



College of Letters & Science
UNIVERSITY OF WISCONSIN-MADISON



THE MEIKLEJOHN EXPERIMENT

FOR UW-MADISON INTEGRATED LIBERAL STUDIES ALUMNI AND FRIENDS



THE MEIKLEJOHN EXPERIMENT

Fall 2019

The Meiklejohn Experiment is the Student, Faculty & Alumni newsletter of the Integrated Liberal Studies (ILS) Certificate Program at the University of Wisconsin - Madison. Written by the student ambassadors, with help from ILS Faculty member and associate professor of Classics, Grant Nelsestuen.

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LETTER FROM THE CHAIR



Dear ILS students, alumni and friends:

This is my last letter from the chair of this decade. In a month or so we will be in the 20's, and it remains to be seen if they will be roaring or jazzy. When you walk around the Meiklejohn House, one can't help but wonder what UW students would have been like back in the 20's. 1919 was the year of the Treaty of Versailles, the White Sox scandal, the Influenza Pandemic, the 18th Amendment (prohibition) was ratified, and, importantly, the Green Bay football team became known as the Packers.

A quick search reveals to us that in 1919 they might have been listening to "Swanee" by Al Jolson, or "Jazz Baby" by Marion Harris. They might have been to the cinema to see Broken Blossoms, or reading *The Desert of Wheat*, by Zane Grey. Perhaps they had discovered Kafka or they were sorting through Proust's *Remembrance of Things Past*.

Last week, I asked a bunch of ILS'ers to tell me the latest song they had purchased. Of course, they laughed at me because nobody buys songs anymore—they subscribe to streaming services, like Spotify. So I asked a more 2019 question: What's your most played song over the last little while? I would like to share some results with you, in the hopes that you too, having left the musical education only life on campus can offer, can be as flapper as they:

- | | |
|---|---|
| 1. All for You, French Montana | 11. Someone You Loved, Lewis Capaldi |
| 2. Circles, Post Malone | 12. 10,000 hours, Justin Bieber |
| 3. Reborn, Kanye | 13. Bruises, Lewis Capaldi |
| 4. Fly me to the Moon, Frank Sinatra | 14. Sunday Morning, Matoma |
| 5. UCLA, RL Grime | 15. All I Want for Christmas, Mariah Carey |
| 6. You & Me, Flume | 16. I'll be Home for Christmas, Michael Buble |
| 7. Better Not, Louis the Child | 17. Lil Baby (2 Chainz feat. Ty Dolla \$ign) |
| 8. There He Go, ScHoolboy Q | 18. Going Bad, by Drake |
| 9. Day Tripper, The Beatles | 19. Zeze, by Kodak B |
| 10. Black Smoke Rising, Greta Van Fleet | 20. lack |

Now that you're up to date, I ask that you join me in making "flapper" the 2020 equivalent of fly, awesome, radical, far out, gnarly, & etc.

Seasons greetings,

Richard Avramenko
ILS Department Chair



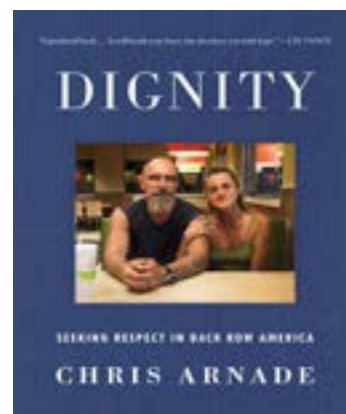
ILS RECOMMENDS...

Dignity

Chris Arnade

"As economists are wont to say, "a rising tide raises all ships." This is a powerful book about Americans who have been left behind by the new global economy. Arnade, a former Wall Street banker, knows well the economic absurdities that have relegated a wide swath of Americans to "the back row." If you learned anything from the last year's Go Big Read book, *Hillbilly Elegy* (by J.D. Vance), you'll appreciate this book as well."

Recommended by Richard Avramenko (ILS Department Chair)



Housekeeping

Marilynne Robinson

"*Housekeeping* is a great story of two young girls that endure loss and struggle. The book is somber and slow moving, yet the beautiful writing and engaging story makes *Housekeeping* one of the best books I've read."

Recommended by Jamie Quigley (ILS Student Ambassador)



Big Fish : A Novel of Mythic Proportions

Daniel Wallace

"I love *Big Fish* because although lighthearted in nature it takes on the difficult task of how we begin to see our parents not as heroes or villains but as humans. Daniel Wallace artfully does this by telling the story of Edward Bloom, a myth of a man, now on his death bed with a son who never knew him outside of epic tales."

