Finding Inspiration in Unexpected Places

Skilled at science, she also enjoys singing in French class.

S
ince young, Grange has said she desired a career in science, but especially medicine. After completing her bachelor’s degree at Rutgers in New Brunswick, she began her medical training at Columbia University in New York City.

Despite the noticeable increase in her interest in scientific research, Grange never forgot her childhood love for music. “The music I have been passionate about and passionate about the music career. I would have you think about the fact that the arts and sciences are not always the most intellectually challenging. It does not have to be one or the other. It can be both,” said Grange.

The sermons, novels, and movies provide a platform for Driscoll to draw attention to the actual threats. “One purpose of the course is to get the students to recognize that the terrorism, threats to the environment, and gun violence are serious problems that must be addressed. The course also helps students to understand that these issues are not just political or social issues, but also ethical and moral issues. By incorporating these issues into the curriculum, Driscoll aims to help students develop a sense of urgency about addressing the problems they face.”

The course is also designed to foster critical thinking skills. “Through the course, students are encouraged to think critically about the role of individual and collective action in addressing these issues. By examining the complex factors that contribute to these problems, students are encouraged to develop a deeper understanding of the challenges we face.”

One of the novels—"Zone One"—explores what happens when a zombie apocalypse occurs in New York City. Driscoll’s lab examines the effects of the disease on the human body and the impact of the disease on society. The course also explores the ethical and moral implications of the disease, such as the right to have a healthy life in the face of such a threat.

The course is an important part of Grange’s role as a medical student and as a future physician. “The course helps me to understand the impact of these issues in my work as a doctor. It also helps me to think about how I can best serve my patients and the broader community.”

Grange’s commitment to public service is evident in her work. “I am passionate about improving access to healthcare and ensuring that everyone has the opportunity to live a healthy life. I believe that by focusing on these issues, we can work together to create a better future.”

Grange is an example of a student who successfully integrates science and music into their academic and professional pursuits. She demonstrates that these disciplines are not mutually exclusive and that they can be combined to create a more comprehensive understanding of the world around us.

Grange’s dedication to her studies and her passion for music are emblematic of the Rutgers education. At Rutgers, students are encouraged to pursue their interests and to think critically about the world around them. Grange’s success is a testament to the power of this approach.

Paint November 29 Scarlet

RUTGERS
School of Arts and Sciences

A Humanities Course Gets Students Thinking about the Unthinkable

“The Coming Apocalypse” explores the human response to trauma

Driscoll’s lab examines the effects of the disease on the human body and the impact of the disease on society. The course also explores the ethical and moral implications of the disease, such as the right to have a healthy life in the face of such a threat.

The course is an important part of Grange’s role as a medical student and as a future physician. “The course helps me to understand the impact of these issues in my work as a doctor. It also helps me to think about how I can best serve my patients and the broader community.”

Grange’s commitment to public service is evident in her work. “I am passionate about improving access to healthcare and ensuring that everyone has the opportunity to live a healthy life. I believe that by focusing on these issues, we can work together to create a better future.”

Grange is an example of a student who successfully integrates science and music into their academic and professional pursuits. She demonstrates that these disciplines are not mutually exclusive and that they can be combined to create a more comprehensive understanding of the world around us.

Grange’s dedication to her studies and her passion for music are emblematic of the Rutgers education. At Rutgers, students are encouraged to pursue their interests and to think critically about the world around them. Grange’s success is a testament to the power of this approach.

Paint November 29 Scarlet

RUTGERS
School of Arts and Sciences

A Humanities Course Gets Students Thinking about the Unthinkable

“The Coming Apocalypse” explores the human response to trauma

Driscoll’s lab examines the effects of the disease on the human body and the impact of the disease on society. The course also explores the ethical and moral implications of the disease, such as the right to have a healthy life in the face of such a threat.

The course is an important part of Grange’s role as a medical student and as a future physician. “The course helps me to understand the impact of these issues in my work as a doctor. It also helps me to think about how I can best serve my patients and the broader community.”

Grange’s commitment to public service is evident in her work. “I am passionate about improving access to healthcare and ensuring that everyone has the opportunity to live a healthy life. I believe that by focusing on these issues, we can work together to create a better future.”

Grange is an example of a student who successfully integrates science and music into their academic and professional pursuits. She demonstrates that these disciplines are not mutually exclusive and that they can be combined to create a more comprehensive understanding of the world around us.

Grange’s dedication to her studies and her passion for music are emblematic of the Rutgers education. At Rutgers, students are encouraged to pursue their interests and to think critically about the world around them. Grange’s success is a testament to the power of this approach.
Students Explore the Science and the Spirit of the Mediterranean Lifestyle
An eye-opening and mouth-watering trip to Greece

The Mediterranean is more than just a sea; it is a cultural and historical entity that has shaped the world for centuries. From ancient civilizations to modern-day cultures, the Mediterranean region is rich with history, art, and cuisine. This year, Rutgers University organized a two-week program for undergraduate students to explore the Mediterranean lifestyle, combining academic study with cultural immersion. The program was designed to provide students with a unique opportunity to learn about the region's diverse cultures, languages, and histories, and to experience the joy of Mediterranean living.

The program, entitled "Mediterranean: Culture, Cuisine, and Compassion," was organized by the College of Liberal Arts and Sciences and the Center for Global Studies. It was led by Dr. Luisa Zajonz, a professor of anthropology at Rutgers, who has been studying the Mediterranean region for over a decade. Dr. Zajonz is known for her expertise in Mediterranean culture, and has worked extensively with local communities to promote cultural understanding and respect.

The program included a variety of activities, such as visits to ancient Greek temples, museums, and archaeological sites, as well as hands-on workshops in traditional Mediterranean cuisine. Students also had the opportunity to participate in cultural events, such as music and dance performances, and to learn about the region's diverse languages and traditions.

Dr. Zajonz emphasized the importance of understanding the Mediterranean region in today's globalized world. "The Mediterranean is not just a geographical area," she said. "It is a cultural and historical entity that has shaped the world for centuries. Our students have the opportunity to learn about this rich and complex region, and to understand how it continues to influence our world today."

Students were enthusiastic about the program, and many described it as a life-changing experience. "I never expected to learn so much about the Mediterranean region," said Sarah Lee, a senior at Rutgers. "This program has given me a new appreciation for the region's history, culture, and cuisine."

The program was funded by a grant from the Nuffield Foundation, a UK-based charity that promotes international collaboration in education and research. The grant was awarded to Dr. Zajonz to support the program's goals of promoting cultural understanding and respect, and to provide students with a unique learning experience.

Overall, the program was a success, and the students were unanimous in their praise for Dr. Zajonz and her team. "The program was well-organized and thoughtfully planned," said John Kim, a junior at Rutgers. "Dr. Zajonz and her team provided us with a wealth of knowledge and insight, and we are grateful for the opportunity to learn from them."

The program concluded with a final presentation, where students shared their experiences and insights. "This program has given me a new perspective on the Mediterranean region," said Emily Kim, a senior at Rutgers. "I have learned so much, and I will carry these insights with me into my future career."

In conclusion, the Mediterranean: Culture, Cuisine, and Compassion program was a success, and the students were unanimous in their praise for Dr. Zajonz and her team. The program provided students with a unique learning experience, and helped them to gain a deeper understanding of the region's history, culture, and cuisine. The program is an example of how Rutgers University is committed to promoting cultural understanding and respect, and to providing students with a unique learning experience.