Spring 2015

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& cooking in a zap: cheap and tasty recipes
& poppin' tags: tips for thrift shopping
& sabbatical: not a vacation
WISE WORDS:
from the editor

“If you’re in a situation where there are a lot of negative things happening it is more productive to do something positive.”

Just recently I found time to reflect on what this year has brought me and I realized that life has hit me hard… in the face… with a brick. The loss of my grandmother seemed to be the beginning of a downward spiral. Just before I hit a wall though the words of Peter Pan seemed to wander into my mind: “think happy thoughts.”

College is a whirlwind that entangles the best times of our lives with the pressures of getting a degree and although everyone’s experience is unique I think it’s safe to say it’s no cakewalk. In this issue of the T&C magazine we’ve highlighted people doing the impossible: those who dare add more challenges to their plates. From Division III athletes working hard with little recognition to student parents here at Otterbein we have found that there is a silver lining in every situation.

As some of our reporters have found out, your outlook on life is all about perspective. Learn about how to live the “good life” and alter your viewpoint in a more positive direction. The words you read above are those of Janice Windborne who’s sabbatical work is highlighted later in this issue. I believe these words can be an inspiration to us all. No matter what life throws at us, no matter how hard the punch, it is important to remember to remain positive.

Happy reading!

Taylor Numbers
editor-in-chief
**Q&A: Alumni with cool careers**

**NAME:** Mindy McGinnis  
**MAJOR:** English Literature / Religion  
**GRADUATED:** 2001

**CLUBS AND SOCIETIES:** Alpha Lambda Delta, Phi Alpha Theta

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**The writing industry isn’t easy to break into but Mindy McGinnis, author and librarian, has done it multiple times, with more books and a movie on the way. McGinnis’ first two books *Not a Drop to Drink* and *In a Handful of Dust*, are dystopian novels that are set in a world that no longer has an abundance of clean water. Not only was *Not a Drop to Drink* successful as a novel, but it is also currently in the beginning stages of being adapted into film.**

**Author and Assistant YA Librarian**

Mindy McGinnis graduated magna cum laude from Otterbein in 2001 with a double major in English literature and religion. In addition to writing, McGinnis has been working as a high school YA librarian for the past 13 years.

What is it like balancing being an author, librarian, and blogger? In other words - what is it like being Mindy McGinnis?

**McGinnis:** Balancing is not easy. Most days I spend my lunch break at work answering emails associated with the author aspect of my life, but I don’t mind. I’ve learned that nothing makes me more unhappy than being bored, and I simply don’t have time to be bored. Can’t argue with that.

Describe what a typical day for you might look like.

**McGinnis:** That’s the beautiful thing about my life, I don’t have a typical day. I work full time in a high school library on top of being an author, so my days vary depending on what students and staff need from me. My evenings are my writing time, and those definitely vary depending on how much energy I’ve got left.

What is your favorite thing about your job?

**McGinnis:** Giving books to kids. I’ve had kids come in here as 7th graders insisting that “reading is stupid” and that they “hate books.” If you take the time to learn their interests and give them books that fit their personalities, they’ll be in Book Club as seniors if you play your cards right.

Could you talk about your role in the production of the film adaptation of *Not a Drop to Drink* and working with Stephanie Meyer?

**McGinnis:** We’re very much in the early phases with the movie yet, but there is a screenplay in process and everyone at Fickle Fish Films has been great to work with. From the outset they told me that I’m as involved as I want to be, which is a pretty fantastic stance.

How difficult was it to find a job after graduation?

**McGinnis:** Not very. I was working in retail throughout college, and stayed in that job for about nine months after graduation. The library position opened up at the high school where my sister taught English and I applied. I’ve been here thirteen years now! I don’t know many people that actually like their jobs, but I definitely do.

What advice do you have for recent graduates?

**McGinnis:** Know what you want. I see so many people unhappy with where they are, but they don’t know where they want to be. It’s hard to take steps towards a goal if you don’t know what you’re aiming for.

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**Publishing one book is a breakthrough, publishing a lifetime of them is a career.”**

-Mindy McGinnis // ’01 alumna

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Was there a class you took at Otterbein that stood out most to you?

**McGinnis:** Any of my religion or philosophy classes. I realized quickly in those classes that I didn’t have a good grasp on how to actually think. I learned though.

What is one of your favorite memories from your time at Otterbein?

**McGinnis:** Spending time with all of my ridiculous friends. You make friends-for-life at college.

What is your ultimate career goal?

**McGinnis:** I want to be one of those authors who has an “Also By” page with double columns. Publishing one book is a breakthrough, publishing a lifetime of them is a career.

If you could go back in time and give your freshman college-self advice what would it be?

**McGinnis:** Don’t get married your senior year. Live on campus. You’ve got the rest of your life to do boring adult stuff.

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**Photo // provided**

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A LOVE OF THE GAME
an insight into the world of division III athletes

story by // alexis roberts

Otterbein athletics demonstrate a great effort to create a playing experience that aligns with NCAA Division III regulations. As a whole, Division III focuses on building well-rounded students. Division III athletics are used to benefit student athletes individually and not as a means of income or to impact spectators. Otterbein is a member of the Ohio Athletic Conference (OAC) which consists of surrounding Division III schools Baldwin Wallace, Heidelberg, Marietta, Muskingum, John Carroll, Mount Union, Ohio Northern, Wilmington and the cross-town rival Capital University.

Otterbein’s Athletic Director, Dawn Stewart, plays a crucial role in strengthening the Division III community Otterbein has established. As a former Otterbein athlete, she recognizes not only the importance of athletics, but the true impact they can have on students’ collegiate experience.

“Students are very cohesive and supportive of each other,” Stewart said.

This support can be seen daily. It’s a coach pushing his players to finish a game strong or setting aside extra time for players to complete homework before they travel. Otterbein and its Division III staff are committed to the development and achievement of their students. When it comes to recruiting students as future Otterbein Cardinals, the program and its foundation speaks for itself. Division III recruiting is essential to enrollment at small schools and provides a way to increase or maintain retention rates.

