

# THE HONORS REPORT

*Spring 2018*

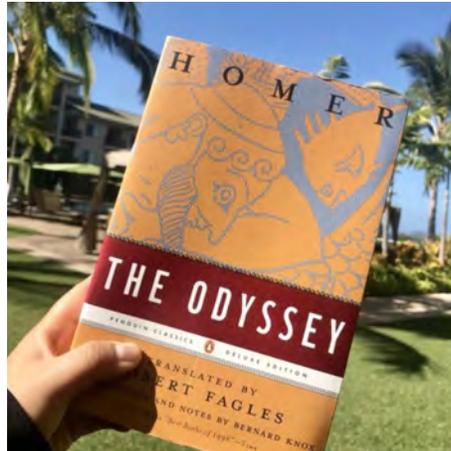
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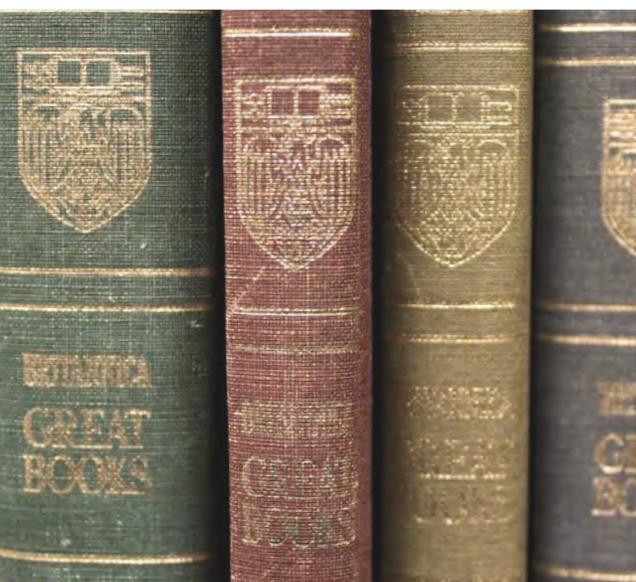
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*The Honors College telos  
—its aim, purpose, end—  
is to liberally educate  
the next generation  
of intellectually-gifted  
Christian leaders.*

# *about the* **HONORS COLLEGE**



## This is not your typical honors program

- Full great works curriculum
- Replaces General Education classes
- Maximum class size of 15 students
- Vibrant freshman living-learning housing
- Opportunity to publish senior capstone project

## Today's top performing students are tomorrow's leaders

They will write the books we read, determine the news stories we hear, produce the movies we watch. They will govern communities, preach in pulpits, teach in universities, and make key decisions in corporate boardrooms. Preparing these future leaders is our top priority.

Azusa Pacific University's Honors College is a diverse community of scholars—musicians, scientists, actors, athletes, and more—seeking to grow together in faith, virtue, and leadership.

The Honors College curriculum starts with the premise that good leadership requires the cultivation of moral and intellectual virtue—the habits of the heart and of the mind that enable one to determine what ought to be done and how best to do it. The task is great, but the goal is simple: to cultivate the Christian leaders our culture desperately needs.



## From the Dean's Office *Dr. David Weeks*

**F**our years ago, Azusa Pacific University welcomed the inaugural class of the Honors College. I do not know who was more excited: the students or the faculty.

The class of '18 braved the first orientation, the first plenary, the first colloquy, the first field trip, the first rhetoric group, the first public speaking workshop, the first exegetical commentary, the first portfolio, the first Oxbridge Tutorial. Now, we share another first--the first farewell.

We are exceedingly proud of the graduating class, yet saddened to see them depart. They have walked with us as we rolled out the curriculum over the last four years. Each course was a new endeavor, a new experience, a new challenge.

They started with HON 101, a course on leadership—and not just leadership but good leadership. It was an opportunity to compare and contrast those who define success as goodness with those who define goodness as success.

Subsequent courses led to long conversations about goodness. We explored the Bible and many notable commentators on it: Athanasius, Augustine, Aquinas, Dante, Julian of Norwich, Erasmus, Luther, Calvin, Teresa of Avila, Milton, Wesley, Dostoevsky, Chesterton, O'Connor, Lewis, and Bonhoeffer.

We also heard the voices of those who fought valiantly against Christianity's influence: Hobbes, Marx, Nietzsche, Freud, and Rorty.

This common intellectual experience, taking the same courses and encountering the same great texts at the same time, allowed students to collaboratively pursue questions such as, Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with Him? What are our responsibilities to others? What is good? What is true? What is beautiful?

While exploring these pressing and perennial questions, the students confronted

a recurring focus on leadership, virtue, and faith. Our assumption was that being learned is not enough; high-achieving students who aim to lead well must become better and wiser, having sought virtue, embraced wisdom, and deepened their relationship with the God of the universe.

Of the ninety-one students who joined us in September of 2014, eighty-four will graduate from APU (92%). Seventy-three will earn the title of "Honors Scholar," including forty-seven graduating with the Honors Humanities major and twenty-six with the minor.

We wish them Godspeed. They are prepared to flourish in the next chapter of their lives. Every subsequent class will benefit from the experience of the class of '18, while also making their own distinct imprint on the College and its mission to liberally educate the next generation of intellectually-gifted Christian leaders.





# A Letter from the Interns

Penned by Reilly Fitzpatrick

First of all, thank you for picking up *The Honors Report*! We know it sounds more like a scientific journal than an overview of another wonderful semester, but we promise that by the time you have reached the back cover, you will be re-inspired by the heart of the Honors College and, if you are a parent, reassured that your child is doing more than reading questionable pagan philosophy and drinking ungodly amounts of caffeine. The *Honors Report* is our bi-annual print newsletter through which we hope you will get an idea of new refinements to our program and the accomplishments of our students and faculty.

Freshmen! Congratulations on making it through your first full year in the Honors College—according to popular Honors opinion, this is the hardest year of all. You conquered the 6:00 p.m. Saturday sigh (and occasional cry) heard throughout the halls of Engstrom, became very aware of how many “ums” are scattered throughout your plebeian vocabulary thanks to Dr. Berry, and discovered halfway through second semester that there is free coffee (i.e., 8:00 a.m. colloquy elixir of survival) available in the Honors office.

