

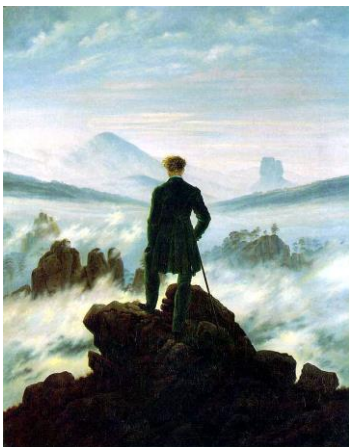
BALDWIN HONORS NEWSLETTER



Volume 1 / Issue 1 (Fall 2013)

QUOTE OF THE SEMESTER

"But if we were friends, like you and me now, who wished to have a talk together, you see I must answer more gently, and more like friends talking together, not only to answer with truth, but to use only what the one who is questioned admits that he knows." – Plato, Meno, p. 29



The Wanderer above the Sea of Fog (Casper David Friedrich, 1818).

A DIVE INTO THE LIBERAL ARTS: HUMANITIES & ARTS

Written by: Taylor Tracey ('17)

What does it mean to be human? What are the components of the human experience? These were the kinds of theoretical questions posed at this year's Humanities and Arts Panels held for first-year students in the Baldwin Honors Program here at Drew. The panels were meant to demonstrate how each area of study at Drew fits into the realm of the liberal arts and inspire Baldwin Honors students to entertain some of these large, interdisciplinary questions.

The first panel focused on the humanities and consisted of Professor Erik Anderson from the philosophy and Humanities Departments, Professor Lillie Edwards from the History and Pan-African Departments and Professor Wendy Kolmar from the English and women and gender studies departments. The second panel focused on the arts and consisted of Professor Rosemary McLaughlin from the Theatre Department, Professor Patrick Phillips from the Creative Writing Department and Professor Trevor Weston from the Music Department.

The Humanities consist of Art History, Theatre History, Music History, Classics, History, Literature of all languages, Philosophy and the Religion Departments. In other words, the Humanities is an umbrella term for several of the departments on campus, but each uses a different ideological lens through which to answer questions about humanity and human condition regarding language, knowledge, reality, existence, thought and free will. The mingling of different disciplines and the close reading of texts are paramount to success in these fields.

"I chose time over money and since then, I've become rich with time." – Patrick Phillips

The Arts on the other hand consist of studio art, music, theatre and creative writing. There is an emphasis on using what has been done in the past to create new material for the present and future. Additionally, the artistic fields are drawn from traditions that have been ongoing since the dawn of humanity, placing professionals in these fields on a continuous timeline

predating modern civilization. Both panels touched upon the importance of their subjects within the liberal arts, however, while also looking to the future and seeing how this insight can help the Baldwin Honors students moving forwards.

From the incredibly diverse and interesting panels, Baldwin Honors students should have walked away with a series of questions in their minds concerning the liberal arts, how their fields of study fit within the tradition of the liberal arts here at Drew University and how they will take advantage of these niches during their time here at Drew. They should also have left enlightened with a sense that they are indeed human and that the knowledge they gain here at Drew will only continue to affirm those notions, but should also keep in mind that finding a place at both Drew and society at large where they feel happy and comfortable is more important than any salary. Being paid in time is sometimes better than being paid in money.

LIBERAL ARTS (PART II): NATURAL AND SOCIAL SCIENCES

Written by: Joseph Gotto ('17)

This year's Social and Natural Sciences Panels have imparted many important truths to the students of the Baldwin Honors Program. Both panels took artful approaches towards defining their respective disciplines in correlation with the Liberal Arts. The result has been a vastly enriching experience that has hopefully enhanced the way in which students think about the sciences as they pursue their education.

The Social Sciences Panel, which consisted of Professor Keyser of the Political Science Department, Professor Kalagher of the Psychology Department, and Professor Reader of the Sociology Department, discussed how their disciplines go about understanding complicated concepts such as how the human brain works. One noteworthy conclusion on how the Social Sciences accomplish this would be that they actively communicate with and make connections with several other disciplines. For example, from the integration of Political Science and Psychology comes Political Psychology. Thus, the Social Sciences pull from adjacent disciplines in order to have a deeper and more complete understanding of the questions they are asking.

