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NEWS &
NOTES

Spring 2024



Reflection



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Theme & Cover Note

You can only grow if you reflect on where you started. We wanted to create a space to reflect on where the Honors College has been and where it might be going! We hope to inspire your own reflection so you may grow with us.

Cover by: Caroline Emerick
and Cassidy Houston

Editors Note

As my time at Ball State is coming to an end, I have come to realize I will miss many things. One will be the great friends I have made on campus who encouraged me to do all things and provided me with lots of laughter. Another will be my great professors who taught me so much in the classroom and outside of it, I would not be where I am today without some of you. Finally I will miss my team at News & Notes. These past four years have led to some great friendships, developed a love for journalism and graphic design, and broadened my horizons. For my final edition of News & Notes, I knew I wanted to create something that would represent what I have learned during my time at Ball State.



I learned that there is a great benefit for taking time to reflect on everything you have done and use that as a catalyst for what you may do. Take stock, take inspiration, and take a minute. It could do wonders for you too.

Until we meet again,
Cassidy Houston

Staff

Editor-in-Chief

Cassidy Houston

Assistant Editor

Caroline Emerick

Advisor

Dr. Alexander Kaufman (Not pictured)

Writers and Designers

Emilie Allen (Not Pictured)

Macy Baud (Not Pictured)

Kennedy Court (Not Pictured)

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Zoe Trampke

Resonating with the classics

Four years ago when COVID-19 shut the world down and sent everyone into a quarantine, Zoe Trampke decided to indulge in the work of Emily Dickinson. Dickinson's work resonated with Trampke as she thought that Dickinson was a feminine icon. For Trampke's senior thesis, she decided to create a podcast where she talks about Dickinson and her works because she believed that "her story deserved to be more widely available."

One of the reasons Trampke decided to pursue Dickinson as a topic is because she knows Dickinson as someone whose story is not widely known. Trampke described the poems as "bold and big," and wants others to share the experience.

"I like the mythology around her, and I think she represents what it's like to be an American writer during that time who is a woman specifically," Trampke said.

Trampke reached out to multiple experts on Dickinson's work and will be featuring them in three of the podcast episodes. One of her guests will be Julie Dowbrow who wrote "After Emily: Two Remarkable Women and the Legacy of America's Greatest Poet," which tells the story of two women who edited and published Dickinson's poems. She said talking to these experts was one of the hardest parts of the project.

"It was a little intimidating reaching out and being like 'Hi, I'm from Ball State. Harvard, somebody talk to me,'" Trampke said. "But all of these professors that I've asked for advice [from] have been really helpful. They've been there for me."

Trampke thought it would be difficult to get an advisor for her project, but said she was pleasantly surprised when Professor Elizabeth Dalton stepped into the position. Dalton gave

Trampke advice on how to conduct the interviews with her guests because she knew she was nervous about it, and also helped her with writing her podcast script.

"I knew I wanted to choose her because I took her Jane Austen colloquium, and she was always available for her students to give them advice," Trampke said. "She's also a really good writer herself, so I knew that she would be able to help me create my script."

Trampke said she hopes that people who listen to her podcast can change their mindset about poetry.

"I hope that people who listen to the podcast stop thinking of poetry as such a scary thing," Trampke said. "[People] think that it's really hard and it doesn't make any sense, which is kind of true sometimes. But if you put in the work, it has a payoff."

Leah Kahana

One for the history books



Leah Kahana wanted to major in social studies education because she knew she wanted to provide support to underrepresented groups in schools. Her time in a history class learning about Native Americans inspired Kahana to use her senior thesis as an opportunity to explore if Native Americans representation in the media.

Kahana's senior thesis is a paper which examines the details of the Thomas Indian Boarding School. It was a Native American boarding school where the students were discriminated against and alienated from their families and cultures. Kahana wanted to specifically see how the media represents Native Americans today after what had happened.

"I've always thought this topic was really interesting," Kahana said. "I [thought] it

would be really cool to research this specifically and then also see if it's actually being represented as true in the media. Especially with Native Americans stories can get misconstrued or they aren't represented as well as they should be."

For her history major, Kahana took a 400-level history course, taught by Dr. Abel Alves. Alves ended up being her advisor for the project. According to Kahana, Alves has worked with several students on their thesis before, so he was well-suited to help her.

