



HONOR GRAM

LA SIERRA UNIVERSITY
HONORS PROGRAM NEWSLETTER

VOLUME 20, ISSUE 3



THE HONORGRAM

is a newsletter designed to inform and update Honors alumni, faculty and students as well as those who are interested in the La Sierra University Honors Program.

If you have any questions or comments concerning the newsletter, or ideas that you would like to contribute, please email us: honors@lasierra.edu

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LA SIERRA UNIVERSITY'S HONORS PROGRAM STANDS OUT

by Leslie Mutuku

Students join Honors programs for a number of reasons: the opportunities they offer, the addition of the few prestigious words on your diploma, being part of an academic elite, etc. The latest issue of the *Journal of Adventist Education (JAE)* features Honors Programs at the different Adventist University campus in North America. Glancing through the journal, I find it full of articles that explain why Honors programs are vital in the learning process, how Honors programs started, and goals of Honors programs in Adventist education. This issue of the *Journal* is a collaborative piece with information and insight provided by the directors of the different Honors programs with our very own Doug Clark, the director of the La Sierra University Honors Program, as the guest editor.

As an Honors student reading this issue of the *JAE*, I am thankful that there is seriousness in the necessity of having an Honors curriculum because it helps students be prepared in areas of critical thinking, intellectual investigation, research initiatives, and community involvement to state a few. I see that most of the Honors programs at Adventist institutions hold these characteristics to be true to their curriculum. But I have found out that La Sierra University's Honors Program stands out from the others as an impeccable Honors program.

Each Honors program has aspects that distinguish them from others. In our program, the curriculum offers components of interna-

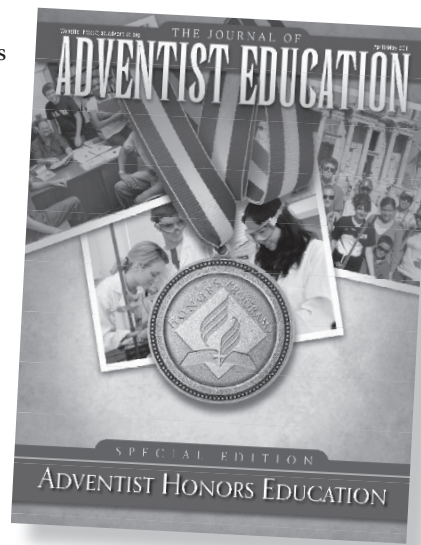
tional traveling, cross-disciplinary studies, integration of faith and learning, and individual research. The other schools have these categories as well but at La Sierra, I find that the program makes these integral to our academic experience at our institution. The curriculum forces us to put a lot of

effort into learning about the world and how to be active and positive members of our society. As part of the requirements to graduate with Honors, students need to complete a course about changing communities and students spend a year working in small groups on a self-generated community involvement project.

Our program is competitive in comparison to other Adventist schools. The number of students in the program is around 70 students and this small number ensures that

the best students are in the program. It is essential because the classes tend to be small and as a result, there is a lot of active discussion and participation in the classroom. This environment fosters critical thinking and intellectual growth, a great part of the program in which students are immersed.

Another factor that makes the LSU Honors Program stand out is the sense of community we have here. The program hosts several events every quarter in order to encourage us to socialize with each other outside of the classrooms. The program also provides a residence hall for Honors students on campus. It is a privilege that gives the Honors students a place to study and live together. This isn't



Continued on page 2

HONORS PROGRAM 2011 SENIOR SCHOLARSHIP PRESENTATIONS

Friday, June 17, 2011 • Visual Arts Center 102

Alexander James Randal Wisbey

*The American View of the Worker:
An Analysis of American Slavery and
the Global Trend of Outsourcing Jobs
Internationally*

11:00 am

Sponsors: Lisa Kohlmeier & Prudence
Pollard

Leslie Jebet Mutuku

*Lost in Transit: Morocco as a Gateway
to the Hope of European Prosperity, the
People, and the Policies*

