This was a capstone project with some teeth. During spring semester, a trio of multidisciplinary and general engineering students capped their college experiences by collaborating on a project featured in Purdue Theatre's production of She Kills Monsters. Carina Stocker, Elena Helvajian, and Zack Kovalenko designed and built functional dragon heads and claws that factored heavily in the play's climactic scene, a battle between the main character and Tiamat, the five-headed queen of all evil dragons in Dungeons & Dragons lore. Read more about the theatre engineers’ design project online at cla.purdue.edu/think.

Photos by Mike Atwell, David Chang, and Melodie Yvonne Ramey (Photographic Melodie)
INTERNATIONAL SCHOLARS

The College of Liberal Arts ranks among Purdue’s best-represented campus units in the Fulbright Scholar Program with numerous faculty participants. Nine of the College’s most recent Fulbright scholars share what they gained through their experiences working abroad.

STATING THEIR CASE

Purdue’s growing speech and debate program aims to become a national contender in multiple events each year.

PAPAL INSPIRATION

Motivated by Pope Francis, Professor Emeritus of Philosophy Donald Mitchell facilitates housing cooperation in three U.S. cities.

MAN + MACHINE

Space history students recount how Rodemaker astronaut Neil Armstrong harnessed technology to make legendary giant leaps.

IMMIGRATION SCORECARD

How well do Indiana towns handle immigration issues?

INVENTING NEW LANGUAGES

Klingon, Dothraki, Mynkhano? Students create fictional languages

THE LANGUAGES OF BUSINESS

Specialized courses prepare students for international marketplace

DIGGING INTO THE DATA

Data Mine communities allow liberal arts, STEM to intermingle

AN ARTISTIC LEGACY

Laura Anne Ivy: Influential artist and early Purdue figure

FANTASTICAL FOOTWEAR

Indiana-born artist bringing exhibition to Purdue in October

STUDYING AMERICAN CULTURE

International American Studies students add fresh perspectives

TAKE A SPACE WALK

English class maps historic space-exploration sites on campus

INVENTING NEW LANGUAGES

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Dear Friends,

It is my pleasure to share this most recent edition of THINK Magazine with you. As we conclude Purdue’s sesquicentennial celebration, I am struck by the many areas of connectivity our College has built with colleagues across campus. At first glance, some thought that the Ideas Festival themes — Space, Artificial Intelligence, Health and Longevity, and Sustainability — had little to do with our College. What we saw other the course of these events was quite to the contrary. You will see reflected in this edition’s articles evidence of many interesting connection points with research tied to Purdue’s historic strengths in science, technology, engineering and math (STEM).

Looking across the horizon of higher education, our disciplines, both as general education requirements and fields of study, are ubiquitous. American universities have not traditionally existed without them. Today, as we look at decreasing enrollments across the liberal arts and projected demographic decreases in the number of prospective college students, the liberal arts are in jeopardy. It is incumbent upon us to find ways to differentiate ourselves from other programs to build and sustain our enrollments. We have done this with programs like Degree in 3, Cornerstone, and Degree+. Alongside those programs, by virtue of our place at Purdue University, we can define a particular liberal arts experience. Students who would major in history or philosophy, to name just two, can find a different kind of education here.

Given the recognized strengths of this university, our history students can study the impact and evolution of flight and the space age replete with one of the nation’s most relevant and distinctive collections in the Barron Hilton Flight and Space Exploration Archives. Our Department of Philosophy Head has been part of conversations to create the Data Mine, a campus-wide learning community about data and technology. The Data Mine will engage students from a wide array of majors with the important ways in which data, and understanding its collections and implications, will play a growing role in our personal and professional lives.

I invite you to read this issue and consider the ways in which our College at Purdue presents a unique opportunity to explore questions at the intersection of the liberal arts and STEM.

Sincerely,

David A. Reingold
Justin S. Morrill Dean of Liberal Arts
In 1945, Sen. J. William Fulbright of Arkansas introduced legislation to use funds from surplus war materials to support a new international educational exchange program dedicated to supporting peaceful relationships between the United States and other countries. More than 380,000 scholars — approximately 8,000 per year — and 155 nations have participated in the Fulbright Program since then, relying upon its foundational spirit of international cooperation to address pressing global issues.

"The Fulbright Program is widely regarded as one of the most distinguished awards in the world and, to date, has produced more Nobel laureates than any other government-sponsored program," said Christopher Lukasik, Purdue's Provost Fellow for Faculty Fulbright Awards and himself a two-time Fulbright grantee.

Former Provost Debasis "Deba" Dutta created Lukasik’s position in 2017 as part of a strategy to increase Purdue’s number of Fulbright faculty, and this year the University saw record-breaking results. Eight faculty members received Fulbright U.S. scholar awards for the 2019-20 academic year, the most ever for Purdue in a single year.

Included in that group is Wendy Kline, the Dema G. Seelye Chair in the History of Medicine, who continues the College of Liberal Arts’ substantial representation in the Fulbright Program.

"The College of Liberal Arts has historically been the top producer of Fulbright faculty at Purdue," said Lukasik, who in addition to his role as Fulbright facilitator is an associate professor of English and American Studies. "It speaks not only to the world-class stature of CLA's faculty, but to the College's commitment to support the international scope of their teaching and research."

In turn, Lukasik said Fulbright faculty return from their trips abroad better prepared to help their students take up global challenges like immigration, renewable energy, and food security, and to make headway in a global economy. That was his experience after completing Fulbrights at the University of the Philippines and at the University of Graz, Austria.

"Both have impacted how I approach teaching and how I address any number of global issues in the classroom — not as a tourist, but as a resident — and experience how the majority of people on this planet live day to day. It will change how you think about so many critical issues our planet is facing," Lukasik said. "I wish every student at Purdue could have the opportunity to live in a developing country — not as a tourist, but as a resident — and experience how the majority of people on this planet live day to day. It will change how you think about so many critical issues our planet is facing."

That goes for faculty, too. In this issue, nine of the College’s most recent Fulbright grantees will describe how their experiences in the program enriched their personal and professional lives. Each faculty member shared stories of how the Fulbright is indeed a life-changing opportunity.

"I value it so much in so many ways that I can articulate, and in ways that I cannot put into words so easily — and I suppose the most important part of my Fulbright experience lies so deep within me and are of such a vast nature that they cannot be summed up simply," said TJ Boisseau, associate professor of women’s, gender, and sexuality studies and two-time Fulbright recipient.

"I would say the amount of intellectual growth that I’ve had from living abroad as a Fulbrighter, and also from other experiences living abroad going all the way back to my time as a college kid on a study abroad that required me to do my own independent comparative ethnographic research … well, these experiences certainly were as formative for me and for my growth as an intellectual as getting a Ph.D. in my field. I have no doubt about that."

Global Reach

FACULTY MEMBERS ENRICH TEACHING AND SCHOLARSHIP THROUGH PARTICIPATION IN FULBRIGHT PROGRAM

By David Ching

Cla Core Fulbright Scholar Program

Participants Since 2012-13

TJ BOISSEAU
Iceland

MARIANNE BORUCH
Australia

FREDERICK ROWE DAVIS
Hong Kong

ANGELICA DURAN
Mexico

STACY HOLDEN
Morocco

WENDY KLINE
United Kingdom

LEIGH RAYMOND
Canada

MARGARET TILLMAN
Taiwan

Selected Cla Fulbright Participants Since 1988-89

LEONARD HARRIS
Uganda

PAUL DIXON
Brunei

CHARLES CUTTER
Spain

DOROTHY DEERING
India

WILLIAM MCBRIDE
Bulgaria/France

KRISTINA BROSS
Germany

LISA LEE PETERSON
Mexico

SALLY HASTINGS
Japan

JEFFREY TURCO
Austria/Germany

CHRISTOPHER LUKASIK
Philippines

DANIEL MORRIS
Netherlands

MARIANNE BORUCH
United Kingdom

SORIN MATEI
Serbia

College of Liberal Arts

Think Magazine Fall 2019
When TJ Boisseau applied for the Fulbright experience she completed in the spring semester of 2017, she specifically wanted to teach at the University of Iceland. Her reason: The University of Iceland is set in a country that is on the forefront of multiple issues in Boisseau’s field of expertise and is home to an internationally renowned institute for gender equality studies.

“The United Nations University Gender Equality Studies Centre at the University of Iceland trains young activists seeking careers in public service in their home countries, primarily in Africa, the Middle East, and South Asia,” said Boisseau. “This training provides an opportunity to home the ideas about gender equality they bring to the program, or in some cases to conceive a brand new understanding of what feminism means to them and might look like in an institutionalized setting and gives them a chance to think through how they might be a feminist agent of change in their own conflict-ridden, or war-torn, economically cross-ridden society.”

“That's a mission that I was proud to contribute to. And, I'm interested in learning from other scholars who work on global feminisms.”

By participating in conferences in Iceland and other locations since her Fulbright trip, Boisseau has been able to develop connections with women's studies administrators and directors around the world. Meanwhile, the exposure to other viewpoints that the Fulbright trip provided has greatly impacted her teaching.

“Here at Purdue, I teach transnational feminist activism and global feminist movement in historical perspective, and certainly that was a great experience for invigorating my teaching with new perspectives. Very much so, I would say,” Boisseau said. “In terms of takeaways in specific, I got a ground-level view at what some have called the ‘NGO-ization’ of feminism, state-supported feminism, and market-driven feminism, in action.

“My graduate training was as a scholar of American women's history, and only secondarily in Middle Eastern women's studies,” she continued. “And, although I have done historical research in archives located in Europe, the Middle East, and Africa, honestly, archival research does not always challenge one's perspective since it is a fairly solitary endeavor and does not force one into conversations or collaboration with others. Having the experience of teaching feminist studies in an international context was incredibly eye-opening in lots of ways that will impact how I teach these subjects back home in Indiana, and how I do my own research, as well.”

This was Boisseau’s second Fulbright grant, after previously teaching in Germany at the University of Bayreuth in 2003-04. And like many of her Purdue colleagues who have completed Fulbright trips abroad, Boisseau said the cultural value of living in Iceland — this time with her husband and daughter in tow — was as enriching as the professional opportunities the trip provided.

"Central to my understanding of what it means to be an educated person is meaningful travel — not tourism or even what passes now for ‘edu-tourism,’ which often means a study abroad program that does not challenge one's ideas, or require language acquisition, or cultural immersion, nor does it even involve much study sometimes," Boisseau said.

"To immerse yourself in another culture by figuring out how to live there, how to communicate and forge relationships, how to get work done — whether it’s teaching, or ethnographic research, or some other kind of collaborative work — results in a whole new perspective, not only on the world, but on your own culture, opening up possibilities you couldn’t have imagined apart from that immersion.”
STACY HOLDEN

MEXICO

ARCHIVAL DEEP DIVE
ANGELICA DURAN

For scholars – especially those who are also fluent in Spanish — know John Milton’s catal...
thinks the writing process has become abundantly clear to Wendy Kline during her Fulbright experiences in the United Kingdom. There is no substitute for firsthand experience.

