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The Student Movement Volume 107 Issue 12: Revisiting "The Dream": Students Celebrate MLK Day

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Revisiting “The Dream”

STUDENTS CELEBRATE MLK DAY



Photo by Dawson Par

Humans

HUMANS

Andrews Gaming Club

Interviewed by: Grace No 01.19.23



Photo by Anthony Isensee

I interviewed Shawn Dewitt (senior, psychology), who is this year's Gaming Club president about the different events that he has planned for this year and all the benefits of joining this fun club—there's a game for everyone!

Can you introduce yourself and tell us why you decided to run for president of Gaming Club this year?

Hi, I'm Shawn, and my favorite games personally are Super Smash Bros Ultimate on the switch, and I also play a lot of games like Valorant on PC. The gaming club has been around for three or four years now, and they had elections last year. I put my name in the ring for it because I had enjoyed the events they've done previously and want to see those events continue for this year, especially. It was also just something that I felt like I could do, and some of my friends who are also officers encouraged me to run. So we just decided to kind of collectively decide to step up and pick the leadership roles that we felt we could do and that the club needed us to do.

How would you describe the general vibe of the club?

The club is like a really laid back community is how I always like to describe it. When it comes to gaming, there's so many different types of games and lots of different genres of games. And so just bringing people together across these different games and across different genres, or even in the same genre that you might have, in one place and then meeting up is really what the gaming club is all about.

How often do you guys meet up and what do you do at the events typically?

We have a big event about once a month, or bigger events, I should say. A lot of the regular meetings are game nights—you know, board games, video games, card games. We also have our tournaments. Usually there's a yearly Smash tournament so this year, we're gonna try to put on a Mario Kart tournament at the end of the year. So we have a couple tournaments throughout the year, but a lot of the normal events are just game nights where we're all hanging out eating some food.

What are some of your favorite events that the Gaming Club has held, or an event that you're looking forward to this year?

Probably my favorite event's always gonna be the Smash tournament. Again, that's one of my favorite games so of course I enjoy participating in it. It's been fun for me to see how I've progressed over time. I remember freshman year, I participated but did not score very well. And then each year after that, I've gotten slightly better. I'm still not quite the best, but I'm working my way up there.

What are some of the best parts about joining Gaming Club?

Gaming Club is a free club, so there's no club fees or anything like that. And again, it's just all about finding other people who share your interests and hopping in with any games that you like to play. It's just a great community. Join! We're really laid back so it's chill and fun.

As the President, what are some of your responsibilities that you have to perform for the club?

My job is orchestrating and planning club officer meetings, mostly so that I can enable all of us to have goals in mind for events that we're doing and facilitate them to their respective tasks. That's things like making posters for tournaments, or announcing on social media. So I would say my responsibilities are just kind of overseeing those meetings and letting things take place for the events.

What are the most popular games in the club?

There's such a wide variety. I know there's a pretty dedicated Dungeons and

Dragons subset of the club that has a meeting every week, so that's a big one. There's a lot of the classics like Call of Duty, sports games like FIFA and NBA K. And then you have the Switch games, with games like Pokemon and Mario Kart. So there's just a really wide variety and there's something for everyone. As long as you like any type of gaming, you can find someone within the community that probably has the same tastes.

Approximately how big is the gaming club?

Right now, we have eighty-five members total, and what's cool is that we try to make them all join our discord server, and there we have a lot of people from years past even though they're not actively at Andrews. Everyone can still log on and play online.

How do people join the discord?

Let's see. You would have to get an invite code, so I would say if people want to join the club and our discord, just reach out to us on our instagram ([@andrewsgamingclub](#)) through our DMs and we can send you a link.

HUMANS

Meet Gio Lee

Interviewed by: Nora Martin 01.19.23



Photo by Gio Lee

I sat down this week with Gio Lee, (junior, business administration) who went on a mission trip in the winter of 2022.

Where did you go this winter?

I went to Kenya—the specific place where we volunteered was in Eldoret, Kenya.

What organization did you go with?

It's called BMW; Bicycle Mission World, INC. It's a mission trip organization that a friend of my parents helps run—so that's part of the reason why I decided to go with this organization. It is actually quite popular in the Korean church.

What did you do?

It was a medical mission trip. Basically, we had some doctors and nurses that did intake of patients and gave out medication to suit their needs, or give medical advice, or whatever they needed. Many of the patients were parents, and so we also had an area on the side where their children could stay while their parents were getting checked out. Myself and the other young volunteers who were there rotated through several stations as we were needed. Some of us were shadowing doctors—a lot of younger people there were pre-med students—and others helped out the nurses with checking blood pressure, giving medicine, etc. I worked quite a bit in the pharmacy. We danced with the kids and entertained them, we shuttled medication that the doctors needed from place to place, things like that. There were always over 100 people every day, so we just did what we could to make things less busy for the doctors.

If anyone on campus would be interested in doing something like this, would you recommend it?

Oh, for sure. It's so much fun. It really gives you a bigger appreciation for the people around you. Rather than focusing on the things that we have—like air conditioning, or great beds—the people there were so amazing and it put things into perspective. The environment was so warm and welcoming; once you see that, you also see God, and how He is always welcoming you as well.

So would you recommend it even for people who don't want to go into the medical field?

Yeah! Not everyone on this mission trip was planning on going into the medical field, but they could definitely do the basics, or hand out medicine, or help take care of the kids. I felt that one of the biggest things that we could offer was a

supportive, encouraging environment to help make people comfortable in reaching out for help with their needs.

How can people on campus get in touch with this Bicycle Mission World?

Well, the Andrews Korean Church is very strongly involved with it. They also have a [website](#), and they have an office on the floor above Apple Valley.

HUMANS

New Year, Happier Me

Gloria Oh 01.19.23



Photo by public domain

It's that time of the year again, when people are filled with high hopes, aspirations, and goals...or are they? This week, we interviewed several students and staff members at Andrews to hear what goals or thoughts they have for the new year.

Jaden Leiterman (junior, medical laboratory sciences)

“To take the time to focus on and enjoy things outside of school, like more reading for pleasure.”

Kenzie Fossmeyer (freshman, nutrition)

“My resolution is to take more photos with my camera this semester.”

Brooklyn Anderson (freshman, animal science)

“My new year’s resolution is to have a healthier mind, body, and spirit and to be happy.”

Anneliese Tessalee (junior, biochemistry)

“To write a complete personal statement describing every major role I play in my life (daughter, sister, friend, student...), which I will read and internalize every morning with the purpose of living each day in alignment with my personal values.”

Yoel Kim (junior, physics and math studies)

“My new year’s resolution is to be better at time management; I want to keep a better track of how my time is spent, how I tend to sometimes waste time on innocuous, unnoticeable things. I think tracking this would improve the ability for me to optimize my life, and become more efficient.”

Sion Kim (junior, medical laboratory sciences)

“My New Year’s resolution is to go to the gym at least three times a week and become healthier.”

Kavya Mohanram (sophomore, biology)

“I want to increase connections with the people I care about.”

Nathan Mathieu (junior, exercise science)

“Get more fluent in Spanish and God’s Word.”

Philip DeLeon, Associate Dean for Student Involvement

“To get your name right.” [FYI: My name is GLORIA, but for some reason, many people, including Dean DeLeon, call me Grace.]

Sharon Moore, Administrative Assistant for the Center for Faith Engagement

“I want to have a closer walk with the Lord, drink more water (while also limiting my coke intake), and exercise!”

Nora Martin (junior, English)

“Drink more often.”

Rael Kim (senior, biology)

“To be happy.”

Dr. Benjamin Navia (Biology) and 80% of the students I have asked so far: “No.”

I’m not sure if you were surprised to see how simple and casual the resolutions were, or the number of people that said they do not have new year’s resolutions. But knowing these individuals, I knew it was not that they lacked motivation in life, but it was rather because they were in a good place in their lives. They did not see the need to make a dramatic resolution.

It seems that as we get older, our goals progressively escape the achievement phase to ones that will improve our overall quality of life. At least I feel so, and I’m glad I am in this transition where I am slowly detaching myself from times when I felt like I had to achieve lots of big things to have a happy adulthood! It took me long enough, but I think peace is finally settling in my heart after many years without it. I used to hate the phrase “it’s going to be okay,” but I’m slowly being convinced that it’s really going to be okay.

And to everyone who is reading this, I wish you a Happy New Year! I’m glad we lived through 2022, to see a new year on the calendar. I hope we can convince ourselves every day that everything will be okay, and that we are not alone--we have each other. I hope everything you hope for will come true, and that we can build hope for one another this year.

Arts & Entertainment

ARTS & ENTERTAINMENT

Art @ AU: Harrigan's Gallery

Ysabelle Fernando 01.19.23



Photo by Harrigan Hall

Ever wondered if there was a space on campus that showcased art by Andrews University students and faculty? If you didn't know, Harrigan Hall's second floor houses the Art Gallery for the Department of Visual Art, Communication and Design. The Art Gallery's hours coincide with Harrigan Hall's hours of operation, which are Monday thru Friday from 7:00 a.m. to 11:00 p.m. So, as long as the building is open, so is the Art Gallery.

