HONORING THE VICTIMS OF THE SEPTEMBER 11, 2001 TERRORIST ATTACKS.

Pepperdine University once again staged a dramatic display of American flags on its expansive Alumni Park lawn in Malibu—one flag for each of the nearly 3,000 lives lost on that tragic day. The installation of the flags, which was on display September 11 to 24, was conceived and led by the University’s chapter of the College Republicans. In addition to including U.S. flags in the 2009 memorial, multi-national flags honored the different nationalities of those who died during the attacks.

MIND, BODY, AND SOUL

The Pepperdine community provides service to those in need around the world.

INSIDE EDUCATION

WOMEN MBAs

BAND TOGETHER

THE NEXT GENERATION

A RENAISSANCE BLOOMS IN THE PEPPERDINE PHILOSOPHY PROGRAM

Philosophy professors Mason Marshall (left) and Caleb Clanton
Your gift to the Pepperdine Associates will provide scholarships for worthy students, assist recruitment of world-class faculty, and help ensure Pepperdine’s continued leadership in higher education.

Today the Board of Regents recognizes the continuing importance of alumni Associates by establishing the Regents Challenge Fund. Through December 31, 2009, for every new $750 gift from a Pepperdine alumnus the Regents will provide a $250 match for your Associates membership and will renew the match a second year.

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MIND, BODY, AND SOUL
The Pepperdine community provides service to those in need around the world.

INSIDE EDUCATION
Alumni educators offer an up-close-and-personal look at hot topics in education today.

THE NEXT GENERATION
A renaissance blooms in the Pepperdine philosophy program.

BANDING TOGETHER
NAW MBA members start a new chapter in the role of women MBAs.

COMMUNITY

BELIEVERS
32 Appreciating Armenian Christianity
34 Law in the Holy Land

SCHOLARS
36 An Endemic Experience
38 Communication by Numbers

ATHLETES
40 15 Minutes Years of Fame
42 Waves All-Time Greats

ARTISTS
44 The Mozart Files
46 Stepping Out of the Spotlight

DEPARTMENTS

2 LETTERS
4 PERSPECTIVES
President Andy Benton on service at Pepperdine.

6 NEWS
12 SNAPSHOT
30 ALUMNI ASSOCIATION

48 IN FOCUS
Finding new ways to stay connected when life changes pull friends apart.
Fall has arrived. Temperatures have dropped, leaves are shifting color, and students once again fill the campuses of Pepperdine University. The start of each academic year is a time of excitement and change, rich with new classes, new friends, and new opportunities.

In this spirit, our fall issue of Pepperdine Magazine takes a closer look at the many faces of change underway at Pepperdine. You’ll read about a resurgence in the Seaver College philosophy program, expansion of the women’s MBA chapter at the Graziadio School, and induction of new members to the Pepperdine Athletics Hall of Fame. For those far from the Malibu campus, we reveal beautiful and high-tech renovations that were recently completed.

We also turn a spotlight on the building up of minds in the Pepperdine community: engaged students who study legal traditions in the Holy Land, retrace Darwin’s steps in the Galapagos Islands, or bring to life the music of Mozart’s collaborators in Austria. We see the opening of hearts as well. Stories of Pepperdine people in service offer a glimpse of the vast array of good work happening worldwide, an increasing reality recognized and supported by the University’s new initiative, Waves of Service.

With this third issue, we further lay the foundation of Pepperdine Magazine itself. Our audience is growing, and readers like you continue to share perspectives on the articles we print. This winter we’re excited to publish the University’s 2009 Annual Report online. Stay tuned for information about how to experience this interactive report, and keep your eyes on magazine.pepperdine.edu for new stories (our next edition will hit your mailbox in Spring 2010).

I hope you enjoy this season of change at Pepperdine and in your daily lives. Thank you for reading.

Megan Huard
editor
Everyone Deserves an Advocate

Your article about Brittany Stringfellow-Otey was wonderfully done in several ways. First, it highlights the contributions of Pepperdine alumni to the poorest of the poor. Secondly, it contributes to the already well-earned reputation of Pepperdine grads as intelligent, service-oriented, and kind individuals. Your commitment to highlighting the service aspects of your alumni, and not merely their financial or business successes, continues to make me proud to be an alum.

—Dena Johnson (MS ’96)

All in the Family

You should do one viewing the Lakers through the lens of astrology next. I’m dead certain you could find some astrologer out there who could explain, in good astrological terms, why the Lakers were floundering in ’07 and champs in ’09.

What it really is, of course, is basketball. There was talent around Kobe in ’09. There wasn’t in ’07. It wasn’t psychological problems, it was basketball problems.

—Anonymous Reader

Why Do We Pray?

What a lovely piece on prayer! Sometimes, just conjuring up a big choir in my head, and singing along with it IS my prayer. My favorite Bible verses are all in Psalms 139. Prayer is my lifeline to the Father who loves me and cares for me in so many ways. It’s a vital part of my relationship with the Father. But being human and frail at times, I don’t know what to pray about...so I just say, “God, you know my heart, and you know what I need, because I sure don’t.” I know he hears me.

—Carolyn Smith Wilson

Scientific Knowledge and Belief in God

This article in particular elicited numerous responses from Pepperdine Magazine readers. Visit magazine.pepperdine.edu to join the conversation.

Philosophers from the top, left to right:

Immanuel Kant, Socrates, Thomas Aquinas, Baruch Spinoza, Frederick Nietzsche, Aristotle, Søren Kierkegaard, Rene Descartes, Plato, St. Augustine, Lao-Tzu, John Stuart Mill, Ludwig Wittgenstein, Francis Bacon, David Hume

WE WANT TO HEAR FROM YOU

Do you like what you’re reading? Did we get it all wrong? Visit magazine.pepperdine.edu to tell us what you think about what you’re reading and how we’re doing. We’ll publish your thoughts in the next issue.

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motivated by mission

In their contribution to the landmark book, *The Soul of a Christian University*, Eileen Hulme and Paul Kaak declare that "faith-based institutions are called to be purveyors of transformational teaching, compassionate service, rigorous scholarship, and educationally intentional student programming."
“The argument,” they continue, “could be made that these are the aspirations of all colleges and universities.” Yet, Hulme and Kaak draw a critical distinction. They suggest that while the outcomes may appear to be the same, the motivation to achieve distinction as a faith-based institution grows out of a deep desire to bring glory to God.

At Pepperdine, we have dedicated ourselves to a mission that calls us to simultaneously pursue the highest standards of academic excellence and Christian values. The healthy tension that exists between the twin goals of our mission can generate tension in the boardroom, the classroom, and indeed, in each of us, as we wrestle with the truth of our convictions and the challenges presented by science, history, and literature. We are highly motivated by this mission because we believe it is the best way our University can strengthen the lives of its students, serve its community, and in so doing, bring glory to God. But how does one measure up to such a high standard?

There may be several ways to evaluate our progress, but there is one form of measurement that clearly integrates our mission with our motivation. At Pepperdine we believe that knowledge calls, ultimately, for a life of service. When I learn of the good that an alumnus is doing in their community or around the world, as I do nearly every day, I know that the enterprise is working. Their good works are the fruit of the “wrestling match with truth” and through them we see evidence that the world is changing.

Our founder envisioned that the alumni of George Pepperdine College would become active in this world as agents of change. He saw the promise of a better future living through the young people of his college. He saw generations of alumni creating “ever widening waves of service spreading across the globe.”

Indeed, his vision is a greater reality today than he could have imagined. During my 25 years at Pepperdine I have encountered thousands of students who’ve made remarkable contributions to the world. Some have gone on to found successful companies while others have gone on to make important discoveries. Whether as authors, journalists, lawyers, physicians, politicians, missionaries, or teachers, each alumnus has found a way to create value and return a portion to their community. They hoard neither their influence nor their wealth, but share it freely. (Freely they have received. Freely they have given.) Pepperdine alumni are making such a dramatic difference in this world, we decided it was time that the University rally around them in a meaningful and practical way.

This fall, I am pleased to announce that Pepperdine University has launched a global service initiative—an idea spawned by Pepperdine alumni—called Waves of Service.

To launch the program, we’ve committed staff and resources to connect more than 80,000 alumni with service opportunities throughout the world. We’re supporting students and their lifelong call to service by building a fund for loan forgiveness for those who choose service as a career. We’re launching unique service pilot programs in three major regions across the country, and planning special ways to recognize and celebrate what alumni do (see page 30 to learn how to get involved).

It’s just a start, but we see Waves of Service as a way to knit our community together, and especially our alumni, in a way that flows out of the very heart of our mission. And while we believe that this is one important measure of success and we are grateful for the accolades it brings, our motivation comes from our hope that all of this will bring glory to God.

–Andrew K. Benton
Graziadio School’s Inaugural Economic Forecast Conference Predicts Slow But Sure Recovery for L.A. Marketplace

Nearly 400 business professionals attended “What’s Next L.A.? The Road to Economic Recovery,” the first annual Los Angeles economic forecast conference, sponsored by the Graziadio School of Business and Management, Beacon Economics, and the Los Angeles Area Chamber of Commerce. Graziadio School dean Linda Livingstone served as master of ceremonies for the July conference and Pepperdine finance professor John Paglia was one of the featured speakers.

Paglia reported that the majority of private lenders anticipate continued economic decline over the next 12 months. Constraints on the economy and a flattening or decline in U.S. GDP will increase demand for private investment, and capital will be harder to come by, he predicted.

Brad Kemp, Beacon Economics’ director of regional research, forecasted that Angelenos can expect unemployment to peak at 13.3 percent in the second quarter of next year before it starts to fall, and that continued slumps in housing and consumer demand will continue driving job losses and sluggish sales tax revenue. Despite a hard and slow climb to recovery, the economists surmise that California will emerge a much stronger, more competitive economic engine in the long run.

The Graziadio School partnered again with Beacon Economics in late September to explore the road to economic recovery for the Silicon Valley and surrounding communities.

ON THE WEB Learn more about both conferences: magazine.pepperdine.edu/economic-forecast

Taking it Upstream

The symposium was a forum for green-minded community leaders, agencies, planners, architects, developers, engineers, attorneys, and citizens to explore best practices for using collaboration, consensus building, and other enhanced civic engagement techniques to create more sustainable communities and manage potential land use and environmental disputes.

The event featured interactive “Sustainability Roundtables” focusing on communities, transportation, zoning and development controls, construction and design, infrastructure, and resources.

The (un)conference was the brainchild of environmental attorney and mediator Steve Zikman (LLM ’09), who was a Straus Fellow last year. “The morning framing sessions and afternoon roundtables were highly collaborative,” he says. “The conversations were designed to capture the wisdom of the room.”

