



College of Letters & Science
UNIVERSITY OF WISCONSIN-MADISON



THE MEIKLEJOHN EXPERIMENT

SPRING 2016

*“Experience, travel - these are an education in themselves.”
— Euripides*

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Letter From the Chair



Dear ILS students, alumni and friends:
We've all seen the news or heard the conversations: students now look to the STEM majors (science, technology, engineering and math) in response to an uncertain job market; the State legislature promotes the University as a pipeline to the workforce rather than a place of sustained reflection and the education of the whole person; the fundamental purpose of an education in the humanities is open to question, and once again, programs like ILS are a luxury we can't afford.

But here are the conversations I've been privileged to share this semester: Ruben Gonzalez, reflecting on his life-changing experience with ILS as he receives the prestigious Ruth Knatz Award; Elena Mederas explaining how she integrates degree work in Geography, Environmental Studies and ILS to explore environmental governance and the development of artisanal fisheries in Costa Rica (Meiklejohn Travel Award); Hannah Frank channeling Craig Werner's ILS course on the music of the Vietnam era during a relative's wedding to explain to all present the social commentary buried in the lyrics of Martha & The Vandellas' "Dancing in the Streets" (Pooley Prize); the animated discussions between students of all majors taking place during the Meiklejohn House "Study Day" as ILS students prepare for finals; the conversations at the annual ILS banquet, which this year featured an invited talk by UW Emeritus Professor of Engineering Stephen Robinson on the value of ILS for STEM majors (see p. 4), which made a compelling argument for a vision of education devoted to "preparation for life" over "preparation for making a living"; exchanges with Letters and Science officials expressing amazement at how often they hear fond recollections of ILS from UW alumni (some of whom serve on UW boards of visitors); and, finally, the many missives, phone calls, and emails I receive every year from graduates of ILS attesting to the value of the program in their intellectual, ethical, and professional development. These are the conversations that don't always make the news but always make my day.

Three years ago the College of Letters and Science advised ILS to prepare for changes that might run the gamut from elimination to absorption into another unit to radical restructuring. After many delays and false starts, things are beginning to turn for the better. A grant from the Andrew W. Mellon Foundation, spearheaded by the UW Center for Humanities and using Alexander Meiklejohn's educational vision as a touchstone, will bring ILS, the Center, and the popular First Year Interest Group (FIGs) program into collaboration to revive student engagement with the humanities and promote the public outreach of student work. I take the following as a positive sign: during planning of the initiative, various new curricular structures and educational aspirations were offered, and a typical response would often be "that's what they've been doing in ILS for decades."

It's been my honor to serve as chair of this distinguished group of educators, staff, students and alumni for the past five years. Professor Rick Avramenko (Poli Sci) is our incoming chair and will greet you via the Fall newsletter. Best wishes to our community of ILS friends, and please stay in touch.

The Meiklejohn Experiment is the Student, Faculty & Alumni newsletter of the Integrated Liberal Studies (ILS) Certificate Program at the University of Wisconsin - Madison.

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ILS Students Gain Knowledge Through Travel

Trekking Though Latin America

Andrew McAleese is a senior at UW-Madison and will be graduating with the 2016 class with BA's in English Literature, Spanish Literature, and a certificate awarded in Integrated Liberal Studies. He has traveled to Latin America twice during his time in Madison: first, during the Spring semester of his sophomore year to Buenos Aires for an intensive literature program; and second to Bogotá, Columbia for an internship with Berlitz-LAN to teach English for 6 months.

It was for his trip to Colombia that Andrew was awarded the 2015 Meiklejohn Travel Award. While in Colombia, Andrew studied the process of translating songs written in Spanish to English. Drawing on contemporary reggaeton, classic ballads, and anything that sounded good, Andrew drew on his knowledge of poetry to share the beautiful sounds of Soda Stereo, Calle 13, and others with his friends back in Madison. During his first year in the realm of adulthood he will be participating in 'City Year- Milwaukee' serving as a teacher's aide and mentor to middle school students.



