

Vietnam Veteran Writers Share Memories, Perspectives with Students in ILS 275

Combining film, music, fiction and journalism from the Vietnam era with a series of visits from scholars and Vietnam veterans, "Vietnam: Music, Media and Mayhem" provided students with a sometimes-shattering opportunity to learn about the war from the perspective of the soldiers who fought it. Team taught by visiting lecturer (and Vietnam vet) Doug Bradley and ILS Chair Craig Werner (who worked as a journalist in a military community during the war), the class encouraged students to engage the discrepancies between the versions of the war circulating in popular memory and academic histories, with those they encountered in conversations with the veterans themselves.

One highlight of the semester was the visit of poet W.D. Ehrhart, one of the founders of The First Casualty Press and the Vietnam Veterans Against the War, and novelist Alfredo Vea, author of *Gods Go Begging*, perhaps the finest novel to have come out of Vietnam. Ehrhart and Vea participated in a series of activities including

conversations with Madison area veterans and ILS T.A.s, a public reading at the Wisconsin Veteran's Museum (which co-sponsored the event with ILS), and a meeting of ILS 275 where they answered student questions with a frankness and honesty which left class members talking about the visit for weeks afterwards.

In addition, the class hosted Tom Deits, Tom Helgeson and Steve Piotrowski, members of the Madison-based Deadly Writers Patrol, which publishes the only literary magazine devoted solely to the writing of Vietnam vets and writing by non-vets about the war. Members of the DWP met with students for pizza and informal conversation later in the week.

Other events connected with the class included a lecture by James Caccavo, the Red Cross photographer assigned to Vietnam; Heather Stur, a historian specializing in the experience of women in Vietnam; and a Vietnam film series.

INTEGRATED LIBERAL STUDIES NEWSLETTER

"Thinking together, independently" - Alexander Meiklejohn

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LETTER FROM THE CHAIR

One of the joys of chairing ILS is the opportunity it provides to talk with alumni, some recent, some whose experience goes back to the early days of the Experimental College. This issue of the newsletter is in large part a celebration of that many-layered community and a response to some of the requests I've heard over the last year.

As you read through the newsletter, you'll find reports on visits to Meiklejohn House by UW alumni from as far back as 1928 alongside communications from students who earned their certificates over the last three years. You'll read about the UW Archives' acquisition of the papers of Harold November, a member of the third class of the Experimental College, and about an exciting new series of podcasts of the lectures of Charles Anderson, one of the most charismatic, provocative, and beloved teachers for more than a generation of ILS students. You'll read about the activities of students in two of last year's ILS classes, one providing a veteran-centered look at the Vietnam War, the other a course on "Democracy and Expertise" culminating in a marvelous consensus conference. Looking toward the future, you'll read about an exciting set of events ILS will be sponsoring in connection with the upcoming "Year of Darwin."

But my favorite part of this newsletter is "The Book Corner," a compilation of reading recommendations from ILS faculty. The new section is a response to what's probably the most common request I hear from recent alumni: "How will I know what I should be reading?" It's not that they can't or won't find good books on their own; it's that their experience in ILS

has made them aware that learning is both lifelong and a community affair. They know they'll miss the lively discussions that take place in and around their ILS classes and they know that the fuel that feeds those discussions is the books we share.

While the initial Book Corner consists entirely of faculty recommendations, we hope that the idea will spread and that future issues will include reviews from a range of alums as wide as those who have visited in the last year. If you've read something you'd like to share, send a brief review along with your years in ILS to cwerner@wisc.edu.

I'd like to close by extending an invitation to anyone visiting Madison to drop by Meiklejohn House, say hello, and bask in the energy of the students who, as always, make ILS what it is.

Finally, I want to express my most profound thanks to Jackie Ballweg, who for more than a decade has been the face, heart and soul of ILS. Providing she remains deaf to my entreaties, Jackie will be retiring at the end of October. Working with Booth Fowler, Laura McClure and myself, Jackie has revived Meiklejohn House, made sure classes were offered and teaching assistants paid, and gone so far beyond the call of duty in the loving care she has given our students that worlds fail. Those of you who have graduated during the last decade know what I'm saying isn't hyperbole. The rest of you would agree if you'd had the pleasure of Jackie's presence. And they say Brett Favre will be hard to replace ...



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Alumni Spotlight

Civic Engagement for Livable Communities

By Joe Kapper '07

I have just completed my first year of the master's degree program in urban and regional planning at the Humphrey Institute of Public Affairs at the University of Minnesota, concentrating in housing and community development. When I was looking at graduate programs in planning, I knew I wanted to attend a program that had close ties to a school of public policy as well as one that was within a large research university. I am very happy with the decision I made. In the profession of urban planning, knowledge of the politics and the intricacies of urban policy is of the utmost importance. What I enjoy about my program in urban and regional planning is that it demands a rigorous understanding of a variety of disciplines, such as geography, political science, economics and community development. I feel that my undergraduate experience in ILS and in the geography department at Wisconsin prepared me very well for looking at problems from a variety of perspectives, and understanding the complexities of why cities are the way they are.