ON THE WEB Visit magazine.pepperdine.edu/unconference to listen to a podcast interview with Zikman and Pete Peterson (MPP ’07), adjunct professor at the School of Public Policy, as they discuss how to engage citizens in environmental policy reform.

Sustainability Roundtables

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FREDERICK R. WEISMAN MUSEUM EXHIBITS THE “ELEMENTS OF NATURE”

The ancients believed that the world consisted of four elements: earth, air, fire, and water. Although they have been replaced by modern scientific elements, these four essential states have continued to inspire artists. A new exhibition, on display at Pepperdine’s Frederick R. Weisman Museum until December 6, gathers together works of art that reflect how the four elements continue to have meaning in our lives. This theme has particular relevance in California where artists often turn to nature for inspiration. Joe Goode’s iconic Torn Sky series from the 1970s embodies the contradictions of life in sunny but smog-filled Los Angeles. Ed Ruscha’s witty images of letters floating in the air were inspired by the grandeur of the California sky. Los Angeles Light and Space artists Jack Goldstein and Lita Albuquerque create images based on the infinity of space and time. While many of the artists in the exhibition are from California, the roster is international and also includes painters such as German Torben Giehler who creates mosaic topographical patterns based on the earth’s surface. Other artists featured in the exhibition include Peter Alexander, Charles Arnoldi, Marina Kappos, Greg Miller, and Andy Moses, among others.

→ ON THE WEB arts.pepperdine.edu/museum

GRAZIADIO SCHOOL INTRODUCES “MBA PLUS” PROGRAM OFFERING REDUCED TUITION FOR MBA ALUMNI

The Graziadio School of Business and Management has announced that it will provide MBA alumni up to 75 percent reduced tuition to assist those who wish to refresh skills and acquire advanced knowledge in these difficult economic times. The alumni lifelong learning program, called MBA Plus, will allow alumni to take additional courses or complete a new emphasis starting this fall.

“In today’s world, the desire to acquire additional knowledge with lifelong value is a key enabler for many who wish to have a competitive edge in this economy,” says Graziadio dean Linda Livingstone. “MBA Plus is our way of helping alumni overcome career challenges brought on by the current crisis. This program will offer Pepperdine MBA alumni the chance to strengthen or reposition their career opportunities and enrich their degree by earning a new emphasis in entrepreneurship, finance, global business, marketing, leadership, or change management.”

→ ON THE WEB bschool.pepperdine.edu/alumni/mbaplus
JAMES Q. WILSON EXPLORES “GENES AND FREE WILL” IN HIS ANNUAL LECTURE

Science has made apparent advances in explaining human behavior, searching its origins in both genetic and environmental influences. But if science explains why we act as we do, can we be held accountable for how we act? In what sense are persons guilty unless there are choices to be made and free will to be exercised?

These are some of the issues that James Q. Wilson, Ronald Reagan Professor of Public Policy at the School of Public Policy, explored in his annual lecture, which took place September 15 at the Ronald Reagan Presidential Library in Simi Valley, California.

He examined how assumptions about free will, and science’s conclusions about choice, have a profound impact not only on how societies design policies to hold individuals responsible for their actions, but on the kinds of policies that are created to deal with a broad array of challenges that we face.

Wilson has enjoyed a long and storied career in the public policy arena. From 1961 to 1987, he taught political science at Harvard University, where he was the Shattuck Professor of Government. He was the James Collins Professor of Management and Public Policy at UCLA from 1985 until 1997. He is the author or coauthor of 14 books, the most recent of which are: The Marriage Problem: How Our Culture Has Weakened Families; Moral Judgment; and Moral Sense.
Michael L. Williams, assistant professor of information systems at the Graziadio School of Business and Management, has been named interim associate director of the Center for Faith and Learning for the 2009–2010 academic year, while current director Gary Selby teaches abroad in Pepperdine's Heidelberg program.

“Professor Williams is an excellent choice for this assignment. Not only is he one of our most admired professors, but he’s also well acquainted with the work of the center,” says provost Darryl Tippens.

Selby adds, “In his life and in his work as a scholar, he models the integration of faith and learning that are at the heart of the center’s mission. In fact, he has already been pursuing that integration through his work with the virtue and commerce seminar at the Graziadio School.”

Williams holds an MS and PhD in information systems from Indiana University Bloomington. He came to Pepperdine in 2004 after serving as an IT consultant in the Washington, D.C. area, and a BAT Doctoral Fellow at the Kelley School of Business at Indiana University.

The Pepperdine Center for Faith and Learning was established in 1999 to offer support for faculty in all five schools of the University as they seek to engage in cutting-edge, original scholarship and classroom teaching within a framework of Christian values and beliefs.

“We want to continue fostering a campus-wide conversation about how our aspiration to be an outstanding academic institution relates to our identity as a Christian university,” Selby says, highlighting the center’s retreats, book groups, and seminars for faculty development, as well as the special programs for student enrichment, such as the annual Spiritual Discernment Retreat and Social Action Grants, which fund student projects ranging from a Supreme Court clerkship in Uganda to a micro-finance internship in China.

Michael Williams unites faith and learning at Pepperdine

ON THE WEB Listen to Williams discuss the center’s ongoing work to unite Pepperdine’s passion for teaching and scholarship with its identity as a place of faith: magazine.pepperdine.edu/faith-and-learning
On September 12 Pepperdine alumni, parents, and friends took part in service projects around campus, across the nation, and as far away as Japan, during the 21st annual Step Forward Day. What began as a single service project by two students has grown to engage generations of alumni, parents, and friends spanning the globe to live the mission of the University: Freely ye received; freely give.

This year’s day of service brought 1,325 people to the Malibu campus. Participants traveled by bus to surrounding areas, completing various projects with 59 community partners from Ventura County to downtown Los Angeles to help make a difference locally.

“Last year, the Pepperdine community served a collective 4,200 hours, equivalent to two years of work for one person,” says Ashley Nolan, director of the Pepperdine Volunteer Center. “This year we had well over 5,000 collective hours served thanks to our local efforts and the alumni who pitched in remotely.”

Of the 33 alumni chapters, 22 had service projects in their respective regions, says Giuseppe Nespoli (’04), director of chapters and regional programs, noting that Pepperdine’s newest alumni chapter, the Asia-Pacific Waves, served food to more than 500 people in need in Ueno Park, located in Tokyo, Japan.

Other remote projects this year included a hunger drive at St. Michael’s Church in New York City; volunteer work in Sunshine Acres Children’s Home in Mesa, Arizona; and an initiative to provide meals and services for the homeless at Miriam’s Kitchen in Washington, D.C.

“For decades, Step Forward Day has marked the beginning of each school year and helped us end summer with an exclamation point of passion and purpose,” says Cathy Kort (MA ’96), executive director of Alumni Affairs.

ON THE WEB Listen in as alumnus Scott Pitts (’89), one of the student founders, joins vice chancellor Sara Jackson (’74), former director of the Pepperdine Volunteer Center, to remember the first day of service in 1989 and discuss why the tradition continues to thrive after two decades. magazine.pepperdine.edu/step-forward-day
Pepperdine University honored the significant contribution that Latinos have made to the global and local landscape during Latino Heritage Month. Los Angeles Times columnist Héctor Tobar addressed an audience of students, faculty, and staff on September 15. Through his work, Tobar examines the evolving and interdependent relationship between Latin America and the United States. He is the author of the novel *The Tattooed Soldier*, and the nonfiction book *Translation Nation: Defining a New American Identity in the Spanish-Speaking United States*. In 2006 Tobar was named one of the 100 Most Influential Hispanics in the United States by *Hispanic Business Magazine*. In 1992 he won a Pulitzer Prize for his work as part of the team covering the L.A. riots for the *Los Angeles Times*.

The theatrical group Will and Company presented "Portraits: Latinos Shaping a Nation" on September 29, showcasing the lives of six Latinos who have influenced America’s national character: baseball star Roberto Clemente, labor rights activist Luisa Moreno, educator Rafael Cordero, Medal of Honor winner Daniel Fernandez, civil rights champion Andrea Perez, and an undocumented migrant worker.

GSEP establishes Pat Lucas center for teacher preparation

Pat Lucas, director of student teaching at GSEP for more than 20 years, was a mentor, counselor, inspiration, and friend to thousands of aspiring teachers in Pepperdine’s credentialing and placement programs.

The Graduate School of Education and Psychology honors her memory with the establishment of the Pat Lucas Center for Teacher Preparation. With support from her husband, Dr. Bill Lucas, the center will receive annual funding to unify and enrich the resources for the development of future educators through a variety of programs that bear Pat’s unique signature. "Pat's legacy lives in every classroom where her former students have left their footprints," said J. L. Fortson, current director of teaching at GSEP. "I have yet to meet a former student of hers who, when her name is mentioned, doesn’t have a gleam in their eye and a tale to tell. She taught by example and was a teacher’s teacher."

The center will be open to Pepperdine students and alumni. Services include the provision of stipends for student teachers and field supervisors, as well as funding of teaching artifacts and classroom tools to enhance the student-teacher experience. GSEP will dedicate the center on October 22 at the West Los Angeles Graduate Campus.

ON THE WEB Learn more about these events and listen to an interview with Tobar: magazine.pepperdine.edu/latino-heritage

ON THE WEB Read more

magazine.pepperdine.edu
SNAPSHOT

MALIBU CAMPUS MAKEOVER

PEPPERDINE MAGAZINE | Fall 2009
Beauty, technology, and environmental stewardship came together in Pepperdine’s recent Malibu campus renovation project, which included major renovations to existing facilities and the addition of new classrooms and outdoor gathering areas. A total of 176,138 sq. ft. of space was enhanced or newly built in establishing what University administrators call Pepperdine’s Town Square.

“The work that has been completed—the improvements, the upgrades, and all the aesthetic enhancements that have been achieved—are a reminder that this University is always changing, always improving, and, we are not at all content with the way things are, when we have the vision and the will to see things as they might become,” said president Andy Benton.
Service has been at the heart of Pepperdine University since its founding, and today members of the Pepperdine community continue to use their skills and talents to find solutions to serve those in need. From mental health to spiritual fortitude, from physical nourishment to educational enrichment, we share five stories of Pepperdine students, faculty, and alumni who share their gifts with others through service to the minds, bodies, and souls of individuals and communities across the globe.
While Western school children cheer for summer vacation at the end of another academic year, young girls in Ethiopia often discover that school is permanently out for them by age 6 or 7.

“For many girls in the Ethiopian countryside, it is not unusual to be contracted to be married at a very young age, so going to school is not a priority,” explains Rod Boone (MBA ’04). “Education is simply not valued for females in Ethiopia.”

