



Social Science Edition

AN ACADEMIC BULLETIN FOR ALUMNI, FRIENDS,
STUDENTS, FACULTY, AND STAFF

SEAVER COLLEGE
PEPPERDINE UNIVERSITY

SPRING 2002

SCAN

SEAVER COLLEGE ACADEMIC NEWS

DIVISIONS

Business Administration
Center for International
Studies and Languages
Communication
Fine Arts
Humanities and Teacher
Education
Natural Science
Religion
Social Science

MAJORS

Accounting
Advertising
American Studies
Art
Asian Studies
Biology
Pre-Med/Pre-Dental/Pre-Vet
Business Administration
Chemistry
Communication
Computer Science
Credentialed Programs –
Teaching
Divinity
Economics
Elementary Education
Engineering (3/2)
English
Finance
French
German
History
Humanities
International Business
International Studies
Journalism
Liberal Arts
Management
Marketing
Mathematics
Music
Natural Science
Nutritional Science
Philosophy
Physical Education
Physics
Political Science
Psychology
Public Relations
Religion
Sociology
Spanish
Speech Communication
Sports Medicine
Teacher Education
Telecommunications
Theatre Arts



**THE SPHERE OF
SOCIAL SCIENCE**

The Social Science Division pursues knowledge about individuals and organizations, and their social relations and institutions. Each of the separate disciplines—economics, political science, psychology, social work, and sociology—offers its own unique perspectives. By bringing together the concepts of multiple disciplines, a more comprehensive, complex, integrated, and consequently helpful view of humanity is possible. Specific topics include:

continued on next page

CENTERS and SPECIAL PROGRAMS

Bible Lectures
Career Development Center
Center for the Family
Dean's Lecture Series
Great Books Colloquium
International Programs
Institute for the Study of Asian Culture
Service Learning
Summer Undergraduate Research in
Biology
(SURB)
The Volunteer Center
Washington, D.C., Internship Program
Writing Center

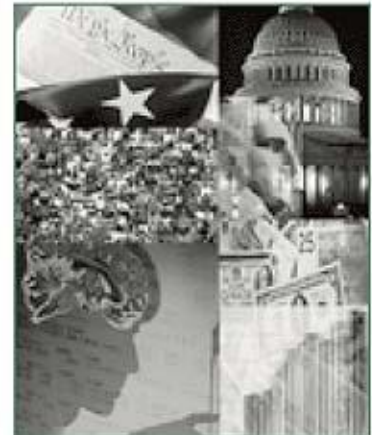
VIEW FROM THE CHAIR

By Christopher Soper, Division Chair,
Professor of Political Science

This past year has been a busy and productive one for the Social Science Division. Faculty and students in the division have taken the lead in the important areas of teaching, research, and service. As with the rest of the country, the Pepperdine community was shocked and saddened by the horrific events of September 11. One of the ways that the Social Science Division responded to the crisis was to organize a series of panels and forums to discuss the events. Political science professors **Dan Caldwell** and **Robert Williams** developed a five-part lecture series on the roots of terrorism that highlighted the political, economic, social, and moral implications of the terrorist attacks on the nation. These lectures were an important reminder of the ways in which good teaching can help us better understand and respond to events around the world.

The faculty in the Social Science Division are also involved in high-quality research that has been published in the nation's leading academic journals and presses. In the past five years, faculty in the division have produced more than fifty journal articles and ten books. Students are also increasingly engaged in research activities. Five psychology students in Professor **Cindy Miller-Perrin's** Advanced Research Seminar did original research and presented the results of their work at a poster session hosted by the division. Each of the students has also submitted a proposal to present their findings at academic conferences later in the year.

Finally, the Social Science Division is much involved in service to the University and wider community. Most notably, we have instituted a new minor in social work. As part of the minor, students have an internship with a social welfare organization in the greater Los Angeles area. Not only does this provide students the opportunity to put some of their coursework into practice, it is also a service that is consistent with the University's Christian mission. A significant strength of the Social Science Division is the unique blend of teaching, research, and service that can be found in the faculty, students, and curriculum of the political science, psychology, sociology, economics, and social work majors.



