



HONOR GRAM

LA SIERRA UNIVERSITY
HONORS PROGRAM NEWSLETTER

VOLUME 18, ISSUE 2



THE HONORGRAM

is a newsletter designed to inform and update Honors faculty and students as well as those who are interested in the La Sierra University Honors Program. If you have any questions or comments concerning the newsletter, or ideas that you would like to contribute, please email us: honors@lasierra.edu

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ELITE OR ELITIST: WHAT'S THE DIFFERENCE?

BY GARY BRADLEY

Have you ever noticed that the truly great people are the most humble? In my experience it is the “wannabees” that are the most arrogant. I surmise that this is because the truly great people don’t feel that they have anything to prove while the “almost greats” are forever trying to prove themselves.

When I was a graduate student in Genetics at the University of California, Davis, a great Nobel laureate, Dr. George Beadle, came to visit our department. When the senior grad students from each lab took him to lunch he wondered aloud why we would be interested in talking to him. He astounded us by taking an interest in what each of us was doing and by being so approachable. During that time we also had opportunities to interact with other geneticists who were not nearly so great but who seemed to compensate by exuding an unapproachable arrogance.

But how is this relevant to the Honors Program? I have been involved with the program from its inception and I say this without qualification—Honors Scholars are special.

So what is it about the Honors Program that makes it so special? It is true that, on average, the Honors student is brighter than the average regular student. But we all know that there are many very bright students who do not become Honors Scholars. So what is going on?

I believe that it takes more than intelligence to be an Honors Student. It also takes a breadth of interests. Honors Scholars are bright students who have broad interests and are interested in associating with other such students and faculty. They have different backgrounds and different majors but tend to enjoy expanding their worlds in association with others of like mind. This

association occurs in the Honors courses, in the Honors Dorm, and in the social activities of the Honors Program. Honors students come from many different majors and cultures but what they have in common is that alertness of mind and breadth of interest which lead to enjoyable interactions with other such persons. This is the essence of what makes the Honors Program so exciting.

But having said that, I must say that some seem to have the need to trumpet their specialness, to let everyone know how special they are. It is these people who inspire charges of “elitism,” a charge fraught with disapproval.

Other Honors students are confident in the knowledge of who they are and have no need to proclaim it loudly. These, the ones that aren’t driven to proclaim it, are the truly elite.

Those who are faking it, trying to pass as Honors Scholars in order to impress a

professional school, are liable to get bogged down in the Honors Program, especially in the final stages with the hard work it takes to complete it.

The bottom line is that truly great people let others proclaim their greatness; they don’t need to trumpet it themselves. Truly great people can be humble while the world extols their virtues. The Honors Program is like that. The accrediting association for La Sierra University long ago recognized the specialness of the Honors Program by calling it “the jewel in the crown of the University.”

Let your accomplishments speak for themselves and don’t proclaim how elite you are. Speak humbly regarding who you are and what you stand for but don’t ever lose sight of how special you truly are. I am honored to be associated with such a group of students. I am truly blessed.



**Truly great
people
let others
proclaim their
greatness.**

AS A STUDENT AT A UNIVERSITY

BY CAITLIN MILLER

As a student at a university, one quickly realizes that college is just having answers to big questions. We are tested on how well we can answer the questions given, what things we can back them up with, and how convincing our answers are in comparison to others. But also as students, we are asked questions about ourselves. We are asked questions about who we are and what we want to be.

Answering questions about ourselves might seem simple. When first asked why we have chosen a major, we might say something in response that our parents have said to us or something that comes quickly to mind. When asked again, we may say something others have said when asked the same question, or something that comes off the top of our heads. But this general response may not suffice for more persistent people. Some of that works for some people, while a general response works for others. But we are forced to have an answer, so we mix and match responses until we find one. We write it down on a 3-by-5 note card and move on to the next thing. Scared that we might realize that we don't know the answer to that question, we write it down on an index card, never changing the response.

As a student at a university, I didn't realize how many answers to questions about ourselves we leave on bits of 3-by-5 note cards. We carry these cards with us, something like identity cards, sometimes given to us as



hand-me-downs from our siblings. At other times we don't even know that we have made these for ourselves, these bullet-point responses to the most personal parts of our lives. And whenever anyone asks us, we just pull them out and read them off again and again.

Some people are happy with these kinds of answers and even after college stick with piles of more and more notes about who they are. But in college, there is an opportunity to fully answer a bigger question about ourselves. First to recognize that we use these identity cards to tell who we are; second, to question the legitimacy of things written on the card; and third to take action on what this card really is. We can do anything we want with them--take a sharpie and run through a few lines, throw some away or make some new ones or make one into a paper airplane and launch it across the room, get rid of them all together.