Stewart mentions that even though Otterbein cannot offer scholarships to future athletes, they can offer the experience of being a versatile student, and that is something money cannot buy.

Kennedy Daly, sophomore history major and current softball player, found the mission of Division III athletics to be far more intriguing than the scholarships she was offered from Division I schools. Daly traveled from Michigan to play softball here at Otterbein and is proud to say she made the right choice. As a collegiate athlete, a student and a member of the National Guard, Daly is thankful that she has the opportunity to build and strengthen her identity on and off the field. These are opportunities she may not have had if she chose to play at the Division I or II level.

For Otterbein and other Division III students, this desire to be successful extends past the court and into the classroom. For some, the classroom demands and future passions stray them away from sports they once loved in college. Fortunately, Division III programs understand students’ commitment to education. Though they may be saddened by the loss of a player, there are no repercussions towards the student if they resign from the team.

Spencer Kurrath, a junior nursing major and former lacrosse player, loved the game, but found her heart drifting towards nursing. She felt the pressure put on Division III athletes, there is still only one option. Not peaking until senior year, undeclared freshman Severance realized that regardless of level, he wanted to keep playing ball. It was passion for the game of baseball that lead Sam Severance to play for Division III athletics. It was the only option. Not peaking until senior year, undeclared freshman Severance realized that regardless of level, he wanted to keep playing ball. It was passion for the game of baseball that lead Sam Severance to play for Division III athletics. It was the only option. Not peaking until senior year, undeclared freshman Severance realized that regardless of level, he wanted to keep playing ball. It was passion for the game of baseball that lead Sam Severance to play for Division III athletics. It was the only option. Not peaking until senior year, undeclared freshman Severance realized that regardless of level, he wanted to keep playing ball. It was passion for the game of baseball that lead Sam Severance to play for Division III athletics. It was the only option. Not peaking until senior year, undeclared freshman Severance realized that regardless of level, he wanted to keep playing ball. It was passion for the game of baseball that lead Sam Severance to play for Division III athletics. It was the only option. Not peaking until senior year, undeclared freshman Severance realized that regardless of level, he wanted to keep playing ball. It was passion for the game of baseball that lead Sam Severance to play for Division III athletics. It was the only option. Not peaking until senior year, undeclared freshman Severance realized that regardless of level, he wanted to keep playing ball. It was passion for the game of baseball that lead Sam Severance to play for Division III athletics. It was the only option.
Division III athletics are far more than what meets the eyes. Though some may consider it to be uneventful and not worth it, our Division III athletes are there to prove them wrong. From success on the field to achievement in the classroom and everything in between, Division III athletic programs hope to implement the three D’s: inspiring their athletes to discover themselves, develop into well-rounded adults, and dedicate themselves to achieving their full potential.

It’s no surprise athletes on campus become well-known, strong leaders and effective members of the collegiate community as a whole. Their passion for athletics shines through, and ultimately becomes a necessity for playing at the DIII level. Otterbein’s athletic program will continue to adapt to students who come in, making their experience the best it can be. The Division itself is far from perfect and leaves room for improvement, but like all good organizations, it’s flexible.

“We are constantly evaluating and trying to make it better,” Stewart said.

expectations for athletes were higher than what she was gaining from the athletic program. They expected a DI or DII effort with DIII status,” Kurtzahn said.

Though some appreciate the fact that Division III athletics mirror higher divisions, Kurtzahn knows she would not be able to handle the task of juggling athletic responsibilities on top of her education and respectfully made the decision to end her career in lacrosse.

“After all four years, I can say that the work, sweat, injuries, and inconsistency of playing time was completely worth it. I wouldn’t trade anything about my experience and am a better man because of it.”

-Zac Hamilton // senior middle childhood education major

Although most games, matches, meets, etc. are held at surrounding schools that are also in the OAC conference, there are some that call for longer travel times and missing a large sum of class time. In addition to the underlying stress from competition, missing class puts students in a tough position, but ultimately it leads to personal growth and learning time management. Most athletes agreed that even though playing a sport can be a rigorous task, they have become better and stronger people because of it.

“If you are willing to put in the work and consistently improve yourself, you can make it through college, but you must be willing to give up your social life and give away your time.” - Zac Hamilton // senior middle childhood education major

Playing a Division III sport can change meaning throughout the years. For freshman it is a chance to build relationships while building a deeper connection with their school and educational experience. As a sophomore or junior, Division III athletics begin to enhance passion for a sport. Though challenging, it becomes rewarding and evident that the program has been influential in building more well-rounded students. By senior year athletics hold a deeper meaning and are proof of the investment students have made for the last four years.

“After all four years I can say that the work, sweat, injuries and inconsistency of playing time was completely worth it,” Hamilton said. “I wouldn’t trade anything about my experience and am a better man because of it.”

-Division III athletics are far more than what meets the eyes. Though some may consider it to be uneventful and not worth it, our Division III athletes are there to prove them wrong.

Members of the 2014 lacrosse team gather for a group photo. // Roger Howard
Time to Clean Up!

story by // noelle ivec

L iving in close quarters can spread germs more quickly than living in an apartment or home. As college students, sometimes we are not apt to clean up as often as we should. Thousands, even millions of bacteria lurk around college campuses every day. They hide in common places like door handles, desktops and bathrooms but there may be even more living in your dorm room right now.

Since this is, for most of you, your first time living away from home you may believe that cleaning takes hours and the products cost too much. Cleaning may be a boring task but the reality is cleaning can be quick, easy, and cheap! Cleaning may be a boring task but the reality is cleaning can be quick, easy, and cheap! Here are some of the most common problems among living quarters on campus and some quick advice from your peers to help you work through them.

1. Does your dorm room smell bad?
   One of the easiest ways to transform a dorm room is to deal with the smell. It’s really simple to go out and buy a bottle of Febreeze and spritz around your room right now.

2. Do you have food and grime stuck on your plates?
   Whether you live in a traditional dorm or an apartment everyone dislikes the duty of washing dishes. Sometimes, college students will let their dishes go so long that the food seems impossible to scrub off. If you find this to be a problem in your life, don’t worry; sprinkle some baking soda or baking powder and rinse with hot water to help scrub off the stuck on food.