Kline, the Dena G. Serry Chair in the History of Medicine, could have covered R.D. Laing and his theories on LSD treatment in an upcoming book simply by conducting archival research. Instead, she went to the controversial Scottish psychiatrist’s hometown of Glasgow during a Fulbright trip in the fall of 2018 in search of insight that could only be gained through in-person interaction.

“I went to visit where he worked, where he was born. I talked to people about memories of him being there, and the same for this trip,” said Kline, who is on a second U.K. Fulbright trip this fall, now at the University of Birmingham. “I’ll be in the area, I’ll be talking to people. That will influence the way I write the book because it feels physically different to be in that space rather than being able to just access or read something. I really appreciate that. I think it will make it a better book.”

Kline’s previous study of psychiatric hospitals had mostly focused on U.S. based efforts that navigated between dualing perceptions that the drug could be therapeutic versus notions that it was a risky and hedonistic practice. As her research continued, she learned of similar experiments by psychiatrists in the U.K. Her second Fulbright will allow her to learn even more about how attitudes toward LSD treatment evolved.

“I learned about this asylum called Powik Hospital where one particular psychiatrist created what was called the LSD block, where he housed several patients to experiment with LSD therapy,” Kline said. “It became extremely controversial, and there was a lawsuit in 2002, and nobody had really written about that aspect of it. The hospital is very close to Birmingham, where my fellowship is, and I’ve been put in touch with an archival and a therapist who both know some people in the community who are still around and were involved that I could go interview.”

Perhaps she could have made those connections and conducted interviews without leaving West Lafayette, but Kline believes it would have been unlikely. Having a physical presence in the U.K. provided the crucial opportunity to discover and explore, thereby strengthening her grasp on the subject matter.

“You have to put your foot in the door and see where it takes you, and you can’t do that if you’re thousands of miles away,” she said. “It’s not going to happen.”

“Definitely being on the Fulbright helped me to be able to devote time,” said Tillman, an associate professor of history. “It’s a much better book because I was on leave during this final process of revision.”

Tillman’s research for her second book examined the issues surrounding Chinese standardized testing culture dating back to the abolition of the civil service examination in 1905. It also focuses on the social science involved, including Sino-U.S. efforts to remove cultural biases from the tests.

“Testing culture is very pervasive in East Asian cultures, in cultures that were affected by the civil service exam. And we know this from our students who come to us with a lot of anxiety about testing,” Tillman said. “But the civil service examination was technically abolished in 1945. And so the question is, ‘Well, how does that testing culture continue?’ In a way, it’s a bad question because the civil service exam is for bureaucrats and what I’m looking at is the rise of normative, scientific, ‘objective’ exams for children.”

Raymond views Canada as a test case for international efforts to efficiently and effectively cut greenhouse gas emissions. As a political scientist who studies environmental policy, he is particularly interested in the Canadian legal and judicial systems treat these policies moving forward.

“Canada is an important case right now,” he said. “I think the future of this kind of policy design globally, a lot is going to matter about how this goes in Canada in the next few years.”

Raymond admitted that a research subject can become exhausting for an author who has focused on it for so intently while completing a book, as was the case with his work related to carbon pricing. However, his Fulbright experience in Canada provided an opportunity to study the subject in a new context, which was reinvigorating.

“I have been kind of starting to get going on what’s next in terms of following up on my research on carbon pricing in the U.S., but this is really a new jump-start that new research agenda,” Raymond said. “Talking to all these people about what had happened in Ontario, which actually turned out to be a pretty complicated and interesting story, was really exciting. It was a great way to get reintegrated with these important research questions in a new political context.”
opponents and notice they just have me and their partner, and they “But a first-year debater might see 10 coaches surrounding their with a wily, weird strategy, and we’ll get it done, ” Mollison said. think, ‘They have too many cooks in the kitchen. We can come up simply because they are outnumbered. is convincing young debaters that they are not at a disadvantage opposing team has as many as 10 coaches. The greater challenge intimidated by flying solo into a debate competition when the those at bigger programs. “Me and my partner were the third-place team in the nation in policy debate and we didn’t have any coaches. We didn’t even have ‘I might be comfortable in this kind of situation, where I It makes sense, then, that Purdue’s debate coach is hardly It’s kind of amazing. I didn’t think we’d get this far in a little over ‘There are so many high school students who participate in speech and debate,” Mattson said. “That’s when I started doing it. So it’s a great way to bring high school students to campus and say, ‘We offer speech and debate opportunities here, and Purdue has all these other great opportunities here, as well.’ To further those recruiting efforts, Purdue will host its first speech and debate camp in the summer of 2020. ‘We’re hoping to get to a point like a lot of debate teams where they have a summer debate camp for high school students,” Yeomans said. “The problem is it’s a chicken-and-egg situation. You have to have a team that’s good enough to attract people to come, and then you use the funds that you raise from that summer program to fund your travel and other sorts of things. We’re not there yet, but for what we’ve got, we’re actually doing really well. We’re punching above our weight.” In the 2018-19 academic year, Purdue substantially expanded its debate lineup. The team went from competing exclusively in parliamentary debate to also fielding competitors in policy debate and in individual events like Lincoln-Douglas debate. It also added a mock trial team, which is as much a performance as a competition, and evaluates participants on the strengths of their arguments. Mock trial teams include as many as 10 members who serve as prosecutors, defendants, and witnesses, compelling Mollison to reach out to the Ruff School of Design, Art, and Performance in search of actors who might be willing to participate. “There’s definitely a theatrical element that you don’t get in other sorts of competitive speech and debate activities,” Mollison said. “In some individual events, there’s a sort of theatrical element, but there’s not the same degree of teamwork as in mock trial. You can have the best arguments in a mock trial round, but lose because your witnesses are not compelling or don’t make strong emotional appeals.” VALUABLE COMMUNICATION SKILLS An aspect of Purdue’s team that might seem somewhat surprising is that it is not stocked with students exclusively from the humanities. There are certainly some of those, but several of Mollison’s top
competitors are engineers and students in other STEM fields. As it turns out, those students also see the value in learning to make a compelling argument.

“There’s so much benefit,” said policy debater Daniel Joseph, a freshman from Northbrook, Illinois. “As a computer science major, we’re never really taught to have these kinds of persuasion skills. It’s not really part of the toolset of a CS major, and being able to spend so much time refining that is so helpful. A large part of the CS field is consultancy, and being able to have these communications skills and those persuasion skills is actually something that a lot of employers are looking for, but really isn’t part of any curriculum you’ll find around the country.”

Team member Payton Case said competing in parliamentary and Lincoln-Douglas debate allows him to scratch a competitive itch, while also preparing him for a future as a patent lawyer.

“This has a lot of applicable skills outside of debate itself,” said Case, a freshman from Denver, Colorado, majoring in aerospace engineering. “If you’re a good debater, you’re a better communicator, and it can definitely help you in school. I saw that very early on where I got better at persuading, not only in debate, but also throughout life.”

Joseph predicted that the Purdue team is on the verge of national success, so we can succeed the next year in a different activity. That’s frustrating to me, “compete in as opposed to being good one year in one activity, then dialing back under way, Mollison expects to someday see the program become a national contender in every event in which it competes.

“I want us to win in all of them. Instead of being good in just one activity, we should be threatening to every university in every kind of debate and speech. That’s the goal.”

By Kirsten Gibson

GRADING INDIANA INCLUSIVITY

O
n the Tuesday and Thursday mornings before finals week, Jay McCann’s class, a group of seniors on the brink of graduation, gave out varying grades — C-minus, B-plus, D-plus, A — to city councils, local businesses, and religious organizations.

The students analyzed the various aspects of civic life and how well they served growing immigrant populations in medium-sized cities across Indiana. They asked local libraries if they offered English as a foreign language classes, churches if they offered services in a language other than English, businesses if they sold goods that catered to immigrant populations.

The answer was often, “No, dear, we do not.”

McCann, a professor of political science and immigration expert, said he envisioned a senior seminar course that would give students the research skills to dig deep while examining a largely ignored segment of the U.S. population: small- and medium-sized cities.

Ali Udell, a senior in political science, said she called all of the businesses and religious organizations in towns close to Indianapolis. The results were disappointing.

“I didn’t see any barriers to immigration,” Brown said. “The only way I would lower the grade would be if there was something that took away from the existing inclusivity.”

This plunge into the systems and mechanizations of suburban cities, middle-of-nowhere oases, and industrial or other pedagogical materials for this purpose — he had to build it piece by piece, incorporating current research on immigration and democracy.

McCann’s initial inspiration for the course came from an unlikely source: bugs.

“An undergraduate who initially had no idea about bugs would really know a bug and a bug diary. “I wanted the students to do: Adopt a city town or other pedagogical materials for this purpose — he had to build it piece by piece, incorporating current research on immigration and democracy.

McCann began the class by taking students back to the 17th century and John Locke, and then to a century ago, when the last great wave of immigration occurred in the United States. Layni Sprouse, a senior in political science, said she started to re-evaluate her own status as a citizen and what it meant to her.

“The story, however, is not the same for every city audited. Frankfort, Indiana, is an example of what a city can do to integrate an influx of immigrants.”

Luke Brown, a senior in history and political science, said Frankfort saw its immigrant population increase 100 percent between 2000 and 2010. “Frankfort is set up for immigrants to get a job, get settled, and eventually create their own jobs,” Brown said during his presentation.

He gave Frankfort an A for its efforts.

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“They read John Locke’s interpretations of citizenship and what it meant to be stateless,” Sprouse said. “I locked that to be stateless is the worst thing a person can be. It really made me aware of what’s happening around us in Indiana in relation to the immigrant community.”

Without a formal guide for McCann to create the course — there are no textbooks or other pedagogical materials for this purpose — he had to build it piece by piece, incorporating current research on immigration and democracy.

McCann’s initial inspiration for the experimental course came from an unlikely source: bugs.

He adapted retired entomology professor Tom Turpin’s approach to teaching students about the creatures. For each new student, Turpin assigned them a bug and a bug diary.

“An undergraduate who initially had no idea about bugs would really know a thing or two about bugs by the end of the term,” McCann said. “And that’s what I wanted the students to do: Adopt a city and gather extensive data to share.”
As someone who has practiced both religions at points in his life, Donald Mitchell is uniquely qualified to serve as an intermediary between Buddhists and Catholics. The professor emeritus of philosophy has long participated in dialogues between the two faith groups, and more recently undertook what he described as a capstone project in interreligious cooperation. With encouragement from Pope Francis, Mitchell is helping Buddhist and Catholic leaders in New York City, Chicago, and Los Angeles collaborate to develop green, affordable housing properties for those in need.

“These places are going to be permanent,” Mitchell said. “You’re talking about safe homes with social services, job training, et cetera, for hundreds of individuals, families, and elderly couples. Hopefully, it will become a model for other religious groups to work together.”

