MEDICAL HUMANITIES

C.M.H., M.M.H., D.M.H.

COURSE OFFERINGS

2014–2015
A Message from the Dean

In the Caspersen School of Graduate Studies, the program in Medical Humanities realizes anew the ancient ideal of the mind/body dyad that is human life itself. The driving force is the way the M.M.H. and D.M.H. programs develop medical humanists, individuals working across the health-care professions who bring the traditions of humanistic inquiry, compassion and judgment to bear on the treatment of illness. Those traditions include the many ways cultures have of representing, narrating, analyzing, knowing and organizing that treatment and its all-important human interaction between patients and health-care professionals.

A chief example is the place that ethics has in the M.M.H./D.M.H. curriculum generally and in our emphases on human subject research and palliative care. Our foundation class in what the humanities mean for medicine, our variety of course work, our students’ direct experiences in New Jersey hospitals and the individual student’s chosen dissertation topic all contribute to this crucial form of graduate professional education. In this manner, Medical Humanities at Drew participates in the ever-widening emphasis among health professionals that the phrase “medical care” means the convergence of rigorous medical science and robust humanistic thought, informed by the professional’s own life experience. The program’s students thrive in this convergence; its faculty are some of its most effective practitioners. The Caspersen School of Graduate Studies eagerly continues its leading role in the burgeoning national field of Medical Humanities.

Bob Ready
Dean
MEDICAL HUMANITIES C.M.H., M.M.H., D.M.H. CURRICULAR OFFERINGS

Series 100  Required Courses/Advanced Courses
Series 200  History of Medicine
Series 300  Literature and Medicine
Series 400  Medical Ethics
Series 500  Medical Hermeneutics
Series 600  Medicine and the Fine Arts
Series 700  Philosophy of Medicine/Theology and Medicine
Series 800  Public Medicine
Series 900  Clinical Practicum

Fall 2014

MEDHM 800  Introduction to Medical Humanities and Humanism  
Prof. Philip Scibilia
Thur., 7:15–9:45 p.m.
3 credits. Medical Humanities is concerned with addressing the human side of medicine and as such draws theoretical, critical and practical insights from across the social sciences and the arts to explore the meanings attached to illness, disease, embodiment, disability and health encounters. This course will connect today’s medical humanities to the tradition of Renaissance humanism and trace the history of medical humanities from its inception to the present day. Major topics include the relations between medical humanities and the social sciences; origins, development and appropriate scope of bioethics; literature and medicine and narrative approaches to health care and Drew’s initiative to “do the medical humanities”.

MEDHM 801  Biomedical Ethics  
Prof. Darrell Cole
Tue., 4:30–7 p.m.
3 credits. An examination of major medical care issues facing the discipline. Includes discussion of ethical and religious concerns involving abortion, death and dying, and human experimentation.

MEDHM 802  Medical Narrative  
Prof. Sean Nevin
Thur., 7:15–9:45 p.m.
3 credits. This course will investigate the scope of narrative approaches to medical knowledge (narratives of illness, narrative as ethical discourse, narrative as an essential part of clinical work). It will introduce the student to varieties of medical narrative (anecdote, medical history, case presentation). The course will also explore narrative and interpretive techniques that may enhance communication between patient and physician and within the medical community as a whole.
MEDHMM 825  Studies in Ethics of Human Subject Research and Protection  
*Topic: Foundations of Research Ethics*  
*Prof. Christine Asmannon-Finch*  
*Mon., 7:15–9:45 p.m.*  
*3 credits.* This course provides an historical overview of the development of bioethics as a discipline and its application in the context of research. Course will survey research achievements, as well as atrocities, and the formal guidance and scholarship that resulted from them. Students will be introduced to some main ethical issues in human subject research. They will analyze such topics as consent to research, inequities to participation and community outreach and engagement. [CITI training accomplished here]

MEDHMM 840  Studies in Social Medicine  
*Topic: Essentials of Palliative Care I*  
*Prof. Jeanne Kerwin*  
*Wed., 4:30–7 p.m.*  
*3 credits.* Americans are struggling to orchestrate end-of-life care for themselves or a loved one in a way that reflects their understanding of a “good death” and in a medical system that is increasingly complex and driven by mechanisms beyond the control of the patient. Core principles of palliative care will be defined, barriers to the provision of palliative care will be explored and interventions that can be delivered to patients and their families in various settings will be studied. Laws, regulations, policies and systems that create barriers to good end-of-life care will be examined, as well as innovative approaches to challenge the status quo of end-of-life care in America.