Fellow Sophomores: we are now the highest-up of the lower-classmen—which isn't saying much, but with minimal power comes great responsibility! We had the freshmen-coveted privilege of choosing our own rhetoric groups, which usually meant huddling around a table trying to decipher our own marginalia at 10:00 p.m.

We argued whether a traditional speech or a Shakespearean monologue was an easier final presentation, which made the quality of our mercy very strained indeed. And, we scoured APU Buy and Sell for used bookshelves to house the growing “personal library” that won't fit in our weirdly sticky dorm desks.

Nature-ally, you Juniors deserve our utmost respect for braving the foreign landscape of the Nature course. You encountered potentially-explosive chemicals in a lab to complement the potentially-explosive ideas you read, you learned to leave your soft drinks outside the lab (a real tragedy), and you schemed with your classmates to propose some fabulous literature to study next year in your Oxbridge tutorials.

Seniors, you have pulled it off! You have perfected the juggling act that is college: where two majors, three chapels, four hours of sleep, five cups of coffee, six grad applications, seven (hundred) pages of weekly reading, and a partridge in a pear tree, are all up in the air. Yet here you are, reading *The Honors Report* from somewhere new and exciting (that hopefully pays well), as an Honors alumna/us! What a feat.

We Honors interns are preparing for a big change—a changing of the guard, you might say. The Honors office has been richly blessed and fastidiously run by our senior interns: Tim Elofson, Josiah Bloemberg, Jasmine Kolano, Hannah Hall, and Jenelle Dhing. They have designed posters, reviewed applications, planned

events, and created whole programs in the Honors repertoire, but the time has come to send them off—with great thanks and many random Microsoft skills—to bigger and better things. The office (and the pun telephone booth) won't be as full without you.

We who remain—Lexy Cox, Reilly Fitzpatrick, Sofia Calderon, Natalie Pagan, Helena Mayer, and Daniel Friend—are thrilled to be a part of this new season for the Honors College as the next generation of interns! We promise to always keep the candy bowl full.

Many thanks to the parents of our students for entrusting us with the education and caffeination of your youth (check out our senior spotlight pieces to convince you that they will turn out okay!). And thank you to our alumni and donors for entrusting us with your monetary, advisory, and spiritual support. The Honors College thrives because of those with the same vision for the pursuit of Beauty, Truth, and Goodness as we have, and those people are you.

With gratitude and passion,  
The Interns

*P.S. Don't forget your summer reading!  
~ From those who know that if you wait until August, you won't even be able to find the book.*

# Freshman Reflections

Therese Schumacher

I would say that my experience with my Honors professors has been the most amazing experience of my educational career. They actually care about us, and are rooting for us to rise to the challenge. The lessons I have learned from them have changed my whole life, and opened me up to so many new possibilities. I cannot put a price tag on the things that they have taught me

Zack Conner

Learning is often thought to be a pursuit of the mind. However, if done correctly, it has the power to not only enlighten the mind, but the soul as well. When I reflect on my first year of college, I can see that I have learned much from my academic pursuits in mathematics, like the significance of the Rank-Nullity Theorem as it describes the nature of an equation's dimension, and from flute performance, such as how to play the concerto "Cantabile et Presto," by Georges Enesco, with emotion and expressiveness. But the Honors College has taught me truths deeper than those of the mind. For example, I have used the study of Aristotle's *Nicomachean Ethics* to begin to learn what it means to live a moral life. I have realized that the things I've learned in math and music have caused me to think differently, but the things I have learned in Honors have taught me to live differently. While we may simply read and reflect on a handful of great literary works, the truths I have learned have had a real impact, not only on my mind but on my soul as well. From mathematics, I have learned how to think mathematically. From music, I have learned how to play the flute musically. But from Honors, I have begun to learn how to live honorably—the noblest pursuit of them all.

Alexis Cox

One of my favorite parts of this year has been the experience I have had in colloquy. Especially this semester, my entire class is constantly laughing and encouraging each other's thoughts. For example, one of our discussions was centered around the importance of sheep herding techniques in relation to theology. Are they aware of the spiritual journey they are participating in? And does it have to be sheep? Would David have had experienced God in the same way if he was a shepherd of goats? Conversations like these are a delightful balance of thoughts that are philosophical in nature and, at the same time, tickle the funny bone.

## Sonnet IX. A Reflection on the Honors College

By Logan Brubaker

I read the books that I am told to read,  
I catch the thoughts that float through my small mind.  
But then when I am asked one day to lead,  
I break my pace and try so hard to find;  
An answer that can give me clarity  
To those large words, so hard to understand.  
For speaking wise words is a rarity.  
And something I cannot myself command.  
But then I stop and listen to my peers,  
The ones who speak with words so deep and true.  
Who calm my ragged mind and end my fears,  
With thoughts that turn my midnight into blue.  
And now I speak with words that I believe,  
And hope that others' minds will soon receive.

# Alpha Chi Honors Society Induction

## *A Bridge to the Heart of God*

By Reilly Fitzpatrick

On Tuesday, February 13, the Alpha Chi Honors Society held their annual induction for new members to the California Gamma chapter at Azusa Pacific University. With over 50 inductees in attendance—along with parents, spouses, and other supporters—the event was a celebration of academic excellence in both the undergraduate and graduate programs at APU.

The Director of Alpha Chi, Dr. Joseph Bentz, is a professor of English at APU and a Faculty Fellow in the Honors College. He opened the evening with sincere congratulations to the new inductees and introduced Dr. David Weeks, dean of the Honors College, who gave the invocation. Logan Cain, the president of Alpha Chi and a senior in the Honors College, then welcomed the keynote speaker, Dr. Barbara Harrington, who is a full-time faculty member of the Honors College and an internationally renowned expert on the nature and social effects of narrative. Dr. Harrington gave a striking presentation entitled “*Your Life (As) Story: What We Can Learn From Hollywood.*” She encouraged the new inductees, a group of students characterized by their intellectual prowess and dedication, that their “intellects are nothing if they are not a bridge to the heart of God.”



