

WHERE ARE YOU NOW? ALUMNI NEWS

Patrick Sommerville received an M.A. in Creative Writing from Cornell University. He has taught creative writing both at Cornell and at Auburn SCE. His first book of short stories, *Trouble and the Shadowy Deathblow*, will be out in Fall of 2006 (Vintage). He currently resides in Chicago.

Eric C. Tempelis (B.A. Political Science, 2001; ILS certificate 2001). My ILS life experience continues to play an invaluable role in my academic, professional, and per-

sonal life. The program gave me the skills and critical thinking necessary to excel in all that I do and taught me to appreciate the centuries of revolutionary thinkers who have contributed to our lives and welfare today. The program inspired me to pursue a career in governmental service, where I have had the opportunity to work at the DOT, GAO, Governor's Office and on Capitol Hill. I am now a student at the University of Wisconsin Law School.

INTEGRATED LIBERAL STUDIES NEWSLETTER

"Thinking together, independently" - Alexander Meiklejohn

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CHAIR'S NOTE

As you can see from the contents of this newsletter, the Integrated Liberal Studies Program is not just thriving, it is actually growing in a number of new and exciting ways. Although we graduated a record number of certificate earners last spring, our growth is not simply reflected by numbers. Our curriculum and campus presence are changing as well.

Thanks to the efforts of Kathi Sell (ILS and Professor Adam Nelson (Curriculum and Instruction), ILS has a new residential program, the Alexander Meiklejohn Residential College, which encourages close interaction between faculty and students along the lines of the original Experimental College. The Meiklejohn Residential College joins Bradley Learning Community as campus environments committed to the ideals of interdisciplinary enquiry, engaged citizenship, and integration.

Professor Daniel Kleinman (Rural Sociology) and the students in his ILS 275 course realized this ideal in another way last spring when they organized a multi-day citizens' consensus conference on nanotechnology. The conference explored the ways a citizenry might be educated to understand, and therefore make decisions about, complex scientific questions that impact our everyday lives.

Another exciting development is the

addition of a new faculty member, Richard Avramenko (ILS and Political Science), to our program. Rick is a political theorist who recently received his Ph.D. from Georgetown; while his research focuses on ancient and continental political thought, he also maintains strong literary interests. We are delighted to have him!

As I reflect upon all of these changes, I am reminded what a privilege it has been to oversee the ILS program for the past four years. I feel this all the more acutely as I prepare to step down from chairing ILS at the end of this academic year. The time has come to turn over the reigns of ILS to someone else and return to my life as a classicist. I am grateful to all of the individuals who have made my time in ILS go so smoothly, particularly to Jackie Ballweg, friend and ILS administrator extraordinaire, to the students, past and present, in our office (Melissa Spindler, Allyson Boney, and Nazia Husain), to former ILS program chair, Booth Fowler, and to all of my faculty colleagues in ILS. While I will miss the program, I am comforted by the knowledge that a new chair will bring new energy and new ideas to the program. I look forward to watching the next phase unfold!

Warmly,

Laura McClure

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Small Size, Huge Idea

Alexander Meiklejohn Residential College

By Colleene Thomas, AMRC — cpthomas1@wisc.edu

Greetings from Alexander Meiklejohn Residential College (AMRC)! My name is Colleene Thomas, and I am one of 52 residents in UW-Madison's newest learning community. The AMRC has its roots in Meiklejohn's 1930's-era Experimental College, which was located just a few blocks east of the new community, on the lakeshore portion of campus. Meiklejohn was intrigued by the connections between democracy, education, and civic action. It just so happens that these ideas, pertinent as they were in the '30s, are still fostering dynamic conversations and thoughtful inquiries today. With this in mind, the idea of a modern version of the Experimental College was launched last January.

I was able to be part of the planning process, and participated in several months of steering committee meetings, conversations, and emails as University Housing, the ILS program, and students deliberated about the creation of what truly is an experiment in democratic living. A small democracy, with only 52 residents, but a huge idea.