According to Mitchell — who practiced Buddhism before converting to Catholicism in 1973 — interfaith organizations are not especially unique in major metropolitan areas, but this Buddhist-Catholic venture marks the first time where the Catholic Church is taking the lead in such an effort. He credited Pope Francis for inspiring this collaboration.

“The expectation is that this will have ripple effects in other parts of the world in terms of the social interreligious projects of the Church,” Mitchell said. “Pope Francis has been encouraging local churches that they need to reach out to the suffering people in their communities and where possible to do it with other religions. There is resistance, so these three projects are proof that it can be done.”

In that spirit, Mitchell organized a 2015 delegation of 50 U.S. Buddhist and Catholic leaders who focused on addressing social ills at a conference hosted by the Vatican’s Pontifical Council for Interreligious Dialogue. During their private audience with Pope Francis, he praised them for planting “seeds of peace and fraternity” and encouraged them to find ways to take action when they returned to the United States.

“Pope Francis wanted people who worked in communities to get together and talk. Not the scholars. Not the top bureaucrats. That wasn’t his...”
that have come through very complicated traumas, and so we need to interact and reach out to as many partners as we can.

“As not only a fiscal reality or a financial reality, we could never have a budget big enough to cover all the service needs,” Angelini continued, “but these organizations that spring up — whether it’s a religious entity, a faith tradition, a community health provider — they’re all come from a similar place. They’re here to help people that have been injured.”

The housing facilities’ available services will include job training, parenting classes, after-school care, and intensive counseling programs that assist residents who struggle with drug addiction or mental health issues.

In addition, Buddhist partners Dharma Drum Mountain, Higashi Honganji, Tzu Chi Foundation, and Won Buddhism will offer services like tai chi, meditation courses, Asian cooking classes, and even employment opportunities.

“The Dharma Drum community is going to be able to participate in providing some services that are already largely popular with our senior, aging population,” McManus said of the New York facility.

“They’ll offer lots of different types of meditation — moving meditation, quiet meditation — as well as yoga and tai chi, which have immense benefits for keeping seniors mobile and flexible.”

As of this spring, the groups had raised nearly all of the $162 million needed to build and renovate housing facilities in the three cities, requesting the final $5 million in support from the Vatican as a sign of endorsement.

Thus far, the Buddhists and Catholic leaders have met Pope Francis’ challenge to collectively plant seeds of peace. Once these facilities open their doors to those in need, they will also honor Pope Francis’ hope that those seeds would grow into something large.

“There is a common purpose between the two religions, and this is just an opportunity for us to get together at the organizational level and talk about how we can best leverage our strengths and make sure we can do something together, which could be a great demonstration for others to observe,” McManus said.

“The best we can hope for is that we’re a model — a light, if you will, to be poetic — for other communities to see that we can come together in cooperation to try to tackle a social ill.”
The Near Tragedy of Gemini 8: How Neil Armstrong's First Space Mission Was Almost His Last

By Sam Conkle, School of Aeronautics and Astronautics (Class of 2021)

What was the cause of the dangerous rolls that imperiled Gemini 8 as it docked with the Agena Target Vehicle? Agena’s previous problems made it a likely culprit.

Neil Armstrong worriedly instructed crewmate David Scott to turn off the Agena’s thrusters, believing they were the source of the problem. After multiple attempts at turning the thrusters on and off, they became more concerned. The roll would stop for a moment and then start back up again just as suddenly as it had stopped. Nothing was working, and the roll was slowly building.

To make matters worse, the crew was out of communications range with ground control, making it impossible to get a second opinion about the problem and any solution.

The crew was alone.

Armstrong and Scott made the decision to undock from the Agena, hoping to stop the spin. Yet this had the opposite effect, jolting the Gemini capsule into a violent, accelerated spin. It was now clear that the Gemini capsule was at fault. Both pilots were in shock.

Over the past months, all eyes were on the Agena. If something had gone wrong, it was Agena’s fault more times than it was not. Armstrong and Scott had extensive training with every error that could occur with Agena, but neither astronaut, nor anyone at NASA, had ever dreamed a problem of this scale would plague the Gemini 8 capsule.

Thankfully, they had flown into communications range again.

“We have serious problems here. We’re — we’re tumbling end over end up here,” Scott radioed to ground control.

Ground had only just regained data and communication with Gemini and were struggling to come up with a solution to a problem about which they had only just learned, using up time the astronauts could not afford to lose.

As they backed away from the Agena, the Gemini capsule quickly gained rotational speed. Scott knew the “chances of recovering from such a high rate of spin in space were very remote.”

As the revolutions increased to almost one revolution per second, both Scott and Armstrong began to experience vertigo and blurred vision, and if they did not act soon, they would black out and perish.

Armstrong, running out of options, instructed Scott to try the hand controller that was problematic.
and not something he was doing. Knowing they could not wait for ground control to come up with a solution, Armstrong had no choice but to activate the re-entry control thrusters as a last-ditch effort to save their lives.

To the crew’s relief, the Gemini capsule finally slowed to a stop. The disaster had been handled and avoided, but only just.

If Armstrong had followed emergency procedure and possibly waited for a response from ground control, NASA might have lost two of its best astronauts.

The irony of the Gemini 8 mission is that it exhibited NASA at its worst, and at its best, in a moment personified by the piloting skills of Neil Armstrong.

He had saved the Gemini 8 mission in March 1966, just as he later saved the Apollo 11 mission in July 1969 with a dramatic landing on the lunar surface. He rescued NASA from a potential disaster and ensured its greatest triumph.

In each case, his piloting talent and calm demeanor were on full display, a rare combination of engineering know-how and superb flying ability, always invested in the greater goal of the mission.

One interesting detail about Gemini 8, and an apt commentary on Armstrong’s key role, was that he brought with him a token from a former trailblazer of flight: a watch belonging to Jimmie Mattern, one of the first persons to attempt an around-the-world flight in 1933.

Mattern never made it, as a fuel line in his plane froze once he entered the low temperatures above Siberia, and he crashed. The watch represented the drive of pilots to go where no one has gone before. Mattern’s watch was preserved, and Armstrong wore it during the Gemini 8 mission.

It is fitting, then, that we all flew with Armstrong: His poetic words captured just how the world has been an impossible task.

So, while he took over the landing controls from the AGC, he was just acting as another source of inputs to the computer. No matter what he did, he was still not bypassing the computer and its programs. It was impossible to land the craft while at the same time conducting the many simultaneous and complex AGC calculations, like those relating to the balance of the craft and its orientation to the lunar surface.

Above, a letter to Gemini 8 crew members Neil Armstrong and David Scott from pioneer aviator Jimmie Mattern, March 17, 1966.

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Above, a letter to Gemini 8 crew members Neil Armstrong and David Scott from pioneer aviator Jimmie Mattern, March 17, 1966.
Neil Armstrong
BY THE NUMBERS
TRACING THE SMALL STEPS TO THE MOON
"By Jardine Kim, School of Aeronautics and Astronautics (Class of 2020)"

Neil Armstrong’s humanity stands out during his landing of the lunar module (LM), piloted in tandem with the Apollo Guidance Computer. He was part of the machine, but always human.

At the start, his heart rate never went below 100 beats per minute, the average for a normal human. But it did rise dramatically as he, Buzz Aldrin, and the LM descended to the surface, forming an inverse relationship between his human body and the engine’s thrust.

Armstrong’s heartbeat spiked up to 120 bpm at 2,000 feet and soon rose to 145 bpm at 1,000 feet. These sudden jumps in his heart rate matched exactly when the computer error codes occurred. Despite all his training and experience, his body still reacted. His heart rate returned to its original state when the Mission Control Center (MCC) ordered Armstrong to ignore the error codes and continue the descent.

His heartbeat continued to rise with a new alarm, about 11 minutes into the descent (102.42 in mission time), with the Low Fuel Quantity alarm. Despite the intense situation, Armstrong remained outwardly calm. As Armstrong biographer Jarek R. Hansen explained, the indicators were a “distraction that only endangered the landing slightly by prompting him to turn his eyes away from his landmarks.”

He might have been worried, but only about the distraction, not about any impending failure. “We were getting good velocities and good altitudes; the principal source of my confidence at that point was the navigation was working fine,” he said.

After the “Low Fuel” alarm triggered, the LM passed 160 feet below the lunar surface, forming an inverse relationship between his human body and the machine, but always human.

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CREATING NEW LANGUAGES

By Chris Starrs

When Daenerys Targaryen speaks Valyrian or Dothraki on Game of Thrones, she might be a made-up character in a fantasy world, but she’s speaking languages that are very real.

Such created languages are both fictional and functional, following a longstanding trend in the entertainment industry where linguists develop actual languages that add authenticity to the stories’ worlds.

Inspired in no small part by the popularity of Game of Thrones, Star Trek, Avatar, and J.R.R. Tolkien’s The Lord of the Rings and The Hobbit, Purdue’s English Department now offers a course that uses linguistic creations from fictional works as a teaching device. Students in associate professor Elaine Francis’ Inventing Languages (ENGL 215) were asked to design languages of their own, complete with grammar, sound and writing systems, and a dictionary.

“Some of them are (embracing it),” said Coats, a junior from Rock Hill, South Carolina, who created the language Kynthyar for a world that splits into five sections, each with its own lexicon. “For me, this course would have been more difficult if I had not had some linguistics background, but it’s still pretty doable because you get a lot of help as you go through it.”

Self-professed Tolkien junkie Helen Coats said she thoroughly enjoyed the class and agreed that inventing a language was an extensive endeavor.

“It’s excellent — I love the class, and Dr. Francis is a great teacher,” said Coats, a junior from Rock Hill, South Carolina, majoring in English and minoring in French. “The nitty-gritty aspects of the language — how morphology works and how all double phone works — and things like that are so complex. I knew that going in, but it’s amazing all the elements that come together to form a language and your understanding of that. It takes a lot of time to understand how the concepts work and how to apply them to your own work.”

Like her fellow students, Coats invented a language out of thin air. She calls it Mynzglavo, or “Time Language.” Her inspiration for Mynzglavo relates to her background in Indo-European language study.

“A lot of my language is based grammatically more on French because I’m more familiar with that, but I also don’t want it to be a French copy,” she said. “So I also take things from other languages like English, French, and Latin that all have nominate alignments in terms of how cases work.”

“I also decided to borrow from Hindi and other languages and use an ergative absolutive alignment, which is very different and messes with grammar, and helps it not be a French copy.”

Now there are about 5 million native speakers of modern Hebrew, whereas there weren’t for a long time.”

Francis said that the project-based course found favor among its 20 students.

“I think the students are (embracing it),” she said, adding that the course will be taught again in spring 2020. “Some of them are more keen on it than others, but they’re all getting into the idea you can make your personal language and can make it unique and you can draw various unfamiliar features from real human languages and kind of put them together in a new way. I think they’re pretty enthusiastic about it.”