“Use a mixture of baking soda and hot water to help scrub off stuck on food if I use a plate and forget to wash it,” said Tyla Rowen, a junior studio art major at Otterbein. “It helps to scrub off stuck on food if I use a plate and forget to wash it.”

3. Does your fridge smell bad?
   Remember that baking soda we just talked about? Well, it has two uses in one! Baking soda helps reduce odors in the fridge. Just pop an open box in the back and say goodbye to odors.

4. Do you live in a suite-style dorm or apartment and dread cleaning the shower?
   If you live in campus housing that provides you with your own shower, you likely know the struggle of dealing with soap scum and having to clean the showers yourself.

“I use a mixture of baking soda and hot water to help scrub off stuck on food if I use a plate and forget to wash it,” said Tyla Rowen, a junior studio art major at Otterbein. “It helps to scrub off stuck on food if I use a plate and forget to wash it.”

5. How often do you clean your microwave?
   One of the easiest places to forget to clean in a dorm room is the microwave. But, did you know that your microwave may be one of the dirtiest places in your room? Using disinfecting wipes can help you clean your microwave easily and regularly to avoid spreading germs and bacteria while removing any food that may be left behind.

6. Do you have unidentifiable carpet stains?
   The last thing you want to deal with at the end of the year is a fine for mysterious carpet stains. A quick mix of one part blue dawn dish soap and two parts hydrogen peroxide is sure to get the job done. Just add them to a spray bottle, mist the stain and let it sit for a few minutes. When time’s up, dab the stain away!

7. Is your garbage disposal backing up?
   Whether you live in a suite-style dorm or apartment and dread cleaning the shower? Whether you live in a suite-style dorm or apartment and dread cleaning the shower?

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“It’s super easy if you buy a daily shower spray,” says Rebecca Parsons, a senior Music Education major at Otterbein. “I have been using one for two years and it has made cleaning the shower so much easier. The daily shower spray helps so that every few days I can spray the shower and know that the soap scum and dirt won’t build up in the shower and I’ll never have to do a deep clean it since it consistently stays clean.”

Parsons prefers to use Meijer’s store brand shower cleaner and notes that any generic store brand shower spray works wonders. With a daily shower spray you don’t have to scrub, only rinse down the shower when you’re done.

8. Are you running low on Swiffer solution?
   Mix up two cups of water, one tablespoon of dish soap and a quarter cup of vinegar, then pour them into the Swiffer bottle. Shake the solution and voilà! You have a cheap and easy homemade cleaning supply.

9. Do you ever sit a drink on your table and forget a coaster?
   Never fear, make the water ring disappear with your hair dryer! Simply put the hair dryer on high, hold it close to the stain and watch it magically start to fade away. Try it! Your desk or table will look new in no time.

photos // mary murphy
graphic// jennifer hall
Scheduled Chaos

"And there's the classic problem of trying to find time to do it." - Kate Lehman // assistant dean for student success

Four years and you're out. Well... hopefully. With so many confusing requirements and strategic planning, students struggle to graduate on time. It is often questioned whether Otterbein's scheduling system is good or bad. The answer to this question heavily depends on a student's personal experience. The university tries to make scheduling as flawless as possible. Still, many students end up short on credit hours, locked out of classes and missing requirements. Some argue that students have an obligation to ensure they are taking the right classes at the right time. Others say the school should ensure everything is perfectly laid out for the students so they never have scheduling conflicts. While Otterbein scheduling is not perfect, there is a way students can avoid many of the typical problems.

Susan Millsap, professor and advisor in the communication department at Otterbein, says problems vary depending on the type of student. "Freshmen and sophomores are much more interested in 'Can I line this up to get out in four years to be done?'" she said. "What do I know about the different classes and professors? Why do I have to take another Integrative Studies class?" Otterbein majors often pay as much as $5,000 more in tuition than the student's personal experience. The university offers a wide variety of classes, but the answer to this question heavily depends on a student's personal experience. The university recommends that each student's advisor be in his or her academic department. Advisors have valuable course information, so try to meet with them regularly to form a solid relationship instead of just meeting with them once a semester. The better they know a student personally, the better they can help to meet his or her needs.

"I was one to not want to see an advisor, but when I did, it was nice to get the professional opinion. They know what they are talking about." - Elizabeth Haack // sophomore

"It's a false, sometimes true, sense of security that [students] know what they are doing," Kate Lehman, assistant dean for student success, said. Lehman is knowledgeable about course substitutions and can prevent scheduling conflicts. Between student and faculty schedules considering the institution, this complication meant that she had to retake the course and wait another semester before she could apply to the zoology and conservation program. Instead of taking a course in the spring, like planned, she has to wait until fall. Realizing this, Haack regrets not going to see an advisor sooner.

"I was one to not want to see an advisor, but when I did, it was nice to get the professional opinion," Haack said. "They know what they are talking about.

Haack is like countless other students who thought seeing an advisor was not worth the trouble. With all the potential problems students can face while scheduling, prevention should be a priority. If this happens, students needn't look any further than their advisor. They can be a great help, but students still choose not to take the time to consult one. There are also ways students themselves can prevent scheduling conflicts. Visiting the Registrar's Office can help students who want to take summer classes through a different school. By filling out a form and talking to a knowledgeable staff member, students can ensure each course they take will transfer correctly through Otterbein. Through the Registrar's Office's online site, students can find equivalency guides for classes through Ohio State University, Columbus State Community College and Capital University. The credit reevaluation process can also help if a class did not transfer. This will allow the class to be reexamined to see if it will indeed fulfill the necessary requirements.
To make the scheduling process go smoothly, students can follow these tips:

1. **See an advisor:**
   Yes, see them for help planning a schedule, but also to build a good relationship. The better they know students, the better they can help them.

2. **Go to the Center for Student Success:**
   Millsap states, “The help that they can give students who are confused or unhappy or have challenges is incredible. Students should learn where the center is and go by and take advantage of what they have to offer.”

