

THE MEIKLEJOHN EXPERIMENT



Spring 2020

FOR UW-MADISON INTEGRATED LIBERAL STUDIES
ALUMNI AND FRIENDS



Integrated Liberal Studies
UNIVERSITY OF WISCONSIN-MADISON

THE MEIKLEJOHN EXPERIMENT

Spring 2020

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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Integrated Liberal Studies
UNIVERSITY OF WISCONSIN-MADISON



LETTER FROM THE CHAIR



Dear ILS Students, Alumni, and Friends,

This is my final letter as Chair of ILS. This summer, Prof. Grant Nelsestuen will take the reins. Prof. Nelsestuen's comes to ILS from the Classics department, where he teaches courses on Latin literature, Roman culture and politics, and conspiracies in the ancient and modern worlds. I assure our students, alumni, and friends that ILS will be in capable hands, and I look forward to working with Prof. Nelsestuen in the coming years.

What is less certain is the future of ILS, the UW, Wisconsin, and the USA. As I write this, I am sequestered in my basement, banished by plague, brawling children, and an ever-growing Honey-do list. For decades, the ILS motto has been "Thinking Independently Together." We have closed the semester out this year, with classrooms shuttered and students sent home. Governors, flanked by public health officials, have declared states of emergency, suspended non-essential economic activity and rights, and mandated social distancing. For ILS, this means asking if Thinking Independently Together Apart is possible?

What did this look like? ILS faculty concluded the semester with "remote teaching" hopefully causing "remote learning." A professor, from home, would fire up a computer with a camera and record the lecture, often with overhead slides magically worked in. Students could then, at their leisure, view the lecture. Some did this "live", meaning the students had to show up at the usual time to watch the live broadcast. Normally these were recorded and posted as well for students who had technical difficulties. In-class exams were converted to take-home exams or essays.

For seminars, such as the ILS Capstone seminar, the most popular mode seems to have been the video conference call. Using Zoom or BBCollaborate, at the usual class time, students would log in. On their screens, they would see up to 6 students, depending on who was speaking or "raised a hand." The professor moderates the conversation and calls on students with raised hands. Students could type "chat" messages simultaneously for the whole class to read.

All in all, it seems that course content continued to be delivered to students. The jury is still out, however, on what kind of thinking remote learning engenders. Are we together when we are on-line simultaneously? Is the efficient delivery of content sufficient for the kind of learning that happens when we are together, in the flesh? To be sure, these past few weeks do not provide a natural experiment for answering these questions. In my seminar, we all got to know each other well over the first two months of the semester. We broke bread together. We made untested arguments in front of each other. We challenged each other. We confessed to each other. Together, in a room, trusting in the goodwill of everyone in the room, we turned the abstract content of our readings into understanding and friendship.

For my dollar, this is what Meiklejohn meant by "thinking independently together." Together, we turn reason into understanding. Pure reason is completed when made manifest, between in-the-flesh people. In Albert Camus' *The Plague*, Rambert, pleading with the ever-rational doctor to let him leave the quarantine during a plague, says, "You can't understand. You're using the language of reason, not of the heart; you live in a world of abstractions." Yes, times of plague are extraordinary, and we made due. But I'm sure I speak for most ILS'ers 3/4 teaching and learning over the internet, out of our basements, is an absurdity that would likely have even Camus scratching his head.

I am grateful being asked to serve the students, alumni, and faculty of ILS as Chair. While there is much to be missed, there remains much to be hopeful for: most importantly, the continued pursuit of our honorable mission: thinking independently together.

Richard Avramenko
ILS Department Chair



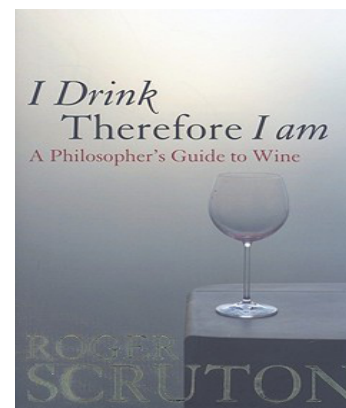
ILS RECOMMENDS...