Boone heard his call to serve when, in his mid-40s, he decided to earn an MBA at the Graziadio School of Business and Management. Given the opportunity to visit Ethiopia during his studies, he was shocked to find young, orphaned girls betrothed to grown men by the time they are 8 or 9 years old, beginning a life of domestic servitude and limited opportunity that perpetuates the country’s poverty cycle.

With a background in entrepreneurial business, Boone saw the problem and put his mind to work to find a beneficial solution. He formed an educational nonprofit called the Mesesso Foundation, which sponsors young girls to attend private school and provides micro-loans to their families.

“We are partnered with three schools in the capital city of Addis Ababa, as well as with schools in the most impoverished, rural areas,” says Boone.

“The girls will have already displayed academic potential, and we have to ensure their family or caregiver allows them to study.”

Boone remembers meeting one mother with three children, who had to house her family in a shack built at a 45-degree angle with burlap bags for bedding. Mesesso sponsored the education of all three children, built the family a new home, and helped the mother find a training scholarship to learn sewing and weaving. “When we find these young girls, we learn about their family situation. Our duty doesn’t end with the girls; we are trying to help the whole family.”
Shortly after “G” arrived in America, the young Iranian woman converted from Islam to Christianity. But conversion is a crime punishable by death in Iranian law, and she knew the consequences would be severe if she returned to her homeland.

School of Law alumnae Susan Hill (JD ’93) and Emily Allen (JD ’05) are committed to fighting for people like G at the Pepperdine Asylum Clinic, where they act as supervising attorneys for interning law students. G was one of the first clients of the clinic, which opened last year under the direction of retired federal judge, professor Bruce Einhorn, author of the U.S. law on asylum.

“She had become homeless,” Allen remembers of G. “She came to the clinic with no hope except that which God had given her.”

Through the preparation and persistence of the clinic team, G was granted religious asylum in early September 2009. “I am so excited at the clinic’s success with its first case,” says Hill. “It lends credence to our reputation before the asylum office and we made a difference in one individual’s life.”

Through the clinic and their own legal firms, Hill, Piibe & Villegas and Allen, Butler & Generazio—which are both committed to a sliding scale or pro bono arrangement for a percentage of struggling clients—Hill and Allen have helped countless others on the verge of desperation as they face eviction from the country they have come to call home.

“These people are terrified of going back to their native countries, and yet their destiny lies in an asylum officer’s decision,” says Hill, who also teaches at Pepperdine and who campaigned with Judge Einhorn and law professor Gregory L. Ogden to get the Asylum Clinic off the ground. “There are so many people who simply can’t afford the help they need,” she explains.

Together the pair serves tirelessly to help asylum seekers find peace. Says Allen, “I’ve come to realize that our education is a gift that is meant to serve others. In my view, asylum is the most profound exhibition of the freedoms our nation provides. It is our faith and love of neighbor that inspires the clinic.”
Because of their position in society, lower-caste Indians struggle to find decent employment. “A lot of kids who come to Mumbai from the countryside, or who were in the city slums, are ‘untouchables’ with no job prospects,” explains second-year School of Public Policy student Harrison Wolf, who spent the summer of 2009 in Mumbai working in the department of corporate social responsibilities and human resources for Taj Hotels Resorts and Palaces.

With little to no experience eating in restaurants or staying in hotels, finding a job in either can be a challenge for rural people of India. Wolf set about creating an educational curriculum with Taj Hotels to train underprivileged and undereducated people in the skills necessary to find work in the hospitality industry.

“We publicly and privately partnered with the Indian government to create an educational system to help lower-caste children overcome their position and learn skills,” explains Wolf. “We were responsible for creating a curriculum whereby kids or school graduates will be brought in, taught the hospitality industry, and come out with the skills to succeed in a three-star or four-star hotel.”

Wolf became interested in cultural bias in India when he traveled to Bangladesh in April 2009 to work with Grameen Bank. The bank in Bangladesh provides micro-credit loans to a group or community of impoverished people to start small companies. “After seeing the extreme poverty and also the potential, I realized how working with the Indian government could really help the situation.”

He had barely returned from Bangladesh before setting off to India to help build the hospitality industry curriculum with Taj Hotels. “People who get this education go on to work in the hospitality industry. There is a huge demand to earn beyond what they would ever hope to,” says Wolf.
W here do you turn when dealt a blow such as unexpected unemployment—without the safety net of friends or family—or sudden homelessness due to illness, immigration, domestic violence, or mental health problems? The Hope Gardens Family Center in Sylmar, California, is one source of support, helping people recover from the crushing hopelessness of homelessness.

Students of the Graduate School of Education and Psychology work at the center, which houses up to 225 women and children from Los Angeles. Kevin Ramotar (MA ’09) was among students from the GSEP Urban Initiative program and Union Rescue Mission partnership who share the skills they learn at Pepperdine and help train new student interns. While studying for his master’s in marriage and family therapy, Ramotar offered therapeutic services to the individuals and families who call Hope Gardens home for two years of rehabilitation and education.

“My method was strength-based, as in pointing out their unique strengths and creating a positive relationship with them to help them realize their highest potential,” he explains. “We want to create an environment that’s safe and help clients to gain the coping skills for the difficult situations they will face on the outside.”

Paulette Melina, mental health director of Hope Gardens, stresses that very often, the only difference between people who survive hard times and those who become homeless is the support they receive from family and friends. “Many of the women and children living at Hope Gardens have experienced trauma, betrayal, and abandonment, often by those whom they trusted,” says marriage and family therapy student Kristin Brewer, who also serves the Hope Gardens community. “Yet over time they begin to bond with each other and staff members,” Brewer adds. “To see people grow and flourish at Hope Gardens is so rewarding.”
Dusty Breeding was known among friends for his cooking talent when one asked him to spend 10 weeks in Africa baking for small communities in Uganda and Kenya. This was in the summer of 2006, and by the time he returned to the United States an idea had formed in his mind. He decided to found a nonprofit, bread-baking organization called Lifebread.

“The name comes from John 6:35 in the New Testament, when Jesus says, ‘I am the bread of life,’” says Breeding. “We took that name because of the implications of Jesus explaining that the important thing is to be spiritually sustained as well as physically. We provide physical bread, but the whole purpose is to convey our message and show our love to all.”

The nonprofit takes American students to churches and church-run orphanages in Uganda and Kenya, where they build low-cost, high-capacity ovens that can provide bread to scores of hungry people at any given time. They also teach the local community how to effectively use the ovens and provide vocational opportunities by way of managing the facility once Lifebread representatives have gone. The bakery manager of Lifebread’s oven in Nairobi, for example, is a former street kid who now has been given the chance to run a business, feed his peers, and build a new life.

So far Lifebread has built four large, traditional ovens—three in Uganda and one in Kenya—and Breeding’s many plans for the organization include expanding the work to other third-world nations and doing their part to sustain the earth by building solar-powered ovens. In the meantime, he travels across the U.S., Europe, and Africa to fundraise, preach, and raise awareness about the organization. A man of deep personal faith, Breeding cites Lifebread as a chance to convey his message about Christ’s love through a loving action of service. “I’m not church planting here, but instead I’m really trying to connect with a community,” he explains. He marvels at the overwhelming reaction of such communities. “Some of these kids—they’ve never even eaten bread before. To see their faces light up when they taste a warm roll, fresh out of the oven is unbelievable.”
Students and teachers returned to the classroom this fall facing the reality of uncertain economic times. Alumni educators offer an up-close-and-personal look at hot topics in education today.

ROBERT ESTRADA (MA ’98, MS ’03), MIDDLE SCHOOL PRINCIPAL:
There are many ways the cuts directly affect students, teachers, and parents. We usually offer summer school, but couldn’t this year. Students lost a great opportunity to get a head start in curriculum and/or remediate grade-level standards if they finished the year weak.

There is also the loss of personnel. When there is one less teacher, paraprofessional, counselor, or assistant principal, the student-to-resource ratio increases. The increase in the student-to-adult resource creates less of an opportunity for one-to-one interactions like teaching, coaching, re-teaching, counseling, and program services.

Parents are also affected because there are fewer services available that will help them navigate through the school system. Oftentimes, the school serves as the first stop in parent support in their child’s educational journey. Parents ask for tutoring services, teacher conferences, counseling support, or services for their at-risk student. In many instances these services are cut when budgets are affected.

JOAQUIN HERNANDEZ (MS ’02), CHARTER SCHOOL PRINCIPAL: On our campus, we have decided to cut some programs and some “extras” so we can maintain our teacher-to-student ratios. We were not able to upgrade classroom technology this year but it meant we were able to keep all our teachers. This year we are asking students to provide their own lined paper
WHAT BUDGET CUTS REALLY MEAN

and other basic materials. Parents will have to pay a little out-of-pocket costs for some supplies, but nothing too significant. We will still be able to help those families who need our help. Teachers will have to make do without as many luxuries as we have been able to provide in the past, like abundant copy paper and copies on the Xerox machine.

GEOFF YANTZ (MS ’96, EdD ’01), SUPERINTENDENT: Fortunately this year, 2009-2010, we’re receiving federal stimulus funds. Those are helping us to survive the downturn. We’ve experienced cuts to some programs, increased class size slightly, and we’ve had to reduce administrators and support staff as well. For the most part, we’re still able to offer a wide range of electives. We still have music. It would have been far more significant if we didn’t have the stimulus funds. If everything holds true, what we’ll experience in 2010-2011 will have a significant impact. We’re braced and ready for more reductions to occur.

LINDA EDMOND (MS ’88), ELEMENTARY SCHOOL PRINCIPAL: We have fewer teachers, more students, and classes are very crowded. Our students are our first priority, so we hope they aren’t feeling our frustrations. Educators can do with so little, creatively. Teachers are asked to do so much more, like site and district committee work, training, etc. They have fewer district-supplied materials. Teachers are spending more of their money on their classrooms to make up for the things they can’t have and they feel they need. The state is very late letting districts know what their funding is each year. Parents are affected because we rely on fundraisers and their donations—of not just money but time, too, as volunteers.

BILL WATKINS (’62, EdD ’87), SCHOOL BOARD MEMBER AND FORMER SUPERINTENDENT: The primary difference will probably be fewer teachers and aids per student, and each school district will deal with it individually and differently.

Everyone I know wants to keep the cut as far from the classroom as possible, but this is a people business. We don’t produce a product. We don’t have a large amount of money tied up in machinery and that kind of thing. Most of the money in a school district is tied up in people—teachers, administrators, support staff. You can cut books, cut paper, but eventually if it’s bad enough, it’s going to affect the classroom.