Alpha Chi is a coeducational academic honor society and a member of the Association of College Honor Societies. Since 1922, their purpose has been to promote academic excellence and exemplary character among college and university students and to honor those who achieve such distinction. Members of Alpha Chi, identified and elected by the faculty of their schools as ranking in the top 10 percent of undergraduate juniors, seniors, and graduate students represent the best in all academic fields at their institutions and are invited to partake in the following member benefits: acknowledgment of this honor at commencement with the distinctive blue and green Alpha Chi cords, opportunities to present their own research at the Alpha Chi session at the annual Common Day of Learning at APU, eligibility to

apply for Alpha Chi scholarships, eligibility to create their own scholarly discussion groups on a selected text for subject sponsored by Alpha Chi, eligibility to apply for reimbursement for the cost of the membership in one professional organization in their field, eligibility to apply for a travel grant to present research at a conference in their field, and opportunities to present their scholarly work at Alpha Chi conventions.

*If you are interested in becoming a member of the Alpha Chi Honors Society, email [alphachi@apu.edu](mailto:alphachi@apu.edu), visit their website at [alphachihonor.org](http://alphachihonor.org), or (for the APU Gamma chapter) visit [www.apu.edu/provost/apuhonorsocieties/#alphachigammachapter](http://www.apu.edu/provost/apuhonorsocieties/#alphachigammachapter).*

# The New Wednesday Lecture Series

By Rhonda Rhoberts

This year, the Honors College rolled out the Wednesday Lecture series for first year students featuring lectures on writing by Dr. Diana Glycer and Dr. Barbara Harrington, public speaking lectures by Dr. Marcia Berry, and a presentation on Sabbath by Honors College senior Jasmine Kolano. In the past, the Honors College offered a one day workshop at the beginning of the spring semester on writing and public speaking, but Dr. Glycer had a grander vision. When she joined the full time faculty in the Honors College this fall, she launched the Wednesday Lecture series to provide ongoing instruction to first year students in order to better equip them to make the transition from high school students to honors scholars.

When Dr. Glycer shared her vision with me, I asked if I could be a part of it. The Wednesday Lecture series has given me an opportunity to bring together my studies in APU's M.A. in English program and my work in the Honors College. I have been learning about the field of Composition Studies from Dr. Glycer and assisting her with the Wednesday Lecture series as well as doing research for my M.A. thesis, which focuses on how the unique characteristics of honors students influence honors writing instruction.

Next year, we are making plans to extend the Wednesday Lecture series throughout the entire fall and spring semesters and expand the variety of topics and lecturers.

## *What did you learn from the Writing Lectures?*

**Natalie Pagan**

*I always would start with too big of an idea. I learned that I need to focus on one topic, to be more specific.*

**Ivy Lu**

*I learned that I have to be passionate about my topic to write a good paper.*



## Common Day of Learning *Oxbridge Tutorial Presentations*

By Josiah Bloemberg

On February 28th, our senior class presented research from their Oxbridge Tutorials at APU's Common Day of Learning (CDL). CDL is a campus-wide, multidisciplinary conference dedicated to the advancement and celebration of scholarship, one of the university's Four Cornerstones. Each of the Oxbridge classes had a session at the conference during which the students presented key takeaways from the research they had been conducting since the beginning of the school year.

For many students, this was the first time a public audience was introduced to their research and experiences from their year-long class. "Presenting our Oxbridge research made us feel like real academics," Caleb Agron said about the Dante group's presentation. "We knew something worth knowing, and our audience came to hear about it."

Rachel Eppley echoed Caleb's sentiment: "Presenting at the Common Day of Learning was a bit of a confidence booster for me. The past year has been such a powerful and emotional experience to be so deeply invested in *The Divine Comedy* with such an awesome group. I feel like our presentations came at just the right time to process our experience and share our passion with the community. We are like a family unit, and I was shocked to find that we are also a well-oiled machine!"

Jasmine Kolano reflected on her experience presenting for the Bonhoeffer Oxbridge: "This was probably one of the best experiences of my life. My writings were focused on the notion that we as Christians often claim to follow Christ, yet 'nail Him to the cross' when we betray Him with our actions and deeds. Arguing this has completely changed my

walk with God. It has made me a lot more honest and vulnerable with him about how I can easily idolize things that ultimately do not satisfy. The thought of presenting on a topic like that was overwhelming because there was so much to say. But, it turned out to be my favorite presentation that I have ever given. I am not an emotional person, but this was the first time I ever cried while giving a presentation. My tears were just a glimpse into the hidden work that God had begun in my heart from the very first day of our Oxbridge Tutorial."

Some of the groups chose creative outlets to help relay their complex topics. "Even in this life, it seems that some people feel God's presence more closely than others," Rachel Agron explains about the Dante Oxbridge presentation. "Dante explains this apparent injustice with a metaphor, and one of the speakers brought Dante's metaphor to life. He dimmed the lights, placed a candle in the center of the room, and had three assistants hold up mirrors. Although the mirrors stood in different parts of the room, the light shone equally bright in all of them. While the saints may be at different distances from God, they are not deprived of any of His glory, nor do they reflect God's glory any less."

The Shakespeare Oxbridge group staged a trial for *Henry V* in which witnesses gave evidence for and against his guilt as a war criminal. "Using a trial format was such a creative way to present the varying viewpoints held by the Oxbridge authors," said Frank Clement, a member of the Honors College staff. "Each student's 'testimony' added nuance to the academic debate of whether Henry V's actions reflected selfish ambition

and personal vice or the virtue required of a monarch in difficult circumstances."

The Flannery O'Connor Oxbridge took to the stage, enacting "Revelation", one of the many short stories researched by the students. "It was eye-opening to see the story unpacked, with the pieces of their commentary adding to the depth of the short story," said Rhonda Roberts, Executive Assistant to the Dean. "It brought O'Connor's challenging themes to life."

