticky), and earthworms (squishy, wriggling), which can evoke sensory experiences that tie to putrefaction and decay; non-disgusting and unpleasant: a small disc with screws glued to it (sharp); and neutral: three small, raw wooden blocks and room temperature water.

The subjects self-reported their responses, and while there was no difference in the way the two genders encountered the “unpleasant” object, women consistently rated their disgust higher than men for the two “most disgusting” stimuli, earthworms and honey.

This led Skolnick to ask: “Why should touching sticky and wormy things produce different levels of disgust in women and men?” Since then, gender difference in disgust response has shaped most of his work.

Many scientists have related this gendered variance to biology and evolution: Women are hardwired to respond with a higher rate of disgust than men to keep their children safe from disease and contagion, but there is also a correlation to a social overlay, namely gender-based stereotypes, says Skolnick. “Differences in the way women and men experience emotions are multifactorial,” he adds.

“Gender Role Expectations of Disgust: Men Are Low and Women Are High,” his study published in Sex Roles (2013) demonstrated that women might report themselves as responding strongly to something gross, like screeching, “ick!” at the sight of a cockroach moving across the floor, and men might remain unperturbed when the insect scurries past (even if they find it revolting), because those behaviors are, for the most part, ingrained and expected.

“This seems to be true, at least in the West,” he says, where much of the disgust research has been staged. But Skolnick points to a third study he conducted with Vivian Dzokoto, Ph.D., of Virginia Commonwealth University, “Disgust and Contamination: A Cross-National Comparison of Ghana and the United States,” published in Frontiers in Psychology (2013) that tested whether female and male subjects living in an area with a historically high prevalence of infectious disease would score differently than their western counterparts.

“We found that Ghanaian women scored high, but the men were right up there with them,” says Skolnick. “West Africa is one of three places on the Earth to experience the most contagious diseases. It’s functional to their culture for both genders to be high in disgust.”

Skolnick says the gender parity found in the Ghanaian study has led him to another question. Instead of saying that women react high on the disgust scale, “shouldn’t we in the West be trying to understand why men score low?” he says, and floats another theory.

“I think it’s about men wanting to be emotionally tough,” Skolnick says. “Most men show their toughness by being fearless, by not showing pain and by not showing disgust to things that merit the term. That’s another study I’m interested in — what are the objects or experiences that make it OK for men to show disgust?”

In all of its “icky glory,” he says, disgust offers many avenues to understand human emotion and behavior.

— Patricia Allen ’13 (M.A.)
Knocking *E. coli* off its Pedestal
The headlines have been becoming more frequent over the last several years: Drug-resistant bacteria are on the rise. As traditional treatments fail, it becomes increasingly important to understand the biology of these bacteria, how they cause sickness and how they can be stopped.

That’s exactly what Shantanu Bhatt, Ph.D., assistant professor of biology, is researching in pathogenic strains of *Escherichia coli* (*E. coli*).

The bacterium, which exists as a harmless and even beneficial microbe in the intestines of warm-blooded animals, including humans, has also evolved into at least 11 different disease-causing types. One of those types, *enteropathogenic E. coli* (*EPEC*) is at the center of Bhatt’s research.

“EPEC belongs to the attaching/effacing (A/E) family of bacteria,” Bhatt explains. “These bacteria infect intestinal cells, injecting proteins into the cell to destroy, or efface, the cells’ microvilli. Then, they recruit proteins from the effaced microvilli to form pedestal-shaped structures that protrude from infected cells. These protrusions are crowned on top by tightly attached bacteria.”

The disintegration of the microvilli prevents intestinal cells from performing their duty of absorbing nutrients and water, which results in diarrhea. This is especially dangerous for infants and older adults, two groups that have been particularly affected by EPEC infections in the recent past. Alarmingly, treating these vulnerable groups is difficult, because EPEC has developed resistance to multiple antibiotics.

“Now, more than ever before, it is imperative that we understand the mechanisms by which these pathogenic strains of *E. coli* cause disease,” Bhatt says.

Previous studies on EPEC revealed a cluster of genes called the locus of enterocyte effacement (LEE), which is essential to the infection process. Bhatt’s research aims to find out how the LEE is regulated, specifically by the protein Hfq, which binds to ribonucleic acid. “Hfq is shaped like a doughnut, with a rough side and a smooth side,” Bhatt explains. “On one side, it binds to a regulatory small RNA (sRNA) and on the other side it binds to a messenger RNA (mRNA), bringing the two in close proximity of each other and allowing them to pair. Once paired, the sRNA can dictate whether toxic proteins encoded on the mRNA are expressed or not.”