Historically, back to the great teachers like Socrates, one of the great benefits of education is people working with people, just having the ability to talk and work with another human being. Kids are eager to learn, teachers are eager to teach, and that, at its core, doesn’t cost money. We’ll all learn to live with what our means are. It may not be the best, and we may lose out on some things, but the human side is still there—really fine teachers working with students.

RESOURCES, DEDICATION, AND INGENUITY

ESTRADA: Teachers are dedicated to their profession. In times of crisis they take on the challenge to do whatever it takes in order to provide an instructional practice that is effective and engaging. This, at times, does not cost money. It does cost time. The teachers often spend more time collaborating with each other so that students can receive a well-planned engaging lesson that is rigorous and relevant to them. When tough times come, teachers work together and get through it with success and positive results.

WATKINS: Certainly the Internet has opened up tremendous learning opportunities. I walk into a library and I see kids on computers finding information immediately. Strategies for non-paper have really opened up a whole new door for teachers to reduce waste and save money.

EDMOND: Teachers are working harder because they are doing with less. They don’t want their students to feel the losses due to the cutbacks. They use the Internet much more to get free materials and ideas. They are looking for grants. One of my teachers applied for a grant last year and received a new classroom library. She was only one of two to receive this grant in our district. Most teachers will always set high standards for student achievement no matter what the crisis is.
I do a lot of fundraising to ensure our students and teachers having everything they need to be successful. Our parents donate materials and supplies at the beginning of the year and throughout the year (Xerox paper, erasers, pencils, etc.). This frees up my site budget to purchase curricular materials that the district can’t afford. We also have much more parent involvement; that’s a positive.

**YANTZ:** We’ve reviewed every contract we have and renegotiated it. We’ve gone through all our software programs and reduced electricity consumption by 10 percent. We’re trying to use technology as much as possible to communicate to families instead of using the postal service. This has forced us to go through every single line item in the budget, critique it, analyze it, and find a more cost-effective way to maintain high quality. Just one example is our back-to-school packet. It used to be a one-inch thick packet of forms, permission slips, handbooks, emergency information—you name it. Now we’ve made the whole thing electronic.

**TO ENTER THIS PROFESSION AND STICK AROUND, YOU NEED TO BE INTERESTED IN STUDENTS, THEIR GROWTH AND PROGRESS, AND THEIR FAMILIES.**

—Joaquin Hernandez

**WHAT’S IMPORTANT IN EDUCATION TODAY**

**HERNANDEZ:** The most important issue in high school education, to me, is the drop-out rate. Although at my high school our drop-out rate is less than 1 percent, it still concerns me because I see how it affects families in our community. It is my belief that we have to reevaluate the high school program and make some major changes to it so that it better suits the students of today, not the students of 50 years ago when the model was created.

**EDMOND:** Parents that can afford private school are taking their children out of the public school system. They are being asked to do more and more to help the public schools stay afloat. In a few years I believe our high school drop-out rate may increase due to larger and larger class size and less actual “teacher time.” As hard as teachers work, that will be devastating.

**WATKINS:** Although this is a very difficult time financially, it’s also a wonderful time to get into the classroom and be part of the educational process. We are hiring; people retire, jobs open up. Young, new teachers are just as excited to come into the classroom as I was 38 years ago. And the strategies they have now are much better than when I started. Like all professions, we’re becoming better at what we do. To be part of a teaching staff working with these new teachers, helping them accomplish their goals, is really rewarding. I believe that education is one of the finest professions one could ever want to get into.

**EDMOND:** We are losing so many creative young people to other careers. This is a great loss to our profession. My biggest concern as an educational leader is how to keep staff morale up. I am their cheerleader and I try to do everything and anything I can to ensure they have what they need to do what they do best—teach.

**HERNANDEZ:** Teaching used to be the fall-back job: if you couldn’t find a job anywhere else, you could teach. Not anymore. Teaching is a profession, which means we need professionals. To enter this profession and stick around, you need to be interested in students, their growth and progress, and their families.

**BECOMING AND STAYING A TEACHER**

**WATKINS:** More and more parents want their kids to go to colleges and universities, and the requirements over the years continue to go up. It would be exciting to hear what school districts are doing at the upper elementary and middle school level to prepare kids to get into the colleges and universities they want. I think high school is too late. You’re already on a track, so to speak, and it’s difficult to catch up. So if higher education is the goal, let’s hear about how they’ll be ready for it—both students and parents.

**ESNADA:** Schools who have the magic formula are often unique and isolated. Schools who have implemented a reform in their educational practice are often left out. I really wish schools that have shown success and accomplishment would be featured more.

**ON THE WEB** Read more at magazine.pepperdine.edu/education
For years, British philosopher Antony Flew was known across the globe as a strident atheist. Everything changed with the publication of his book, *There Is a God: How the World’s Most Notorious Atheist Changed His Mind* (2004). continued >

By Megan Huard

*Mason Marshall (left) and Caleb Clanton*
Flew’s sudden theism was the stuff of legend in academia. His ideas were dissected and disputed, both applauded and criticized. Bold and controversial, Flew’s change represented a seismic shift in his thoughts and beliefs. Fundamental changes such as Flew’s are rare, however. The pursuit of answers to life’s most profound questions is generally gradual, particularly among the young. It also tends to happen in the classroom, which has long been one of the central pillars of liberal arts education. Unlike other academic disciplines, it emphasizes not bodies of knowledge but ways of thinking, in other words, more a verb than a noun. While philosophy has always been part of the curriculum at Pepperdine’s Seaver College, in recent years the department has experienced a renaissance. This fall, the program boasts well over 50 majoring students—more than triple the traditional average of 15 per year (not to mention minors and other non-majors taking philosophy courses). Such a dramatic upswing begs the question: what happened? What is attracting so many new Seaver students to philosophy? One answer is programmatic. Two years ago the department reached a crossroads, and Caleb Clanton came to Pepperdine from Vanderbilt to revitalize the program. He has since been joined by Mason Marshall, and the two assistant professors serve as the program’s core faculty. They’ve revised the curriculum in keeping with a more mainstream, Anglo American approach and offered new courses. Among them is a class on the philosophy of religion. Launching this fall for the first time in over a decade, the course represents a subtle but sure step in support of Pepperdine’s mission to nurture faith and reason together in the classroom. Since the 1970s research has exploded in the philosophy of religion, as new advances in science challenge traditional philosophical answers to the question of God’s existence. As Western Michigan University philosopher Quentin Smith observed, “God is not ‘dead’ in academia; he…is now alive and well in his last academic stronghold—philosophy departments.” This opportunity appeals strongly to Pepperdine students. “What we’re offering is a structured forum for nonbelievers. We pare down presuppositions or prejudices that point us in predetermined directions,” Clanton explains. The majority of students not only believe in God, but also actively participate in families, traditions, or communities of faith. This idea takes on extra significance at a Christian school like Pepperdine, where the question of whether God exists is very much an open one. What we’re offering Christian students, Clanton explains, are the resources to piece together a systematic rationale for their beliefs, while simultaneously providing a structured forum for nonbelievers. We pare down presuppositions or prejudices that point us in predetermined directions.”
faith. They butt against challenging stereotypes—that philosophers are, as Clanton summarizes, "benignly indifferent if not overtly hostile to Christianity"—or that philosophy simply undermines the justification of religious beliefs. "In the discipline of philosophy the question of whether God exists is very much an open one," Clanton says.

The perceived divide between faith and philosophy belies its relevance to believers and nonbelievers alike. "There's another common image of philosophers—the guru on the hill, consumed with abstruse thinking—which is sharply removed from the concerns of everyday life," Marshall says. "It's a shame because every bit of philosophy, at least in Anglo American thought, deals with everyday concerns: how to live rightly, how to live a life that consists of human flourishing, the concern that I'll lose my faith, or I'll lose whatever beliefs I already have."

Pepperdine classrooms—where questions of faith are welcomed and discussed freely—are particularly well suited to address these concerns. When the philosophy of religion class was first listed, the class filled almost immediately. "Students are just interested in this stuff, period," Clanton explains. "They ask big questions, and through this course, we offer some of the necessary intellectual resources to answer those questions in satisfying ways."

Those ways differ for everyone. Students of faith may find a rich defense of their beliefs, while those struggling with belief can review compelling evidence for or against theism. Nonbelievers may emerge even more firmly convicted, but in all directions, students are given the tools to understand their personal viewpoint in an intellectual, systematic way.

"Philosophy and religion are distinct in important ways, but they stand in an interesting relationship because they seek answers to similar questions," explains Alan Reynolds ('09), who recently began a doctoral program in philosophy. "Thus, in discussion, philosophy students are engaging in discussion that is autonomous from religious thinking while at the same time open to its challenge."

Adding reason to belief is essential, says Marshall. "It's crucial for students at Pepperdine, even if they can't fully defend their religious beliefs, at least they come across some of the strongest arguments for them, and some of the strongest objections."

This is as true in the philosophy of religion as it is in others areas in the field. In addition to fundamental training in epistemology, the history of philosophy, metaphysics, ethics, and logic, Pepperdine students have access to a rich menu of courses and perspectives found among strong philosophy programs everywhere, from moral and political philosophy to that of the ancients.

In the senior capstone class last spring, Clanton and his students focused on multiculturalism and liberal democracy. This spring, Marshall says, "We'll focus on romantic love, personal identity, and the afterlife. To have romantic love for someone is to love that specific person, but if we ask, 'Does Sally really love Joe?' we have to ask who Joe is. Does our particular identity carry on once we die and leave this world? And what about age—if you die at 27, are you 27 forever?"

The challenging thinking required of philosophy students can leave them feeling unsettled, but that's a normal step on the way to equipping oneself, like Flew, with the tools to address life's major questions, in whatever direction they may lead. "Between the two poles of childhood and adulthood, the student occupies a hiatus and a space of freedom that offers the chance of pure intellectual activity dealing with the most basic questions of the human situation," says Reynolds. "Wrestling with the questions of philosophy will shape the student's entire future."

And add a few more majors to the roster.
I AM INCLINED TO THINK THAT IF ONE IS WELL TRAINED AS A PHILOSOPHER ONE IS WELL TRAINED AS A THINKER, and this means that one is well prepared to address not just the topics within his or her field but has the tools necessary to navigate any form of inquiry. In short, philosophy teaches you how to think about complex problems and thinking well is a skill that can be used in all aspects of life.