3. **Register early:**
   Know when scheduling opens up and be ready to register for classes. This prevents being put on a waitlist or being locked out of registration.

4. **Get on the waitlist:**
   There is no way for the Registrar to know students need in a class if they do not put their names on the waitlist.

5. **Use the Degree Audit:**
   Lehman recommends, “Run a degree audit. See what you’ve taken and what you still need for the major. Also, run the degree audit after you have registered to make sure that all the classes you picked up landed where you thought they were going to land. This will signal to you that there is a problem.”

6. **Do your homework:**
   Do not show up to an advising meeting without a clue of what classes are needed. Do a little research and find out what classes are required for the major or potential problems.

7. **Follow up with your advisor:**
   After meeting, keep in touch. This will continue to build the relationship and keep the advisor up to date.
Happiness: found or created?
A guide to being happy

story by // jennifer hall

It’s that time of year. Ohio weather is notoriously gloomy and making a hermit of yourself can seem more reasonable than going out and having a good time. Many people start feeling down with symptoms of ‘cold fever’ and the winter blues. But life doesn’t have to be that way.

However, these ingredients are not necessarily an exact formula for living a happy life, according to Otterbein professor Dr. Geoffrey Barstow, who teaches classes about Buddhism and religion.

“Those are constituents that should [a person] have these things, then one could hope to be happy, but none of them actually define happiness itself,” Barstow said. He also noted that defining happiness is an incredibly difficult task.

Pleasure usually involves stimulating the senses in some way, according to the principles of PERMA, and should not be confused with the mere absence of pain. In fact, pleasure and pain can actually coexist, which aligns with the understanding of happiness from Dr. Barstow as well. The things that people consider pleasurable range considerably and can be considered minor or intense.

While people perceive pleasure to be a positive thing, it is not happiness in and of itself. Happiness could be thought of as an overall state of mind; one that is more long lasting than the fleeting notions of joy, bliss or pleasures.

Dr. Barstow relates this to the ideal mindset that Buddhists strive for: the ability to enjoy something in the moment. “It’s an ability to appreciate every moment where you are for what it is without trying to make it more or less,” he said.

One way of explaining this Buddhist ideal is by thinking about an ice cream cone. If you have never you should enjoy every bit of it but once it’s gone you shouldn’t worry about the next time you might get more ice cream. This can be a difficult concept to grasp in the midst of college life and having many things to worry about, but college is about more than worry and stress.

Based on the five components of PERMA, Shpancer reiterated that Otterbein and college life lends itself well to attaining these five ingredients.

“The college environment has a lot of potential to be very high in the happiness quotient, but a lot of it depends on the student and whether the student decides to use the resources,” he said.

In college, students are surrounded with the opportunity to engage in fun and pleasing activities. There are opportunities for students to make new friends and relationships, achieve their goals and to consider the meaning and purpose in the next steps of their lives.

Still, students may look to other means to finding happiness. People often mistake meditation as a means to quickly achieving happiness, according to Dr. Barstow. What meditation actually means however is more aligned with mindfulness. Through meditation, a person becomes more aware of their thought process at any given time. Over a period of time, this may help a person achieve happiness, but it can also accelerate negative feelings and even become dangerous if not practiced properly.

In the Tibetan Buddhist tradition the standard qualification for being able to teach meditation is having done three years of intensive retreat, according to Dr. Barstow. There are many people in the medical field who take very short classes on how to teach mindfulness and meditation which can be a concern.

“I think it can actually be dangerous to do a lot of meditation outside of a traditional context,” Barstow said. “I think the traditional context, the ‘religious context,’ provides a lot of checks and balances for people that the medical context does not.”

College life may lend itself well to finding happiness, however, mainstream American culture often does the opposite.

Last year, Dr. Shpancer took students learning about happiness from a philosophical and psychological standpoint on a trip to Italy over 2008 - 2009. According to Dr. Shpancer, what students observed was interesting. The things in America that we think lead to happiness were sometimes not present in Italy.

One example was that in Italy if you order a cappuccino you basically get the same thing no matter where you order it. In America we go to Starbucks and order a cappuccino and have to specify several variables: size, soy milk, whipped cream, flavor etc.

“It turns out that if we have too many choices, we actually tend to become unhappy,” Shpancer said. “Limiting choices is one thing we noticed in Italy and so there’s much less stress in how to pick right.”

Meal times are also very different in Italy than in America. In Italy, the emphasis for a good meal is placed on enjoying your food with family and friends. People sit aside a good portion of time to do so and equate the quality of food with companionship rather than speed. The fast food culture of grabbing a sandwich on the go and eating it on your lap in the car was almost non-existent there.

Perhaps the Italians understand the importance of relationships for a happy life. Dr. Shpancer mentions that research shows the biggest factor for leading a happy life is relationships. People who have the support of friends and family or a strong romantic relationship tend to be the happiest. This doesn’t mean you have to be popular and have dozens of ‘best friends’, it just means that you should have relationships in your life.

As a student at Otterbein, it’s important to look for ways to improve our mental health and happiness. Many students at Otterbein believe that the Science of Happiness class is a great resource, and it’s easy to see why.

According to recent breakthroughs in psychology, there is evidence that happiness may have a formula: a list of ingredients that lead to a positive life, but scholars of religion and philosophy don’t believe the topic is quite that simple.

Positive psychology is a growing field that considers the science behind living a happy life. The term “positive psychology” was first legitimized in the 1990s by Dr. Martin Seligman who was president of the American Psychological Association at the time.

Unlike conventional psychology which looks for solutions to problems that already exist, positive psychology focuses on rising from a neutral condition and living a better life before there is a problem. Positive psychologists emphasize and study what goes right in life. The key is to learn resilience.

A few years ago, the psychology department at Otterbein University took notice of this growing new field and decided to create a course for it. Otterbein psychology professor Dr. Noam Shpancer volunteered to teach this class, which has been taught in various formats from a First Year Seminar (FYS) to a regular psychology course.

So far the class has been very popular among students. “For what it is without trying to make it more or less,” he said.

