
THE INTERLOCUTOR

Newsletter of the Division of Humanities and Teacher Education (HUTE)
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HUTE FACULTY & BIG DOGS

On the left is Sharyl Corrado, who served as visiting faculty at the Shanghai International Program during 2017–2018, posing with a Tibetan mastiff. Prof. Corrado's reflection on her teaching experience abroad is on pp. 5–6.

Below are the Great Books faculty for 2018–2019 during their retreat at the house of Cyndia Clegg in August 2018. Posing with them is Prof. Clegg's Old English sheepdog Flora.



Smithsonian Cruise: Sights & Lectures

Philip Freeman, Humanities faculty

For anyone who has read Homer's *Odyssey*, you'll know the magic of sailing the wine-dark seas of the Mediterranean. This past summer I was offered the opportunity to give a series of history lectures on these same seas and beyond as we sailed from Dubai to Rome on a three-week Smithsonian cruise. It was an incredible experience, one that has added so much already to my teaching, made even better because my daughter was able to come along.

After a flight literally halfway around the world, we landed in the incredible city of Dubai across the Persian Gulf from Iran. It seems that everything in Dubai is biggest, tallest, and grandest. Look below the surface and you'll see a city with plenty of inequality and problems, but it is still amazing as the most diverse and cosmopolitan place (in the true Greek sense of "world city") that I have ever been. I am hoping the next Pepperdine international campus is located there.



After a brief stay, we boarded our ship and headed to Oman for a three-day taste of the old Arabia not often visited by a lot of tourists. We discovered ancient citadels, colorful marketplaces, and banana groves in a land watered by the monsoon rains from the Indian Ocean. Then onward sailing up the Red Sea past Mecca and Medina to Aqaba, Jordan and the rose-red city of Petra, along with the otherworldly Wadi Rum. They were followed by a quick dash across the sea to Luxor, Egypt, capital of the New Kingdom of Rameses the Great (photo on the left). Wander those temples still preserved in such majesty and you begin to realize what a small part of history you occupy.

On through the Suez Canal to Israel, where we saw the ruins of Megiddo and the salty waters of the Dead Sea, then across to Cyprus before we headed for the island of Rhodes (right). The last leg of the journey took us to Sicily, the Bay of Naples, and our final stop in Rome.

Cruises are not for everyone and the elegant dinners and dances were certainly wasted on me. However, if you've ever climbed to the top deck of a ship and watched the sun rise over the mountains of Arabia or seen Mount Vesuvius growing large as you sail toward its smoking cone, then you will see the magic you can find on any ship as you follow the ancient mariners across the waves.



Summer Teaching in Lausanne

Heather Thomson-Bunn, English faculty

When I tell people that I taught in Lausanne this past summer, the most common response is, "Oh, that must have been beautiful!" And it was. The sight of the sun rising and setting over Lake Geneva was glorious. Encountering a hillside of white flowers during a hike in the mountains actually made me catch my breath.

The spectacular views, however, were not the highlight. The highlight was living in community with students. They came over for dinner, they played with my kids, they told me about their travel adventures. We took communion together and prayed for each other. One student was my partner in a brief but wondrous foosball winning streak. These students cared about each other and their Lausanne campus; when a massive storm flooded the building, many of them stayed up half the night bailing out and cleaning up the ground-floor rooms. So yes, Switzerland was beautiful—but the Alps and the lake and the charming towns were only one small part of that beauty.



Above: Prof. Thomson-Bunn and her son Dash during a hike in the Alps.

Left: Jennifer Smith spent May and June in the London Program where she taught Humanities 111 (Western Culture: Stone Age to 1300) and conducted research at the British Library and colleges and libraries in Oxford and Cambridge. Prof. Smith is pictured here standing beneath King Arthur's Round Table with her two daughters and some of her HUM 111 students during a field trip to Winchester's Great Hall.

Patience, Conduct, and Companionship

Anthony Bonetti, Film Studies major



In his junior year, Anthony is pursuing a career in film editing. He studied in Australia this past summer and helped produce an original short film called “Australian of the Year.”

Traveling to Australia was an experience that I never expected to be a part of. I have learned so much about the production process, the importance of each crew position, and how I can take the lessons I learned from set and apply them to my faith. The main values I took away from this program were patience, conduct, and companionship.

Ever since I applied to the Australia film program, I had to cope with **patience**. I waited five months to be accepted into the program. I initially felt disappointment, but held out with the hope that I would be considered in the future. Once accepted, I was fully prepared to tackle the process of filming and behind the scenes documentation of the project.

Although I thought the period of patience was over with my acceptance into the program, I soon discovered that I was completely wrong. The process of making a film involves patience in almost every aspect. Shoot days can be long and exhausting; it is important to remain focused and to not let the exhaustion affect performance. There were many late night shoots that would not conclude until the early mornings. In the end, these challenges were given to me by God in order to strengthen my ability to wait for the good moments in life. Patience is an essential aspect of filmmaking and I’m grateful for the exhausting experiences, as they will prepare me for the future.