I Drink, Therefore I am: A Philosopher's Guide to Wine

Roger Scruton

"Roger Scruton, who died this past January, was a philosopher of first rank. He wrote on music, literature, politics, archaeology, Greece, the Bible and, in this book, wine. This book, about wine, is about all of these things and, in Scruton's inscrutable style, about truth — in vino veritas."

Recommended by Richard Avramenko (Department Chair)

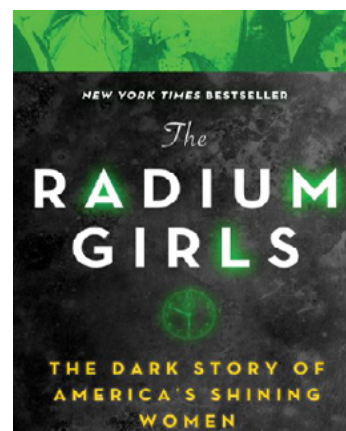


Radium Girls

Kate Moore

"The Radium Girls tells the story of young girls that lost their lives as a result of radiation poisoning from painting watch dials with self-luminous paint. Moore tells their inspirational story of courage and sacrifice as women work for their right to safe work environments."

Recommended by Jamie Quigley (ILS Student Ambassador)

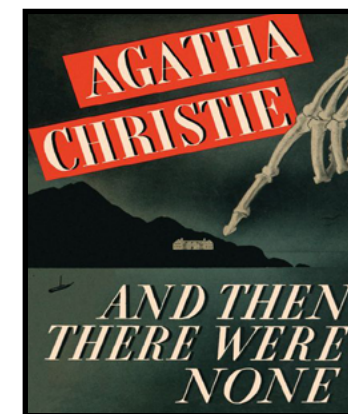


And Then There Were None

Agatha Christie

"This book will frighten you in the best possible way! The exquisite style and narration blur the lines between good and evil. It may take several days to recover from it. A true unadulterated mystery. Ten people are trapped alone in a mansion on an island. When suddenly, one by one, they are killed according to the lines of a children's poem. It is the Queen of mystery at her finest, with an ending that is impossible to guess."

Recommended by Alicia Jacobsen (ILS Student Ambassador)

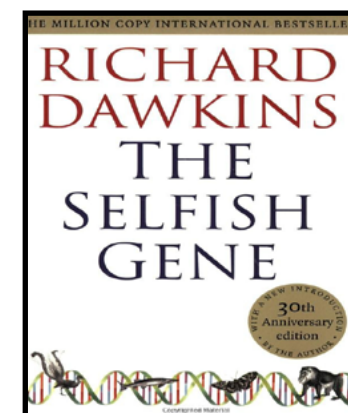


The Selfish Gene

Richard Dawkins

"This book really helped me conceptualize life at its most fundamental level, and remains one of my mental points of reference for evolution. It also happens to be wonderfully written and accessible to people without a biology background. In my eyes this is as good as science reading gets."

Recommended by Alexios Staikos (ILS Alumni)

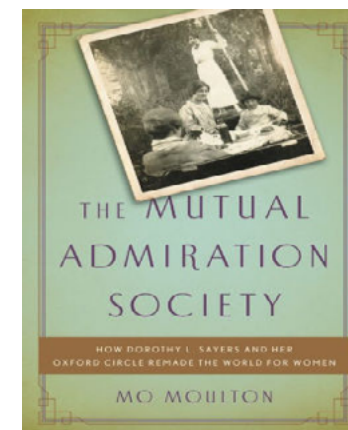


The Mutual Admiration Society

Mo Moulton

"Moulton does a wonderful job making history interesting and engaging while also painting recognizable portraits of humanity with each woman described. I was smitten from page 1. An excellent, well-written book that traces the way four women made careers for themselves as the first women with degrees from Oxford and how they in turn devoted their lives to making education and literature available to the changing society of the twentieth century."