11:30 am

Sponsors: Kenneth Crane & Andrew Howe

Amanda Oberg

Microcredit in Colombia

12:00 pm

Sponsors: Danette Zurek & Jodi Cahill

Fern Nelson

*Growing Pains: Afflictions of the Human
Corpse*

12:30 pm

Sponsors: Ken Narducci & Daniel
Cummings

Chelséa Johnson

*Malaysian Bent-toed Gecko of
the Cyrtodactylus quadrivirgatus
Complex: Single Locus Phylogeny and
Morphological Diversity*

1:00 pm

Sponsors: Lee Grismer & Lee Greer

Meagan Miller

*Uncovering the Past: Extraction,
Amplification, and Analysis of Ancient
DNA from 3,000-Year-Old Human
Remains Found at Tall al-'Umayri, Jordan*

1:30 pm

Sponsors: Lee Greer & Douglas Clark

Brandon McCowan

*Effect of Quercetin on Oxidative Stress in
Bone Cells*

2:00 pm

Sponsors: Eugene Joseph & Natasha Dean

Meliseanna Gibbons

*Alliin as an Inhibitor against Induced
Oxidative Stress in UMR Cells*

2:30 pm

Sponsors: Eugene Joseph & James Wilson

Ivan Rybkin

*Exploring the Effects of Alternating Electric
Fields on Brain Tumor Cells*

3:00 pm

Sponsors: James Wilson & Gary Bradley

Rebecca Barcelo

My Brother's Keeper

3:30 pm

Sponsors: Kenneth Crane & Dan Tinianow

FROM THE DIRECTOR:
DR. DOUGLAS CLARK

REWIRING AN OLD HOUSE

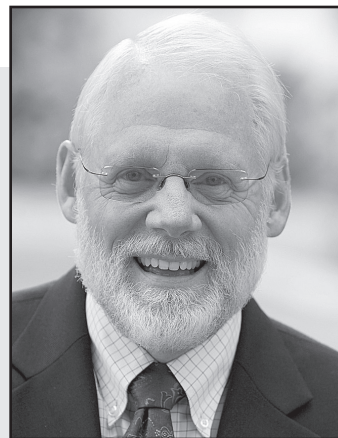
Leslie Mutuku, lead student editor of the *Honorgram* this past year and outstanding Honors office employee, writes in this Honorgram issue about the recently released April/May issue of *The Journal of Adventist Education (JAE)*, which is focused entirely on Honors education and programs in North America. When I was asked three years ago to guest-edit this theme issue, I had no idea what I had agreed to, no clue how hard this would be nor how long it would take. I didn't know that I should have asked for overtime, extra time, deep time, and time-warp speed. It didn't dawn on me that pulling together a collection of articles and tabular information would be so complicated a task. Nor that attempting to coordinate the fine efforts of Honors program directors throughout the North American Division would resemble so closely the well-worn metaphor of herding cats. Honors directors, not unlike their students, are independent and delightfully unpredictable.

But as the final product arrived in a box of 50 copies, 30 of which I hurried to the President's office for distribution to the Board of Trustees just in time for their May meeting on campus, I was stunned. I was stunned by the way everything came together, as much because of the work of Beverly Robinson-Rumble, the journal's editor, as anything else; by the flow of ideas and illustrations; by what I expect will be award-winning graphic design throughout. It is a thing of beauty, I find myself saying! And it's available at <http://jae.adventist.org/>.

More to the heart of what I felt and experienced while putting this issue of *JAE* together, however, grows from another metaphor. J.B. Phillips, whose lively translations of the New Testament and parts of the Old Testament are well known to and loved by Bible readers of the 1950s, 60s, 70s and 80s, was once reported to have described the process of translating the Bible from its original language into English. He said that it was like rewiring an old house without turning the electricity off.