Recently, Bhatt’s lab identified the very first Hfq-dependent sRNAs that pair to LEE-encoded mRNAs, shutting off toxic protein production and reducing the infectivity of EPEC. These findings were recently published in the Federation of European Microbiological Societies’ journal *Pathogens and Disease*. His next step is to define the precise mechanism of action of these sRNAs.

“What is remarkable is that these sRNAs represent just the tip of the iceberg, since we have also identified numerous other sRNAs that target the LEE-encoded virulence of EPEC,” Bhatt says. “Collectively, these sRNAs represent a novel palette of molecules that have the potential to be suitable therapeutic candidates to limit disease caused by EPEC.”

Bhatt is enthusiastic about the research that can be conducted in the near future, especially because much of the work in his lab is performed by students. Undergraduate students who study with Bhatt earned several national fellowships, including the American Society for Microbiology Undergraduate Research Fellowship, ThermoFisher Scientific Antibody Scholarship, Sigma Xi Grants-in-Aid for Research and the Sigma Zeta Research Award. Several have also coauthored research papers with Bhatt in peer-reviewed journals.

“I have been able to be so productive in the lab only because of the dedicated and diligent students who have pushed our research to unchartered frontiers,” Bhatt says. “I’m humbled and inspired by their work and confident in their path forward.”

— Jeffrey Martin ’04, ’05 (M.A.)
“They’re our kids, too”
Finding resilience and creating empathy for youth in poverty
“Am not like other guys in Baltimore,” declares Bob, a teenager enthralled with Japanese anime and Goth culture. “I don’t think I belong here.”

Bob is one of the 150 youths interviewed during a 10-year study conducted by Associate Professor of Sociology Susan Clampet-Lundquist, Ph.D., and her partners Stefanie DeLuca, Ph.D., and Kathryn Edin, Ph.D., both sociologists from Johns Hopkins University. Their award-winning book about the study, *Coming of Age in the Other America* (Choice Award, Outstanding Academic Title), was released last April to critical acclaim.

Beginning their work in 2003, Clampet-Lundquist and her partners have sought to better understand the experience of growing up in some of the country’s poorest neighborhoods. Their book focuses on kids in Baltimore’s public housing whose families signed up for a federal demonstration called Moving to Opportunity that provided housing vouchers for families to move to neighborhoods with less than 10 percent poverty.

In poring over their interview data, the research team noticed that just under half of participants invested in activities that gave their life meaning. “Adolescence is a stage in which young people work out their identities,” explains Clampet-Lundquist, “but for these young people, it wasn’t just about what they were ‘about’ — their identity also led them to engage in concrete activities, so we labeled this an ‘identity project.’”

Youth who pursued an identity project were more likely to avoid illegal activities, graduate from high school, and go on to some college, trade school or a job. They were more likely to be on track as they entered into early adulthood, now anchored in resiliency.

For Bob, this meant trading the average teenage boy’s baggy pants for dark make-up, chains and skull t-shirts to immerse himself in Japanese anime and Insane Clown Posse. Though these cultural affects might not seem like the hallmarks of a pursuit leading to a well-established adulthood, Bob’s sense of belonging in a particular community, along with mentorship from the adults in his life, gave him a path. Since his first interview in 2004, Bob graduated from high school, and now at 25, he is the assistant manager of a coffee shop in the Baltimore-Washington International Airport.

Though *Coming of Age in the Other America* focuses on youth in Baltimore, it could be written about any city in the United States — like Philadelphia, which has a higher poverty rate and similarly neglected housing projects.

“In the U.S.,” says Clampet-Lundquist, “we tolerate very high levels of poverty — much higher than in any developed nation.” Take public schools as an example, she says, where the wealth of a community influences the quality of schooling.

“Affluent youth are more likely to attend high-quality schools and benefit from the experience of family and friend networks that facilitate the next steps to college,” says Clampet-Lundquist. “Having an identity project may not be as necessary, then, to get to the ‘starting gate’ of adulthood, as it is for low-income youth.”

While most of the youth in the study fell into their identity projects by chance, “We can do better than luck to support them on their way to young adulthood, by providing them with better public schools and with funding for arts, career and college programming,” she adds.

Clampet-Lundquist and her partners argue that the institutional landscape needs to change on a policy level to allow low income children to succeed — with or without an identity project. They say the system needs “feasible tweaks” that would make it possible for low income families to live in neighborhoods with the same kinds of amenities as middle-class families.