Graduate study at the Humphrey Institute has also given me an opportunity to do research. This spring semester I have been working part time as a research assistant at the Center for Urban and Regional Affairs. At CURA, I am an intern for the Downtown Minneapolis Neighborhood Association, conducting interviews, surveys and focus groups for program evaluation. Through this research I have had the opportunity to meet a variety of individuals involved in promoting livable communities, including developers, public officials and community organizers, and have developed many skills for promoting civic engagement. Studying public affairs and urban planning is a great way to study social theory and its practical application. After graduating from the Humphrey Institute, I hope to pursue a career in public service doing city planning and community economic development either for a local government or in private consulting.

The Art of Public Service

By Christopher Jarvis '06

Editor's Note: The life of ILS has always been in our students. In the newsletter, we will be highlighting the thoughts and achievements of graduates. If you'd like to share what you're thinking and doing, please contact ILS Chair Craig Werner at cwerner@wisc.edu.

I've been a musician all my life. In high school I sang in the choir, played in the symphonic band, orchestra and played in the pit for the school musical. And as a student at UW-Madison, I had the privilege to perform as a drummer in both the marching band and the Wisconsin Singers. While I had always loved art and music, it was not until I began taking ILS courses that I began learning about their historical context and social function. Sitting on the Meiklejohn couch, we talked about how various works of art or literature could provoke examination of topics from democracy to justice to folly to the components of a well-lived life.

When I graduated from college, I (like many liberal arts graduates) had high hopes and good intentions — but wasn't sure what I wanted to do with my life. But because of my service learning experience in Professor Sell's ILS capstone course, I signed up to volunteer for one year with AmeriCorps. So I moved to the Twin Cities to manage an after-school tutoring center at the Saint Paul Public Library. That job was entirely more fun and entirely more challenging than I had anticipated, and it brought me into contact with kids who didn't have many of the excellent extracurricular opportunities I had. Through our interactions, I realized the world looks quite different if you don't feel like you're "plugged in" to something.

I'm now in graduate school at the University of Minnesota's Humphrey Institute of Public Affairs. I'm studying arts management, and I'd like to find ways to expand artistic opportunities to kids like the ones I worked with last year. This summer, I'm working with an organization in Minneapolis that seeks to involve homeless teenagers in arts activities and take them out to see museums, plays, concerts, etc. They even work on various public art projects such as murals or engravings on concrete park benches.

In all of this, my goal is to use the arts as a tool to empower people and help them develop their own voice. In the words of Professor Harry Boyte, the idea is to see ourselves not just as consumers, but as co-creators of democracy. Ideally, I'd like to encourage the same sorts of discussions (about justice, citizenship, etc.) with them that I had in ILS. We may no longer have the luxury of the Meiklejohn couch, but only because I'm taking ILS out of the classroom and out into the real world. Imagine that!

The House of Memory:

Women's Co-op Residence Alums Visit MJ House

On Saturday, June 28, 2008, a wonderful group of 47 people visited Meiklejohn House. Most of the women, ranging in age from 65 to 100 years old (along with half a dozen spouses), had lived in the house when it was a Women's Co-op Residence called Andersen House between 1928 and 1964. We had a nice discussion about the use of the house today, and how the house was arranged when they lived there (the living room classroom today was then a dining room, and the room next

"This is the first time I've been allowed upstairs to see her room."

to it, where we now have a piano, was a sitting room/living room where they could meet male visitors. The current office space was another living room. Most of the current professors' and TAs' offices were double dorm rooms. The first small closet below the stairway to the second floor, along with the two doorbells next to it, were



for the phone and buzzers to call residents downstairs to meet their guests. A couple of the husbands on the tour remarked, as they went upstairs to look at our current space, "This is the first time I've been allowed upstairs to see her room."