MEDHMM 850-001  Studies in History of Medicine and Health  
*Topic: Medical Transgressions*  
*Prof. Richard Marfuggi*  
*Thur., 4:30–7 p.m.*  
*3 credits.* A history of medicine usually recounts the triumphs, but seldom the failings, of those that practice this hallowed art and science. History, like life itself, often teaches through failure. This course will explore medical failures that violate not only the tenets of sound science but also the personhood of those seeking relief from suffering. The examination of man’s responses to these transgressions will help us see that these individual and societal remedies now shape our concepts of healing. We will examine the origins of what has come to be known as medical ethics, peer review, social justice, as well as legislative and judicial oversight. The possession of power and knowledge has been, and continues to be, used for good or ill. Medical history is being written today; only with vigilance will we ensure that it builds on solid foundations crafted in the spirit of beneficence, non-malefance, justice and respect for persons.

MEDHMM 850-002  Studies in History of Medicine and Health  
*Topic: Introduction to the History and Historiography of Disability*  
*Prof. Frank Wyman*  
*Mon., 4:30–7 p.m.*  
*3 credits.* An exploration of ideas about disability, humanity and human difference in Europe and the United States. After a brief survey of disability from ancient times to the Enlightenment in the Old World, we will examine the colonial period in America, when disabled persons faced a mixture of suspicion and acceptance in small and iso-
lated communities, followed by a discussion on attitudes and practices in the 19th century, when disabled persons confronted isolation and institutionalization arising in part from industrialization, and continue with the early 20th-century nightmares of eugenic hysteria and sterilization, which grew in part out of distortions of Enlightenment ideas of statistical norms and progress. We will conclude with a brief introduction to the disability rights movement of the last generation.

MEDHMM 860 Studies in Art and Medicine

Topic: Medicine and Fine Arts

Prof. Phyllis Defesse

Tue., 7:15–9:45 p.m.

3 credits. This course will explore the representations of humanity, illness and the practice of medicine through the mediums of art—specifically paintings and sculptures. Backgrounds and the artistic endeavors of Rembrandt, Thomas Eakins, Edvard Munch, Pablo Picasso and Andrew Wyeth (as well as others) will be investigated and discussed. Also, sculptures of the great masters Auguste Rodin and Alberto Giacometti will be examined. Private tours at museums will afford participants the opportunity to see the masters’ works and augment class readings/discussions. Additionally, the common goals of medicine and art, as well as the similar skills of both physicians and artists, will be reviewed. Also, the course will examine observational and interpretive techniques that may be honed by the inclusion of art and the humanities in medical education and, consequently, foster communication to enhance the patient/physician relationship. Clearly, the use of these techniques are crucial to nurses, allied healthcare professionals and patient advocates as well. A background or formal training in art is not required.

MEDHMM 900A Clinical Practicum

Overlook Hospital Class

Times to be arranged in consultation with the director. Supervised schedule of clinical instruction involving the bioethics committee, clinic and emergency room observation, ethics conference, grand rounds, humanities conference, ICU/CCU rounds, morbidity and mortality conference, narrative conference, nursing home visitation and teaching rounds. Submission of a written journal required. The practicum can be geared towards student interests, and takes into account prior experience (if applicable). Prerequisites: MEDHMM 101 and MEDHMM 102.

MEDHMM 900B Clinical Practicum

St. Barnabas Hospital Class

Times to be arranged in consultation with the director. Supervised schedule of clinical instruction involving the bioethics committee, clinic and emergency room observation, ethics conference, grand rounds, humanities conference, ICU/CCU rounds, morbidity and mortality conference, narrative conference, nursing home visitation and teaching rounds. Submission of a written journal required. The practicum can be geared towards student interests, and takes into account prior experience (if applicable). Prerequisites: MEDHMM 101 and MEDHMM 102.
MEDHM 901 Tutorial
3 credits. Available in autumn and spring terms annually. Open only to D.M.H. candidates interested in doing a tutorial with Drew-based faculty. Any doctoral student interested in registering for a tutorial must file a petition; forms are available in the dean’s office. Arrangements must be made with the tutorial director and program director prior to filing petition. A student may only register for MEDHM 901 or MEDHM 903 twice. Course may be repeated.

