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# THE INTERLOCUTOR

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Newsletter of the Division of Humanities and Teacher Education (HUTE)  
Seaver College, Pepperdine University  
Spring 2019

*This issue is dedicated to the memory of first-year student Alaina Housley, who had declared English as her major and was enrolled in the Great Books Program at the time of her death in November 2018. (Photo courtesy of Great Books student Ashley Mowreader.)*

## LAUNDRY

by Laura Duffield, English & Creative  
Writing majors

Together, then apart,  
us and our

(saw the fire coming over the hills  
saw the fire crawling over the hills)

togetherness and breathing masks  
pressing indentations to our worried, wearied faces.

We  
privately learned how many waves of fear  
could be borne in rapid succession  
and publicly cried or whispered or put on Snapchat  
documentation, performance reality.

Carried smoke in my suitcase  
and when I opened it on the floor of my room it said  
“You do not belong here.

You left the ones who understand and now they are words on a screen. You are apart from this  
place, you and your heavy tilting thoughts.  
You shared the burden, and when you left for these clean skies  
the smoke came with you.”



## IN THE WORDS OF THE FBI

by Candyce Ha, Writing & Rhetoric major

*Senior Candyce Ha (right) has been accepted into the FBI. This semester, she takes the Senior Seminar with Prof. David Holmes and the Professional Writing course with Prof. Heather Thomson-Bunn (shown on next page with her daughter Story during Pepperdine's Bring Your Kid to Work Day).*

I didn't always want to be an FBI special agent. In fact, the thought didn't even cross my mind until three years ago. When I first started my college career, I was actually a Liberal Arts major planning to become an elementary school teacher because of my love for children. I figured that since I love spending time with kids, finding myself a job where I'd be surrounded by them was what I wanted. But as freshman year progressed I realized that I didn't have a true passion to teach, so I slowly lost interest in becoming a teacher. I eventually began to feel an itch, or rather, a tug, in my heart to pursue a different path -- a path in the FBI.



For the next two years, I spent much of my time researching the FBI religiously by scanning every available page of the agency's website, reading up on news articles, and searching for personal accounts of FBI personnel on the Internet. However, until this essay was assigned I never seriously considered the role that writing has in this agency, or even in the field of law enforcement as a whole. Fortunately, through my tailored research for this assignment I learned that writing actually plays an incredibly important role for the FBI. Not only is writing involved in every step of building, investigating, and closing a criminal case, but it is also a significant part of the behind-the-scenes action in administrative and operational aspects as well.

I began my research with one major question: How does writing in the FBI affect both the agency and the public? Eventually, I honed in on the press release of a cyber crime case from Denver, Colorado and the Installation Speech of the FBI's current director, Christopher Wray. I chose these documents because I felt that they portrayed distinct decisions in writing styles and purposes that are unique to the FBI. By carefully examining these two documents, I found that the FBI's writing has the power to instill both a sense of great fear and fierce courage in our country.

Ultimately, the point of an FBI press release is to provide pertinent information for news media outlets regarding a criminal case to share with the American public. For this assignment, I chose a press release from January 25, 2019 titled, "Internet Stalker Sentenced to More than 14 Years in Federal Prison." According to this press release, a man named Eric Ronald Bolduan was sentenced to over fourteen years in federal prison for stalking and threatening multiple female students from the University of Colorado in Denver, Colorado. The document contains detailed summaries about the crime and the people involved, and I realized that this was a deliberate, rhetorical choice because it pushes the public to think twice about what they upload on their social media sites, such as Facebook and Instagram. Especially within our



current generation, cyber crimes have become increasingly frequent due to the countless number of Internet sites that disclose personal information, and press releases like this one serve as written forms of safety warnings for the public.