Recommended by Amy Buchmeyer (ILS Teaching Assistant)





ILS Capstone

Food, Friendship, and Community
By Alicia Jacobsen

Every student who participates in the Integrated Liberal Studies (ILS) program is expected to complete our final capstone class. The topic is intended to encompass the entirety of the ILS mission. This means it must be an interdisciplinary approach to a topic of study, it must reflect the diversity and richness of the liberal arts, and it must create the feeling of an intimate community on our large city campus. This Spring, professor Richard Avramenko has chosen the topic of food, friendship, and community.

Food is a unique topic that covers the full range of human experience. Everyone must eat to live. It is a topic that has been part of the development of Western thought has been addressed by both Plato and Aristotle. Theorists on all points of the ideological spectrum have examined food and its meaning to the human experience. Food has a unique way to build civility, community, and culinary expertise in every culture and era.

Because ILS is dedicated to an interdisciplinary program the capstone explores food, friendship, and community through various sources of knowledge and pedagogical practices. Reading philosophy, fiction, watching movies, and employing practice-based learning, students in the capstone class get to take a close look like the central role of food in politics and society.

To look at both the production and presentation of food the class spent a session with a local chef from Madison to teach the students knife skills. This gave the participants a chance to practice the arts of cooking they had been reading about during the semester. It applied theory to practice with hands-on learning.



We wanted to share with you some of the highlights of the senior classes reading material:

The Supper of the Lamb by Robert Capon

Table Manners: How to Behave in the Modern World and Why Bother by Jeremiah Tower

Fast Food Nation by Eric Schlosser

Babette's Feast by Isak Dinesen

The Omnivore's Dilemma by Michael Pollan

Near a Thousand Tables by Felipe Fernandez-Armesto

Integrated Liberal Studies Abroad



2019 Meiklejohn Travel Award Winner: Gretchen Polston

As an English major and literature fanatic, I've read countless books set all over the globe— a good portion in France, a heavier portion in Moscow, and most significant to me, in Austria. While studying abroad in London, I was lucky enough to earn the Meiklejohn Travel Award to travel to Vienna and Salzburg to follow in the footsteps of one of my favorite authors and intellectual inspirations, Stefan Zweig.

In *The World of Yesterday*, a memoir of his life, Zweig wrote that, “you can never know a nation or a city in all its most secret details just through books.” The craft of each of his carefully worded and placed sentences engrained themselves in my mind and moved me to see for myself where Zweig’s world of yesterday manifests in Vienna, where he grew up, and Salzburg, where he wrote and lived quietly later in his life. Inspired by his encouragement to lift my eyes from the pages of books to the actual cities they chronicled, I discovered firsthand at least some of the intimate charms and secrets his cities keep.

Within hours of arriving in Vienna I understood Zweig’s love for the city and fell smitten with the food, the art and architecture, and the people. A city so tastefully grandiose yet intimately enchanting has nowhere else existed to such a balanced perfection. I started each day in the Viennese fashion Zweig so deeply loved at coffee houses with Kaiser rolls and books. I explored the Schönbrunn Palace and its picturesque gardens and the Belvedere on an exceptionally warm and cloudless day. We visited the famous Hofburg Museum, formerly the imperial palace of the Habsburgs and the present residence and workplace of the Austrian President.



I especially loved wandering the Leopold Museum in the Museum Quarter and seeing their exquisite collection of Gustav Klimt pieces. After and in-between these undertakings I dined on schnitzels, falafel, and Viennese dumplings. While there aren't many memorials or monuments dedicated to Zweig, I was lucky enough to book a night at the Hotel Regina, his last residence in Vienna. Before arriving, I wrote to the Hotel Regina explaining the award I received to follow Zweig's life in Vienna. The owner of the hotel surprised me upon checking in and booked me the Stefan Zweig Suite where Zweig lived and wrote, and gave us a personal tour of the property, along with a photobook of the historic hotel.

Salzburg and its quaint charms and breathtaking scenery engulfed me once again in the beauties of Austrian culture. I stayed in a charming bed and breakfast on the outskirts of the city, with an unparalleled view of the Austrian Alps and a fantastic complimentary breakfast.