MEDHM 905 Writing Practicum
Topic: The Joy of Scholarly Writing: Beginning the Dissertation Process
Prof. Carol Wipf
Wed., 7:15–9:45 p.m.
3 credits. In this class, students will embark on their individual dissertation journeys. Specifically, students will choose and refine their dissertation topics and initiate research into that choice. We will review research skills and resources related to the various fields represented by the students/topics in the course. Early writing assignments will build towards composing a prospectus draft, and then an extended 20-page piece of scholarly writing related to their dissertation topics (shaped by Caspersen School guidelines). Students will benefit from both sustained individual attention to their research and writing, along with group workshops. Work in this course will foster individualized, imaginative approaches to scholarly writing, as well as solid critical thinking and perspectives on research materials and methods. Students derive most value from the course if they enroll in their last or penultimate semester and are ready to begin the dissertation process. In order to enroll in The Joy of Scholarly Writing, students must have earned 24 or more credits. [same as ARLET 905]

Spring 2015

MEDHM 802 Medical Narrative
Prof. Sean Nevin
Wed., 7:15–9:45 p.m.
3 credits. This course will investigate the scope of narrative approaches to medical knowledge (narratives of illness, narrative as ethical discourse, narrative as an essential part of clinical work). It will introduce the student to varieties of medical narrative (anecdote, medical history). The course will also explore narrative and interpretive techniques that may enhance communication between patient and physician and within the medical community as a whole

MEDHM 803 Medical Anthropology
Prof. Linda Van Blerkom
Tues., 7:15–9:45 p.m.
3 credits. A study of human health from an anthropological (e.g., evolutionary, comparative and biocultural) perspective. Topics under consideration include evolution of
human disease patterns, health and ethnicity, comparison of Western and non-Western systems of medicine, alternative and complementary medicine, the political economy of health and emerging diseases. This course considers the interplay of culture, biology and environment in influencing human disease and behavioral response to it.

MEDHM 810-001  Studies in Literature and Medicine
Topic: Narratives of the Poor-Voices of Inequality
Prof. Rosemary McGee
Mon., 7:15–9:45 p.m.
3 credits. Stories are the true windows into the hearts and minds of mankind. Through the narratives written by and about those living at the low end of the socioeconomic continuum, this course will explore the stress of inequality and poverty and the havoc it wreaks. Through short stories, poems, essays, medical narratives and film, we will become acquainted with those who suffer and survive illness, street gangs, prison, abuse, as well as unemployment, welfare, hunger and homelessness. Looking through the lens of medical humanities and listening for the voice of the speaker, we will discuss each piece with regard to the biopsychosocial determinants of health and healing.

MEDHM 810-002  Studies in Literature and Medicine
Topic: On Writers and Drinking and Drugging
Prof. Philip Scibilia
Thur., 4:30–7 p.m.
3 credits. Some of the greatest works of literature have been produced by writers in the grip of alcoholism and drugs. This course examines the link between creativity and addiction through the work and lives of six extraordinary writers: F Scott Fitzgerald, Ernest Hemingway, Tennessee Williams, John Berryman, John Cheever and Raymond Carver. All were alcoholics, and the subject of drinking and drugs surfaces in some of their finest work.

MEDHM 820  Studies in Ethics
Topic: Edmund Pellegrino: The Philosophy of Medicine
Prof. Phyllis DeJesse
Tue., 4:30–7 p.m.
3 credits. The profound writings of Edmund Pellegrino, M.D., are the focus of this course. This distinguished physician/scholar/ethicist who served on the International Bioethics Committee of UNESCO and chaired the President’s Council on Bioethics, was instrumental in establishing the role of medical humanities and bioethics. Engelhardt and Jotterand suggest “bioethics and the medical humanities, especially their emergence in the latter part of the 20th century, cannot be understood apart from Edmund D. Pellegrino.” His works provide insight into the correlation of the philosophy of medicine, the medical humanities and bioethics. This seminar is designed to explore the definition of the philosophy of medicine, the function of humanism in medicine and the role of virtue ethics in medicine. Readings and discussions of this prolific author and former director of the Kennedy Institute of Ethics and the Center for the Advanced Study of Ethics at Georgetown University will examine and review his
analyses of issues/topics such as (but not limited to) the patient/physician relationship, human dignity, autonomy and beneficence, conscience clauses, medical professionalism, internal morality of clinical medicine, professional ethics, money in medicine, humanities in medical education, culture and bioethics and the impact of biotechnology.