The Art Gallery exhibits artwork by Andrews University's BFA (Bachelor's of Fine Art) and BA (Bachelor of Arts) in Art students. The Gallery is currently showing a

Senior Exhibition entitled “Self-Questioning” by Sin Ching Ng (Kefla), a recent BFA December grad from the class of 2022. Her paintings showcase introspective work on self-doubt and loss. Her exhibit debuted on Tuesday, December 6, 2023 and will be up until Thursday, January 19, 2023.

I took a walk through her exhibit and I think my favorite piece was Kefla’s oil on canvas painting titled “Emergence.” At first glance, the artwork looks to be a person sinking or drowning. However, if you stare longer at it, you’ll notice that the person's facial expression looks too calm to be someone struggling in the water, and the way the arms extend with the hands grasping onto the water looks as if the individual is pulling themselves out of the water. I would say it’s all about perspective whether in this painting or in life. Sometimes I feel like I’m drowning, but in reality the challenges I’m facing right now are what is preparing me to be my best self in the future. Go check out Kefla’s work if you get a chance!

The Art Gallery offers a quiet space to immerse yourself in the art expressed by your fellow peers and friends. It provides a great opportunity to see the fruits of the artist’s labor and to support their artwork. If you’ve never been to the Art Gallery, it’s about time you do as it is a cool spot to sit and think, or just a quiet place to escape to from studying. Go support your artist friends and tell them how much you appreciate their art!

The Department of Visual Art, Communication and Design have a lot planned this semester, so be sure to take advantage of all the upcoming exhibitions.

February will showcase artwork by current and past Andrews University Faculty. Many professors are quite the artists so keep an eye out for their artwork.

The month of March is dedicated to Andrews University students. Both Art and non-art students will have the opportunity to showcase their artwork at the Art Gallery. If you are interested in submitting your artwork for exhibition, contact Alyx Halsey halsey@andrews.edu for details of submission.

The months of April and May (up until graduation) will be exhibitions by BFA and BA students. Here’s a list of the students that will have their senior exhibition.

Kristjan Milovanovic (senior, graphic design)

Adwoa Tuffour (senior, graphic design)

Taylor Humphrey (senior, graphic design)

Lizzy Borton (senior, fine art)

Jose Silva (senior, graphic design)

If you missed any of the exhibitions, you will most likely see them up on Instagram [@artatandrews](#) that posts information about upcoming exhibitions, student artwork, community class artwork, and art at Andrews University in general.

ARTS & ENTERTAINMENT

Currently: The Way of Water

Solana Campbell 01.19.23



Photo by Kayla-Hope Bruno

Andrews University, welcome back! Hope you all had a merry (and restful) holiday break. This semester, Alannah and I have chosen to shift the theme of this column slightly away from lists of new releases and more toward current discussion in the entertainment industry, be that a thought-provoking new movie or debate over an album cover. I hope you, the readers, enjoy the more spirited and controversial takes in the upcoming months. A disclaimer, of course, the opinions of "Currently..." are my (the author's) own and do not necessarily reflect the views of the Student Movement or the greater Andrews University community. Enjoy!

Who can deny that the sequel to James Cameron’s “Avatar”—“Avatar: The Way of Water”—was a box office smash? But while the film may have broken records, turned an incredible profit, [and made James Cameron the first director with three films that each exceed a stunning \\$1.5 billion dollars](#), the film has also generated a lot of discussion about representation, indigenous culture, and Hollywood’s continued reliance on white saviorism to tell stories about oppressed people.

First, some context. If you are one of the five people on earth who have not seen the first “Avatar” (I’m kidding, the number five is not rooted in any data, but it feels like everyone has seen the movie at this point, whether that is a good thing or not), it tells the story of Jake Sully, a disabled ex-Marine who has been recruited to travel to the faraway planet of Pandora to participate in scientific research of the local people, flora, and fauna. He undergoes some sort of “Avatar” process (the science is sketchy) where his brain is transferred to a “being” who resembles the local people (tall, blue, alien-like creatures with tails). Anyway, to make a very long story short, he falls in love with one of the locals and leads her people to victory against the colonizing Americans (who wish to destroy the natives’ sacred tree in order to mine some kind of very valuable metal). Doesn’t it feel a little like, I don’t know, *history class*?? Oh right, [Europeans did this to almost every nation on earth](#). The people are hesitant to fight at first (the Na’vi are naturally a peaceful people), but Sully convinces them to fight and in the end is rewarded with a permanent place among the Na’vi (as their leader, Toruk Makto) and a permanent Avatar body.

Unfortunately, the sequel follows in the footsteps of the original, introducing us to yet another sector of Na’vi that Jake Sully must save: the Metkayina clan, an oceanic tribe inspired by the [Maori people of New Zealand](#). However, Cameron and the team’s best intentions fail to land, with Kate Winslet (infamous for her Titanic role as Rose and also a *white woman*) playing Ronal, the tribe’s spiritual mother and wife of the chief. In fact, it is primarily in casting where “Avatar: The Way of Water” continually misses the mark, as well as a multitude of issues discussed [in this article by the New York Post](#). The film’s characters, especially the two sons of Sully and Neytiri—Neteyam and Lo’ak—are clearly coded to be perceived as people of color. From their African-American style braids to the accent of their voice, I watched the sequel firmly believing the two were being portrayed by African-American actors. Imagine my shock when I googled the cast later and found that [Jamie Flatters](#), a London-born white man, plays Neteyam; and [Britain Dalton](#) (let’s be for real, the name gives it away) plays Lo’ak. It felt strange, almost like they were mocking the culture of the Na’vi in their portrayal, once I discovered

that they did not grow up in places that taught them to speak the way they did, nor do they share any cultural similarities with the Na'vi. The choice to not diversify the cast, but narrow the lens as Avatar embarks on a 5-film series, was one I find it hard to defend.

The truth is, my stomach churned at the realization that the Avatar sequel was out. I cannot deny that the lush environment of Pandora, each time filmed with breathtaking new technology (the sequel is the first motion capture filmed [underwater](#)) welcomes me in a way that only original content *created* for film can. White savior trope or not, each time I've taken a figurative trip to Pandora I have never been disappointed in the result. I just wish the situation wasn't so dire behind the camera. James Cameron, a director praised for his innovative technology and expansive universes, is an infamous perfectionist. Requiring thousands of takes, handbuilding things from scratch, and an attention to detail are all hallmarks of his remarkably successful film career. However, a quote of his from 2010 during an interview with [The Guardian](#) resurfaced amid all the sequel hubbub and it is as disappointing as it is painful:

"This was a driving force for me in the writing of "Avatar"—I couldn't help but think that if [the Lakota Sioux] had had a time-window and they could see the future... and they could see their kids committing suicide at the highest suicide rates in the nation... because they were hopeless and they were a dead-end society—which is what is happening now—they would have fought a lot harder."

"They would have fought a lot harder." In Cameron's world, the brutal realities of colonization and its horrific aftermath could have been avoided if only they had *fought a little harder*—and his films reflect this. If only... Jake Sully could have convinced them to *fight a little harder*, the way he did the Na'vi. As if in some way the indigenous Americans, the Maori people of New Zealand, the countless cultures and countries shattered by colonization's effects, could have and should have outrun the outstretched sword of European imperialism. In Cameron's world, the fault lies not with Quaritch and not with those thinking to use Pandora as a safety net in the event of Earth's likely demise (the human reasoning behind colonization in the sequel), but with the Na'vi, who needed Jake Sully to convince them to fight a little harder.

In the interest of ethical consumption, I find it difficult to even discuss what the movie did right. How the murder and hunting of the whale-like *tulkun* is yet another excellent depiction of what a planet means to the hands of white greed.

How the costume designer and team at Weta Workshop (who painstakingly handled all the art animation and filled in the world to make it believable) found the perfect intersection between barely clothing the Na'vi and yet not sexualizing their bodies. How moving the story into the water not only allowed us to further explore the planet (which to me is really the purpose of these movies, to see and appreciate something natural, new, fresh, and beautiful) but create new, meaningful characters to relate to. How revisiting Jake and Neytiri as parents allows us to see an entirely new dimension to their characters (I'm a sucker for a mama bear character and Neytiri smashes it out of the park), one where they have more than a place to protect, but people.

However, imagine how much more they could have done right if they had indigenous people behind the screen—behind the camera, behind the script, silently settling into all the pieces that make a movie. Imagine if the actors looked the way they talked, allowing their characters to be a beautiful celebration of a culture instead of a strange mockery of one. Imagine if you didn't feel that all-too-familiar vein of thinking through the film, that if the Na'vi *only fought hard enough*—as hard as Jake Sully fought for them—they could win. Pandora may be a beautiful planet of escape, but the story's themes hit too close to home. And a movie about colonization could be a smash hit, if only it wasn't the colonizer's rhetoric that made it.