— ANDREW FORCHEIMES
   senior, philosophy major

PHILOSOPHY IS THE DEPARTMENT WHERE ALL THE MOST IMPORTANT QUESTIONS ABOUT THE HUMAN CONDITION ARE ASKED: What is the good life? What makes likes life meaningful? What will I live for? Because philosophy analyzes the human condition at its most basic level, philosophy is never a merely abstract exercise, like other disciplines might seem. Philosophy is always about working on the self; the philosopher is always on a quest of self-discovery. So I recommend philosophy for anyone who is slightly unsettled or uncomfortable with their worldview, their values, their customs, their way of life—and who wants to find a more satisfying set of answers to these important questions.

— ALAN REYNOLDS ’09

PHILOSOPHY IS INTERESTING AND RELEVANT TO COLLEGE STUDENTS, AND ALL PEOPLE FOR THAT MATTER, BECAUSE IT ENCOURAGES THINKING OUTSIDE OF WHAT YOU ALREADY KNOW AND BELIEVE, and challenges you, and those around you, to defend what you believe in a logical and coherent way. I think that if philosophy was a mandatory part of education there would be more intelligent and productive conversation among the citizens of the world. I encourage everyone to study philosophy because it only enhances educated debate on issues that affect everyone.

— ALISON BARENDSE ’09

PHILOSOPHY TEACHES ME TO THINK ABOUT THE MOST ESSENTIAL ASPECTS OF HUMAN EXISTENCE. It encourages me to analyze my religion, my ethical behavior, the meaning of life, and other areas that seem important for me to contemplate and discuss. Philosophy helps people engage in the questions that all people necessarily struggle with as human beings, like religion and morality. What one believes on a spiritual level can be critically engaged through discussion and rational thinking.

— JACOB PERRIN
   junior, philosophy major

IS TRUTH ABSOLUTE? DO HUMANS EXHIBIT MIND/BODY DUALISM? IS THERE A GOD? RATIONALISM OR EMPIRICISM? HOW AM I TO LIVE ETHICALLY? WHAT IS REAL? These questions have been answered and reanswered for thousands of years by some of the world’s greatest minds. It may seem like an intimidating field, but just know, studying philosophy is as simple as reading a book. In fact, that’s really all it is.

— WILL BRUMLEY
   senior, philosophy major
NAW MBA MEMBERS START A NEW CHAPTER IN THE ROLE OF WOMEN MBAS

By Audra Quinn

NERVES BUZZING. THOUGHTS RACING.

You’re sitting across from a potential employer in an interview, trying to anticipate the next question. And then it comes...
This is one of the unique situations facing women in the workplace, and the type of thing that comes up at meetings of the National Association of Women MBAs (NAWMBA) chapter at the Graziadio School of Business and Management. The chapter was formed in the 2003–2004 academic year to empower businesswomen, propel them to leadership positions within the community, and increase diversity in the workforce. This year the chapter has grown to include more than 100 women MBA students.

NAWMBA president and 2010 MBA candidate Jori Victor recalls a situation she faced while working in New York City at a boutique PR firm that was run by all men. “My first year, it was a struggle to get recognition and to get noticed. I had to fight to get a promotion and what I deserved, while the men seemed to be handed the new business opportunities.”

Victor took a risk and spoke her mind forcefully to the vice president of the company. Fortunately, her risk paid off. “After that, it was like I was respected—I would get the raises and I would be brought in on the new business, but I had to really assert myself,” she says. “I looked around the company and realized that the women who weren’t being as assertive weren’t being recognized, and there is something really flawed about this, because I’m doing the same quality work. There is still a boy’s club, and a woman doesn’t necessarily want to be a part of that.”

When Victor came to the Graziadio School, she knew she wanted to be a part of building a so-called “girl’s club” in the business world. “The business world is still a bit skewed, and unfortunately I think we all still need to band together and have that strength in numbers. I think we bring something different to the table and I think it’s important for our voices to be heard.”

According to a recent study by Catalyst, a nonprofit research organization, women made up just 32.9 percent of the 2008 class entering the top 20 MBA programs in the United States. The Graziadio School consistently tops that national average. This year women make up 42 percent of the students enrolled in the fully employed program, 35 percent of the full-time, and 42 percent of the executive programs. While no females are enrolled in the 2009 class of the Presidential and Key Executive MBA—a program geared specifically towards senior-level executives, among whom women remain under-represented—last year’s class was 17 percent women.

“We are very proud of the level of female enrollment in our MBA programs compared with national averages,” says Graziadio School dean Linda Livingstone, one of the few female deans in the country (BusinessWeek.com reports that 15.5 percent of the 460 AACSB-accredited schools in the U.S. have women deans).

Livingstone has been quoted in many publications including BusinessWeek, The Wall Street Journal, The New York Times, and Trader Monthly on the disparity of women in business school, compared to the medical and law fields, which have achieved nearly equal percentages of male and female students.

“You typically go to medical and law schools immediately after you finish your undergraduate work. But with traditional business programs, we encourage students to get three to six years of work experience before they come. That can bump up against the time when women want to start families,” Livingstone said in a New York Times article, “Glass Ceiling? Get a Hammer.” “Another reason is that many business schools have a culture of being cutthroat and competitive. But we here are trying to create a very collaborative, team-oriented learning experience with smaller class sizes. So we’ve seen an increase in the number of women.”

Victor says the collaborative nature of the Graziadio School is what initially attracted her to Pepperdine, as well as the fact that the dean is a woman. “I remember reading her background and being very impressed and intrigued by that,” she says.
Members of the Pepperdine chapter of NAWMBA meet with the dean for breakfast once a year. “It’s a small intimate group setting of 20-25 students in which we can ask the dean anything we want,” says Victor. “It’s one of our most popular events.”

Livingstone says she also enjoys the camaraderie. “We share together our experiences, joys, frustrations, and wisdom. I always leave the breakfast having learned something significant, and feeling extremely proud of our women and the enormous impact I know they will have through the years because of their tremendous talent and deeply held values,” says the dean.

Another unique opportunity for Pepperdine NAMBA members is the annual luncheon, at which 10 female executives come to speak with NAWMBA students. “These are high-ranking, powerful women from corporations ranging from Coffee Bean & Tea Leaf to Disney to Fox,” Victor explains. “We had 60 women in attendance last year. It’s non-traditional networking, I like to say. We’re all driven women, but as the new modern woman, we really want it all. We talk a lot about how to achieve that work-life balance.”

This year, the Pepperdine chapter of NAWMBA is moving into the national spotlight as one of the host schools of the national organization’s 2009 Conference and Career Fair, taking place October 29 to 31 at the Disneyland Hotel in Anaheim, California. Themed “Leadership Today and Tomorrow,” the conference has been designed to assist women, both students and professionals, in developing and enhancing their leadership skills. Following in the footsteps of the two presidents before her, Victor is a member of the national conference’s marketing committee, tasked with getting the word out across the nation to all of NAWMBA’s 78 student and 7 professional chapters.

The lessons she’s learned through her involvement with the conference have been invaluable, Victor says.

“The business world is still a bit skewed, and unfortunately I think we all still need to band together and have that strength in numbers. It’s important for our voices to be heard.”

— Jori Victor

Still, back in the classroom, Victor says she sees the effects of under-representation of women every day. “I find that women are less inclined to speak up in the classroom,” she says. “Because we’re under-represented, we often don’t get the opportunity to work together in groups and collaborate. I’d also like to see more female faculty members.” Among the 99 full-time faculty members at the Graziadio School, 22 are women. While that is only 22 percent of the faculty, female professors currently hold three out of the five department head positions, a role of considerable leadership.

Victor strives to use NAWMBA as a vehicle for providing women the solidarity and confidence they need to succeed. “We network and we connect in a different way and this is a forum for us to do this,” she says. “It’s just about supporting each other.”

Confidence, she says, can be the difference between speaking up in class and sitting silently in the back; between starting a business of your own or remaining a B-player lost in a large corporate machine; and between submitting to an interview question that you know is potentially discriminatory, and standing up for yourself, knowing that if you don’t get the job, a better one will come along.
In response to inspiring stories of alumni service across the nation and around the world, Pepperdine University announces “Waves of Service”—a new initiative to unite and support our alumni as they live out the mission of Pepperdine in their lives and work.

**WHAT WILL WAVES OF SERVICE DO?**

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EDUCATION SHOULD INCLUDE THE RIGHT OUTLOOK ON LIFE: A REALIZATION OF OUR RESPONSIBILITY TO SOCIETY, TO OUR COUNTRY, AND TO GOD. THAT YOUNG PEOPLE BE TAUGHT THAT THEIR PLACE IN THE WORLD IS TO SERVE AND TO GIVE. —George Pepperdine

Top 10 nonprofit organizations you serve*

- Local church
- Habitat for Humanity
- Boy Scouts of America
- American Red Cross
- American Cancer Society
- Leukemia and Lymphoma Society
- Junior League
- American Heart Society
- Big Brothers Big Sisters
- The Humane Society

44 percent of alumni would like to volunteer to serve students and fellow alumni as a career mentor.*

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or call at 310.506.6190.

*Source: PCI Print Directory Survey, Spring 2009; 4,813 respondents
There I was, in the little former Soviet Republic of Armenia, being asked by an Armenian Orthodox priest to lead a public prayer of blessing over the food.

“You know,” I said shyly, “Protestants pray very differently than Armenians.”

“Yes,” he replied, “but in our hearts we are all saying the same thing.”
During my trip to Armenia this summer, I was immersed into Armenian Christianity, the oldest state church in the world. Armenia became a Christian land in the year 301—decades prior to Constantine’s decision to embrace Christianity in the Roman Empire.

I became interested in Armenian Christianity during my doctoral studies several years ago. I was fascinated by this small Christian kingdom that had remained faithful to its Christian heritage despite terrible waves of persecution: Persian and Arab invasions, the Armenian genocide committed by Turks in 1915, and the Soviet era. Their resilient faith is evident today, both in Armenia, as well as in the large diaspora of Armenians all over the world, particularly in Southern California. Glendale, Burbank, Fresno, and Pasadena all have considerable Armenian communities. There is even a “Little Armenia” in east Hollywood.

Christianity is at the very heart of Armenian identity. Even if people do not attend church regularly, being Armenian is almost coterminous with a Christian identity. I set out to investigate these issues this past summer. I met with Levon Goukasian, an Armenian professor of finance at Pepperdine, and we hatched up a plan to do some research. We recruited Mike Sugimoto, a specialist in identity formation and fellow Pepperdine professor. Each of us was allowed to hire a student assistant as part of the CDIUR (Cross-Disciplinary/Interdisciplinary Undergraduate Research) program. Our research project involves interviews and surveys and is primarily concerned with how Armenia has maintained its Christian identity in the face of incredible odds.