Recommended by Alicia Jacobsen (ILS Student Ambassador)



Player Piano

Kurt Vonnegut, Jr.

"*Player Piano* by Vonnegut is an amazing book. The story, though written in 1952, remains appropriate to our current cultural conversations surrounding automation, big business, and the future of work."

Recommended by Philip Bunn (ILS TA)



More than a house, a home.



Meiklejohn House, located on the corner of N. Charter and W. Johnson. A building with some real character, the house became university property in 1928 and was eventually converted from a women's cooperative to academic use forty years later, but its history started in 1914.

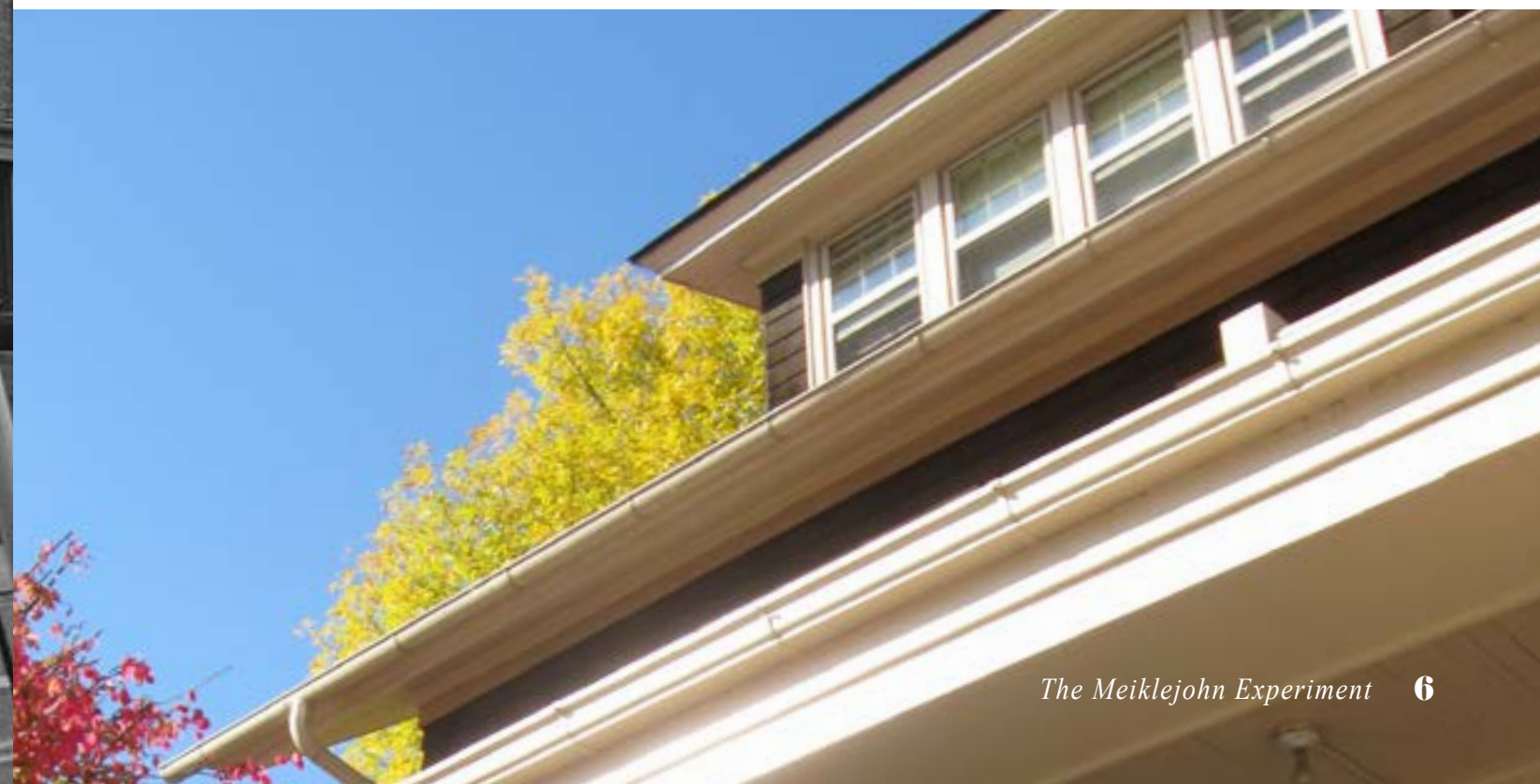
Samuel and Ida Oakey built their home a few blocks from the university campus. The Oakey's took boarders into thier home as their children attended the university. In 1928, Ida Oakey was approached by Miss Mary D. Andersen and Miss Nardin of the YWCA advisory board. They asked if she was interested in selling the house. That year the house was bought by the University Women's Building Corporation, under the supervision of the Dean of Women.