OK, we are not talking here about transmitting or translating the inspired Word of God, but I have to say that there is something electrifying about working with Honors students, Honors faculty, Honors directors. That life is neither dull nor dreary in Honors education. That sparks fly when new ideas are engaged, fresh expressions of tired concepts ventured, innovative interfaces between disciplines attempted, creative approaches to the integration of faith and learning proposed. That something new, someone new, someones new come of our best efforts to educate with integrity and respect for everyone's perspectives.

The recent issue of *JAE* only scratches the surface of how exciting, engaging, energizing—electrifying—a quality education can be when students, faculty, directors together carry out the work of rewiring this old house ... without turning off the electricity.



JAE EXAMINES HONORS PROGRAMS (from page 1)

an academic component but I believe that it is one of the reasons why our Honors program stands out among others.

As a graduating senior, I have started reflecting about my time at La Sierra University and specifically about my time in the Honors program. I believe that my academic career has been made positive here at LSU because of my participation in the program.

I feel better prepared for the world. I appreciate that this issue of the *Journal of Adventist Education* took the time to highlight Honors programs at Adventist institutions of higher education. It raises awareness of the importance of having an Honors education. I see where La Sierra University's program stands and I think that it is a program that shines above the rest.

PERSPECTIVES ON HONORS

... FROM THE BEGINNING AND THE END

FRESHMAN PERSPECTIVE

BUILDING AN HONORS FOUNDATION

My name is Chloe Walker and I am a new freshman Honors student here at LSU.

My freshman experience has been positively shaped and immensely enriched as an Honors student within a brief two-and-a-half-quarter span. Although the Honors Program may seem like an unnecessary burden to deal with, it is worth every bit of extra work.

Through the Honors Program, one gains a fulfilling sense of fellowship among other hard-working, determined students. Caring faculty members are dedicated to helping you grow as a person and helping you find your God-ordained purpose in life. The fellowship aspect of the Honors Program is something I can really appreciate. I find that the members of the program work hard to establish a family-like community of support and unlimited connections. Another aspect of the Honors Program that I like is analytical and critical thinking. The Honors Program really stretches and exercises your mind in a special way that forces you to think deeply and intuitively. Each course brings a new challenge for the student to successfully overcome and to prepare you for and enhance the next level of growth both spiritually and mentally.

Thus far I have completed the first two required freshman Honors courses including Beginning to Seek and The Arts, and I am currently working through Scientific Process. For first quarter in Beginning to Seek, I was greatly challenged with all of the assigned reading and thought-provoking discussions with Dr. Clark. We began this course by reading the story called *Three Cups of Tea*. This class taught me not only

to strive to be successful with college especially through this book. Yet more importantly the class taught me not lose to sight of your personal worldviews and values.

Last quarter, I thoroughly enjoyed Dr. Rodriguez's The Arts course. I am a Biomedical Science major, so I spend most of my time engulfed in math and science-related subjects. Therefore, I had limited exposure to the arts before I entered this class. I was again challenged to be culturally in tune with other areas involving art, music, and dance. I learned how to critically analyze and interpret the deeper meaning of a painting, a ballet, a musical, or various songs. It was quite interesting to learn about these different areas, and then connect on a different level with varied groups of people. This class has thoroughly equipped me to broaden my exposure and to be intellectually involved with people from diverse walks of life.

Even though I haven't finished The Scientific Process with Dr. Motschieder, I have appreciated all the areas of this class we are actively involved in. We have been required to engage in group collaboration with debate teams and a final group project where the students must conduct a scientific experiment and present their data at a research symposium. I have already learned so many things just within one freshman year, I can't imagine how I will be shaped by my senior year. The Honors Program is a life-rewarding experience, which can provide you with a solid foundation of life-long relationships, connections, and any career that you desire to obtain.