I did not know Professor Goukasian until fairly recently. A colleague informed me that we have an Armenian professor at Pepperdine, and I thought he might be able to connect me with people in his homeland. One day I phoned him up, hoping to meet with him. Come to find out, we live about three doors from each other and did not even know it. We were easily able to meet and get acquainted.

Meeting Professor Goukasian was one of the greatest things that could have happened in preparation for my trip to Armenia. He put me into contact with Father Avedis, that priest who graciously asked me to pray over a meal in what Armenians call “the Motherland.” Avedis invited me to take part in the CYMA program—the Christian Youth Mission to Armenia. CYMA is a program run by the Western Diocese of the Armenian Church, intended to immerse Armenians into their culture, particularly their religion. Each summer the CYMA program sponsors a group of young adults from the Armenian Church as they participate in a religious pilgrimage to their ancestral homeland.

This proved to be an exceptional opportunity: I was able to live in a house with Armenians; I became friends with Avedis and spent hours upon hours talking with him about Armenian culture; I toured Armenian historical and religious sites within a reverent context of pilgrimage; and our small group even met the Armenian Catholicos—Armenia’s version of the Pope—in a private audience at the Mother See of Holy Etchmiadzin.

I will never forget this trip: the summer I was able to see, firsthand, the oldest Christian country in the world. I had so many rare learning experiences that I will be able to share with students in my church history courses (see sidebar).

There are few honors as high as being welcomed by another group of people into their homes and into their lives. Rarer still is when a group of Christians from a very different milieu welcome another to pray with them, around the dinner table, in thanks to God for our food. On the night before I departed Armenia, I was asked to give a toast since it was my last night to be with them. I offered two words: “To gratefulness.”

I had so many rare learning experiences that I will be able to share with students in my church history courses:

- Worshipping God in a church built in the year 430
- Hearing angelic, haunting a cappella liturgies which hearken back to the first centuries of the Christian faith
- Discussing the Armenian genocide with people whose lives have been indelibly impacted by the 20th century’s first holocaust
- Crawling down into the cave where St. Gregory the Illuminator was imprisoned for over a decade and emerged to become the founder of Christianity in Armenia
- Drinking from a spring inside the sanctuary of Geghard—a spectacular church and labyrinthine monastic compound built into cliff walls in the 12th and 13th centuries
- Eating lavash (Armenian flatbread) fresh out of the tandoor oven, wrapped around fresh goat meat and herbs, along with the Armenian national fruit—apricots—known affectionately in Armenia as tsiran. (Interestingly, the scientific name for the apricot is Prunus armeniaca—as they grow ubiquitously in Armenia.)
In this unique setting, amid the myriad complexities of law and religion, Levine and Ken Starr, the Duane and Kelly Roberts Dean of the Pepperdine School of Law, taught a course this summer on Jewish, Christian, and Islamic legal traditions. They were joined by Shuki Friedman, an Islamic law scholar at Bar-Ilan University in Ramat-Gan, a suburb of Tel Aviv, Israel.

The course was part of a summer-in-Israel program sponsored by the Pepperdine School of Law and Whittier Law School, and hosted at Bar-Ilan University School of Law during the month of July. In its sixth consecutive year, the program welcomed more than 40 students representing more than 20 law schools and many different faith traditions. Under the direction of former Pepperdine adjunct professor Michael Bazyler, it is the largest and longest-running ABA-accredited summer program in Israel. “The students’ backgrounds were so varied,” says Levine. “We had students from all three of these religious traditions, as well as some who were not, and they all contributed to the conversation.”

The place known as the Holy Land is predominately Jewish, yet several minority religious groups—including Muslims, Christians, Druze, Samaritans, and others—continue to have a presence in the country. Israel gives great deference to religion—not just to Jewish law, but to all religious authorities. Because the Israeli Supreme Court defers to religious tribunals, these tribunals have legal authority. Because they have legal authority, their decisions are subject to review by the Israeli Supreme Court.

Immersed in this context, Levine, who is a Jewish law scholar and holds a rabbinical ordination, first began teaching in the program in summer 2007. This year he and Bazyler had the idea to combine Jewish, Christian, and Islamic legal traditions all in one ambitious seminar course. Three religious traditions would be discussed in a legal setting using legal...
In Starr’s sessions, discussions focused on the wide range of Christian legal traditions. “We drew from two millennia of Christian thought, beginning with the New Testament through St. Augustine, Thomas Aquinas, and the outpouring of thought in both the Protestant Reformed tradition and modern Catholic teaching,” says Starr.

Class discussion focused on the relationship of the individual to the state. “We would come back to the teachings of Jesus and the Pauline epistles about duty to the state,” says Starr about the topic that incited the most dialogue. “We focused on ‘render unto Caesar what is Caesar’s.’ Well, really? Under all circumstances? What about those who became an instrument of the Holocaust? In the Acts of the Apostles, Peter says in response, ‘We must obey God rather than man.’”

“It was a unique perspective for students to hear from a leading Supreme Court advocate who is a scholar on church/state issues,” Levine says of Starr, who commented on cases that he argued at the Supreme Court and others that he heard as a judge on the D.C. Circuit Court of Appeals. “He was able to take theoretical, high-level theological discussions and relate them to the way judges actually decided real cases in which he was involved, on both sides of the bench.”

Students also had the opportunity to learn from Friedman, one of Israel’s emerging Islamic law scholars. The class reviewed the constitution of modern Egypt and the Islamic attitudes toward religion and state. “This issue raised great interest because of its relevance to political Islam, its influence on the West, and the relations between religion and state in other countries like Israel and the U.S.,” says Friedman.

Third-year law student Steve Vondrak appreciated the diverse perspectives of the students and professors. “By taking on this subject matter in a legal setting, many of the emotions and politics normally associated with religious differences were left at the door,” he says. To describe the experience of teaching religious legal traditions in Israel, Starr tells a story. “After going to church on Sunday, we walked back to our hotel by an Islamic mosque right on the Mediterranean in Tel Aviv,” he says “In a Jewish state, we went to church and visited a mosque. To me it was a parable of a broad truth that people need to understand about Israel: it is a country of freedom.”

UPCOMING

Leading voices in the Christian, Muslim, and Jewish communities will come together on November 2 as the Diane and Guilford Glazer Institute for Jewish Studies at Pepperdine University hosts its inaugural conference, “Finding Common Ground: Reconciliation Among the Children of Abraham.”

ON THE WEB The event is free and open to the public. Register and learn more: www.pepperdine.edu/glazer-institute

BELIEVERS
An Endemic Experience

The most famous visitor to the Galapagos Islands was undoubtedly the young Charles Darwin, who arrived in 1835 on board HMS Beagle. There he found a remarkable population of endemic species—species unique to the region and found nowhere else in the world. They came to play a vital part in the development of his theories of evolution and natural selection.

When Seaver College sophomore Arthur Sanders heard that Pepperdine was offering its first-ever summer special interest trip to the Galapagos Islands and the Amazon, led by University professors Ed Larson and Rodney Honeycutt, he couldn’t believe his ears.

“I have always been fascinated by exotic animals, especially reptiles, which is why I’m a pre-veterinary student,” Sanders says. “I knew on this trip I would get to observe some of the most unique wildlife in the world in the Galapagos Islands, and get to visit the rainforest; one of my lifelong dreams.”
Sandres was one of 18 students who traveled to Darwin’s playground and the rainforest in June 2009. They earned a history credit for taking Science and Religion in the Western Tradition, a course in which Larson, Hugh, and Hazel Darling Chair in Law and Pulitzer Prize-winning historian, taught students the lessons of evolution. Students also fulfilled a lab science credit for taking Evolution of Biodiversity in the New World Tropics with acclaimed biology professor Honeycutt, who "lectured" from a canoe on the Amazon River.

"The Galapagos Islands and the Amazon jungle gives students a tremendous opportunity to experience another culture, plus have a truly unique educational opportunity to see different biological and geological settings," says Larson, who drew on his more than 20 research trips to the islands to design the curriculum.

They began by navigating around the 13 main islands that make up the Galapagos Archipelago in a massive sailboat.

"Time on the boat was considered lab time—we make a lot of stops and it’s an opportunity to get out in the wild and see the animals and habitats and plants in their setting," Larson explains.

Students were required to read The Beak of the Finch by Jonathan Wiener, about Peter and Rosemary Grant who studied natural selection among finches on the island of Daphne Major. "It’s a good book when read by itself, but the ideas were really brought to life when we actually went by Daphne Major in a boat, and got to see Darwin’s finches firsthand utilizing their unique beak shapes," says Sanders. "Also, seeing animal adaptations we learned about, such as the different shapes of the Galapagos tortoise shells, on real, living animals really helped the ideas of evolution and natural selection sink in."

Swimming with sea lions was one of the most memorable experiences for the students. "The first time I went snorkeling, a baby sea lion jumped in the ocean with us and swam around me. This was such an exhilarating experience," says junior Kendria Smith, who had never been snorkeling, nor set foot outside the United States when she embarked on this journey. "The second time I went snorkeling, a Galapagos penguin jumped in the water too."

On land the students spent another five days on Santa Cruz Island, where the Darwin Research Station is located. "The main attraction on Santa Cruz is a wonderful laid-back beach life, combined with amazingly fearless animals," Larson says, noting that Galapagos has no native land mammals, and therefore the birds and reptiles that evolved there have no fear of humans. "Animals go right up to you. Birds land on your shoulders and they don’t move off the path."

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It's a wonderful opportunity to see evolution in action and to see a lot of endemic species and how they interrelate with their environment and are finely attuned by the evolutionary process for survival.

—Ed Larson

This phenomenon shocked Mason Hankins. "On Española Island there were these mockingbirds endemic only to that island," he says. "They would hop right up to our group and squawk at us and follow us around. It was the weirdest thing ever."

Larson calls the Galapagos "an inspiring place for students and for teaching. It’s a wonderful opportunity to see evolution in action and to see a lot of endemic species and how they interrelate with their environment and are finely attuned by the evolutionary process for survival."

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Next destination: Lago Agrio, Ecuador, where the group spent four days navigating the Amazon rainforest via motorized canoes. "I almost feel like a mini-expert after all of the jungle quizzes Dr. Honeycutt gave us," says Smith, who experienced two new firsts: fishing for piranha and hiking through a lava tube.

"Any student of nature should visit the rainforest within his or her lifetime," Honeycutt remarks. "The Ecuadorian rainforest provides a natural laboratory for learning about biodiversity and ecology. At the same time places in Ecuador have much to teach us about how over-exploitation of natural resources can endanger natural systems."

As experts in their respective fields, Larson and Honeycutt were able to customize the learning experience to the interests of the students in their "classroom."