Not only was it a great experience for our senior presenters, but the presentations were also a good opportunity for others in the community to learn more about these texts. "The students who presented on Dante's *The Divine Comedy* helped me see human relationship with God in a new light," said Rachel Agron.

Jensen Kirkendall, who attended the Dostoevsky Oxbridge presentation on *The Brothers Karamazov*, gained a deeper understanding of certain themes surrounding the novel, such as "active love, the 'guilty for all' theology, and the idea of isolation destroying a person's humanity. A major takeaway was the idea that the depth of Christian love is not just in the moral choices of right or wrong, but in the deep love of God's entire creation."

We are proud of our seniors, who not only completed the Oxbridge Tutorial and succeeded in their presentations with flying colors, but were able to join with the entire APU community in celebrating the cornerstone of scholarship in our university. The bar has been set and now we wait expectantly to see how our next class of seniors tackle the Oxbridge challenge.



## The Oxbridge Publications

In addition to presenting their Oxbridge research at CDL, our seniors also took part in publishing their work as collected volumes. All of these students can now call themselves published authors—a rare distinction among college graduates! Below are descriptions from each of the Oxbridge books that our students worked so diligently to produce.

### *The Bonhoeffer Alternative: A Counter-Cultural Approach to Theology, Society, and Relationships*

“[To be faithful is] to be in this furious storm even to exhaustion, even to vexation, even to the call to martyrdom for the Word of Christ, so that there will be peace, so that there will be love, so that there will be salvation... And the more they storm, the more shall we call.” This was a common theme for Dietrich Bonhoeffer: committing to Christ no matter the cost. We found his words easier to apply, 60 years later, than we ever could have imagined. This ordinary, extraordinary man has emboldened us to reflect on our faith, to reevaluate our value systems, and to hope for a world where stalwart commitment to the person of Jesus Christ is always central.

### *Embrace the World: Exploring the Restorative Nature of Dostoevsky’s The Brothers Karamazov*

Often regarded as one of the most important books of the 19th century, *The Brothers Karamazov* continues to pierce its readers with profound questions about the nature of humanity, God, and life’s meaning at large. In this volume of essays, authors explore Dostoevsky’s ultimate novel through the lenses of religion, practical ethics, and history. In a world sometimes filled with doubt, *Embrace the World* offers critical, readable perspectives on the hope to be found in Dostoevsky’s novel.

### *Chasing the Peacock: Millennials Explore the Grotesque World of Flannery O’Connor*

The 1950s era short stories of a Southern Catholic woman might seem outdated and irrelevant to most, but the authors of this volume believe that Flannery O’Connor’s voice is one that today’s young adults desperately need to hear. The chapters of this book are meant to inspire a new generation to discover O’Connor’s words and embrace them—even when they demand uncomfortable self-examination and change. In the words of O’Connor, “you shall know the truth and the truth shall make you odd.”

### *Solving Divine Problems: Perspectives on the Toughest Questions Posed by Dante’s Masterpiece*

Dante’s story is ultimately an invitation. It urges us to see the commonalities between all people, our failings as well as the grace offered to us. It meets us in our own dark wood, the middle-ness of our culture and our daily lives. It beckons: ‘Follow me and I will be your guide.’

### *Upon the King: Shakespeare’s Henry V and the Burden of Leadership*

There is a myth about leadership. It’s romantic. It’s glorious. It’s honorable. At first glance, Shakespeare’s *Henry V* reinforces this myth. King Henry is powerful, charismatic, respected. But in his private moments, Henry is insecure, afraid, and wants to escape the burdens of leadership—especially the burden of tough decisions that hurt people. Keener awareness of the burdens of leadership might equip us to handle them with grace and care. Maybe the most important trait of an aspiring leader is not glory, but grit.

# The Dean's Cabinet Retreat

By Silas Griffin

Each year, a group of 3-5 representatives from each class in the Honors College meet once a month to provide feedback to Dr. Weeks and advance the initiatives of the Honors College. The representatives divide themselves into working groups that help with admissions events, social media management, and the production of The Honors Report.

This past Spring we were able to go on a weekend retreat to the Serra Retreat Center in Malibu to discuss the work of Alvin Plantinga and Dallas Willard. As mentioned in our Fall 2017 edition of The Honors Report, Dr. Black was awarded a grant to lead a group of students in a discussion of Alvin Plantinga's work, paired with Dallas Willard alongside him, since both scholars addressed the topic of Christian knowledge in the present day.

The Dean's Cabinet was invited, and given two books to read in preparation for the retreat. You might wonder why these students would subject themselves to more reading on top of all the other books that they read. It

was a difficult decision, but a trip to the Getty Villa, beautiful oceanside views, worship, and excellent food were all more than we could resist!

At the retreat center, there were lectures, a number of thought-provoking conversations, a visit from Dr. Green during which he shared insight about Plantinga, and time set aside to reflect. The weekend concluded on Palm Sunday with worship on the beach.

Some of the students shared realizations

that they needed to reinvest in their relationship with God. Others spoke of the importance of thinking deeply about how they know what they know about God. Still others felt a sense of conviction about their need for more spiritual discipline on a daily basis. Even though the retreat was short, the weekend was very powerful for all involved and each student had a wonderful experience!



# Faculty Spotlight *Dr. Marcia Berry*

By Beau Groom

Dr. Marcia Berry has been the Honors College public speaking tutor since the College's inception four years ago, and taught for several years before that in the old Honors Program. She earned her Ph.D. at Regent University in Virginia, and is now in her 31st year at APU, with 18 of those years spent as a full-time professor. She works half-time in both the Department of Communication Studies and the Honors College. Within Honors, she works with each freshman for about six hours per semester, split between lectures and public speaking workshops. In the workshops, students adapt one of their papers into a speech and present it to Dr. Berry with their rhetoric group, a group of three of their peers.

In these two teaching avenues, she has two main goals. The first and most well-known goal is to teach freshmen the basic structure of a good speech: "tell 'em what you're going to tell 'em, tell 'em, tell 'em what you told 'em." Students must state all their points at the beginning, restate each point as they explain it, and restate the points already covered.