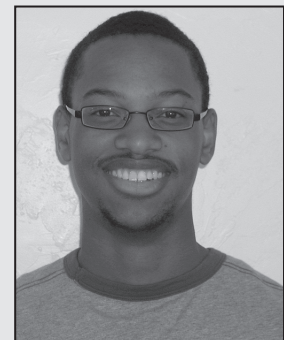


SENIOR PERSPECTIVE

INTERACTIVITY, SIMPLICITY ARE PROGRAM STRENGTHS

One of the biggest benefits of the Honors Program for me has been its unique setup of classes. The interactivity of discussion-based classes encourages active learning and makes class a lot more interesting. I really enjoy how the teachers feel comfortable sharing their personal experiences and worldviews with the students. This not only strengthens student-teacher relationships but it also allows students to feel more comfortable sharing a part of their personal experiences with the class.

A part of the Honors Program that attracted me was its simplicity. Not only are the foundational university studies (general education) courses accounted for, but the required religion classes are as well. This makes it unnecessary to have to decide which class is the best or right class to take for the next quarter or year. Just glance at the course schedule or bulletin to find the next one. It is a straight shot of designated classes making it practically impossible to mess up and take the wrong classes.



Brandon McCowan



■ *Alexander Wisbey*



■ *Leslie Mutuku*



■ *Amanda Oberg*



■ *Fern Nelson*



■ *Chelséa Johnson*



■ *Megan Miller*



■ *Brandon McCowan*



■ *Meliseanna Gibbons*



■ *Ivan Rybkin*



■ *Rebecca Barcelo*



■ *Rachel Salvador*

SENIOR PLANS AFTER GRADUATION

Alexander Wisbey: In the fall, I will attend the American University of Paris, completing a Master's degree in International Law and Public Policy. I will spend two semesters in Paris and during the summer of 2013, I will be at Oxford University in England to finish my program there. I intend to return to the United States and attend law school afterwards.

Leslie Mutuku: I will be moving to Paris to attend the American University of Paris to work on a Masters in International Affairs and to perfect my knowledge of the French language. I plan on returning to the United States and continuing my education in a Ph.D. program for International Studies/Government or work for a non-governmental organization (NGO) or for a think-tank.

Amanda Oberg: After graduation, I plan to travel for a few months, then study and sit for two parts of the CPA exam before I start working in the fall. In October, I will move to Irvine where I will begin working at KPMG, one of the big accounting firms, as an auditor.

Fern Nelson: Following graduation, I hope to work as a kennel girl during the summer (a kennel girl is someone who cleans up after the animals in a vet's office). I want to earn money for the next exciting chapter of my life. I will be attending veterinary school in London, England for the next five years.

Chelséa Johnson: My plan is to attend medical school in the fall. I want to become an Emergency Medicine Physician. I was accepted into several schools: University of Texas Medical Branch at Galveston, Texas College of Osteopathic Medicine at the University of North Texas

Health Science Center, Loma Linda University. I chose to return to Texas and attend medical school at the University of Texas Medical Branch at Galveston.

Meagan Miller: After graduation, I am going to be attending Loma Linda University's School of Dentistry.

Brandon McCowan: For next school year, I plan on attending a Post-Baccalaureate program at Meharry Medical College or work on my Masters in Business Administration here at La Sierra University.

Meliseanna Gibbons: After graduating from La Sierra University, I am planning to either go on to medical school or spend a year in the ACA program to study Spanish at Sagunto in Spain.

Ivan Rybkin: I was accepted into Loma Linda University School of Medicine and I will be continuing my education twenty miles down the road from La Sierra University. Not too far.

Rebecca Barcelo: I will continue working for the Department of Communications and Integrated Marketing at La Sierra University, which I currently do and then I will be moving on to pursue graduate work in a year or so.

Rachel Salvador: Last June, I presented my senior scholarship project as a junior and currently I am in the process of getting my work published. In addition to this, I will be attending Loma Linda University's School of Medicine this coming Fall.