Five or six of the women were ILS alums as well, and were thrilled to have an update on the ILS program. They all remarked on their great love of their professors and the courses in ILS. All of the group members were very sad

to hear that Meiklejohn House will be torn down to make way for new buildings as part of the Discovery Institute and South Campus revamping. This made their visit especially poignant, and they thanked us for the chance to be back in the house again. University Archives Add

Harold November Papers

The papers of Harold November, a member of the 1929 class of ILS's ancestor, the University of Wisconsin Experimental College Papers, are now housed in the University of Wisconsin-Madison Archives facility in the Steenbock Memorial Library, 550 Babcock Drive (accession #2007/494). The collection includes some papers from his college years, including curricular material and aspects of social life, and biographical material on Alexander Meiklejohn, founder of the College. The vast majority of the collection, however, documents Mr. November's involvement with Experimental College alumni functions and dates primarily from 1960 to 1990. It includes documents and correspondence relating to the Experimental College Association, the Meiklejohn Education Association (MEA), the Meiklejohn Education Foundation (MEF) and the Alexander Meiklejohn Experimental College Foundation (AMECF). Mr. November was a founding member of these organizations and maintained a very active role in their administration. The collection also documents his involvement with the annual convocations of the MEA, as well as his activities with Experimental College regional alumni organizations. He maintained biographical files and correspondence files of other Experimental College alumni including Wilbur Cohen, Emanuel Lerner, Freeman Butts, Robert Frase and others. Extensive material on later manifestations of the College at the University of Wisconsin — the Integrated Liberal Studies Department and the Bradley Learning Community — includes correspondence with Michael Hinden and others. Also included is material on interdisciplinary studies and liberal arts core instruction at other universities.

The collection is a valuable addition to our holdings on this important aspect of liberal arts education at the University of Wisconsin. We are extremely pleased to accept it, and are indebted to the November family for all their time and effort to get it to us.

ILS Supports Institute on Interactivity and the Student-Centered Classroom

Planning is underway now for a faculty development conference or “Summer Institute” to be held on the UW-Madison campus next summer. This conference will focus on working with college professors to develop specific teaching methods and skills in support of student-centered classroom discussion. Approximately ten professors, from a variety of liberal arts and social science disciplines and campuses around the country, will attend this Summer Institute from August 1-9, 2009, at the University of Wisconsin’s Lowell Conference Center. The Summer Institute is being organized and sponsored by the Interactivity Foundation (www.interactivityfoundation.org), a non-profit foundation dedicated to promoting and enhancing citizen discussion of public policy. The Integrated Liberal Studies Program at the UW is supporting this conference by acting as its campus sponsor for use of the UW’s conference facilities.

Participating faculty members in the 2009 Summer Institute will work with staff and fellows of the Interactivity Foundation (including Adolf G. Gundersen, former ILS adjunct professor and teaching assistant). The conference goals will be, first, to familiarize the faculty participants with the basic elements of a discussion process that the Foundation has developed for conducting classroom discussions of emergent areas of public policy, and, second, to collaborate with the faculty on developing and adapting elements of this discussion process for use in their own college courses to be taught on their home campuses during the 2010 spring semester.

The Foundation’s approach to student-centered classroom discussion is part of a growing (and historically based) movement toward student-centered learning, which is also sometimes referred to as “collaborative learning,” or “problem-based learning,” and/or “learner-centered teaching.” The particular discussion process previously developed by the Interactivity Foundation combines aspects of these student-centered approaches with an emphasis on discussing public policy issues (related to the course content). Among other things, this approach to student discussion:

- Requires the active engagement and participation of students;
- Employs a student facilitator within small groups to prompt and manage the discussion flow among the discussants;
- Provides a safe or “sanctuary”-like speech environment for students by, among other things,

(i) using small groups (5–8 students per group), (ii) establishing discussion ground rules that encourage and respect the participation and contributions of all participants, and (iii) emphasizing the group’s development of multiple and contrasting possibilities for public policy rather than the attribution, ownership, or advocacy of any particular policy; and

- Focuses on a broadly conceptual and interdisciplinary approach to the development of ideas about future and long-term issues for public policy.

This approach to classroom discussion was developed, in part, out of the experiences and courses taught by the faculty members who participated in the Foundation’s first Summer Institute in 2006, which was also supported by ILS. That first Summer Institute led to the development and teaching of 10 different college courses using the IF Discussion process for student-centered classroom discussion in the spring and summer of 2007. And the experience gained from those courses led, in turn, to the development and publication by the Foundation of a new Guidebook for Student-Centered Classroom Discussions, which is available (at no cost) for download (or you may order printed copies) on the Foundation’s Web site at <http://www.interactivityfoundation.org/DiscGuides.html>.

The broader objectives of the Interactivity Foundation are, in many ways, consonant with those of the ILS Program, generally: That is (i) to engage students (and citizens) in interdisciplinary and integrated classroom and public discussions of long-term and emerging public policy issues; (ii) to promote and enhance this approach to learning and to civic engagement, generally; and (iii) to further explore and develop the policy possibilities that may be developed by such discussions. The 2009 Summer Institute is a part of the Foundation’s efforts toward these goals — particularly in higher education.