ARTS & ENTERTAINMENT

Ode to 2022

Amelia Stefanescu 01.19.23

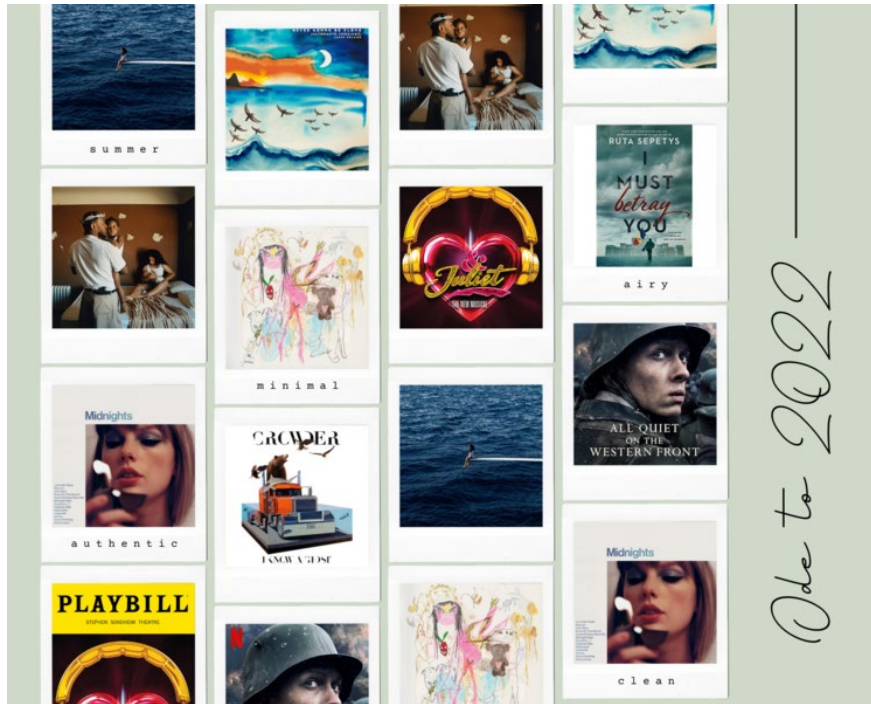


Photo by public domain

2022 has been an extremely fruitful year in terms of entertainment. As the first post-pandemic year, artists unleashed their work with a passion that can only have been created by time in forced isolation and seclusion; concerts have started up again, the theater is open with so many new movies, and musical tickets are being sold like hot cakes. We have had many new and fascinating releases in the areas of music and film, and as we head on into a new year, I decided to reminisce for a moment longer on how the releases of 2022 influenced all of us. I therefore asked you, the students of AU, which releases from last year you still hold close to your heart as you journey through 2023.

SZA's album "SOS"

"SOS" is SZA's sophomore album, released in early December 2022. It has become

very popular since its release, mainly due to the social media platform TikTok, with her songs being used in various trends.

Nailea Soto (sophomore, global studies) shares her love for SZA's album, saying, "First, I liked the tribute, because it is towards Princess Diana, and I thought that was really creative and cool." She mentions that, although it is overplayed, being very popular on TikTok currently, "it also means that people tend to underestimate a lot of the other songs on the album. I think if people were to listen to more than just the overplayed songs that you would usually hear on TikTok, they would think that this is actually a really solid album."

Michelle Imani Thomas (sophomore, biochemistry) also adds on to this, speaking about SZA's depth in her new album, "she has a variety of songs, that kind of speak from the heart and creates songs that can be relatable to her audience. I think she takes the time to write her lyrics that are sometimes relatable to understand what she is trying to convey." She also adds, "Since this album has a variety of upbeat and calm tunes, I feel like I'm able to listen to it when I am in a happy mood or in a low mellow mood as well. I feel like that's something that I feel like most artists can't do so when it comes to SZA's new album I was really surprised by how much of a variety she had with her theme of the music."

Beabadobee's album "Beatopia"

Similar to "SOS," "Beatopia" is also Beabadobee's sophomore album, who is known for her alt/indie music style. It features a beautiful variety of genres, ranging from indie rock to dream pop. In a review for PopMatters, Jay Honeycomb, a freelance music journalist, noted that the lyrics deal with the challenges of human intimacy.

Vivienne Lupu (sophomore, social work) shares her love for the dynamic of the album, saying, "I liked it because a lot of the songs were soft spoken, but out of nowhere, there were also rock-ish songs. I really liked the dynamic between them because somehow the topic remains the same even as she splits it between 2 genres." When asked about her favorite song, she declared, "my favorite one would definitely be 'See You Soon.'"

"All Quiet on the Western Front"

"All Quiet on the Western Front" is a German movie based on the book by the same name written by Erich Maria Remarque. It is the story of an idealistic German soldier named Paul Bäumer who is faced with the harsh reality of war as he embarks on a journey of understanding reality and loses friends along the way. It is

directed by Edward Berger, and features Felix Kammerer, Daniel Brühl, and Albrecht Schuch.

Ethan Delacruz (sophomore, biochemistry) says, “I liked this movie since it showed lots of the cruel realities of war as well as the misconceptions of war [that it is for a just cause or that it is a noble and wonderful thing]. The film is from a perspective that we don’t usually see in media (WWI Germany). It also shows differences in mindset about war.”

Taylor Swift’s “Midnights”

“Midnights” is Taylor Swift’s tenth studio album, and it is a concept album about nocturnal ruminations, inspired by her sleepless nights. It explores anxiety, insecurity, self-criticism, self-awareness, insomnia, and self-confidence.

Madison Vath (sophomore, English) says, “Taylor Swift writes about different facets and aspects of her life and what she has been feeling and thinking about and you see that translate into her music. Out of all the songs on that album, “Dear Reader” probably calls me out the most. That one has definitely been on repeat.”

Ruta Sepetys’ “I Must Betray You”

“I Must Betray You” is a historical fiction novel set in communist Romania of 1989, describing seventeen-year-old Cristian Florescu's world in the isolation of Ceaușescu's Romania.

Melissa Moore (sophomore, nutrition) talks about her passion for the novel, saying, “It really keeps your attention while you get to learn about history and keeps you on your toes because you never know which characters you can trust.” She also speaks out about the plot, “It is a historical fiction about a boy from communist Romania who is blackmailed into becoming an informer for the secret police, but uses his position to try and double cross the regime before joining the revolution.”

David Crowder’s song “Thanks Giver”

David Crowder is an American singer who specializes in contemporary Christian music. “Thanks Giver” was released in 2022 as a Christmas song as a part of his holiday album entitled “Milk & Cookies : A Merry Crowder Christmas.”

“It's a Christmas song that talks about how one of the most important things in life is not how much money you make or the status you hold but it's the people in your life,” says Brennan Jackson Katsuren (junior, mechanical engineering). “God puts

people in our lives to help shape who we are and events that will guide us into the best versions of ourselves.”

John Mayer, Lizzy McAlpine, and Jacob Collier’s song “Never Gonna Be Alone”

John Mayer, Lizzy McAlpine, and Jacob Collier produced this song in fall of last year. Jacob Collier is recognized for his ambitious blend of genres, especially by taking a jazz approach to the harmony and structure, which was very well demonstrated in this song.

“I really like this song because I feel like it is different from other music both lyrically and musically. Honestly, it is truly a masterpiece, please give it a listen,” Natalia Poloche (freshman, biology) urges.

Kendrick Lamar’s song “Auntie Diaries”

“Auntie Diaries” is featured on Lamar’s fifth studio album, covering themes such as transphobia. You might remember the stir upon its release, as it contained slurs which seemed to engulf the song in a sense of controversy. You can find more details about it here.

“It’s got a really powerful message about acceptance that I just really love,” says Kaleb Reiner (junior, elementary education).

& Juliet Broadway Soundtrack

& Juliet is a jukebox musical (a musical that features hit songs of a popular music group or genre) produced at Broadway in 2022. It focuses on the “what-if” scenario of Juliet not dying at the end of her and Romeo’s love story.

Bianca Loss (sophomore, elementary education) talks about the musical, sharing that “it has a great twist on old music, like “Since You've Been Gone” and “It's My Life.” I love Shakespeare, so of course I'm excited to have more Shakespeare on Broadway. Also, the cast showcases people of color and LGBTQIA+ individuals, I really appreciate the diversity it brings to the stage.”

All of these creative albums, songs, movies, and novels have been a memorable part of 2022, and we will carry them and many more forward into 2023 and beyond. We hope that 2023 will be filled with as much relatable and inviting media and entertainment as 2022 has been. For now, we keep our eyes on upcoming releases such as the second season of “Shadow and Bone” featuring Ben Barnes and Jessie Mei Li, and a new album by Sam Smith “Gloria.”

ARTS & ENTERTAINMENT

Where Do I Find God - Part I

Anonymous 01.19.23



Photo by Joshua Earle on Unsplash

This is not an argument built with facts and statistics. It's not an essay to be graded. It's not even an attempt to point fingers or blame anyone. This is simply my story.

I was brought up in the public education system. My parents are Adventist. I grew up in the church. But at the same time, I kind of didn't grow up in the church. I realized early on that some kids from church went to a different school, and quite a few of them went to an "academy." I didn't think much of it at the time, just that different kids had different lives.