CONNECTING THE DOTS

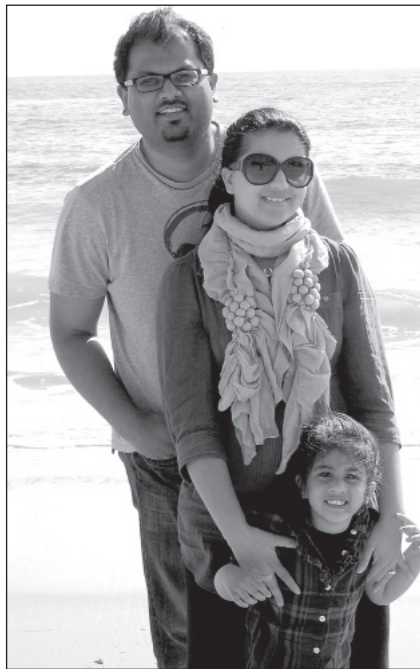
by Milap A. Nowrangi, M.D., M.Be. (class of '98)

I was always quite amused as a kid working through one of those connect-the-dot books. With great concentration and as steady as a 6-year-old hand could be, I joined successive numbers to each other, careful not to wiggle or bend the thick-penciled line. With tiny beads of perspiration starting to collect on my brow on one late mid-summer day, I finally looked down at the chubby book and with satisfaction grinned at what I had created. I wanted to do another, and another. Would the next one be a rocket ship, or a unicorn, or the Alps?! There was no telling what the next page, the next dot-to-dot, the next adventure would reveal.

Little did I know that nearly 30 years later, I would reflect back on the “dots” of my life. Seemingly disparate, confusing, and even ridiculous at the time, the events that have and continue to make up the picture of my life finally seem to be making some sense. As immigrants, my parents struggled to send my sister and me to private schools. I graduated near the top of my class from a private Catholic all-boys school in Washington, D.C., as the only Seventh-day Adventist to do so in its 200-year history.

Looking for an undergraduate setting that affirmed my faith, I came to La Sierra and joined the Honors Program. The curriculum exposed me to the breadth of knowledge but I knew that I loved both the excitement of the natural sciences as well as the depth of religion, theory, and reason. I graduated with a major in biochemistry and a minor in philosophy. Fearing that I was being sucked into the swirling eddy that is “pre-med,” I felt I needed a break from the rat race and decided to apply to graduate programs in biomedical ethics, an emerging field that seemed like a nice fit, combining all my interests. Philadelphia was my next stop, or “dot” if you will. I completed a master’s degree in bioethics at the University of Pennsylvania and headed back to medical school at Loma Linda.

The general understatement would be that my first year in medical school didn’t go well. Dismayed and dejected, I returned back to the East and spent a year as a research assistant at the Institute of Medicine,



Milap Nowrangi sees his life as a series of dots waiting to be connected. His undergraduate dot took place at La Sierra, where he was part of the Honors program. Milap and his family now live on the east coast, where he is a neuropsychiatry fellow at Johns Hopkins University.

Board on Neurosciences and Behavioral Health (now dissolved). There I met and worked with the leading minds in the fields of neuroscience, psychiatry, and neurology. Inspired by their stories and encouragement, I returned to medical school knowing I wanted to become a neuropsychiatrist, another emerging field that combined my interests in the behavioral neurosciences. I left Loma Linda as a freshly minted doctor and a freshly minted husband (not endorsed by the Medical Board of California).

As the match would have it, we left sunny Loma Linda for the Windy City, Chicago, for a psychiatry residency at Northwestern University. There, again, I met wonderful people who helped me define my interests in neuroscience and forge the next steps of my career. Four winters of frigid Lake Michigan weather later, I graduated as chief resident and was selected to my current

position as a neuropsychiatry fellow at Johns Hopkins University, taking my ever growing family, now three and soon to be four, back East. Mentored by wonderful faculty, I am preparing a research portfolio for an academic career in the study of neuroimaging biomarkers for the cognitive changes of Alzheimer’s Disease and related disorders.

