

PRAXIS

2018 McAnulty College And Graduate School Of Liberal Arts



Students at the August Wilson house in the Hill District volunteering and having their story told by students enrolled in the College's Praxis Practicum

PRAXIS

CONTENTS

Message from the Dean.....	1
Faculty Interview: Greg Zegarelli.....	2-3
Faculty Interview: Linda Kinnahan.....	4-5
Faculty Interview: Alex Kranjec.....	6
Faculty Interview: Jeff Martin.....	7
Faculty Interview: Mike Clark.....	8-9
Alumni Interview: Jonathan Yahalom.....	10-11
Alumni Interview: Miles Davis.....	12-13
Student Internship Testimonials.....	14-19
Video Library.....	20-21



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is to help students
navigate a path
towards all that life
brings forth to them,
both professionally and
personally.

Message from the Dean

We are presenting something new in this version of *Praxis*. Mr. Mike Clark, an adjunct faculty member in the College for many years, agreed to teach an undergraduate class dedicated to the production of this year's issue of *Praxis*. He taught a spring 2018 MAP Internship class, in which students produced video versions of stories and interviews. So, this year's issue will be our first ever with video accompaniments. Both the *Praxis* issue and supplementary videos are posted online with a link to the College webpage (duq.edu/academics/schools/liberal-arts).

That said, it is no coincidence that we are including a feature on internships in this issue. The College recently established a new McAnulty College Program (MAP) Internship program for all students, at both the undergraduate and graduate level. This initiative encourages students to take internship courses, supervised both by their placement directors and a departmental professor, which count for major requirements when appropriate. We are thrilled by this initiative, which has already increased our number of internships in the College. Our goal is to have every student take at least one academic internship during the course of his or her degree. Moreover, we have started and will continue to ask College alumni to help us develop additional internship sites. Internships are a great way to get our alumni connected with our students.

2017-2018 was a great year for the College. You will see many of the ways our students have achieved excellence, both on and off the Bluff. Our aim as educators is to help students navigate a path towards all that life brings forth to them, both professionally and personally. We as faculty and staff serve God by serving students, who serve others. I trust you will enjoy the inspirational stories of our students and faculty following the promptings of the Spirit who gives life!

Dr. James C. Swindal

Dean, McAnulty College and Graduate School of Liberal Arts
Duquesne University

Faculty Interview: Greg Zegarelli



Gregg Zegarelli (A'85, L'88) is a member of the McNulty College Advisory Board, and is also an Adjunct Professor in our MS in Leadership Program. He works as an attorney in the Pittsburgh area.

What year did you graduate from Duquesne and what was your major?

I graduated from Duquesne in 1985 with a Bachelor of Arts from the College, with a major in History and dual minors in Political Science and Philosophy. However, I did a 5-year plan, also acquiring 24 credits in accounting from the School of Business. I graduated from the School of Law in 1988, focusing my career in business and entrepreneurship, litigation, technology, and intellectual property.

What was your favorite part about Duquesne as a student?

Student Government Association as President, Vice President, and Senator representing the College. I always felt that Duquesne had depth of character as an institution. What I mean by that statement is that Duquesne implemented its academic and non-academic programs within a framework centered on human virtue, integrity and character. Not just knowledge, but knowledge used in a socially responsible

way. Doing good for self and doing good for others are not mutually exclusive, but the reconciliation of those two things takes the type of uncommon approach to education offered by Duquesne.

What was the most valuable thing you learned as a Duquesne student?

Well, what is valuable tends to depend upon context. Over my career of more than 30 years, there have been many contexts where different skills have been required at different points. This may be counter-intuitive for a technology attorney who also took 24 credits of accounting, but it was the study of history and philosophy that have proved invaluable.

To me, history is not just about facts but rather about the study of applied human psychology, or perhaps better stated the study of human nature. History also provides a perspective that what we sometimes think is a bad day, in the scheme of things, is actually a relatively good day. History provides context. And the study of philosophy is sublime in the sense that it focuses on the differential between intelligence and wisdom. There are many intelligent people, but far too few wise people. Philosophy is the process of understanding self and thinking about the process of how to think.

