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FILA 450 Reflection

Introduction

During my senior year of high school, I applied to four colleges, all of which greatly varied in enrollment and location. At first, Bridgewater College was my last choice of the schools that I applied to. It was my safety school, not because it was “easiest” to be admitted to, but that originally, I only applied because I had been to campus before for Church of the Brethren activities and I had friends who were current students. As time went on, my decision process shifted, and after much consideration, I chose to attend Bridgewater College because of my Church of the Brethren background, small class sizes, an offer for membership in the Flory Honors Program, and the amount I was offered in scholarships. This decision did not disappoint; my time at Bridgewater has been nothing short of a growing experience.

Throughout my four years as a Bridgewater student, I have had the opportunity to serve on the Interdistrict Youth Cabinet, the Brethren Student Movement leadership team, and in the chapel band, Outspoken. I have also been the chaplain’s assistant since my sophomore year. All of these incredible opportunities have been combined with my perusal of a mathematics degree to form a personalized college (and life) experience. I was skeptical of the Foundations in the Liberal Arts (FILA) program at first because I thought that it reduced the number of specialized classes that I could take for my major and I felt that general education classes were a waste of time since I would likely forget everything that I learned. Slowly, I began to realize that requiring students to take a variety of courses in various core subjects is not about forcing

students to take classes in fields that they do not like. Instead, the FILA curriculum is about learning in new ways and realizing that the skills that we develop in general education courses are skills that we carry with us into our major as well as into life outside of academics.

Through the FILA program, I was able to take classes that have been both entertaining and informative. The FILA program also introduced me to what would later become my minor: American studies. I will forever be grateful to Bridgewater College for enhancing my love of mathematics, allowing me to discover my affinity for American studies, and for presenting me with opportunities that I will never forget. I truly flourished during my time at Bridgewater, and I believe I will go from Bridgewater carrying the pillars of the college: beauty, truth, harmony, and goodness, all of which will deepen my relationship with myself, the world around me, and with others.

Integration, Experiential Learning, and Personalized Educational Program

Despite a lack of labs and field experiences that other majors may provide, many of my mathematics courses challenged the way that I view and solve problems — this will be useful in my future career, as I plan to work in an occupation related to either operations research or data analysis, both of which require sharp problem solving skills. In high school, I readily understood concepts when they were taught; during my freshman year at Bridgewater, I realized this was not always going to be the case. While this was frustrating and can still be frustrating to this day, it has also become a welcomed challenge. Struggling to understand concepts has taught me to think differently than before, but it has also pushed me to spend time in my professors' offices. This has not only helped me to master material, but to also form relationships with my professors that extend beyond the classroom.

In the fall of my junior year at Bridgewater, I took a mathematics course titled Modern Algebra. Periodically, my professor, Dr. Hoover, designated days for a type of learning called a Socratic seminar. In a Socratic seminar, the professor presents a question, and then students use the information given to attempt to solve the problem without the professor's guidance. If a student suggests a direction to try, the class exhausts all that they can in that direction to see if the information found is useful. If it is not useful or not sufficient to solve the problem, another direction is tried. This process is repeated until enough information is derived to combine what is found and what is given in order to solve the problem. While Socratic seminars were both frustrating and exhausting, they taught me to not give up when I am faced with a problem that I do not immediately know how to solve, which is a valuable skill to have outside of a classroom.

In my Honors Capstone course in the spring of 2020, we read a book called *Range: Why Generalists Triumph in a Specialized World*. *Range* taught me that we must be well-rounded to become better problem solvers. For the course, I wrote a reaction paper to *Range* that summarized the book, made personal connections to my life, and presented questions that I had after reading ([Supporting Item #1: Range Reaction Paper](#)). The author of *Range*, David Epstein, wrote about the many benefits of Socratic seminars in grade school classrooms, so I was able to extend those benefits to college classrooms in writing about Modern Algebra.

Range compared golfer Tiger Woods to tennis player Roger Federer in that Woods is hyper specialized in golf since he has played since he was young, while Federer started playing tennis later in life after trying other sports. Epstein argued that generalists (well-rounded individuals who do not focus on one thing) are more equipped to solve problems in various ways than specialists who tend to have a myopic mind. *Range*, in combination with the reaction paper I wrote, made me question my desire for specialization without any degree of well-roundedness.