As the years passed, I participated in the things that SDA kids do, like Pathfinders and potluck. But I also led a parallel life away from this once-a-week world. For the rest of the week, I lived in another universe altogether, the world of public high school. In this world, there was no God. Instead there was science, there was atheism, and there were liberal modes of thought (granted, I live in a very liberal area, as I found out later). They taught me in those classrooms that Creationism is pseudoscience, something that conspiracy theorists and old religious fogies dream up, and that Christians are a cultish group that goes knocking door to door threatening people to join their ideology or burn in hell eternally. At first, I was

obviously offended by these remarks, because they threatened a part of my identity. *Why would they paint such a picture of my people like this? What have we done so wrong?*

I learned in history class that Christians started—not just one—but over *eight* Crusades to the Middle East in some of the bloodiest conflicts in history. Terrible atrocities in history, and over what? Religion? These were some of the questions my classmates had. I certainly echoed them. But my instincts to defend my identity kicked in like a knee-jerk reaction, and I rationalized, *well those were Catholics. I'm part of the Seventh-day Adventist group, which has nothing to do with those guys, so I'm safe.*

*Just a side note here, many atheists don't have any inkling about the difference between Catholics and the rest of Christians, so don't even try to tell them that unless you're willing to lecture them on the entire history of the Reformation.

Over and over I went through this cycle, slowly learning about the world that attacked my identity and then rationalizing something to defend myself. I learned in those four years that to be Christian meant to be hated. I learned that if you were going to be a believer, you had to swim upstream. You had to push back against what everyone else was saying and risk socially crippling yourself—which was a reality in that place, as I know one guy who was public about being Christian got scornfully labeled as the “Jesus boy.” And then at some point, I started thinking, *is it worth it?*

Why do I even believe this if everyone will hate me for it?

I grew quiet about things. I stopped pushing back vocally. *What if they're right? What makes Christians better than atheists? We're responsible for so much bloodshed and ignorance and discrimination and legalistic perfectionism that the world may be better off without us. Everything that Christians can do, non-Christians can also do. Charity? Yup. Volunteer work? Yeah. Support groups? Yep. Living a moral life? Of course. Acting with love? Sometimes better.*

I never really let go of the title, but I did let go of all my pride as a Christian. It was around the end of my freshman year. I was still attending church and going through the motions, but I went through the rest of high school with dead faith. I had subconsciously let go of a religious foundation and started actively searching for a different truth. Something beyond “Jesus loves me, this I know,” which never satisfied me because I needed *real* ideas to deal with *real* life, with all the grittiness

that accompanies it. The church always gave me comfort, but it never gave me depth. And it certainly never addressed any of the questions I grappled with.

Now at this point some of you might be thinking, “Oh no, he’s on the wrong track. This is bad, he’s turning to the dark side. We gotta bring him back.” I can almost guarantee that’s what some reactions are like, because I’ve experienced it myself. Some people just despise honesty, gasp with horror at my questions, react instantly to any comment out of line in the slightest with a corrective attitude—it’s almost like all they want to hear is me blindly professing my love for Big Brother—

In all honesty and realness, I think it’s so incredibly important for everyone of the Christian faith to go through at least some of what I went through. Because coming out the other side, I’ve been refined by fire and my faith is stronger than ever. If you’ve never been tested and had every single one of your preconceptions and beliefs challenged, then how do you even know you’re standing on solid ground? It’s a genuine question.

Anyways, back to the story.

I’ve always been someone who’s dug deeper and been unsatisfied with the surface. So while most people didn’t show much interest when I asked them what they thought the meaning of life was, I was searching vigorously online for all the different types of philosophies out there and how people in our modern age thought. *How do we find meaning?* And thus began a long and strange journey through nihilism and existentialism and absurdism and all the -isms that have been born out of the last century. I found [stoicism](#) from Marcus Aurelius and took from his words a very practical philosophy to let go of what’s out of my control. I found [eastern philosophies](#) from Alan Watts and thought them foreign and mind-bending. I found [logotherapy](#) from Victor Frankl, and learned I needed meaning in my life to keep me going through any suffering. I found micro-meaning through modern existentialism. Everyone around me seemed to whisper “I don’t need a god to tell me what I’m supposed to do, I make my own meaning.”

I ran into a wall there, though. Absolute imprisonment versus absolute freedom. That was the one dimension by which they saw it. My classmates gave me their opinion of “Sinners at the Hands of an Angry God” with a solid “no thanks” because that was the most popular portrayal of God people saw and reproduced. The other side of the spectrum was *freedom*, which most of us young people loved and eagerly grasped at. It’s a tasty trigger word that Americans love to consume. The freedom to live however you want and make your own life’s

meaning out of thin air. Finding value in what *you* care about, not from some old dusty book from millennia ago. No one wants “weirdos who knock door to door shouting ‘follow Christianity or burn in hell,’” as one of my classmates vividly illustrated in my AP US History class. Too many rules. Outdated. Unproven. Unscientific. The modern advances of science tell us that all we are is simply a complex array of chemical functions. Why need rules when life has no inherent meaning? Suffer in slavery to some nonexistent god or bask in the pleasures of a meaningless life! This was my impression of what my classmates thought.

But there was another dimension too: An overarching telos versus absolute chaos. I hungered for a telos, a deeper meaning, something with a foundation, and I found it in none of these philosophies. I couldn’t find it in “I make my own meaning,” because how can you make your own macro-meaning? By following that thought, you only end up serving yourself if not something bigger. What is the bigger thing? The rest of humanity? What happens when this generation of humans dies? Did your efforts go in vain? Or are you investing in future generations to make their lives better? But they will all die too, eventually. What, so the purpose is to just make it so everyone in the future has an easier life than you? That’s certainly a noble cause, but wouldn’t the end vision of humanity be a scene out of Wall-E? What is their purpose, now that life couldn’t get easier?

These are just a tiny fraction of the questions I’ve had over my high school years. I’ve written many more in journals that are dark places to live in. And so I, a self-proclaimed Christian and practicing agnostic, graduated high school and went on to the biggest and best Adventist school that I knew: Andrews University.

This is a three-part personal story from an Andrews University student, which will be published over the course of the next two issues. If you’d like your own narrative, creative work, or art piece to be considered for publication, please send it to tjhatra@andrews.edu.

News

NEWS

Honoring Martin Luther King Jr.'s Legacy

Brendan Oh [01.19.23](#)



Photo by public domain

On Monday, January 16, the Berrien county community rallied to commemorate Dr. Martin Luther King Jr.'s legacy under the titular “Breaking the Silence” virtual Zoom event and WVBH 105.3 FM radio broadcast, hosted by Andrews student Nicholas (Nick) Gunn (freshman, social studies for secondary education). The event focused on celebrating the legacy of Dr. King and his compelling, inspirational messages that continue to hold significance in the present day.

High school students from Benton Harbor, St. Joseph, and the surrounding Berrien County area had the opportunity to select notable video clips from Dr. King's

arsenal of thought-provoking, impactful speeches and discuss a favorite moment in a speech that spoke to them personally. Community leaders including Benton Harbor mayor Marcus Muhammed and Andrews University's Michael Nixon joined the students in their efforts to honor the esteemed work and legacy of Dr. King.

The idea for the event materialized last year in a world rocked by the Covid-19 pandemic. Nick sought to foster positive change and overcome the obstacles of the pandemic by bringing together like-minded individuals in a virtual setting. According to Nick, "We came up with the idea of creating a Zoom call that would be broadcast on the radio. At the time I was a high school student and wanted to connect more with students across Southwest Michigan. I took this as an opportunity not just to connect but to share our thoughts on MLK."

Nick firmly emphasized the importance of involving young students, stating, "I go to these kids' schools and meet with them all individually and present awards and gifts to them! I've now formed bonds with those students and they are all developing into young leaders."

The 2nd Annual MLK celebration kicked off smoothly, starting promptly at 1 pm. Opening remarks were given by Nick and the mayor of Benton Harbor, and clips of Dr. King's influential speeches began to play. However, a slight disturbance began to develop that threatened the vibrant and enthusiastic atmosphere of the event.

At around 1:20 PM, an anonymous Zoom participant sent out a message full of derogatory expletives to all the meeting participants. Unwilling to stop there, the individual gained access to the presenter's screens and began defiling the visual presentation and videos of Dr. King with inappropriate imagery. The meeting was forced to a grinding halt due to this disruption and was temporarily shut down. When asked about what had happened, event participant Daseph Edwards (graduate, Master of Arts in Teaching) replied, "I was disturbed and offended. Disturbed because of the lewd nature of the vandalism on such a serious and important subject. And offended because one of my greatest civil rights heroes was vandalized and disrespected."

Despite the hiccup, Nick was able to circumnavigate and finish the event on a high note, stating "We started back up again but only allowed certain people in that we knew by name....Next year we will work on a way to better secure the call. But I still think this event was a success and everyone that participated informed me that they all had a great time and would like to join me in more community engagements!"

Although the disruption temporarily interrupted the flow of the event, the 2nd Annual MLK Celebration proved to be a crucial success that honored Dr. King's legacy through the voices of young people. It brought together key leaders in the Andrews and Berrien County communities who were committed to spotlighting Dr. King's fight for systematic change and relentless pursuit of racial justice and equality.