In my limited time in Salzburg I went to The Mirabell Palace and felt a nostalgia for the Sound of Music, ventured to the Salzburg Fortress and saw the city from above, and roamed the Stefan Zweig Centre.

The Zweig Centre and all its content are primarily in German, however the woman working there translated most of the letters, manuscripts, and articles on display for me. It was a tidal wave of previously undiscovered Zweig writings, thoughts, and history and deepened my admiration for him and his wonderful work.

On my journeys to Vienna and Salzburg, I saw glimpses of the secrets these wondrous cities harbor and the plethora of reasons Zweig cherished his Austrian roots. As I soaked in sights and wandered the streets of these two cities, I learned more about the world Zweig knew and lost, the world that replaced it, and the present world that came from both.



STUDENT STATS

Questions Answered by ILS Students

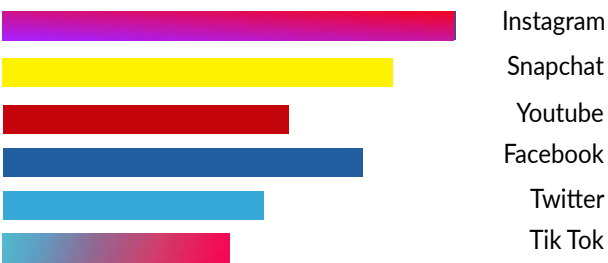
In 2019, the average time spent on social media was

144

Minutes per Day

[broadbandsearch.net](https://www.broadbandsearch.net/)

Student's favorite forms of social media...



<https://www.broadbandsearch.net/>



prettycons

ILS ESSENTIAL TECHNOLOGY

- An iPad Pro
- Laptop
- ENotecards (Quizlet)
- Smart Phone
- Movie Streaming Service (Netflix)

ILS MUSIC AND PODCASTS

- My Favorite Murder
- And That's Why We Drink
- Let's Talk About Myths
- Derailed (WPR)
- The Remnant with Jonah Goldberg
- 99% Invisible

Student's favorite forms of streaming music...



SPOTIFY

232 million active users



PANDORA

64 million users



ITUNES

60 million subscribers



GOOGLE PLAY

15 million subscribers

ILS FAVORITES

ILS Courses:

Political, Economic, and Social Thought Western
Art and Literature
Philosophy, Politics, and Economics

ILS Professors:

Professor Kapust, Professor Avramenko,
Professor Aylward, Professor Nelsestuen,
Professor Middlecamp, Professor Vanden Heuvel

ILS Teaching Assistants:

Phillip Bunn, Rebecca Steck, James Barnes,
Stephen Silvis

ILS Learning Through Teaching

By Grant Nelsestuen



Professor Grant Nelsestuen

A professor of Classics and upcoming chair in ILS, had the chance to talk with him about past and future directions in the relationship between ILS and the CRC. The conversation has been edited for clarity and brevity.



Professor Jeffery Beneker

A professor of Classics in the Department of Classical and Ancient Near Eastern Studies and the Faculty Director of Chadbourne Residential College (CRC), a dormitory located on the corner of University and Park, which provides a small liberal arts college-like learning community for approximately 700 first- and second-year students.

Nelsestuen: Can you tell me a little bit about the history of ILS and Chadbourne?

Beneker: [Chadbourne's] founder in the late '90s was Bill Cronon, who was also instrumental in reviving the honors program and involved in ILS as I understand it. His essay, "Only Connect": The Goals of a Liberal Education," is still foundational for the CRC. And so for many years, he's had this idea of creating connections between students and faculty—that those connections are at the heart of the liberal arts education in the sense that they help students start to raise questions and answer questions and make connections for themselves with the world that they live in. And that's the spirit that lives on in the CRC.

Nelsestuen: I want to hear more about the new ILS class that you have introduced to the CRC's offerings, but some of our alumni haven't been on campus for many years. How has student residential life changed over the years and what sorts of challenges does that pose?