Leah Criss, a freshman from West Lafayette, Indiana, majoring in English Language in a Global Context and linguistics, had previously worked on her own language, but had not made much headway before she learned of Francis’ class.

“It sounds simple, but then it gets monumentally complicated,” said Criss, who created the language Kynthyar for a world that splits into five sections, each with its own lexicon. “For me, this course would have been more difficult if I had not had some linguistics background, but it’s still pretty doable because you get a lot of help as you go through it.”

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Maybe when I teach it again next year, I'll be and will have more time to do something. I'll spend less time preparing all the materials the students to draw on. Next time I teach it, trying to put together a lot of materials for in linguistics yet, ' but I've been invented their own language. How they might make use of that in creating similar, " she said. "That's what I've been differing from each other and how they're of notes on language typology, which is the invented a language of her own in the spring. Linguistics Lab, laughed when asked if she actually develop like that for various reasons. It's very helpful. "

The short answer is, 'No, I have not invented a language of her own in the spring. "What I've been working on is a big set of notes on language typology, which is the study of how languages around the world differ from each other and how they're similar," she said. "That's what I've been teaching the students — about the whole range of variation of the world's languages and how they might make use of that in creating their own language. "The short answer is, 'No, I have not invented my own language yet,' but I've been trying to put together a lot of materials for the students to draw on. Next time I teach it, I'll spend less time preparing all the materials and will have more time to do something. Maybe when I teach it again next year, I'll be able to do that."

## An Introduction to Mynzdavo

Mynzdavo is a language spoken by a dyshysteic group of humanoid fantasy creatures called the Ilmynzdavmi (translation: the people of time). Humans call them Enkanters.

Humans and Enkanters used to be the same race, commonly referred to as “The People,” until the creator god (Ilmynzdavmi), offered them the gift of magic. He told them that if they chose to reject his gift, they would also have to accept his conditions — that they were not to be told when they would receive the magic, to what degrees, and how it would affect them beforehand.

The People could not agree on how they were to take this offer and so split into different camps. One group accepted all terms. Another said they preferred the idea of communicating more closely with nature than the idea of receiving magic. One thought it was a trap and didn’t respond at all out of fear. And the last group, the Enkanters, said they wanted magic, but only if they could have immediate access and know everything about it beforehand. The four groups became four different races, all with their wishes granted.

— From Helen Coats’ explanation of the Mynzdavo language

### Vocabulary and Sentence Examples

**Mynzdavo**

<table>
<thead>
<tr>
<th>myndzdr: time</th>
<th>libe: day</th>
</tr>
</thead>
<tbody>
<tr>
<td>kril: night</td>
<td>vo: to use</td>
</tr>
<tr>
<td>ile: people</td>
<td>ly: head</td>
</tr>
<tr>
<td>ilmynzdavmi: Enkanters</td>
<td>y: to live</td>
</tr>
<tr>
<td>ʂk: to die</td>
<td>dy: life</td>
</tr>
<tr>
<td>mɛps: sir or ma’am</td>
<td>mɛk: to eat</td>
</tr>
<tr>
<td>mɛmɛm: food</td>
<td>ʊnɔtɔrɛk.</td>
</tr>
<tr>
<td>ʊn-ɔtɔrɛk.</td>
<td>1-ABS-eat.</td>
</tr>
<tr>
<td>1-eat.</td>
<td>ʊnɔtɔko.</td>
</tr>
<tr>
<td>On-ɔtɔko.</td>
<td>1-ABS-go.</td>
</tr>
<tr>
<td>I-go.</td>
<td>ʊtɔko.</td>
</tr>
<tr>
<td>O-ɔtɔko.</td>
<td>ABS-go.</td>
</tr>
<tr>
<td>You go [2nd person formal implied]</td>
<td>ʐ</td>
</tr>
</tbody>
</table>

Business is frequently conducted on the global stage, which makes having a familiarity with multiple languages and cultures much more than an edge — it’s practically a necessity. The School of Languages and Cultures helps fill that need for Purdue students through its professional language courses.

The school offers more than a dozen professional/specialized language options, ranging from Business Arabic, to German for Science and Engineering, Business Russian, and Spanish for the Health Professions to name but a few. Also available are a certificate in German for Specialized Purposes and minors in Business French and Spanish for the Professions.

While the growing industry appetite for these skills is a relatively recent phenomenon, the University has offered many of these professional language courses for decades. “These classes have definitely taken off in popularity in recent years, but business languages were already being taught at Purdue when I came here in 2002,” said Jen William, professor of German and head of the School of Languages and Cultures. “Some of the languages — like French, German, and Spanish — are quite well established in the area of Languages for Specific Purposes.”

William credited Christiane Keck — a former German professor, head of the then-Department of Foreign Languages and Literatures and founder and editor of Global Business Languages — with spearheading both Global Business Languages and the school’s development of professional language courses. William added that while interest in these programs has always been healthy, its reach is expanding.
"At Purdue, we've seen an uptick in interest in our classes in languages for professional purposes," Rathmann said. "It's very good to see high here at Purdue for students with very practical career ambitions. Students see that learning a language, whether it's the language of a scientific language class or any kind of language class, pairs well with any major and makes students more marketable, especially in the global economy, for those wanting to work abroad or for an international company."

Cecilia Tenorio, who in the spring semester taught Spanish for the Professions as well as Translation and Interpreting, can attest to the emerging popularity of the school's offerings. She said that just four students signed up when the school offered a class in 2017. This year, that number exploded to 87 students from a wide variety of majors.

"Some of these courses have been offered for at least 15 years," said Tenorio, who added that perhaps the biggest area of interest for students in professional Spanish is health care. "What is new is that now we offer a minor for professional training in Spanish. We are ahead of many universities; there are few programs in this area, so we are trying to establish ourselves as one of the leaders."

With a goal of strengthening its program, the school created a Languages for Specific Purposes committee, co-chaired by Tenorio and Marc Rathmann, a continuing lecturer in German.

"We have put together a website for LSP at Purdue, which lists all our courses, offers resources and students' testimonials," Tenorio said. "We want to put an effort into creating more options for students. We are working to add experiential learning opportunities, such as internships and service learning, because students love them and they are very helpful in preparing them for their future."

"We want to make the classes more known throughout the University, and we have created a website to try to get more students interested in Languages for Specific Purposes, because sometimes the problem is students don't really know what classes are out there," added Rathmann, who in the spring taught German for Science and Engineering and Business German. "We actually went to the spring taught German for Science and Engineering. "This helps people branch out and be a little uncomfortable at times so that they can be comfortable later. It's super-important to develop these thinking skills to solve problems that sometimes require innovative thinking."

Henson, who has taken Spanish classes since high school and is also learning Russian, has taken a number of classes taught by Tenorio. "When I first saw her she wasn't very helpful in preparing them for their future."

"Professor Tenorio's classes are a lot more challenging than typical Spanish courses I've taken," he said. "It's actually a lot more enjoyable because she pushes you to go further in your language development. It's not your standard homework. You get real practice with it."

And some courses — like Tenorio's class on Food and Culture in the Hispanic World — speak to a student's taste buds. "I love the class so much because it's longer than a normal lecture — about 75 minutes — but it's so much fun that I just seem to go faster by," said Nudhara Bhuyan, who graduated in May with a degree in health science/pre-profession and a minor in Spanish. "There are so many things we're learning about each country and its cuisine. It's really nice. They eat a lot of meat in Argentina and have lots of different kinds of barbecues, so that's on my list to try out whenever I get the chance."

Another course Bhuyan found compelling was Spanish for Health Professions, which she said informed her on "how to deal with people from different cultures in a health care setting."

"It was a worthwhile class because I'm starting medical school in the fall, so it was very helpful to learn the vocabulary because I want to be able to communicate with patients who can't speak English that well," she said. "I felt it was very helpful to learn about the very specific vocabulary that's involved.""In an interconnected world, understanding other languages and cultures provides a distinct advantage. And, to that end, the School of Languages and Cultures is dedicated to making sure that when they graduate, Purdue students are able to talk the talk."

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Technology, Engineering, and Design.

“We don’t see any optional courses as likely being a problem,” Yeomans said. “Remember, the whole project was optional. The idea is to have all of these students working together so they could understand different modes of thinking and see how they extend in data concepts, learning statistical techniques, and bring them into liberal arts. The question: Over the course of the year, can we build that bridge between all these students?”

SOMETHING TO TALK ABOUT

Yeomans is excited for the opportunity to teach this mix of learners, about half of the Data Mine participants coming from the freshman class.

“I can’t wait to hear the kind of debates that come up,” he said. “We may hear the kind of back-and-forth which has been so rare for corporations and universities across the world.”

However, the Data Mine doesn’t exist simply to open minds. Its purpose is also to open career opportunities.

“I think we’re all guilty of having a narrow view of what to teach — it’s just as true of liberal arts and the STEM fields,” Yeomans said. “A lot of data and tech is about the startup culture, where the point is to disrupt and produce something dramatically new. Whenever you do that, you can be looking at areas you may not fully understand, particularly the consequences to society.

“There are institutional factors, and there’s a real awareness both in liberal arts and in STEM that issues need to be explored for change. This is a service, but it also means jobs. We already see the concerns that go with it have a chance to be more. Those who can understand technology and the technology surrounding itself in these questions more. Those who can understand technology and the concerns that go with it have a chance to be extremely valuable.”

Right now, there is only a one-year commitment to the program, but the leaders are optimistic about its future.

“We don’t expect, say, every liberal arts student now will necessarily go on to become a data scientist,” Yeomans said. “What we hope is that whether a student goes out into agriculture, nursing, or something else, they can now be a helpful leader in terms of understanding application and implications of data.”

— Christopher Yeomans

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FOR MORE INFORMATION, VISIT DATAMINE.PURDUE.EDU

Finding between 23 and 27 students to participate in each of the communities was, relatively speaking, the easy part. The tougher issue was assembling a curriculum, said Data Mine director Mark Daniel Ward, a professor of statistics.

The challenge was to select subjects that would pull everyone together for discussion and exploration.

For example, organizers of the Liberal Arts learning community participated in a healthy debate before ultimately selecting courses such as Critical Thinking, Philosophy of Data; Statistics and Society; and SCLA 101: Transformative Texts I, the first course in the Cornerstone Integrated Liberal Arts program curriculum.

In the spring, students will take Ethics for Science in the first eight weeks, along with the Liberal Arts program curriculum. Students will also have the option of taking Ethics for Data Science in the first eight weeks, along with the second level of Transformative Texts, SCLA 102. Students will also have the option of taking Ethics for Technology, Engineering, and Design.

“We can’t see any optional courses as likely being a problem,” Yeomans said. “Remember, the whole project was optional. The idea is to have all of these students working together so they could understand different modes of thinking and see how they extend in data concepts, learning statistical techniques, and bring them into liberal arts. The question: Over the course of the year, can we build that bridge between all these students?”

SOMETHING TO TALK ABOUT

Yeomans is excited for the opportunity to teach this mix of learners, about half of the Data Mine participants coming from the freshman class.