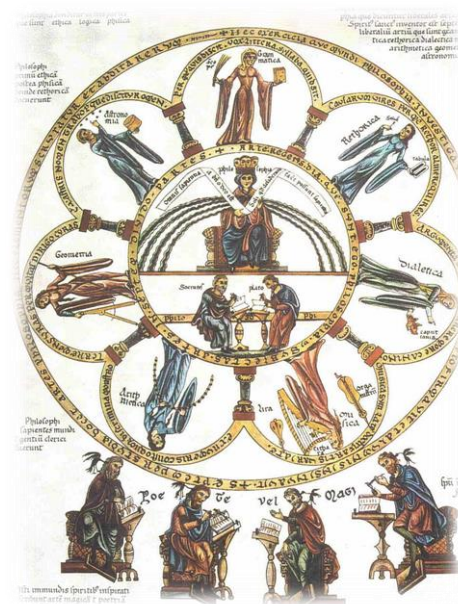
The Natural Sciences Panel consisted of Professor Madden of the Mathematics Department, Professor Rosan of the Chemistry Department, and Professor Knowles of the Biology and Neuroscience Departments. The panelists gave insight on how a natural scientist goes about discovering scientific truths and then deciding in what ways these truths can be implemented for the betterment of society. There are many modes by which this can be done, one of them being through the use of the Scientific Method.

As recipients of a Liberal Arts education, we are all asked to partake in the Natural and Social Sciences. It is important for us to understand this because each person carries, within them, an endless chain of insights and beliefs that are necessary for the progression of the sciences. In this way, we are actively called to be researchers, experimentalists, and theorists: to ask our own questions and investigate possible solutions. By doing this, we can more effectively submerge ourselves and engage in the Liberal Arts.

TODAY'S WRITERS, TOMORROW'S SCHOLARS

Written by: Philippe AbiYouness ('17)

On Tuesday, October 22nd, freshman Baldwin Honors Scholars convened in LC 28 to attend a presentation on *The Drew Review*. Supervised by a number of faculty advisors, *The Drew Review*, is described as a highly selective, annually released, academic journal that publishes a number of student research papers with an overall purpose of showcasing the



The seven studies of the Liberal Arts: Grammar, Logic and Rhetoric, Arithmetic, Music, Geometry and Astronomy

academic talent of Drew students. Senior Eliza Mauhs-Pugh describes *The Drew Review* as the university's, "double-blind, peer-reviewed research journal". The panel consisted of the editors of *The Drew Review* who came from an array of differing majors and all got involved with the publication for varying reasons.

Many common themes were constant throughout the discussion, one of the most prominent themes, however, was the idea of *The Drew Review* being interdisciplinary. The panel described the journal as interdisciplinary because it features works on differing subject matters and fields of study by authors of differing majors. One might even say that as a publication, *The Drew Review* takes many pieces of the liberal arts and links them into one cohesive chain of learning. Such a concept is one that will ring familiar to every freshman Baldwin Honors student, it is the same concept that scholar, Donald Kagan has presented in many of his essays, which have been discussed in the different chapters of the Freshman Honors Colloquium. It is this concept that states that the various aspects that make up the liberal arts have become too disconnected and isolated from each other. Kagan has promoted the idea that the various subject areas of the liberal arts should be connected in teaching students. So along those lines, one could say that *The Drew Review* is a tangible manifestation of this connection among the Liberal Arts.



Student designed cover of the
Drew Review in 2012

UPPERCLASSMEN OPTIONS

Written by: Taylor Tracey ('17)

This spring, a variety of upper level honors seminar courses will be targeted primarily to sophomores and upper classmen. In particular, there are three 300-level courses that will be offered as honors seminars. There is a class being offered by Professor Jennifer L. Kohn in the Business Studies Department on Marketing. While it is offered in the Business Studies Department, Marketing is a complicated subject requiring the synthesis of multiple seemingly disconnected disciplines such as Economics, Sociology, History, Psychology, English, Graphic Design and others as well. A class on a topic such as this emphasizes the need to be well educated in a variety of fields while focusing on a single one as well.

Another upper-level honors class that will be offered next semester is an English class that focuses on analyzing literature from a biographical perspective. In order to better understand a literary work, students must use aspects of the writer's life exposed in their own nonfiction writings as well as biographies from critics. Once again, a class that seems to focus on a single discipline requires the melding of multiple disciplines. Higher-level thinking is required to bridge the gap between the history of the author and the content of their narratives.