Beneker: The world of residence halls has changed significantly from the '90s. Students would live in them for usually at least two years, if not three. And so you could really develop a sense of community and you would have older students developing their intellectual interests, and then mentoring younger students as they came in. With that sort of continuity, you could have traditions and events that would carry on year after year. And you could have sustained interaction between the same faculty and students...

Beneker: ... But the profile of students who live in residence halls today is much different. They get in, they live there for a year, and then they move out into off-campus housing. Typically by November or December of their first semester, they are already choosing where they're going to live off campus.

Nelsestuen: That's when you have to sign leases in Madison!

Beneker: Yeah, and so student commitment to the resident hall is much smaller. It's not envisioned as a permanent place, and they're already thinking of moving on, almost before they're settled in. And as that profile has changed, so has the ability in engaging in these sustained conversations between students and faculty and even among students themselves

Nelsestuen: So what has Chadbourne been doing to re-cultivate that close student-faculty interaction that lies at the heart of the CRC's and ILS's respective missions

Beneker: One of the things we're doing is we're introducing this new ILS class [ILS 139], which is a liberal arts-based seminar that helps students connect not only to a faculty member, but also to the community that they live in, the CRC, the campus, and then the wider world by wrestling with the ideas that press on them as individuals and on society as a whole.

Nelsestuen: The way that you just talked about ILS 139 reminds me of the way that, to some degree, Alexander Meiklejohn talked about the Experimental College and the way that many alumni have talked about their experience with ILS – that, in some respects, it's the study of anthropology in the etymological sense of the study of humankind and social interactions.

Beneker: Yes. But at the same time, by helping students create connections to the greater campus community from the start, we're also expanding the traditional liberal arts college experience. So we're developing what we're calling CRC partnerships with ILS, with IAP [i.e. Study Abroad], with Honors, and with SuccessWorks, and we're integrating their programs into the programming life of Chadbourne. Take IAP for example. They're going to be running a program where they're taking a bunch of students and sending them to London for their first year, and then they're going to come back to campus for their sophomore year and live in Chadbourne. The idea is to let them build on the sense of community that they created in London, and by sharing their experiences with other CRC students, inspiring them to explore study abroad.

Nelsestuen: In that respect, it also runs a bit counter to the old-school, more insular approach to something like the Experimental College, where it was more purposefully disconnected from everything else for a couple years – though with a view to eventually reconnecting students to their home towns and the United States in general and thereby creating more thoughtful citizens.

Beneker: I think in some ways it runs counter to the founding idea of the CRC as well, but it responds better to the profile of today's student and the pressures they face. What we're doing is renewing the idea of cultivating connections through the liberal arts experience by introducing students to our CRC partners, so that when they do move off-campus, they still have these strong connections to our programs and campus.



Nelgestuen: Can you tell me a bit more about the new ILS 139 course and its longer-standing counterpart, ILS 138?

Beneker: ILS 138 is a one-credit seminar that pairs up an instructor with about ten first-year students for discussion and critical analysis of what a liberal arts education means. It also seeks to help students develop a sense of their own identity as they come to campus – who they are as students, what it means to be a campus citizen in this community of people that come from all over Wisconsin, the United States, and the world. We match each class with an undergraduate peer mentor who has taken 138 in the past, so it's an opportunity for students who lived in Chadbourne to give back to the learning community but also to develop leadership skills.

And so it's a small way of recreating that older experience that students used to have where they could come in and there'd be a bunch of sophomores living there, who had had the same freshman experience.

Nelgestuen: And ILS 139 builds on that experience in a two-credit seminar tailored to a more specific academic topic?

Beneker: It bolsters the idea of direct student-faculty involvement as an integral part of the liberal arts experience. Faculty bring their individual interests and expertise into a small group setting and engage directly with students with a set of defined learning outcomes that will help the students appreciate the kinds of questions and problems that you deal with as you're becoming trained in the liberal arts.

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Nelgestuen: And you taught an experimental version, right?