Kahana said she began researching the topic in chunks and then began writing the paper. She said one of the most difficult things about her project was time management and procrastination.

"I was taking 18 credit hours, been in



multiple student organizations, I worked, I was also in my capstone for my major," Kahana said. "It was just a lot happening at once and some of it got pushed off to the very end."

While Kahana struggled with the organization of the project along with balancing her other obligations, she said researching for her paper was one of the easier aspects with her major in history.

Kahana advises for students diving into their senior thesis that they should prioritize being organized. She said that setting timeframes and having small goals throughout the process makes it much easier to stay on track.

Kahana hopes that her project will educate people on Native American history. She said that when she tells people what her thesis is that they are not aware of what she is talking about.

Enjoying the Small Things

Coralee Young's Retirement



Coralee Young was born in Muncie and was employed for 41 years at Ball State University. She started in Business Affairs as a menu typist for Dining Services in 1983. From there, she took a position at the Career Center until she became the Honors College secretary when the current secretary retired. Young's experience as a secretary for the Career Center and her position for University Dining made her a suitable candidate for the role.

Despite her experience, there was still a learning curve. When asked how she felt about her new position she said, "I had never looked at class schedules or knew how to do purchase orders. When I first started here the system was quite antiquated; you had to know code almost to do it." Young joined during a transition point when new "user-friendly" technology was being introduced and a new Dean was also starting. She soon became acclimated to this new technology and her role as Secretary to the new Dean, John Emert.

When reflecting on her time here at Ball State, Young said that the person on campus who

who inspired her most was Jeannine Harold, the former director of the Career Center. She says, "She always supported me to be who I was, speak my voice, and offer my ideas even though in that department and this department I had the least education of anyone. I have an associate's degree. Everyone else has master's here or Ph.D. degrees. It's all about what you do with your brain, and you use your brain and that always inspired me." Through her time working under Harold, Young grew confident in her abilities and carries that confidence with her now, saying "I have the experience and the brain to do anything I want to do regardless of what degree I had on my resume"

In her job as Secretary to the Dean, Coralee Young instilled this same sense of confidence in others. Grace Carmen, a student secretary for the Honors

College, had this to say about working with her: "From the moment we met she was an advocate for me- she saw my passion" and became "not just a boss, but a friend and mentor."

Coralee Young is someone whom the Honors College will miss, but retirement is well deserved. In her retirement she is focusing on enjoying the small things like sitting and talking with her husband in the morning and meeting friends in the middle of the week, something she has "never been able to do." She says "I don't have big plans. I'm kind of just going with the flow and it will be nice. Every day I get up and just decide what do I want to do today. It could be nothing. I read books, and if I get a really good one and it gets going, I might sit and read it for three hours and that's okay."



Always Keep Your Thank-You Notes

Dr. Barb Stedman's Retirement

Dr. Barb Stedman's favorite part of her job is "seeing students go through a journey of self-discovery." Dr. Stedman will be retiring in May, and "whoever takes over next will have huge shoes to fill," says Afton Vanek, her assistant. Dr. Stedman has been the Director of National and International Scholarships as a full-time job since 2007, and she began teaching HONR189 in 1993. Currently, she serves as an Honors Fellow and the Director of National and International Scholarships. In her time at the Honors College, she has primarily taught HONR189, which focuses on global cultural studies. Her experience teaching ESL in Pakistan was instrumental in her decision to teach this Honors class. Dr. Stedman received the Vander Hill Award for Distinguished Teaching in Honors Education in 1998 for her work in HONR189.

Dr. Stedman starts answering emails at 7 a.m., before the typical college student

is even out of bed. During the spring semester, she finalizes students' applications for the Truman, Udall, UK Summer Institutes, and Gilman's scholarships. She sends invaluable feedback to students on their essays, personal statements, and applications throughout her typical workday, and she helps students with mock interviews.