As a student at a university, I am given a chance to discover what identity cards to hold on to and break away from any generalities that people may have of us, or that we may put on ourselves. Just as the answers to big questions are not always found in a textbook, answers to questions about ourselves are not always found on note cards. It takes practice to know ourselves and be tested on how well we know ourselves. In all, it will take time to get away from resorting back to our old identity cards, but by tearing or burning them, we can answer any big question.

HONORS STUDENT COUNCIL 2009-2010

ALEX WISBEY. CHAIR: ROBERT WALKER III. RAMONA BAHNAM. HAYDEN CALE. CAITLIN MILLER

Sometimes we are too busy to realize what is going on around us, which isn't necessarily a bad thing because we, Honors students, have our minds on a lot of things. But have you ever stopped to think about who is responsible for the wonderful array of Honors gatherings and events so far this year? If not, don't worry because this article is to introduce you to this year's Student Honors Council members. So far, we have had several monthly dessert hours, a great Sabbath at the beach, and a procrastination party during exam week, which were all successful. Here are the minds that brought you those events.

Alex Wisbey is the Chairman of the Student Honors Council for the year. He previously served on the council his freshman year. He is a junior Business Management and History double major and the Men's Resident Assistant (RA) of South Hall.

Robert Walker III is one of the senior representatives on the council, serving for the first time. He is a senior Biophysics major and Pre-Medicine student and is going to be graduating this June. He is also the Assistant to the Men's Resident Assistant (ARA) of South Hall.

Ramona Bahnam is the other senior representative of the council, and it is her first time representing the students. She is a senior Biology major with a Math minor. She is also a Pre-Medicine student who intends to go to Medical School after graduating in June this year.

Hayden Cale is the sophomore student representative on the council. He is a Biochemistry major and Pre-Medicine Student. He is actively involved in the Music department as well, with his excellent musical talent with the violin.

Caitlin Miller is the freshman of the group and has been an asset in connecting with the new students in the program. She is a Spanish major and Pre-Medicine student. Some of her time is spent being involved in various activities around campus like Improv, Drama, and Volleyball.

The Student Honors Council is also charged with providing input regarding the Honors Program to the faculty Honors Council and serves as liaison between Honors students and the program faculty.



FROM THE DIRECTOR:

DR. DOUGLAS CLARK

BEST PRACTICES IN HONORS EDUCATION



Confronted at present with a mountain of tasks tied to university assessment for accreditation agencies, I have come to despise terms like “best practices” and “due diligence.” They smack entirely too much of hard work and endless checking and double-checking. They mean research and reading and revisiting and revising and reviewing and re-editing. It never ends.

But when it comes to producing and providing the absolutely finest academic program of which we can dream and toward which we can aim, there is no substitute for the hard work of due diligence and following as closely as possible best practices. This may be true for most everything in life, but it is especially so for an Honors program.

Over the years of its stellar contributions to the university, the La Sierra Honors Program has seen several revisions, the latest one in 2002. Central to that revision were the best practices of the National Collegiate Honors Council (NCHC, the really important one in the United States). Here are most of the 17 characteristics of a fully developed Honors program, according to NCHC, those dealing with curriculum and instruction:

Characteristics of a Fully Developed Honors Program
Generated by the National Collegiate Honors Council
<http://www.nchchonors.org/basicchonorsprogramcharacteristics.shtml>

No one model of an Honors program can be superimposed on all types of institutions. However, there are characteristics that are common to successful, fully developed Honors programs. Listed below are those characteristics, although not all characteristics are necessary for an Honors program to be considered a successful and/or fully developed Honors program.

A fully developed Honors program should be carefully set up to accommodate the special needs and abilities of the undergraduate students it is designed to serve.

There should be an Honors curriculum featuring special courses, seminars, colloquia, and independent study established in harmony with the mission statement and in response to the needs of the program.

The program requirements themselves should include a substantial portion of the participants’ undergraduate work, usually in the vicinity of 20% to 25% of their total course work and certainly no less than 15% [La Sierra’s is 27%].

The program should be so formulated that it relates

effectively both to all the college work for the degree (e.g., by satisfying general education requirements) and to the area of concentration, departmental specialization, pre-professional or professional training.

The program should be both visible and highly reputed throughout the institution so that it is perceived as providing standards and models of excellence for students and faculty across the campus.

Faculty participating in the program should be fully identified with the aims of the program.