Beneker: It was called storytelling in public life, and we talked about ways that people, particularly political leaders, control the narrative about themselves. We started with Julius Caesar and Alexander the Great, and then talked about contemporary political leaders, and the way they craft narratives as a way of influencing public opinion and getting people to follow them. We then looked at examples of presidential candidates, and we created stories for these candidates that we thought would be effective. From these more formal discussions of narratives, we then interviewed a local leader, to hear that leader's story. Because we've become semi-experts, we then critique that leader's story and we as a group create a story that we think would be effective for that leader. Students even end up taking a workshop offered by SuccessWorks, which trains them how to think about their own experiences and to craft their own

story that they can use for a job interview or when they have to go home and explain to their parents what they're doing in school and what their career aspirations are. In these respects, the course seeks to empower students to learn how to control the narrative of their own lives and present it to other people.

Nelgestuen: With the exception of the SuccessWorks component – historically, a not so typical aspect of a liberal arts education – there are a number of affinities with ILS's popular 200 course on political rhetoric.

Beneker: Yes, but unlike traditional vocational training, we're pushing students to think about their careers in more fundamental ways—that this, getting them to see that their career is not just a job but that they're going to be a member of a field for 30-40 years, that their field will change over time, and that they can be central to driving that change. We're asking students to consider how they might relate to a career in an intellectual and theoretical way as opposed to just a daily job sort of way. And we're asking students to consider how their career might relate to their values and the other areas of their lives. And so thinking about your career and planning for your career becomes an integral part of a liberal arts education in the sense that both link directly to your understanding of yourself and your place in the world.



Student Highlight

December 2019 Graduate: Alexios Staikos

Quigley: What was your area of study while you attended UW?

Staikos: I was initially a Biology major, but I quickly changed to Biochemistry with a certificate in Integrated Liberal Studies

Quigley: Why did you choose that?

Staikos: I already had an interest in biology, but I found I really enjoyed Chemistry during my freshman year. Prof. Gil Nathanson is one of the most charismatic lecturers I've ever seen, and I think his Chem 103 class was one of the main reasons I switched to Biochem.

Quigley: Despite your interest in science and STEM areas, what led you to take more humanities based classes through ILS?

Staikos: Growing up in Greece at a time when our relationship with the EU was arguably at its best, I was constantly inundated with the values of democracy, equality and pluralism. But as we shuffled, stumbled and crashed our way into the 2010's, it became clear that these values were fragile and ephemeral, here now but gone tomorrow, thrown away by mercurial peoples following the latest demagogue. ...

Staikos: ...2016 was a particularly good year for populists, and my trust in the resilience of democracy was at its lowest. I took ILS 205 to settle these questions in my mind, and to restore my failing trust in the values I was brought up to uphold.

Quigley: Throughout your time at UW what ILS courses have you taken?

Staikos: ILS 205-206 Western Cultural, Political and Economic Thought and ILS 371 (Tocqueville's Democracy in America with the wonderful Dr. Richard Avramenko, ILS 203 Western Culture: Literature and the Arts) with Dr. William Aylward, ILS 365 (Machiavelli and His World) with Dr. Kristin Phillips-Court, and of course the ILS Capstone.

Quigley: What did you learn by taking ILS courses? What were you surprised by?

Staikos: Each course taught me something different. ILS 205-206 helped form the bedrock of my current (limited) understanding of Western philosophy, and gave me several modes of thinking to understand the multifarious social, economic and political phenomena taking place every day. ILS 371 helped me understand the circumstances that created American democracy and how the peculiarities of the American system can be ascribed to general principles. ILS 365 broadened my understanding of Machiavelli, and opened my mind to avenues of interpretation I had not remotely considered. ILS 203 helped me understand some of the aesthetic and cultural undertones that run through the various civilizations that have formed what we call the West- I definitely regret not taking ILS 204....

Staikos: ...Overall I was surprised by how accessible Western philosophy can be, given the right tools and the right teachers.

Quigley: What are you planning for after graduation?

Staikos: I'm working as a research technician while I plan for my graduate studies. My interests for a PhD are in the areas of protein and enzyme science, virology and cancer biology.