Using this structure helps the speaker give a clear speech, while still allowing space to develop and apply unique arguments to fit the audience.

Dr. Berry's second goal is to get students to "hate public speaking less; liking it is an option." Many people are terrified of public speaking, including some of the high-achieving students of the Honors College. Even so, these students refuse to submit to this fear, tenaciously learning and improving as speakers so they no longer have to be afraid of giving a speech. This fight is one of Dr. Berry's favorite parts of her job because it allows almost all of her students to significantly improve as speakers.

Before becoming a professor, Dr. Berry spent a few years as a professional mime, which she believes has translated well into her current role as the public speaking coach for the Honors College. Mimes can only communicate to their audience through their movements, so any unnecessary or extra movements are confusing. The same goes for public speaking, and, thanks to her



experience, Dr. Berry is extremely attentive to all distracting movements and nonverbal communication given by her pupils. Having been trained by Dr. Berry this year, I can attest to the success of her approach; I know that I have substantially grown as a speaker and am more confident every time I have to step up and give a speech. And heck, I might even like it.

## Senior Spotlight *Josiah Bloemberg*

I have been the Design Intern for the Honors College for the past two years. I have also had the honor of serving on the Dean's Cabinet, being an AMP mentor for Honors freshmen, and surviving the entirety of the Humanities major in one piece. If you had met me when I first arrived at Azusa Pacific University, however, you would have been surprised at where I am now. Perhaps this is because essentially, I joined the Honors College by accident.

I did not know anything about the Humanities curriculum or the major I had signed up for. I received an email saying I was eligible for this program, and if I opted-in I would get priority registration and an extra scholarship. In my mind it read like a standard infomercial: SIGN UP NOW AND YOUR COLLEGE LIFE WILL BE EASIER, and I said to myself, "why not?"

*"More importantly, however, the Honors College truly oriented me to becoming a life-long learner"*

I only discovered what I had gotten myself into during orientation. I was there alone (my family could not bring me), and I sat there among ninety other students—all strangers at the time--and found that I had somehow been inducted into the inaugural year of an intensive 4-year Humanities major. We would be reading great books, and we were shown a list of book titles that lead parents and students alike to "ooh" and "aah"—I had not heard of any of them. Dr. Weeks explained

how we would become great leaders, and he showed us a color-coded chart outlining how we could accomplish this while maintaining a healthy sleep schedule and some form of social life. The whole thing didn't exactly sound like my cup of tea.

The following Monday we had our first Honors lecture, and later in the week, our first colloquy session. Me being me, the only reason I kept with it that semester was because I did not want to bother to figure out the process for withdrawing.



What kept me going beyond that point was the community. It was always a blessing to be surrounded by people that were facing, and rising to, the parallel challenges with which we were presented. They simultaneously could empathize with me and challenge me to be better.

This was enough to motivate me to remain in Honors until I had a revelation of my own: these texts matter.

*"Because, when it is all said and done, Honors has taught me that the Great Books deserve more than even four years of study, and that there is much I still do not know."*

It is almost embarrassing how long it took me to reach this point, but I came to recognize that these dusty books have the power to change my life—if I let them. This sense of pertinence is what gave me the drive to make it through the entire four years of Honors.

More importantly, however, the Honors College truly oriented me to becoming a life-long learner. A passion for history, philosophy, and theology was non-existent in me before coming here, and now I expect to spend the rest of my life searching and learning more in these fields. Because, when it is all said and done, Honors has taught me that the Great Books deserve more than even four years of study, and that there is much I still do not know.



## The Inaugural Honors College Class

By Frank Clement

Saturday, May 5, 2018 will go down in history as a momentous date for the Honors College. After four years of struggle and triumph, the program's inaugural class—affectionately known as the “Guinea Pigs”—graduated from APU with an Honors Humanities major or minor. Although alumna Allison Van Houte managed to achieve this distinction a semester early in December 2017, the first full cohort crossed the stage and received their well-deserved diplomas.

In addition to the usual commencement activities, Honors seniors were able to celebrate the completion of their undergraduate studies at a special Honors College luncheon held in Heritage Court. Surrounded by friends and family, these soon-to-be-graduates took a moment to reflect on the past four years before turning their attention to a new chapter of life.

“We are so proud of these graduates,” said Dr. David Weeks, dean of the Honors College. “This course of study was designed to push students beyond what they thought possible, and now they can look back and see very clearly how latent potential was transformed into actual ability. These young men and women have accomplished so much here at APU, but I pray that they see their graduation not as an end, but rather the beginning of a lifelong journey of discovery and leadership.”

An important part of the Honors commencement luncheon was the conferral of awards for outstanding achievements and character. The awards and their recipients were:

### **The Gerald Wilson Award** *Noah Jackson & Silas Griffin*

Given for distinctive and original contributions in the areas of scholarship, faith integration, and service. This award has been given annually since 2006 in memory of Gerald Wilson, Ph.D., a beloved honors faculty member. The award continues Dr. Wilson's scholarly legacy by providing recipients with a stipend to begin a professional library and a copy of Dr. Wilson's final commentary on the book of Psalms.

### **The Honors College Academic Achievement Award** *Elena Padilla*

The Academic Achievement Award honors the senior who has maintained the highest grade point average in the Honors College over four years and the highest overall university-wide grade point average.

### **The Outstanding Oxbridge Essay Award** *Caleb Agron*

The Oxbridge Essay Award goes to the author of the best paper written for the Oxbridge Tutorial. A panel of Faculty Fellows selected the recipient after anonymously reading the essays.