“I can’t wait to hear the kind of debates that come up,” he said. “We may hear the kind of back-and-forth which has been so rare for corporations and universities across the world.”

However, the Data Mine doesn’t exist simply to open minds. Its purpose is also to open career opportunities.

“I think we’re all guilty of having a narrow view of what to teach — it’s just as true of liberal arts and the STEM fields,” Yeomans said. “A lot of data and tech is about the startup culture, where the point is to disrupt and produce something dramatically new. Whenever you do that, you can be looking at areas you may not fully understand, particularly the consequences to society.

“There are institutional factors, and there’s a real awareness both in liberal arts and in STEM that issues need to be explored for change. This is a service, but it also means jobs. We already see the concerns that go with it have a chance to be more. Those who can understand technology and the concerns that go with it have a chance to be extremely valuable.”

Right now, there is only a one-year commitment to the program, but the leaders are optimistic about its future.

“We don’t expect, say, every liberal arts student now will necessarily go on to become a data scientist,” Yeomans said. “What we hope is that whether a student goes out into agriculture, nursing, or something else, they can now be a helpful leader in terms of understanding application and implications of data.

“You could have been a philosophy major and somewhat of a doomsayer that society would be in trouble, and it would be popular, but what will this technology do to children? To everyone? Many times we don’t know the answers.

But, then again, not enough people have been asking the questions.”

— Daniel Morris, Professor of English

WHAT WE HOPE IS THAT WHETHER A STUDENT GOES OUT INTO AGRICULTURE, NURSING, OR SOMETHING ELSE, THEY CAN NOW BE A HELPFUL LEADER IN TERMS OF UNDERSTANDING APPLICATION AND IMPLICATIONS OF DATA.
Laura Anne Fry became one of the earliest employees of Rockwood in 1881. Although she had no formal art training, Fry's varied experience qualified her to teach ceramics, for example. However, the term remains commonly used today to refer to “utilitarian” works including ceramics, woodworking, silver, glass, and textiles.

The Arts and Crafts movement initially emerged in England and the United States in the late 19th century, in response to the increasing industrialization and uniform mass-production of modern life. Rapid industrial growth gave rise to crowded, unsanitary boomtowns with poor living standards — a familiar setting from Charles Dickens’ novels. A reaction against the negative impacts of industrialization, Arts and Crafts movement emphasized the ideals of the Arts and Crafts movement — seeking craftsmanship over industrial mass production. Although she had nine siblings, she became the only one to pursue a professional career in the arts with the full support of her father and grandfather.

Q: How does Laura Anne Fry’s legacy of working with Rookwood and American ceramics resonate today?

A: In tandem with other ceramic artists in the late 19th century, Fry’s efforts to raise pottery to a high art form helped influence the founding of the earliest university programs for ceramic arts in the United States in the 1890s. Today, spray booths can be found in any well-equipped ceramic studio, and many contemporary ceramic artists continue to utilize a similar technique to Fry’s patented “improvement” in decorating pottery.

Fry’s efforts to support her fellow artists continue to impact the Lafayette community. In 1909, she led the founding of the Lafayette Art Association to provide a venue to exhibit and collect work by local and regional artists. She led the organization until 1924, and it became the basis for the Art Museum of Greater Lafayette.

Like many women today, Fry simply sought equal recognition for her work. Her struggle to earn recognition for her own ideas continues to resonate, as women still strive to earn fair pay for equal work, and for equal representation in leadership roles throughout education, business, government, and the arts.
Chris Francis used to jump trains and shine shoes. He traveled the United States extensively using this economical technique, but decided to settle down in Los Angeles as moving about by train grew more difficult.

There, Francis began to dabble in making clothes, eventually turning to one of the most critical aspects of the wardrobe: shoes. However, his path toward becoming a celebrity shoe designer, praised by the likes of *Vogue* magazine, was not a series of steps along a straight line. While the Kokomo, Indiana native’s core identity as an artist was always apparent, the timeline of his development as an artist and designer is much more complex.

“When I met Chris, I made two very important decisions,” said Jim Sondergrath, Francis’ high school art teacher. “One was to get him into the art department at Kokomo High School, and the other was to get out of his way and watch him soar.”

And soar he did. Today, Francis makes custom shoes for the likes of country music legend Dolly Parton, and his creations were featured in a solo exhibition at the Craft & Folk Art Museum in Los Angeles.

Francis’ shoes will make their Purdue debut this fall, with the exhibit *To-The-Last: 21st Century Shoe Designs* set to run from Oct. 21 through Nov. 15 at the Patti and Rusty Rueff Galleries in Pao Hall. Francis will also visit campus in early November to give a workshop and talk.

Many people are solely concerned with the functional aspects of their footwear. Shoes are to hike in, to keep toes protected on the factory floor, to run in, or to allow wearers’ feet to breathe on a hot day.

For others, shoes are a matter of function and form. Dolly Parton can’t, for example, throw on a pair of Keds and call it a day, nor can a member of legendary punk rock group the Sex Pistols.

Performers such as these must be able to make a statement when they cross the stage to communicate their artistic identity. Francis’ ability to marry color and sculptural form has resulted in collaborations with many celebrities — but especially musicians.

His grandfather was a carpenter and his grandmother a seamstress. Because of that combination, perhaps shoemaking was an inevitable outcome for Francis. But back when he was a new artist, his raw talent was what stood out.

“All of his paintings always had this interesting combination of colors; it’s what set him apart from the others,” Sondergrath said. “It would all just sing with color.”

As he practiced making shoes, Francis increasingly relied on math and geometry to develop architectural forms. His shoes look like delicate sculptures that might be unable to sustain a human’s weight, but the beauty is that they are fully capable of doing so.

“It’s striking to see an object treated with such artistry that is normally perceived as functional,” said Charles Gick, professor of fine arts in the Rueff School of Design, Art, and Performance.

Shoes, Gick said, are a way to demonstrate the importance of design in our everyday lives. He hopes Francis’ exhibit will bring awareness to how anyone can find art in the most unusual places, perhaps by simply looking down.

As head of the apparel design and technology concentration in the College of Health and Human Sciences, Kristofer Chang Alexander also hopes to show his students how the marriage of art and design can be as playful as a pair of Bauhaus shoes and as simple as a smokestack in a small town.

“When I tell people I grew up in a small town in South Dakota, they can’t understand how I got into fashion,” said Chang Alexander, a continuing lecturer in the College’s Division of Consumer Science. “But fashion inspires people from all over the world, even Kokomo, Indiana.”
A n American Studies program could easily become an exercise in navel-gazing, with U.S.-born scholars and students examining the nation’s role as a global leader. Purdue’s 55-year-old American Studies program — one of the oldest of its kind — does not take that approach. It prides itself on its international ties, with multiple faculty members who have worked overseas on Fulbright scholarships and a partnership with the American Studies program at East China Normal University in Shanghai.

Through these influences, and with input from its numerous international students, the interdisciplinary program is able to incorporate many different viewpoints that examine the United States’ various spheres of influence.

“TJ Boisseau 15 years ago asked me to come to Purdue, to serve as associate professor of the program,” said Anna Gul Yarryeva, a Ph.D. student from Turkmenistan. “I really hope I learn a lot about the United States, about what they are doing or thinking.”

By David Chung

The United States has such a large presence globally, from the perception of media, military, and economics. I think they’re really fascinated by how it influences the countries in which they live.”

A Purdue faculty member’s interest in the United States, specifically in terms of its influence on its international ties, with multiple faculty members who have worked overseas on Fulbright scholarships and a partnership with the American Studies program at East China Normal University in Shanghai.

Through these influences, and with input from its numerous international students, the interdisciplinary program is able to incorporate many different viewpoints that examine the United States’ various spheres of influence.

“I think that’s the beauty of this program, because we all come from different backgrounds and with very different research interests that really encourage us to discuss issues from very different perspectives,” said Anna Gul Yarryeva, a Ph.D. student from Turkmenistan. “I really hope I learn a lot about the United States through the perspective of U.S. nationals in the program, as well as other international students who study the United States and its impact.”

Yarryeva grew interested in studying U.S. influence after observing the way American culture shaped life in Eastern Europe following the Soviet Union’s collapse in the early 1990s. Other students in the program — including natives of the Middle East, Germany, and China — also examine America’s impact on their homelands.

For example, Ph.D. candidate Ogun Basmaz studied English language and literature as an undergraduate and is now examining the Cold War relationship between the U.S. and her native Turkey, focusing specifically on its effect on Turkish cinema.

“I think part of what motivates some of these students is they live in countries that may have an antagonistic relationship with the United States,” American Studies director Rayvon Fouché said. “I think they’re trying to understand what that all means because the United States has such a large presence globally, from the way students in the cafeteria would segregate along racial and class lines.

“The United States exports this image as a very racially diverse and integrated society. At least that’s the image that the United States is trying to sell abroad,” Yarryeva said. “However, when I got to the United States, I saw the way people in the cafeteria would separate from each other — segregate based on race and class, because I saw high school cheerleaders and football players sitting away from lower-class white students. And then you have black students sitting separately from the rest of the group, and Hispanics and international students, as well. To me, that was very unexpected.”

Yarryeva hopes while attending Purdue is that she will develop skills that will allow her to facilitate understanding and empathy between Americans and citizens in her home country, a former Russian republic. Tensions have peaked between Russia and the U.S. in recent years, heightened by Russia’s alleged interference in the 2016 U.S. election and its military conflict in Ukraine.

“TJ Boisseau always makes it very clear that requires an environment that requires me to censor myself.”

Basmaz also hopes to work in academia, perhaps teaching economics. I think they’re really examining the perception of media, military, and economics. I think they’re really fascinated by how it influences the countries in which they live.”

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A student project to highlight Purdue's distinguished history in space exploration includes little-known facts that hold an element of surprise for everyone—even members of one of the University's most prominent NASA families.

Amy Ross (BSME 1994, MSME 1996)—a NASA spacecraft designer and daughter of Purdue astronaut alumnus Jerry Ross (BSME 1970, MSME 1972)—proved that to Angelica Duran's ENGL 413 (Studies in Literature and History: From the Heavens to Outer Space) students this spring.

As part of their coursework, 14 students created a series of walking tours to help visitors locate campus landmarks that illustrate why Purdue is known as the “Cradle of Astronauts.” When Ross visited campus in April to participate in a panel discussion, she took a beta version of the students’ “Purdue Space Walks” map out for a spin.

“She went on some of the walks and said that when she was a student here, those buildings were landmarks that illustrate why Purdue is known as the “Cradle of Astronauts.”” When Ross visited campus in April to participate in a panel discussion, she took a beta version of the students’ “Purdue Space Walks” map out for a spin.