Conduct is another aspect of filmmaking that I did not expect to learn about in this program. Conduct on set is incredibly vital to producing a coherent and successful film. Professionalism and maturity on set get tasks done quickly, and avoid overtime. One person’s actions can affect the entire crew if they do not take their job seriously. I learned just how important it is to conduct yourself in a professional manner. I also learned that being open and honest during production is better than trying to complete a task that you do not know how to do. I was often pushed out of my comfort zone by taking on positions I had no prior experience with, and by making behind the scenes reels with no crew. Instead of acting as if I knew exactly what I was doing, I asked for help and consulted others. These consultations made me feel more relaxed with unfamiliar tasks.

Conduct is an important aspect of my faith, and I am glad that I was challenged to display proper conduct on set. I believe that God watches every action that I take, and it is important for me to act maturely and be an example for others to follow. I strive to be the most respectful and helpful person I can be on set, and I felt that God was giving me challenges in order to strengthen my skills. The first thing that people notice in others is their conduct, and it is important to have maturity in order to have an effective work environment.



The final value that I learned from my time in Australia: **companionship** can conquer all obstacles. Making a film is no simple task; it cannot be done alone. On this trip, I saw many examples of effective and noneffective teamwork. The best crews are able to work together to sort out issues, despite having different viewpoints. A set should not be a power struggle, and everybody should give input without trying to take over the project.

I realized that companionship was an important aspect of this trip when I found myself excited to go to set and collaborate with my peers. I was excited to see the same people every day, and I believe that it helped me do my job more effectively. Companionship has always been at the center of my faith, and my experiences in Australia have only strengthened this. I see God in others, and I want to be a part of their lives in order to feel truly happy. Companionship creates a healthy environment on set, and I will always remember the outcomes of effective teamwork.

My experience in Australia this summer has been nothing short of incredible. I was able to explore a different country while getting to make films that I am truly passionate about. This program has strengthened my faith in God through the countless challenges I faced and the new relationships I formed. Not only did I learn more about my career, but also important lessons about who I am.

Teaching Western Culture in Shanghai

Sharyl Corrado, History faculty

Teaching Western Culture classes (HUM 212 and HUM 313) in Shanghai was both a challenge to me and an opportunity for growth. I believe in the benefits of diversity and multi-culturalism, inside and outside of the classroom, and as a historian, I appreciate the myriad of influences that have formed our world.

However, as someone trained in European history and teaching a course called “Western Culture,” it is easy to fall back on the familiar narrative dominated by wealthy, well-educated Europeans. After all, I have spent years studying these (mostly) men and their ideas, and they are truly important. Yet these individuals and their ideas did not emerge in a vacuum. When the philosophes were writing about liberty, equality, and reason, China—not France or Britain—was the leading world power. The influence of these European ideas was not limited to Europe, but penetrated even the Celestial Empire. My students and I explored these interactions and mutual influences.

Being in Shanghai, this exploration was not a purely academic exercise. The Pepperdine campus is in a part of the city ruled by the British until World War II. We saw the grave of one of the first Chinese converts to Christianity, Xu Guangxi, who introduced Western science to the Ming imperial court. China today is led by a political party that grew out of the ideas of two nineteenth-century Germans who wrote in response to the Industrial Revolution in Britain.

An even bigger challenge for me was to recognize the historic influence of China in the West. While Americans love Chinese food and much of our economy is dominated by products “made in China,” I had never thought about why Tsar Peter the Great’s summer palace near St. Petersburg contains a large collection of Chinese porcelain. Or, why there is a Chinese-style pagoda in the English Garden in Munich, surrounded by a *Biergarten*. Or, the influence of trade with China on European port cities, where the trading companies were the primary employers. I had not realized that Voltaire and François Quesnay held up Chinese civilization as a model against which European culture fell short.

Chinese and Western cultures came together in any number of ways, but I will limit myself to one more example. World War II, I found, looks very different from a Chinese perspective. The war in China lasted eight years, from 1937 to 1945, while we in the U.S. often focus on 1941–1945. Approximately twenty million Chinese died in the war, more than any country other than the Soviet Union—or 47 times as many as the U.S. experienced! While we all know about Nazi concentration camps, we tend to downplay Japanese atrocities such as the 1937 Nanjing Massacre. Pepperdine students could not ignore it, however, after their visit to the powerful memorial museum in Nanjing.

A highlight for me was a visit to the memorial museum of Japanese Imperial Army Unit 731, which conducted research on biological and chemical warfare during the war, using Chinese and other prisoners of war as their subjects. While my specialization of European (and Russian) history remains the same, and I will continue to teach European history and Western culture, I will encourage future students to view the past not only from an insider perspective—Europeans impacting other Europeans—but to consider Western interaction with the world.