THE SPHERE OF SOCIAL SCIENCE

SOCIAL SCIENCE FACULTY

Ronald Batchelder,
Professor of Economics

Khanh Bui,
Assistant Professor of
Psychology

Dan Caldwell,
Distinguished Professor
of Political Science

Tanja Carter,
Assistant Professor of
Economics

Ronald Fagan,
Professor of Sociology

Joel Fetzer,
Assistant Professor of
Political Science

Gary Galles,
Professor of Economics

James Greer,
Associate Professor of
Psychology

Joanne Heffernan,
Assistant Professor of
Political Science

Clarence Hibbs,
Professor of Psychology

Jan Johnston,
Professor of Sociology

Laurence Keeno,
Professor of Sociology

Tomas Martinez,
Professor of Psychology

Helen Mendes,
Instructor of Social Work

Cindy Miller-Perrin,
Professor of Psychology

Stephen Monrma,
Professor of Political Science

Stanley Moore,
Professor of Political Science

Robin Perrin,
Professor of Sociology

Danielle Polaga,
Assistant Professor of
Psychology

Steven Rause,
Associate Professor of
Psychology

Robert Sexton,
Distinguished Professor of
Economics

Christopher Soper,
Division Chair,
Professor of Political Science

Robert Williams,
Associate Professor of Political
Science

- the historical and philosophical antecedents of social science, major theoretical systems, and research methods and findings;
- an understanding that one's present perspective and behavior is a product of previous experience and has implications for the future, that alternative value systems have different outcomes, and that some knowledge is gained only through experiential contact;
- the skills of analytical thinking, synthesizing knowledge, quantitative methods, interpersonal relations, and application of theory to life situations;

- attitudes of social responsibility and political efficacy, a respect for the individual and all cultures, positive self-image, adaptability to a dynamic environment, and an understanding of the vital institutions of a free society;
- preparation for careers, advanced study, and active involvement and life fulfillment through service to society.

The successful citizen of the world is one who interacts in a variety of situations. Social scientists construct theories, models, and worldviews that have purpose and meaning, linking intellectual knowledge with moment-to-moment personal and social action, to guide communities and individuals toward greater human flourishing.

SEEKING SECURITY IN AN INSECURE WORLD

Prior to September 11, the United States lived in a "fool's paradise" of independent sovereignty, unilateral decision-making, and as the world's last remaining superpower. But the attacks on the homeland of the U.S. challenged these assumptions. The importance of the recent attacks is undeniable, but how should this influence our thinking about security? **Dan Caldwell**, distinguished professor of political science and author of *World Politics and You*, has addressed terrorism and the relevance of a new cooperative security. Highly regarded in his field, Caldwell was an advisor on arms control for the 2000 Gore-Lieberman presidential campaign.

Terrorism is as old as recorded history. Numerous examples can be found in the texts of Islam, Judaism, and Christianity; however, recent manifestations of terrorism are characterized by some new elements. With increased globalization, easier access to weapons, and the use of nontraditional weapons (a commercial airliner as a cruise missile), terrorism has become more lethal. In addition, Americans and/or the United States are increasingly the targets of the new terrorists. Other aspects that distinguish the "new terrorism" from "traditional terrorism" (if that is not an oxymoron) are the terrorists themselves. Traditionally, terrorists were young, single, uneducated, and recent arrivals in the United States. The recent perpetrators were, for the most part, older, some had families, were educated, and many had lived in the United States for several years. This new terrorism has profound implications for security measures, policies, and international relations.

One of the most important elements of security has traditionally been deterrence. States have been the central actors in world politics for more than 350 years. Terrorism

questions the assumption that states are in control by redefining the enemy as an individual or organization without a known geographic location. Retribution cannot be inflicted upon opponents who cannot be located. In the Cold War deterrent system, fear essentially promoted stability. The U.S. and the U.S.S.R. lived in mutual fear of one another in a mutually vulnerable relationship. Thus, ironically, traditional security was dependent on a feeling of insecurity. That is no longer the case.

How can Americans regain a sense of security? Since the disintegration of the Soviet Union, a number of analysts have focused on the need for a "cooperative security." Countries consider themselves to be secure using three principal variables: (1) their capabilities relative to others, (2) the intentions of potential or actual opponents, and (3) their perceptions.

Military issues remain important; however, as nonmilitary issues become increasingly salient in international relations, security must be considered in both arenas.

Threats such as population growth, environmental degradation, cyberwarfare, and terrorism can only be effectively dealt with on a multilateral basis. This new cooperation is demonstrated by the fact that Russia now shares intelligence information with the U.S. and allows American flights over their territory to bases in Central Asia. Who would have thought such cooperation possible?