MEDHM 825 Studies in Ethics of Human Subject Research and Protection
Topics: Ethical Conduct of Research and Research Oversight
Prof. Christine Asmann-Finch
Thur., 7:15–9:45 p.m.
3 credits. This course brings the theoretical knowledge discussed in Foundations of Research Ethics to the research setting. It offers a review of the skills necessary for scientists to conduct responsible research. This course also reviews the role and responsibilities of the Institutional Review Board to assure the ethics of proposed research as well as its conduct. Sessions will be didactic as well as hands-on training through simulation (i.e., “standardized participant” format) to allow students to practice skills of communicating with subjects and participating in institutional review board deliberations. [RCR training accomplished here.]

MEDHM 840 Studies in Social Medicine
Topic: Essentials in Palliative Care II
Prof. Jeanne Kerwin
Wed., 4:30–7 p.m.
3 credits. Case studies and readings will be supplemented with individual stories presented through multimedia approaches (film, patient narratives, poems and stories from patients and their families) to elucidate the importance of all aspects of palliative care. The focus will be on patient experiences, pain and symptom management, communication skills of clinicians, fears, understanding of prognosis, withdrawing or withholding of life-sustaining treatments, difficulties encountered by surrogate decision makers, psychosocial aspects of patient and family dynamics and spiritual and religious aspects. We will examine how these aspects play a role in enhancing or preventing the delivery of palliative care in hospitals, nursing homes and other settings. Students will be better prepared to recognize suffering in all realms and to understand how to access resources for palliative care for patients and families in need.

MEDHM 850 Studies in History of Medicine and Health
Topic: Medicine and the Law
Prof. Franklin Wyman
Mon., 4:30–7 p.m.
3 credits. This course will explore various legal aspects of medicine, beginning with the development of medicine as a recognized and licensed profession. We shall then consider how medicine became regulated, both by government and by a self-imposed “guild” structure, which ultimately became the AMA in this country. The later part of this course will deal with selected 20th century and present-day legal controversies in medicine, such as the legal background of Eugenics, the development of Medicare and Medicaid, the legal issues of “living wills” and end-of-life decision making, the question of medical malpractice and the practice of “defensive medicine” and the contro-
versies related to the Affordable Care Act. Each student’s final paper will be a case study relating to one or more of the issues discussed in class.

MDHM 900B Clinical Practicum
St. Barnabas Hospital Class
Times to be arranged in consultation with the director. Supervised schedule of clinical instruction involving the bioethics committee, clinic and emergency room observation, ethics conference, grand rounds, humanities conference, ICU/CCU rounds, morbidity and mortality conference, narrative conference, nursing home visitation and teaching rounds. Submission of a written journal required. The practicum can be geared towards student interests, and takes into account prior experience (if applicable). Prerequisites: MEDHM 101 and MEDHM 102.

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3 credits. Available in autumn and spring terms annually. Open only to D.M.H. candidates interested in doing a tutorial with Drew-based faculty. Any doctoral student interested in registering for a tutorial must file a petition; forms are available in the dean’s office. Arrangements must be made with the tutorial director and program director prior to filing petition. A student may only register for MEDHM 901 or MEDHM 903 twice. Course may be repeated.

MEDHM 905 Writing Practicum
Topic: The Joy of Scholarly Writing: Beginning the Dissertation Process
Prof. Liana Piehler
Wed., 4:30–7 p.m.
3 credits. In this class, students will embark on their individual dissertation journeys. Specifically, students will choose and refine their dissertation topics and initiate research into that choice. We will review research skills and resources related to the various fields represented by the students/topics in the course. Early writing assignments will build towards composing a prospectus draft, and then an extended 20-page piece of scholarly writing related to their dissertation topics (shaped by Caspersen School guidelines). Students will benefit from both sustained individual attention to their research and writing, along with group workshops. Work in this course will foster individualized, imaginative approaches to scholarly writing, as well as solid critical thinking and perspectives on research materials and methods. Students derive most value from the course if they enroll in their last or penultimate semester and are ready to begin the dissertation process. In order to enroll in The Joy of Scholarly Writing, students must have earned 24 or more credits. [same as ARLET 905]
Summer 2015

Session 1: May 18—June 25

MEDHM 810  Studies in Literature and Medicine
Topic: Poems and Pathographies of the Poor: Narratives of the Impact of Inequality
Prof. Rosemary McGee
Mon., Wed., 6–9:30 p.m
3 credits. Stories are the true windows into the soul. In this course we will explore the stress of inequality and poverty and the havoc it wreaks on health through the narratives written by and about those living at the low end of the socioeconomic continuum. Through short stories, poems, essays, medical narratives and film, we will become acquainted with those who suffer and survive illness, street gangs, prison, abuse, as well as unemployment, welfare, hunger and homelessness. Looking through the lens of medical humanities and listening for the voice of the speaker, we will discuss each piece with regard to the biopsychosocial determinants of health and healing.