Since publishing the book, Clampet-Lundquist and her co-authors have tried to connect their research to real-life policies and programs. They feel “ethically bound to get the word out.” Her team has presented their findings to staff at the U.S. Department of Health and Human Services and the Department of Housing and Urban Development, and had articles and op-eds published in the *Washington Post* and *The Atlantic*.

“In the U.S., we tolerate very high levels of poverty — much higher than in any developed nation.”

Susan Clampet-Lundquist, Ph.D.

Yet, her work at SJU has been equally impactful. Last spring, Clampet-Lundquist introduced her identity project research to a class, where, she says, “one shy student — whose voice I hadn’t heard once all year — finally raised her hand. She said, ‘That’s me. That’s how I got to St. Joe’s.’”

In publishing this research, Clampet-Lundquist hopes to help develop empathy among its readers for youth living in poverty.

“The geographic separation of residential segregation means that middle-class households are separate from the neighborhoods where the kids featured in our book grew up,” she says. “The negative media images portraying African American youth who live in high poverty don’t fit the majority of our sample, but that’s the information affluent households have in their heads, making it easier to ignore policies that would support the youth in our book.

“This is not a book about ‘those kids,’” she adds. “They’re our kids, too.”

— Kathryn Smith ’15
Long before he was an assistant professor of communication studies, Steven Hammer, Ph.D., was a tinkerer.

"As a kid, I always liked to take electronics apart and mess around with the different parts to see how they work," Hammer recalls. "One time, I rigged up a trip wire on my bedroom door to sound an alarm if my sister tried to come in."

Hammer’s curiosity grew as he did, and by the time he reached graduate school, he was prying open electronic instruments like keyboards and fiddling with the circuitry. He learned that, instead of breaking the machines, the rewiring would yield unexpected sounds when the instrument was played. Sometimes the result was melodic, sometimes it was mechanical and atonal. But it was always interesting.
This concept, known as circuit bending, has been popular with musical and digital artists since the late 1960s. Those who practice it find beauty in the unpredictability of the results.

“There are no rules to bending,” Hammer says. “You have no idea what’s going to happen when you attach any given wire to any point on the circuit board. And by introducing that level of irregularity to the composition process, you create something new every time.”

As digital technologies have become more intertwined with the process of creation, this spirit has surfaced in a new artistic movement called glitch composition. Like circuit bending, glitch, as it’s colloquially known, involves intentionally interfering with the code of a file to make it behave in unexpected ways.

“If you open an image in a text editor, you’ll find these long strings of unreadable text,” Hammer explains. “If you delete or move chunks of that text, or if you start writing new strings into it, you’ll find that the image distorts and breaks in really interesting, and sometimes beautiful, ways.”

Glitch can also be applied to writing in a number of different ways. By incorporating unconventional or incorrect grammar, authors can call specific attention to certain sections of their work. Some glitch writers have gone so far as to change letters into numbers and symbols in their work to force the reader to approach the work carefully. “The Hawk Will Never Die,” when glitched, may read as “ṭe ɾa’h/k ’//ill neVeP\[]ie.”

Composing with glitch also forces the writer to acknowledge the part that technology plays in the process of creation.

“A typewriter, which is big, heavy and unforgiving, demands a slow and deliberate writing experience,” Hammer says. “A computer, with its interrupting error messages and secondary programs to open and distract, yields a different experience altogether. And you’re likely to have a different finished product based on the environment in which you create. We have to recognize that the tools we use are coauthors in our finished pieces.”

With both circuit bending and glitch, it’s important to acknowledge that disruption and mistakes are a vital part of composition. This philosophy is a core value of Hammer’s classes and the entire communication studies department.

“We try to encourage our students to embrace the process of making mistakes,” says Associate Professor of Communications Studies Aimee Knight, Ph.D., who coauthored an article on circuit bending with Hammer for the interactive digital magazine Harlot. “Sitting down to write and expecting perfection is not a fulfilling experience.”

Jill O’Neill, a senior communication studies major, says that working on glitch projects with Hammer changed her approach to creation.

“I was really big on perfection,” O’Neill says. “I had an image that was in my head and needed to articulate that exact image on paper. Through glitch, I’ve learned that even though what winds up on the page might not be the original outcome that you had in mind, it’s still your work, and that’s good.”

— Steven Hammer, Ph.D.
**Biologist Receives Grant from National Institutes of Health for Sleep Research**

Assistant Professor of Biology Matthew Nelson, Ph.D., was awarded a $324,000 grant by the National Institute of General Medical Sciences, a division of the National Institutes of Health, to conduct research on sleep in *Caenorhabditis elegans*, a free-living, non-parasitic nematode.