There were rooms for 17 women looking for low cost housing. The only employees were a house-mother, a cook, and a houseboy. Most inhabitants of the Andersen house worked part-time to get through school. Residents shared the chores involved in running the house.

In 1964, the house was renamed as the Rosemound Residence and placed under the control of Mary Tyrney. By that time most of the functions of the women's cooperatives had relocated to the Zoe Bayliss and Susan Davis Houses, so the building was taken over by the University in 1969.

The following year the Integrated Liberal Studies program took occupancy in the Meiklejohn House. In September 1969, the regents approved the renaming of the building "Meiklejohn House," and for more than fifty years it has been the home for ILS students, faculty, and staff.

The Meiklejohn House now functions as the home for many ILS professors offices. The Gretchen Holstien Schoff Memorial Reading room serves as a place of not just quiet study, but academic discussion and growth. Class discussion sections, organization meetings, and movie nights take place in the living room. ILS certificate students see the Meiklejohn Building as not only house, but a home to learn, grow, and have fun.



Integrated Liberal Studies Abroad

2019 Meiklejohn Travel Award Winner: Katie Krause

My name is Katie Krause and I am currently a senior at UW Madison majoring in History and Political Science, with certificates in Integrated Liberal Studies, Education Policy Studies, and European Studies.

The ILS program has always resonated with me, as I feel it is incredibly important to have an interdisciplinary approach to understanding the social sciences in order to promote civic competence. Thus, I felt incredibly privileged and grateful when in the spring semester of 2019 when I was presented with the Meiklejohn Travel Award, which in turn I used to help fund my study abroad experience that same summer to Prague, in the Czech Republic.

My time abroad was only for a month but within that time I was able to also go to Copenhagen in Denmark, Split in Croatia, and Mikulov in the Moravian Region of the Czech Republic. One thing that is important to me, and the main reason I wanted to study abroad, was to become more open and to engage my inquisitive mind in a new setting. I have become increasingly more aware of the rights and civic responsibilities we all have by being a citizen of the world!

This form of citizenship is important because it encourages individuals to think deeply and critically about what is equitable and just, what will minimize harm to our planet, and promotes a global tolerance. One way that I worked on this was traveling as much as possible and visiting museums and cultural centers across Europe, which allowed me to see how others lived, and reinforced how fortunate I am to be from the United States. Not only was I able to work towards my goal of being a global citizen by traveling, but also through the class I was enrolled in.



"The John Lennon wall in Prague was probably the most amazing thing I got to see."

The class I took was about the rise and fall of totalitarianism within the Czech Republic through the Cold War, and its effects on civil society and its present day politics. The class reminded me of an ILS class because we looked not only at the politics, but also how this affected other areas of life and society. This class allowed me to learn political context, and the history of the place I was to call home for a month!

Overall, I am grateful for the ILS department, because without the travel award I wouldn't have been able to see new parts of the world, and discover how to be a contributing member to an international society!



"The view I saw everyday on the walk to class. If you look closely you can see the Prague Castle in the background."

Question of the Week:

Answered by ILS Students

What was the last song you listened to?

The Man - The Killers
Cherry Wine - Hozier
Panini- Lil Nas X
Sweet Disposition - Temper
Truth Hurts - Lizzo
UCLA - RL Grime
Laser Lights - Rex Orange County
Mr. Brightside - The Killers

What’s your major?

Slavic Studies
Finance
Legal Studies
Biology
Psychology
Undecided

What is the most essential piece of technology for college?

Macbook Pro
Air Pods
FitBit/ Apple Watch
Google Drive
Alarm Clock
Netflix
Spotify

What’s your favorite ILS class?