In time the shock of the nation will be replaced by a return to regular daily tasks, but peace and security can no longer be taken for granted. Life itself, friends, and family will be treasured and appreciated anew. The experience of terrorism causes one to address values and security differently, in how one rebuilds and interacts with others, for individuals as well as the nation.



ARE RELIGIOUS PEOPLE MORE HONEST?

Despite the fact that it is sociologically, psychologically, and theologically sound to assume that religious commitment should make a difference in the everyday life of the individual, research on this topic has been somewhat inconsistent. Results are confounded by the many different definitions of religiosity and by the use of self-reporting questionnaires. Since honesty is a tenet of most religions, people will be internally motivated to report themselves as honest whether or not they actually are. Conscious of the problem of social desirability, Professor of Sociology **Robin Perrin** decided to evaluate how religiosity affects honesty by actually observing the honest or dishonest behavior of a group of Pepperdine students.

Historically, among sociologists, multidimensional models of religiosity have focused on the five dimensions: ideology, practice, knowledge, experience, and consequence. Discovering and measuring the consequential dimension, religious commitment as it is manifested in the day-to-day behavior of the person, has created the most problems for researchers. Perrin acknowledges that there is every social scientific reason to believe that religiosity should produce behavioral effects. And it goes without saying that people of faith assume religious commitment produces positive effects.

Perrin suggests, however, that research on this topic has produced mixed results. His review of the research literature leads to two conclusions. First, religiosity effects are not as significant as common wisdom and social scientific theory might suggest. Second, the research literature is plagued with measurement problems, largely because researchers rely on self-reports. Christians might perceive themselves to be honest or kind, and might self-report behaviors

consistent with these attributes, but are these data valid?

In his study, Perrin asked 150 students in a large lecture class to fill out a seven-item religiosity survey. Weeks later he returned to the class with a plan to actually observe the honest or dishonest behavior of the students. Perrin had the teaching assistant in the class purposely grade a class quiz incorrectly, giving every student one extra point. Upon returning the quizzes, the students were asked to regrade them and indicate on the top of an unrelated homework assignment whether they owed a point (the honest answer), the score was correct (a dishonest answer), or they were owed a point (a very dishonest answer). Since the quizzes were not returned to the professor, the students were left with the impression that their honesty (or dishonesty) could not be discovered. Perrin then compared the honesty results with the religiosity measures. He found that religiosity is correlated with honesty. Students who reported regular church attendance, involvement in Bible studies and devotionals, belief in life after death, and identified themselves as "born again," were more likely to behave honestly.

Although the effects of religiosity were positively correlated with honesty, cautious interpretation is necessary. Results were not very dramatic, which may be because the religious virtues of love, compassion, and honesty have become a part of modern cultural notions of morality and goodness, and thus are diluted by more general societal expectations. There might be a lesson here for religious organizations—be more explicit in clarifying how faith relates to ethical behavior in day-to-day life. Honesty is an inward principle of the heart reflected in outward acts.



WELFARE-TO-WORK: MAPPING THE TERRAIN

"Today, we are ending welfare as we know it." So stated President Bill Clinton in 1996, as he signed legislation ending the Aid to Families with Dependent Children (AFDC) program and replacing it with the Personal Responsibility and Work Opportunity Reconciliation Act. For years policymakers have struggled to find ways to make a paycheck more attractive than a welfare check. The 1996 act created Temporary Assistance for Needy Families (TANF) grants, imposed lifetime limits on cash aid, and gave states wide-ranging authority to implement welfare plans.

The government also established partnership strategies with civil society groups to assist with reform, including faith-based organizations (FBO). The Charitable Choice segment of the act created an opportunity for both secular and religious service providers to compete for public funding. Since the welfare reform act will need to

be renewed by September 30, 2002, focus is now shifting to determine how recipients are faring since leaving the welfare rolls, and how successful state and local government programs have been in moving citizens from welfare to work. It is important that these programs be analyzed and continuously supported so that the progress made so far is not erased by an economic downturn.