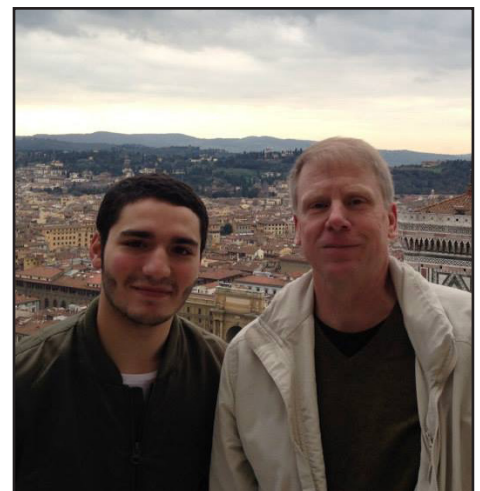
Cultural Fluency

Andrew McAleese (above) poses next to the Colombian language instruction facility, Berlitz, where he interned for six months. Since entering college, McAleese has traveled to Latin America twice for academic and professional growth.

An Italian Adventure

ILS Certificate Student Benjamin Rangel (BA '15) was awarded the Pooley Prize in Spring of 2014, with which he was able to travel to Florence, Italy in a program led by Mike Vandel Heuvel, ILS Chair (right). Ben describes his experience below:

"I had the wonderful opportunity to live and study just outside of Florence, Italy—the epicenter of the Italian Renaissance. My success and overall enjoyment in Italy would not have been near the level it was if it were not for our program's faculty advisor, ILS chair and Professor, Mike Vandel Heuvel. He not only taught two fascinating courses while in Italy, but also kept my group and me on a path for success. He took advantage of our program's setting and integrated the culture, art, and history of Italy and Europe into our curriculum."



Recognizing Student and Faculty Achievement: 2016 ILS Banquet

*ILS Guest Speaker Stephen Robinson, UW-Madison Professor Emeritus,
Industrial and Systems Engineering*

Iwould like to share with you some of a STEM person's views on why what ILS does is so important, especially for STEM students. Most of those students get a very limited introduction to the liberal arts (in engineering, unfortunately, almost none). From their studies they usually get fairly good preparation for making a living, but they get little or no preparation for living.[...]

There's danger in failing to understand the risks that come with being human. Just three examples of those risks, and of how the plays are relevant: Overreaching arrogance (Euripides, *The Bacchae*); Irreconcilable conflict between duty to family and duty to society (Sophocles, *Antigone*); the persistence of pathological behavior from one generation to the next (Aeschylus, *Oresteia* trilogy). [...]

Think about what part of a young person's education deals with these. For most, it's no part—especially for techies. The excessive faith in rationality makes it appear that if we just think hard enough and well enough, we can solve any problem. What the student doesn't hear is that there are some problems that you can't solve by thinking. Thinking is a means to an end, not an end in itself. And when ends conflict, thinking won't help.

What we need is not to "get rid of the Greek plays," but to give them, and other ways of conveying insight as well as knowledge, more prominence in education, not less. There's a lot of discussion and action now about improving knowledge transfer. There's not nearly enough about improving transfer of the insight that we need to use that knowledge wisely.

With some of that insight, young people will have not

only what they need to get and hold a job now, but also a framework—preparation for living—that they can use all their lives. They'll need it especially at age 40 or so, when the certainties disappear, the motivation dries up, and they have to rebuild their ideas about themselves and about society. Joseph Campbell,

the great comparative mythologist, summed up very well how this feels by saying, "You've worked hard and you've got to the top of the ladder, but it's against the wrong wall." Without such a framework they'll have nothing they can hold on to while they rebuild their lives. That's why they need preparation for living.

ILS is working to meet that need. It did so when I was in it, and in a different form it's doing so now. I congratulate you and your colleagues for what you've accomplished.



To watch Robinson's complete address, follow this link:
<https://www.youtube.com/watch?v=s2TBBs3r0SU>



ILS students and faculty mingle during dinner.



Stephen Robinson receives an honorary ILS certificate from Mike Vanden Heuvel.

Graduating ILS Certificate Students



Happy Graduates

Seven of the thirteen students graduating with a certificate in ILS pose for a group picture at the annual Banquet. (from L to R) Ruben Gonzalez, George Dewey Warner, Leslie Boey, Rose Lundy, Jillian Biener, Andrew McAleese, and Ryan Jelinek.