ILS 126: Principles of Environmental Science
ILS 200: Critical Thinking and Expression
ILS 205: History of Political, Economic, and Social Thought
ILS 365: Machiavelli and His World

ILS Learning Through Teaching

By Grant Nelsestuen



Professor Kristin Phillips-Court

Vilas Professor Kristin Phillips-Court holds a joint appointment in the Departments of French & Italian and Art History, and is a core Faculty member of ILS. Initially starting her academic career as a painter and pianist, Prof. Phillips-Court eventually got her Ph.D. in Italian Literature at UCLA and taught at Yale University before coming to UW-Madison. Her teaching in the ILS program includes, among other things, a popular course on “Machiavelli and His World.”



Professor Grant Nelsestuen

A professor of Classics in the Department of Classical and Ancient Near Eastern studies and affiliate in ILS, had a chance to chat with her about her intellectual background, her approach to reading and teaching Machiavelli, the joys of teaching ILS students, and how to make the most of a trip to Italy.

Nelsestuen: “I know a bit about your academic and intellectual background, but I was hoping you could tell us about what really drives you in your teaching and your research.”

Phillips-Court: “I was always inclined towards visual arts, but I was also good at languages, so I ended up majoring in Art History with a minor in Comparative Literature (Italian “Emphasis,” as it was called then) at UCLA. When it came time for graduate school, I had my sights set on New York and I wanted to be a museum curator, but I was persuaded by UCLA professors to come back to UCLA to study Italian literature with free range to combine it with Art History courses on an interdisciplinary track. From there, I started out as specialist in 20th-century Avant-garde movements (my PhD minor field), but then I switched to Renaissance.”

Nelsestuen: “So what was it about Renaissance literature and art that really clicked with you?”

Phillips-Court: “In one sense, it was an affinity I felt for the Renaissance pursuit of beauty and symmetry; in another sense it was the aesthetic connections I easily perceived among the various artistic media in that time. Of course those intermedial synergies are found in the Avant-gardes, as well. Perhaps thanks to the architectural expressions of Renaissance ideals, I found it less abstract than, say, 20th-century hermetic poetry. The turning point came when a professor from Pisa, Lina Bolzoni, taught a class on the poet-philosopher, Giordano Bruno (burned at the stake for heresy in 1600). My brain was just exploding as I grappled with his persistent asymmetries! I thought, ‘I’m visualizing this but I don’t understand it.’ Bruno’s text was a labyrinth and I loved it—I was just drawn to it. And so it’s this visual inclination towards literature that I always had. So, I was really drawn to Bruno, who was this wildly speculative, rogue thinker.



<<Aside>> He's the Darth Vader-esque statue in the Campo de' Fiori in Rome, where he was executed. I wanted to make sense of his writing. [Bolzoni] said, 'Trust your mind. If you perceive something in the text, it's in the text; and then you work and work, and you think, and you go from there.' It's just you and the text. And of course, one must simultaneously study context. Text and context inform my teaching, especially when the topic is Machiavelli, who is, in some ways, another rogue thinker. But his writing is anchored in time and tradition."

Nelgestuen: "The way you describe it is quite vivid! What initially attracted you to the ILS program?"

Phillips-Court: "Its penchant for exploring the connections between and among different forms of expression—for example, in different media: literature, poetry, visual art, sculpture, and architecture. But it also facilitates exploring connections in terms of content—themes, ethics, and other topics—across literary genres, economics, aesthetics, politics, psychology, social history, religious milieus, and so on. In the case of "Machiavelli and His World," I bring all of that to this class, and I'm passionate about teaching this class. I absolutely love it. For my students, I get to create the situation in which they have the opportunity to encounter Machiavelli's texts, his words, his arguments, his contradictions, his coherence – and even his incoherence – for themselves. They get to chew on it; they get to experience it. I invite the students to read the text on their own terms, but I insist that they not be dismissive or judgmental. Along the way, I provide historical, political, and literary context. And the context is often very specific.

Nelgestuen: "So you see your primary role as providing the context for the students' own experience with the texts of Machiavelli."

Phillips-Court: "Yes, we spend a lot of time on the context of Florentine politics, from the Plague of 1348, to changes in the Florentine economy, to the public works commissioned by the various guilds, to the fallout from Charles VIII's 1494 invasion of Italy. We cover the rise and fall of the Florentine Republic in which Machiavelli

served, to the return of the Medici, Leo X (Medici)'s election as Pope, etc. This is the storytelling portion of the class, and then once we approach *The Prince*, we are ready and we have the tools that we need to take the most out of the text as we can."