Students share a meal in the Alexander Meiklejohn Residential College.

In June, I was part of a delegation of eight from the community that attended the American Democracy Project Conference, which is a program of the American Association of State Colleges and

Universities and of the Campus Compact. There we heard stories of dozens of civic engagement programs across the country. We also shared our visions for this tiny fledgling community on the shores of Lake Mendota. From Texas A&M to Portland State, and many other schools that are national leaders in civic engagement, we heard resounding interest and excitement for a residential community. One of the foundations of Meiklejohn's idea of the Experimental College was that

it would be residential; a place where democracy would be infused into all aspects of life.

Earlier this fall, the first batch of AMRC residents moved into our community. As I helped with move-in, I watched each of my peers bringing something different to the community. Many of us are from Wisconsin. Nine of us are international students. We have two English majors, one music major and at least five engineers. 52 of us are part of one of the newest democracies in the world.

How does one go about this process of developing democratic thought? Maybe you have some ideas for us! We're starting with a few key elements. First, we have a class, taught in the building, on "Democratic Theory, Liberal Education & Civic Engagement." Also, we have a hall organization—an Assembly, of sorts. It is the forum of the community, and meets regularly to address issues. Building on the principle that an educated and active mind will be more likely to contribute to society, we have subscribed to several publications that are available for reading in our common space. They include *The New York Times*, *National Geographic*, *The Economist*, *Orion* and *Ebony*.

Because this is the very beginning of the AMRC, these programs, ideas, and plans that we have are all being tried for the first time. It makes each conversation, each hall organization meeting, each community activity part of defining who we are and how we want to make this place. During the fall semester, the class, taught by the AMRC Faculty Fellows and ILS Faculty members Drs. Kathi Sell and Adam Nelson, is part of driving the academic dialogue of the community. In the spring, community members, by this time well versed in the theories and concepts of democracy, liberal education, and civic engagement, will apply their ideas to a civic engagement project that carries as many credit hours as the first semester class. These projects will see students engaging in the wider Madison or state community—and going beyond a normal "service learning" project.

All in all, when one steps back from the project to take

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a look, a few things become apparent: First, civic engagement is a hot topic nationwide, though definitions of it vary from project to project. Second, the Alexander Meiklejohn Residential College is living up to its founder's legacy in that it, like the Experimental College, is on the cutting edge of democratic theory and practice. We are part of defining the rapidly emerging field of civic engagement, and we are again creating an atmosphere and forum where liberal education reaches new frontiers. The AMRC represents a new approach to Meiklejohn's Experimental College, and like the original community, is a huge experiment. It becomes more and more clear with each mention of the community in the civic engagement and academic worlds alike that this is an experiment worth documenting, worth supporting, and worth living.

Hello from Kathleen Sell (AMRC Faculty Director), Laura Buchs (Program Director), and Adam Nelson (AMRC Lead Faculty).



Kathi Sell in her Meiklejohn House office.

We are very excited to announce the first year of the Alexander Meiklejohn Residential College! According to its mission statement, *"The residential college seeks to foster the skills required of citizens in a well-functioning democracy, and therefore will draw heavily on student interests and initiatives. At the same time, the residential college encourages close interaction with faculty from across the university ... Alexander Meiklejohn held that 'understanding is integration.' This community seeks to bring together rigorous academic inquiry with student initiated involvement in the public sphere."*

Currently, Adam and Kathi are offering a course on "Democratic Theory, Liberal Education, and Civic

Engagement." Fourteen AMRC residents and two ILS students join us, along with up to five AMRC residents who don't take the course for credit but want to sit in and expand their knowledge as part of their residence in this community. A number of faculty are offering special talks on related topics on various evenings, from Greek democracy to the federalists and anti-federalists at America's founding to Tocqueville's observations on women's role in fostering the liberal democratic ideal of equality.