I am grateful that Bridgewater uses the FILA program for that exact reason. The FILA program has inspired me to become more versatile, which will help me in the future as I go on to places that require various problem solving techniques. Well-roundedness will also set me apart while applying for and interviewing for different positions, as I will have a wide range of knowledge to draw from.

From my freshman until junior year at Bridgewater, I served a term on the Interdistrict Youth Cabinet (IYC), a group of Church of the Brethren students who plan an annual regional youth conference called Roundtable. IYC meets each week to organize details regarding Roundtable as well as district retreats. During my final year on IYC, I was the Roundtable Coordinator, so I created publicity, set up and ran registration for the event, corresponded with college employees and outside leaders, and answered any questions that arose throughout the entire process. As Roundtable Coordinator, I realized that many issues arise that we cannot anticipate, such as technology not working as planned, youth or advisors dealing with internal struggles that may affect their weekend, or even ants getting into all of the snack food. It is important to reflect on the ways in which we respond to these problems.

If we are hyper specialized as discussed in *Range*, we will not be equipped to resolve unanticipated problems. I, along with IYC, had to employ critical thinking skills, adaptability to others' suggestions, and confidence in my abilities to solve the problems that I was faced with. All of these qualities and abilities were strengthened through my classes at Bridgewater, especially my mathematics courses, as discussed above. Through Socratic seminars, my classmates and I collaborated to prove difficult theorems. This required us to think deeply about the given information and our prior knowledge. Additionally, many students had different suggestions, so we had to decide whose suggestion to use each time. Finally, before we could

even choose whose suggestion to use, we had to be confident enough to offer suggestions.

Before Modern Algebra, I was not confident enough to answer questions, especially if I felt there was a chance that I could be wrong, but following the course, I have been able to use a newfound confidence which has helped me learn much more.

As a next step in my life, I have applied for the Church of the Brethren National Youth Conference (NYC) Coordinator position. This position is similar to my job as Roundtable Coordinator, but on a larger scale, as the event occurs every four years and serves the entire Church of the Brethren denomination. The NYC Coordinator position is a year of service through Brethren Volunteer Service and brings together around 2000 youth, advisors, and other leaders. NYC is a formative event for all in attendance, so it is imperative that when problems arise, they are solved efficiently so as to not hinder anyone's experience. If I receive the position, the skills that I learned in my courses at Bridgewater and throughout my time on IYC will be necessary.

In addition to strengthening my problem solving skills, my mathematics courses have also taught me to ask myself "why?" in many scenarios. Why do things occur in a particular manner? Why do we reach certain conclusions? In my mathematics senior seminar course, Special Topics, we are learning how to better communicate mathematics, which is something that math majors are not usually familiar with. Typically, we are used to learning and reproducing material that we are taught, and we are not required to explain what we learned to others. In Special Topics, each student was assigned a mathematical topic. We are required to learn about our topic using textbooks or peer reviewed articles and then present the information to our classmates. Presenting information to our peers influences us to think critically about why

things work the way that they do, since classmates and the professor ask many questions throughout the presentation that we must be capable of answering and explaining.

This course has pushed my boundaries as my professor has given us full reign over how we present the material, and we must master it before we present. As both an artifact showcasing my oral communication skills and the way that we must present material that we have learned, reflected on, and mastered in Special Topics, one can view my recorded presentation from earlier this semester about coding theory ([Supporting Item #2 and Oral Communication: Recorded Presentation](#)). In this presentation, I covered a topic that, on the surface, seems quite simple to understand: what it means to detect and correct a certain amount of errors in a code. I had to first take the time to independently understand this concept in the context of coding theory and then think about the best manner to present it to my classmates, which required critical thinking skills as well as questioning why things work the way they do, especially since this topic was not described in detail in the textbook that I was using.

Finally, as mentioned in the introduction, I am an American studies minor, and my courses in this subject have influenced me to consider causes and effects that lead to certain things and how humans react and adapt to them. For May Term 2019, I took a class for my American studies minor called Introduction to Material Culture Studies. This was my designated 'X' course, or my experiential learning course. In Material Culture Studies, we examined the ways in which people interact with the objects around them. Why are chairs designed in certain ways? To maximize comfort, to be useful in different settings, or for another reason? This class really changed my perspective about even the simplest items. Throughout the course, we took trips to antique malls, museums, an estate auction, an old house in Dayton, and even a cemetery to talk about material culture and its relation to people over time.