Nelgestuen: "Do you also teach *Discourses on Livy*, a text that I, as someone who works on the ancient Roman Republic and who values the concept of republicanism, wants to appreciate even more than *The Prince*?"

Phillips-Court: "Yes, it's a text that is generally not taught at the undergraduate level, but I see it as my duty and my pleasure to introduce students to the fact that Machiavelli wrote in every single literary genre that there was under the sun: biography, comedy, tragedy, Platonic dialogue, historical commentary, historical narrative, sonnets, epic poetry, tercets in the Dantean style, fantasy, and letters. The difficulty with pinning down Machiavelli is, of course, the allure of Machiavelli, and the impact of Machiavelli, whether misunderstood or misapplied or properly understood but put in a box, just continues our fascination with him."

Nelgestuen: "What do you think it is that makes Machiavelli so enduring and so relevant for students today?"

Phillips-Court: "I try to avoid overtly political discussions, but we talk a lot about constitutions, and what Machiavelli would have thought about our three branches of government. He would have been proud of our system of checks and balances! One thing we were talking about in class the other day is that every culture has its myths and what the purpose of these myths might be. Myths serve a purpose, like modeling virtue. Machiavelli helps us to explore the myths of his day as well as our own myths. That's also where ILS is interesting because culture is a moving, dynamic hub of many different concerns, like authoritative discourses, economy, politics, science, behavior, and warfare."

Nelgestuen: "What other courses do you teach for ILS?"

Phillips-Court: "I'll be teaching a course on Leonardo da Vinci, which is a perfect ILS course because Leonardo

is one of those polymath figures representative of his age. He was a military engineer, a painter, a sculptor, a writer of treatises, and even a poet. And he had interests in astronomy, anatomy, mathematics, and physics. Like Machiavelli, he's a perfect historical subject to study for ILS students because he did not see strong distinctions between these ways of knowing the world. And all of this also relates to contemporary notions of genius: what is a polymath and does our culture valorize this quality? Or how are these questions tied to our economy or our sensibilities."

Nelgestuen: "What do you like most about ILS students?"

Phillips-Court: "What I like about ILS students is that they are pursuing their own intellectual formation in the way that they care about and are invited to think broadly and to connect their interests and requirements across different fields in a holistic way. The kinds of students who are drawn to doing that have an intellectual maturity that is really admirable. ILS students possess a kind of intellectual flexibility that makes it a joy to work with them."

Nelgestuen: "What is it about great literature that makes it so valuable for students today?"

Phillips-Court: "Take the work place or being a citizen. Where do we learn tact and ethics? We learn them in places like literature, which allows us to explore questions surrounding ethical behavior and responsi-

ble citizenship and diplomacy and empathy and how to grapple with useful complexities. Literature pushes ethical questions to their ultimate end in the protective space of human imagination."

Nelgestuen: "Got any books to recommend? Machiavelli-related or otherwise?"

Phillips-Court: "Read Machiavelli's sassy little comedy, *The Mandrake*—you will be endlessly entertained. And every few years, re-read Vergil's *Aeneid*, so you can, as I do, taste the salty air and feel the sand of the Mediterranean. Preferably in Italy."

Nelgestuen: "Speaking of which, I know that you spend significant time in Florence and Italy; any insider tips or recommendations you'd mind sharing with our ILS alumni?"

Phillips-Court: "The most important tip I can give you? First of all, let me say that a "bar" in Italy is what we call a "café." Go right away and find your bar, where you drink coffee and read the newspaper, and stop by various times during the day for a pit stop, for a chat, for a coffee, and for your aperitivo—your prosecco at 6pm, your Spritz, or your Negroni. So the first thing to do, whether you are a tourist or are going to be staying for some time, is to find your bar, where they'll learn your name, they'll embrace you, they'll know what you like; and you'll revel in the humanity of it all. It's the best part of Italy."



ILS Learning Through Teaching

An interview with former teaching assistant Rebecca Steck.



How has ILS led you to where you are now?

During my last year of school while I was interviewing for jobs, several interviewers asked what Integrated Liberal Studies was. Explaining what ILS was, and my experience as a TA, allowed me to demonstrate my organizational skills, leadership experience, and ability to learn quickly. I've also found myself understanding more political or pop references that stem from works I read as a TA, and that's made me a much more aware consumer of the news. I also credit ILS with the fact that I've continued to read in my free time. The last thing I wanted to do after graduating law school was read another book, yet I've found myself reading multiple autobiographies and works by American lawyers and judges. My biggest takeaway from being involved in ILS is that I want to continue to learn on my own, not only to become a better lawyer but also a better person.