### **The Aristotelian Friendship Award** *Meredith Harbman*

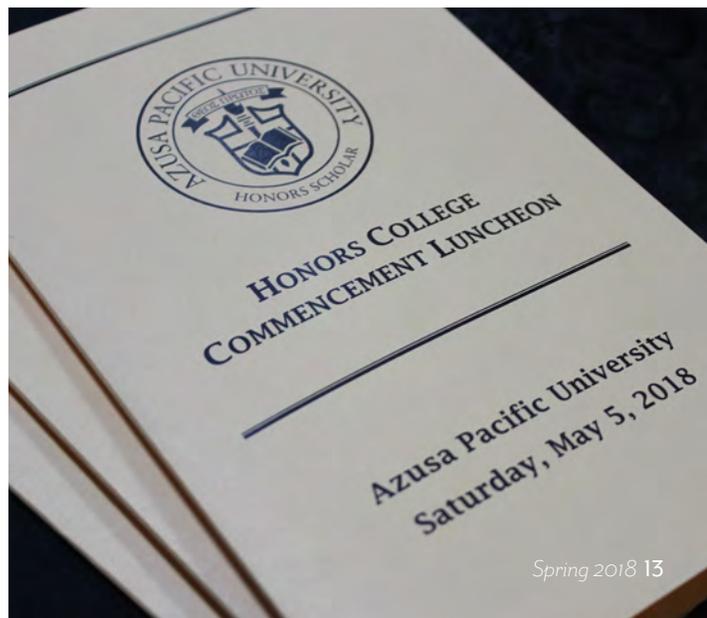
The Aristotelian Friendship Award is given to the student who best exemplifies virtuous friendship with the students, faculty, and staff of the Honors College. Nominations are solicited from the graduating class and used by the faculty to make the final decision.

### **The Servant Leadership Award** *Jasmine Kolano*

The Servant-Leader Award is granted to the student who personifies the spirit of servanthood in providing leadership to fellow students and to the Honors College. The recipient is selected by the Honors College faculty.

In addition to the student awards, every graduate was celebrated with the presentation of an Honors Scholar medallion and a certificate. Honors Humanities majors also received copies of their Oxbridge books for the very first time.

While the Honors College “Guinea Pigs” will certainly be missed, we are excited to see them dive into whatever God has for them in this next season. Congratulations, Class of 2018!





## Student Spotlight Sara Wagenveld



By Jordan Mar

At 6'2", Sara Wagenveld, a sophomore in the Honors College, towers over most of her peers. This height has given her the advantage on the APU volleyball team and on the track and field team, making her an unstoppable competitor. On top of being a successful and talented athlete, Wagenveld juggles being an Honors Humanities and English double major, which entails a schedule filled with hours of practices, homework, and studying. Out of necessity, she had to develop excellent time management skills. She says, "The main way I can balance the two [academics and athletics] is to see the value in both areas. I recognize the reason why I do both Honors and sports."

Although the workload is significant, for Wagenveld, it is important to invest her time in both of these commitments because they increase the value of the other. She channels the motivation and self-discipline she learns from her involvement in athletics and applies it to her academic approach. Challenging

herself to achieve excellence in athletics has translated to how she pushes herself to work hard and attain her academic goals.

*"The main way I can balance the two [academics and athletics] is to see the value in both areas. I recognize the reason why I do both Honors and sports."*

In addition, the Honors College has significantly impacted her life as an athlete. The lessons she has learned from the books, discussions, and faculty in Honors have helped her to properly keep her priorities in check. According to Wagenveld, "Athletics can grow to overpower all the other aspects of your life. You can become unbalanced and your whole identity can be caught up in your

sports. Honors has helped me maintain my outside interests, and recognize my other talents that are equally important. Honors keeps me well-rounded in who I am."

Wagenveld strives to do her best in these many aspects of her life, especially because of the diversity of friendships that she gains from each. The relationships she has made in both Honors and sports is what she appreciates most about her life as an athlete and scholar. She is "super thankful for what I get to do and blessed for the opportunities I have been given. I am grateful that I can do so many different things in life—athletics and Honors helps diversify my acquaintances."

It is clear that for Wagenveld, athletics and the Honors College can be used together as a platform, not only to expand her academic and athletic horizons, but to invest richly in those around her. Sara strives to glorify God through both her athletic career and her role in the Honors College—and as far as we can tell, she is doing beautifully.

# Alumni Mentoring *What I Learned from Dr. Mark Ashley*

By Silas Griffin

About a year and a half ago, I had the privilege of being matched up with Dr. Mark Ashley through the Honors College Alumni Mentorship Program. This program seeks to pair current Honors College students with an alum who is both in their intended career field and lives relatively close to APU. Dr. Ashley is the head of the urgent care department at Kaiser Permanente in Riverside. He graduated from APU in 1996 as a member of the first graduating class from the old Honors Program, which eventually became today's Honors College.

We met a few times for lunch when we both had time to spare, and enjoyed some great conversations together. I asked him many questions about applying to medical school and what the physician lifestyle was like. He told me about his experience with applying and was able to give me some tips

on my own application. As someone who is hoping to have a family of my own, I also asked him what it was like balancing his work and family life. He told me that it was not easy because physicians typically work more than 40 hours a week, but it was possible to be a good father as long as family was prioritized.