There is nothing more fulfilling than contributing to a student's excellence—hard as it may come—because those results tend to transcend generations for a better world.

As for a few particular studies that I have found are horizontally applicable in my career, I would include Latin, which is, in a manner of speaking, the organic chemistry of the English language; etymology, which is the study of word roots; reading Shakespeare, which provides an unmatched blend, in my view, of English, history, philosophy, and psychology, all rolled into a great story that exposes subtleties of human nature; and, finally, reading the King James Bible, irrespective of religious implications, simply because it teaches cadence and grace in writing.

What made you decide to come back and teach for Duquesne?

I never really left Duquesne, in the sense that I have been an active Alumnus since graduation. Regarding teaching, I would say that where love exists duty gets a free ride. I love Duquesne and, for as long as it will have me, it is my profound privilege to be of service in fulfilling the Duquesne mission of educating a new generation of human beings.

What course are you teaching?

Right now, I am teaching, *Developing Leadership Character Through Adversity*. This course focuses on leadership character and how the introduction of failure into a leader's life contributes to ultimate success. The course addresses why we tend to fail and how we respond to failure with self-reinvention, ever moving forward wisely to the good as we see it, with a balance of courage and discipline.

What have been the highlights of teaching this course and working with graduate students?

The graduate students are great. What is fascinating for me is to observe the progression: in the first third of the course, we lay a foundation of principles, and, in the second third of the course, we start to apply those principles in various contexts. But, then, in the final third of the course, I start to expect master degree students to think and to produce as masters. The goal is to produce excellence in leadership and excellent leaders, which requires focus and diligence. There is nothing more fulfilling than contributing to a student's excellence—hard as it may come—because those results tend to transcend generations for a better world.

Faculty Interview: Linda Kinnahan

Dr. Linda Kinnahan is a Professor in our Department of English. She has authored several influential texts on topics such as feminism, modernism, and women poets.

On what recent research projects have you been working, in which you have been able to involve students?

Two main projects are currently underway. The first is a traditional monograph and the other a foray into the digital humanities:

- a) The monograph, *Feminist Modernism, Poetics, and the New Economy: Mina Loy, Lola Ridge, & Marianne Moore* (Routledge Press, forthcoming), argues that early 20th-century women poets explored gendered structures of self and power as they were affected by America's shift to consumer capitalism.
- b) The second is a digital humanities project, "Mina Loy: Navigating the Avant-Garde" (mina-loy.com), and is a collaboration between Duquesne University, Davidson College, and the University of Georgia. The team of co-architects includes myself, Dr. Suzanne Churchill (Davidson), and Dr. Susan Rosenbaum (UGA); we are joined by digital technologists, librarians, and students at each institution in building the project (including Gumberg's digital scholarship librarian, Gesina Phillips). The project is dedicated to Mina Loy (1882-1966)—an artist, writer, feminist, inventor, and entrepreneur who moved in the circles of Futurism, Dada, and Surrealism, and migrated among metropolitan centers of avant-garde activity, including Paris, Florence, Rome, New York, London, and Berlin, from the 1910s to the 1950s. The scholarly website charts Loy's career, offering multimedia, user-directed narratives, maps, timelines, network visualizations, a gallery of her work, a blog, and student-authored work. We recently were awarded a \$75K Digital Humanities Advancement Grant from the National Endowment for the Humanities (NEH) for this project, distributed across the three schools.



By undertaking bibliographic research, students can contribute to scholarship while learning practical, portable skills that can be applied outside academia.

What are the goals of the project and at what stage is the project?