NEWS

Is America Safe?: First Grader Shoots Teacher

Julia Randall [01.19.23](#)



Photo by public domain

The January 10 events of Newport News, Virginia represent a combination with which the United States is sadly familiar: schools and gun violence. The Friday incident is an increasingly popular tragedy where a young child pulls the trigger, and is potentially symptomatic of risky gun ownership habits.

During a lesson in a first-grade classroom at Richneck Elementary School, a six-year old student [fired one shot](#) at his teacher, 25-year-old Abigail 'Abby' Zwerner,

leaving her with a bullet in her chest from the handgun that the student had brought from home in what the Newport News police chief described as an ["intentional" shooting](#). Zwerner, reportedly in a stable condition, was hailed a hero after she effectively led the rest of her students to safety in a different classroom while a [colleague restrained](#) the six-year-old. The boy was eventually taken to a medical facility.

Nearly 22 years ago, a [similar incident](#) occurred in Michigan; a six-year-old boy shot and killed a classmate with a handgun. That student was never charged as he was considered too young to form criminal intent, but adults living in the house where the boy had found the weapon in a Puma shoebox did face prosecution.

Under Virginia law, the Richneck Elementary student is [too young to be tried](#) as an adult or to receive a juvenile prison sentence and it is quite unlikely that he will be charged in [juvenile court](#). However, state law prohibits that loaded firearms be accessible to children and could potentially be used to charge the parents, like in the Michigan case, even though Virginia does not have strict gun storage laws.

In the aftermath of the shooting, parents of other students at the school were upset to learn that although an administrator had been warned of a potential weapon in the boy's possession, no firearm had been discovered during a search several hours before the incident. The school district responded to other safety concerns by deciding to implement [metal detectors](#) in all of their schools, but recognized that these would not tackle the behavioral issues associated with school shootings. How the child acquired the gun, legally owned by his mother, will be an important question in the case.

While the motive of the January 10 shooting remains unclear, the event provides a harsh reminder of the responsibility required of gun owners. Some 7% of US children live with access to [loaded, unlocked firearms](#) and firearm discharge is among the top 10 [leading causes of death](#) by unintentional injury for children under the age of 10 (general firearm deaths remain the [leading cause](#) of death for children and adolescents). Risk of accidental firearm death for US children is [much greater](#) than for those of comparable countries and between 2005 and 2012, an estimated 110 unintentional firearm deaths occurred annually among US children aged 0 to 14.

Virginia lawmakers are now pushing for gun safety, including a [storage law](#) which would require firearms to be stored locked and unloaded, ammunition to be stored separately, and keys to be inaccessible to children between 0 and 17. Gun-rights

advocates suggest that this is a “one-size fits all” approach that would be unfair to families who responsibly train their children in firearm safety while proponents of the law emphasize their goal of safety for children, supported statistically by the [lower risk](#) of accidental shootings for children in states with safe storage laws.

Regardless of the declared intentionality of the Richneck Elementary incident, the child would have been unlikely to obtain access to the weapon had the gun been stored according to the safety standards outlined in the proposed legislation. And although educational campaigns and laws can encourage safe firearm storage, the responsibility is ultimately left to the gun owner, leading to the tired question: How do we ensure responsible gun ownership?

NEWS

A House Divided: Current Issues Within the School of Architecture and Interior Design

Student Movement Editorial Staff [01.19.23](#)



Photo by Kayla-Hope Bruno

The School of Architecture and Interior Design has been experiencing controversy, both within the department and with the University administration. Our information of what is happening is far from complete, but due to the importance of the story we believe we owe it to our readers to share available information, with the expectation that as more information becomes available we will continue to update the story. There are several concerns that are being discussed, including these:

1. It is alleged that the job search for the head of the department was not fairly done.
2. It is alleged that the department's governance has been severely hampered since it became part of the College of Health and Human Services..
3. Professors Andrew Von Maur and Rhonda Root did not have their contracts renewed, meaning that their positions will end at the end of the current academic year.

At this point, the University is unable to provide a direct response to the question of why the two professors' contracts were not renewed, due to legal constraints.

A "Letter of Concern" about University actions regarding the Architecture program and personnel has been written to University administration by former AU Architecture professors Llewellyn Seibold, Carey Carscallen, Paula Dronen, and Ariel Solis. The letter and other materials from the same group are [posted here](#).

The same former professors have written a letter with a five-point proposition for "restoring" the department, as follows:

1. **Reinstate** Professor Andrew von Maur to his teaching position at the earliest possible date. Restore him to teaching, scholarship, and tour leadership in the area of his proven expertise.
2. **Reinstate** Professor Rhonda Root to her teaching and advising position at the earliest possible date. Restore her to the teaching, advising, scholarship, and leadership in the areas of her proven expertise.
3. **Restore** the program to its autonomous governance structure so that leadership and budget expenditure is determined at the level it is most understood, the School of Architecture and Interior Design. This governance should recognize the natural

way in which design professionals organize themselves—horizontally and with minimal hierarchy.

4. **Redo** the search process for a Program Head that follows University Working Policy for constituting a committee and conducting the process. Head of program should have demonstrated leadership skills, commitment to missions, and have a broad knowledge of the profession.

5. **Recover** the search for new full-time faculty to fill the positions vacated over the past few years by attrition, retirement or lack of continuing identity with the core mission of the school. Cover each of the primary content areas such as construction, structures, environmental systems, history, theory, graphics/CAD and mission with competent SDA individuals in accord with university policy.

The propositions are contained in a letter [cited here](#).

This is an ongoing story and we plan to provide additional information as it becomes available. In the meantime, we suggest that readers who are interested educate themselves about the issue and consider carefully various sources of information and their potential biases.

Ideas

IDEAS

Harry & Meghan: Unpacking Royal Pains

Gabriela Francisco [01.19.23](#)



Photo by public domain

While I haven't read Prince Harry's memoir "Spare" yet, I have been watching the Netflix series "Harry & Meghan," in which both Harry and Meghan tell their side of the story and the events that led up to their departure from England and from their roles as primary members of the British Royal Family.

Neither Harry nor Meghan are strangers to the media or paparazzi. Meghan had a leading role in the drama series "Suits," but before she came into fame, she lived a very normal life. Meghan grew up in Los Angeles, California where she went to private schools as a young girl and teenager, and attended Northwestern University in Illinois for college. Of course, Prince Harry grew up in the spotlight—and taking into account the tragic death of his mother, Princess Diana, he understands just how important it is to take one's mental health seriously. Even

more important than mental health, dare I say, is the support one gets from their family—something that Princess Diana lacked, and something Harry and Meghan began to feel the lack of pretty quickly after their relationship became public.

At first, when their relationship became public, there was an uptick in cameramen circling and invasions of privacy, but that was expected. The issue came when articles in the British press started coming out with headlines like “Compton Princess.” This is not to say that being from Compton is bad, but the British press obviously meant it in a derogatory way since Compton is where a majority of Black people reside in Los Angeles. There were many other wildly inappropriate articles that were published, which will come to light if you watch the new show. And while it would be nice to say this was the end of what Meghan and Harry had to deal with, the articles barely scratch the surface.

The worst parts of their experience are the ones within the metaphorical four walls of their own home. With an [unnamed](#) royal having concerns with how dark Archie’s (Harry and Meghan’s firstborn) skin would be, to a family member wearing a [blackamoor](#) brooch that fetishizes images of slavery, to the claim that Camilla, the Queen Consort, allegedly fed negative stories to the press of Meghan in order to get the bad press off of her. [This](#) article says that being Queen was the last thing that Camilla wanted and that her only goal is to support her husband, King Charles. My rebuttal would be that anyone that keeps up with the royals knows that jealousy has always been something that has [plagued](#) King Charles. His insecure need for approval from others drove many of the issues between him and Princess Diana who was effortlessly loved by all. Knowing this, it would make sense that in order to support her husband, the future king of England, Camilla would feed bad information to the press if there was a possibility it would make her look better—and as a result, make her man look better, too.

There were also rumors that Meghan had made Kate Middleton, the Princess of Wales, cry at Meghan’s wedding—later, we all found out the [opposite](#) was true. There were many articles comparing the two princesses, and while Harry begged his family to do something about all the hateful and false information being put out about Meghan, nothing was done. In fact, the family took the stance that since all of them had gone through this, Harry and Meghan could get through it too. I’m sure it’s true that all of the members of the royal family have had to deal with bad press at times, there is a very distinct difference between bad press and hateful language. Bad press is pictures of an outfit gone wrong. Hateful language is Jeremy Clarkson, an English broadcaster, [saying](#), “I hate her. Not like I hate Nicola

Sturgeon or Rose West. I hate her on a cellular level...at night, I'm unable to sleep as I lie there, grinding my teeth and dreaming of the day when she is made to parade naked through the streets of every town in Britain while the crowds chant, 'Shame!' and throw lumps of excrement at her." This openly hateful comment is one of innumerable, equally bigoted comments thrown at Meghan since the beginning of her relationship with Prince Harry.