His research deals specifically with the mechanics of how the roundworm enters a sleep state using optogenetics — a technique that modifies cells so they can be controlled by light. Nelson hopes that his research will be a building block for future sleep studies in other species.

The grant also provides for upgraded lab equipment and funds graduate students and undergraduate Summer Scholars, who will assist with the research.

**Alumna Co-Authors Paper about Zika Vaccines**

Kate Molloy ’15 is one of 37 credited co-authors of a promising study on Zika vaccines, published in *Science* (August 2016).

A research technician at the Center for Virology and Vaccine Research at the Beth Israel Deaconess Medical Center-Harvard Medical School in Boston, Molloy measured immune responses in blood from rhesus monkeys which had been immunized with vaccines. The study demonstrated that three individual vaccine platforms protected the monkeys from Zika, which is a virus spread by the *Aedes aegypti* mosquito and causes serious birth defects.

“The main focus of the lab I work in is HIV,” Molloy says, “but we took on Zika as it became a larger issue worldwide.” Molloy credits her Summer Scholars experience with preparing her to work in the Deaconess lab.

**Institute of Clinical Bioethics Establishes Consultancies Locally and Internationally**

SJU’s Institute of Clinical Bioethics (ICB) has agreed to serve as medical bioethics consultants for the Caritas Baby Hospital, a charity hospital that provides care for almost 40,000 children, many of whom are refugees, in Bethlehem, Palestine. As the hospital’s first international bioethics specialist, the ICB has helped formulate and initiate ethics policies and is providing ethics consults and other services via Skype.

The ICB also has a new local partnership with three Aria-Jefferson Health hospitals: Torresdale, Frankford and Bucks County. In these Greater Philadelphia locations, the ICB consultants are responsible for the ethics education of 115 medical interns, residents, and medical and nursing students through formal lectures as well as teaching rounds.

Institute director Peter Clark, S.J. ’75, professor of theology and health services, leads the ICB’s engagement with these consultancies.

“Our affiliation with Caritas enlivens Saint Joseph’s Jesuit identity and gives us the opportunity to respond to Pope Francis’s call to reach out to refugees,” he says. “The partnership enables us to further our mission of serving the individual bioethics needs of Philadelphia-area Catholic and nonsectarian health care systems.”
University Gallery Features 40th Anniversary of “Jesuit Spirit in the Arts”

From Nov. 7 through Feb. 10, Saint Joseph’s University Gallery featured artwork of 12 Jesuit priests — ranging from paintings and drawings to photography and mixed media pieces — to celebrate the 40th anniversary of “Jesuit Spirit in the Arts.” First held in 1976 by curator Dennis McNally, S.J., professor of art, the original exhibit also showcased artwork of Jesuits and others involved in fine arts at Jesuit colleges and universities across the world.

The anniversary celebration also marked Fr. McNally’s 40 years of service with SJU as founder of the University’s art department and department chair for 22 years. Many of his paintings were displayed in a special portion of the exhibit in Merion Hall.

Also displayed were photographs and poems by University Professor Nicholas Rashford, S.J., the University’s 25th president.
Current Students and Recent Graduates Further Studies, Pursue Service in Philadelphia and Abroad

Undergraduate students and alumni alike are earning scholarships to advance education and secure service positions as near as City Ave. and around the globe:

Emily Bilyk ’16 is one of two recipients of the inaugural full-tuition Mason W. Presly and Oscar John Snyder Scholarship to attend the Philadelphia College of Osteopathic Medicine in 2016, in a class of more than 250 first-year students. The chemical biology graduate is considering a future career in pediatrics.

At SJU, Lena Hunt ’16 (M.S.) researched agroforestry with a focus on pitch pine trees along the East Coast by comparing soil and environmental types, rain conditions and vascular anatomy to earn her master’s degree in biology. In September, Hunt took the skills she learned in Philadelphia to Senegal as a Peace Corps volunteer for 27 months.

International relations major John McGrath ’18 was awarded a $23,000 St. Andrew’s Scholarship to spend his junior year at the University of St. Andrews in Fife, Scotland, where he is focusing on Middle East studies. McGrath was chosen from nominees representing 18 colleges and universities in the Philadelphia area.

Biology majors Vincent Pepe ’17 and Marisa Egan ’18 have been named recipients of American Society for Microbiology (ASM) Undergraduate Research Fellowships. Each fellow receives up to a $4,000 stipend and funding for travel expenses to the ASM Microbe Meeting in June in New Orleans, Louisiana. Both Pepe and Egan, a McNulty Scholar, have conducted ongoing research with faculty through the Summer Scholars Program.