- a) The goal of the monograph is to develop an interdisciplinary and gender-based framework for considering relationships between poetry and economics, particularly during periods of dramatic socio-historical change in the American 20th Century.
- b) The website shows how digital tools can transform humanities scholarship from the traditional model of a lone scholar writing a monograph to a team of researchers collaborating on a “multigraph”—an interactive, multi-authored, multimodal resource that sets User Experience (UX) design standards for Digital Humanities (DH) scholarship. The project’s goals are to
 - Access and interpret Loy’s work, much of which is buried in archives or private collections,
 - Transform close reading to make it more interactive and contextualized,
 - Develop a feminist theory of the avant-garde that accounts for women and people of color, and
 - Involve students as equal partners in public humanities research, test new processes for open peer review, and set UX design standards for digital scholarship.

In what ways have you involved students and how has that involvement benefited the project and the students?

PEDAGOGY & COLLABORATION:

Enabling Student Literacy in the Digital Humanities

The scholarly digital project includes a pedagogical component, taking place over two semesters (Fall 2017, Fall 2018), that involves students in collaboration across all three institutions. In the fall 2017 semester, the three co-architects each taught courses in 20th-century poetry that included a common project in which students researched and wrote short biographies about artists,

writers, and associates of Loy’s who had connections to the historic international avant-garde. Coordinating with our respective digital librarians, we developed a template for data gathering and organizing individual biographies; held out-of-class workshops with our students on gathering and “cleaning” metadata and conducting digital research and writing; and constructed a digital networking map, using Palladio, to visually track interactions between members of the avant-garde. This project involved 30 students in learning about processes of researching, data recording, writing, and editing for the digital humanities. The students developed several drafts of their biographies and engaged in cross-institutional peer review of each other’s work through the digital editing function *hypothes.is*. (See attached description of the assignment, “Mina Loy in the DH Classroom,” posted on mina-loy.com).

In fall 2018, we will again coordinate cross-institutional projects involving students in the three respective courses we will each be teaching (including my graduate level course, *Women and the Avant Garde*). Over the summer of 2018, we will devote significant attention to incorporating completed student work on the site and planning for future involvement of students. We will be conducting final edits of and uploading existing student-authored biographies, while enhancing the template and procedures for this and other cross-institutional forms of student participation in our DH project. The pedagogical, cross-institutional collaboration with and among our students will aim to provide them guided and participatory instruction in digital humanities research, writing, and project development.

Moreover, the pedagogical project highlights the importance of metadata as a key element of bibliographic and digital humanities scholarship. As students develop the ability to gather, organize, and present such data, they acquire skills in digital literacy and begin to understand the analytical importance of metadata. By undertaking bibliographic research, students can contribute to scholarship while learning practical, portable skills that can be applied outside academia.

Faculty Interview: Alex Kranjec



I am quite enthusiastic about the project so far, and am optimistic about the impact this research will make.

Dr. Alex Kranjec is an Associate Professor of Psychology. He carries out both qualitative and quantitative research in multiple national and international collaborations.

Our lab has a number of ongoing, funded projects. Several of these projects concern the burgeoning field of “neuroaesthetics.” One study in this area uses fMRI (“brain imaging”) to investigate the neural bases for distinct kinds of value judgments concerning aesthetic objects. Namely, we are looking at how the brain responds when making judgments about the functional utility of objects (“How good of a chair is this...in terms of comfort, stability, durability, etc.?) vs. judgments about the appearance of these objects (“How beautiful is this chair?”). We are currently collecting data using the scanners at CMU. This project involved many students to get to the point it is now. In fact, several students helped create the stimuli for this study (hundreds of chair images!) as part of the Laboratory in Psychological Research course in the College. Some of these students continued to work on the project after completion of the course, even attending a national conference in California to present some preliminary results. Currently a graduate student in the Clinical Program is running subjects at CMU.

Another notable project in an entirely different vein explores cross-cultural differences in the conceptualization of space and time. We are working in collaboration with international colleagues from Spain, Turkey, Taiwan, and Bosnia, and domestically colleagues at the University of Chicago. We have already collected data from over 200 participants in four countries. The team is just starting to analyze the data and present some of the preliminary results concerning the relation between different cultural and religious values on time conceptualization. Because of the large scope of this study, many undergraduate and graduate students at Duquesne have been involved in participant recruitment and data collection. I am quite enthusiastic about the project so far, and am optimistic about the impact this research will make.