Funded by grants from the Smith Richardson Foundation and The John Randolph and Dora Haynes Foundation, Professor of Political Science **Stephen Monsma** has initiated two studies of welfare-to-work programs, targeting four cities. In the first, funded by the Smith Richardson Foundation grant, he identified a total of 343 welfare-to-work programs in Philadelphia, 254 in Dallas, 395 in Chicago, and 400 in Los Angeles. The focus is on collecting comparative informa-

tion on faith-based, nonprofit, for-profit, and government-run programs. Data are being utilized to determine the potential, limitations, and challenges of welfare-to-work programs. The second study, funded by the Haynes Foundation grant, applies empirical analysis to welfare-to-work efforts in Los Angeles to determine the relative effectiveness of the various types of faith-based and secular programs. The findings have many implications over the devolution of the delivery of social services to nongovernmental entities, whether for-profit, nonprofit/secular, or faith-based. The final reports will answer the questions of who is doing what to assist welfare recipients, by what means, and whether faith-based programs are being adequately integrated into the welfare-to-work efforts, which can offer encouragement and guidance as well as job training to citizens in transition.

WILL COLLEGE GRADUATES BE GOOD PARENTS?



It is commonly believed that college-educated people make better parents and that parenting skills are somehow intuitive. But that might not be the case. Parenting courses are not usually taught in college or graduate school. If students are fortunate they may learn such skills from their own parents' good example. But times, circumstances, and people change, and what worked a generation ago doesn't always apply today. At best, most parenting is a trial-and-error job.

Parenting style has a significant impact on a child's growth and development and can be associated with both healthy and unhealthy adjustment. Professor of Psychology **Cindy Miller-Perrin** and student **Sara M. Gouig** tested 152 undergraduate college students and found that the students had relatively little knowledge regarding parenting. The items assessed included an understanding of developmental milestones, discipline methods, emotional needs of the child, and good parenting practices across infancy, childhood, and adolescence. Standard psychological literature utilizes Baumrind's definitions for relating parenting typology to child behavior. She identified three parenting styles as authoritarian, authoritative-communicative, and permissive; and three child behavior types as energetic-friendly, conflicted-irritable, and impulsive-aggressive. The authoritative-communicative parenting style led to the most positive social, emotional, and cognitive growth. Parents in this category gave their children opportunities to explore the environment and gain personal competence without the anxiety caused by power-assertive controls. Children of permissive parents tended to lack self-control, whereas children of authoritarian parents (using much discipline) tended to lack self-awareness and esteem, resulting in the extremes of overly obedient or acting out.

The findings of the Miller-Perrin/Gouig study indicated that students' perceptions of their parents' style of parenting, not the actual style, were associated with knowledge scores. Perceptions of the mother's behavior as authoritative and nurturing were positively correlated with knowledge related to the emotional needs of the child. In contrast, perceptions of the father's behavior as nurturing were surprisingly negatively correlated with parenting knowledge, and the authoritative style was not correlated with parenting knowledge. Demographic variables—including socioeconomic status (SES), age, gender, race, and parents' educational level—showed no significant relationship to parenting knowledge.

Few students in this study had received any parenting instruction beyond a general life skills class in high school. Most formal parent education is directed toward hospital maternity clinics, postpartum "on-the-job training," at-risk families, teenage mothers, or delinquent situations, but not to the general population, even though it has been proven to be very effective. The researchers concluded that college students should be required to take parenting courses. When all areas of the population are informed about proper parenting skills, our society will produce healthier, better-adjusted children to lead future generations.



PEOPLE ARE NOT ALWAYS WHAT THEY SEEM IN CYBERSPACE

So, you've talked for hours with an intelligent, bubbly stranger on the Internet, and you are looking forward to meeting in person. The new technologies of chatrooms, instant messaging, and e-mail have changed the way most people form and maintain relationships, but how effective is this at imparting the truth? According to Associate Professor of Psychology **Steven V. Rouse**, you may be in for a surprise.

In a new study, using a Brunswikian lens model, people who reviewed chatroom conversations and tried to assess the personalities of Web chatters were way off the mark. Rouse administered standard personality tests to 82 undergraduate students. They then participated in Web-based word games of two-hour duration during which a running dialogue was recorded with their comments on the game and each other. A separate group of students then read the transcribed commentaries of Web chatters and used this to assess the personality of each player. Patterns of verbalization—such as the use of humor, rudeness, or self-deprecation—appeared to have little relation to personality type. It seems we are easily deceived when all we have available are verbal cues. Nonverbal factors, including facial expression, body language, and gestures, apparently provide better clues to personality type than what is actually said.

Some Web users try to make up for the lack of expressive dynamics by typing "emoticons" into their notes. These are symbols that convey emotion, such as :). But research shows that these symbols can actually cause further confusion since they are not used consistently. For example, women tend to use them to express humor while men often use them to express sarcasm or teasing. Even long-term relationships on the Web can be misconceived, because our first impressions of character are still formed in the first few minutes of meeting. The findings of this project were presented at the American Psychological Society.