Writing this account of the last 30 years is a nice warm-up for my grant application to the NIH where I will show that my experiences have culminated in a research career focusing on these diseases. Life so far has taught me a number of things: 1) Go places where your interests and passions lead; 2) Don’t be afraid of failure or the unknown; instead embrace them; 3) Listen to good advice from good people and energetically shun bad ones; 4) Keep your goals and ultimate ambitions ahead of you. I’ve found that thinking of life as a series of dots, no matter how far flung, and waiting to be connected, make for the most beautiful, magical, and adventuresome portraits.

DONATION BOX

YOU CAN STILL CONTRIBUTE TO THE 2011 INTERNATIONAL EXPERIENCE!! Funding comes from:

1. Honors students
2. The Honors Program
3. Generous donors like YOU!

PLEASE DONATE ONLINE: www.lasierraconnect.org

or write a check today to: La Sierra University, noting “Going Global” in the memo line and send to:

Honors Program, La Sierra University, 4500 Riverwalk Parkway, Riverside, CA 92515.

[To strengthen the development program at LSU, 5% of all gifts will be used to defray fundraising costs.]

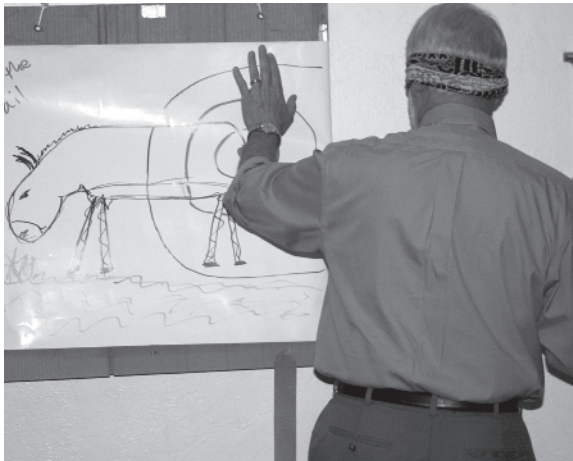
THANK YOU! *Your donations are greatly appreciated!*

Honors Dessert Hour – celebrating Cinco de Mayo

On May 5, the Honors Student Council sponsored a dessert hour themed around the Mexican celebration of Cinco de Mayo. Students and faculty played “Pin the Tail on the Donkey” and smashed a piñata.

On May 20, we held the 28th Annual Pizza Vespers at Dr. Gary and Janet Bradley’s Home. This tradition has been a great part of the Honors social events and it is always a fun time with tasty pizza and spiritual words. This year, Dr. John Jones, who teaches the Honors course, Religious Understandings, reflected on the parables of Jesus found in Matthew 13 and connected them with the creativity of Honors education.

June 3 is the Honors Program Senior Recognition Banquet at the Sunkist Center of the California Citrus State Historic Park in Riverside. This is an occasion to celebrate the Honors Program and the graduating seniors of the program.



Annual Pizza Vespers – May 20 at the home of Dr. Gary Bradley



BATSTONE'S *NOT FOR SALE*—A CALL TO ACTION

by Alexander Hirata

David Batstone's *Not for Sale: The Return of the Global Slave Trade—and How We Can Fight It* is the book that lifted me out of my recent ignorance concerning the global slave trade. Half story collection and half research report, *Not for Sale* brings to light the ugly truths about slavery around the world in a format fit for the average reader.

Slavery is nothing new. Indeed, we watch gritty avant-garde commercials about it on TV and write research reports on the subject in freshman composition classes. It wasn't until I read Batstone's book, however, that I began to see just how deep it goes. *Not for Sale* is both engaging and informative, yet it refuses to sugarcoat the facts as it pummels readers with shocking stories and statistics.