"This group of students took a strong interest in the conservation of these areas," Larson says, noting that both he and Honeycutt were able to focus on these issues.

"You can definitely tell what human exposure has done to the animals in the past 150-plus years," laments Hankins.

Much like the endemic species that exist only in the Galapagos and the Amazon rainforest, the students report that their summer learning adventure could have never existed anywhere else outside of these remarkable habitats, this group, or without the insights of their trusty guides.

"I learned through this trip that less really is more," says senior Timothy Maki. "So often we fill our lives with all this unnecessary stuff that we don’t even get time to stop, reflect, and appreciate where we are and how far we’ve come."

Smith says she not only learned important educational concepts, but also, what she’s made of. "The overall experience of being immersed in a different country and learning to navigate my way through it is something I could never learn in a classroom."

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magazine.pepperdine.edu
COMMUNICATION

BY NUMBERS

By Sarah Fisher
As the global economic crisis erupted last year, James Prieger witnessed firsthand the continued growth of one of the few industries to defy the downturn: telecommunications. The School of Public Policy professor, who was working in Washington, D.C., as a senior economist for the Federal Communications Commission (FCC), will remember 2008 as the year when mobile devices became commonplace tools for accessing the Internet.

This change alone is rife with implications, and is likely to raise a number of legal issues about which the law is so far unclear. "A truly mobile system might take another telecommunications act in Congress. The Telecommunications Act of 1996 was written for a world that is more and more outdated," explains Prieger, who was based in the Office of Strategic Planning and Policy Analysis. He cites wireless innovations as examples, saying, "people think of broadband as needing a wire, but mobile broadband is already here, and it's just around the corner that it can be practically used at very high speeds."

Prieger put his professorship at Pepperdine on hold for the 12 months of the 2008–2009 academic year under a federal program designed to bring academics to government agencies for short periods of time without requiring them to relinquish their university positions. With his wife and two children, he road-tripped from California to the nation's capital. There he advised the FCC about telecommunications mergers, regulating industry competition, federal telecommunications initiatives, data privacy, and economic penalty review. "I provided considerations of what economic theory would suggest to the issue at hand," he says.

He helped guide the organization through a number of major telecommunications mergers, including the merger of giants Verizon and Alltel. To an economist looking at the bigger picture, the merger represented not just immediate dollars but the long-term impact for consumers.

"The part I worked on had me examining what level of competition would remain in the industry after the merger," he explains. "Verizon is huge and Alltel has a large market in certain parts of the country. So the fear at the FCC is that, by merging and eliminating that much competition, prices will go up. The issue that gets bigger with each passing merger is when to stop. We're now down to four wireless carriers with national footprints. Would the FCC approve a 4-3 merger at this point? But the urge to merge will always be there, and that's something the FCC will have to wrestle with."

The Economic Stimulus Act of 2008 gave Prieger the opportunity to work at the front end of a government telecommunications initiative to close the digital divide with approximately $7.2 billion in funding for broadband adoption and access to industry and nonprofit organizations. He provided economic advice to the organization entrusted with administering the program. "I can't say exactly what influence we had yet, but it was interesting for me because I wasn't dealing with old policy, but looking at and helping to shape new principles."

Prieger returns to Pepperdine with a wealth of practical knowledge, thanks in large part to the major upheavals experienced by the telecommunications industry while he was in D.C. Not only did the economy tank and the mobile Web make a sudden charge to the front of the Internet battle line, but in the middle of the academic year the government administration changed hands following the election of president Barack Obama. He refers to this historic moment as a highlight of his time at the FCC. "It was thrilling to be there during a time of transition."

It was also a learning opportunity. One of the challenges for an outside economist working in the government agency under any given administration is remembering that nonpartisan advice and expertise is all they can give; ultimately, decisions are made by the political appointees who run the FCC. "We have to find a common language, but if the economics is pulling in different directions from the politics, then it's obvious which will win," he admits.

"Government work was and is very different from academic work, but that's part of the reason I wanted to go," he continues, reflecting on his change of pace and professional responsibility. "They take seriously the notion that protecting the consumer is the job given to them by Congress, and the economic staff really believe in that mission."

Working directly in government and helping to shape policy was an experience he is excited to bring back to the classroom this fall. "I think policy students are always a little suspicious of professors who theorize without practical knowledge," laughs Prieger. "But they, in particular, are just very interested in how government really works."

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On the following Sunday afternoon, Roger Cossack’s phone rang. He was then a Los Angeles criminal defense attorney and he was leaving to go to the movies. The legal editor of The New York Times needed an expert advisor on California criminal law for an article on the O. J. case. “I had no time for that,” Cossack recalls, but he said, “I’ll give you 15 minutes.” It turned out that Cossack was quoted extensively, and then the phone calls from media started. CNN engaged him as legal analyst, first for the O. J. preliminary hearings, and then for the trial itself. For the last 15 years the media phone calls have never stopped.

Cossack’s current media gig is serving as legal analyst for the ESPN sports network, called upon to shed light on the (mostly negative) interactions that America’s sports heroes have with the law. His easy-going, quip-ready delivery of concepts like the rules of evidence and trial protocols, have kept fickle audiences’ attention in an arena where complexity commands precious little.

Typical of the subjects of his ESPN commentaries is the recent misadventure of Plaxico Burress, an athlete who accidentally shot himself in public, in New York City, with an unregistered gun. Considering the larger story, Cossack observes: “Burress was a very good football player of great interest in New York. What people see is a reflection of their own lives.
in the troubles of the famous, which movie magazines have always done. The same thing can be said of Michael Jackson or Princess Diana, of whom the public knows much less than they think they do."

Cossack’s legal chops extend well beyond the woes of sports figures. He cohosted the weekly CNN program Burden of Proof vetting the legal issues in the news. It was through that show that Cossack first became acquainted with Ken Starr, who at a reception approached Cossack and expressed appreciation of his professionalism in his commentary on Starr’s role as then special prosecutor. Cossack credits that lasting favorable impression (along with his friendship with UCLA Law classmate and School of Law professor Anthony McDermott) with an invitation to conduct his class “Media and the Law” at Pepperdine. “In that course we consider the First Amendment, particularly the freedoms of speech and of the press.” He notes that nowadays “the traditional media—TV, radio, print, movies—are marginalized, and the current interest is in the Internet, Twitter, Facebook, blogs, and other new media that we haven’t yet figured out.”

“For instance, in libel law [which protects citizens, but public figures less so, from damaging speech] the Sullivan case has been well settled for over 50 years and draws the definition of a public figure very broadly as someone within a discussion of public interest. Simply entering a chat room probably won’t make you a public figure,” Cossack notes, but in a world where online discussions can fast become viral and worldwide, we all have the potential to become public figures in a matter of hours.

In another case, “you might choose to defend yourself in a libel against yourself to recover damages, like many celebrities have, in a jurisdiction like England, where there is no First Amendment protection. Also, consider the issue of privacy itself—young people today plaster their lives all over Facebook and have lived with cameras all around them. It may be that our ‘reasonable expectation of privacy’ has now shifted.”

Offering an ironic assessment of his broadcast work, Cossack says, “You can blame me for all the TV analysts today. And probably for reality TV too—the O. J. trial was really the first reality TV show and I was one of the first there.” But he notes that broadcast legal commentary has changed in that “it’s become personality driven. I’m not really that good at it,” he adds modestly, referring to the standard “screaming and rolling of the eyes” required of analysts today. “There’s not really that much analysis going on today, and I don’t mean that as a criticism. Producers are always in a conflict of providing content and something that’s interesting. I try to be both entertaining and educational; after all I am in show biz.”

Cossack considered his first stint as commentator on the O. J. hearings as his “Andy Warhol moment” of 15 minutes of fame, but his continued successes drew him into full-time broadcast precisely when he was looking to do something else beyond legal practice. “I realized early on I had grabbed ‘the tiger by the tail,’” but Cossack seized the opportunity and has found the ride exciting.

Asked to predict what the next “misguided athlete” story may be, “It’ll always be the same. The human foibles of the famous and talented, and their fall from grace.”

—ROGER COSSACK

You can blame me for all the TV analysts today. And probably for reality TV too—the O. J. trial was really the first reality TV show and I was one of the first there.
Standout Pepperdine Athletes Join Waves

Hall of Fame

Seven more of Pepperdine’s all-time great athletes will be inducted into the University’s Hall of Fame this fall.

Established in 1980, the Pepperdine Athletics Hall of Fame aims to honor the storied tradition of Waves sports, recognize the ongoing achievements of Pepperdine athletes, and take positive steps toward ensuring bright opportunities for future competitors. This year’s new class joins 77 individuals and 12 teams that have already been enshrined.

“The Pepperdine Athletics Hall of Fame is enriched each year as we continue to add some of the most distinguished student-athletes in the program’s history,” says John Watson, director of athletics. “These are seven individuals who are very well deserving of this honor. We look forward to honoring them and recognizing their achievements, both what took place at Pepperdine and in their professional lives.”
9 NCAA Championship Teams
2-Time NCAA Division I AAA All-Sports Trophy Winner
44 Olympians
239 All-Americans
168 Conference Championships

Learn more about these outstanding athletes, the Pepperdine Athletics Hall of Fame, and the October 25 induction ceremony: www.pepperdinesports.com
“Picture this...”

Henry Price, director of the Heidelberg Summer Music Program and Seaver College professor of music, told the 34 students in this year’s program. “Late November 1779, the traveling theatrical company of Emanuel Schikaneder—who would create *The Magic Flute* with Mozart a dozen years later—was in dire need of shelter. “The company was 45-strong,” he continued, offering one of the many stories uncovered in his research of Wolfgang Amadeus Mozart—the composer’s life, times, and friends—which Price has been conducting since he was a doctoral candidate in the ’90s.
“IT WAS COLD AND SNOWY AND THERE WAS NO INN TO BE FOUND. They came upon a small church, where one of the actors was able to communicate with the Slovenian-speaking people, and the entire company was not only invited in, but offered a place to stay and a sumptuous meal. The company members ate, drank, and expressed their gratitude for this tremendous show of hospitality with a beautiful impromptu concert. The priest at the church remarked that he had never heard such beautiful singing in his parish. The next day, the company bid a fond farewell to their hospitable hosts and continued their journey, which would eventually take them to Salzburg, where Schikaneder met Mozart and together, they created The Magic Flute.”

Connecting deeply with this story of history and hospitality, Price presented the research to students and then informed them that they would be traveling along the exact same path, finding the exact same church, and performing, just like Schikaneder’s company did, some 230 years later as part of the program’s educational trip. The students’ first question was: “How do we find the church?”