Unlike the press release, which is succinct and factual, the Installation Speech of FBI Director Christopher Wray is laced with personal stories, emotions, and hopes. He begins by sharing three short stories to reveal how he spent his first days on the job. While these stories may appear as seemingly random occasions, Director Wray purposely wrote about these three specific situations because he understood his rhetorical context. Former director Comey had just been fired by President Trump, so the FBI was facing an unexpected and daunting change. The agency needed someone to look to, and they needed to know that they would be able to recover from the sudden events that had taken place. That is probably why Director Wray followed his three anecdotes by proclaiming, “The more dire and daunting the

circumstances, the more the Bureau rises to the occasion... That’s what defines your character both as individuals and as a team... Fidelity. Bravery. And integrity” (Wray). Through his writing techniques, Director Wray uses rhetoric to adamantly remind his audience of the defining values of the FBI and to drive home his high expectations as the newly appointed leader of the United State’s leading law enforcement agency.

Beyond my own personal research of writing samples from the FBI, I conducted interviews with two special agents in order to hear first-hand about the experiences that FBI personnel have with writing. My first interview was with Supervisory Special Agent Andrew Leithead, who is currently the Assistant Special Agent in Charge of Complex Financial Crime, Public Corruption, and Civil Rights at the Washington D.C. Field Office. When asked if he believed whether writing was important for a career at the FBI, he responded, “Yes, writing is integral for the FBI. We have a saying: ‘If it’s not on paper it didn’t happen.’” Basically, anything and everything that special agents witness or experience on the job must be put on paper in order to be qualified for use to testify or gather as evidence for a criminal case.

Towards the end of our interview, I asked if certain examples of writing can influence the outcome of a case, and SSA Leithead replied, “Absolutely. With the writing I do, I’m called into courts to testify, so it’s important to do a thorough job because sometimes these written pieces will be called into challenge by defense.” He further explained how if FBI agents submit reports or documents containing writing errors, such mistakes can affect the reputation of both the agent and the agency as a whole because of the apparent lack of professionalism and attention to detail. Perhaps the greatest lessons I learned from this interview were that writing is a part of an FBI special agent’s everyday life and that writing has the potential to both uphold and weaken the image of the entire agency. On top of the connections that I made between my chosen documents and the interview, I was able to get a sneak peek into the hidden scenes within the FBI’s walls where thousands of special agents across the country work tirelessly at their desks to solve cases by utilizing writing.

My second interview was held with Special Agent Chad Lapp. Special Agent Lapp works out of the Portland Field Office where he and the rest of his squad cover every kind of case in the area, from terrorism, to counterintelligence, to white collar crime, to child pornography crime, and even to violent crimes of Indian reservations. Similar to SSA Leithead, Special Agent Lapp shared the opinion that writing plays an incredibly important role for all departments and functions throughout the FBI, and that



“pretty much everything that we do is written on report documents.” After asking him what he focuses on the most with his writing, he responded, “We want these reports to be as accurate as possible, to contain the relevant information. Accuracy and relevance. Those are the two key points.” Several times throughout the interview, Special Agent Lapp continued to repeat these two words and emphasize the extreme importance of editing and re-editing his reports to make sure that he didn’t include any unnecessary or confusing information.

As our interview came to a close, Special Agent Lapp talked about one more type of writing he does that SSA Leithead had not mentioned: a “jail call.” This is when he listens to conversations that people have in jail during their meetings with visitors to see if anyone mentions details that could help cases he is working on. “Sometimes the subjects will slip up, so once in awhile I’ll write reports of incriminating statements that they’ve made during these conversations with their visitors.” He explained how although tedious, this process is incredibly important because it could affect the outcome of a case by exposing that they might have arrested the wrong person or overlooked an accomplice. While SSA Leithead taught me about the various impacts that writing can have on the image and reputation of the FBI, Special Agent Lapp taught me just how important word choice is in all forms of writing done within the agency. Through this interview, I realized that the FBI values accuracy in everything they do.

In the end, after extensive analysis of my chosen documents and conducted interviews, I was able to gain substantial knowledge about the role that writing plays in the FBI. Both SSA Leithead and Special Agent Lapp confirmed the immense role that writing plays in the agency as well as the importance of being able to write clearly and factually. And not only was my initial question of how writing affects both the agency and the American public answered, but questions I had never even thought of asking were answered as well. Before working on this assignment, I had never concerned myself with whether or not my English degree would prove to be helpful for my career aspirations because I never decided to be an English major in hopes that it would help me get a job. I simply chose this field of study because I enjoy it. But now, I see a strong, undeniable bridge between my background in English and my future career in the FBI that I failed to see before. This job will require me to join the fight against crime, but now I know that I’ll be able to use a pen to help me do it.