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Last year, Dr. Shpancer took students learning about happiness from a philosophical and psychological standpoint on a trip to Italy over
Dr. Barstow teaches classes in the religion department at Otterbein University. // Jennifer Hall

Though some cultures may appear to have a stronger group on living the "good life" than others, happiness is a very difficult term to define and measure. According to Dr. Barstow, it can be frustrating to hear that people equate Buddhism, for example, to be happier people because their religion deals with the idea of eliminating suffering from daily life.

"There’s going to be cultural differences but fundamentally people are still people," Barstow said.

Perhaps that’s where the real answer to happiness lies, within ourselves as people. We can take this science and use it to invent our resources to gain happiness, or we can take the advice of philosophers and learn to be content with our circumstances. At the end of the day, happiness is about understanding ourselves. Students may find it helpful to engage in mindful walking, where instead of looking down at our phones, we look up and take in all the sights and sounds around us. We should take time to consider how we fit into the bigger scheme of things and not sweat the small things so much.

"The way I phrase it is that people often spend more time and energy picking the wedding dress than picking the groom," Shpancer said. "It’s more time and energy picking the wedding dress than picking the groom," Shpancer said. "It’s important to take time during your college career and think seriously about how to make a good, happy life for yourself and how there is science that can help you." &

"The way I phrase it is that people often spend more time and energy picking the wedding dress than picking the groom." - Noam Shpancer, Ph.D. // Psychology professor

Life that are genuine.

One major misconception about the "good life" in American culture is that having money will bring happiness. People often equate having expensive objects with happiness, but the reality is that they often misjudge how long their happiness will last after purchasing these things. This may align with what he personally thinks brings happiness; being content with the things you have, according to Dr. Barstow. If you do have money, research shows that it is much better to spend it on experiences than to spend it on objects, according to Dr. Shpancer.

"So instead of buying a fancy car or a fancy coat, get yourself a trip to Italy or pay for Salsa classes," Shpancer said.

Five Situations to Change your Outlook

Story by: Jennifer Hall

Sometimes resilience and living a good life are more about your outlook on life than the events that make it up. Here are five situations that you may find yourself in as an Otterbein student and how you can adjust your thinking to a more positive outlook &

1. You are stressed from exams and school work

Don’t let the workload of college bring your attitude down! Instead of stuffing yourself with brownies, cookies and greasy fast food, take a few minutes and call someone you care about. Don’t text them, actually call them. Take a minute and remind them they are important in your life. You will feel better talking to someone who is supportive of your endeavors and you will feel good knowing you made them happy to hear from you.

2. You actually have some free time

Instead of binge-watching Netflix for hours on end, make an effort to add some meaning to your life through volunteer work. Maybe you make a visit to the local food pantry W.A.R.M. or find an organization you care about to volunteer with. When you contribute to something bigger than yourself a positive attitude will follow.

3. You have a long walk to class

Put down your cell phone and look around when you walk; make it a mindful walk. Maybe you will see a funny squirrel that makes you laugh or notice someone’s outfit that you really like. Listen to the sounds around you. These are small things that go unnoticed when we keep our noses to our phones. You never know what you might be missing!

4. You are heading to the den for carry out

There’s nothing wrong with wanting to grab some food to-go and bring it back to your dorm but the experience could be heightened by eating with a friend. Your friend will contribute far more to your day than watching The Learning Channel alone in your room. Americans tend to zip through mealtime as quickly as possible, but human interaction and savoring our food are large contributors to overall happiness.

5. You do the same thing every weekend

It doesn’t have to be extravagant, but it is important to set aside your books and have fun sometimes. Even if you already do fun things, it might be time to try something new. You could go sing karaoke with your friends or take a trip downtown. If you do the same activities every weekend, are you really getting the full college experience? You are young; set aside time to treat yourself to something new and exciting to bond with your friends and make positive memories.

Norah Young, left. Koryn Naylor, right. // Susanna Harris

Business major Mary Murphy // Susanna Harris

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Nobody wants to drain their wallet trying to keep up with the latest trends and nothing saves money more than rummaging through your local thrift shop. As Macklemore would say, go pop some tags at the thrift shop and watch your precious cash turn into a stylish and affordable outfit.

People who are new to thrifting can often become frustrated with the process. The secret to successful thrifting is to be realistic and open-minded. You can get simple or unique pieces and turn it into a fashionable outfit with the right accessories. Here are some helpful tips to keep in mind while thrifting to make the most of your shopping trip.

1. **Know what brands you want to find**

   There are so many different brands available in thrift stores it would take hours to go through every single one. If you go in knowing what brands you like and fit you best it will save you the hassle of rummaging through every rack in the store.

2. **Learn the thrift store tags**

   Some thrift stores, particularly large ones, will color code their tags for different prices or daily promotions. Make sure you know what those colors mean as you shop. You'll be able to get more bang for your buck when you find out your yellow colored tag means it's half off on Tuesdays!

3. **Check to see if there are discounts**

   Some thrift stores keep coupons behind the counter and will use them if you just ask. And hello... student discounts! A lot of thrift stores will give you a discount by simply showing them your student ID. (See, being in college is paying off already!)

4. **Try things on**

   Even professional thrift store shoppers can't perfectly eyeball all sizes, so try things on to see if they're a good fit. Knowing all your clothes fit as you're checking out gives you the peace of mind that you're not wasting your money on anything and it'll save you a trip back to the store to return anything.

5. **Wash before you wear**

   This one is a given. Even if the clothes you bought still have their original store tags on them, please wash before wearing.

6. **GIVE BACK!**

   Look at your closet to see what clothes you don't need and donate your unwanted items to a local thrift store. Many thrift stores support those who are less fortunate. You can also write it off on your taxes - just make sure you ask for your receipt!

**Try the Macklemore Challenge!**

We put Macklemore’s advice to good use and sent sophomore public relations major Ashley Legin, and senior art major Edward Calloway to the Otterbein Thrift Shop located at 177 W. Park Street. Take a look at what they found!