“There were several clues,” he told them. “It was on the road; it had a parsonage to house the performers, and it was five or six hours from a certain mountain pass by coach.” Price determined that the coaches traveled 8 to 10 kilometers per hour, and with that information, he and the students mapped the general location of the church. “Right in that little area, there are five or six little churches that were Slovenian-speaking, but it had to be rich enough to feed 45 people at the drop of a hat.”

Price had traveled to the area in the summer of 2008, and met the proprietor of a bed and breakfast, Heinz Kraker, who also took great interest in the story. “This guy is incredible,” Price says. “He’s the president of the town band, a musician for over 50 years, and he knows everyone in that part of Austria.”

Much like Mozart and Schikaneder, the two “Henry’s” became fast friends. Kraker showed Price where the old roads existed, helping him to discover St. Stefan’s—the richest parish in the area, and the only church that fit all of the criteria.

“It was a wonderful moment,” Price said of finding the church, which he later verified with the head archivist in the state capital, Klagenfurt. Price and Kraker soon began orchestrating a trip for Pepperdine students to visit the church and perform a concert of Mozart’s music to commemorate that special night.

On a blustery day in May 2009, after 10 hours of driving in pouring rain, the traveling musicians of the Pepperdine University Heidelberg Summer Music Program arrived in the village of St. Stefan, and found the storied church. “The clouds literally parted as we arrived,” says Price. “When we first got to the church,” notes Kyle Rotolo, “we looked inside and it was beyond our expectations of how beautiful it was going to be.”

Herr Kraker welcomed the students with open arms into his lakeside lodge. “He adopted our students,” says Price. “He only spoke German, so we had to translate for the kids, but they just loved this man and he loved them.”

Word spread through the small village. The local band, made up of villagers ranging from teenagers to senior citizens, practiced for months to perform with the students. On concert day, Pentecost Sunday, audience members and local newspaper reporters filled the tiny church to capacity.

“Before we went on, I said a little prayer. I said, ‘Lord, please help me to touch these people with my voice,’” says Kaley Soderquist, who explained that knowing the events that took place in the church really moved her. “Singing there . . . words can’t describe it. I got caught up in the moment.”

The Pepperdine students and the local band performed selected pieces by Mozart, and in between, Kraker read excerpts from a memoir that described the events that transpired there 230 years ago. And, much like Schikaneder’s company, the Pepperdine group met rave reviews. “They said we were the best musicians that have ever played in this tiny church,” beams Price, who would later find out that the local newspaper called it “Gänsehaut Erlebnis,” or “a goose bump experience.”

At the reception that evening, Kraker’s wife served the exact same soup recipe the musicians enjoyed in 1779, and impromptu performances broke out among the students and local villagers. Though the students went on to visit Vienna, Milan, and Verona—seeing the three most famous opera houses in Italy—it was the experience in that small village that most cite as the highlight of their summer abroad.

As Chris Ordonez describes, “For us Americans to be able to join the Austrian people, and not even speak the same language, but still get together and beat to the same rhythm and share our love for music, was an amazing experience.”

Watch a video of the concert: magazine.pepperdine.edu/mozart
Stepping Out of the Spotlight

Hollie Tucker shines a light on the talents of Houston high school students

To hear the theatre community described as a family is as commonplace as an actor’s bad reaction to “good luck!” But as a high school theatre director in Houston, Texas, Hollie Tucker (’05) ensures that the theatre truly becomes like family for her inner-city students.
"Creating a play together and traveling to competitions becomes a great way for them to survive their teenage years and experience some sense of family that many of them don’t get at home,” she says. “Some of these kids really need somewhere safe to work on homework and rehearse every night because of what goes on outside of school.”

For the last three years, Tucker has dedicated herself to the Aldine Independent School District theatre programs. She’s staged plays with a number of high schools in poor, crime-ridden neighborhoods, where parents often work multiple jobs, serve jail time, or simply lack interest in their offspring’s education.

“Most of my students have many outside forces strongly discouraging them from advancing their education. My goal is to create more opportunities and really make them aware of what they can do,” explains Tucker.

The opportunities for participation are abundant and varied in a theatre program. “The theatre can use anyone who is willing to participate with a good attitude. We need not just actors, but carpenters, electricians, costumers, technicians, and more. If a kid is willing to walk through my door, I am going to find a job for them and make them feel like a part of our family.”

As a Seaver College theatre major, Tucker’s involvement was typically in the spotlight. She was used to the sound of applause as the lights dimmed, the cries of “encore!” from delighted audience members. After graduation the native Texan settled in Dallas, where she performed improvisational comedy at the West End Comedy Theatre three nights a week, getting paid just $20 a show.

The actress supported herself with a second job selling high-end jeans. “While hanging up the new merchandise one morning I spotted a pair of jeans priced at $1,100. My manager overheard me say to a coworker, ‘Do you know how many people you could feed instead of buying these jeans?!’ Needless to say, she let me go shortly after that.”

That’s when Tucker realized she could do more good guiding others into the spotlight than pursuing it herself. “I knew that I loved theatre and I loved working with kids so it just dawned on me to apply to be a theatre teacher. One month later I was teaching high school theatre, and the following year I was promoted to department chair. My career is not about me anymore; it’s a much greater joy to help these kids cultivate and share their gifts with the audience.”

My goal is to create more opportunities and really make them aware of what they can do.

Starting this fall, Tucker is refining the talents of the inaugural class at a newly built Houston-area high school. The school’s principal sought her out when he saw how well her now-former students worked together during a theatre competition. Tucker says, “The kids at my old school helped me realize that I will be able to mentor even more children at this new school, and that it is a place I can really make a difference. But it was a decision I struggled with.”

Tucker has witnessed firsthand the educationally and socially therapeutic effect that theatrical self-expression has on otherwise lost or excluded youths. She particularly recalls three suicidal students, two with bipolar disorder and one with severe Asperger’s syndrome. “I was nervous about working with these students, and afraid of what they might do if something were to upset them,” she remembers. “But things started to fall into place for them once they learned they could just be themselves and that they didn’t have to fight to be accepted.”

In her second year of teaching, Tucker directed a show close to her heart called The Boys Next Door, by Tom Griffin. The play is about a home for mentally handicapped men, and their social worker Jack, who struggles to balance life and work. She loves the play, but also relates to Jack’s character; she and her husband once converted their office into a second bedroom for a child living in a dangerous situation, only to have that child’s parent press charges against them.

“It sounds terrible, but I sometimes view my kids the way Jack views the boys. I love them, they make me laugh, but I also have to remember to make my home life come first,” says Tucker. “Fortunately, God has blessed me with a wonderfully patient husband who also has a passion for theatre.”

A passion for theatre can come in many guises and follow many impulses. Now out of the spotlight, Tucker appreciates the art form for what goes on behind the curtain and for the sense of community that it fosters. She says, “It taught me to love and appreciate all different kinds of people that I otherwise might not have befriended. Theatre is so beautiful to me because it cannot be created alone.”

Tucker (center) shares the stage with Anaka Shockley and Nicola Hunt in Pepperdine’s production of On the Verge, October 2003.
Finding new ways to stay connected when changes in life pull friends apart.

I was with my friend and her toddler at a cupcake shop. It had been ages since we caught up, but each time we tried to talk, her attention was diverted and our conversation cut off.

“No, come here,” she called as her kid waddled behind the cash register.

Or, “Don’t put that in your mouth,” she said when he dropped his sippy cup.

Finally to me: “Gotta go.” She pointed to her son who was racing out the door onto a busy sidewalk.

“Mmgdbye,” I said with a mouthful of vanilla-vanilla, but she was gone. I sat alone in a state of sugar shock. Crumbs covered the table and a puddle of water dribbled over the edge and onto the floor. Wrinkled napkins and frosting-covered forks were scattered about, and I felt something lumpy stuck to the bottom of my left shoe (smashed Cheerios). That’s when it dawned on me that, one by one, I was losing my girlfriends to babies.

I was 35, married but childless, though not for lack of trying. While I understood parenthood shifted priorities and consumed tons of time and energy, I assumed our friendships would rekindle as the babies grew older. By that time, my friends were popping out a second (sometimes third), and the cupcake fiasco repeated.

I cherish my companions and adore their babies, but I began to wonder: were we doomed to drift apart? My mom-friends also missed hanging out, but no matter the meeting place, adult conversation took a backseat. Shopping? A fun daytime activity, but my friend Stacey summed it up well: she’ll no longer shop with friends because she’s too busy managing her kids’ temper tantrums. Dinner? Babysitters are expensive, and my mom-friends go to bed early.

One day I read a book about a woman trying to lose weight so she invites her friends to exercise. It gave me a brilliant idea. I tried my plan on Angela first. We’d gotten together for lunch twice since her baby Michael was born, but his fussing drowned out our conversation. This time, we met at a walking trail near our homes. While the motion of the jog stroller lulled Michael to sleep, Angela and I had a long chat. Days later, Kristin and I talked religion as she pushed her daughter in a stroller while her older kids rode scooters. We bonded and burned calories.

Walking isn’t always ideal—one friend of mine has a toddler who won’t tolerate a stroller—but for the most part, it’s a clever solution. Sometimes the discussion veers to areas that highlight the diverging paths in our lives. I can’t contribute much on breastfeeding in the same way a stay-at-home-mom friend might not relate to my career dilemmas. But offering a listening ear—even on alien topics—is an important part of friendship. In fact, those moments that widen our horizons can be the most enriching.

Jenny Rough (JD ’99) is a freelance writer based in Alexandria, Virginia. When in Los Angeles, she likes to visit her alma mater and walk the Malibu campus loop.
A Living Endowment

1977

The Pepperdine University Board of Regents approves the creation of an annual giving circle called the Pepperdine Associates. Just six months later, an impressive 400 members come together for the first Associates dinner—a gathering of friends committed to the betterment of Pepperdine and its students.

2009

Today the Board of Regents recognizes the continuing importance of alumni Associates by establishing the Regents Challenge Fund. Through December 31, 2009, for every new $750 gift from a Pepperdine alumnus, the Regents will provide a $250 match for your Associates membership and will renew the match a second year.

We invite you to accept the Regents challenge by joining Pepperdine Associates today.

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HONORING THE VICTIMS OF THE SEPTEMBER 11, 2001 TERRORIST ATTACKS.

Pepperdine University once again staged a dramatic display of American flags on its expansive Alumni Park lawn in Malibu—one for each of the nearly 3,000 lives lost on that tragic day. The installation of the flags, which was on display September 11 to 24, was conceived and led by the University’s chapter of the College Republicans. In addition to including U.S. flags in the 2009 memorial, multi-national flags honored the different nationalities of those who died during the attacks.