The program should occupy suitable quarters constituting an Honors center with such facilities as an Honors library, lounge, reading rooms, personal computers and other appropriate decor.

The program should have in place a committee of Honors students to

serve as liaison with the Honors faculty committee or council who must keep them fully informed on the program and elicit their cooperation in evaluation and development.

The Honors program, in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but for which they could find no suitable outlet.

The fully developed Honors program must be open to continuous and critical review and be prepared to change in order to maintain its distinctive position of offering distinguished education to the best students in the institution.

A fully developed program will emphasize the participatory nature of the Honors educational process by adopting such measures as offering opportunities for students to participate in regional and national conferences, Honors semesters, international programs, community service, and other types of experiential education.

(Approved by the NCHC Executive Committee on March 4, 1994, and amended by the NCHC Board of Directors on November 23, 2007)

The good news is that these represent by all counts best practices for Honors education in America. The better news is that the University Honors Program at La Sierra lines up extremely well with these best practices. The best news is that, by following best practices, Honors education at La Sierra rates up there with top programs around the nation. The even better than best news is that my faculty colleagues and I are privileged to work with great students in a great program!

BY FOLLOWING BEST
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INSIGHT INTO BRIDGING THE GAP

LESLIE MUTUKU

In the last issue of the *Honorgram*, we recognized the Program's students who have completed their community service projects. What the Community Involvement Project gives the students the opportunity to do is to engage in their community in the most creative and effective ways to make a positive change overall. This positive change comes in many forms and ways and challenges the students to do extraordinary things to reach their goals.

Three Honors students (Robert Walker, senior biophysics major; Ciara Talbot, senior art/pre-medicine student; and Cauty Wang, senior biochemistry major) started a student-run program with their community partner, Think Together, which aimed to increase the proficiency levels of elementary students in subjects like Mathematics, Science, and Reading. They created a holiday enrichment curriculum, along with volunteer work, activities and experiments that inspired learning in the students of Pedley Elementary School.

These Honors students have changed the idea of Holidays and made them an opportunity to learn more about their origins and why they are part of society today. Their hard work led them to create a curriculum that students can experience and learn from that encourages creativity, fun, and learning all at the same time. I had the opportunity to talk with Robert Walker, one of the students in the project, who provided us with insight on their work.

"The Bridging the Gap program was a tremendous experience. As a part of the LSU Honors Program Changing

Communities class, I and two other students (Ciara Talbot and Cauty Wang) had the opportunity to create a project that could provide sustainable change in our community. We decided to focus on aspects of learning for young children. Our program worked with the Pedley Elementary branch of Think Together.

"By forcing me to actively participate, Bridging the Gap changed how I perceived the world and my own personal role in society. In the program, I wrote holiday lesson plans, tutored in math and English, and did science demonstrations. We also published our lesson plans in a book. However, the most rewarding experience was seeing how our efforts positively impacted the children we worked with. I think we were more joyous than our students when they made progress in reading or math. We met our number one goal, which was to give the students tools to become better functioning citizens. Even though they were at a young age, I believe our program made the students more inquisitive about future education



La Sierra University Honors students Robert Walker, Ciara Talbot, and Cauty Wang teamed to create an elementary school curriculum that uses the study of holidays to help students learn more about their origins.

and job opportunities."

I looked into the curriculum of study that Robert, Ciara, and Cauty wrote and published into a book. It has various activities for students to participate in based on a particular holiday throughout the year. The activities are categorized by month and the holiday that they are related to. For example, under March there is an activity for St. Patrick's Day, which educates the students on the holiday and provides them with a fun task to do. The structure is informative because it provides the objectives for the task so the teacher and the students understand what the outcome of the activity should be. They explain the materials needed and the procedure for completing the day's assignment

and end with debriefing questions that remind the students about what they are learning and why the holiday exists. Not only does the curriculum provide a new way of learning in the classroom, but the group found the curriculum to be successful because it raised awareness of the students about their society and was a method of building a more knowledgeable society.

"At the end of the program," Robert noted, "I remember hearing the kids telling me that they wanted to be scientists when they grew up. Bridging the Gap really showed me that at every stage of our lives someone is watching, and it is the little things we do that can have the most profound effects."

If there is anything that I have learned from these ambitious Honors students it is that you can truly change a society, especially through education. Change is a process that takes time and effort on the part of society. I believe that their work has inspired the students to be constant learners.



HONORS EVENTS

Towards the end of Fall quarter, the Student Council organized a Thanksgiving dessert hour that included fun games and a great turnout of students. The social event involved interactive games like "Who am I?" and for dessert was Pumpkin Pie (of course).