Let us know if you want information on a convocation and conference this spring, where students will report on their year with us and on their civic engagement projects. Please e-mail ksell@wisc.edu.

Meiklejohn-Powell Faculty Fellowship

The Meiklejohn-Powell Faculty Fellowship was awarded to Professors Adam Nelson (Curriculum and Instruction) and Kathi Sell (Integrated Liberal Studies), for their course entitled, "Democratic Theory, Liberal Education and Civic Engagement." This new course realizes in a modern setting some of the core ideas of Alexander Meiklejohn by promoting intellectual life in a residential setting and relating it to contemporary society as part of the new Alexander Meiklejohn Residential College (see page 2). It examines fundamental questions concerning democratic theory, liberal education, and civic engagement from antiquity to the present. Built on a foundation of first-hand examination of the classic texts ranging from Plato and Aristotle to Locke and Rousseau, the course asks students to explore the following timeless issues: the idea of virtue as it pertains to self-government; the rights and responsibilities of individual citizens in a democratic state; the concept of a "common good" or "general will;" the idea of a social contract and the writing of constitutions; the relationship between politics and ethics in modern society; the place of revolution(s), political violence, and civil disobedience in democratic theory; the role (and possible limits) of free speech; and, finally, the cultivation of knowledge through liberal democratic education.



ILS Chairs Past and Present: Booth Fowler and Laura McClure.

2005 Annual ILS Banquet

Over 140 people attended this past year's annual Integrated Liberal Studies banquet, held together with the Global Studies program at Union South. The event celebrated over fifty students who received the ILS certificate.

Democracy and Expertise: ILS Students Organize Citizen Consensus Conference on Nanotechnology

In 2001, Professor Daniel Kleinman (Rural Sociology and ILS) received a Meiklejohn-Powell Fellowship to develop an Integrated Liberal Studies course consistent with the concerns of Alexander Meiklejohn, the founder of ILS. Kleinman developed a course on the relationship between expertise and democracy. Students in the seminar consider questions like: Under what conditions is it appropriate in a democracy to cede decision-making authority to experts? Under what conditions can lay citizens intelligently participate in realms traditionally restricted to experts?

This past spring, the third time the course has been offered, Professor Kleinman and his students moved well beyond debating these kinds of questions to con-

sidering what they mean in practice. Kleinman, his students, and UW Postdoctoral fellow Maria Powell divided their time between debating the balance between democracy and expertise and organizing a multi-day citizen consensus conference on nanotechnology.

Nanotechnologies are extremely small. A nanometer is one millionth of a millimeter or one eighty-thousandth the width of a human hair. Researchers are now able to manipulate material on the nanoscale, and this is making and will continue to make possible creation of a wide array of new technologies, tools that promise profound and unprecedented effects in areas from agriculture to national security. The revolutionary possibilities of nanomaterials may well bring widespread benefits, but because of the size of nanomaterials, they may also behave in unexpected and potentially harmful ways in our environment and in human bodies.

Consensus conferences were pioneered in Denmark in the 1980s and bring a diverse group of twelve to fifteen citizens together over three days to discuss a high-profile technical issue and to issue a report on the questions under discussion. Citizens are asked to read a set of introductory materials. They then gather for the first time to engage in a facilitated discussion about the readings. At a second meeting, the citizens interact with a number of experts from diverse fields, asking questions and learning. At the final citizen session, panelists write a report.



Professor Daniel Kleinman.

Kleinman's students were involved in every aspect of organizing Madison's first consensus conference. They recruited participants from the Madison area wrote press releases, and helped with logistics and facilitation of conference sessions. One student served as a member of the citizen panel and appeared on television.

The efforts of the students, Kleinman, and Powell produced significant results. The conference was covered by area television, radio, and newspapers. National

organizations posted news about the event on their Web sites, and half a dozen legislators as well as a host of other officials attended the press conference at the conclusion of the consensus conference.