*One of the get-togethers among the faculty and students in the History Program.*



## RECENT PRESENTATIONS OF STUDENT RESEARCH & CREATIVE WORKS

At the Association for Core Texts and Courses Biennial Student Conference, Baylor University, March 22, 2019.

- **Tatum Shackelford**, “Wisdom’s Folly: Analyzing Fools as Agents of Truth in Shakespeare and Dostoyevsky”

The panel “Becoming a Teacher in Challenging Times,” the Eight Annual Southern California Professional Development Schools Conference, Pepperdine University, March 23, 2019:

- **Emily De Witt, Angelina Diaz, Elizabeth Hsueh, Lilia Kerski, Alexandra Lehman, Bethany Moore, and Daniela Yniguez.**

At the annual national Sigma Tau Delta Conference, St. Louis, March 27–30, 2019:

- **Makenzie Daggett**, “To Inhume” (creative work)
- **Anemone Hansen**, “*Othello*’s Heroine: Emilia and the Power of ‘Truth’”
- **Shea McCollum**, “Things Remembered and Things Forgotten” (creative work)
- **Madeline Parent**, “Investigation of Societal Fears in Sherlock Holmes”
- **Kathryn Pope**, “Bram Stoker’s *Dracula*: Defying Patriarchal Order”
- **Emilie Schutt**, “Nora’s Change in Henrik Ibsen’s *A Doll’s House*”
- **Brenna Ware**, “‘Diving into the Wreck’: Deconstruction of Gender”

At the Seaver Undergraduate Research Symposium, Pepperdine University, March 29, 2019:

- **Raquel Grove**, “The Three Torments of Ivan Karamazov”
- **Tatum Shackelford**, “Wisdom’s Folly: Analyzing Fools as Agents of Truth in Shakespeare and Dostoyevsky”
- **Rachel Simmons**, “Desirable Masculinity: Jane Austen and the British Navy”



*History major Rachel Simmons (left) described her project to two visitors at the Symposium. English major Tatum Shackelford (right) presented her project that originated in two Great Books courses.*

*Three of the students attending the 2019 Sigma Tau Delta Conference share the following reflections about their research in Prof. Julie Smith's courses.*

### **Madeline Parent, Creative Writing and English majors**

Last year, I took a class with Dr. Julie Smith called "Crime and Horror in Victorian Literature." I was nervous about taking the course at first, seeing as I consider myself a complete scaredy cat. Let's just say I am not one for scary movies and leave it at that. However, the class ended up being one of my favorite classes that I have taken during my four years at Pepperdine. I wrote a paper in which I juxtapose Arthur Conan Doyle's novel *A Study in Scarlet* with Steven Moffat's 2010 BBC Sherlock Holmes television adaptation (specifically the episode cleverly named "A Study in Pink"). In conducting this comparison of the characterization of Holmes in these two stories, I determine which societal fears these stories implicitly address and how these societal fears have changed from Victorian times to modern times.

I am really excited to be presenting an excerpt of my paper at the annual Sigma Tau Delta conference this year. I have never been to Missouri before, so this should prove to be a memorable trip. This will actually be my third year in a row attending the conference with Dr. Julie Smith, but I think that this year will be the best yet because I feel even more passionate about this paper and this topic than I have in past years. Plus, it gives me an excuse to talk about Sherlock Holmes, which is always a positive thing.

For my senior thesis, I am actually expanding this original paper by incorporating more research, adding a more solid psychological framework, and digging deeper into the context of my topic. It has not been easy. In *A Study in Scarlet*, Holmes comments, "it was easier to know it than to explain why I knew it." I think the art of writing is rooted in taking on the challenge of explanation. This in mind, I look forward to seeing the insights and clarity that the next round of editing will bring. Maybe I will even get another idea for my paper from the conference; who knows?

This has been a hard year for the Pepperdine community, and it has made me extremely grateful for the support of my classmates, friends, and teachers. Holmes said, "all life is a great chain, the nature of which is known whenever we are shown a link of it." So I want to say thank you to all of the links in the chain of my life whose vital importance has been reminded to me though the events of the past semester.