So, what is a Brunswikian Lens? It is a psychological model that is used to explain: a) the process of construct validation; b) how to combine available environmental cues to make judgments; c) how an individual, through the "lens" of his or her own biased perceptions, constructs a personality trait in another person; and d) why some traits are visible while others are not. Rouse specializes in clinical personality assessment and item response theory. He next plans to evaluate the accuracy of Net-based personality evaluations where Web camera technology is used. It is expected that this new medium will provide greater personality assessment accuracy through a less "fuzzy lens."

EXPERIENCES FROM ELSEWHERE: PSYCHOLOGY IN VIETNAM

When she escaped from Vietnam as a child with her family, was plucked from an overloaded boat in the South China Sea by an American ship, and taken to Guam, Assistant Professor of Psychology **Khanh Bui** little realized that she might one day return to the country of her birth. In the summer of 2000 she decided to improve her knowledge of Vietnamese and meet with Vietnamese social psychologists by attending an intensive language program in Saigon. Her experiences led to an invitation to teach a seminar in research methodology and SPSS statistics in 2001 in Hanoi, sponsored by three academic centers, including the Research Center for Family, Gender and Environment in Development. This center concentrates on interdisciplinary topics that include the status of women. Bui's experiences have influenced both her research and her teaching. In social psychology she is able to compare the differences between psychological theories and behavior in the two countries and discuss which research topics are still politically taboo. Work regarding women's rights and health are very sensitive issues but are expanding since the faculty of psychology at the Vietnam National University in Hanoi has established a formal exchange program with universities in Sweden, France, and Belgium.

To fully understand the psychological differences we need to review the modern political background of Vietnam. Under French occupation the Indochinese Tertiary Education Institute was established in 1907. After the 1954 battle of Dien Bien Phu, the North was liberated from France, and U.S. aid to the South began and continued until 1975, the year of the fall of Saigon. During the twenty years of American presence in the South, the North aligned with Russia, and educational institutions were influenced by the Marxist orientation of social psychology and communist stress on group collectivism. American education

was founded on the European theories of clinical psychology, with stress on the individual. Thus, whereas deviant behavior would be attributed to a personal flaw in Western thought, it would be seen as a source of family or community shame in the East.

The psychological curriculum of both countries has similarities. However, the U.S. emphasizes individual adjustment and development, with core courses in Cognitive/Learning Processes, Lifespan Development, and Abnormal Psychology, while Vietnam stresses the productivity of workers, society, and political ideology, with core courses including Defense Education, Marxist-Leninist Philosophy, History of the Party, and Psychology of Labor. These differences reflect the psychological doctrines of Vietnam and are an important aspect in studying human behavior. They show the complex influences that constitute how a society defines itself.

By returning to her country of origin, Bui has come full circle, sharing American concepts and gathering new points of view to relate to her students back home.



THINKING ECONOMICALLY—THE VALUE OF A PENNY



Americans know exactly where to find pennies — in jars, fountains, gutters, and on store countertops. But what should we do with these lowliest of coins? At a

recent House hearing, lobbyists from Americans for Common Cents showed that 73 percent of the public wants pennies to stay in circulation. The General Accounting Office reported that penny production costs taxpayers over \$8 million a year, and a poll showed that most people (52 percent) would prefer that prices be rounded to the nearest nickel. Penny backers countered with an estimate that rounding prices would result in overcharges costing consumers at least \$600 million a year extra. Who could have imagined the impact of this relatively unwanted copper cent?

The science of economics helps us to understand how various items and actions can have far-reaching impact

beyond an immediate convenient resolution. Economics is a collection of problem-solving tools that can be applied to many personal, social, political, and financial issues. Distinguished Professor of Economics **Robert Sexton** is the author of the popular college text *Exploring Economics*. He has a unique approach to presenting material in concept-by-concept modules that break difficult theories into digestible parts, then provide students with the opportunity to evaluate their level of understanding before proceeding.

The famous economist John Maynard Keynes stated that economic theory "is a method . . . an apparatus of the mind, a technique of thinking which helps its possessor to draw correct conclusions." What we know about learning and memory point toward storytelling as a very fruitful means of improving student understanding and retention of the economic way of thinking. The economic stories (critical-thinking scenarios) presented throughout Sexton's courses are intended to be memorable and derive the relevant theories clearly, so that students remember the principles because they remember the story. The emphasis throughout is on poli-

cy-relevant understanding (e.g., Do interest rates rise or fall when the money supply is increased? What happens in the economy if government expenditures, taxes, or the money supply change? How is the unemployment rate affected?).