NAME

MAJOR; CERTIFICATE

| | |
|---------------------|--|
| Jillian Biener | Communication Arts |
| Robert Boehmer | Biochemistry |
| Leslie Boey | Communication Arts |
| Stephen Colleton | Philosophy; Scandinavian Studies, Folklore, and European Studies |
| Talia Crum | Legal Studies |
| Michael Malik Farr | Sociology |
| Ruben Gonzalez | Social Work; Criminal Justice |
| Ryan Jelinek | Political Science |
| Rose Lundy | Journalism |
| Andrew McAleese | English, Spanish |
| Alexander Schultz | Political Science |
| Sydney Steele | Political Science |
| George Dewey Warner | History; Middle East Studies |

2016 Scholarship Winners

The Integrated Liberal Studies program offers a variety of scholarships to exceptional ILS certificate students for academic achievement and travel purposes. Five ILS students were awarded scholarships this year:



Ruben Gonzalez Ruth Knatz Memorial Award

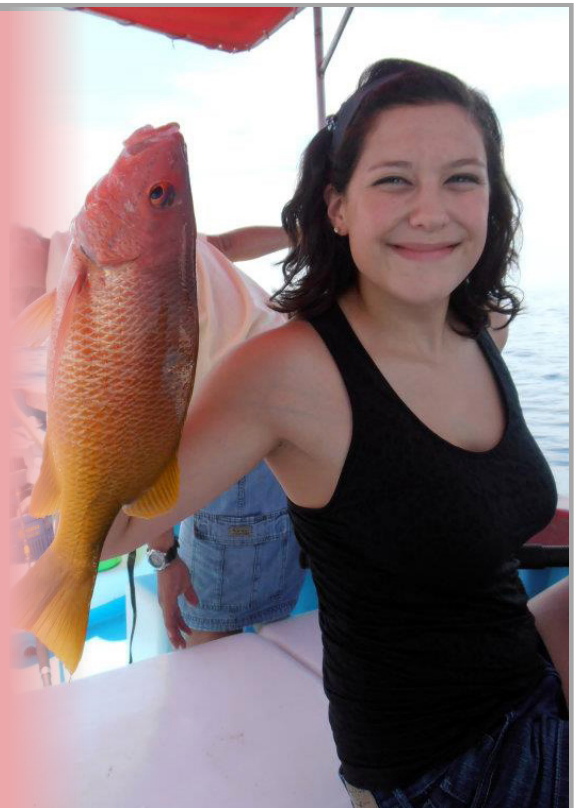
The Ruth Knatz prize is awarded to a junior or senior who has completed at least 15 ILS credits and has the promise of making a valuable contribution to the humanities. Ruben's essay demonstrated his love for the humanities along with how the humanities have impacted him and how he hopes to use the humanities to impact others.

Ruben Gonzalez is graduating from UW-Madison with a Bachelor's in Social Work and certificates in Criminal Justice and Integrated Liberal Studies (ILS). Ruben is a Student Ambassador at ILS and has been interning at Dane County Juvenile Shelter Home on Madison's west side. After graduation Ruben is looking to use his Social Work degree to assist young people overcome barriers in order to lead a successful life. He will be joining the Madison Police Department in September.

Elena Mederas Meiklejohn Travel Award

The Meiklejohn Travel Award prize is intended to help support an ILS student in a university-sponsored or an independent program of education-centered travel or study abroad, taking place during the summer or academic year. Elena applied for the Meiklejohn Travel Award in order to help fund her independent study in Costa Rica this summer, where she will be conducting research on the creation of sustainable marine fisheries for her Senior Honors Thesis.

Elena Mederas is a junior at UW-Madison studying Geography (People-Environment) and Environmental Studies with a certificate in ILS. Elena currently works as an ILS Student Ambassador and a Writing Fellow through the UW-Madison Writing Center. She is also a producer and host of the WSUM 91.7 student radio show *Earthspeak Radio*, where she highlights environmental news and the work of student activists and professors in the campus community.



The ILS Pooley Prize is awarded annually to outstanding ILS students on the basis of academic achievement, evidence of good character, student leadership in the ILS program, including involvement in extracurricular activities.



Francisco Martinez **Pooley Prize**

Francisco believes that the lessons and teachings from ILS courses will benefit all students, regardless of major.

Francisco Martinez is a fourth year student at the University of Wisconsin Madison, double majoring in Life Sciences Communication and Spanish, with an Integrated Liberal Studies Certificate. Francisco is a very active student on campus involved in many organizations where he holds leadership positions, including his fraternity Sigma Lambda Beta International Fraternity Inc. and the Filipino American Student Organization (FASO). He also serves as the Greek Social Justice Intern at the Multicultural Student Center.