Recent scholarly articles by the faculty

Loretta Hunnicutt, “Staying ‘On the Beam’: Pepperdine University During World War II,” in *Denominational Education During World War II* (Palgrave Macmillan).

Maire Mullins, "Gender," in *Walt Whitman in Context* (Cambridge University Press).

Jane Rodeheffer, “Expound This Love: Parables for Naming Your Heart in the Modern Academy,” in *Stewards of the Academy: Christian Scholars Consider a Life of Faithfulness* (Palgrave Macmillan).

Carrie Wall, "Development through Dissonance: A Longitudinal Investigation of Changes in Teachers' Educational Beliefs," in the journal *Teacher Education Quarterly*.

... and presentations

Paul Contino, "Springsteen's Dark Night of Soul" at the *Darkness on the Edge of Town: An International Symposium on Bruce Springsteen*, Monmouth University; **and** “Alyosha and Kolya: The Recovery of Internality in The Brothers Karamazov” at the American Association of Teachers of Slavic and East European Languages Conference, Washington, DC.

Sharyl Corrado, “Defining Russia: Nineteenth-Century Russians Debate the Russo-Chinese Border” at the History Department, Fudan University, Shanghai.

Jacqueline Dillion, “‘Many Shames in One’: Robert Louis Stevenson's ‘The Beach of Falesá’” at the Interdisciplinary Nineteenth-Century Studies Conference, San Francisco.

Philip Freeman, “Cicero and Friendship” at the Getty Villa, Malibu.

Katie Frye, “Nature Deficit-Disorder and Pixar’s WALL-E” at the Christian Scholars’ Conference, Nashville.

Constance Fulmer, “A New Direction in George Eliot Criticism: Discovering Same-Sex Attraction in George Eliot’s Writing” at the British Women Writers Conference, Austin.

Tuan Hoang, “The Exilic Mind in the Literature of Vietnamese Refugees” at the American Comparative Literature Association, UCLA; **and** “New Money, New Love: Naval Officers in *Persuasion*” at the Association of Core Texts and Courses Conference, Framingham.

Julie Oni, "Chisel: An Albino Story," script presentation at the Raitt Recital Hall, Pepperdine University.

Jane Rodeheffer, "Experiencing the Asian Wisdom Tradition: Classical Chinese Calligraphy, the *Analects*, and the *Tao Te Ching*" at the conference *Global General Education and Asian Texts: What Should Students Read?*, Concordia Irvine University.

Jennifer Smith, “Loss and Logic: Reconstructing the Missing Part of Reginald Pecock’s *Book of Faith*” at the Medieval Association of the Pacific, Las Vegas.

James Thomas, "The Whole is Greater Than the Sum of the Halves: Amy Tan's Aptly Titled 'Half and Half'" at *The American Short Story: New Horizons* Conference, Johannes Gutenberg University (Mainz); **and**

"A New Perspective on the Anticlimactic and Abortive Events in Sherwood Anderson's 'Adventure'" at the American Literature Association, San Francisco.

Carrie Wall, "Mutually Constructed, Reciprocally Beneficial: Service-Learning to Bridge Understanding Between Preservice Teachers and Diverse Students"; and "Beyond Teaching Language: Embracing a Holistic Approach to Supporting English Learner Students and Their Families" at the American Educational Research Association, New York City.

Elizabeth Yomantas, "The Power of Narrative Curricula to Promote Equity through Dialogue" at the Summer Institute on Leadership for Educational Justice, University of Redlands.

Updates & Congrats!

In July, we said goodbye to **Chiconia Anderson**, administrative assistant since 2014, who recently received her degree in counseling and psychology. Congratulations to Mrs. Anderson and warm appreciation for her time at HUTE... We welcomed **Rahje Branch** as the new administrative assistant and **Shanna Early** who is this year's Seaver College Faculty Fellow... Congratulations to **Joi Carr** on the publication of her new monograph, *Boyz N the Hood: Shifting Hollywood Terrain* (Peter Lang)... Congratulations to **Philip Freeman** on his new translation of Cicero's *How to Be a Friend: An Ancient Guide to True Friendship* (Princeton University Press). Prof. Freeman has also begun his service as a member of the Society for Classical Studies Committee for Research in the Community, and also the American Academy of Religion Committee on Research Grants... Congratulations to **Jennifer Smith**, who was among this year's winners of the Howard A. White Award for Teaching Excellence. Prof. Smith was also elected a Councilor of the Medieval Association of the Pacific... Last but not least, congratulations to the **Teacher Education faculty** for having established closer ties with the Las Virgenes Unified School District, whose board of education approved a new formal professional development partnership with A.E. Wright Middle School and Sumac Elementary School. Pictured below are Profs. **Stella Erbes**, **Elizabeth Yomantas**, **Carrie Wall**, **Carrie Birmingham**, plus recent alumna **Jessica Wall** and the school principals.