Ashley Gerald ’17, international relations major and track athlete, received a Benjamin A. Gilman International Scholarship for $3,400 from the U.S. Department of State to study Mandarin in Shanghai at Fudan University, one of China’s top universities.

History Professor Shares Knowledge of First Ladies

Last September, Katherine A. S. Sibley, Ph.D., professor of history and director of SJU’s American studies program, served as a panel participant in “Forces for Action: First Ladies in American History,” which is part of the distinguished series “America’s First Ladies: In Service to Our Nation,” sponsored by American University and The National Archives in Washington, D.C. The live-streamed event concluded with reflections by former First Ladies Michelle Obama and Laura Bush.

Sibley’s expertise on first ladies extends to the recent publication she edited, A Companion to First Ladies (John Wiley & Sons, 2016).

SJU Hosts Dyslexia and Learning Disabilities Conference

In cooperation with SJU’s special education department, the Pennsylvania Branch of the International Dyslexia Association held its 38th annual conference, “Literacy and Learning Disabilities,” at SJU last October. More than 400 teachers, school administrators, speech and language pathologists, psychologists and parents of students with disabilities attended the event.

“The timely and popular topics of the conference focused on reading and writing strategies that will enhance the competency of teacher candidates, newly certified educators and seasoned practitioners seeking state-of-the-art teaching strategies,” says Cathleen Spinelli, Ph.D., professor of special education and event organizer.
Robin Seelan, S.J., Named MacLean Chair

Philosopher Robin Seelan, S.J., joined Saint Joseph’s University for the 2017 calendar year as the Donald I. MacLean, S.J., Chair, a position held by members of the Society of Jesus who are accomplished teachers and scholars in the arts and sciences.

Fr. Seelan comes from Chennai, Tamil Nadu, India, where he serves as associate professor of philosophy at Loyola College. At SJU, he is in residence in the philosophy department, and is currently teaching Philosophy of Religions. He will also deliver public lectures. With academic interests in ethics, philosophy of the human person, cultures and yoga, he has published numerous papers and presented at conferences across the world.

The MacLean Chair was established in 1987 through the generosity of lead donors Michael J. Morris ’56, Joseph McKinney ’52 (dec.) and the Jesuit Community at Saint Joseph’s. It is intended to emphasize that the University’s Jesuit identity is inseparable from the finest teaching, scholarship and collegiate discourse. The chair is named in honor of the University’s 24th president.

Professor Teaches, Lectures in Brazil as Visiting Scholar

Konstantinos P. Nikoloutsos, Ph.D., associate professor of modern and classical languages and director of the ancient studies program, was appointed as a Senior Visiting Scholar to Brazil by the Alexander S. Onassis Public Benefit Foundation USA for a period of four weeks in summer 2016. The University Seminars Program of the Onassis Foundation sponsors the visit of eminent scholars from the United States and overseas to university campuses and cultural institutions across North and South America to offer public lectures or mini courses in their area of expertise.

During his appointment, Nikoloutsos taught an intensive mini course titled Ancient Greek Myth in Brazilian Cinema to graduate students and faculty at four universities: the Federal University of Minas Gerais (Belo Horizonte), University of Brasilia, the Federal University of Goiás (Goiânia), and the Federal University of Ceará (Fortaleza). In addition, he was invited to deliver the keynote at two international conferences organized at the Federal Universities of Minas Gerais and Ceará, respectively.

Holocaust Survivor Shares Experience

Leslie (Laszlo) Schwartz, a Holocaust survivor, visited SJU last fall to deliver his lecture, “Surviving the Hell of Auschwitz,” which he has presented internationally.

At the age of 14 in 1944, Schwartz was taken from his home in rural Hungary and arrived at the Auschwitz concentration camp, where he was separated from his mother and sister, whom he never saw again. Days later, he escaped the camp to join a work crew bound for the Dachau camp in Germany, where he spent two years before he was liberated by the Americans and emigrated to Los Angeles.

In 2013, Schwartz was awarded Germany’s highest civilian honor, the Federal Cross of Merit of the Federal Republic of Germany.