I for one am a proponent of the Royal Family in the sense that I can appreciate the history they (the royal family themselves and the United Kingdom) are trying to preserve—it is a vast and rich history after all. That being said, it is extremely disappointing to watch their downfall simply because of the customs and traditions they think are important to uphold. The list is numerous but the first one that comes to mind is the appearance that they would quickly throw one member under the bus if that meant elevating other higher members—something the couple affirm in both "Harry & Meghan" and "Spare." In order to preserve the appearance of sovereignty and holiness, and to uphold the veil between royalty and the rest of the nation, they would rather be quiet and not say anything in defense of one another—or in the case of Camilla, feed negative information about Meghan to make herself look better. Truly the worst part of it all is that I doubt anyone still in the Royal Family, or the regulating body the Sussex's label "[The Firm](#)," really sees anything wrong with how they have acted up until this point—and therefore, nothing will ever change.

IDEAS

A New Space for Creativity and Reaching Across Disciplinary Boundaries: The Inspiration Center

Peter Lyons, Anthony Bosman, Martin Hanna, Ryan Hayes, and Karin Thompson 01.19.23

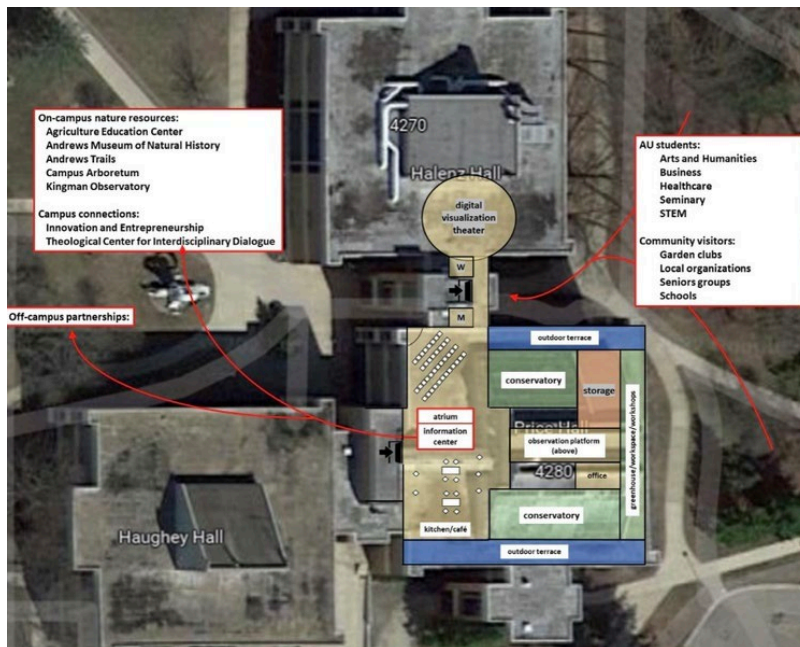


Photo by

“To develop a complete mind: study the science of art; study the art of science. Learn how to see. Realize that everything connects to everything else.” -Leonardo da Vinci

Science and art are often placed into separate boxes. Scientists sit and think, collect things, and do experiments. Artists draw, dance, play, sing, compose, and write. In higher education we place our disciplines into physical boxes. Scientists

can be found in the Science Complex, musicians in the Music Building, artists in the Design Center. Of course, the boxes in which we work are useful, allowing us to interact with those most interested in our particular questions and enabling us to speak the same language with those in our discipline.

However, many characteristics and skills are shared by a variety of disciplines. Scientists, medical practitioners, artists, musicians, and writers all have to analyze and focus on the details at one point or another. Many scientists compose and write, even draw and sing and dance. Music and mathematics have a special kinship. Microscopists admire images just as much as photographers. Some biologists study life histories and use techniques similar to those a historian would use.

A number of famous individuals have demonstrated the integration of science and the arts. Leonardo da Vinci is most famous for both his science and his art. The two were fully integrated in his work, in his creative genius, in his invention of engineering marvels and description of anatomical wonders. Einstein is quoted as saying, “Life without playing music is inconceivable for me. I live my daydreams in music. I see my life in terms of music. I get most joy in life out of music.” Often, we consider the arts to be creative and the sciences to be methodical and rote. In fact, the process of science is fundamentally creative—brilliant ideas are what move science forward.

Yet we remain in our silos. Yes, we do great work in our silos. Chemists don’t need musicians to do chemistry, and musicians don’t need chemists to make great music. But what if there was a place where we could rub shoulders with each other, because we all wanted to be there, because we gained common inspiration for doing our separate work? Perhaps such an inspirational place could even serve to bring disparate disciplines together to develop creative ideas, strategic partnerships, and innovative curricula.

We propose that natural beauty is a common source of inspiration for all, both scientists and artists, theologians and engineers, writers and musicians. A sunrise. A mountain top view. Splashes of floral color across a desert landscape. The lushness of a tropical rainforest. The sky at night. We also propose that Andrews has a rich variety of such inspirational resources, but lacks a central hub for the Andrews and local communities to easily access these resources and information about them so that they can be inspired by them.

A number of us have been working with our campus administration, faculty, and staff, toward developing a center for inspiration, for both the Andrews and local communities. A place where artists, theologians, scientists, anyone, can come together to share ideas, perhaps inspired by a view of the Arboretum canopy, a desert in bloom in the Andrews Botanical Conservatory, or the night sky as viewed through a telescope on a stargazing platform. We propose the Inspiration Center as a gathering place on the roof of the Science Complex for the Andrews community and a connection between our campus resources (Conservatory, Observatory, Arboretum, Natural History Museum, Horn Archaeological Museum, Agriculture Education Center, trails, etc.) and our local community (schools, garden clubs, seniors' groups, other nature-focused organizations). You might think of it as a hub, linking the sciences, arts, and humanities at Andrews with each other and with the local community through a common source of inspiration, the natural world.

An idea of what this could look like is shown in the figure. This is an aerial view of the Science Complex. Proposed additions to this space, along with renovations of the current Botanical Conservatory, include an area for meetings, performances, exhibits and casual gatherings, an outdoor terrace surrounding the Conservatory with campus views, an elevated observation platform for views from one of the highest points on campus, and possibly a dome theater for immersive presentations. In addition, the Inspiration Center will include a small kitchen or café for light food and refreshments.

At present these are just ideas. And so, we are soliciting your feedback! The year 2024 is the 150th anniversary of Andrews University. It is also the 50th anniversary of the Science Complex. We think it is an appropriate time to make an addition such as this. What do you think of these ideas? Do you have any suggestions? If you have ideas or comments, please send them to Dr. Peter Lyons at lyons@andrews.edu. We would love to get your input. And if you'd like to stop by and visit the space as it is now, please do. The Andrews Botanical Conservatory is open for visitors, Monday through Thursday, whenever school is in session.

Pulse

PULSE

Our Food: Can They Cook It?

Melissa Moore 01.19.23



Photo by public domain

On December 8, 2022, an article was published in the Student Movement titled [“Bon Appétit and the Threat to Cultural Autonomy.”](#) The article discussed rumors regarding agreements between Bon Appétit and Andrews University that may limit the freedom cultural clubs have to prepare food for events. Then, on January 3 of this year, an official email was sent out with information about the contract between Bon Appétit and Andrews University, finally putting the rumors to rest. The email outlines regulations that must be followed for all events associated with Andrews University, informing students that “Bon Appétit has the

exclusive right to provide and manage the food service program for the campus of Andrews University, including any selling and catering of food for campus events and activities.” The email does say that in special circumstances, student organizations may obtain approval to serve food if a prior plan is made about how the preparation and distribution will be performed. Although this makes sense from a food safety standpoint—it is easier for the university to ensure food safety practices are followed if catering is done by Bon Appétit employees—it does present cultural clubs with challenges when hosting events. Either they have to go through many hoops to procure approval and prepare food themselves, or entrust the job to people who may have little to no experience preparing authentic food from their culture.

In response to the recently released policies, the Student Movement is starting a series asking for people’s reactions to various questions related to the new agreements. This week’s question is, “Do you think Bon Appétit (the cafe) is good at making food from your culture?”

Ntakirutimana Francine (junior, biology): “The only time the cafe has ever made food from my culture was on Black History Month. It was okay but I don’t think it was presented in a way that gave a positive light to my culture.”

Dayana Abou Haykal (junior, biology): “The cafeteria doesn’t really prepare something from my culture. Hummus is the only thing that I can think about, and compared to how we prepare it, it is very bad here.”

Guillermo Acevedo (junior, architecture): “As a Hispanic, our food culture is very diverse and full of flavor, creating a great dancing sensation in your taste buds, making every bite one takes an experience. Being able to replicate that is a challenge by itself, especially when produced for hundreds of people on a daily basis, but I have seen it done in many other restaurants and buffets around the world. I would personally say that Bon Appétit has terribly failed in this, taking shortcuts in order to produce things in time, rather than properly, focusing more on making things edible rather than good.”

Franky Paypa (graduate, physical therapy): “They have tried a few dishes in the past, like pancit. It was very bland and lacked a lot of the authentic flavors that define what pancit is, and it seemed more of just a generic rice noodle dish than an actual representation of one of our staple Filipino foods.”