MEDHM 870  Studies in Addictions
Topic: Addiction and Human Behavior
Instructor: Prof. Philip Scibilia
Mon., Wed., 6–9:30 p.m
3 credits. The idea of addiction—that a substance or activity can produce a compulsion to act that is beyond the individual’s self-control—is a powerful one. This seminar will explore the clinical, social and personal meanings of this idea and its relevance to human behavior. This exploration includes histories of narcotic addiction and alcoholism, histories that explain recent theoretical developments in these fields. The seminars major endeavor, after establishing a suitable level of analysis for addiction, is to create a framework for understanding addictive behavior.

Session II: June 29—August 6

MEDHM 830  Studies in Anthropology and Public Health
Topic: Hospital Governance
Instructor: Prof. Phyllis DeJesse
Tue., Thur., 4–7 p.m.
3 credits. Boards of trustees have major responsibilities to provide effective leadership for nonprofit healthcare organizations. They must serve all stakeholders affiliated with the institution(s), both internal and external. When the organization does well, they are commended. Conversely, when problems arise, trustees are held accountable. Clearly, a variety of difficult and complex problems exists in today’s health care environment. Consequently, the responsibility of nonprofit hospital trustees requires planning for and addressing the challenges including contentious ethical issues. Conflicts of interest, executive compensation, medical errors, quality of patient care and alloca-
tion of resources are some of the dilemmas that will be considered and debated. Additionally, the students, as trustees, will experience significant power and responsibility, commencing with board orientation and culminating as members of a mock board analyzing and debating issues. The expertise of guest speakers from the industry will complement the readings and class discussions.

MEDHM 880 Perspectives in Gender
Topic: Women and Medicine
Prof. Katie Grogan
Mon., Wed., 6–9 p.m

“Through the pursuit of an ever-changing, homogenizing, elusive ideal of femininity—a pursuit without a terminus, requiring that women constantly attend to minute and often whimsical changes in fashion—female bodies become docile bodies—bodies whose forces and energies are habituated to external regulation, subjection, transformation ‘improvement.’” –Susan Bordo

3 credits. This course explores the complex relationship between women and medicine and the politics of women’s health in Western culture. We will focus primarily on the role of women as patients and subjects of medical science, looking specifically at a select group of distinctly female maladies. Students will examine the social construction of gender and interrogate how cultural norms, gender role stereotypes and gender power dynamics have informed, shaped and driven the pursuit of medical knowledge. For instance, we will explore how hysteria (a diagnosis commonly given to women during the late 19th century) served in the maintenance of a paternalistic medical tradition that often pathologized women’s minds and bodies and was simultaneously employed subversively by women as a form of creative rebellion against patriarchal social conventions. This course will also touch upon the experiences of women as medical professionals—how they have influenced and been influenced by a historically masculine arena. Topics will be approached through multiple lenses, including modern history, literature, film and popular media.

Course listings are subject to change following their publication in this brochure. For an up-to-date course listing, please check online at drew.edu.
Medical Humanities Faculty 2014—2015

Chris Asmann-Finch  
(D.M.H., Drew) Adjunct Assistant Professor of Medical Humanities

Darrell Cole  
(M.A.R., Yale; Th.M., Duke; Ph.D., University of Virginia) Associate Professor of Religious Studies

Phyllis DeJesse  
(R.N., Jefferson, D.M.H., Drew) Affiliate Associate Professor of Medical Humanities

Dawn Digrius  
(Ph.D., Drew), Adjunct Assistant Professor of History

C. Wyatt Evans  
(Ph.D., Drew) Associate Professor of History

Katie Grogan  
(D.M.H., Drew) Adjunct Assistant Professor of Medical Humanities

Jeanne Kerwin  
(D.M.H., Drew; C.T., Columbia) Adjunct Assistant Professor of Medical Humanities