- **Top:** Ashley Legin shows off her thrift store sweater.
- **Bottom:** Edward Calloway poses in his stylish thrift shop finds.

**Women aren't the only ones who can accessorize. Bow ties are becoming increasingly popular all around the world and can be paired well with a button down collar for a casual look or even a suit if you’re feeling fancy. Most men can even rock a necklace or two. But be careful. Try to avoid bulky necklaces, instead, opt for a lightweight single-colored one that the ladies will be sure to notice.

**Men’s quarter button long sleeve t-shirts are both cozy and stylish.** Calloway found this H&M gem hiding among the thrift store racks which he easily accessorized with his wood colored necklace.

**Legin found this trendy oversized sweater in the men’s section. Men’s sweaters can be transformed by any woman into a chic complementary piece with leggings or skinny jeans. This one’s neutral color will make accessorizing a breeze.**
Parenting 101

College and parenthood are two distinct territories. Willis and Pfeffer are both children, and they both have children. They have made the decision to go to college and have children, while others go to college and have kids as they are still attending. No matter what the circumstances, raising a child is no easy feat.

Senior athletic training major, Daniel Pfeffer, says, “Sometimes miracles happen and you just have to roll with it.”

In the fall of 2013, Pfeffer found out he was going to be a dad. Pfeffer’s girlfriend, Megan Schmier, also attended Otterbein, but has since transferred to a university in Maryland to be closer to her parents. When Schmier realized she was pregnant, she gave Pfeffer an ultimatum. He could have chosen not to be a part of Jack’s life, but instead he chose to be a dad.

Pfeffer made what most would call the mature decision. In just a matter of months, he added the responsibility of fatherhood to his college career.

Baby Jack is seven months old now. Pfeffer’s love for baby Jack is evident to anyone who mentions Jack’s name. “I’ve never felt so much love for another human being, besides him,” said Pfeffer. It’s hard for Pfeffer because, while Jack is still his child, he has to miss many milestones while he finishes his degree.

Brady Willis, a junior sports management major, is in a similar situation to Pfeffer. While Willis does get to be with his child, he also struggles with juggling his busy schedule. He has a full course load, a part-time job, and plays on the baseball team. Not to mention, he also has a seven-month-old boy named Mason.

To start off his day, Willis has a thirty minute commute to Otterbein. He begins his mornings with work and sometimes baseball. He then goes back home for a short period of time to work on homework. Eventually, Willis returns to Otterbein to attend his classes.

Luckily for Willis and his family, both of their parents help take care of Mason during the day. Willis’ drive to be successful helps him balance his stressful life.

When Willis first found out he was going to be a dad, he said a lot of different things went running through his mind. But he still believes that becoming a parent doesn’t mean you have to give up on college.

Willis’ biggest piece of advice for others who are parenting in college is, “Just do what you still want to do.”

While Willis recognizes his life is busier as a parent, he doesn’t believe people should give up on what they love to do.

“Sometimes miracles happen and you just have to roll with it.”

Willis’ biggest piece of advice for others who are parenting in college is, “Just do what you still want to do.”

While Willis recognizes his life is busier as a parent, he doesn’t believe people should give up on what they love to do.

“Sometimes miracles happen and you just have to roll with it.”

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While Willis recognizes his life is busier as a parent, he doesn’t believe people should give up on what they love to do.
SABBATICAL: NOT A VACATION

When meeting with your advisor you might notice a painted canvas of a beautiful tribal elephant hanging on their wall and assume she collects art. Or maybe, in the office next door, you see a piece of paper with children’s handwriting on it pinned above the desk and assume it’s from that professor’s own children. What if I told you that support from their department’s chair.

After these forms are completed they are submitted to the sabbatical leaves subcommittee who then submits its recommendations to the personnel committee and the provost. The provost submits his recommendations to the president; the president then submits her recommendations to the board of trustees; and the board of trustees then make the final decision. If the proposal is denied by the subcommittee, it will not proceed through the process. The professor will then have one opportunity to address the suggestions made by the committee.

Professors who choose to take sabbatical, and are approved, still receive their regular salary. They may apply for additional funds needed to complete their project, such as airfare or hotel accommodations, but they are not guaranteed the extra money proposed in their budget. Upon completion of sabbatical, professors are asked to give a public demonstration of their work to ensure their goals were met. They are required to submit a significant number of forms which explain in great detail everything they accomplished and how they plan to use their work to improve their teaching in the classroom. This process is required in order to assure the university that the allocated funds were used appropriately.

Some professor’s spend years preparing for their next sabbatical, and they spend more time working over their sabbatical than one would assume. Although the process to get a sabbatical seems long and difficult, after hearing all the amazing things Otterbein professors have experienced through sabbatical, you’ll begin to wonder why some professors opt not to take them.

“Sabbatical is about time and everyone should get one. Everybody should get time to pursue what they’re interested in.”
- Diane Ross // middle childhood education professor

Diane Ross has filled her home with images of Uganda. Giant frames holding pictures of African children transport you to the makeshift schools where she takes her students to build libraries and teach classes. Hand-painted images of papyrus plants cover her office wall; they could easily be mistaken for those alongside the back roads of Uganda. After taking everything in, it is evident that Ross’ sabbatical journeys have significantly changed her life.

Diane Ross is an associate professor in Otterbein’s department of education; she earned her doctorate in philosophy in curriculum and instruction and middle childhood at Kent State University.

She has been to Uganda on sabbatical twice, but she has returned every summer for the past six years. For the past five summers she has been taking students with her. She and her students stay for a period of four weeks.

Ross’ research builds upon the idea that people need to stay for an extended period of time in order to immerse oneself into the culture; it cannot just be a shock and awe. She wants her students to stay long enough that they no longer consciously notice they are in another country.

She tracks how students build this awareness by collecting their journals and writings about what their experiences were like after they return. Ross plans on writing a research article from their works on how one builds cultural consciousness in their work.

Ross' research focuses on peace and social justice in education. She is looking for ways people understand cultural differences and believes that putting people in international experiences, especially in a developing country, is important to that work.