The Interactivity Foundation will post notices and begin accepting applications this fall from faculty members interested in attending this conference and in learning and developing a student-centered discussion process for use in their classes. Faculty selected by the Foundation for the Summer Institute will receive a cash stipend for their

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ILS News Briefs

The University of Wisconsin Press has just published *Wisconsin Votes*, **Booth Fowler’s** story of elections in Wisconsin from 1848 to 2006. It is a tale about the roles of religion and race, the rich and the poor, ethnicity and locality, with a lot of colorful Wisconsin characters appearing on stage.

The Spring 2008 issue of *Salmagundi*, titled “War, Evil and America Now” includes **Shifra Sharlin’s** discussion of the work of Henri-Bernard Levy and also the introduction to her dissertation “Cringing About Culture: the City Looks at the Provinces.” “Cringing” is about the unequal cultural relationship between the city and the provinces. It argues for the significance of place in defining identity. Professor Sharlin writes about growing up as a Jew in Iowa, some contemporary architects from Madrid, the Levi’s rye bread ad, and the artists, Kazimir Malevich and Marc Chagall, in the remote provincial city of Vitebsk during the period immediately following the Russian Revolution.

Laura McClure is currently in her second year as chair of the Classics department, where she is enjoying the chance to get back into teaching Greek and Latin after several years chairing the ILS program. Her current research focuses on mothers and sons in Greek tragedy, with forays into Homer and other authors. She looks forward to kicking off a new three-credit course on the ancient Romans based in Rome, Italy, this summer.

Mike Shank hopes that, by the next Newsletter, he will have finished several projects of long standing. The first is the co-editorship (with ILS Professor Emeritus David Lindberg) of volume 2 of the *Cambridge History of Science*, which focuses on medieval science, and the co-editorship of a volume on “what it meant in to inquire into nature” throughout the ages. Over the last several years, he has had the good fortune of participating in several productive workshops organized by the European Science Foundation and/or the Max Planck Institute for the History of Science — they were held in Cracow, Pisa, Florence, Berlin, and Granada on various aspects of late medieval, Renaissance, and early modern astronomy. Three of these papers are out or in press; three more are in progress. He is currently listening to a lot of Dvorak and Mark Knopfler.

Kathleen Sell’s essay “Engaging the Text: Reading the Opening Stanza of Dante’s *Inferno* with Alumni in a ‘Great Books and Midlife’ Weekend Course,” has been accepted for publication in the selected proceedings of the 2006 conference of the Association for Core Texts and Courses

Cathy Middlecamp has been appointed the Editor-in-Chief of *Chemistry in Context*, a project of the American Chemical Society. This text, the most widely used in the undergraduate non-science major market, engages students in learning chemistry through complex social issues. These include air quality, nuclear energy and global warming. Green chemistry and the sustainable use of resources will be the overarching theme of the upcoming seventh edition of the text.

Shifra Sharlin’s dissertation, *The Artist Malevich Goes To Vitebsk: Provincialism and the Culture of Places* has been accepted for publication by Rowman and Littlefield, an independent scholarly press. They cited the project’s interdisciplinarity as a reason for acceptance. She will be revising during the fall semester when she is on unpaid leave. The book is about the reasons why some people hate living in the provinces. Kazimir Malevich the Russian avant-garde artist (1878-1935), whose iconic “Black Square” launched the artistic movement called Suprematism (1915) was forced to leave Moscow for Vitebsk in 1919 because of food and fuel shortages. There he joined other artists and intellectuals including Mikhail Bakhtin and Marc Chagall, Vitebsk’s most famous native son. He left a record of his misery in funny, eccentric and moving letters to a friend in Moscow. The book is organized around those letters. The provincial town that had been so inhospitable to his cultural agenda, ended up changing that agenda and becoming its ideal location. Vitebsk’s art college gave him the institutional base to create a utopian artistic movement, Unovis (Affirmers of the New Art). The book explores the conceptual terrain of regionalism, provincialism, the technologies of transportation and communication, scientific theories about space, the cultural valorization of the folkloric, and the politics of geographic mobility with implications for cultural geography, art history, Russian history and Jewish history.

Performance of *Blue Lias, or the Fish Lizard's Whore*

To Highlight "Year of Darwin" Events

Beginning in the Fall of 2008 and proceeding through the Spring semester, the Integrated Liberal Studies Program will join our colleagues on campus and around the world in celebrating "The Year of Darwin," marking the 200th anniversary of Darwin's birth (February 12, 1809) and the 150th anniversary of the publication of *On the Origin of Species*. In cooperation with other departments and institutes, ILS will sponsor events and programs celebrating Darwin's life, his work and the diverse ways in which evolutionary theory continues to influence scientific research, social thinking and the artistic imagination.