Other concerns are woven into the discussions at various points: income distribution, discrimination, the money supply process, public sector economics, macroeconomics, microeconomics, monopolies and oligopolies, supply and demand, elasticities, competition, trade, growth and stabilization problems and policies. However, in the words of Lake Wobegon philosopher Garrison Keillor, "Just because you sleep in a garage doesn't make you a car." In other words, picking up the terminology of economics is not enough; students have to learn when and how to use their new tools. They are provided a set of powerful ideas designed to help solve problems. The number of truly important concepts in economics is remarkably small—similar to our little penny—but the impact is great. Learn them well and you will think better forever!

CAREER NEWS FROM SOCIAL SCIENCE ALUMNI

Jeffrey L. Baarstad, Ph.D. (psychology, 1976)	Associate Superintendent of Schools	Port Hueneme, CA
John D. Bixler (clinical psychology, 1986)	President/CEO, Children's Paraclete, Inc.	Johnstown, PA
Linda Carlson (sociology, 1970)	Director, Social Services, Saint Francis Medical Center	Lynwood, CA
John Cruz-Lindemann (economics, 1997)	General Manager, Bosca Argentina	Buenos Aires, S.A.
Julia C. Cunningham (psychology, 1994)	Graduate Student in Psychology	Harvard University, MA
Allen D. Ditmore (economics, 1985)	Senior Credit Analyst, Bank of America	Phoenix, AZ
Dennis G. Dyck, Ph.D. (psychology, 1970)	Professor of Psychology, Washington State University	Spokane, WA
Grant A. Gartman, J.D. (economics, 1994)	Attorney, Securities and Exchange Commission	Washington, D.C.
Thomas W. Gillespie, Ph.D. (social science, 1951)	President, Princeton Theological Seminary	Princeton, NJ
Stephen L. Green (political science, 1993)	U.S. Department of Commerce (Peace Corps)	Quito, Ecuador
William P. Haney III (political science, 1991)	Deputy District Attorney	Ventura County, CA
A. Adam Housley (political science, 1993)	Reporter/Anchor, Fox 40 Television	Sacramento, CA
Kini K. Jorgensen (psychology, 1990)	Senior Social Worker	Orange County, CA
Lisa L. Kirsch, M.D. (psychology, 1991)	Pediatric Physician, St. Joseph's Hospital	Phoenix, AZ
Susanne R. Mahoney Filback (political science, 1990)	Associate Dean, Claremont McKenna College	Claremont, CA
Paul Micale (sociology, 1988)	Pilot-First Officer, United Airlines	Camarillo, CA
Leanne M. Neilson, Psy.D. (psychology, 1985)	Associate Professor, California Lutheran University	Thousand Oaks, CA
David S. Oliver (political science, 1989)	Senior Defense Counsel, United States Marine Corps	Twentynine Palms, CA
Julie C. Parham (political science, 1992)	Project Manager, Legoland Development	San Diego, CA
John E. Ware, Ph.D. (psychology, 1964)	Executive Director, New England Medical Center	Boston, MA
Andrew K. Weathers (political science, 1998)	Program Analyst, Centers for Disease Control	Atlanta, GA
Thea W. Wilshire, Ph.D. (psychology, 1987)	Staff Psychologist, San Carlos Apache Tribe	Globe, AZ
Ronald Wright, Ph.D. (psychology, 1970)	President, Cincinnati State College	Cincinnati, OH

The Seaver College Academic News (SCAN) bulletin is a periodic publication of the Seaver College Office of the Dean. This document is designed to honor faculty, students, and alumni and record academic research and events. Each publication will highlight a division or special program, and is available in both printed form and online.

W. David Baird,
Dean, Seaver College

Christopher Soper,
Chair, Social Science Division

Editor: **Greta Couper**

Copy Editor: **Todd Prepsky**

Layout: University Design

Graphics: **Bob Escudero**

Contact: Seaver College
Office of the Dean
Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263

Email:

gcouper@pepperdine.edu

Internet: www.pepperdine.edu

0002218



Pepperdine University
24255 Pacific Coast Highway
Malibu, California 90263-4074