### **Anemone Hansen, English major**

When I studied *Othello* last year, the character Emilia intrigued me. She was a relatively minor female character who turned out to have a much deeper role in the story than she seemed to at first. She, more than any of the other characters, offers the voice of truth while everyone else falls prey to Iago's schemes. I wrote about her in Dr. Julie Smith's English 215 class last semester, then presented a revised version of the essay at the Sigma Tau Delta conference this spring.

Presenting and getting to answer questions about my writing was a wonderful experience. But my favorite part about the conference was that I got a chance to hear other people's work. One student on my panel wrote about Desdemona's willow song and how Shakespeare's version compared to the original folk song. Listening to her and to others on my panel gave me a better understanding of *Othello* and some of Shakespeare's other plays. Later in the week, I also got to chair a panel on Joseph Conrad's *Heart of Darkness*. It was cool to hear four in-depth interpretations of a work I had heard about but never read. As I listened to my fellow students, visiting guest authors, and a faculty-led English education roundtable, I began to see myself as part of a bigger community of scholars and artists. I look forward to incorporating what I learned from the conference into my writing now and in the future.



*Prof. Julie Smith and six of the attendants at the Sigma Tau Delta Conference*

### **Kathryn Pope, Political Science & Psychology majors & English minor**

My paper and presentation titled “Bram Stoker’s *Dracula*: Defying Patriarchal Order” discusses the heightened sexual, gender, and political anxieties of the Victorian period. The discussion of blood as a symbol throughout *Dracula* intertwines the fears of gender fluidity, pathologies, as well as reverse colonization because blood is the agent that disrupts traditional Victorian society. Vampirism and the character of Dracula himself allow Stoker to personify the chaos of the Victorian era that threatens patriarchal values because he symbolizes the racial and political anxieties of a declining Britain. *Dracula* demonstrates how uncomfortable people in the Victorian era felt about differing gender roles through implementing role-reversal as well as sexual perversion to highlight masculine qualities in women and feminine qualities in men. Furthermore, the transfer of blood allows for the old and new Victorian ideals to merge together, resulting in the death of Dracula and an end to traditional patriarchal values.

I had a wonderful time at the Sigma Tau Delta Conference and am thrilled that I had the experience to represent Pepperdine during my senior year. I’m very thankful for the amazing group of women who represented the university, along with our advisor Professor Julianne Smith. I was fortunate enough to present my paper on a panel alongside Pepperdine student Madeline Parent. Overall, the conference was an amazing experience and I strongly recommend students to submit papers for consideration.



## Faculty Feature: Elizabeth Yomantas

**Congratulations on winning the Outstanding Paper Award from a major academic organization in your field of education! Tell us about this organization and your relationship to it.**

Thank you! The American Educational Research Association (AERA) has been around for over 100 years and has more than 25,000 members who are faculty, researchers, graduate students, and other distinguished professionals. Some members work in psychology, statistics, sociology, history, economics, philosophy, anthropology, and political science. But over three-quarters (78%) of AERA members report that education is the field of their highest degree.

This is the top professional organization in my discipline. Some 14,000 educational researchers from around the world will attend the conference this April in Toronto. I have been a member of this organization since 2016. I am a member of several special interests groups, including the International Studies SIG. A side note: I am also in the petition proper phase of starting a new SIG with a colleague, Dr. Marie C. White, from Nyack University. Our proposed SIG is titled "Christianity and Education." We had over 100 faculty members from around the country sign the petition, as well as endorsement from several academic journals and organizations. We submitted the petition and proposal, and we should hear the status of our SIG later this year. If we are accepted, we will have our first SIG in formation business meeting at the AERA Conference in April 2020 in San Francisco.



*Prof. Yomantas (back row, second from right) and some of her colleagues and school children during a working trip in Fiji.*

**Please tell us about the origin of this subject and your involvement since then.**

I first traveled to Fiji as an undergraduate student with the Pepperdine Volunteer Center. In partnership with the Fiji Kinde Project, we provided professional development to rural kinde (kindergarten) teachers. While I was there as a student, I began to wonder if I would still be a teacher if I had conditions that the teachers I met faced. They had no supplies, no pay, and no social prestige. If society did not pay, provide resources, or extend respect, would I still choose teaching as a profession? This question stayed with me for many years. When I was a classroom teacher, this question always dwelled.