As a term paper, each student was required to write about the history of an everyday object and its uses. Typically, we do not think about the history of these objects while we are using them because we are used to interacting with them in the way that we are socialized. My term paper was about the history and uses of a baseball ([Supporting Item #3: Artifact Study: The Baseball](#)). My younger brother has played baseball for most of his life, and my family has season tickets to the Baltimore Orioles, but I never considered *why* baseballs were designed in a certain way. I learned about the stitching of each ball, materials used, and why those materials were selected. In general, this course helped me integrate critical thinking skills not just into my occupational goals, but also into the simple things in life.

Overall, I know that the problem solving and critical thinking skills that I developed in my major and minor classes will be useful in the future for both temporary positions and my occupation. These skills have already been imperative in my extracurricular activities. The FILA program is valuable because it teaches these skills and inspires students like me who are typically specialized to become better rounded.

Engage Diverse Perspectives

Throughout my time at Bridgewater College, I have been presented with the challenge of seeing the world in a different way than I am accustomed to. I have realized this mostly in my American studies courses, but also in my religion course. In my American studies courses, my classmates and I often debated what it means to be American. Many students held differing opinions on its meaning, and the material presented to us challenged our preexisting opinions and stereotypes about groups of people.

One of the courses that challenged my prior beliefs and stereotypes was Images of the Folk in Literature. The class focused on the portrayal of the folk in both literature and film.

Bridgewater College finds itself in the beautiful Shenandoah valley, surrounded by cascading mountains that many often explore on the weekend through hiking trips. Bridgewater is close to Appalachia, a place wherein many people live quite differently than most. Before the course, I thought that the Appalachian way of life was so distinct from mine that I would never understand it. To be honest, I even thought their way of life was almost laughable. Throughout the course, however, as we discussed the folk and their manner of living, I found that they are not much different than we are, yet we always judge them and want to call them “hillbillies.” The portrayal of the folk in media influences these deeply rooted stereotypes.

In the class, we were shown drastically different representations of the folk through literature and film, and I realized that the stereotypes that we hold are not only wrong, but also hurtful. For example, we watched episodes of *The Beverly Hillbillies* and *The Andy Griffith Show* that displayed the folk as ditzzy and uneducated. On the other hand, literature such as the novel *The Coal Tattoo* described what life is really like in Appalachia. Appalachia is full of hard-working people who use the means that they have to progress in life. They are not uneducated and have aspirations just as we do. For the class, I wrote a paper that compared the different portrayals of the folk that I just mentioned ([Supporting Item #4: Portrayals of Hillbillies](#)). This paper, along with the course in general, reminded me that as cliché as it sounds, we should not judge a book by its cover, because most of the time we are incorrect. The paper, as a part of the course, challenged me to reflect on and reject the stereotypes that I have held throughout my life.

In my Introduction to American Studies course during the fall of my sophomore year, my class talked extensively about diverse perspectives. In addition to learning new ways to view American culture, we also discussed the ways in which people of other cultures view America. I

wrote a book review for the course about two books that really changed the way that I think and the way that I judge others ([Supporting Item #5: A Challenge to Multicultural America](#)). The first book was titled *How Does it Feel to be a Problem? Being Young and Arab in America*, and the other book was titled *From #BlackLivesMatter to Black Liberation*. Those books were and are still relevant, especially in today's politically charged climate. It was thought-provoking to read about the ways in which other groups of people view current events, which increased my empathy for those groups. Both books solidified my thoughts about why it is important to engage in new and different ways of thinking and to consider other perspectives, especially when we are unaware of what it is like to be anyone but ourselves.

I was raised Christian, so I thought I knew what it meant to be a Christian and the ideas that the greater Christian church either accepts or rejects. This semester, I am taking Introduction to Christian Beliefs with Dr. Scheppard. Most class periods, groups present about doctrinal debates within the Christian church that have occurred over time. In these presentations, each contributor to the debate and their rationale is discussed. After presenting myself and hearing other presentations, I realized that there are many aspects of the church that I was unaware of. These doctrinal debates have forced me to question what I personally believe and what my denomination practices and how that either aligns or disagrees with the greater church.

For example, for my first presentation in the course, my group described the Arian Controversy, which was the first doctrinal debate that solidified what is known today as the trinity. Prior to the course, I never questioned if the trinity consists of one or three distinct beings, since I was always taught that the Father, the Son, and the Holy Spirit are one. In the reflection paper that I wrote after my presentation, I described the different positions in the controversy. This helped me realize that it is simple to question what we have always been

taught when presented with information from a new perspective ([Supporting Item #6: The Arian Controversy](#)). The idea of changing our minds when presented with new information should be widely accepted as normal, as it is important to consider all positions before determining what we believe.