The final upper-level honors seminar that will be offered in the spring is a class on Jesus, but examined through the Jewish perspective. As it is so with the other two seminars, what appears to be a religion class is also an interdisciplinary examination of a perspective of a single religion. In order to understand Jesus within the scope of Judaism, students must have a firm grasp of Religion, Philosophy, English and History. Once again, this is an interdisciplinary class that draws from numerous perspectives to support an overall goal.

Each of the higher-level honors seminars that will be offered this spring explores complex, interdisciplinary issues. These classes exemplify the melding of areas of studies at a liberal arts institution and ultimately will provide a challenging, but thought provoking challenge for ambitious Baldwin Honors students.

A CLOSER LOOK AT JOEL CHAPMAN'S HONORS THESIS

Written by: Richa Patel ('17)

Q: Can you tell me a little bit about your thesis?

A: For my thesis, I am looking at the education of Mexican American students in the Southwest from the 1940s to the 1970s and why the whiteness strategy failed.

Q: Was there a particular class/professor that inspired you? If so, how have they impacted your work?

A: I can't say class too much, but my advisor Professor Lillie Edwards has been a real inspiration in the whole process. She really taught me to look at history through a social perspective (look at race and what role that played). She was able to give me a structured timeline which helped me realize what sources I needed. For example, I wanted to look at Mexican American activist's George I. Sánchez's papers from the archives at the University of Texas in the Benson Collection. Because of her, I was able to apply for the Paolo Cucchi Research Grant ahead of time and get funds to help pay for the photocopying and the shipping of the papers to me so that was really instrumental.

Q: How long have you been doing research for your topic?

A: I began my preliminary research in the beginning of August because the end of July is when I realized that my previous topic really wasn't giving me too much. I had just gotten back from a DC trip and internships so I finally was able to, in August, settle down and get started.

Q: How much progress have you made this semester?

A: A considerable amount. I have all my sources, general topic, general outline, and thesis, although it is still being refined. One of my history Professors, Dr. James Carter, always asked us, "why would somebody care for your research" so I'm just now trying to really hammer that home.

Q: What is the most challenging part of writing a thesis?

A: One thing for me, especially in history, is that it's really hard to find an original spin on a topic, especially if something's been looked at by a lot of historians. The Chicano Movement, for example, occurred in the 1970s—that's 40 something years of scholarship that has been written on the topic. Finding a new angle on it takes time and it requires you to look at what others have written and what others have done. One of the best things about the honors program is that we are able to talk to other scholars and professors and find out what research has been done because they know much more than any of us students. They've been in the material, they've been inside classrooms for their Master's and PhD's so it's always beneficial to talk to as many professors as you can to see the originality piece of it, or learn something new, if nothing else.

Q: What is the most rewarding part of writing a thesis?

A: The most rewarding part, in my opinion, will come in April when I'll be able to say "yes, I have this is a great thesis, this is a great argument—something that no one else has thought of—, and it's very interesting." One thing that has been rewarding up to now, however, has been getting those papers from the archives and actually feeling like a true historian.



Joel Chapman, Senior ('14) in the Baldwin Honors Program

Joel is currently a double major in History and Political Science. He has spent a semester at the United Nations, where he was able to intern in the Man Up Campaign (a NGO dealing with raising awareness to end gender violence around the world) and the Washington, D.C. semester where he interned at the American Action Forum. After graduation, he aspires to get a Master's Degree in Public Policy.

Q: Looking back at your almost four years in the honors program, is there anything you would like to tell freshmen about the program itself?

A: If I were to tell you everything, we'd be here for a couple more hours, but one piece of advice that I have from personal experience is to just take advantage of everything. As freshmen, you might think you're busy adjusting to college, but that's the year you're taking a lot of intro courses, and you have a lot of free time to go to the concerts in the DOYO, to look at some plays, and join clubs. Another thing is to always look at what opportunities you have to study abroad so you can plan out your classes—take all the intro and gen. eds now so that you can enjoy yourself junior year in England or at the UN semester, or go down to DC and really experience all these wonderful opportunities.

Q: How do you think the Baldwin Honors program has helped you do some of the stuff that you just listed?

A: Personally, it's given me confidence because for one, it's a brilliant program and we have the best of the best students. It forces you to take other classes, forces you to make connections with professors in other fields, and makes you just a more well-rounded student because you never know what's going to be thrown at you in the future. Most importantly, the tools you get to look at and the ability to analyze and to look at something through a different perspective are all vital in building those connections. Maybe, in the process, you will realize that you want to minor in Mathematics, or Theater all of which will ultimately make you a well-cultured student.