The report written by the participating citizens continues to receive attention. It recently figured in a multi-day series on nanotechnology in the *Wisconsin State Journal* and was discussed on WORT over the summer. In early October, Professor Kleinman attended a conference in Houston to discuss the citizen forum and the report.

Charles Anderson Award for Best Paper

Named after emeritus Professor of Political Science, former program chair, and beloved teacher Charles Anderson, this award acknowledges the most outstanding paper by an ILS student during the 2004-2005 academic year. This year, the award went to Eva Payne, a history major, for her paper, "Island of Destiny," an imaginary dialogue between herself, Emily Dickinson, Elizabeth Cady Stanton, Nathaniel Hawthorne, and many others.

Richard Avramenko, Assistant Professor of ILS and Political Science, Joins Faculty



Assistant Professor of ILS and Political Science, Richard Avramenko.

A political theorist by training, Richard Avramenko is delighted to have landed in Madison with the ILS program. He arrived this fall from Georgetown University in Washington, DC, where he finished his PhD and spent the past few years teaching classes concerning such issues as Political Economy, Tocqueville's *Democracy in America*, Friedrich Nietzsche, *Politics and Literature*, and the *History of Political Thought*. Although his main areas of expertise are ancient and continental political thought,

he also claims to be able to read political science articles with real charts and graphs. In short, Avramenko is willing and able to measure the size of your soul.

When not teaching, Avramenko can often be spotted thinking and writing about strange things, like courage, friendship, boredom, anger, time, and comedy. He tells people his favorite film is *The Sheltering Sky*, his favorite musician is Shostakovich, and his favorite book *The Brothers Karamazov* – but everyone knows the truth: *Office Space*, *50 Cent*, and *Thus Spoke Zarathustra*.

When not teaching, measuring the size of souls, or lying about his tastes, Avramenko can be found marathon training or blading around Lake Monona, sipping Frappacino at a local cafe, biking, playing hockey, or just generally being "a kaleidoscopic man, a man of many different humors, fair and colorful as the city itself."

Alexander Meiklejohn Student Fellowship

Jamie Williams was the recipient of the Meiklejohn Fellowship to study abroad in Florence, Italy in Spring, 2005. The award allowed her to research the impact of immigration on Italian views of religion. Jamie had the opportunity to visit rural festivals and pilgrimages to the tombs of Saints on various Catholic holidays

Pooley Prizes

The Pooley Prize is named for Professor Robert Pooley, the first chair of the Integrated Liberal Studies Program in 1948, and is given annually to two outstanding ILS students on the basis of academic achievement, participation in the life of the ILS Program, and an essay about the student's educational philosophy. This year's award went to Nicholas Fox, a major in English and Political Science, and to Emily McWilliams, a philosophy major.

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Congratulations, ILS Class of 2005!

Towell Creativity Award

This award acknowledges the ILS student who best exemplifies the value of creativity. Sponsored by Roundhouse Marketing and Promotions, it seeks to encourage students to think outside the box; indeed, requires it. Kathleen Coughlin was awarded this year's Towell prize for her series of composition, "Life, in a Theme and Five Variations for Unaccompanied Oboe," originally submitted as a final project for Craig Werner's ILS 275 course in Fall, 2004.

The Ruth Knatz Gross Wisnewsky Memorial Prize

This award is given to a truly outstanding student who is majoring in a humanistic discipline and who shows promise of making a valuable contribution to the humanities. This year's award went to Benjamin Moss, in recognition of his outstanding essay on how the humanities have influenced his life. Ben states, "Were it not for studying the humanities, it is not clear to me whether I ever would have heard that clear, quiet voice that tells me what I really care about is people and their situations."

Teaching Assistant Excellence Awards



Outstanding Teaching Assistants
Kristin Hunt and Robert Schoville.

exemplify these qualities. They have spent countless hours with students and have helped make the ILS community a warm and welcoming place.