The highlight of the ILS schedule will come on February 11, 2009, the eve of "Darwin Day," when the acclaimed dramatist and performer Claudia Stevens, will present her one-woman show *Blue Lias, or the Fish Lizard's Whore*, based on the life of famed fossil collector Mary Anning. Stevens wrote the text for "Blue Lias" in 2005–06 while in residence at Brandeis University, as Visiting Scholar/Artist at the Women's Studies Research Center. The piece deals with confrontations of religion and science in 19th century England — as well as issues of class and gender-given expression in Anning's life, personality and career.

Stevens' unique and complex interdisciplinary pieces for her solo performance as musician-actor encompass topics of bioterrorism (*The Poisoner on the Train*); science,

gender and religion; hate crimes and reconciliation (*Dreadful Sorry, Guys*). Her earlier work draws from literature, history, hidden family past, the Holocaust and issues of identity. She also has become a recognized thinker and speaker on ethics and the arts.

Trained as a pianist, singer, musicologist and composer, Claudia holds degrees in music from Vassar College (*summa cum laude*), California at Berkeley, and a Doctor of Musical Arts in piano from Boston University under Leonard Shure. Her academic positions have included Williams College and the College of William and Mary, where she has just accepted a new appointment as Visiting Scholar in Music. A composers' pianist in the 1980s, she championed the music of Aaron Copland, Roger Sessions and Elliott Carter in performances at Carnegie Recital Hall (New York Composers' Forum production) and other leading venues, and was the featured artist in several "Performance Today" broadcasts on National Public Radio. Many works she commissioned have been published. The Aaron Copland House in New York and several other libraries hold collections focusing on her advocacy of new music.

Check the ILS Web site for additional "Year of Darwin" events and details concerning discussions connected with *Blue Lias*.



Democracy, Time and Expectations – Confessions of a Serial Cynic

By Thomas Buschman '08

I wouldn't say I was a lazy student, I was just very busy and had become adept at exerting the minimum amount of effort while still achieving the maximum result – in other words, that fine art of doing little to no work but still getting an 'A.' Yet, despite this ethic, I found myself in Memorial Library at 10 p.m. going over the assigned readings for a second time, carefully dissecting them and dutifully noting my questions and concerns in the margins, just like students I often cynically thought took this whole academic thing way too seriously. What had happened to me?

When I registered for ILS 275, my first reaction was how perfectly it fit into my schedule. My second reaction was that the topic couldn't be timelier because as seemingly everything becomes more complex it raises real problems for democracy. I had long been firmly of the mind that Socrates was on to something when he advocated rule by a philosopher king, so I looked forward to what I wryly thought should be a semester-long funeral eulogy for participatory democracy in the age of technology.

Needless to say, many people, including course professor Daniel Kleinman, were not content with the idea of democracy tacitly morphing into a technocracy, and the first 11 weeks of the course examined problems ranging from the ramifications of decreasing civil involvement in America to the question of whether non-experts can ever truly judge the opinions of experts. The class culminated with our own experiment in participatory democracy regarding the future of higher education – a Consensus Conference.

Our class was split into three groups: organizers, observers, and participants. The organizers were responsible for the logistics of the Consensus Conference – getting the room, arranging experts and finding relevant readings. The observers documented the interactions of participants amongst themselves and with experts during the conference. I was assigned to the participant group. As I left the library the night before the conference started I couldn't help but think that the first lesson of the conference was that this democracy thing required more work than I expected. Granted, I could have simply blown off the readings, but there was something about the opportunity to make actual recommendations about an ongoing issue combined with a sense of duty to my fellow participants that prevented me from not caring.

The next day as the Consensus Conference began, I sat in a circle with my 10 fellow participants discussing our reactions to the readings about the de facto privatization of the university in the face of funding deficits as well as different university curriculum goals. We struggled to find common ground in only an hour and 15 minutes on the particular issues on which we wanted to focus during the next two sessions when we would be meeting with experts on higher education. As I sat there listening to various comments I realized that everyone seemed to have taken the readings seriously and read them carefully, but everyone also brought varying ideas of what education should be and who should pay for it. As our facilitator — Jason Delborne — noted our limited remaining time, we decided to focus primarily on what it means for a public university to increasingly rely on private funding.

In the following two question-and-answer sections with experts, the difficulty in not simply swallowing their opinions whole but instead critiquing and even challenging them became clear: the experts, simply by nature of being asked to be involved because of their special knowledge, automatically seemed to have positions above myself and the other participants. Despite this, armed with knowledge from actually having done our readings and fleshed out our ideas in our first discussion, some questions were asked in the limited amount of time we had that required the experts to examine their own positions and biases.