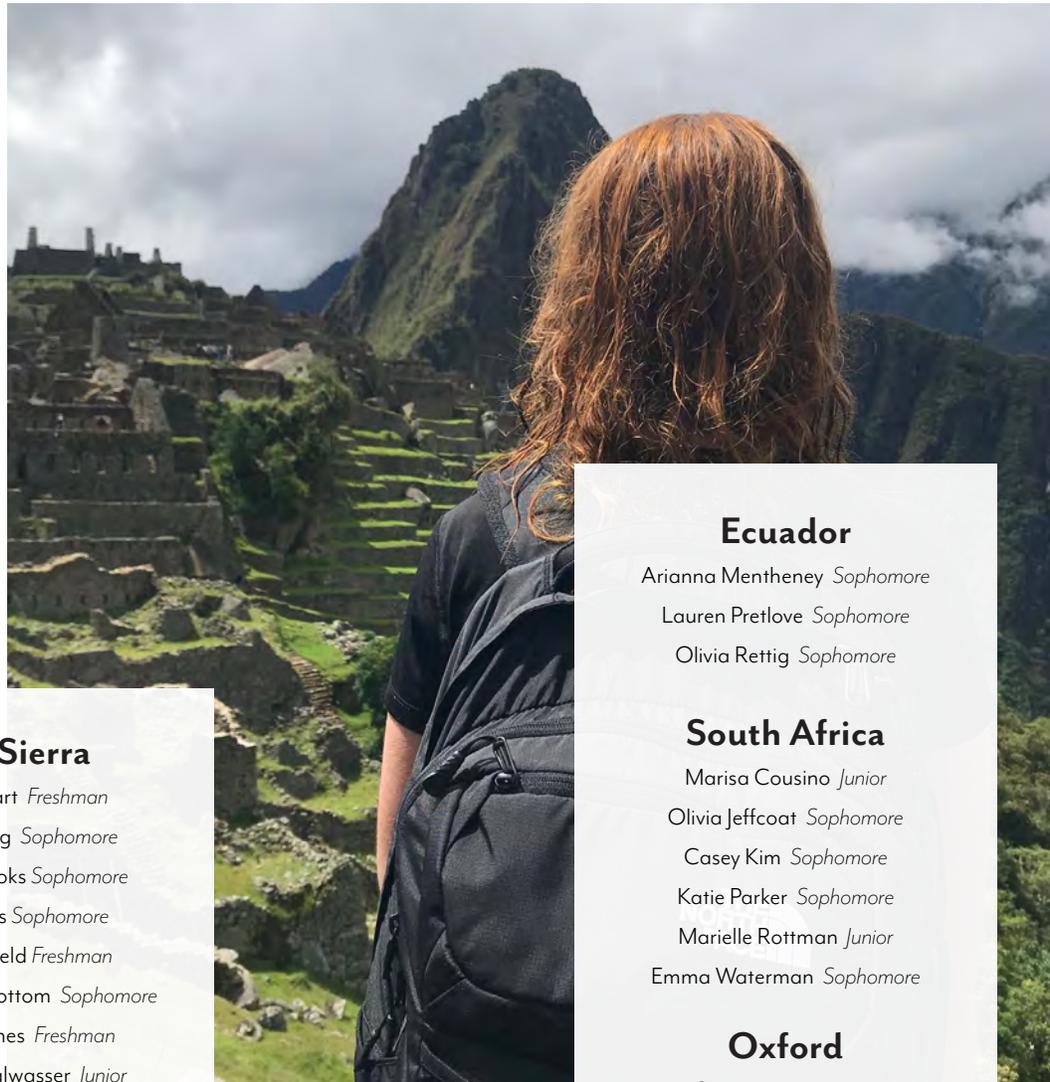
The most important topic that Dr. Ashley and I talked about was what it is like to be a Christian and a physician. Being the director of the urgent care department is an extremely high-pressure position, and Dr. Ashley sees many patients every day. Due to the short amount of time he has with the patients, it is important to treat each patient as if they were the first one of the day because to them, they are the first one of the day. They have no idea who came before them or who will come after them. All they know is that they are sick and they need help. It is the job of the physician

to recognize this and treat them with the dignity and respect they deserve. This can be draining, but for the Christian physician, he can rely on the love of Christ to strengthen him through each and every day.

All in all, my experience in this mentoring program has impacted me greatly. If other students have the opportunity to be mentored by an alum, I would highly recommend that they take advantage of it. Not only did I receive plenty of practical advice about navigating the job market after graduation, I also built a relationship with a fellow Christian in my field who taught me how important faith is in the practice of medicine. I gained so much from participating in this program in ways that I had not expected, and I hope that other students have a formative experience through the cultivation of these mentorship relationships.



# The Honors College Abroad



## High Sierra

- Bethany Cart *Freshman*
- Corynn Craig *Sophomore*
- Madelyn Crooks *Sophomore*
- Jordyn Fouts *Sophomore*
- Katie Hatzfield *Freshman*
- Katelyn Hickenbottom *Sophomore*
- Jonathan Jones *Freshman*
- Madison Kwalwasser *Junior*
- Caleb Linden *Freshman*
- Keely McMillen *Sophomore*
- Deborah Revenaugh *Sophomore*
- Kaylee Royster *Freshman*
- Jaclyn Russell *Sophomore*
- Lee Vaughn *Junior*
- Abigail Wagner *Sophomore*

## Ecuador

- Arianna Mentheney *Sophomore*
- Lauren Pretlove *Sophomore*
- Olivia Rettig *Sophomore*

## South Africa

- Marisa Cousino *Junior*
- Olivia Jeffcoat *Sophomore*
- Casey Kim *Sophomore*
- Katie Parker *Sophomore*
- Marielle Rottman *Junior*
- Emma Waterman *Sophomore*

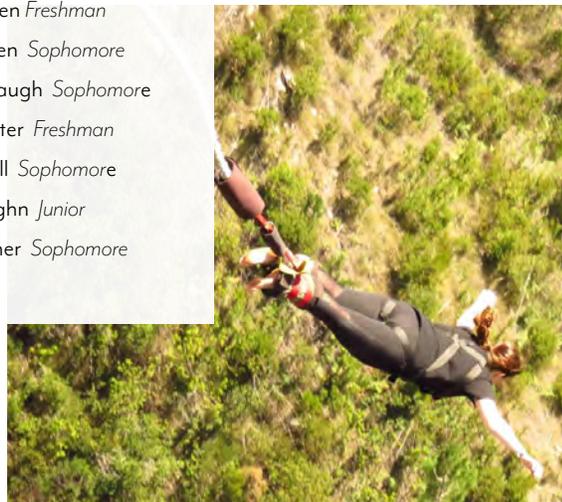
## Oxford

- Olivia Loewen *Junior*
- Isabella Malak *Junior*
- Katie Mraz *Junior*

## Los Angeles

### LA Term & Urban Nursing

- Madalyn Brown *Sophomore*
- Cassidy Estes *Sophomore*
- Kristen Glavee *Junior*
- Elise Larson *Junior*
- Hana Leuze *Sophomore*



# Where are our Seniors Going Next?

## Evan Cain

Following graduation, I will begin teaching 5th grade history and language arts as part of the Great Hearts Academies network at North Phoenix Preparatory Academy, where young scholars cultivate moral and intellectual virtue through a classical liberal arts education. My ultimate aim is to become a Biblical Studies professor, as I believe there is no text more worthy of pursuing and professing with the whole heart, soul, strength, and mind. The Honor College's mission is "to liberally educate the next generation of intellectually-gifted Christian leaders." I hope and pray that my future studies and teaching will further this vision by helping others seek answers to life's most important questions while retaining a principled commitment to Christian virtue.