Faculty Interview: Jeff Martin

Dr. Jeff Martin is a Teaching Instructor of English and works in the areas of Writing Instruction and Creative Writing.



What research projects have you been working on in which you have been able to involve students?

I've been working on two community-centered creative writing projects, both of which actively include students.

The first, DU Dog Tag Literary Society, is a creative writing group designed for Duquesne's active and veteran military students (graduate and undergraduate).

The second project, Veterans Write, is a Duquesne-Pitt collaboration between myself and University of Pittsburgh Professor Lori Jakiela. This project includes students from Duquesne and Pitt and extends to all members of the military and veteran community and their families.

What are the goals of the project and at what stage is the project?

Our goal is to create community and foster creative expression.

The DU Dog Tag Literary Society will begin its fourth year in the fall of 2018, with the support of Duquesne's English Department and Dean James Swindal.

We have completed our first year with Veterans Write, and our research, funded by Pitt's Office of the Provost's Diversity Research Initiative and the David Berg Center for Leadership, will be completed this summer.

In what ways have you involved students and how has that involvement benefited the project and the students?

Students are involved in nearly all aspects of both projects, which center on their writing and drafting process, their active participation in discussion, and their ideas on building community. Our project design is student-centered, focused on the needs of our students. Both projects yield positive, tangible, transferrable skills and methods for building thriving, thoughtful community.

Faculty Interview: Mike Clark



For me, the Duquesne experience lives up to the phrase, “we serve God by serving our students,” because I have witnessed that committed service throughout my 15 years as a Duke. And it’s now in my blood. My son Michael is a proud graduate of Duquesne University.

Mr. Mike Clark is a news anchor for WTAE-TV and Adjunct Professor in the McAnulty College of Liberal Arts as well as a member of the McAnulty College Advisory Board. He has also worked with many student interns from the College and University at the station.

I am deeply committed to Duquesne University. The first time I shot a story after arriving in Pittsburgh in 1995 was here on campus. My News Director chose me for a great assignment in my first month on the job: to travel to New York, New Jersey, and Maryland to cover the weeklong visit of Pope (now Saint) John Paul II. Duquesne Campus Ministry was bustling with activity, preparing to go to camp out in NYC’s Central Park for the Papal Mass, and I interviewed a number of students about their excitement going to see the Pope. Several years later, Maggie Patterson asked me to come to campus to speak at a journalism awards ceremony, and I was so impressed by the faculty and students. Not long after, I was asked to create the curriculum for a new course that introduced students to the television newsroom operations. The dean and department chair asked me to create and teach a contemporary course in television news, the kind of class I wish I had taken when I was a student. That was in 2003, and I have thoroughly enjoyed these 15 years, learning a great deal as I taught students. To be a part of their journey to a career and a vocation, part of their extended Duquesne

family, has been a great joy in my life. As a member of the Alumni Advisory Board, I also see firsthand countless active graduates who offer help to our current students in many ways—through campus visits, internships, mentorships, and generous donations for scholarships and awards. For me, the Duquesne experience lives up to the phrase, “we serve God by serving our students,” because I have witnessed that committed service throughout my 15 years as a Duke. And it’s now in my blood. My son Michael is a proud graduate of Duquesne University.

Dean Swindal was extremely pleased by the results of our students’ experiences in previous years, taking what they have learned in the classroom out into the community to produce stories on multiple platforms. In particular, students produced documentaries on topics such as Josh Gibson and papal visits to the United States by both Pope Benedict and Pope Francis. Dean Swindal asked if I would be interested in leading students in a “Praxis Practicum,” producing video stories to accompany the Praxis Magazine articles. We treat the class as an internship-style experience, where



the students keep tracking their hours as they research their story topics, set up interviews, shoot the interviews, log the sound, write the story, and then learn the principals of editing it all together... just as we do in a television newsroom. The process is similar whether delivering the content for a traditional newscast, a news magazine broadcast, or as a long-form story component that would be part of a news documentary.