During my Ph.D. program, I decided I wanted to go back to Fiji. The more I learned about the nation, the more complex things became. I became fascinated with the issues surrounding standardization and westernization of the national curriculum. The question I wanted to find out more about was: as the nation rapidly modernizes, how do iTaukei (indigenous) preserve indigenous values in the classroom? How are the teachers preserving culture despite relentless and persistent westernization? I wanted to know more, so this became the focus for my dissertation. In conjunction with the Fiji Kinde Project, I was able to work with six rural school teachers to understand how they navigate the complex terrain of modernization and traditionalism in their school curriculum.

**With the Spring Semester ending soon, will you be involved further with this subject during the summer?**

Yes! I am leading the Fiji Program this summer through IP. I am traveling with 20 Pepperdine students to Fiji for the month of May and will teach a course titled EDUC 592: Culturally Responsive Service Learning. The group is a mix of education students, pre med students, and students from other majors. We will be serving on a daily basis in the schools, villages, and medical clinic. The course will focus on decolonizing service learning, taking the posture of a learner to indigenous knowledge, and the roles/responsibilities of critical ally-ship. I will be collecting data on the course to learn more about how students understand service learning, ally-ship, and non-western knowledge systems change over the course of our time in Fiji. Additionally, I want to understand which specific experiences help them arrive at this new knowledge. The course will be taught from a post-colonial perspective.

The Interlocutor congratulates  
all HUTE graduating seniors!

PURPOSE ~ SERVICE ~ LEADERSHIP

## Faculty Feature: Constance Fulmer

**Your new book, *George Eliot's Moral Aesthetics*, is the culmination of your life-long research on the great novelist. Can you tell us about the beginning of this intellectual journey?**

**Prof. Fulmer:** I started working on this book a long, long time ago. I first defined my version of what I call George Eliot's moral aesthetic in the dissertation which I wrote at Vanderbilt. I was not familiar with Eliot until I went to Vanderbilt; I read *Adam Bede* for a novels course which I took when I was working on my masters degree. I really liked it because it reminded me of Hawthorne and *The Scarlet Letter*. Then in a seminar I did a paper on *Daniel Deronda* which became a chapter in my dissertation.

After the dissertation was approved, I asked my major professor what he thought about publishing it. He replied that I should think about it for a while and then publish it. So I have thought about it for all of these years—and all along I have also been doing research and have published a bibliography of Eliot criticism with more than 2,000 entries, five articles and six book reviews about Eliot and have read papers more or less related to her moral aesthetic at twenty-seven conferences. So I to write the book I was able to combine all of this research with the basic assumptions I had made in the dissertation and rewrite all of it to create the chapters in the book.

This year is an appropriate time for the book to be published since Eliot was born on November 22, 1819, making this year is her 200th birthday. In July I will present a paper in England at the University of Leicester at the big conference which will celebrate Eliot's birthday. During 2019 I have already published two chapters in books in celebration of this bicentennial.

**You have directed many student projects on Eliot, Edith Simcox, and related subjects. Please share a memory about them.**

**Prof. Fulmer:** I have worked on research projects with more than three dozen Seaver students. On Monday I took Lauren Dodds, who is teaching a course in Art History this semester, to lunch to celebrate her finishing her dissertation at USC. She worked with me in the summer of 2008. Many of these students have worked with me to create and manage the Sakai site for my survey of British Literature course; Madeline Parent, who did a research project with me the summer after her first year at Seaver, has been my teaching assistant for three years. Working with these students is a real pleasure. They have done excellent work, and many of them are now teaching.



*Prof. Fulmer (left) and Prof. Jane Rodeheffer at the Seaver Faculty Retreat, August 2018.*



*Below is a partial list of students and projects that Prof. Fulmer directed since 2000, usually through the Summer Undergraduate Research Program (SURP). A number of these students presented their work at the Seaver Undergraduate Research Symposium, the Southern California Conference of Undergraduate Research, and other venues.*

**April Huot** on Blackboard material for the survey course on several British Romantic poets.

**Ana Archuleta** on Blackboard material for the survey course primarily on Eliot

**Victoria Russell** on a website that includes forty-four letters to Edith Simcox, photos and brief biographies of the seventeen individuals who wrote the letters and transcriptions of the letters.