“We had to get people out to the airport because that’s where Neil Armstrong first arrived for his campus visit,” said Duran, who served as the students’ work after the April 5 reception: Amy Ross; Armstrong’s widow, Carol; former NASA administrator. Photo by Christina Cichra/Purdue Galleries

Among the notable Ringel Gallery visitors who reviewed the students’ work after the April 5 Apollo in the Archives reception: Amy Ross, Armstrong’s widow, Carol; former NASA administrator and Under Secretary of Defense for Research and Engineering Michael Griffin; and the three Return to Entry artists.

“I had never used the archives prior to this class,” said Sascha Nixon, a junior in English. “In our final paper, one of our required sources is from the Neil Armstrong Collection in the archives, so I got to go back and find my own stuff in the collection that I wanted to look at, which was really cool because I got to pull stuff and look through it all. It was really cool to hold it all and be like, ‘This is stuff (Armstrong) had.’”

The tours direct visitors to some of Purdue’s best-known space sites, like the moon-boot footprints and statue outside the Neil Armstrong Hall of Engineering, the Voss Model—a massive, scaled model of the solar system located in Discovery Park—and the Purdue Airport.

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The tours also take visitors to spots that are not so famous, like the locations of the five “shuttle gum trees” donated by astronaut alumnus Charles Walker, all of which germinated aboard space shuttle Discovery in 1984.

“There were things that I’d vaguely heard about, like there are these ‘shuttle gum trees’ on campus,” Duran said. “I was like, ‘Well, what are those?’ It’s all on the map. I have passed one of those trees on my walk to campus probably for at least 10 of my 19 years here.”

Students in Duran’s course focused on a broad range of space-related topics—including selected readings from Milton’s Paradise Lost and Galileo’s Starry Messenger, plus other creative works influenced by the lunar landing—and also put their creative abilities to use in a pair of projects.

They conducted research in Purdue’s Barron Hilton Flight and Space Exploration Archives in order to create gallery labels for Purdue Galleries’ spring exhibition, Return to Entry: at the Robert L. Ringel Gallery. The three artists who contributed to the exhibition — Frances Gallardo, Michael Oatman, and Jennifer Schener — were inspired by their own research in the Hilton Archives.

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The students’ three “Purdue Space Walks” maps are each named after a prominent Boilermaker astronaut. There are 20-minute walks called the “Armstrong Mission” and “Grisson Orbit,” plus the expansive “Yoss Giant Leaps” that recommends visitors allot 45 minutes to complete on a bicycle.

“I learned a lot more than I expected, especially about Purdue’s history with space, and especially doing the map and having to go find all the different things and learn about all the different astronauts from Purdue,” said Antonio Neckopolous, who graduated in May with a degree in English. “You always hear about Armstrong, but there is (Gus) Grissom, and (Roger) Chaffee, and all of that. It was really interesting.”

Now that the first versions of the printed maps are available to visitors, Duran plans to build upon her ENGL 413 students’ work over time. This fall, students in her two SCLA 101 courses in the Cornerstone Integrated Liberal Arts program will develop expanded versions of all three “Purdue Space Walks” maps.

The milestone dates that Purdue is celebrating this year made this a perfect time for Duran and her students to identify the landmarks that are a there was definitely a sense of place.

“I have long known and been looking forward to the 50th-year anniversary of the lunar landing, and here we are at the Cradle of Astronauts,” Duran said. “The whole campus is like a living laboratory, so I thought this is the time to put it together and see what happens.”
**SPACEWALKING**  
20 minutes, estimated travel time, moderate walking speed

1. **Armstrong Memorials, Armstrong Hall (G-5, ARMS), outdoors**  
   At the southwest entrance of Armstrong Hall is a statue of Neil Armstrong, to 1:2.5 scale — the grassy area of that entrance (to the west of the statue) are 20 moon-boot footprints, to exact scale, from the moonwalk on Apollo 11 (1969). The statue's north wall is inscribed with the words of Armstrong's first words on the moon: "one small step for a man, one giant leap for mankind". For more information, refer to Astronomy Sights, Armstrong Hall (G-5, ARMS), 2nd floor.

2. **Russian Memmorials, Armstrong Hall (G-5, ARMS), outdoors**  
   This eye-catching to-scale model of the solar system is dedicated to astronaut-alum Charles Walker (B.S., Aeronautical & Astronautical Engineering, 1969), the sweet gum tree — at the north end of the ME building — earned its nickname because it germinated aboard the space shuttle Discovery (1984). See the ground level 10- x 14-inch plaque for more information.

3. **Voss Model, Library Hall (F-4, LIBL), 5 min. biking from Purdue Airport**  
   This multicolored sports center honors Purdue's first woman president (2007-2012), France A. Córdova (B.A., English, 1969; Ph.D., Physics, 1979), who earned the NASA Distinguished Service Medal in 1996. The Center, spanning 355,000 sq. ft., includes a cafe, fitness center, spa, theater, dance studio, and more. For more information, refer to Astronomy Sights, Armstrong Hall (G-5, ARMS), 2nd floor.

4. **Purdue Archives & Special Collections, Stewart Hall (G-7, STER), 5th floor**  
   Purdue’s Aeronautical, Astronautical, and Engineering Sciences Department donated this small metal Phidias sculpture, which stands on the north side of the 4-F building. Looking at this sundial’s shadows reminds us of the amazing discoveries about outer space that have been made with sunbaked sand since at least the 17th century C.E.

**GRISOM ORBIT**  
20 minutes, estimated travel time, moderate walking speed

1. **Armstrong Mural, Purdue Memorial Union (PMU) (H-7, PMU), sub-basement level**  
   Take a journey into the depths of PMU to find the mural of Neil Armstrong in his space suit. Starting from the southwest entrance, go down the three sets of stairs. Then, walk through the hallway and through the door before turning left. The mural is on the left wall about 6 feet past the ‘Boilermaker train’ hallway on the left.

2. **Purdue Aeronautics and Astronautics, Armstrong Hall (G-5, ARMS), outdoors**  
   This large praying mantis, to exact scale, from his iconic Apollo 11 (1969) moon landing. The footprints show the unique effect of gravity on the moon.

3. **Armstrong's Kappa Kappa Psi Pin, Library Hall (F-4, LIBL), 5 min. biking from Purdue Airport**  
   This pin was donated by astronaut-alum Kappa Kappa Psi member and Purdue alumneus Neil Armstrong on April 8, 1965. The pin is in a glass case in the band lounge — the 1st floor on the right after you pass down the 3rd floor entrance staircase and turn right.

4. **Armstrong Memorials, Armstrong Hall (G-5, ARMS), 1st and 2nd Floors**  
   This statue honors the first American astronaut to walk on the moon. On the 3rd floor, seismic waves move the moon-boot footprints. Both the statue and footprint prints are made of fiberglass. For more information, refer to Astronomy Sights, Armstrong Hall (G-5, ARMS), 2nd floor.

5. **Armstrong Mural, Purdue Memorial Union (PMU) (H-7, PMU), sub-basement level**  
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6. **Armstrong Memorials, Armstrong Hall (G-5, ARMS), outdoors**  
   This eye-catching to-scale model of the solar system is dedicated to astronaut-alum Charles Walker (B.S., Aeronautical & Astronautical Engineering, 1969), the sweet gum tree — at the north end of the ME building — earned its nickname because it germinated aboard the space shuttle Discovery (1984). See the ground level 10- x 14-inch plaque for more information.

**VOSS GIANT LEAPS**  
45 minutes, estimated travel time, moderate walking speed

1. **Cary Quadrangle (F-4, CARY), 5 min. biking from Grant B. George**  
   One of the oldest campus buildings, “Cary Quad” (est. 1928) has been the residence for Scholars, students, and visitors can explore the Barron Hilton Flight & Space Exploration Archives, with its artifacts, family scrapbooks, mission logs, and other memorabilia from astronaut-alums Armstrong and Cernan, as well as many student advisors: Amelia Earhart, to name a few. Enter the HSE Library for access to part of the 4th floor.

2. **Space Telescope, Mechanical Engineering Bldg. (F-4, ME), outdoors**  
   One of the 5 “shuttle gum” trees donated by astronaut-alum Charles Walker (B.S., Aeronautical & Astronautical Engineering, 1969), the sweet gum tree — at the north end of the ME building — earned its nickname because it germinated aboard the space shuttle Discovery (1984). See the ground level 10- x 14-inch plaque for more information.

3. **Spacewalk, Library Hall (F-4, LIBL), 5 min. biking from Voss Model**  
   This eye-catching to-scale model of the solar system is dedicated to astronaut-alum James Voss, (B.S., Engineering, 1974) who worked on asteroid-inspired models, based on the Fibonacci spiral or golden spiral. For every foot traveled in the spiral, walkers would travel about 5.4 million miles in outer space.

4. **outdoor displays**, **Library Hall (F-4, LIBL), 5 min. biking from Spacewalk**  
   This eye-catching to-scale model of the solar system is dedicated to astronaut-alum James Voss, (B.S., Engineering, 1974) who worked on asteroid-inspired models, based on the Fibonacci spiral or golden spiral. For every foot traveled in the spiral, walkers would travel about 5.4 million miles in outer space.

5. **Purdue Airport**  
   Purdue is known as “the cradle of astronauts” for the many alums, researchers, and administrators who have contributed to outer space exploration, including the 24 astronauts who have traveled in outer space in the first 50 years since the Class of 1955’s Neil Armstrong took “one small step for a man, one giant leap for mankind” on the moon in July 1969. Take one or all 35 routes named after Purdue astronaut-alums, each with six campus sites reflecting Purdue’s role in outer space exploration.
Q: Do you remember when you decided to become a teacher and what motivated that interest?

A: Well, I have so many great colleagues. Melinda Zook, who’s doing Cornerstone. I’ve watched her build that program from the ground up. I’ve learned something about the inside part of program building for creating this integrated liberal arts program. It’s not the part about sitting in the classroom, but it’s the part about conceptualizing the program itself and how it’s going to fit in within the broader structure of curriculum in education. So, she’s been a huge mentor and I have so much admiration for what she’s done.

I look at people on the national stage like Michelle Obama, the education that she did with youth and the way that she talks to people about issues. I think that she’s a fantastic kind of public intellectual — and national figure, that she talks to people about issues. I think that she’s a huge mentor and I have so much admiration for what she’s done.

Q: Do you remember when you decided to become a teacher? What motivated that interest?

A: I can remember the first time I wanted to teach literature, back when I was an undergraduate. I took a seminar on Nathaniel Hawthorne and discovered that he wrote several children’s books, including <i>A Wonder Book for Girls and Boys</i> (1852). In it, he retells classic Greek myths as fairy tales for children. I remember being especially surprised to learn that he wrote more than just novels like The Scarlet Letter. There was so much joy and pleasure in that adaptation, I needed to share it. To this day, I still find the prose style in these books so compelling, relatable, and enjoyable.

Q: What does winning the Murphy Award mean to you?