“It was impressive to see the way that students connected with Leslie Schwartz and the stories of his experiences during the Holocaust,” says Melissa Chakars, Ph.D., associate professor of history. “Their faces showed not only that they were absorbed in his stories, but also reflected serious empathy and concern for his well-being.”
Rwandan Genocide Survivor Speaks on Healing

Recent scrutiny of the U.S. criminal justice system and issues surrounding mass incarceration have raised criticisms of the responses to violence and trauma stemming from violent crime. To focus on alternate ways to help communities in the wake of violent crime, a daylong series of events titled “Ubuntu Philadelphia: A Forum on Healing and Restoring our Communities” was held at Saint Joseph’s University on Nov. 2.

“Violent crime leaves deep wounds in our communities,” says J. Michael Lyons, Ph.D., associate professor of communication studies and co-founder of The Redemption Project, which researches, documents and shares stories of juvenile lifers. “This forum was a chance to help heal those wounds for everyone involved — victims, perpetrators and their families.”

Immaculée Ilibagiza, author and survivor of the Rwandan genocide, presented the forum’s keynote speech. In addition, families of both incarcerated men and women and victims, and formerly incarcerated people who have committed violent crimes and their families came together with the larger community to discuss the personal impact of violent crime as well as the implications it has on political and correctional systems.

“We heard amazing stories of overcoming the pain and sorrow of losing a loved one to homicide or a prison sentence from people who have begun a journey toward reconciliation,” says Lyons.

McNulty Scholars, Fellows Head to Top Graduate Programs and Appointments

Seven members of the John P. McNulty Scholars Program for Excellence in Science and Math, which provides full- and partial-tuition scholarships for young women who are future leaders in the STEM professions, graduated in the Class of 2016. Pictured left to right:

- Biology graduate and fellow Christina Mirarchi is earning her master's degree in education at the University of Notre Dame in the University’s Alliance for Catholic Education (ACE) program while teaching middle school in Atlanta, Georgia.
- Chemistry graduate and fellow Isabella Goodenough is pursuing a Ph.D. in chemistry, with a focus in physical chemistry, at Temple University in Philadelphia.
- Chemistry graduate and fellow Rachel Troxell is pursuing a doctorate in physical therapy at the University of Pittsburgh.
- Biology graduate and scholar Christina Freeman holds a post-baccalaureate research position at the National Institutes of Health in Bethesda, Maryland.
- Biology graduate and scholar Kathleen Logan is a fellow in ACE SJU, earning a master’s degree in secondary education while teaching in Philadelphia.
- Chemistry graduate and scholar Heidi Kurn accepted an internship as a medical assistant at Pennsylvania Dermatology Group in Huntingdon Valley, Pennsylvania.
- Biology graduate and associate Courtney Hulbert is completing the second half of the SJU 3+3 physical therapy program at Thomas Jefferson University in Philadelphia to earn her doctorate in physical therapy.

This past summer, Professor of Physics Paul Angiolillo, Ph.D. ’78, was named director of the program. He welcomed the newest cohort of McNulty Scholars, members of the Class of 2020 in the fall, including scholars Annamarie Glaser, a biology major from Starnberg, Germany, and Lindsay Miller, a mathematics major from Mount Royal, New Jersey. This year’s associate is biology major Amelia Bielefeld, from Saratoga Springs, New York. Eight additional women from the Classes of 2017 and 2018 were selected as fellows for the 2016-17 academic year.
Faculty Books


Susan Clampet-Lundquist, Ph.D., associate professor of sociology, *Coming of Age in the Other America*, with Stephanie DeLuca and Kathryn Edin (Russell Sage Foundation, 2016).


Brian M. Forster, Ph.D., general education program laboratory coordinator of natural sciences, *Microbiology*, with Nina Parker, Mark Schneegurt, Anh-Hue Thi Tu and Philip Lister (OpenStax CNX, 2016).


Journal Highlights

Matthew Anderson, Ph.D., associate dean of social science, *Behavioral Processes; South Australian Ornithologist*.

Catalina Arango Pinedo, Ph.D., associate professor of biology, *Journal of Microbiology & Biology Education*.

Lisa Baglione, Ph.D., professor of political science, *Polity*.

Shantanu Bhatt, Ph.D., assistant professor of biology, *Frontiers in Cellular and Infection Microbiology; Gene and Translational Bioinformatics*.

John M. Braverman, S.J., associate professor of biology, *Journal of Molecular Evolution*.

Thomas Buckley, Ph.D., assistant professor and chair of modern and classical languages, *The International Journal of Literary Humanities*.

Journal Highlights, continued

Clare Conry-Murray, Ph.D., assistant professor of psychology, European Journal of Developmental Psychology; Human Development; Social Development.


Laura Crispin, Ph.D., assistant professor of economics, Applied Economics; Eastern Economic Journal.