Esfir Zavricico (junior, accounting and finance): “I consider myself a TCK (third-culture kid), meaning I was born in one country (Azerbaijan), but grew up in a couple of different countries (Azerbaijan, Georgia, Kyrgyzstan, and Turkey). I grew up eating plov, rice with layers of different things; dolma, stuffed grape leaves; piti, chickpea soup; gutab, patty pies stuffed with greens and white cheese; dovga, sour yogurt soup; and etc. I haven't seen foods from my culture in the Bon Appetit cafeteria yet, but they make a lot of good foods from [other] countries and I like it so much because I get to try new foods that I haven't tried before.”

Yishan Jin (senior, biochemistry): “Overall I give them a 6. It is a little overpriced, not gonna lie.”

Bianca Loss (sophomore, elementary education): “I’m from New England and the chowders here just aren’t the same. However, I do appreciate the cafe’s attempt at making food from different areas and cultures. Even if it doesn’t taste the same, it’s a nice way to try to help people feel more at home.”

Gabriel Rojas (freshman, international business): “I would say Bon Appétit is good at making Americanized versions of food from cultures I have been in. That can be good because it’s more tolerable for everyone but also a con as the food might be quite different from the original.”

Kevin Alba (sophomore, agribusiness): “I think they do a decent job for some dishes, but other dishes definitely are more Americanized.”

Zoe Shiu (senior, psychology): “I can only speak for the two cultures I have been immersed in, but I definitely avoid the cafeteria on days they serve Chinese or Thai food.”

Kavya Mohanram (sophomore, biology): “I think that Bon Appétit does not make authentic Indian food. Rather, they substitute turmeric for every spice and name it akin to an Indian dish. However, the food they make is healthy, and I prefer it to other dishes at Andrews since it has some hints of flavor from home.”

Although the cafeteria does attempt to make dishes from other cultures, they do not always meet people’s expectations. It’s important to remember that not all Bon Appétit employees have experience preparing authentic dishes from other countries. Thus, the assumption that the cafeteria chefs should be able to masterfully craft dishes from a variety of different countries is an unfair expectation to place on them. Thankfully, it appears as if there will be at least some

opportunities for our cultural clubs to continue to serve the authentic dishes we love to try.

PULSE

Should We Have Bible Classes in the Core Curriculum?

Wambui Karanja 01.19.23

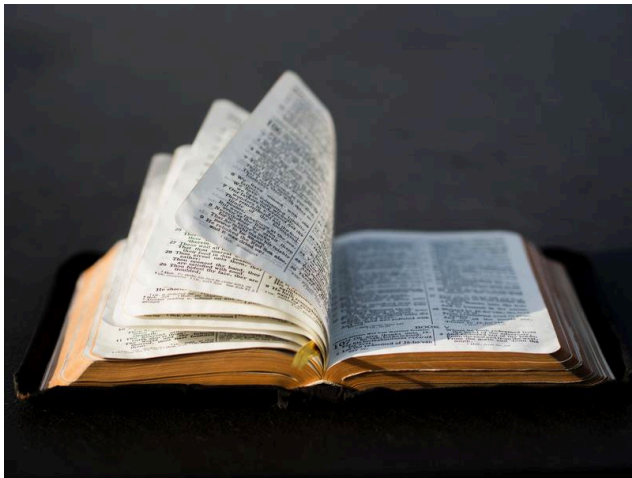


Photo by

It is a well-known fact that religion courses constitute a significant portion of the core curriculum here at Andrews. According to the university's website, full-time undergraduate students are required to fulfill 12 religion credits by graduation as a part of the [Andrews Core Experience Program](#). As outlined in Andrews' mission statement, the curriculum was built to educate students to *seek knowledge, affirm faith, and change the world*. Religion credits would, I presume, fall under the category of *affirming faith*. In the learning outcomes of various courses included in the core curriculum, it is stated that the goal of religion credits is to "consciously make Christian convictions explicit and apply them ethically, as well as articulate individual values from the viewpoint of one's chosen profession."

In casual conversations with students here at Andrews, I have picked up on various opinions in response to these religion requirements. While some students find value in having spiritually-based courses built into their core curriculum, others view the requirement as infringing on the time and focus they could be putting towards classes for their major. Included in these responses are nuanced opinions on why some may view the act of requiring students to take religion courses as an issue.

I spoke with several students—across majors and class standing—and asked them to share their thoughts on the religion credit requirements. Though the opinions of these individuals should not be taken to be representative of the entire student body, their responses bring to light some interesting takes on the matter that many students may find themselves resonating with.

I presented each of the following individuals with the same prompt: **What are your thoughts on religion courses being required as a part of the core curriculum here at Andrews?**

Genna Prouty (senior, psychology and French): “I think it makes sense for this school, but I think it’s being handled poorly; a lot of the religion professors seem more like pastors than educators. Every professor has an agenda, but it seems like a lot of the religion professors have a narrower agenda that is less focused on education and more focused on indoctrinating their students into a certain religious ideology. And I think in order for religious education to be actually useful, it has to understand that more than just one pattern of thought can lead to redemption and a deeper understanding of the character of God.”

Jamison Moore (senior, music performance): “I don’t think they should be required. I think they should be strongly encouraged. You can’t force something like that on a young person still trying to find themselves. I think you would get more people genuinely interested in learning about the Bible rather than people who are grudgingly going to class just because they have to or because someone is stipulating them to do so.”

Angelisse Villamizar (freshman, business management): “I think it’s an important aspect because you can always continue learning more about God and more about the Bible. However, I’ve heard that some teachers make the class really hard and that does not motivate students to try in the class—especially for a Bible class.”

Johnathon Woolford-Hunt (senior, global studies and digital communication): “I think it's hard to require a religion course in today's climate. I think forcing people into a spot where they have to take a religion course is an issue. But on the other hand, if you come to an institution like Andrews University, knowing that it is a Seventh-day Adventist institution, the likelihood is that you would end up taking a religion course.”

Jaylene Koon (senior, nursing): “Over the last three and a half years, I have seen how the Seventh-day Adventist faith has impacted our university's decisions, student body communication, and even club events. As a Seventh-day Adventist university, I don't find it surprising that Andrews requires religion courses as part of the core curriculum. My only concern is that the professors are respectful and considerate of students who may not identify with Adventism.”

Sarah Coleman (sophomore, nursing): “I think, being that this is a Christian school, I understand that we're supposed to take Bible classes. However, I don't think it should be required for us to take more than one. I feel like when you force somebody to take a Bible class, they're not really getting the benefit out of it. You're not really getting anything out of it unless you want to take the class.”

Shane Pierre (senior, music education): “Having religion classes like ‘God and Human Life’ or ‘Jesus and His Time and Ours’ doesn't serve any purpose towards a major. I can see that it serves a purpose towards lifestyle, so in that sense, I can see both sides. But it's unfortunate that if you're trying to transfer in or transfer out, that's where the big issues occur. I've personally seen people come in as juniors and be treated as freshmen because they didn't have the right credits or they didn't have the religion credits the school wanted.”

In reviewing the responses of these individuals, we can see the range of opinions on the topic of religion courses being required. Some students do not think they should be required, others understand why they would be required, and others acknowledge what faith-based education adds to the overall experience at Andrews. I want to briefly refer back to Genna's response where she said, “[...] in order for religious education to be actually useful, it has to understand that more than just one pattern of thought can lead to redemption and a deeper understanding of the character of God.” In considering this sentiment, it is vitally important to realize that, within the context of higher education, we are challenged to think critically about everything we are being taught. There is likely not much we can do about religion courses being required at an Adventist institution. How

we approach and engage with this requirement, however, can greatly impact the experiences we have.

PULSE

What Comes First is a Question, Part II

Desmond H. Murray [01.19.23](#)



Photo by Aaron Burden on Unsplash

This article is the second part of the two-part series “What Comes First is a Question.” The first part was published in [Issue 3 \(09/23\)](#) of the 2022-23 school year. If you haven’t read it, I highly recommend it. As a brief summary of part one, Dr. Murray introduced the idea that “Asking questions is a gateway to universal knowledge and human advancement.” He relayed that children ask thousands of questions to discover the world around them and that we should use children’s curiosity as an example in our quest for knowledge. In fact, some of the greatest minds that have ever lived highly encouraged curiosity and asked great questions. Our questions help in our search for truth, scientific advancement, and growth in every part of our lives. Dr. Murray finished the article by encouraging his readers to ask questions, and he has graciously provided us with a “part two” where he will give us some tips on how to ask the best questions.

Have you felt intimidated and discouraged from asking questions? Are our schools killing creativity and curiosity? Many think so. Schools are killing curiosity! This was the title of a [2020 Guardian newspaper report](#) on education. I invite us all to listen to the TED talks by the late Sir Ken Robinson on these topics. Look them up on YouTube. They are among the most popular and most watched TED talks. I also invite you to search for the inspiring Skillshare video on YouTube called [The Future Belongs to the Curious](#).

Here are some tips about asking questions:

Don’t be afraid.

You have an inalienable God-given right to ask questions. In the book of Job, we find God asking questions of Job and Job asking questions of God. Don’t be afraid to ask questions of anyone. Don’t let fear and insecurity replace curiosity and necessity. The inspirational author Catherine Pulsifer wrote, “Never let fear stop you from asking something you don't understand or know. To pretend or to act as if you know is not a wise thing to do.” Confucius puts it more bluntly, “The man who asks a question is a fool for a minute; the man who does not ask is a fool for life.”