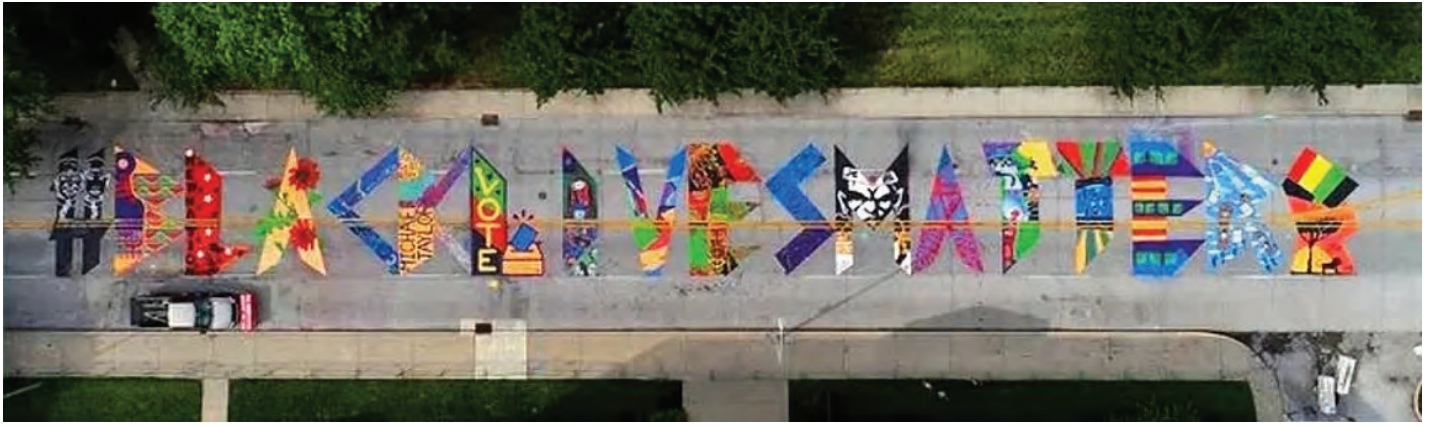
"...she is the best for a reason; she always knows what to say and nothing slips by her."

- Sophomore Shaina Miller

However, it's not all about work, as Dr. Stedman has several hobbies to pursue in retirement. "I started being a birder in 1979," she says, referring to an ornithology class she took in college and later her membership in the Audubon Society. After her retirement, she plans to take a short birding

trip to the East Coast, and following, Dr. Stedman will be taking a trip to Brazil in August of 2024. Something many may not know of is Dr. Stedman's plan to start welding, as she has "two tons of scrap iron" in her barn as well. Furthermore, she will continue her gardening work to remove all the invasive plant species from her property as Dr. Stedman refers to this as a "daunting task," because Indiana's list of invasive species is 50 plants long and growing by the day.

One last parting advice Dr. Stedman gave as she opened an overflowing desk drawer was, "Always save your thank-you notes!" It is clear from the amount of notes she has made quite an impact on Honors students and will be greatly missed. As Afton puts it, "Dr. Stedman pushes everyone that walks into her office to be a better version of themselves when they walk out."



What's Your Story

Being a Black Artist in Today's World

On Wednesday, February 28, Ball State Honors College, alongside Professor Gabriel Tait and his Honors 390 course named "Visual Black Empowerment" sponsored a panel of four Indiana-based artists in the ballroom at the L.A. Pittinger Student Center. The event was titled "Visualizing the Voices of Protest in Public Art," and it featured artists Tashema Davis, Rebecca Robinson, Boxx the Artist, and Dr. Jarrod Dortch. According to the event's description, its purpose was to discuss the sociopolitical significance of art.

Professor Tait introduced the panelists and then student moderators Lanele Mathis and Stephanie Ochoa — both of whom are fourth year scholars in the Honors College — who served to guide the discussion throughout the evening.

The panelists began by outlining their respective stories and explaining how they each aimed to bring awareness to the history and current state of racial inequality in America via their art.

To this sentiment, Tashema Davis, a BSU alumna herself and middle school teacher, described how her background contributed to her understanding of herself as an artist.

"I grew up in the projects in Gary, Indiana, so all I saw was graffiti growing up," Davis said. "All I knew was that education was my ticket out. So, I did my best in school. I got the grades; I got the scholarships. Then I left. I came to this campus in 2000, and that is when I discovered I was an artist. I've been painting for 24 years now."