Andrew Bishop, Senior ('14) in the Baldwin Honors Program

Andrew is a senior double major in Political Science and Chinese Studies. He has been to China three times since coming to Drew, most recently this past summer on the U.S. Department of State's Critical Language Scholarship Program in Chengdu. After graduation, Andrew will be returning to China for a teaching fellowship through Teach For China. He is also currently serving as president of Student Government.

WHAT STUDYING ABROAD CAN TEACH US

Written by: Christiana Tenuto ('17)

At Drew, studying abroad is a rewarding opportunity that students are highly encouraged to do. An education overseas not only enriches students' academic growth, but also their own lives as human beings. While amidst the enchanting context of another culture, students are graced with the tangibility of becoming familiar with a foreign language as well its native speakers. The experience of complete cultural immersion supplies numerous moments of humorous anecdotes, degrees of reverence, and the embracement of new philosophies: to all of this Baldwin Honors seniors Eliza Mauhs-Pugh and Andrew Bishop can attest.

Before embarking on their travels, Andrew and Eliza participated in a very demanding preliminary process: the Critical Language Scholarship application. Despite how daunting the application was, Eliza and Andrew were able to surpass its exuding intimidation with of course the help of the brilliant faculty at Drew and the support of each other. However, apart from receiving the Critical Language Scholarship with the support of the Drew faculty, there was another force at work that equipped Eliza and Andrew for their time abroad. With great insight and thoughtfulness, Eliza recognized that "...the liberal arts mentality, the

openness to different experiences and the curiosity about learning", was an underlying mechanism that fostered her engagement in a very memorable experience. This 'openness' that Eliza speaks of seems to be the influence that guides students who study abroad to not speculate the culture and people they encounter with scrutiny, but view this foreign ground with a celebratory curiosity that evokes respect and awe. Such an influence on students always seems to be indicative of a Liberal Arts institution—a title in which Drew University honorably holds.

As far as anecdotes and the adaptation of new philosophies go, Andrew and Eliza had many stories to re-tell. From Eliza becoming acquainted with the lizard residing in her host family's bathroom to Andrew awaking to the pleasant surprise of cockroach on his pillow, there were many unaccustomed conditions to which both students needed to adjust. However, Andrew realized that the time spent with what was 'unaccustomed' could prompt one to "reassess a lot the consumer culture that we have here [in America]... because you realize that there are things that you can do without when you wouldn't have really thought about that when you're here". Interestingly enough, spending time abroad can provoke students to acquire new perceptions of life like Andrew's minimalist philosophy for essentials; an outlook that many individuals should adopt since it can induce conscientiousness about excessive materialism.

When reflecting on their cultural excursions, Andrew and Eliza proposed a reason why they both had such rewarding experiences; it was all due to their utmost respect for the culture and people they were visiting. When speaking of his visit in the Sichuan Province of China, Andrew recollected on his mindfulness of the area's history and how such a regard to the past enhanced his interactions with the people of Sichuan. With a passionate tone, Andrew expressed the importance of, "understanding that the Sichuan province and Chengdu actually have a lot of historical significance in China," because, "when you have interactions with native Chengdu residents and you give it the respect that Chengdu rightly deserves, it will really allow you to have a better experience". Similarly, Eliza also held admirable care and reverence for Moroccan culture as she readily assimilated to Morocco's more conservative customs. Eliza's assimilation came with her understanding of the modest dress, the designated places for male and female Moroccans as well as the appropriate interactions between men and women. As a result of their appreciation of Chinese and Moroccan culture, Eliza and Andrew felt a sense of belonging and integration in a society that was initially unfamiliar to them. The sense of integration, as noted by Andrew only "reaffirms [a student's] commitment to the studying of a language and the further studying [of a culture]". Thus, if students study abroad, the curiosity and appetite for learning that Liberal Arts institutions instill will be further reinforced.

With the personal experiences of two Drew students in mind, studying abroad seems to be a rather worthwhile and fulfilling component of a Liberal Arts education that should continuously be valued.

UPCOMING EVENTS

Check out the Baldwin's Honors Events page for the most up-to-date information on the 2013-2014 honors programs:

<http://www.drew.edu/baldwinhonors/baldwin-honors-events-2013-14-check-regularly-for-updates>

INTERESTED IN GETTING INVOLVED?

Contact Professor Louis Hamilton at lhamilto@drew.edu or Editor-in-chief Richa Patel at rpatel3@drew.edu to learn more about what you can do!