During finals week of Fall quarter, a Procrastination Party was organized to celebrate the end of exams for students (those who had completed them) and for those students still studying to get a break. A variety of activities were available to be involved in like Rock Band and a movies screening.

On January 27, a Mocktail Madness party to celebrate the New Year was organized by the Council. This "formal" event featured a variety of fun drinks and classy entertainment.



CREATING A MESSAGE THROUGH THE MEDIA

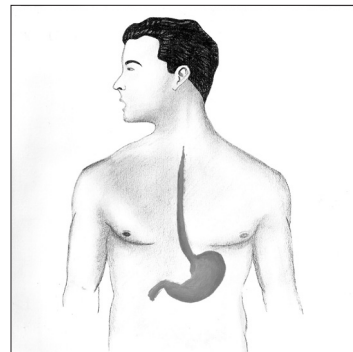
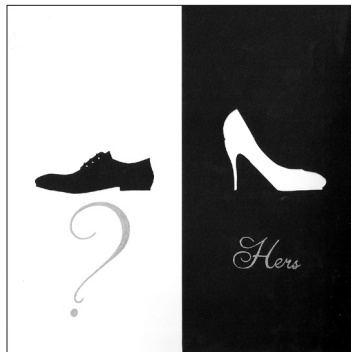
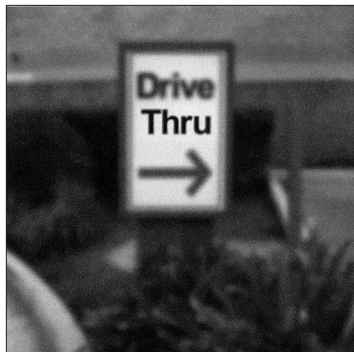
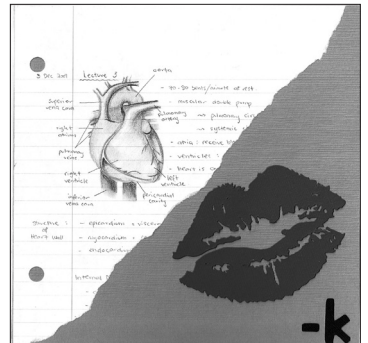
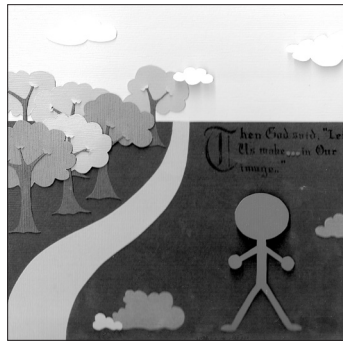
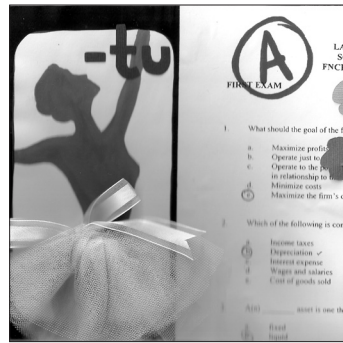
The Arts, whether it is music, dance, drawing e.t.c., is an important part of the Honors Program curriculum. This quarter, there are two Arts classes being taught and widening the scope of knowledge in the topic of Arts to our students. Our students like to be creative in many ways and here is a spotlight on the work of one Honors student

Hi! My name is Nikki Anthony and I'm a third-year student in the Honors Program. Art has always been my passion. Creating art gives me a sense of satisfaction that I can't find anywhere else. I say this because I've searched among different types of career paths and educational programs for something that would bring joy to my soul, but art is the only one that can fulfill me. Within the art field, I particularly enjoy producing

art with my hands, building things out of a variety of materials creating real texture and real perspective. It never ceases to lift me up as I see my creation progressing toward its completion. Only recently, I have decided to incorporate my love for art into my career path. I started working on my minor in art alongside my business management degree. So far I love the art classes that I have taken and this art piece is only one of many of my cherished pieces.

This art piece is a puzzle called the bottle-cap puzzle. Each separate section gives hints of words that make up the puzzle. The end product is a well-known saying. Can you figure it out?

Answer: The way to a man's heart is through his stomach.



HONORS OFFICE



From left: Dr. Douglas Clark, *Honors Director*; Nina Park, Alexandra Lopez, Caitlin Miller, Leslie Mutuku, Debra Marovitch (*secretary*).