Unfortunately, this story is far too common among poor, Black, and young individuals. The Center for Economic Policy Research (CEPR) published a study in 2020, which found that a Black American is only approximately half as likely to pursue a career in the arts when compared with other racial groups, with the greatest amount of underrepresentation being found among visual artists and authors.



Photos by: Gabriel B. Tait

Indeed, this makes the work that the panelists do extremely significant.

For example, one of the most well-known pieces to come out of the Indianapolis art scene is the Black Lives Matter street mural, which was painted in August of 2020 following the gruesome murder of Minneapolis man George Floyd on May 25 — an event that served as a catalyst for numerous protests throughout the subsequent summer. Panelists Dr. Jarrod Dortch, who was also a BSU alum like Davis, and Rebecca Robinson were among the 18 artists who were among the 18 artists responsible for the mural's birth.

"I've worked as an artist for a long time, and nothing really changed as drastically as it did until 2020. Being a creative in general and trying to have a career from it is very, very difficult," Robinson said.

"So, doing it during the height of the protest was incredibly stressful and traumatic.

I really enjoy telling a story with my artwork, and being able to do so during the Black Lives Matter movement changed my life."

Today, both Robinson and Dortch continue to work together in The Eighteen, which is an Indianapolis-based artist collective comprised of 18 civically engaged and like-minded Black artists. To learn more about the group and view upcoming events that they have, head to their website 18artcollective.com. To see what Boxx the Artist and Tashema Davis are creating, follow them on Instagram (@tashemadavisart and @boxxtheartist). To hear stories unlike your own is to know what it is like to live an entirely different life.

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1. Dahl, C. M., & Borowiecki, K. J. (2020). The land of artistic beauty and racial inequality: A study of the US since 1850. CEPR.
2. The Eighteen Art Collective. (2020). The Mural.
3. Fernando, C. (2020). "This is reclaiming the block": "Black Lives Matter" mural painted on Indiana Avenue. The Indianapolis Star.

Thirty, Froggy, and Thriving

Celebrating Frog Baby's 30th Birthday

A campus classic is turning 30 this year. Frog Baby was first cast in 1937 by artist Edith Barretto Stevens Parsons. According to her biography on Pelissier Galleries, an exhibit run by her decedents, the statues Parsons created were modled after her own daughter who also became an artist.

Initially, after being acquired by Ball State as a part of a traveling art exhibit, she moved around the David Owsley Museum of Art, at one point sitting next to the front desk so that students could rub her nose for good luck. 30 years ago, Frog Baby was placed in the fountain where she is found today, but notably didn't start out as a fountain, nor has she been sedentary over the last three decades, as seen on the Ball State website.

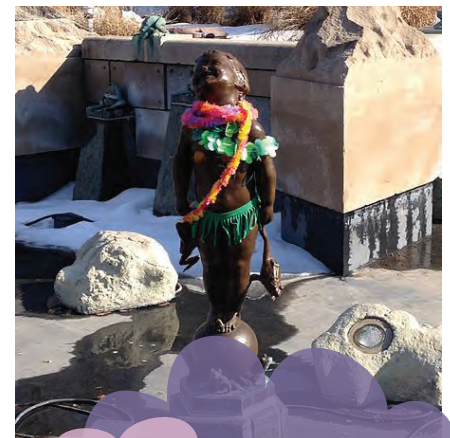
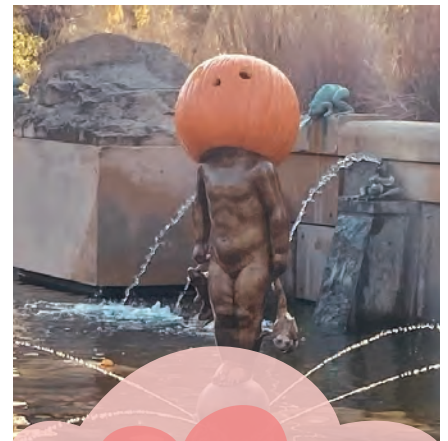
In 1957, the statue underwent maintenance to restore the rubbed-off nose. In 1993, the statue was installed in a fountain right outside the campus library in Bracken

gardens, then following, in 1994 a ceremony was held to honor her installation, as stated by Frog Baby: A Cute Symbol of Ball State University, written by Lyssa Folk.

