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Editor's Foreword

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Editor's Foreword

The Horizons of Undergraduate Scholarship

The inaugural issue of *Mānoa Horizons* features twenty undergraduate student works that reflect some of the wide breadth of scholarship our students engage in each academic year. This new peer-reviewed and fully edited journal welcomes submissions from students who are enrolled in classes across the University of Hawai'i at Mānoa, or who are engaged in innovative projects with mentors from many different departments and colleges. We have launched the journal in close collaboration and with the full support (financial and staffing) of the Honors Program and the Undergraduate Research Opportunities Program, where undergraduate scholarship has been hitherto perhaps most visible and celebrated. I am grateful to Dr. Vernadette Vicuña Gonzalez (Director of the Honors Program), the Honors Faculty, UH Mānoa's administration, and so many members of our campus faculty and staff for encouraging their students to submit their work, reviewing those submissions and providing thoughtful, helpful feedback to their student authors, serving on the journal's first Advisory Board and Editorial Board, and for their overwhelmingly enthusiastic support of this endeavor.

Why a new journal?

Our desire is to produce an academic journal that simultaneously serves several purposes. First and foremost, we want to highlight the incredible work that so many of our undergraduate students perform on their academic journeys. In doing so, we hope also to challenge the false equivalence of "research" with a paper. Students test, extend, and discover for themselves how difficult (and innately gratifying) it can be to apply their newly acquired

skills, knowledge, concepts, and perspectives to problems that are both small and mighty in scope. They do so while analyzing a ballet dancer's relationship with her body, humanizing drug addiction, observing the effects of radioactivity across oceans, or debating the conflicts of gay and religious identity. Their work product can be similarly varied, such as reports that over time come to closely resemble industry standards for a cognitive psychologist, to an architectural design that blends sustainability, function, aesthetics, and a tribute to the local culture. Student success in these and many other areas is what *Mānoa Horizons* celebrates.

From the start, we chose to use a two-pronged approach to this task. There are two versions of the journal, the print and the online one published on our website. Titles and abstracts for the peer-reviewed and edited student works published online are included in the print version of the journal. Works published in full online are considered part of Volume 1, though space limitations prevent us from including them in full in the print version. Having an online component to each issue allow us not only to increase the number of student works we accept for publication each year, but it also allows us to publish work in formats that are not amenable to a print journal. We encourage student submissions that take full advantage of this opportunity, such as video and audio files, animated graphic presentations, and other non-print formats. And I encourage you to enjoy not only the seven works printed in full in this issue, but also to peruse the additional thirteen student works published in the online version of the journal on our website. All twenty student works are made available as PDFs so that they may be freely downloaded, shared, and cited, thus taking on a life of their own in academic dialogues in our

classrooms *and* living rooms, in our beautiful state *and* elsewhere.

In publishing a variety of exemplars of student scholarship from disciplines across our campus, we also seek to provide a set of examples that students within the UH system, and indeed around the globe, can read and reference in their own academic journeys. Much like the journal articles, monographs, books, and conference presentations and research posters that faculty produce, the products of undergraduates' scholarly endeavors contribute substantially to broader, ongoing conversations by others in and outside of academia. Providing an example of published work that was done by a classmate instead of someone with a Ph.D. or terminal professional degree can inspire the students in our courses to work harder and strive for the horizons of what they can accomplish.

Mānoa's horizons

This new journal's title is deeply meaningful for those of us involved in the process of getting this first issue into your hands, and I want to take this brief opportunity to share with you why that is. Please take a minute to study the beautiful cover photo (taken by Monica Lau, a talented Oahu photographer).

For many people, the word "horizons" evokes grand things: big pictures, huge landscapes, distant places, and the magnificent sunsets beloved by residents of Hawai'i and other island/coastal communities. The title of *Mānoa Horizons* shares these associations as well, though in a more abstract academic sense. Class discussions, critical analyses of published works, service-learning projects, and student apprenticeships all share the goal of broadening students' perspectives on particular topics, questions, and practices. We push students to rigorously consider different perspectives on an issue or to try out different approaches to a practical problem. We want students' own horizons to stretch, both as apprentices in our disciplinary pursuits and as informed citizens of the world. We work each day to increase knowledge and to push our colleagues, students, friends, neighbors, and strangers we encounter to feed our collective thirst to know more and to challenge existing ways of thinking and doing whatever it is that concerns us as human beings, parents, children, professionals, and citizens. Graduating with a degree from a college or university is a privilege, but it is also a signal to the world that someone has acquired the skills of an informed and productive member of society. Those

critical skills include the ability to question, to push, to research, and to thoughtfully consider others' perspectives when confronted with a new problem in one's life. When members of a university community boast about being lifelong learners, in part this is what we mean. The skills acquired at college are applicable to so many different areas of life. The twenty student works published in Volume 1 of *Mānoa Horizons* illustrate how students are applying creative, innovative, academically rigorous approaches to many different topics.

But there is another, equally important half of that cover photo as well, and that is the bottom half below the horizon line. There, waves crash against the rocky shore, sending ocean spray dancing into the air. Students, faculty, administrators, and alumni of the University of Hawai'i at Mānoa are equally engaged in asking questions, pushing, researching, and thoughtfully considering different perspectives on what is going on underneath the surface closer to us. How are the tides behaving? How are unseen formations on the ocean floor impacting currents in this area? What creatures call these rocks home, and how are they faring with the threats impacting our Pacific Ocean's health? How can we best measure and counteract the impact of big threats such as global warming, or local threats such as agricultural runoff? Which Native Hawai'ian farming and fishing practices can best help us address some of the major problems facing our island home (sustainable food supplies, environmental health, homelessness, socioeconomic inequalities, and others)? What issues are the people, animals and plants that inhabit the neighborhood, town, and valley behind the photographer facing each day, and how can we work toward solutions?

For me, this cover photo nicely captures both the distant horizon and the turbulence of seen and unseen processes just beneath the surface of that dancing ocean. Similarly, the undergraduate works published in Volume 1 of *Mānoa Horizons* challenge readers to contemplate questions and issues that are both big and small, both distant and local. We hope this collection of talented students' work helps the reader to appreciate the breadth and depth of research, creative work, and innovation that unfolds each day on our university campus. And we hope these works also help readers to see things both near and far in new ways—in other words, to push their own horizons ever outward.

Christine Beaulé

Professor Christine Beaulé, Editor