What is your current job?

I am an Assistant District Attorney for the City of Philadelphia, and I work in the Post Conviction Review Unit. When someone appeals a conviction, they can have a direct appeal (trial court à intermediate court à highest court). In some states a defendant can raise anything and everything on direct appeal. Pennsylvania has a slightly different process for appeals. Defendants can only bring a direct appeal on a narrow set of grounds (such as their plea was involuntary, or the judge did something illegal). Defendants have to bring a post-conviction motion in trial court, where they were convicted, for any other issue. I work with these post-conviction claims, not direct appeals. Claims that I've worked on so far are ineffective assistance of counsel and incorrect sentence calculations. My job is to review motions and respond, either with a motion to dismiss or by agreeing to an evidentiary hearing if our office believes the defendant is entitled to relief. Depending on the case, I will litigate motions in court and/or conduct hearings.

How did being a part of ILS give you a sense of community on a large college campus?

I did not attend UW for undergrad, so as a law student I was largely removed from the rest of the campus prior to joining ILS. As a teaching assistant I became friends with other TAs, who were graduate students in other departments. If not for my job, I would never have met them. I really enjoyed forging relationships with the professors I taught for, and also the program administrator Beth Shipman, who was always so kind to me. Even though he was usually busy, Rick Avramenko (ILS department chair) made time for me when I had questions, either about work or life in general, and I really appreciated that. Working in ILS gave me a break from the demanding, and sometimes depressing, experience that is law school.

How has experiences in ILS taught you more about your field of interest?

As a teaching assistant I was able to sharpen several skills I use every day as an attorney. The first skill would be public speaking without rehearsing. As a teaching assistant I was in charge of leading discussions for four or five hours, which often involved thinking on my feet. In the courtroom I have to think on my feet 80% of the time. Second, reading, learning, and helping lead discussion on classic works in ILS definitely improved my critical thinking skills. Third, working as a TA on the Western Culture classes (ILS 205/206) either introduced or reintroduced me to works and concepts that are foundational to American Jurisprudence.



How did ILS students teach you more about yourself?

I learned from my students that I do really like teaching and helping others succeed. I appreciated when students would actually come to my office hours, because students who sought out help were the ones who usually did well in my class. I also learned that being open and willing to try is just as important as being smart – which is something I'm trying to apply in my own life. Some of my best

students weren't people who necessarily memorized the material, but they were willing to participate in class, have some fun, and think outside of the box.

Do you have any book recommendations?

Incarceration of Tears: A Journey of Transformation and Redemption. As a part of my orientation at the DA's office, I took part in a program called Inside Out, where interested people attend a workshop in prison alongside incarcerated persons. I attended the workshop at SCI Phoenix, just outside of Philadelphia. All of the incarcerated persons were serving life sentences without parole, or as they called it, "death by incarceration." The book is a mixture of poems and stories that illustrate the highs and lows of his life, and give insight into how he ended up behind bars.



FACULTY NEWS

Daniel Kapust

Professor, Director of the Political Economy, Philosophy, and Politics Certificate Program

Professor Kapust has been working within the Integrated Liberal Studies program teaching popular political philosophy classes such as "Conservatism, Liberalism, and the Idea of America." Kapust's research focuses on the history of political thought, emphasizing Roman, Florentine, early modern, and 18th century contexts. Through this historical lens he examines rhetoric, democratic theory, and the republican tradition. His works feature thinkers such as Hobbes, Machiavelli, Rousseau, Cicero, Sallust, Livy, and Tacitus, along with topics including flattery, rhetoric, censorship, and fear.

In the past year professor Kapust has been the recipient of two awards. The Vilas Associates Award was granted to support his most recent book project. Kapust will be exploring the Roman poet-philosopher Lucretius' works to find what it conveys about early modern political thought. The Chadbourne Residential College Faculty Fellowship and the Teaching Academy Fellow awards were presented to Professor Kapust for his teaching with the Chadbourne Residential College. Professor Kapust has been known for his work with students in the residential college and building connections.