The semester has gone extremely well. The students tackled a variety of stories, not only producing content for Praxis Magazine but also for *Duquesne University Magazine* and for the Pittsburgh Catholic Diocese. Although the content is being delivered to different entities, there is a unifying theme to all the stories: the topics, while different, all center on Duquesne University people (students, faculty, staff, alumni) doing extraordinary work in a wide variety of

academic programs and community activities that broaden their academic experiences, while enriching the lives of others. All the stories will live forever on digital platforms as well, giving the students added materials for their portfolios and amplifying the wonderful work being done on campus and beyond, through the efforts of the members of our Duquesne family.

Alumni Interview: Jonathan Yahalom



Jonathan Yahalom is a 2015 graduate of the Clinical Psychology PhD program. His dissertation was entitled, “Social Dimensions of Alzheimer’s Disease among Caregivers in Oaxaca, Mexico.” He is currently a staff psychologist at the Department of Veterans Affairs having been a visiting scholar at the Chicano Studies Research Center at UCLA before that.

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

A liberal arts education involves drawing on multiple intellectual traditions. In so many ways, pursuing a liberal arts education has been central to my career in psychology. In clinical work, I am proud to be able to integrate scientific knowledge with a perspective that is sensitive to people’s lived experience. I think about my everyday experience working at the Veterans Affairs. Veterans and other patients I’ve had the privilege to work with comment that they feel understood and heard. I think that’s primarily because I’ve learned to supplement a scientific perspective about how to conceptualize and treat

disorders with a humanistic perspective that attends to the concrete things that matter in people's lives. In a similar way, my research in psychology also embodies a liberal arts approach. Earlier last year, I had the honor to receive an award for my dissertation by the American Psychological Association's Division of Research Methods. I carried out my research in Oaxaca, Mexico, where I was impressed by the state's 16 indigenous cultures and languages, as well as the complicated social history that continues to impact everyday life. I arrived in Oaxaca to study caregiving for elders with dementia. In so doing, I was challenged to draw upon philosophical, anthropological, and psychological perspectives. I think the award committee was impressed by my ability to integrate these traditions—a hallmark of liberal arts thinking—and, in so doing, develop an honest, in-depth perspective of one aspect of life in Oaxaca.

More specifically, how has that background been central to your path that has now taken you towards your work in psychology and community engagement?

Studying psychology within a liberal arts framework equipped me with a perspective to think-through and reconsider implicit assumptions in my field. Since

graduating Duquesne, I've been engaging psychological theory and practice with other disciplines to study how clinicians conceptualize and work with people of different cultural backgrounds. As I have begun to establish myself in psychology, I have also continued to study continental philosophers and medical anthropologists to develop alternative perspectives of culture in the clinical sphere. This is a theme in my forthcoming book that draws on data I collected on caregiving in Oaxaca (University of Oklahoma Press, Spring 2019). Taking a liberal arts approach has helped me study caregiving not only as a clinical issue, but something that so poignantly involves the nature of human relationships, and the way human life is dependent on the varied ways we provide care for each other.

What advice do you have for students and young alumni about how to pay their liberal arts study forward?

For students, one thing to remember is that education isn't just a means to get a job later. It's also a way to enrich your life now. Pursuing the topics that interest you is important, and it also helps set you up for future success. So, do the things that you love—study the topics that speak to you, in the perspective that captures why they are meaningful—and do this to

know you'll continue living meaningfully tomorrow. For young alumni like myself, it helps me to remember that my education isn't complete just because I've received a degree. I pursued psychology in a liberal arts setting because I wanted to study human experience in the context of the surrounding cultural, historical, and moral worlds. Drawing on different intellectual traditions is something that's made my profession exciting and fresh. I'm expecting that continuing to engage my profession through a liberal arts lens will continue to provide its rewards in the future.

Other thoughts you have about your experience at Duquesne?