Country by country, Batstone walks his audience through the different types of slavery, the mechanics by which they operate, and the means those involved use to escape detection and conviction. There are facts and figures aplenty to be found

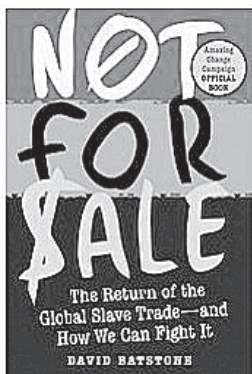
in *Not for Sale*, but by far the most effective vehicle Batstone uses to evoke compassion and empathy is the personal story.

Throughout the book, I experienced individual accounts of boys and girls of varying ages and how they each were affected by the worldwide disease of slavery. If you flip through these pages, be prepared to read shocking true stories about a young boy abducted into the Lord's Republic Army in Uganda and made to kill his family; a family in Southeast Asia forced to labor in a brick kiln to pay off an infinite debt; a girl in Thailand who is kidnapped and pimped a dozen times per night.

The book is not an invitation to depression, however, but a call to action. Batstone counters the bad with stories of heroes devoted to fighting to end international slave trade. He even outlines ways readers can be a part of the movement.

Not for Sale should have a place on your bookshelf, especially in light of the REVO 2011 event that was held on our campus on May 15, 2011. It was a fund-raising event working with the International Justice Mission in an effort to increase support for the work that the International Justice Mission has been doing in Southeast Asia and to raise awareness of sex trafficking in this region.

When it comes to present-day slavery, ignorance is not bliss; it only adds to the problem. If you seek awareness, purchase a copy of *Not for Sale*.



UHDR 114/114L THE SCIENTIFIC PROCESS (4 UNITS)

Models science as practiced by the profession, with an emphasis on the process of science. The class asks the questions, "What is science?" and "How is science done?" while focusing on selected topics in science in their social and historical context. *Recommended co-requisite: ENGL 112 or 124.*

UHDR 354: HONORS COMMUNITY INVOLVEMENT (1-3 UNITS SPREAD THROUGHOUT ENTIRE JUNIOR YEAR)

A project that engages the student in a community as he/she seeks to transform and build that community. Culminates in a written summary of the ways the community involvement has changed the student and the community, with an analysis of each. May be repeated for additional credit up to 3 units total; 3 units is required to fulfill the graduation requirement. It is recommended that this course be taken immediately following UHDR 314/314L.

UHDR 404: RELIGIOUS, MORAL, AND SOCIAL ASPECTS OF THE ACADEMIC DISCIPLINE (4 UNITS) SENIOR YEAR

A senior-level seminar considering epistemological, moral, and social issues raised by the student's discipline. Students explore significant issues both theoretically and as specific problems of contemporary life, bringing their background from the University Honors Program (particularly his/her community involvement and thesis) to bear on the interaction of their values with the discipline. Credit may be given for UNHR 404 and UNST 404.

UHDR 464: HONORS SCHOLARSHIP PROJECT (1-12 UNITS) SENIOR YEAR

A research or creative project of significance that culminates in a written thesis, production, or exhibition as well as an oral presentation in an off-or-on campus forum. A minimum of 4 units and a maximum of 12 units satisfy University Honors Program requirements. May be repeated for additional credit up to 12 units total; 4 units minimum are required to fulfill graduation requirement. May be included in the credit for a major with the consent of the major department.

CONTRIBUTIONS WANTED. Interested in the *Honorgram*? If you enjoy writing, taking pictures, or you simply want to be tuned into what's what and who's who in Honors, then be a part of the Honors newsletter. Teachers and students are all welcome to participate and contributions will be greatly appreciated. E-mail lmutuku@gmail.com for more information.

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THE HONORS PROGRAM began at La Sierra University in 1971. It strives to give special attention to undergraduates of outstanding intellectual and creative ability and aims to charge the imagination in an environment where student initiative is the guiding force. Students are given the opportunity to recognize their potential through encouragement, discussion and interaction. The overall objectives of the program are focused on the La Sierra University mission "to Seek, to Know, to Serve..."



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