As the second and final session with experts ended, I thought that we participants had made a superb effort in tackling the cadre of issues surrounding university education. Unfortunately, effort alone wasn't enough – the whole point was coming to a meaningful set of recommendations.

In the closing session of the consensus conference, with the clock running out, the other participants and I formulated what would become three suggestions that I think did amount to real results: institute an open budget process, appoint a committee to examine the place of undergraduate education, and attempt a pilot program that would allocate a small percent of each private donation to need-based scholarships. We sent an outline of our recommendations to UW Chancellor John Wiley, and though I didn't expect anything to come of it, I was proud of what we had accomplished.

Well, in February of 2008, Chancellor Wiley sent a detailed response to our three suggestions. Though I didn't necessarily agree with all of his response, nor do I think many of my fellow participants would, I couldn't help but be pleasantly surprised and impressed. When I was asked to write this article and I seriously began looking back at the experience, I realized its lasting effects were giving me much more faith in both the insights of my peers and the intentions of the administration – people often perform based on the expectations about their performance. If you

give people the opportunity to make not just critiques, but suggestions, about a complex issue, they will delve into its intricacies and produce results that are anything but naïve. Likewise, if you pass along sincere suggestions instead of just complaints to those dealing daily with a complex issue, they might just take those suggestions seriously.

Lastly, in case you didn't pick up on it, participatory democracy takes work and time.

Higher Education and the Future of the University of Wisconsin—Madison

Editor's Note: During the fall of 2007, Professor Daniel Kleinman taught ILS 275, "Democracy, Technology and Expertise." The course integrated a seminar-style reading/ discussion format with a class effort to organize and carry out a model democratic forum — a consensus conference. Originating in Denmark, consensus conferences involve a three-part process — discussion based on readings, meeting with experts, and recommendation preparation — in which lay citizens deliberate on a technical matter of broad social importance. What follows are a report on the conference, and an editorial by one of the student participants, Thomas Buschman.

In the fall of 2007, students in Integrated Liberal Studies 275 — Democracy and Expertise — at the University of Wisconsin-Madison embarked on an experiment in democratic engagement. They organized and carried out a small-scale consensus conference on the future of higher education. Consensus Conferences were pioneered in Denmark in the late 1980s. Intended to stimulate broad debate among citizens on highly technical issues, these forums have been organized throughout Europe and Asia and in North America as well. In these conferences, lay people participate in a program of reading and discussion, after which these non-expert citizens serve as a kind of jury in a hearing-like setting in which experts and interested parties give testimony on the issue(s) under consideration. With the reading, discussion and hearings complete, the citizen panel produces a report reflecting their assessment of the technical matters on which they focused.

The students in Integrated Liberal Studies 275 were randomly divided into three groups for their consensus conference. Six of the students were selected to serve as organizers of the consensus conference. They were responsible for refining the theme of the conference, selecting the readings given to the "citizen panelists," choosing the experts, and for all conference logistics. Ten of the students were selected to serve as citizen panelists. Although

not broadly representative of the population of Madison, Dane County or Wisconsin, they are probably reasonably representative of students at the University of Wisconsin and consequently an appropriate group to contemplate the nature of education at the University of Wisconsin and to come forward with recommendations about it. The final group of students — five in all — observed all of the consensus conference proceedings, considering what our collective work can tell us about how small scale democracy works.

The consensus conference was held across four-and-a-quarter-hour blocks on November 20, 27 and 29 and on December 4. Each session was overseen by a trained facilitator. During the first session, the panelists discussed the readings they were asked to consider and developed a set of questions they wanted to ask the experts with whom they were to meet. During the second and third sessions, the panelists met with three experts on higher education, and on the final session the group developed a set of recommendations for consideration by the high level administrators at the University of Wisconsin-Madison.

The recommendations of the panelists are as follows:

1) **Public Accountability of the University of Wisconsin-Madison.** A public university must be accountable to the public that supports it. To be accountable to the public, the University of Wisconsin-Madison's budget and budget process must be transparent. We, therefore, recommend an open budget process for the University of Wisconsin-Madison. An open budget process involves multiple stages, such as public forums, which welcome the input of administration, faculty, students and citizens. An open budget process also seeks to make budget decisions and rationale as accessible as possible to the broader public by using the internet for dissemination of budget information, possibly including making the entire budget

available online.

We advocate instituting an open budget process because doing so would allow for more voices and more innovative ideas about sources of funding and how to use them. It would also give citizens and students a better connection to the management of the institution they support. UW-Madison's budget itself as well as the sources of funding behind it are so complex and nuanced that a simple recommendation to improve it would be naïve at best, but we believe an open budget process, regardless of the exact manifestation it would take, is a logical and necessary evolution of the current system.