Finally, I learned to think in new ways in my Modern Algebra class. In that course, each of us were required to grade our classmates' homework problems twice throughout the semester. This allowed me to see other approaches that my peers used when solving problems or writing proofs so that I could determine which techniques that I would either like to try or avoid. This is important to my future career because I will be required to work in teams where people have diverse opinions, and those opinions may lead me to think of something in a new light, which will in turn develop my problem solving skills.

College has been the first time in my life when I have been surrounded by people who have diverse backgrounds and drastically different opinions. It has also been the first time when I have been presented with new information that has truly influenced me to change my opinions. While engaging these diverse perspectives can be difficult at times, it is a valuable skill to possess, as there will always be someone who thinks differently than we do. My American studies classes and my religion class specifically taught me to think about concepts in various ways, which I will remember as I progress and work with people who come from other backgrounds and therefore think differently than I do.

Public Discourse: Citizenship and Community Responsibility

Before college, I never felt connected to current events; I read about them or heard about them on the news, but never felt called to action. As I have matured and grown intellectually, I have learned to care about things, even when they do not directly affect me. I believe that

sociology classes always challenge the way that we think about groups of people and the ways that groups interact. In Sociology 101, one of our units focused on social stratification. I knew basic information regarding social classes and wealth, but never felt a personal connection to the distribution of wealth and other resources.

During the social stratification unit, we completed a project in which each student was assigned an income level such as working class or upper class ([Supporting Item #7: Social Stratification Paper](#)) (Please note that some appendices to this paper were turned in as a hard copy, so they are not included in the hyperlink). No matter the amount, each person had to choose if the income was for a married couple or for one person, and each person had two children. I was assigned the lower class, so I was second from the bottom on the social stratification hierarchy. The assignment was detailed in that it required us to complete a budget worksheet, find a place to live, buy a car or other form of transportation, and create a grocery list using actual prices found online. In addition, since I was in the lower class, I was required to fill out social security benefits forms; my professor required that I completely fill out the forms instead of simply noting that I would need to if I was a part of that social class. I remember being irritated because the people who were assigned the top social classes did not need to fill out the forms and could be more creative in how they spent their wealth.

I realized, however, that those feelings were an accurate depiction of what life is really like between the higher and lower social classes. Those who have a high or even comfortable income are able to be more carefree about the way that they spend their income and savings. This assignment enforced why those who are rich stay rich and why those who are not in the higher stratifications face extreme difficulty in trying to rise from the bottom of the hierarchy. I also learned how unfair it is to judge people who require government assistance in order to make a

living and how certain privileges such as acquired wealth from family and education allow some people to rise in income and prohibit others from rising.

Additionally, in my Honors Capstone class, we read a book called *Winners Take All* that discussed how the winners in life (those who have privileges that allow them to rise to the top) create temporary solutions for those at the bottom that are actually not affordable just so they can make themselves look and feel better by “helping the less fortunate.” I wrote a reaction paper to this book for my course, in which I talked about the unfortunate and unjust nature of wealth and how many winners do not genuinely care about dismantling systemic issues such as social stratification ([Supporting Item #8: *Winners Take All* Reaction](#)). Unfair distribution of wealth is an issue globally, but especially in the United States. I learned from my social stratification project and *Winners Take All* that we must work to dismantle the systems that oppress people who are born with less privilege. While I was ignorant of these types of issues before college, the courses mentioned in this section helped me to realize that people should care about these pressing issues and must work to solve them, starting by voting for people who are committed to fighting against the systems in place.

Outside of the classroom, the Church of the Brethren has always taught me to love God and love people. It is important to love our neighbors, especially those who disagree with us. Loving our neighbors also comes with the community responsibility of serving others. Throughout my time at Bridgewater, I have volunteered in the area at the Bridgewater Church of the Brethren as well as the John Kline Homestead in Broadway, Virginia. Many of my classes, as well as my interactions with professors and staff, have reminded me of the importance of loving and helping others especially during trying times. I have been constantly reminded of this importance through the height of the global pandemic, as people’s lives and jobs have been

affected, but neighbors have come together to help each other in their times of need. The Bridgewater College community has always reflected the college's pillars: beauty, truth, harmony, and goodness, as a reflection of its Church of the Brethren roots. These pillars, which each course and extracurricular activity has strived to uphold, have been influential in encouraging civic engagement, volunteer service, and support for others, which are all useful actions for life beyond the classroom.