Since the relocation, the tradition of rubbing her nose as a good luck charm for finals and football games has fallen out of fashion. But recently, the statue has been sporting fashionable looks from football helmets to hats and scarves in the colder months. According to the Smithsonian Institute, twins of Frog Baby are scattered around the United States, the second most popular copy in Brookgreen, South Carolina. Frog Baby is not solely unique to Ball State, though the students' traditions set Frog Baby apart from her copies.

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2. Pelissier Galleries. (2013). Edith Barretto Parsons Biography. Pelissier Galleries.



Looking Back On Cooper Science



A lot has changed since the 1960's, and the Cooper Science building is no exception. With the number of changes being made to the building during renovations, it is worth looking back on the old Cooper Science both to learn a bit more about why some of these changes are being made, and to get an idea of any further improvements to look forward to.

The Cooper Science Complex was first built in 1967, and was constructed with a style that was tailored to match the decade. As time crept forward, however, changing architectural styles over the decades, combined with the natural wear and tear on the building, caused Cooper Science to look increasingly aged

and out-of-date.

According to Dr. Jill Coleman, one of the major problems with the old Cooper Science building was the lack of natural light in the building.

"[The building] had very tiny windows and they were generally in the faculty offices," said Dr. Coleman, "The classrooms were all in the interior, so none of the classrooms had windows and it was very dark."

Dr. Coleman said that the recent renovations at Cooper Science were due in part because of the need to repair the HVAC system as well as the decreased usage of the building, as the Chemistry, Biology, and Nursing departments have been moved from Cooper into separate buildings.

"The people who needed a lot of space, the biology and chemistry people, were now out of that building," said Dr. Coleman, "[The other departments] don't have a huge amount of laboratory needs like biology or chemistry did."

Dr. Coleman said that one of her favorite improvements being made to the Cooper Science building was a more spacious and welcoming environment for the students. Some of the specific features she noticed were a student lounge area, a shared study space, and a shared conference room.

Reflecting on Maren Orchard

"The Tools of History are for Everyone to Use"



Maren Orchard, a 2018 Ball State Honors College alumna, works as a Senior Programs Manager for the DC History Center in Washington DC. There she creates and runs educational public history programs for adults on local history such as book talks between authors and the community, walking tours, and other content driven programs. One of the biggest projects – as well as one of her favorites – she has had for over 4 years now is running and planning the annual DC History Conference.

"So many conferences are experts talking to experts. Over the 50-year history of the conference, we have shifted it to be so any community member in

DC can understand something about the city's history and tell that story in an interesting way. It's empowering everyone to recognize that their own family history and their own understanding of the past is a valid way of understanding history."

She came to Washington DC following her graduation from Ball State. Encouragement from others inspired her to look at out of state schools – leading her to start her master's in applied/public history at American University. She had been deciding between pursuing a master's or a Ph.D when a Ball State history professor told her, "I don't think you want to think about history anymore, I think you want to do it."

Orchard recognizes several professors and individuals for their role in shaping her future – especially the Honors College's Barb Stedman, whom she credits with pointing her in the direction of her future career by informing her of the existence of public history, her undergraduate major.

"Because I lived at home my freshman year -but was in honors classes right away - the honors college is where I first started to try and build

community for myself. Having the honors house as a place to hang out and sit and run into people I know was really important for my freshman year."

Orchard was already a part of the local community before attending Ball State. Because she grew up in Muncie, she had a different connection to and understanding of the city than most other students do.

"Connecting while in college to my own hometown was also kind of an important part of my growth as a person too, and it made me appreciate local history differently over time through being in my hometown."

This interest in her local community translated well to summer work she did with Minnetrista Museum and Gardens in between graduation and starting graduate school. It also made her a natural fit for a job where she focuses entirely on the important, generations-long local history of Washington DC.



Jayden Glover
Secondary English
Education

"When you go into college, you expect the main hard things to be academics and time management, but the main issue for me was the social aspect. But I've made friends. Honestly, the best part so far has been our English 150 class because of the community and the people. I would tell myself to make opportunities for yourself, but I think that's something I did really well. I talked to my professors to create opportunities for networking and my future career, and I think that's really important."

Freshman Reflections

Four freshmen in the Honors College were asked to look back at the beginning of their freshmen year and reflect on how things have changed from then, to finishing up their second semester. How is college different from what you expected? What has been the best part of your freshman year so far? What would you tell your freshman self at the beginning of last semester?