**Kellie Klintworth** on the website "Victorian Women: Gaining Power through Involvement in Education" about the first women elected to the London School Board.

**Blake Ellis** on Edith Simcox, Millicent Fawcett, Annie Besant, and Emilia Dilke and their involvement with the Victorian Women's Trade Union Movement.

**Marisa Lengor** on Simcox, Emma Ann Paterson, and the Women's Protective and Provident League.

**Blake Knight** on Simcox's *Episodes in the Lives of Men, Women and Lovers*.

**Daniela Vujcic** on Eliot's *Middlemarch*.

**Lauren Dodds** on Simcox's *Primitive Civilizations*.

**Sarah West** on the contributions of British women in the medical field during the last quarter the nineteenth century.

**Austin Bladgett** on the role of pride in the marriage of Gwendolen Harleth and Heinleigh Grandcourt in Eliot's *Daniel Deronda*.

**Rachel Paprocki** on Dorothea's role as protagonist of Eliot's *Middlemarch*.

**Chelsea McGrath**, "The Channel: Christ, Dinah Morris, and the Status of Women in Eliot's *Adam Bede*."

**Ashley Caroline Mobley**, "An Historical Critique of an Historical Critique: Edith J. Simcox on Ancient Egypt."

**Kathryn Mogk**, "Flawed and Beloved: The Spiritual Mentors of Romola and George Eliot."

**Jesse Aston**, "Affection and Duty in George Eliot's *Daniel Deronda*."

**Aubrey Williams**, "Beyond the Patriarchy: One Woman's Discovery of Self in George Eliot's *Romola*."

**Ruth Book**, "'Life in Unison with a Multitude': Artistry in George Eliot's *The Spanish Gypsy*."

**Paulina Taylor**, "From Egocentrism to Selflessness: Gwendolen Harleth's Moral Rebirth in George Eliot's *Daniel Deronda*."

**Sam Vaughn**, "Changing Guinevere: A Comparison of Guinevere's Role in Tennyson's *Idylls of the King* and in Sir Thomas Malory's *Le Morte Darthur*."

**Alexandria McCollum**, "The Art of Perception in George Eliot's *Adam Bede*"

**Aaron "Elijah" Simms**, "Renovation of the Saint Theresa Archetype in George Eliot's *Middlemarch*"

**Lauren Devila**, "Sexism and Escapism in George Eliot's *Romola*"

**Kami Bates**, "Drowning in Sacrifice: Maggie Tulliver's Role in George Eliot's *The Mill on the Floss*"

**Maddie Perrin**, "Description and Action: The Feminist Value of George Eliot's *Romola*"

**Molly Pasquarella**, "A Comparison of Two Households in George Eliot's *Silas Marner*"

**Jessica Wall**, "Simulations of the Androgynous Society: Gender Stereotypes in George Eliot's *Silas Marner*"

**Kaitlyn Caughfield**, "The Evolution of the Madonna in George Eliot's *Romola*"

**Ryan Harding**, "Romola: The Triumph of a Wife"

**Madeline Parent**, "A Lesson Learned the Hard Way: A Look at Godfrey Cass's Long Journey to Closure"

**Cassis Anorga**, "Companionship and Wealth in *Silas Marner*"

**Elizabeth Hsueh**, "Love and Faith in *Silas Marner*"

**Anemone Hansen**, "Mrs. Tulliver's Rise in *The Mill on the Floss*"



*Great Books alumnus Chase Mendoza, who teaches high school in Arizona, visited campus during his spring break and helped lead discussion in Prof. Paul Contino's class.*



*Gerri Chopin Wendel (center), associate director of Art Trek in Thousand Oaks and great-granddaughter of Kate Chopin, visited Prof. Lisa Smith's English 330 American Literature class, to talk about Chopin's life after students had read the novel *The Awakening*.*

## FACULTY NEWS & UPDATES

Congratulations to **Ed Larson** for having received the National Outdoor Book Award for his book *To the Edges of the Earth: 1909, the Race for the Three Poles, and the Climax of the Age of Exploration* (William Morrow, 2018)... To **Jane Rodeheffer**, who receives the Killian McDonnell fellowship to spend Fall 2019 as a scholar-in-residence at the Collegeville Institute, Saint John's University in Minnesota... And to **Elizabeth Yomantas** for having received the 2019 Outstanding Paper Award from the American Educational Research Association's International Studies, Special Interest Group.