Global Citizenship and Intercultural Competencies

My first impactful encounter regarding intercultural competencies was at the Church of the Brethren National Youth Conference in 2014 when I learned about the violence that the hate group Boko Haram has committed in an attempt to establish a Muslim state in Nigeria. The Church of the Brethren is a global denomination, and many members of the Church of the Brethren in Nigeria, also known as Ekklesiyar Yan'uwa a Nigeria (EYN), have been affected by these horrible acts. Boko Haram was founded in 2002, but in April 2014, they kidnapped 276 girls from Chibok with the intention of selling them into slavery. Though the Church of the Brethren in the United States was active in supporting members in Nigeria well before 2014, this kidnapping incited a particular call to action. One of the 2014 National Youth Conference offerings supported the fight to free the girls from Chibok, which was when I found out about Boko Haram. Prior to hearing about these horrendous acts, I knew about some events that happened outside of the United States, but never felt that they warranted my attention or action. Learning about the effects that these attacks had on the Nigerian Brethren at National Youth Conference deeply affected me, as it felt much more personal.

Unfortunately, these violent acts are still being committed in Nigeria. In the fall of 2018, my sophomore year at Bridgewater, I attended a convocation with speaker Roxane Hill, who is

the co-director of the Church of the Brethren's response to the Nigeria crisis. At the convocation, Roxane discussed the history of Boko Haram and informed attendees of the ways that we can help. I felt called to action after this convocation, and have been following the Nigeria crisis closely ever since. The more I learn about international devastations such as the Nigeria crisis, the more I feel a spark in me to do something.

These acts of violence, whether with religious or secular motivations, occur in many other countries as well. For my Honors Capstone course, we read a book titled *Black Flags: The Rise of ISIS*. Aptly titled, the author of the book discussed how ISIS formed and the ways in which the United States both interfered too much but also did too little in their efforts. I wrote a response paper to the book ([Supporting Item #9: Black Flags Reaction](#)) that detailed the United States' response to ISIS and how the United States made the situation much worse than it should have been. This book and the paper that I wrote on the topic made me question United States foreign policy. The author of *Black Flags* wrote about how the United States sent troops in to occupy areas and they overstayed their welcome, how United States troops unnecessarily raided homes and traumatized small children, and how the United States offered a reward for al-Zarqawi, one of the leaders of ISIS, that only influenced him to commit more violent acts.

Reading and discussing this book in my capstone course made me question why United States leaders seem to believe that America has the right to interfere and demand control whenever they want. Rather than "helping" other countries simply to gain more power, the United States should be exercising its privilege and power to genuinely help countries that are in need. From this, I have become more interested in foreign affairs and analyzing the United States' response to foreign affairs. It is important that we maintain a watchful eye on the world around us and consider the ways in which our voices and actions can help others, but how we

also may not always know what is best for other countries. I am grateful that I have been exposed to more information regarding what I can do to help in times of need.

Ethical Reasoning

As a mathematics major, I have not had to consider ethics often since we do not conduct experiments or analyze reactions to tragedies or global events like those in other majors.

Thankfully, I have encountered ethics through my FILA courses. As previously mentioned, I am a member of the Church of the Brethren, and religion has always played a large role in my life.

The Church of the Brethren is a historic peace church. Members of the Church of the Brethren reject war and live simple lives, things that are unheard of in a day and age when worth seems to be measured based on wealth and material possessions. I have always been fascinated by the tension between the Church of the Brethren and cultural norms and expectations. Making decisions and leading lifestyles that are different from the ordinary often raise questions about ethics.

During the spring 2020 semester, I took Sociology of Religion with Professor Burzumato for my designated ethical reasoning course. Throughout the class, we discussed various aspects of religion such as why people choose to be religious, the difference between churches that are considered “strict” versus those that are not, and religious violence. We also discussed religion in the lives of youth and emerging adults. Sociology of Religion deepened my knowledge of the ways in which religion and ethics are intertwined and how religion can conflict with societal norms, something I was already interested in.