Beyond working with the Political Economy, Philosophy, the Politics Certificate Program, the Chadbourne Residential College, and the Integrated Liberal Studies, Professor Kapust remains incredibly active in the Teaching Academy. For his steadfast commitment to students and excellence in teaching he was awarded the Teaching Academy Fellow award.

Currently, Kapust is working within the Political Science Department, however he plans to take the coming spring semester to work with a Senior Fellowship at the Institute for Research in the Humanities.



Professor Daniel Kapust teaching political philosophy.

"Educating the mind without educating the heart is no education at all"

Aristotle





Nandini Pandey
Associate Professor of Classics

Dr. Pandey has been working with the Integrated Liberal Studies program for five years teaching Western Culture: Literature and Arts. Dr. Pandey's research focuses on Latin poetry in its complex relationship with early imperial art and political power.

Pandey's interest in Integrated Liberal Studies stems from her interdisciplinary love of a variety of topics, "As an undergrad, I got interested in Classics because I loved English literature, from Shakespeare to Joyce to Tolkien. And I became a Classics major because it allowed me to study literature, philosophy, history, art, and science holistically within the ancient Mediterranean, rather than choose only one of those subjects to specialize in. Whenever I teach ILS 203, a survey of Western art and literature within its cultural context, I get to dig further into themes and questions that attracted me to classics in the first place."

Last year she published *The Poetics of Power in Augustan Rome: Latin Poetic Responses to Early Imperial Iconography*.

This work highlights Roman subjects' vital role in creating and critiquing these images, in keeping with the Augustan poets' sustained exploration of audiences' active parts in constructing verbal and visual meaning.

Dr. Pandey was also a winner of a prestigious award from the American Council of Learned Societies (ACLS). The fellowships, which range in value from \$40,000-\$70,000, are designed to support six to 12 months of full-time writing or research. She is currently on leave this year working on a new book about Roman diversity. The book will use texts and artifacts from early imperial Rome to examine ethnic mingling in the ancient Mediterranean world as compared with today. Pandey plans on continuing her work with ILS once returning for her leave.

"I love teaching for ILS because it encourages me to be more broad-minded about my field within the grand sweep of history. I love seeing how today's students react to texts I've been reading since I was their age; discussions with them always help me see new details in old texts or interpretations I'd never before considered. Teaching ILS 203 also gives me a rare opportunity to trace with students how works of literature from different cultures connect—from the ancient Mesopotamian epic Gilgamesh and the Greek and Roman epics all the way up to the medieval Italian poet Dante. So I always learn a lot and take inspiration from ILS teaching, not only because of its intellectual breadth and emphasis on cross-cultural and cross-disciplinary connections, but also thanks to my students' lively engagement with ancient texts in their continuing relevance to modern life."

- Dr. Pandey





Cathy Middlecamp

Professor, Director for Education and Research for the Office of Sustainability

Professor Middlecamp has been working with ILS for 15 years teaching classes such as the Meiklejohn Capstone, Radioactivity, People, and the Planet, and Principles of Environmental Studies. Throughout Middlecamp's time at the University she has loved teaching interdisciplinary classes that focus on the intersection of science, people, and the planet. Apart from Integrated Liberal Studies, Professor Middlecamp works with the Nelson Institute, Community and Environmental Scholars Program, and the Center for Culture, History, and the Environment.

Professor Middlecamp was awarded the George C. Pimentel Award this year. This award is granted in recognition of outstanding contributions to chemical education, giving the recipient \$5,000. The award is given by the American National Chemical Society; and recognizes Professor Middlecamp's lifetime achievement of wonderful work in chemistry education, engaging faculty and students in teaching as well as learning college chemistry in contexts that reflect the issues of people, their communities, and the planet.

Among other accolades, Professor Middlecamp was also recognized as a Fulbright Specialist this year for her work in Israel. In 2018, Professor Middlecamp spent November through December teaching at an Arab College. The United States Department of State Exchange Program congratulated Professor Middlecamp for her responsibility and demonstration of American values and display of leadership around the world.

Professor Middlecamp plans to return to Israel in the future but for now she is braving the Wisconsin winter. She officially retired from the Integrated Liberal Studies Program this fall, and plans to retire from the University in the fall of 2020. She is dedicated to continuing her work with science, people, and the planet in her retirement as well.





Integrated Liberal Studies
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Help support current ILS Certificate students by donating to one of our general funds. To help foster a community between students and faculty, ask for your donation to be sent to the [ILS Fund](#), which is used to fund student activities.