Richard Marfuggi  
(D.M.H., Drew; M.D., University of Vermont) Adjunct Assistant Professor of Medical Humanities

Rosemary McGee  
(D.M.H., Drew) Adjunct Assistant Professor of Medical Humanities

Margaret Michelli  
(Ph.D., Rutgers University) Adjunct Assistant Professor of Medical Humanities

Sean Nevin  
(M.A., City University of N.Y.; M.F.A., Arizona State University) Director, M.F.A. in Poetry

Virginia Phelan  
(Ph.D., Rutgers) Affiliate Associate Professor of Comparative Literature

Liana Piehler  
(Ph.D., Drew) Adjunct Assistant Professor of English

Jonathan Reader  
(Ph.D., Cornell) Professor of Sociology

Philip Scibilia  
(D.M.H., Drew) Convener of Medical Humanities, Assistant Professor of Medical Humanities

Linda Van Blerkom  
(Ph.D., Colorado) Professor of Anthropology

Jennifer Holly Wells  
(M.A., Ph.D., Drew) Assistant Professor of English

Laura Winters  
(Ph.D., Drew) Adjunct Associate Professor of English

Carol Wipf  
(Ph.D., Illinois, Champaign-Urbana) Adjunct Associate Professor of English

Frank Wyman  
(M.A., Ph.D., Drew; J.D., George Washington) Adjunct Assistant Professor of Medical Humanities
Saint Barnabas Medical Center
Internal Medicine Clinical Faculty

Anthony Carlini, M.D., Ph.D.
Assistant Program Director

Kristin Fless, M.D.
Intensivist

Anthony Gagliardi, M.D., F.A.C.P.
Chair

Mindy Houng, M.D.
Assistant Program Director

Ashish Parikh, M.D., F.A.C.P.
Program Director, Director, Internal Medicine Faculty Practice, Director of Student Activities

Fariborz Rezai, M.D.
Intensivist

Sunil Sapru, M.D.
Associate Program Director, Co-Director, Student Activities

Paul Wangenheim, M.D., D.M.H.
Cardiologist

Paul Yodice, M.D., F.A.C.C.
Director, Critical Care Services

Facts About Saint Barnabas Medical Center

An affiliate of the Saint Barnabas Health Care System

Saint Barnabas Medical Center (SBMC), an affiliate of the Saint Barnabas Health Care System, New Jersey’s largest integrated health care delivery system, is New Jersey’s oldest and largest nonprofit, nonsectarian hospital. Since 1865 SBMC has worked to exceed the community’s highest expectations for compassionate, comprehensive health care. This 597-bed institution traditionally treats more patients annually than any other facility in New Jersey. Saint Barnabas Medical Center has long been recognized as a leader in providing the highest level of patient care and in offering more than 108 medical and surgical specialty and subspecialty services. SBMC was recognized as the best hospital in New Jersey and the 13th best hospital in the United States by AARP Modern Maturity magazine. U.S. News and World Report ranked 12 of SBMC programs. Its staff of more than 1,600 physicians shares medical expertise with medical students, residents and fellows. The medical center is a major teaching affiliate of the University of Medicine and Dentistry of New Jersey, New Jersey Medical School, the New York College of Osteopathic Medicine and Saint Georges University School of Medicine, Grenada.

Location: Saint Barnabas Medical Center is located at 94 Old Short Hills Road in Livingston, close to the Garden State Parkway, New Jersey Turnpike and Routes 280, 95, 10 and 78.
Facts About Drew

Character: An independent university with a College of Liberal Arts, the Caspersen School of Graduate Studies and a Theological School historically affiliated with the United Methodist Church.

Founding: 1867, Theological School; 1928, College of Liberal Arts; 1955, Caspersen School of Graduate Studies.

Location: Madison, New Jersey, in historic Morris County, an area of small towns and open country as well as corporate world headquarter’s, 30 miles west of mid-town Manhattan, 20 miles from Newark International Airport.

Enrollment 2013 – 2014: 1,535 in the College of Liberal Arts; 371 in the Caspersen School of Graduate Studies; 456 in the Theological School.

Library: Drew’s Rose Memorial Library contains approximately half a million volumes, plus manuscripts, records and other primary source material. The library has special strengths in modern intellectual and social history, religion and theology, English and American literature and political science.

For more information:
Office of Graduate Admissions
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