Hannah Frank **Pooley Prize**

Hannah feels that a liberal arts education is the best way to create an open-minded, dialogue-based understanding of the world and the people in it.

Hannah Frank is a junior at UW-Madison studying Communication Arts (Radio, TV, Film), with certificates in ILS, African American Studies, and Gender and Women's Studies. Hannah is a Student Ambassador at ILS, is very involved with the Wisconsin Union Directorate Music Committee, and works at the Orpheum Theatre. After graduating from school she would like to work in the music industry, hopefully at an independent label or management company. Her favorite things are cooking, watching movies, and going to musical events of all kinds!

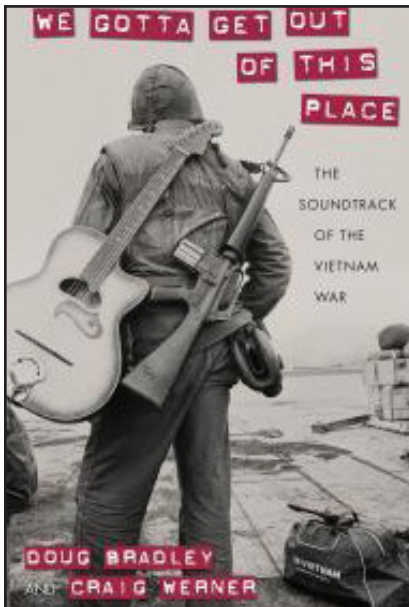


Jed Hobson **Pooley Prize**

Jed appreciates the challenge of ILS courses and the encouragement to think freely about the heavy subject matter, which allows for a deeper level of comprehension.

Jed Hobson is a junior at UW-Madison studying English. A previous recipient of the Meiklejohn Travel Award, he is currently studying abroad at the University of Westminster in London, England. Outside the classroom Jed spends a lot of time on music. He enjoys playing guitar and writing songs with his friends and is involved with WUD Music Committee as well as EMMIE Music Magazine.

Werner, Bradley Recieve High Praise for Book



Craig Werner and Doug Bradley both have a passion for music and a deep interest in the Vietnam War, and they have recently combined these interests to write a critically acclaimed book that has been named the [#1 music book of 2015 by Rolling Stone Magazine](#).

Their book, entitled [We Gotta Get Out of This Place: The Soundtrack of the Vietnam War](#), places popular music at the heart of the American experience in Vietnam. In it, Werner and Bradley explore how and why U.S. troops turned to music as a way of connecting to each other and to the world back

home and used music to cope with the complexities of the war they had been sent to fight.

At a public book discussion at Edgewood College in Madison, WI, Werner and Bradley reflected on the powerful role of music during the Vietnam era and the way music is experienced today. A wide perspective of veterans were interviewed for the book from broad range of ethnic, economic, and social classes; including blacks, whites, Hispanics, women, nurses, college educated, drafted and volunteers. No matter their differences, they all had something in common: the same music. As Werner summarized: "The radio was all we heard. We had to listen to the same music despite what we liked or disliked."

The 1960s was a unique period in the nation's technological history; the huge expansion in media technology caused radio to become a national phenomena that connected people into a sort of music community. "The radio was our internet," explained Bradley.

This differs with the way music is experienced today. With the expansion of personal listening devices, music has increasingly become a private affair rather than a collective experience. It was the collective nature of music during the Vietnam era that made the songs of the era - Merle Haggard's *The Fightin' Side Of Me*, Aretha Franklin's *Chain Of Fools*, and Marvin Gaye's *What's Happening Brother* - a point of connection between compatriots amid the gruesome conditions of war.

Through their work, Werner and Bradley hope to share the distinct stories of Vietnam veterans and their connection to music. Their book helps readers from Generation X to Baby Boomers understand how Vietnam shaped those who experienced it firsthand and, more broadly, the diverse ways that war affects us all.



Dynamic Duo

Craig Werner, Chair of the African American Studies Department (top), and Vietnam Veteran Doug Bradley (bottom) co-teach the class "The U.S. in Vietnam: Music, Media and Mayhem" (ILS 275, topic 2). The class focuses on the culture and events of the Vietnam war and the Vietnam era.