In the course, we read articles about the ways in which religion influences action. For one assignment, I watched the film *Hacksaw Ridge*, which was about Desmond Doss, a member of the military who fought in the battle at Hacksaw Ridge while choosing not to carry a weapon.

Doss did not carry a weapon because he was a Seventh-Day Adventist, a denomination that rejects the use of violence. After watching the movie, I wrote an essay about how religion motivates actions ([Supporting Item #10: Sociological Analysis of *Hacksaw Ridge*](#)). Doss was taunted by his peers as well as his superiors until he saved many of them during the battle without the use of a weapon. He saved all of the people who had tortured him because he was loving his neighbor, something that his religion had taught him well. Any time that we make a decision, our ethics are called into play. We must determine the consequences of the action and sometimes, we must also consider other people's reactions to our actions and whether that should factor into the decision that we make.

This paper reminded me that choosing religion over societal norms is not an easy task, but it is one that is fulfilling. Many people graduate from college and then attend graduate school or obtain a job in their career field. My denomination has taught me so much about service and simple living over the years that instead of attending graduate school immediately following college, I will (hopefully) participate in a year of service to my denomination in the National Youth Conference Coordinator position. This route will not be easy as it will require me to live frugally on a small stipend each month, but it will be worth it to go against the norm to do something that will fulfill me and be formative for myself and others in their faith. Most times, the best path is not always the easiest. The ethical reasoning skills that I have developed at Bridgewater, however, have taught me to consider my options and to choose one, even if I do not know if it will be the "right" choice. No matter the choice I make, so long as it is an informed one, I will have a growing experience.

As stated previously, Sociology of Religion included a unit about the role of religion in the lives of youth and emerging adults. For this section of the course, we read about youth and

religion and watched a documentary on the topic. During my time on IYC, we led retreats for both junior and senior high youth in addition to planning Roundtable. Knowing the ways in which youth and emerging adults relate to religion was useful while I was Roundtable Coordinator as it helped me to better understand what would work best to reach the youth in attendance. This knowledge will also be useful if I am NYC Coordinator.

As previously mentioned, my mathematics courses do not typically require me to question ethics, but life is full of ethical questions that need to be answered, specifically within a career field. Ethical reasoning is a large part of decision making and problem solving, two skills that will be required of me in my future career in operations research or data analysis. Questioning “why,” combined with an analysis of ethics in conflicts or situations that I am presented with in the future will allow me to make better informed decisions and to use what I know to find out what I do not know.

Data Analysis

Though I could not find an efficient way to integrate this topic into the five categories of reflection, I have had much experience with data analysis tools during my time at Bridgewater, specifically because of my math courses. In my Numeric Analysis class during my sophomore year, we often utilized Mathematica to plot points that we were given to interpolate data or to create graphs based on the given data. Unfortunately, I no longer have any of the Mathematica notebooks that I worked with that semester. Luckily, I have been using Mathematica this semester as I have been working on my honors project about intransitive dice. I use Mathematica to see which numbers are included on the faces of the dice that I am working with and to examine the probability that one set of dice beats another set of dice. One can view an example of how I have been using Mathematica this semester in the artifact that follows ([Supporting Item](#)

[#11: Intransitive Dice](#)). Since I plan to go into the field of data analysis following college, my experience with Mathematica will be especially useful.

Conclusion

Before reflecting on all of the above categories, I sometimes questioned whether the FILA curriculum was worth all of the hassle. Now, I can confidently say that all of the inconvenience of being required to take classes that fit certain categories and struggling to register for those classes was well worth it. In addition to having the opportunity to learn about interesting topics such as the sociology of religion and the ways that people interact with different objects, the life lessons that I have learned in my major and minor classes as well as general education courses are something that I will always remember.

Bridgewater has truly prepared me for entrance into full adulthood. I feel confident that I will be able to integrate what I learned in my courses into my future career. Hearing diverse perspectives and learning to be open-minded and willing to change my opinion when presented with new information will allow me to remain adaptable and easy to converse with. I am equipped to engage in the communities that I am a part of through either service or informing myself of necessary information, and I will remember to stay updated on global issues such as the Nigeria crisis. From my ethical reasoning course, I know how to properly consider consequences of choices before I make them and how to consider the ways in which our identity shapes the choices that we make. I am grateful that Bridgewater College allowed me to deepen my connection with the Church of the Brethren through my extra curricular activities and professors, and, as previously mentioned, I will practice beauty, truth, harmony, and goodness as I continue in my journey of life.