Duquesne might be one of the only universities accredited by the American Psychological Association where people can study psychology while drawing on perspectives from philosophy and related academic disciplines. I've been so fortunate to study at Duquesne for this reason and, in the process, develop a professional sensibility that contributes to my larger group of peers. I'm proud to have graduated from Duquesne, and I hope students recognize the gift this institution has to offer.

Alumni Interview: Miles Davis

Dr. Miles Davis was recently named the president of Linfield College near Portland, Oregon. He was formerly Dean of Shenandoah University's Harry F. Byrd, Jr. School of Business in Winchester, VA. Davis has a PhD in Human and Organizational Sciences from the George Washington University, an MA in Human Resource Development from Bowie State University and a BA in Communications from Duquesne. Davis is an authority on entrepreneurship. His most recent work focuses on integrity, values, and principles in the business world, as well as faith-based entrepreneurship.

Why do you think employers find liberal arts degrees valuable?

A liberal arts education helps make professional programs more competitive. Employers need people that cannot just do the present job, but people that can think through what is not right in front of them. A combined liberal arts degree makes sure you are not just prepared for the job you have, but for the job you may have. It prepares you for a rich life that will employ you and give you a rich life. It prepares you to lead a meaningful and engaged life, not one you put your head down and do your job.

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

Success comes from understanding and being concerned with the needs of faculty. My grounding in liberal arts—critical thinking skills, writing and speaking well and thinking clearly—has helped me be

successful in life. People associate a liberal arts degree with politics, because it is “liberal.” When liberal comes from *liberalis*, which means to be free. It is not a political statement like some people think it is. I was fortunate to have professors that allowed me to talk through issues and allowed me to think freely. Reading and interpreting things have become crucial to my success. My background at Duquesne and Shenandoah, being exposed to the faculty, have all prepared me for my job now.

What advice do you have for students about how to pay their liberal arts study forward?

Pay attention to the classes that are not related to or a part of your major. These are the classes that you will learn things in that may serve you well in ways that you will not expect. You might have a class in art history and when you meet with professional people, the history of Cubism might come into play. Knowing about these courses will

make you more interesting than your ability to do a job.

And, connect with people that you are in class with. You never know where someone is going to go, you never know what potential is inside somebody, and you don't know what their life journey is. And so, take time to connect with people that you are in class with.

Other thoughts you have about your experience at Duquesne?

Duquesne has given me the opportunity be exposed to things that I have not been exposed to before. I made some lifelong friends at Duquesne. I hope that students who are there get a chance to have that—meet people who are different than they are. I have met people at Duquesne with very different backgrounds from mine and some of those people have remained my friends to this day.



My grounding in liberal arts—critical thinking skills, writing and speaking well and thinking clearly—has helped me be successful in life.

Student Internship Testimonials



Sydney Bauer

Major: **Digital Media Arts**

Minor: **Multiplatform Journalism**

Year: **Senior**

Sydney Bauer is a May 2018 graduate who interned with the Pittsburgh Penguins.

Four years ago, I was just a freshman exploring many options within the Duquesne Media department. I had no idea where my interests would lead me down the road. Now, as a senior, I'm interning with the Pittsburgh Penguins in the production department, pursuing my lifelong passion in sports and videography. As an intern, my responsibilities include filming players' locker room interviews, press conferences, and practice as well as providing TV broadcast elements, web content, and in-arena assets. Throughout this experience, I have been fortunate enough to work alongside those who have always been more than willing to help me learn and grow along the way. However, if it weren't for the opportunities Duquesne University provided me, and the connections I've made through previous internships, I wouldn't be where I am today. My biggest piece of advice that I would offer to students is to take full advantage of the opportunities that surround you, whether it's joining a club or finding an internship. Not only will these expand your network, but they will also help you discover where your passions lie. My internship experience with the Pittsburgh Penguins helped solidify the fact that this is the career path I want to pursue for the rest of my life.

Timothy Foye

Major: **International Relations & Political Science**

Year: **Junior**

Timothy Foye has done internships with the US Department of State at the U.S. Embassy in Berlin as well as the New York Field Office with the Diplomatic Security Service.