Keep it simple.

Ask why, how, and what questions. Ask for further clarification. Ask for repetition of a point. Ask to see a slide again or hear a statement again. Ask about difficulties and challenges encountered in the research or study. Ask about the limitations of the method and or hypothesis. Ask about future plans and or applications for the research or investigation. Ask the speaker about the personal and/or professional

motivations for studying the topic or doing the research. Ask your teacher for an example. Ask your students to go beyond the obvious and think more deeply.

Be curious. Stay curious.

It is an honor and privilege to explore and probe God's creation and works. Indeed, it is looking into the very mind and imagination of God. He isn't afraid of your questions!! As Cary Schmidt, pastor and author, wrote, "God isn't intimidated by your questions, and He isn't surprised by your doubts."

On Labor Day 2022 at Lake Michigan's Weko Beach, I thought about these questions: how is it that when you place some of the lake's aqua green colored water into a glass there is no color? What are the pitch and octaves of the sea? Can the sounds of the sea or lake be duplicated by musical instruments or choirs? When raindrops bounce elastically off the ever-undulating sea, how high do the raindrops bounce? What are the angles of curvature of crashing waves? Why do oceans and some lakes have waves while generally rivers and streams do not? Has this always been so?

Be humble.

No one knows it all or expects you to know it all. We live in an expanding universe. We will never come to the end of knowledge, to the end of the internet. There will always be more to learn, more to know, and more questions to ask. It is the presumptuous who believe that God has nothing more to say or do, for in Isaiah 43:19, He/She boldly asserts and assures us, "Behold, I will do a new thing." Each day somewhere water and wind are re-engineering earth's landscape. Each day somewhere sunlight and water droplets create a magnificent new rainbow. Indeed, when you came into the world, you were another of God's new things. Each day new possibilities and opportunities for curiosity and inquiry are born.

Think Personal.

Asking questions open doors to new personal and professional insights and possibilities. Questions can be an entry to new perspectives, personal change, and self-development. The late Kobe Bryant was legendary for asking lots of questions of Jerry West, Magic Johnson, and particularly Michael Jordan to improve himself on and off the basketball court. He wasn't just a basketball player; he was a relentless multifaceted seeker even beyond basketball. He wrote a book called the "Mamba Mentality: How I Play" and was the first African American to win the Academy Award for Best Animated Short Film.

Find and ask the obvious question.

It just may be the very same question(s) that others are wondering about. Your question can be doing others a favor or service. The French anthropologist Claude Lévi-Strauss wrote, “The wise man doesn't give the right answers, he poses the right questions.” The ‘right’ question may just be the one that others are thinking about but not asking. The late American statesman Bernard M Baruch said it well, “Millions saw the apple fall, but Newton was the one who asked why.”

Nurturing Curiosity.

This is for us teachers, specifically. Create a climate, in and out of the classroom, that nurtures inquiry and curiosity in students. In my classroom discussions on asking questions, some students vividly recounted teachers who discouraged inquiry and questions and made them feel ‘less than’ for asking questions. That should never be and is a specific reason for the diminution of curiosity in students as they traverse school. Do not shut down students’ questions or tell them to ‘shut up.’ Rather encourage questions, especially those for which you do not readily have answers, or those which challenge us to think more deeply and more critically about convention, culture, belief, and tradition. Questions flourish best and are of necessity in free and open, civil, and democratic societies. Teachers, in fact, should be exercising their own lifelong habit of curiosity and inquiry. I remember fondly my dad, who on occasions was a homeschool teacher for my siblings and me, as a living testament to lifelong curiosity and inquiry. So too, as teachers, we should not simply be masters of required content but also examples and role models of the never-ending discipline of questioning and enlightenment. In so doing the first act of divine creation continues. Let there be light.

“What comes first is a question.” What comes next is a question. What are your questions?

Last Word

LAST WORD

College in the Rearview Mirror

Scott Moncrieff 01.19.23



Photo by Baim Hanif on Unsplash

What will you, dear college student, remember four decades after you march up to the stage and receive your diploma placeholder? What, in the world of 2062 or 2063, will you retain from your time at Andrews University? I can't tell you, but I can perhaps anticipate your experience by telling you a little bit about what I remember from my years at Pacific Union College, graduating in 1982.

First, most of what happened and what I was taught has faded away. I remember the faces of many of my professors, and some of their mannerisms, and something of how I enjoyed (or not) being in their classrooms—but not many of their specific teachings. In my one quarter as a possible business major, I could never get my credits and debits to balance out—or was it “reconcile”?—and it's as much as I can do now to complete my tax return with the help of software prompts. College

algebra left no lasting impression. I can't remember a single speech I gave in my communications class.

However, a few things stick. My American history teacher, Eric Anderson, talked with us about how most people in the eighteenth century and earlier never traveled more than ten miles from their homes—during their entire lives. This was a shock to me, sitting in a classroom nearly five hundred miles from my home in Loma Linda. “People back then lived in a geographical bubble,” he said. “They were naive about other places and ways of living.” “Today, we get around much more,” he continued, “but without the study of history we risk getting trapped in another kind of bubble, a temporal bubble, without any comparative perspective on our own times.”

I've thought about Professor Anderson's words many times over the years. They complement something another professor, Winona Wendth, once told me: “People who don't study history think that everything that happened before the twentieth century happened simultaneously.” And professor Kent Seltman required us, his Eighteenth-Century Literature students, to memorize the birth and death dates of the notable literary figures of the period, which is how I can tell you that Alexander Pope's dates are 1688-1744. In college, I acquired more of an appreciation for learning about the past, learning about people, books, customs, different places and different times—something I still love today.

With professor Norman Wendth, I tackled my first Greek classics (in translation) and learned how a professor's smile or encouraging word about something I wrote or said could inspire me to work even harder on the next piece of writing. From professor David Nieman, I learned that one fitness metric is body fat, which could be measured by an underwater scale, suspended from the pool's diving board. He also taught us in his aerobics class to enjoy cross-country running through Angwin's hills and woods-lined trails. He encouraged us to try Grape-Nuts with pineapple juice for a nourishing and tasty breakfast. I have yet to give that a try, but there's always next week, and I do have Grape-Nuts in the cupboard. The fitness awareness and body stewardship nourished in professor Nieman's class is still with me.

From professor Herbert Ford, I learned that in a newspaper you must spell everyone's name correctly, every time. “Everyone's world starts at the end of their own nose,” he would say, “and if you spell their name incorrectly, they and all their

friends will know it and you will diminish the credibility of your publication.” I also learned from him that it’s good to get lots of names into the school newspaper, because everyone likes to see their own name in print (spelled correctly), and they and their friends will faithfully read stories that include them and their circle. It’s a point I try to pass on to successive generations of newspaper writers.

I am forever grateful to my summer intensive Spanish professors at La Sierra, Juan Velez and Ernestina Garbutt-Parrales, who got me out of an English-only rut and taught me that every language carves up the world differently. If you *only* know English, you don’t really even know English. Gracias also, to professor Rafael Escandon, at PUC, who introduced me to Spanish literature and jokes in Spanish. Learning Spanish and a little bit of French not only served me well in private life—as the spouse of a native speaker of Spanish—but helps me feel more at home at Andrews, where there are so many multilinguals and such a diversity of world experience.

From professor Barbara Youngblood I learned that yes, I could actually read Shakespeare and enjoy it. Once I got started, I couldn’t believe how many things we still say today go back to Shakespeare, from “a heart of gold” to “break the ice” to “neither here nor there” to “one fell swoop.” Isaac Johnson was the first Black teacher I had, and he introduced us to the stories of Jean Toomer, Ralph Ellison, Langston Hughes, and Zora Neale Hurston. From these professors and others, I kept increasing my appetite to learn more about the subjective experiences of diverse peoples. It must have been in professor Steve Price’s American Literature class that I first read the (to me) electrifying words of Henry David Thoreau, in “Walden”: “Could a greater miracle take place than for us to look through each other's eyes for an instant?” And I realized that yes, through literature, I could see the world through the eyes of another, time and again.

I’ve never forgotten professor (and pastor) Morris Venden telling us, in his Personal Spirituality class, that even if we weren’t feeling close to God we could make a choice to hang around with friends who would have an uplifting effect on our lives. His message definitely applied to me at that time, and ever since I have had a special appreciation for the positive effects friends can have in encouraging us in good ways of thinking and behaving.

Returning to professor Seltman, he told us that one of the purposes of college was to help us understand how much knowledge was out there and how little of it we

knew. This, he hoped, would help to give us a healthy skepticism toward being dogmatic or arrogant, unable to see or appreciate the nuance or the gray area in any subject matter. He introduced us to the fact that the more you know, the more you realize that there is to know—that you don't know. College stoked the joy of learning.

I'm amused by the poem "[Did I Miss Anything?](#)" by Tom Wayman, which imagines a conversation between a professor and a student who missed class. Sure, a lot of what we "learn" in college goes in one ear and out the other (an expression from Chaucer!), but we never know when we'll walk into a classroom and hear something, see something, or do something, that can have a positive effect on the rest of our lives. Thank you so much to all my college professors.

Note: I recreated as well as I could what I recall my professors having said.