Lili Davis
Wildlife Biology

"It's differed a lot from how I thought it would be. I thought I would adjust way better in an academic sense than a social sense, but it ended up being the complete opposite. I would tell my beginning freshman self to breathe, and to keep being herself because authenticity is what has taken me farthest. I would also tell her to start off her classes strong and not slack in the beginning. Set a good foundation."



Eva Christine
Painting

"I thought I would go out more and be more active in clubs, but I don't have enough time. But I think the best thing has been the relationships I've been forming with people and how they're slowly becoming closer. I would tell myself that it's okay to feel like I don't fit in because it takes me a long time to adjust. You're not behind. You're just going at your own pace."



Hope Bowman
Anthropology

"I was terrified of college, but now I'm realizing that I really shouldn't have been. It's really not that scary. I love being here, the sense of independence, getting in-depth with the things that I like, all that's been amazing. I would tell myself to keep moving, don't let yourself get bogged down. Let yourself live your life. Don't be afraid to become a person."



Broadening Horizons:

Dr. Sundeeep Rayat's
"Exploring the Northern Lights"

What is your course about?

"I have a combination where half of my class is STEM majors and the other half is non-STEM, so we are basically giving them scientific topics that connect to the natural world. We started connecting the course to the chemical and physical changes that happen during the aurora, so because half of the class is non-STEM majors, we are training them on fundamental scientific topics that connect to the natural world."



What do you hope students gain from witnessing the environment in person?

"I think that one thing that is the important thing of our trip because of course experiencing the northern lights is one thing because many students signed up because they wanted to see it, but not only that, but we wanted students to be able to learn the culture of that region where we are going and the geology over there and the geography. The goal is to connect it to the science they have learned. They will meet with locals over there and learn about their culture and write about that. They will have to interview people to learn about their life and how they live and how they manage things and we have connected all of that with course."

What was your inspiration for starting the course?

"First, we have taken this trip to Yellowknife, Canada which is about 300 miles south of the Arctic Circle and ever since we went there we always thought that we wanted to bring students there and so we can teach them about what causes this exquisite phenomenon and teach them some scientific topics that connect with that as well. We started with some fundamental scientific concepts to build their knowledge to understand this. We are also bringing in experts from across campus who are talking about specific topics to provide students further knowledge about this process. We thought it would be interesting for students to hear from an expert what's happening up there in the Arctic."

Setting Sights High in New Honors Colloquia



Dr. Powell's "Phenomenology of Selfhood" and "The Experience of the Beautiful"

What kind of coursework do you do in your class?

"My class[es] are really dense philosophically, so basically it's reading and discussion. I really love ideas and so that's what we're trying to work with is ideas of who we are as selves and the other one is kind of who we are as selves and how do we experience beauty in the world and in ourselves. So we've been asking what it means to be a beautiful person."

"I'm fascinated by the question of who we are and how we experience the world, and by world I don't just mean the physical world, I mean it includes questions of meaning and divinity and all those foundations. How do we encounter societies? How do we encounter our own thoughts? And the fact that we can reflect on our own reflections and then reflect on the fact that we're reflecting on our reflections. Part of it is just my personality. I tend to spend a lot of time in my head, and everything I teach is sort of an extension of what is going on in my head, and I bring students along and we're all having fun or at least I hope we're all having fun."

What inspired you to start these courses?

"The idea is in these classes it's not so much how we learn but it's how we engage the process itself. I am a firm believer that everything we learn about our world teaches about ourselves, and everything we learn about ourselves teaches about the world, so it's a reciprocal relationship. If we think of it in terms of concentric circles, we all have our selfhood as a circle, and the idea is to expand that circle a little bit bigger. The question is what does it mean to make our world a little bit bigger, a little more creative, a little more empathetic, what does it mean to love more, care more, be more beautiful and experience those things."

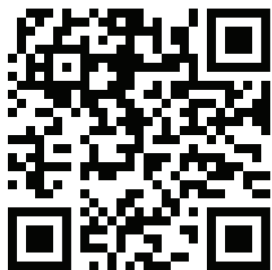
What do you hope students take out of the class?

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