## Hannah Myers

After graduation, I will be attending University of the Pacific's McGeorge School of Law in Sacramento on a full-tuition scholarship. I will also be a member of their Accelerated Honors J.D. Program, which includes summer externship opportunities and a completed Juris Doctor in 2.5 years instead of the traditional 3-year track. I'll be earning a certification in either Trial & Appellate Advocacy or International Law—possibly both. Over the summer, I will be overseeing residency counselors at a YMCA chapter's overnight camps for a few months, in addition to possibly interning for a district judge in Santa Clara County. And I am so excited to continue learning and to take what Honors has taught me to a whole new sphere—legal education.



## Giced Angeles

My plans for after graduation are a bit vague, complicated, and, to many others, may seem absurd. After I graduate, I plan to work in a hospital and in hospice for a year or so. When it is time, and if it is the Lord's will, I will move to the Philippines to study medicine. Whether I will practice in the United States or the Philippines is unknown to me, but my prayer is that I would eventually be a full-time medical missionary in South East Asia—spreading Christ's message of spiritual health while also providing for physical health. My family plans to start an orphanage in the Philippines in the next five years or so—we have already bought the land for the building! Near the end of my career, I hope to go into public policy and design health care systems in order to provide better health care delivery for as many people as possible. These plans have been placed in my heart through much prayer, counseling, and fasting! The specifics of this plan are another story. God is graciously providing the means and opening doors for these plans to fall into place.



# Faculty Accomplishments

*Our faculty are dedicated, life-long learners. The following list is just a sample of their most recent achievements, representing their drive and determination to make contributions to their respective fields of study.*

## **Joseph Bentz**

Published “Who Are You Calling a Genius? Reconsidering the Wolfe/Perkins Relationship” in the January 2017 issue of *The Thomas Wolfe Review*.

Published “Bridging the Gap Between Hemingway’s *The Sun Also Rises*, McInain’s *The Parise Wife*, and Blume’s *Everybody Behaves Badly*.” Paper was presented at the national conference of the College English Association in April of 2018 .

## **Marcia Berry**

Published “Using Initial, Derived, and Terminal Credibility to Help Students Understand How They Are Perceived by Others” in the October 2017 issue of *Communication Teacher*.

Has assumed a 2 -year position as an Associate Managing Editor for the *Journal of Christian Teaching Practice* which is associated with the Christianity & Communication Studies Network.

## **Gary Black**

Awarded a Plantinga Reading Group Award grant by the Society of Christian Philosophers.

## **Adam Green**

Awarded a Plantinga Reading Group Award grant by the Society of Christian Philosophers.

Published “An Epistemic Norm for Implicature” in the July 2017 issue of *The Journal of Philosophy*.

Awarded a Templeton-funded, all expense paid summer seminar in moral psychology: “Character and the Morally Exceptional: Empirical Discoveries and Moral Improvement”.

## **Paul Kaak**

Presented a lecture entitled “Engaging Students in Experiential Learning from a Distinctly Christian Perspective” at the Kuyers Institute 2017 Conference.

Presented a lecture entitled “How Non-Biblical Studies Educators Can Meaningfully Use the Bible in Non-Theological/Non-Biblical Classrooms” at the 2017 Baylor Symposium on Faith and Culture Conference.

Presented a lecture entitled “How Luther Reframed the Matter of Work and Calling and How Others Reframed His Reframing: The Text of a Sermon” at Reformation Reverberations: Consequences and Challenges of Change Conference at Azusa Pacific University.

## **Ethan Schrum**

Published “The Reluctant President: Gaylor P. Harnwell and American University Leadership after World War II” in the October 2017 issue of *The Pennsylvania Magazine of History and Biography*.

## **Caleb Spencer**

Co-editor with Matthew J. Smith of “Sincerity,” a special issue of *Christianity & Literature*.

Published “Preface” with Matthew J. Smith and authored “w/Sincerity, part 2: A Theological Concept that Never Left” in the same December 2017 issue of *Christianity & Literature*.

# Meet the Faculty & Staff



David Weeks, Ph.D.  
*Dean of the Honors College*



Christopher Flannery, Ph.D.  
*Professor, Honors College*



Gary Black Jr., Ph.D.  
*Associate Professor,  
Honors College*



Barbara Harrington, Ph.D.  
*Associate Professor,  
Honors College*



Marcia S. Berry, Ph.D.  
*Associate Professor,  
Honors College & Department  
of Communication Studies*



Diana Pavlac Glycer, Ph.D.  
*Professor, Honors College*



Rhonda Roberts  
*Executive Assistant to the Dean*



Frank Clement  
*Director of Strategic Initiatives*

## Faculty Fellows

Joseph Bentz, Ph.D.  
*Professor, Department of English*

Gavin Fort, Ph.D.  
*Adjunct Faculty, Honors College*

Adam Green, Ph.D.  
*Associate Professor, Department of Philosophy*

Emily Griesinger, Ph.D.  
*Professor, Department of English*

Bradley Hale, Ph.D.  
*Director, Humanities Program; Associate Professor,  
Department of History and Political Science*

Skyla Herod, Ph.D.  
*Associate Professor,  
Department of Biology and Chemistry*

Paul Kaak, Ph.D.  
*Professor, Leadership;  
Executive Director, Office of Faith Integration*

Joshua Morris, Ph.D.  
*Professor, Department of Biology and Chemistry*

Bradley McCoy, Ph.D.  
*Professor, Department of  
Mathematics and Physics*

Ethan Schrum, Ph.D.  
*Assistant Professor,  
Department of History and Political Science*

Matthew J. Smith, Ph.D.  
*Assistant Professor, Department of English*

Caleb D. Spencer, Ph.D.  
*Associate Professor, Department of English*



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