Concerts, Exhibits, Television and Theatrical Productions

Deron Albright, M.F.A., associate professor of music, theatre and film, Independent Feature Project’s Independent Film Week, (N.Y).

Jill Allen, M.F.A., adjunct professor of art, Schick Gallery (N.Y).

Peter Bonner, M.F.A., adjunct professor of art, Bushwick Open Studios (N.Y.); William Holman Gallery (N.Y.); Institut Für Alles Mögliche (Germany).

Stephen J. Cope, M.F.A., assistant professor of art, Schmidt Dean Gallery (Pa.).

Renee Dobson, M.F.A., associate professor of music, theatre and film and director of SJU Theatre Company, Heritage Theatre Festival Concert, University of Virginia (Va.).

Susan Fenton, M.F.A., associate professor of art, the Episcopal Cathedral of Philadelphia (Pa.).

Mary Henderson, M.F.A., adjunct professor of art, Lyons Wier Gallery (N.Y.); Mount Airy Contemporary (Pa.); Tiger Strikes Asteroid (Pa.); Woodmere Art Museum (Pa.).

Ron Klein, M.F.A., professor emeritus of art, Howard Scott Gallery (N.Y.); Marriott International Dadonghai Bay (China).

Dennis McNally, S.J., professor of art, Saint Joseph’s University Gallery (Pa.).

Elizabeth Morgan, Ph.D., assistant professor of music, theatre and film, Sonata for Piano Four Hands, Andrea Clearfield’s Salon (Pa.).

Mary C. Rhodomoyer, M.F.A., visiting assistant professor of art, Philadelphia Sketch Club (Pa.).

Marta Sánchez-Dallam, M.F.A., adjunct professor of art, Brandywine Workshop and Archives (Pa.); Crawford Campus Center Gallery, Episcopal Academy (Pa.); Ruiz Healy Art Gallery (Texas); Trenton City Museum at Ellarslie Mansion (N.J.).

Jury Smith, M.F.A., assistant professor of art, Hockaday Museum of Art (Mont.); Hunterdon Art Museum (N.J.); The Delaware Contemporary, (Del.).

Suzanne Sorkin, Ph.D., associate professor and chair of music, theatre and film, New Music on the Bayou Festival (La.); Indiana State University (Ind.).

Kathleen Vaccaro, M.F.A., ’07, adjunct professor of art, A.I.R. Gallery (N.Y.); Chelsea Center for the Arts (Pa.); Greenpoint Open Studios (N.Y.); Legend (Pa.); Wheaton Arts Gallery (N.J.); Fleisher Art Memorial, (Pa.).


Jonathan Fingerut, Ph.D., associate professor of biology and director of environmental science and sustainability studies, Journal of Microbiology & Biology Education.

Janine M. Firmender, Ph.D., assistant professor of education, Gifted Child Quarterly.


Brian M. Forster, Ph.D., general education program laboratory coordinator of natural sciences, Journal of Microbiology & Biology Education; Tested Studies for Laboratory Teaching.

Caitlin Fritz, M.A., adjunct professor of environmental science, Journal of Microbiology & Biology Education.

Kazuya Fukushima, Ph.D., associate professor of political science, Nations and Nationalism.

Patrick B. Garrigan, Ph.D., associate professor of psychology, Memory and Cognition.

Cheryl L. George, Ph.D., assistant professor of special education, Austin Journal of Autism & Related Disabilities; Pediatric Physical Therapy.

Piotr Hardas, Ph.D., associate professor and chair of physics, Europhysics Letters; Physical Review E.

Emily Hage, Ph.D., associate professor of art and director of art history, Art Issue; The Germanic Review: Literature, Culture, Theory.

G. Anita Heeren, Ph.D., assistant professor of health administration, Health Psychology; Journal of Health Education Research & Development.

Ailing Kong, Ph.D., associate professor of education, Australian Journal of Teacher Education.
CA&S Newsmakers

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

The 74
ABC News
Advance Health Care Network
AHC Media
America Magazine
Another Thing with Larry Mendte
The Ashbery Park Press
Associated Press
“The Big Picture”
Atlanta Black Star
The Atlantic
The Baltimore Sun
The Boston Globe
CBS Sunday Morning
City & State
City Suburban News
Consumer Affairs
Correio Braziliense
Cosmopolitan
C-SPAN
Courier-Post (Camden, N.J.)
Creative Loafing Tampa Bay
Fox News Latino
Fusion
Gatestone Institute
Google News
Great Falls Tribune (Montana)
Huffington Post
Jewish Exponent (Philadelphia)
Knoxville Mercury (Kentucky)
KYW-1060AM (Philadelphia)
KYW-TV-CBS3 (Philadelphia)
La Razón (Madrid)
The Learning Scientists
Links Magazine
The Los Angeles Times
MarketWatch
Minnesota Public Radio
National Catholic Reporter
National Public Radio
“Code Switch”
“Morning Edition”
The New York Post