I interned with the U.S. Department of State at the U.S. Embassy in Berlin, Germany from February to April 2017 in their Economic Section. I applied to this program through usajobs.gov, was accepted to the program three months later, and arrived on site six months later. While interning, I had the opportunity to support Embassy staff on a

range of subjects including counterterrorism, cybersecurity, crime, trade, and the G20 Finance Ministers summit. I regularly conducted research, editing, and proofreading for official Embassy briefing material, as well as attended many meetings both in the Embassy, at German Federal Ministries, and at various think-tanks and nongovernmental organizations in Berlin. I wrote analytical reports for the Department of State and regularly collected and distributed a report on the 'issues of the day' in Germany to the Department of State and to the wider U.S. Government. In addition, I assisted with official visits by U.S. Government representatives, such as a visit by the U.S. Secretary of Treasury, the First Daughter and Advisor to the President, and a Congressional delegation. The U.S. Department of State offers internships at many of its bureaus in Washington, D.C., as well as at many of its Embassies and Consulates overseas.





Lydia Strickling

Major: **History**

Minor: **Business**

Year: **Senior**

Lydia Strickling is a May 2018 graduate of the College with a major in History and a Certificate in Business Management.

During the summer of 2017, I interned at Eisenhower National Historic Site (ENHS) in Gettysburg, PA. ENHS was the home of General Dwight D. Eisenhower, 34th President of the United States, and his wife, Mamie. My duties included planning and giving programs on Ike and Mamie's lives as well as assisting visitors to the site. Not only did I get a better sense of my career goals from this internship but I also learned a lot about Dwight and Mamie Eisenhower and got to meet people from all over the country and the world. Overall, my experience was highly rewarding!

Mohammed Cisse

Major: **Digital Media Arts**

Minor: **Computer Science**

Mohammed Cisse is a 2016 graduate of the College with a major in Digital Media Arts and a minor in Computer Science as well as a 2018 graduate with a Master of Science in Media Arts & Technology.

I interned at Prince Georges County Community Television (PGCTV) as a web developer. Working at this internship provided me with a lot of clarity about my career goals. I learned how to be proactive, and not reactive, and for the first time, I was able to develop websites in a very professional setting. As their only web developer, I had to do many things without being told. This differs greatly from school where you're given a specific blueprint to follow for virtually everything. I would advise working an internship for several reasons, but the main reason is it gives you very valuable work experience. It is also a way to see if you really enjoy your field of interest.



Rachel Williams

Major: **Spanish & Communication**

Studies: **Philosophy & Sociology**

Year: **Senior**

Rachel Williams is a May 2018 graduate of the College with a double major in Communication Studies and Spanish with minors in Sociology and Philosophy.

I worked with the Carnegie Library in Knoxville as an assistant with technology, and with the nonprofit, Life Changing Service Dogs for Veterans (see photo below). These two opportunities stemmed from my Communication classes and truly helped apply classroom knowledge to a real world environment in an extremely valuable way. Next year, I will be teaching high school Spanish in Greensboro, NC with Teach for America. I am certain that my opportunities at Duquesne have helped prepare me for this exciting experience and I am grateful to have had them.





Raymond Arke

Major: **Political Science**

Minor: **Journalism**

Year: **Junior**

Raymond Arke is a senior with a major in Multiplatform Journalism and a minor in History and is the current Editor of the Duquesne Duke.

This past summer, I interned at Keystone Trails Association (KTA). KTA is a trails advocacy non-profit that oversees all the hiking and trail maintenance clubs in Pennsylvania as well as thousands of individual members. The association also advocates at the state capital on behalf of Pennsylvania's hiking community. KTA also educates the public about the responsible use of trails and the environment across the Commonwealth. As an intern, I created and assisted with developing position papers for advocacy efforts and attended legislative events. I also assisted with planning for and was able to attend hiking programs across the state. I helped run KTA's Facebook page along with interacting with various organization members, including the KTA Board of Directors, and the public.