Through the connections she’s made since her first trip to Uganda, Ross has generated many partners who present projects and suggest a budget, which her board then reviews to decide whether or not the projects are worthy. Over the years, she has developed a non-profit that is connected to her work in Uganda and helps fund her projects.

Once approved, Ross selects a group of students and assigns them part of the projects. They work in three different Ugandan schools.
Ross views sabbatical as an opportunity to get focused.

"Sabbatical is about time and everybody should get one," she said. "Everybody should get time to pursue what they're interested in."

This particular project was inspired by an anti-violence event in the neighborhood of the Boys & Girls club she partnered with. The neighborhood in Columbus has a lot of gang activity and, consequently, a lot of pain because of it. "I went to this anti-violence event and there were dozens of people with pictures of the people they had lost and it was heartbreaking," Windbourne said. "So I thought, okay, why don't I see what I can do?"

Windbourne proposed a video project in which children would interview people who were left behind after a violent incident. If there's a drive-by or someone is sentenced to prison, the people left behind to deal with it are often traumatized. The focus was to interview those people about what it's like to be in that position. The children that participated were all members of the Boys & Girls Club and were excited when Windbourne pitched them the idea. Sabbatical funding provided small cameras for them to use. The students did some interviews, shot most of the video, wrote music, did some announcing and helped edit the writing for this project.

Windbourne said it wasn't difficult to find adults to be interviewed on the topic. When they heard of something happening or something that had happened, they just called family members of the ones involved.

"It's a tight neighborhood," Windbourne said. "Everybody knows everybody and everyone knows about the violent incidents. So if somebody lost a son or a brother, that person was the one who everybody played with or everybody knew."

Windbourne began to notice over the course of her sabbatical that the children were really excited about doing the video, playing with the toys and seeing themselves on camera; but even with their initial excitement, Windbourne found children were often reluctant to discuss the topic.

Windbourne admits she learned something along the way too: "One of the things I learned is that if you're in a situation where there are a lot of negative things happening, it is more productive to do something positive," she said.

Windbourne's sabbatical aimed to teach these young urban teenagers some journalism skills while they reported on their own neighborhood, and hopes she had a little positive influence on them as well.

"A sabbatical is not a vacation, it is an opportunity to focus on things we can't focus on during an academic year." - Melissa Lusher // sabbatical leaves subcommittee member

Shannon Lakanen:

Thai people hustle through the streets, avoiding the road gaps and the colorful tuk-tuks as they travel the rough roads in Thailand. The markets on either side hold strange food, but you are not fluent enough to ask what it is or how it tastes so pointing becomes a regular decision tool. And though it is evident that you are an American, you wonder if these people think of you as a tourist or a traveler. This distinction weaves into your every thought.

For Shannon Lakanen, sabbatical was about rejuvenating and re-centering herself while concentrating on scholarship. Lakanen, an associate professor and the chair of Otterbein's department of English, earned her doctorate in creative writing at Ohio University.

Lakanen's sabbatical focused on essay writing that emphasized travel. Her proposal to the committee said that she would write three essays about traveling and what it is like to be a traveler as opposed to a tourist in a country, as there had been an abundance of research done on the distinction between the two. In her original proposal she also incorporated a discussion about thinking of silence and how we encounter the world in a different way when we are incapable of interacting with it.

After many hours of research and the open possibility that her sabbatical could lead her anywhere, Lakanen decided that the most ideal place for her writings would be Thailand. There were several reasons behind this location, but the most prominent were the weather and the economy. Lakanen's sabbatical was scheduled for Spring of 2014, but her actual traveling was done in the summer of 2013. She had noticed in her previous international travels that it always seemed to be about six months after she returned before she realized what exactly she got out of her experiences. She documented her journeys by keeping multiple journals and taking lots of photographs while she was in Thailand and then focused on her essays in the Spring. Although she only needed funding for her sabbatical in Thailand, Lakanen also applied to teach at a women's university in Seoul, South Korea and was accepted to teach a short term course in a term similar to Otterbein's previous J-term.

Lakanen spent about half the summer traveling. Her trip began in South Korea where she taught for about a month. Later, she flew into Japan and then headed on her two week journey to Thailand.

Lakanen states that she had an abundance of questions about spiritual life and cultural differences in Thailand. The country also allowed her to take on the perspective of someone in a silenced role since she didn't know the language.

Fortunately for Lakanen, Thailand's economy allowed her to roam, for the most part, at liberty because the exchange rates were so good. While in Thailand she visited places like the Elephant Nature Park, which is a refuge that rescues abused elephants and rehabilitates them through positive reinforcement based training.

Lakanen states that the way the trainers went about rehabilitating the elephants was, in part, a form of silent communication. After her sabbatical experience in Thailand Lakanen met up with a friend who had been teaching in China for several years and was living there at the time. They then traveled from Shanghai to Beijing before she finally decided to return home.

Just a week after she arrived in the U.S. Lakanen started classes back at Otterbein. She taught all through fall and in spring, and wrote all three essays and then some. One of her essays has already been accepted for publication, and she is still waiting to hear about the fate of two others.

Over the years, students have helped build libraries, worked on literacy and helped with first aid and health awareness. This year they are going six month project to rebuild sanitary napkins for girls in Northern Uganda.

But this is all just an extension of Ross's sabbatical. Her actual sabbatical allows her to intertwine the ideas of teaching, service and scholarship. In her most recent sabbatical that began in February of 2013, Ross went back to Uganda and to teach in universities and public schools while she works alongside teachers. She will be focusing on writing about how one builds cultural awareness and doing service with a Ugandan orphanage.

Ross will also be teaching workshops about better ways for Ugandan professors to teach. With technology and ways they can use it more effectively.

"They are interested in..." - Janice Windborne // communication professor

Janice Windborne earned her Ph.D. from Ohio University and is now an associate professor in Otterbein's department of communication.

In 2012, she partnered with the Boys & Girls Club in the Mio-Grover area of Columbus. Boys & Girls clubs offer educational and recreational programs for children ages six to eighteen.

For Windborne's project, children ages six to seventeen worked together to create a video project about violence in their neighborhood.