Cathy Middlecamp Wins National Chemical Sciences Award



ILS faculty member Cathy Middlecamp was recently given the 2006 American Chemical Society Award for Encouraging Women into Careers in the Chemical Sciences. The purpose of the award is to recognize individuals who have significantly stimulated or fostered the interest of women in chemistry, thereby promoting their professional development as chemists or chemical engineers, and increasing their appreciation of chemistry as the central science. The award consists of \$5,000, a certificate, as well as a grant of \$10,000 to the University of Wisconsin, to strengthen its activities in meeting the objectives of the award. Congratulations, Cathy!

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Tim Allen

I am presently writing a book summarizing my thoughts on complexity, and another with Joe Tainter on switching resources. The latter is taking me further into human resource systems, where I am looking at how businesses fit onto their landscapes, as we begin to reverse the move a century ago from rural to urban. We use the analogy of how plants and animals fit onto the landscapes. In my theory work, I am pursuing the role of narrative in science in general, and in complex systems in particular, invoking Aristotelian causalities.

Aaron Brower

I continue to direct my studies of college high-risk drinking (look for news about bar density on State St. this year) and learning communities. My colleague at UMD and I just received funding from NSF to explore the role of Women in Science and Engineering-type residential learning communities on women interested in engineering and the sciences. Finally, more personally, our oldest son Jake started college at Cooper Union this fall.

Bob March

Though nominally retired, I remain active in the University through the Bradley Learning Community, in science through a NASA advisory panel, in civic affairs through the Urban Design Commission, and in cultural affairs through the Symphony and Opera associations. I also give occasional talks to civic groups. I am having a ball!

Laura McClure

I am enjoying teaching ILS 203: Western Culture: Literature and the Arts I, more than ever this fall. Switching from slides and overhead transparencies to a Powerpoint format has revolutionized how I think about my lectures. After chairing ILS for four years, I look forward to returning to research, and to my first love, Greek tragedy. Next semester is particularly exciting as I will lead UW students in a study abroad program outside Florence, Italy, accompanied by my three boys (ages 6, 10, 12)!

Lynn Nyhart

In addition to teaching ILS 202 this fall, I have the good fortune to be teaching a FIG centered on the history of ocean exploration. In the research part of my life, I am finishing a book on the history of natural history and proto-ecology in Germany around 1900, and beginning a project on the history of the aquarium and all the different meanings that got poured into that box of water. And on the weekends I spend a lot of time shuttling between fall baseball and soccer games with my 13-year-old son and 9-year-old daughter.

Kathi Sell

Katharine Lyall (former Chancellor of UW System) and I have a book coming out from Praeger/Greenwood on December 30, 2005, in the American Council on Education's (ACE) Higher Education series, entitled *The True Genius of America at Risk: Are We Losing Our Public Universities to De Facto Privatization?* <http://www.greenwood.com/books/bookdetail.asp?sku=C8949> It's available in hardcover and as an e-book, in case you want to put it on your i-pod and frighten yourself while on a long plane flight! This year, we spoke in February at the annual ACE meeting on this topic, in July at the annual meeting of the State Higher Education Executive Officers (SHEEO) in Portland, and I spoke on October 21st in Atlanta at a nationwide conference on technology and economic development, again in February in L.A. at the ACE annual meeting, and in Honolulu in July at the National Association of College and University Business Officers annual meeting.

AMRC is off and running, we have a great ILS 275 course there supported by Adam's and my Meiklejohn-Powell fellowship, on "Democratic Theory, Liberal Education and Civic Engagement," and we have a very exciting Round Table course in Bradley this fall. I taught a three-day seminar for the alumni association last March in California and will do so again this March, on "The Great Books and Midlife Transitions" and a four-Fridays' course at Meriter Commons Retirement Community on "The Great Books and Aging." I have begun talking with publishers about my next book, to be co-sponsored by the Wisconsin Alumni Association, on "The Great Books and Midlife Transitions."