2) **The Affordability of Undergraduate Education at the University of Wisconsin-Madison.** As University tuition rises, access to higher education becomes increasingly restricted. In 2001, tuition for in-state students was \$4,085 and \$15,630 for non-resident students for an entire academic year. Today, the cost has nearly doubled that with the tuition for a single semester sitting at \$3,594 for Wisconsin state residents, and \$10,719 for non-residents. During the majority of this class's years at the University of Wisconsin (between 2003 and 2006), we have seen tuition raised 31 percent for instate students. The history of non-resident tuition is even more scandalous, with an increase of 91.2 percent between the years 1996–2003. In order to increase diversity on campus and access to higher education for the state of Wisconsin, we recommend that the University of Wisconsin-Madison require that 2 percent of all alumni donations go to needs-based scholarship funding, if the amount donated is less than \$50,000. If the donation is greater than \$50,000, at least \$1,000 of the donation should be dedicated to needs-based scholarships. Where there is discussion (by phone or in person) between a prospective alumni donor and a fundraiser from the UW, the UW representative may ask if the donor would like to donate more than the required amount to needs-based scholarship funding. Finally, the University of Wisconsin-Madison should require that 2 percent of all corporate donations to the University go to needs-based scholarship funding.

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attendance and their travel and other expenses will be paid in full. Following the Summer Institute, an additional grant award will be available to each of the faculty participants to support their further development and use of student-centered discussion in one of their courses on their home campus in the following school year.

Questions and/or comments about the 2009 Summer Institute or the Interactivity Foundation and its programs may be directed to either Peter A. Shively, Outreach & Projects Administrator, at shively@interactivityfoundation.org or Adolf G. Gundersen, IF Senior Fellow, at Gundersen@interactivityfoundation.org.

3) **The Place of Undergraduate Education at the University of Wisconsin-Madison.** As students at the University of Wisconsin-Madison, we often have the feeling that undergraduate education takes a backseat to other faculty commitments, including research and graduate education. College-educated citizens will play an important role in the future of the state of Wisconsin. We, therefore, believe that the University of Wisconsin-Madison should seek to raise the profile, value and status of undergraduate teaching among UW-Madison faculty. It seems likely to us that to do this will require the development of professional incentives as well as increasing the extent and importance of the evaluation of faculty teaching for promotion to tenure, post-tenure review and merit salary increases. We are not certain about the specific mechanisms that should be put into place, and, therefore, we recommend that a high-level committee (including faculty, students, administrators and citizens of the state) be appointed by the UW-Madison chancellor. This committee would develop a set of proposals which would be presented to the UW-Madison chancellor and provost, and we would expect that these officials would seek ways to implement the recommendations of the committee.

Consensus conference participants: Tom Buschman, Corey Gilbertson, Janae Goodrich, Stephanie Krubsack, Lauren Marinaro, Michael Quakenboss, Martha Ross, Madeline Rullo, Sara Slama, Becky Solomon.

Consensus Conference Organizers: Molly Eiden, Jessie Hillsberg, Jordana Jaffe, Adam Korn, Daniel McCarthy, Jaelyn Simpson.

Consensus Conference Observers/Analysts: Dana Chirumbole, Peter Dykstra, Dustin McMahon, James Moskovic, Veronica Shapiro.

Consensus Conference Facilitator: Jason Delborne
Course Instructor: Professor Daniel Kleinman

The Book Corner

Cathy Middlecamp recommends:

The Firecracker Boys
Dan O'Neill
Basic Books
2007

With a subtitle like "H-bombs, Inupiat Eskimos, and the roots of the environmental movement," how could you go wrong? This book is currently one of the texts for ILS 251 (Contemporary Physical Sciences), in case you would like to check out what the students are reading. Better yet, next time you are in Fairbanks see if you can meet Dan O'Neill at a local coffee shop.

Lynn Nyhart recommends:

My first reading recommendation is *Ghostwalk* (2006; due out in paper in June 2008) by Rebecca Stott. It's a novel involving the mysterious death of an historian of science at the University of Cambridge, just as she's completing a historical investigation of Newton and alchemy. Her son hires his ex-lover, a writer, to ghostwrite the rest of the book, which will mark an important revision to Newton scholarship, and the resonances between past and present grow in intensity throughout the book. There are sections of the historical book manuscript embedded in the larger story, and I actually found these the most interesting and best-written parts of the book. (Stott has previously written very readable non-fiction books, including *Darwin and the Barnacle and Theatres of Glass*, a book about Anna Thynne, who popularized the aquarium in 1840s Britain, but this is her first work of fiction.) Since her thesis about Newton's "good luck" in attaining his professorship is totally speculative and conspiratorial, you'd probably never find it in a formal history. But it is an intriguing story — even better than the fictional mystery, which itself is pretty good.