Marianna Manfredi

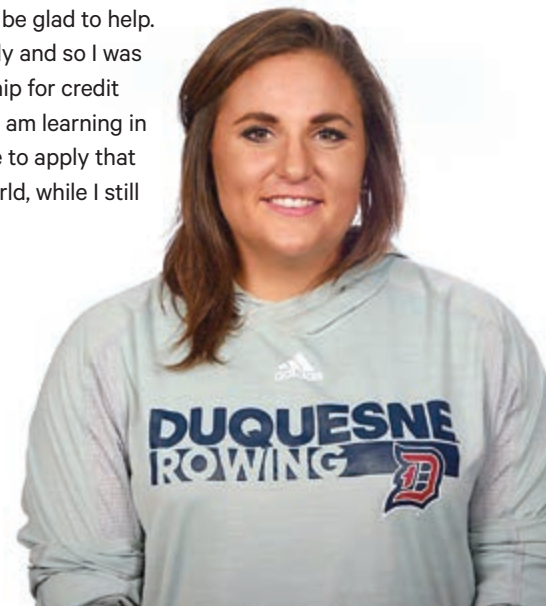
Major: **Integrated Marketing Communications**

Minor: **Business**

Year: **Senior**

Marianna Manfredi is a May 2018 graduate of the College with a major in Integrated Marketing Communication and a minor in Digital Media Arts.

I interned in The Office for Military and Veterans Students at Duquesne University. During my internship, I was able to practice professional networking and communication within the work place as well as practice collaborating across generations. My biggest take away is not to be afraid to showcase my skills and be more confident about bringing something new to the table. I got my internship after working with a community partner in one of my classes and later reaching out to the organization and telling them that, if they needed help in the office, I would be glad to help. They responded positively and so I was able to create an internship for credit that touched upon what I am learning in my major and allowed me to apply that knowledge to the real world, while I still earning credits.



Map Academic Internships in the College

We have an exciting new initiative in the McAnulty College to announce. We have started a new internship opportunity for all of our sophomore through senior students.

The College's goal is to have all students take at least one Academic Internship Course in their time at Duquesne. We have offered them for years, but starting this year we are offering 3 credit versions that students can take for their major or minor requirements. Students grow in their learning of a discipline when they engage in a practical application of it in the midst of a work setting. This not only makes their studies come alive but also prepares them for excellence in their future professions.

We have listings of many internship opportunities, but we would also like to ask you for any opportunities that you might be able to offer either in your in field of work or in your local community. We would inquire to make these workable for students. Many of these internships could take place during summers when students are home. An internship needs to provide 100 hours a semester in a supervised setting, to be completed with reflective work on it by the student with a faculty member in the student's major department.

If you have a suggestion for an internship, if you could complete the [Internship Referral Form](#) or contact Bill Klewien directly at klewienw@duq.edu, we would be most grateful.

We all work together as a team to help our students thrive in lives of service to others.

Video Library

Students Brianna Allison, Alexa Brightman, Anna DeMarco, Kori Johnson, Austin Koch, Kayla Noon, Laura Pollino, Nina Saluga, and Emily Tabar produced all of the videos for this edition of Praxis under the direction of Mr. Mike Clark and with the assistance of adjunct faculty member Mr. Randall Coleman. To view our video library, visit duq.edu/praxis

Kori Johnson highlights the opening of Duquesne's new Center for Career Development and the services that are provided to students and alumni.



Sociology Professor Norm Conti is interviewed about the Inside Out program and working together with the Holocaust Center of Pittsburgh.



Austin Koch shares the internship experience of Mariana Manfredi through Duquesne's Office for Military and Veteran Students.





Alexa Brightman gives an inside look at Sláinte!, a celebration of the life of Dan Rooney on what would have been his 100th birthday.

Rooney



PLAY

Anna DeMarco covers a mass preparing students for a Spring Break of service on some of the mission trips offered through Duquesne's Spiritan Campus Ministry.



PLAY



Emily Tabar spotlights the Study Abroad programs and opportunities offered by Duquesne's Center for Global Engagement.

Abroad



PLAY

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The College's entering class of 2022