A: Over the years, there have been a few people who’ve really inspired me: my 12th-grade English teacher, Mr. Trevisani, who blew my mind by reciting lines from Beowulf (in Old English) and by acting out scenes from Macbeth; my undergraduate advisor, Michael Colacicco, who loved puns and always kept his office hours, my graduate adviser, Barbara Packer, who made reading human and discussing 19th-century literature feel like reminiscing with her; and my partner, Nush Powell, who’s responsible for 90% of all my good ideas, and none of the bad ones.

Q: What does winning the Murphy Award mean to you?

A: Having won some of the other teaching awards, I had recognized it as the highest honor that we offer at Purdue, but I wasn’t convinced that it was at that place yet where I had the achievements to be recognized. This is such an honor, and it’s also humbling because I realize some of the people who I now will be listed alongside, have been these iconic and great teachers and leaders — not just here, but nationally. It was really a very, very satisfying, humbling, inspirational moment because it inspires me to keep doing what I’m doing.

Q: What is the main rule you try to follow as an educator?

A: Keep an open mind. Let the unexpected happen. That’s when new things happen. That’s when the imaginative, the innovative, the creative happen, and that’s when we put two concepts together that otherwise would never have been put together and create a new way of thinking or a new understanding. I have to remember to pull back and sometimes let my students lead me in terms of what they do know — because they know a lot, but they don’t realize that they know it. So excavating that and showing them how they can use the tools that they have and the knowledge that they have towards things like an ability to ask a good, focused question that’s going to get a useful response. They have the information, but they don’t know how to ask the question. So, in those terms, it’s very a methodological approach, but that’s why I say to let the unexpected happen.

Q: What do you find most rewarding about being an educator?

A: It’s very gratifying. I’m a kid from a working-class, immigrant family. I was one of the first to graduate from college. My father never made it past sixth grade. He worked as a college janitor to get his kids free tuition. So, education was a college. My father never made it past sixth grade. He worked as a college janitor to get his kids free tuition. So, education was a college. My father never made it past sixth grade. He worked as a college janitor to get his kids free tuition. So, education was a college. My father never made it past sixth grade. He worked as a college janitor to get his kids free tuition. So, education was a college. My father never made it past sixth grade. He worked as a college janitor to get his kids free tuition. So, education was a college. My father never made it past sixth grade. He worked as a college janitor to get his kids free tuition. So, education was a college. My father never made it past sixth grade. He worked as a college janitor to get his kids free tuition. So, education was a college. My father never made it past sixth grade. He worked as a college janitor to get his kids free tuition. So, education was a college. My father never made it past sixth grade. He worked as a college janitor to get his kids free tuition. So, education was a college.
E mily Haas has long had a passion for safety. That passion took her to the mining community as a senior research behavioral scientist for the Centers for Disease Control’s National Institute for Occupational Safety and Health.

During her time at Purdue, her safety efforts focused on motorcycle riders: “She was my right-hand person on the motorcycle safety campaign research team, and she was so motivated,” said Marifran Mattson, head of the Brian Lamb School of Communication. “We both had related experiences. I lost my leg in a motorcycle accident, and there was a death of someone close to her from another motorcycle accident. When the work led to the first motorcycle caution sign going up, it was a great accomplishment and a great feeling.”

For Haas—who completed a Ph.D. in health communication at Purdue in 2012—that small sign symbolized what can be accomplished by combining research, effort, and a genuine concern for others. And it was only the beginning. Through a former colleague of Mattson’s, Haas landed an interview with the National Institute for Occupational Safety and Health, which led to a job offer.

While motorcycling and mining might not seem to have much in common, for Haas it was all about safety—and the needs of others. “There was a gap that existed in this particular industry,” she said.

Though the mining industry has gone through its share of changes, the most recent data from the Mine Safety and Health Administration indicates that there were nearly 200,000 employees in 2017 at approximately 13,000 operating mines. In other words, research is still vital to ensure safety for this hard-working community.

Haas received new miner training and went on to receive annual field training, and much of that education was voluntary. “It doesn’t make you a miner, but it helps you learn what miners go through,” she said. “A lot of my day is going through a research process involving data collection, and ultimately communicating with companies and stakeholders to disseminate what the research findings are and what it means to them and workers.”

Her research has focused on everything from the effect of dust assessment technology to the importance of employee communication. Haas’ work, which has taken her to roughly 50 mines in 25 states, has revealed something that might come as a surprise. “I have been underground dozens of times when it comes to mines,” she said. “What I learned, and what many people don’t know, is it’s actually a safe industry and safer than people think. Companies are improving their systems and processes and really making an effort.”

Haas finds going to the mine sites a valuable learning experience, particularly seeing the different mining processes that exist depending on the commodity involved: clay versus coal, coal versus gold, and so on. Each is different, and each sector carries its own risks.

Haas also benefits from spending time with mine workers and getting a sense of their concerns. “Whenever I deal with them, it’s humbling because they work in a dynamic environment where they have to adjust and have foresight,” she said. “People don’t understand all of the checks they go through before they start their day. It’s not just industry safety precautions, but worker awareness that makes the difference.”

In the six years she has worked for the National Institute for Occupational Safety and Health, Haas has been proud to see her contributions help companies make sustainable changes to safety culture at mine sites. “We have found that the biggest predictor of following rules is an intervention by a co-worker,” she said. “It’s about assessing what the communication is on site and where can it be improved. … Another topic focused on is giving workers more autonomy on the job to make decisions.”

Her work was even recognized in June 2018 with an Arthur S. Flemming Award in the category of Social Science, Clinical Trials, and Translational Research. Presented by the Trachtenberg School of Public Policy and Public Administration at George Washington University, the prestigious award recognizes outstanding federal government employees.

In accepting the Flemming Award, Haas joined a list of recipients that includes pioneering physicians, award-winning journalists, senators, and Purdue’s most famous alumnus, astronaut Neil Armstrong. “It was unexpected and exciting to be recognized,” Haas said. “Where I work it’s about 90% engineers, but much of my job is about explaining things, and it’s not about developing technology. It’s contributing to health and safety, but in a different way. It felt great that an external committee recognized the years of travel and work.”

Even as time passes, Haas still feels a strong connection to her Purdue days—particularly to mentors like Mattson.

Through their partnership conducting motorcycle research, she learned a valuable lesson that still applies to her work today. Maybe they did not see a total behavioral change as a result of their findings, but they did observe improvements in knowledge and awareness.

To Mattson, Haas’ approach to mining research encouragingly reminds her of what she saw during their work on that project. “She loved that kind of work because she could really see the difference she was making, but there was also still research associated with it.”

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ALUMNI PROFILE

A SAFE APPROACH

By Eric Butterman

Photos courtesy of NIOSH

WHAT I LEARNED, AND WHAT MANY PEOPLE DON’T KNOW, IS IT’S ACTUALLY A SAFE INDUSTRY AND SAFER THAN PEOPLE THINK.

— Emily Haas

College of LIBERAL ARTS 47
Distinguished Alumni

Since 1986, the College of Liberal Arts has recognized the outstanding achievements of its graduates through the Distinguished Alumni Awards program. Recipients of this award have made significant contributions to society, and their accomplishments, affiliations, and careers honor the legacy of excellence at Purdue University and in the College of Liberal Arts.

ROBERT HEIBER
BA 1973, Communication
Film sound preservationist and president of The Rick Chace Foundation, whose mission is “to break the silence on the history, art, and technology” of motion picture sound.

“The beauty of going to college is you meet a lot of people from all kinds of different backgrounds, and they’re all doing different things. In this case, I helped a friend out with a project and they were in the School of Communications and it was like, ‘Well, this is fun. You can actually get a degree doing this? Sign me up.’”

Robert Heiber on how he got found his major at Purdue

MELVIN LENZY
BA 1995, Sociology
Accepted a position in June as the NFL’s vice president of global brand and consumer marketing after previously spending 13 years at Nike as senior global brand director. At Nike, he helped design strategic marketing plans for celebrity athletes like LeBron James and Kobe Bryant.

“One of the things is you love your job, you like what you do. It’s about crafting the story and those details and the notes that you take. That’s what Kobe loves. Other people who just play because they’re skilled and talented, but don’t do that, he can’t stand that. So seeing that, I thought, ‘OK, now I understand who he is.’”

Melvin Lenzy on getting to know basketball superstar Kobe Bryant through his role at Nike

KAREN KORELLIS REUTHER
BA 1979, Industrial Design
Accepted a position in June as the NFL’s vice president of global brand and consumer marketing after previously spending 13 years at Nike as senior global brand director. At Nike, he helped design strategic marketing plans for celebrity athletes like LeBron James and Kobe Bryant.

“When I look to hire young designers now, they want to do everything right away. They’re like, ‘I want to do what you do.’ It took me 20 years to get to what I do now, and I always tell them, ‘Know what your crazy-mad skill is and just let that shine.’ I often call it their superpower. ‘Let people know what your superpower is, and let them know what they can rely on you to do better than anybody else, and then you’ll be given those other opportunities.’”

Karen Korellis Reuther’s advice for today’s students

CARLOS PAULET
BA 1999, Political Science
CEO of X-Factor Consulting Group, member of the Harvard Business Review Advisory Council, and VP of technology at Alexcel, the Alliance for Leadership Excellence. Paulet and his wife, Carolina, co-founded the non-profit Catalina Art Foundation in honor of their 6-year-old daughter who died from brain cancer in 2015. The foundation manages teams of volunteers in shelters, clinics, and hospitals who bring art and love to children with cancer.

“Losing a child is the most devastating thing that can happen to any human being in the world. A parent simply shouldn’t have to bury their children. We did everything possible to save my daughter until it wasn’t possible, and then went to hospice and rode it through. So I guess bringing smiles to other children and bringing hope in a situation that’s low on that is rewarding in a way of saying thank you to the love my daughter gave me in life.”

Carlos Paulet on why his work with the Catalina Art Foundation is rewarding

SALLY SCHOLZ
MA 1991, PhD 1993, Philosophy
Department chair and professor of philosophy at Villanova University, whose published research includes books on Beauvoir and Rousseau.

“Today we need a lot more philosophers. We need many more invitations to just stop and think and to consider what it means to say certain things, to believe certain things, to act in particular ways. Philosophy is that invitation. So you can live the life of a philosopher doing whatever you do: as a writer, as a journalist, as a social worker, as a banker, as a financial analyst — whatever it is. Love it. Do it because you love it.”

Sally Scholz’s advice for today’s students who are interested in philosophy

Quotes from the Distinguished Alumni Award recipients are from their conversations with THiNK Magazine editor David Ching when they visited campus for the annual awards banquet on March 22, 2019. To read the full Q&A interviews with each recipient, visit cla.purdue.edu/think
Okonkwo describes what she has observed: community. Here, in her own words, a sense of their place within the science environment. More so, “What can I learn from this space for what it is that I want to do in life?”

Women in Science

My research focuses on the experiential knowledge and narratives of women in science within college and university settings. In Nigeria, I’m working with a faculty member at the University of Ibadan named Professor Dolly Abior. She is the former president of the national chapter of the Organization for Women in Science for the Developing World (OWSD). I’m exploring the ways women scientists and technologists, in this organization, navigate and negotiate global and local scientific networks, shifting sociocultural dynamics and their experiences in STEM development initiatives.