OFFICE HOURS

MONDAY 9 am – 5 pm	THURSDAY 9 am – 1 pm
TUESDAY 9 am – 1 pm	FRIDAY 9 am – 1 pm
WEDNESDAY 9 am – 2 pm & 3 pm – 5 pm	

Contact Info: phone 951-785-2310

Email: dmarovit@lasierra.edu (Honors Secretary)

Occasional meetings may cause deviations from the regular schedule

WINTER QUARTER HONORS CLASSES

UHNR 115/115L, UHNR 214/214L: The Arts (4 units)

An analysis of the structural elements of various visual and performing arts, and the study of the form, content and context as it relates to aesthetic response. Selected primary texts or classics of Western and Eastern literature, art, music, or other forms of aesthetic expression are examined. The Honors Program is changing its curriculum to accommodate the transition of the international trip from after the Freshman year to after the Sophomore year, in order to provide enrichment to the students of the program prior to the trip. The Arts class is making a transition from UHNR 214/214L to UHNR 115/115L as it is undergoing change from being offered the Sophomore year to being offered the Freshman year.

UHNR 224: Religious Understandings (4 units)

An exploration of religious traditions as sources of insight, personal meaning, social structure, and moral guidance. Such topics as sacred time and place, ritual, and religious understandings of community, human nature, creation, and revelation are examined in a global, historical, social, political, theological and philosophical context. Attention will be given to the context, adequacy and implications of Christian faith.

UHNR 364: Honors Scholarship Colloquium (1 unit)

The preparation and presentation of a proposal for the Honors Scholarship Project.

UHNR 324: Science and the Future (4 units)

Examination of one or more subjects in the sciences or mathematics. Includes social and historical context; moral, political, and legal implications of scientific development; and connections with religion and philosophy.

Prerequisite: One quarter of calculus or statistics

UHNR 354: Honors Community Involvement (1-3 units spread out throughout entire Junior Year)

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

UHR 424: Seeking, Knowing, and Serving (4 units)

A senior-level capstone seminar in which students explore themes throughout the University Honors Program, evaluate the development of their personal philosophies and worldviews and the future of their worldviews, and understand how these worldviews relate to the perspectives of different groups across space and time. Special emphasis is paid to the religious and global implications of these worldviews. Revision of the student's portfolio is a central component of this process, and a reflective essay on the entire portfolio is produced.

UHNR 2010 WINTER CLASS TRIPS

UHNR 115/115L: The Arts

Tuesday, 1/26 @ 8PM - Pantages Theater - STOMP
Sunday, 2/21 @ 3PM - Cerritos Center for the Performing Arts - The Chieftains
Tuesday, 3/2 @ 7:30PM - Orange Co. Performing Arts Center - Alvin Ailey Dance
Saturday, 3/13 @ 8PM - Orange Co. Performing Arts Center - Tribute to John Williams

UHNR 214/214L: The Arts

Thursday, 2/18 - The class will visit the Riverside Art Museum, where we will experience the exhibit "Edenistic Experiences," which questions traditional renderings of landscape. Later in the afternoon, we will visit Tio's Tacos, a local restaurant and monument to the concept of "junk art."

Sunday, 2/28 - The class will visit two museums in downtown Los Angeles. We will witness the manner in which lighting drastically influences perception at the Museum of Neon Art, and enjoy numerous examples of post-World War II artistic expression at the Museum of Contemporary Art.

UHNR 324: Science and the Future

Sunday, 1/31 - Los Angeles - The class visited the California Science Center, the Air and Space Museum, and the Natural History Museum. The students experienced different versions of scientific study and had a chance participate in the interactive exhibitions in the Museums.

Friday, 2/19 - San Diego - Visits to the San Diego Zoo and Balboa Park.

HELP MAKE THE 2011 INTERNATIONAL EXPERIENCE HAPPEN!!

Funding comes from:

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

PLEASE DONATE ONLINE: www.lasierraconnect.org

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

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

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

THANK YOU! *Your donations are greatly appreciated!*

CONTRIBUTIONS WANTED. Interested in the *Honorgram*? If you enjoy writing, taking pictures, or you simply want to be tuned into what's what and who's who in Honors, then be a part of the Honors newsletter. Teachers and students are all welcome to participate and contributions will be greatly appreciated. Also, if you have any questions, comments, or suggestions, please e-mail alixlopez@gmail.com.

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THE HONORS PROGRAM began at La Sierra University in 1983. It strives to give special attention to undergraduates of outstanding intellectual and creative ability and aims to charge the imagination in an environment where student initiative is the guiding force.

Students are given the opportunity to recognize their potential through encouragement, discussion and interaction. The overall objectives of the program are focused on the La Sierra University mission "*to Seek, to Know, to Serve...*"

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