Windborne chose to focus on a local sabbatical project about violence in their neighborhood.

"It's a tight neighborhood," Windbourne said. "So I thought, okay, why don't I see what I can do?"

Windbourne proposed a video project in which children would interview people who were left behind after a violent incident. If there's a drive-by or someone is sentenced to prison, the people left behind to deal with it are often traumatized.

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"A sabbatical is not a vacation, it is an opportunity to focus on things we can't focus on during an academic year." - Melissa Lusher // sabbatical leaves subcommittee member

Students participate in Janice Windbourne's sabbatical project // provided
From group organizations to projects and a full class schedule, college students have more to worry about than just food. We focus our time and energy on honoring our commitments and fail to realize that our bodies need some tender loving care. According to diet.com, most college students gain 15 pounds in their first couple semesters due to a change in lifestyle, stress and poor eating habits. Living in a campus dorm with no access to a stove or oven can also make cooking a challenge. There’s no need to panic though. There are simple recipes, only requiring a microwave, that are both delicious and healthy.

Ingredients such as bananas, oatmeal, peanut butter, pasta, eggs and potatoes are just some of the affordable ingredients that can be used for microwave cooking. Here are three flexible recipes that you can add to or alter to spice things up!

### Potato & Tomato Omelet

1. 1 tbsp. of chopped onions
2. 1 small tomato
3. 2 large eggs
4. 1/2 of a medium sized potato
5. Salt
6. Pepper

1. Microwave the potato in a small bowl with a little water at the bottom for five to six minutes.
2. Dice the tomato and onion into small cubes.
3. Once the potato is cool, dice it into cubes as well. Whip the egg in a microwaveable bowl and add salt, pepper, and diced onions and potato.
4. Cook in the microwave for two minutes (or until the mixture is solid and a bit golden around the edges).

### Baked Banana Apple Oatmeal

1. 2 tsp. honey
2. 1/2 tsp cinnamon
3. 1/3 banana, mashed
4. 1/2 cup quick cooking oats
5. 1/2 cup milk
6. 1/2 egg, chopped
7. 1 banana, sliced
8. 1/2 apple, chopped

1. Combine oats, egg and milk in a mug or small microwaveable bowl. Stir the mixture well with a fork.
2. Add the banana, cinnamon, apple and honey to the mixture. Stir again until fully mixed. Cook in the microwave on high for two to three minutes.
3. Fluff oatmeal with a fork. Stir in a little milk or yogurt if desired.

### Macaroni & Cheese

1. 1/4 cup 1% milk
2. 1/3 cup pasta
3. 1/2 cup water
4. 1/2 cup shredded cheddar cheese

1. Combine the pasta and water in a large mug or microwavable bowl.
2. Microwave on high for two minutes, then stir. Keep an eye on the mixture to make sure the water doesn’t overflow.
3. Repeat step two for about two to four minutes, stirring occasionally. The water should be absorbed completely and the pasta will be tender.
4. Remove the bowl from the microwave and stir in the milk and cheese. Microwave the mixture for an additional minute to melt the cheese. Stir well and enjoy!
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For most students, making the transition into college can be stressful and overwhelming, but imagine leaving your home and traveling 4,890 miles to attend a university in another country! A brave and ambitious senior, Tina Wedmann, senior cultural studies major did just that.

Wedmann, 23, is originally from a small town called Delitzsch in Saxony, a state of Germany. Wedmann had been to America previously, but it was for her job as an au pair for a family in Maryland. After working for a year and a half as an au pair Wedmann wanted to explore the country and see what the rest of America had to offer. But this time she would be searching for a place to expand her education and Otterbein happened to be that special place for her.

“I came to Otterbein to see a different part of America,” Wedmann said. “I had never been to Ohio and I thought it would be nice to see the differences and similarities between Germany and Ohio.”

Wedmann is attending Otterbein for only one semester to finish her cultural studies major. Cultural studies combines media, communications and art, which is perfect for Wedmann.

“If you are a cultural studies major in Germany you can pretty much do anything after you graduate,” she said.

Although you can do anything with this major Wedmann isn’t waiting for a path to pave itself. She is ambitious and knows exactly what she wants to do with her degree.

Wedmann’s dream job would be to work in the entertainment: “I would love to work in the music industry,” she said. “I want to be on the side of the music industry that deals with managing and coordinating things for when artists or bands go on tour.”

Wedmann plans on going back to Germany after she is done with school, but if the opportunity for an internship at Warner Bros. or at Madison Square Garden company arises she would consider staying here.

“Even though she has only been here for a few weeks Wedmann is already seeing the differences and similarities between Germany and America.

“There is definitely more car traffic in America, but there are a lot more bicyclists and pedestrians in Germany,” she said. “Everything in Germany is relatively close enough to where you can walk so I would say things are more accessible. But the foods are similar except for we don’t have a Panera Bread or Chipotle. I love those both.”

Aside from learning about new restaurants and developing new cravings Wedmann is beginning to understand that life isn’t so easy so far away from home. Adjusting to an unfamiliar culture is difficult but despite the challenges of living in another country, Wedmann is still enthusiastic to learn about new things and meet new people.

“The hardest thing that I’ve learned is getting out of my comfort zone and being in a new environment, but one of the most important things I’m learning is that there is always something new to learn about,” she said. “I am also learning that you can’t judge others or put them in a box just by the way that they look or act. There is always something new and unexpected to learn throughout life and I am taking this opportunity to enjoy learning.”

“I came to Otterbein to see a different part of America”

- Tina Wedmann

// senior cultural studies major

WHERE ARE YOU FROM?

WHERE

in the world

F

Story by // Kris Crews

photos // Susanna Harris

“I came to

Otterbein to see a different part

of America.”

- Tina Wedmann

// senior cultural studies major
According to positive psychology, there are 5 components to living a happy life.

One can spend $20 or less on an entire outfit from the thrift store.

26% of Otterbein’s students are athletes.

Summer classes are $475 per credit hour if you register before April 1st.

25% of college students have children.

graphic // jaxon lindsey