New Projects

I have new projects in Ghana and Nigeria. In Ghana, I’m working with secondary school girls in addition to women working in STEM. One school is in the capital, but the school is under-resourced and the other is an accelerated school for gifted young women from all over the continent. I’m working with the girls there to think about what would a science/innovation lab look like within this context? How can we draw on the lived experiences of the young women to co-create a meaningful place for them to innovate, design, produce new knowledge, or just come to sort of understand themselves and their agency in the world?

Value of STEM Knowledge

Science and/or STEM knowledges are framed as having capital, particularly for women who have been removed from resources, or access to resources, or educational opportunities in these spaces. Being a scientist or science person, they see it as positioning themselves differently within their local contexts.

Lessons Learned

From what I did in Georgia, I think there are some real lessons for the way we tend to rely on ideas of identity in approaching training young people and/or students in STEM fields and their perceptions of science and technology. I think that we can learn different strategies and work toward a more democratized STEM.

Lessons Learned

From what I did in Georgia, I think there are some real lessons for the way we tend to rely on ideas of identity in approaching training young people and/or students in STEM fields and their perceptions of science and technology. I think that we can learn different strategies and work toward a more democratized STEM.

One of the things that’s really exciting about the context of Ghana is I’m seeing how they are melding together local practices of knowledge production and technology development and challenging what it means to innovate. There is a lot of energy around creating opportunities for young people to be agents of change in addressing challenges such as food insecurity, natural resource management and sustainable development initiatives.

I am working with an educational technologist, Michael Lachney, who specializes culturally situated design tools and technologies to strengthen school community relationships. We are in the early stages of an exciting project drawing on STEM knowledge embedded in cosmology practices and natural haircare movements.
during the civil rights movement. Challenged racial inequalities Gibson’s forthcoming book American Studies. Professor of English and African
Venetria Patton, head of the School Gibson is an assistant professor of research and proposals.
2021 Lender Symposium, where they select social media hashtags Digital Humanities Study” — where solutions to these problems.

CASARAE L. GIBSON
(MA 2009, PhD 2015, English) was named in April as the first Lender Fellow by the Lender Center for Social Justice at Syracuse University. The fellowship supports a two-year research project to explore contemporary social issues and develop innovative, sustainable solutions to these problems. Gibson and a team of Lender Student Fellows will conduct a research project — titled “The Social Justice Pff HagTag Project: A Digital Humanities Study” — where they select social media hashtags that exemplify causes that interest them and then develop approaches to those social justice concerns. Their work will culminate with the 2021 Lender Symposium, where national guests and experts will discuss the Lender Fellows teams research and proposals.

LOUIS VOELKER III (BA, Sociology) an attorney for Eckherdt, Exchen in Hammond, Indiana, was recently named to the Board of Directors of the Defense Trial Counsel of Indiana.

1992 TOM PRUITT (BA, History) was named a partner at William Blair, a global investment banking investment management and private wealth management firm located in Western Springs, Illinois. He is a regional business director at Johnson & Johnson in Cincinnati, Ohio.

SHAUNA (COLLASURE) MEADOR (MFA, Costume Design) was promoted to chair of the Department of Film, Theatre, and Creative Writing at the University of Central Arkansas. She has been a faculty member at UCA since 2001.

1999 MATTHEW WADE (BA, English) published his third novel, The Burgoning Heart of Bamboozled. Matthew now lives in Durham, North Carolina.

DUA (PATHAK) HENRY (BA, Acting) wrote, produced, co-directed, and acted in the film Bruth, which examines the effects urban gun violence and poverty have on mental health. The film premiered on July 28 at QGT Hamilton 16 in Noblesville.

BRENTEN BYRD (BA, Sociology) is a board member of the National Desert Storm War Memorial Association and director of the communications committee.

ROBERT KESSLER (BA, Foreign Language) scores of ownership of Maginist, a marketing agency in St. Louis, Missouri, that helps companies build brands to attract and retain customers and employees.

ANDY CAREY (BA, Foreign Languages, MA ’92, Spanish) was recognized by the Mexican government with the Ohtli Award for remarkable social leadership through more than 20 years of philanthropy and dedication to promoting Mexican culture. Andy is the executive director of the U.S.-Mexico Border Philanthropy Partnership.

GIBSON

JACQUELINE “JACKIE” (LANDRUM) KREITZ (BA, English) was promoted to manager of advancement communication for Marian University in Indianapolis.

1990

ALYSE (HOLZHAUSEN) KNUDSEN (BA, Communication) opened DukeAni 클래스는, an online shop dedicated to selling handmade home goods made by the entering classmen in the Keedren is the company’s owner, buyer, and marketing director.

STEPHANIE LEWIN (BA, Communication) was named head of global immigration for Envy Global and is a member of the executive team. She sits on the Corporate Relocation Council of the Chicago Board of Directors and serves as the content committee chair for Worldwide ERC.

RYAN MESSER (BA, Political Science) was elected to the Cincinnati Public Schools Board of Education. He is a regional business director at Johnson & Johnson in Cincinnati, Ohio.

1991

LOUIS VOELKER III (BA, Sociology) an attorney for Eckherdt, Exchen in Hammond, Indiana, was recently named to the Board of Directors of the Defense Trial Counsel of Indiana.

1993 MARIA KEPFLER (BA, English) has published a series of young-adult books: Drawn, Ode Volente, and Diamonte.

1994

BRENTEN BYRD (BA, Sociology) is a board member of the National Desert Storm War Memorial Association and director of the communications committee.

1995

JULIE (NOSKOWIAK) DUSLIERE (BA, Russian) was named Chief of Paralympic Sport for the U.S. Olympic Committee in September 2018. Dusliere had been president of the Americas Paralympic Committee and was the first woman and first individual from the U.S. to hold the position.


2004 WILLIAM GREUBEL (BA, Political Science) joined Swanson, Martin & Bell as a lateral partner with a focus on medical negligence and health care.

JENNIFER SCHUSTER (BA, English) started a new position with the Indiana Utility Regulatory Commission as an administrative law judge.

2010 RICHARD SÉVÈRE (PhD, English) co-edited Out in the Center: Public Controversies and Private Struggles with Robert Mundy, Liliana M. Nidayan, Anna Scarri, and Harry Denny, associate professor of English and director of Purdue’s Writing Lab. Sèvère is an associate professor of English at Valparaiso University.

MEGAN WYSS (BA, History, BA, Political Science) joined Boyd Collar Nolen Tuggle & Roddenbery as an associate at their law office in Dubuque, Georgia.

2012 EMILY HAAS (PhD, Communication) received an Arthur S. Flemming Award for her work to strengthen the safety culture in mining workplaces. Haas is a research scientist with the Centers for Disease Control and Prevention’s National Institute for Occupational Safety and Health.

LISA HANASONO (PhD, Communication), professor of communication studies at Bowling Green State University, received a “20 under 40” Leadership Recognition Award last fall. The award recognizes individuals in Northeast Ohio and southeast Michigan under 40 who have distinguished themselves in their career and/or the community.

2014

DIJA (PAH) HENRY (BA, Acting) wrote, produced, co-directed, and acted in the film Bruth, which examines the effects of severe urban gun violence and poverty on mental health. The film premiered on July 28 at QGT Hamilton 16 in Noblesville.

EMILY COX (BA, Fine Arts) was promoted to art director of the Villages in Dora, Florida.

MOLLY E. LONGST (BA, Communication) had Lala Media Group, Inc., acquired by Her Campus Media. Longest co-founded and served as creative director of social marketing at the Lala, a millennial women-focused website and media company. Her Campus Media, a digital media platform that targets college and 20–something women, planned to rebadge the Lala as Her20s.

KATHERINE SUSEMICHEL (BA, Communication) was named director of project management and coordinator of marketing at Big Muddy Label Group in Nashville, Tennessee.

2018

ALISON KRAFT (BA, Political Science) completed a master’s degree in Museum Studies at IU/PUR and started a new job at the Gilder Lehrman Institute of American History in New York City. Kraft is an assistant curator for the Institute.

2018

MAYESHA CHOUDHURY (BA, Corporate Communications) worked for an environmental education non-profit for the last two years, providing resources to educators and students throughout North America to enhance environmental literacy. This fall, she enrolled at Duke University to pursue a master’s degree in public policy with a focus in environmental and energy policy.

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MOVED? NEW CAREER? NEW NAME?
Let us know about your life updates and professional accomplishments by emailing us at thinkclear@purdue.edu.

LORETTA RUSH
Last November, the Indiana Chamber of Commerce recognized Indiana Supreme Court Chief Justice Loretta Rush (BA 1980, History) as its 2018 Government Leader of the Year. The business group credited Rush for her efforts to combat Indiana’s opioid abuse epidemic and for expanding the use of technology to improve access and efficiency within the statewide court system. Under her watch, the state’s trial and appellate courts have begun to offer litigants the ability to e-file court documents.

Then-Gov. Mitch Daniels appointed Rush, a 2015 College of Liberal Arts Distinguished Alumni Award recipient, as Indiana’s 10th Supreme Court Justice in 2012. She became just the second woman ever to sit on the state’s high court. Two years later, the Indiana Judicial Nominating Commission selected her for a renewable five-year term as chief justice. The commission reappointed her to another five-year term in August. Rush currently serves on the Conference of Chief Justices Board of Directors and is co-chair of the National Judicial Opioid Task Force.

Prior to her appointment, Rush was elected Tippecanoe Superior Court 3 judge and served for 14 years. She previously spent 15 years in general legal practice in Lafayette.
Anna Ridler brought her innovative artwork to Robert L. Ringel Gallery to kick off Purdue Galleries’ 2019-20 series of exhibitions. Using a training set with thousands of images of tulips, the British artist visually animates the flower’s life and death cycle via an unusual, AI-driven narrative.

Photo by Emily Grundon, 2018, installation of Myriad (Tulips)

Iranian artist Amir Fallah’s exhibition Symbols, which will examine the immigrant experience and notions of identity, will be on display at Ringel Gallery from March 30 through May 9.

FOR A RUNDOWN OF PURDUE GALLERIES’ UPCOMING EVENTS FOR 2019-20, VISIT: CLA.PURDUE.EDU/THINK

LOOK ONLINE...
Did you know that the Purdue website that attracts the most traffic is not purdue.edu, nor is it the site for Purdue sports? Nope, it’s the Purdue Online Writing Lab, which started 25 years ago as a repository for the Purdue University Writing Lab’s wealth of resource documents and instructional material. Since its founding, the OWL has emerged as one of the world’s top free online resources for academic and professional writers alike, drawing web traffic from all corners of the globe.

Join us in October at cla.purdue.edu/think as we recognize the invaluable service and training that the OWL has provided to millions of writers over the last 25 years and look ahead to what the site can become in the future.