For more on the work of Craig Werner, visit:
<http://www.craighwerner.com/>

For more on Doug Bradley, visit:
<http://www.doug-bradley.com/#!about/clwe1>

Faculty Awards



Basil Tikoff

2016 Emil Steiger Distinguished Teaching Award

This award recognizes Tikoff's dedication to enhancing the learning experiences of his students. In particular, Tikoff has worked with cognitive scientists to help his students better understand the nature of spatial thinking.

Professor Tikoff is a faculty member in Structural Geology and Tectonics at the UW Madison Geoscience Department. He regularly teaches ILS 251: Contemporary Physical Sciences, which is about how scientific knowledge is generated, with a particular focus on how humans are changing the Earth's climate; as well as ILS 252: Contemporary Life Sciences, where students are taught the biological underpinnings of modern human civilization. Tikoff will be teaching ILS 153: Ways of Knowing in Sciences this Spring semester 2017.

Claire Mason

ILS Teaching Assistant Excellence Award

This award recognizes Mason's excellent teaching style that engages students in thoughtful discussion. She is currently the TA for ILS 200: Critical Thinking and Expression.

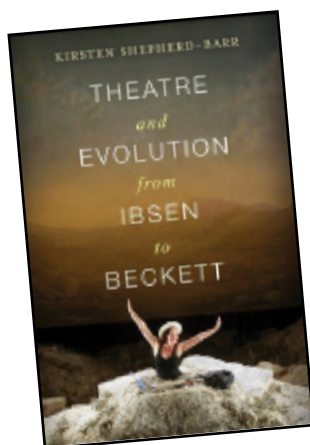


Claire Mason is working towards her doctorate degree in Interdisciplinary Theatre Studies and is also the coordinator of the Oakhill Prison Humanities Project, where she is the main contact between the many students volunteers and the prison authorities. Since last summer she has also volunteered in the prison system with Professor Manon van de Water, offering classes in drama, theatre and performance. A small group of volunteers, including Claire, also participated in [Artists in Absentia](#), an art project featuring the work of artists in correctional institutes, which was also featured in a short documentary.

Faculty Book Recommendation

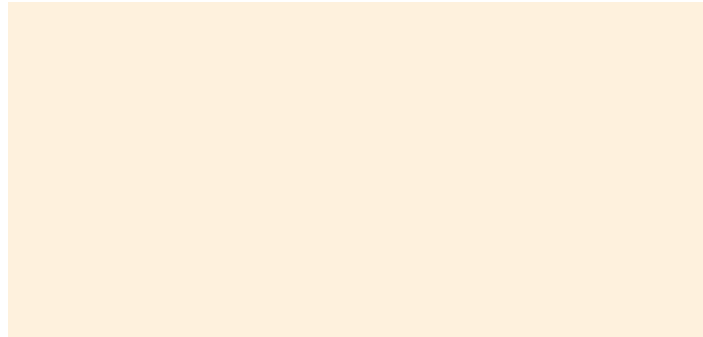
Mike Vanden Heuvel, Professor of Interdisciplinary Theatre Studies

[Kirsten Shepard-Barr, Theatre and Evolution, Ibsen to Beckett](#)



This book combines two of my passions - theatre and the history of science - to show how debates within the nascent evolutionary sciences were staged and performed from the 1850s to the present. Examples are drawn from mainstream dramas as well as from circus, vaudeville, pantomime and spectacular performances of various "missing links." These stagings of evolutionary theory allowed audiences of all classes to explore the many dimensions of Darwin's thought, as well as counter-arguments launched by Lamarck, Chambers, Wallace, Haeckel, and de Vries. Shepard-Barr unpacks dramatic and performative explorations of biological determinism, the maternal instinct and "cult of motherhood," and the role of genetics in human development, all the while showing how the arts act as more than a mere explanatory vehicle for scientific ideas. Instead, public performance becomes its own kind of laboratory where developing scientific ideas and counter-theories are vigorously debated and thrillingly staged.

www.ils.wisc.edu



Give Back to ILS!

Help support current ILS Certificate students by donating to one of the general funds. To help foster a community between students and faculty, ask for your donation to be sent to the [Sense of Community fund](http://ils.wisc.edu/donate-to-ils.htm), <http://ils.wisc.edu/donate-to-ils.htm> which is used to fund student activities, such as the ILS Study Day (below.)