In addition to *George Eliot's Moral Aesthetic: Compelling Contradictions* (Routledge, 2018) by **Connie Fulmer**, last fall saw **Lisa Smith's** *Godly Character(s): Insights for Spiritual Passion from the Lives of 8 Women in the Bible* (Square Halo Books, 2018). This book is based on Prof. Smith's experience as small-group leader at her church community, the Calvary Community Church in Westlake Village... **Michael Gose** has collected reflections from his former students into *Great Books: 100 Years, 100 Stories* (independently published, 2018). The faculty have also published the following articles and book chapters:

- **Cyndia Clegg**, "The Undiscovered Countries: Shakespeare and the Afterlife," *Religions* 10:3 (2019).
- **Constance Fulmer**, "George Eliot's Use of Horses in Measuring the Moral Maturity of Characters in Her Novel," in Brenda Ayres, ed., *Victorians and Their Animals: Beast on a Leash* (Routledge, 2019); **AND** "Hints of Same-Sex Attraction and Transgender Traits in George Eliot's Characters" in Jean Arnold and Lila Marz Harper, eds., *George Eliot: Interdisciplinary Essays* (Palgrave Macmillan, 2019).
- **Tuan Hoang**, "Ultramontanist, Nationalism, and the Fall of Saigon: Historicizing the Vietnamese American Catholic Experience," *American Catholic Studies* 130:1 (Spring 2019).
- **Loretta Hunnicutt**, "Women, Race and Unity in the Stone-Campbell Movement," in James L. Gorman et al., eds., *Slavery's Long Shadow: Race and Reconciliation in American Christianity* (Eerdmans, 2019).
- **Jane Kelley Rodeheffer**, "What's This, You Laggard Spirits? Engaging Students in Dante's Use of Revivalist Imagery in Purgatorio II," in Greg A. Camp, ed., *Liberal Arts and Core Texts in Our Students' World* (Liberal Arts Institute ACTC, 2019).
- **Julianne Smith**, "The Devil & Miss Corelli: Re-gendering the Diabolical and the Redemptive in 'The Sorrows of Satan'" in Brenda Ayres & Sarah E. Maier, eds., *Reinventing Marie Corelli for the Twenty-First Century* (Anthem Press, 2019).
- **Carrie Wall** (with B. Musetti), "Beyond Teaching English: Embracing a Holistic Approach to Supporting English Learner Students and Their Families," *The California Teachers of English to Speakers of Other Languages (CATESOL) Journal* 30:2 (2018).

Turning to conferences, the History Program was well represented at the biennial meeting of the Conference on Faith and History, held at Calvin College in October 2018. **Sharyl Corrado** and **Loree Hunnicutt** chaired different sessions on methodology and Christian women historians and **Tanya Hart** participated in a roundtable about Christian historical scholarship in today's political climate... On October 23, 2018, his forty-third work anniversary at Pepperdine, **Steve Parmelee** presented his



paper "*Baraka: The Choice Between Stewardship and Exploitation*" at the Symposium on the Stewardship of Creation, Baylor University Institute for Faith and Learning... During this semester, **Jennifer Smith** has presented her research on Reginald Pecock at the joint conference of the Arizona Center for Medieval and Renaissance Studies and the Medieval Association of the Pacific; the UCLA Center for Medieval and Renaissance Studies Round Table; and the Medieval and Renaissance Student Association of Cal State Long Beach (keynote address). Among other academic presentations:

- **Randal Beeman**, "The History of Ecology and Agriculture: Then and Now," the Oregon Society of Soil Scientists, Portland (February 2019).
- **Stella Erbes**, "How to Design and Deliver Memorable Presentations," Shanghai International Studies University, Jiading Foreign Language School, Shanghai (November 2018).
- **Katherine Frye**, "A Professorial Performance: the Death of New Criticism and the Birth of Edu-tainment," Pacific Ancient and Modern Language Association Conference, Bellingham, WA (November 2018); **AND** "Turning to Stone: Reading 'Old Mr. Marblehall' and 'Petrified Man' as Meditations on White Anxiety in the Jim Crow South," "The Continuous Thread of Revelation": Eudora Welty Reconsidered, an International Welty Conference, College of Charleston (February 2019).
- **Constance Fulmer**, "Facing the Future after Death in George Eliot's Poetry and Novels," Victorian Interdisciplinary Studies Association of the Western United States, Palm Springs (November 2018).



*Prof. Stella Erbes (center) and her hosts in Shanghai.*



*Among participants of the Rome Retreat in December 2018 were Prof. Don Thompson, director of the Great Books Program, and five HUTE faculty: Profs. Joi Carr, Paul Contino, Sharyl Corrado, Philip Freeman, and Leslie Kreiner Wilson.*

- **Bryan Givens**, “The Declinación of the Hidden One: Encubertismo during the Reigns of the Later Spanish Habsburgs,” *Iberia, the Mediterranean & the World*, UCLA (October 2018).
- **Lisa Smith**, “Morrison’s ‘A Mercy’ as Pedagogy: Teaching Early American Women Writers: Race, Women, and the Market in Early America,” *Society of Early Americanists Eleventh Biennial Conference*, Eugene (February 2019).
- **Heather Thomson-Bunn**, “A Muslim, a Jew, and an Atheist Walk into a Christian University...: Religious Institutions as Sites of Rhetorical Possibility,” *The conference Rhetoric & Religion in the Twenty-First Century*, Knoxville (October 2018).
- **Carrie Wall**, “Pain with a Purpose: Dissonance as a Catalyst for Teacher Development and Learning,” *the Association of Christian Educator Preparation Programs*, San Diego (October 2018).
- **Elizabeth Yomantas**, “Models of Reflection for Beginning Teachers,” *Second Annual California Induction Conference, Learning and Leading Together*, Fresno (December 2018).

In other news, **James Thomas** has accepted an invitation to serve on the inaugural editorial board of the new scholarly journal *Studies in the American Short Story*, which will begin publication next year under the auspices of Penn State University Press... **Tuan Hoang** has joined the newly created editorial board of the Association for Core Texts and Courses... **Ed Larson** is serving as a Phi Beta Kappa Visiting Scholar, whose responsibilities include visits to five universities last fall and two more this spring.

# THOUSAND OAKS SHOOTING

by Nathan Heard, Creative Writing major

Columbine. Sandy Hook. Route 91. Pulse. Pittsburgh Synagogue.

So many tragedies that it's become a list,  
a statistic, a common occurrence.  
Just one angry deed among many,  
occasionally worthy of momentary fame  
as tragedy gives way to normalcy  
for I am calloused to catastrophe.  
Why doesn't it hurt me  
that somewhere  
someone is hurting?  
When I hear of mass murder,  
I murmur momentarily  
and move on with monotony.

Borderline Bar and Grill.

Thousand Oaks.  
That's not a statistic. That's my home.  
My home is small, aesthetic restaurants  
usually seafood, Mexican, or burgers  
and family-owned bars, public parks,  
the disc golf course behind the high school,  
the coarse, wet sand of Zuma Beach at high tide,  
hours spent hiking trails high and low in Wildwood,  
or the plastic booths of In-N-Out Burger.  
One of the safest towns in the state - in the country.  
Borderline Bar and Grill, a respected establishment  
with weekly college nights of lively line dancing.

My home has been violated.  
My home has been shot, a wound still bleeding,  
a wound that reopened countless others  
that should have hurt far more than I let them.

Break the cycle.

This is a crisis  
of unparalleled proportions  
and of unsurmounted apathy.

I hear the pop

of a news post  
but do not stop to mourn.  
If not in the evening,  
then by the next morning,  
I have even forgotten.

My state of mind is not mindful of my state.  
This country has been pushed to its breaking point,  
to the end of its frayed rope. To its borderline.