The New York Times
The Patch
The Philadelphia Business Journal
The Philadelphia Daily News
The Philadelphia Inquirer
Philadelphia Magazine
Philadelphia Public School Notebook
The Philadelphia Tribune
Phippy.com
Philly Voice
Pittsburgh Post-Gazette
Politic
PolitiFact
Radio Martí
“Breve entrevista”
Reuters
Salon
San Diego News
Slate
Sleep Review
TEN.com
Time
Tokyo-Chunichi Shimbun (TV)
USA Today
Vice News
Voice of America
Voice of San Pablo
The Washington Post
WCAU-TV-10NBC (Philadelphia)
WHYY-90.9FM
“Newsworks”
“Radio Times”
Wisconsin Public Radio
“The Kathleen Dunn Show”
WJLA-TV-7ABC (Washington, D.C.)
WNJP-1440AM (Lansdale, Pa.)
WLVT-TV-PBS39 (Bethlehem, Pa.)
WPBL-FL-PHIL17 (Philadelphia)
WPVI-TV-6ABC(Philadelphia)
WURD-900AM (Philadelphia)
WTFX-TV-Fox29 (Philadelphia)
Yahoo! News

Faculty who have been seen and heard in the news include:

Matthew Anderson, Ph.D.
Lisa Baglione, Ph.D.
Jeanne Brady, Ph.D.
Jeanne Bracy ’99
James Carter, Ph.D.
Susan Clampet-Lundquist, Ph.D.
Peter Clark, S.J. ’75
Clare Conry-Murray, Ph.D.
Tom Coyne, M.F.A.
Philip Cunningham, Ph.D.
Tenaya Darlington, M.F.A.
George Dowdell, Ph.D. (emeritus)
Millicent Feske, Ph.D.
Adam Gregerman, Ph.D.
Richard Giosioso, Ph.D.
Steven Hammer, Ph.D.
Daniel Joyce, S.J. ’88
Jeffrey Hyson, Ph.D.
Emi Kagawa, D.M.A.
Maria Kefalas, Ph.D.
Christopher Kelley, Ph.D.
Susan Liebell, Ph.D.
Benjamin Liebman, Ph.D.
Mike Lyons, Ph.D.
William Madges, Ph.D.
Dennis McNally, S.J.
Vincent McNally, Ph.D. (emeritus)
Randall Miller, Ph.D.
Jodi Mindell, Ph.D.
David Parry, Ph.D.
Paul Patterson, Ph.D.
Encarna Rodriguez, Ph.D.
Philip Scharf, Ph.D.
Katherine Sibley, Ph.D.
Alex Skolnick, Ph.D.
Cathleen Spinelli, Ph.D.
Clint Springer, Ph.D.
Jury Smith, M.F.A.
CA&S Programs

INTERIM DEAN
Richard A. Warren, Ph.D.

Undergraduate Programs
Majors and Minors

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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

Actuarial Science
Africana Studies
American Studies
Ancient Studies
Animal 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)
Economics
Educational Studies
Early Childhood and Special Education
Early Childhood Education (PreK-4)
Elementary Education and Middle School (4-8)
Elementary Education (PreK-4) (PLS)
English
English and Professional Writing (PLS)
Environmental Science
Environmental and Sustainability Studies
Faith-Justice Studies
Film Studies
Francophone Studies
French
General Studies
BLS with concentrations in Humanities, Professional
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 and Ethics in the Law
Latin American Studies
Linguistics
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Music
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Organizational Development and Leadership (PLS)
Philosophy
Physics
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Psychology
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Spanish
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Art Education PK-12
Biology
Computer Science
Criminal Justice
Doctorate of Educational Leadership
Education - Elementary (PreK-4)
Education - Middle School (4-8)
Educational Leadership
Foreign Language Education (K-12)
Health Administration
Health Education
Mathematics Education
Organization Development and Leadership
Professional Education
Psychology
Reading Specialist PK-12
Secondary Education (7-12)
Special Education PreK-8 or 7-12
Teacher of the Deaf and Hard of Hearing (PreK-12)
Writing Studies

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