Daniel Kleinman recommends:

Last year I read *Intuition*, a novel by Allegra Goodman. Goodman tells a sometimes funny and often insightful tale of the intertwining of the professional and personal lives of a group of scientists centering around a controversy about scientific fraud.

Just out this year is a volume I co-edited with Karen Cloud-Hansen, Christina Matta, and Jo Handelsman

entitled *Controversies in Science and Technology: From Climate to Chromosomes*. The book includes more than 20 highly highly accessible essays on some of the major scientific controversies of the day, including stem cells, gender and science, and climate change, from a wide range of perspectives. The stem cell section includes essays from a rabbi, a priest and a scholar of Islam.

Mike Shank recommends:

One of the most intriguing books I have read recently is *Karel Capek's War with the Newts* (1936) — about the discovery of a species of intelligent newts that humans enslave and who eventually rise up — an amazing piece of satire for 1936 as well as our own time. Capek is best known as the author of *R.U.R.*, the play in which he coined the word "robot."

Richard Avramenko recommends:

Sincerity and Authenticity, by Lionel Trilling
Trilling, who taught for a while at the UW, comes from that older generation of scholars that writes beautifully, broadly and brilliantly, yet remains accessible to a broader public.

Booth Fowler recommends:

Walt Whitman's Collected Poems: For a wonderful celebration of life and a celebration of the life of each and all of us.

Laura McClure is currently reading

The Zookeeper's Wife: a War Story, by Diane Ackerman. The book examines the Nazi occupation of Poland through the naturalistic lens of Jan and Antonina Zabinski, keepers of the Warsaw Zoo, as they sheltered Jews from the Warsaw ghetto. Another book on a similar theme that I particularly liked is *The Lost*, by classicist Daniel Mendelsohn. The author chronicles his journey to discover what happened to members of his family killed by the Nazis. A pair of books that I read recently with my ado-

Professor Charles W. Anderson

(Photo, Norman Lenburg, UW News Service, 1984)

ILS Goes Digital: Charles Anderson ILS Lecture Podcasts Soon to Be Online!



ILS is excited to inform alumni of our first ILS lecture podcast project! Thanks to our partnership with the Wisconsin Alumni Association and UW Libraries, you will soon be able to listen online or download the podcasts of Emeritus Professor Charles W. Anderson's 1984-85 lectures from his ILS course, *Western Culture: Political, Economic & Social Thought* (ILS 205-206), recorded live in class during the 1984-85 academic year and also broadcast on University of the Air by WHA public radio. We are very grateful to UW Libraries Director Kenneth Frazier, who supervised and funded the digitization of the tapes, and the Wisconsin Alumni Association will provide the Web site and support, with links to the ILS Program, at <http://www.uwalumni.com/anderson> (NOTE: the Web site should be up and running with the 27 ILS 205 lectures sometime this fall, and the ILS 206 lectures will follow in a few months). We are also especially grateful for the strong interest in and support of this project by WAA President and CEO Paula Bonner.

Charles Anderson's version of ILS 205-206 is known for its strong integration of economic and social thought into the history of political theory and practice. Charlie's

extensive background in public policy and political theory shines through in this lecture series. He has a special ability to weave theory and application, philosophy and real-world practice together, and you will find in these lectures several applications to 1980s political and economic concerns, and to broader issues that are still quite relevant today.

Above all, in his writing and in his teaching, Professor Anderson is the master liberal educator in the Socratic tradition: he asks many provocative questions, and urges his students to do the same as they wrestle with the readings and as they consider how they might remain relevant to and illuminate for contemporary societal issues.

Dr. Anderson also brings these classical thinkers to life as persons, often real characters with some contradictions and even irritating qualities. In the lectures on Socrates, pay attention to his likening of Socrates to an irritating guy who sidles up to you in a Northwoods bar and peppers you with puzzling questions until you want to brush him off.

While Charlie "retired" in 1996 to Pensacola, Florida, he continues to write, keeps tabs on the ILS program in which he invested so much energy, and teaches adults in the Leisure Learning Society program at the University of West Florida.

lescent son is *A Beautiful Boy*, by David Sheff, and *Tweak*, by his son, Nick Sheff, in which father and son describe Nick's violent descent into methamphetamine addiction and eventual recovery.

Shifra Sharlin recommends:

Ilf and Petrov's *American Road Trip: the 1935 Travelogue of*

Two Soviet Writers by Evgeny Ilf and Ilya Petrov, translated by Erika Wolf.

This was my students' favorite book this semester in my "Destinations" class. It is very funny, thought-provoking and illustrated with great photographs. It is out of print but available on alibris.com.