Quigley: How did taking ILS courses changed your college experience?

Staikos: I think ILS was an integral part of the experience for me. I came to college to learn not only how to be a scientist, but also how to be a human being. The ILS program has helped me begin to answer, however imperfectly, the myriad questions that form our uncertain experience.

Quigley: How has taking ILS courses changed your outlook for the future?

Staikos: I still think democracy is fragile, and the world certainly enjoys even fewer freedoms today than it did in 2016. But I know now that my uncertainty is the same one that was shared by Plato some 2,500 years ago; if democracy was able to survive its precarious existence this long, then perhaps there is still some hope for the future, as well.





Student Highlight

May 2020 Graduate: Jamie Quigley

Jacobsen: What is your area of study?

Quigley: I am currently finishing up my bachelor's degree in legal studies with certificates in integrated liberal studies and criminal justice.

Jacobsen: Why did you choose that?

Quigley: I originally planned on studying social work when I first came into school, but after taking my Freshman Interest Group (Law and Literature) I found my passion for learning about law and the criminal justice system. Legal studies and criminal justice has been great, but ILS was what allowed me to study more diverse topics like economics, politics, social thought, and even the chemistry of radiation poisoning.

Jacobsen: What led you to ILS?

Quigley: I had fallen mistakenly into ILS during my freshman year. I had ended up living in Chadbourne, my fourth housing choice. Once arriving for SOAR, I was told a class was taught within the Chadbourne building. I didn't even know the name of the course, I was just in for the short commute. This class ended up being an ILS class about the foundations of liberty and culture. While looking for classes I saw that my Freshman Interest Group counted towards ILS credits so I thought it was worth looking into. I took pro-

fessor Avramenko's class on political, economic, and social thought on a whim. On the first day of the lecture, I knew that I had to declare an ILS certificate. This led me to joining the ILS community and becoming a student ambassador for the program.

Jacobsen: Throughout your time at UW what ILS courses have you taken?

Quigley: ILS 138: Liberal Arts Education, ILS 205/206: Political, Economic, and Social Thought, ILS 251: Contemporary Physical Science, and the ILS Capstone!

Jacobsen: What did you learn by taking ILS courses? What were you surprised by?

Quigley: I think the most surprising part of taking ILS classes was what it sparked in myself. After being in school for over 15 years I would have thought that I would be sick of learning. Without ILS's passionate staff I don't think that I would still feel the same drive to learn and understand the world around me. I would have never initially been interested in a class about physics, but ILS's interdisciplinary courses allow STEM majors to develop interest in philosophy, allows journalism majors to understand scientific investigation.



Jacobsen: What are you planning for after graduation?"

Quigley: "Immediately following graduation I hope to work as a legal secretary in Milwaukee while studying the LSAT and applying for law schools.

Jacobsen: How did taking ILS courses changed your college experience?

Quigley: Many of ILS courses are discussion based learning. This forced me to step out of my comfort zone many times. It also held me accountable to do the readings, to go to lecture, etc. so I was able to say something with substance. I carried these skills to my legal studies and criminal justice classes. Learning these essential skills helped with my grades, but more importantly allowed me to get more out of my classes, connect with my TAs, professors, and other students and create lifelong friendships.

Jacobsen: How has taking ILS courses changed your outlook for the future?

Quigley: By taking these classes I realized how important connecting with people is to me. I know that in the future I want a job where I am able to make tangible differences in people's lives.

ILS Awards

ILS 2020 Essay Competition

“Should a liberal arts curriculum include lessons on patriotism?”



1st Place: “Liberally Educating Patriots”
Benjamin Rolsma
Senior studying Economics with Mathematical
Emphasis and Philosophy.



2nd Place: “The Perils of Pretended Patriotism in the Digital Age:
How to Encourage Patriotism at The University of
Wisconsin-Madison”
Lucas Olsen
Senior studying Agricultural and Applied Economics

[Essay](#)



3rd Place: “Reimagining Patriotism and its Value in Education”
Daut Ademi
Senior studying History and Legal Studies

[Essay](#)



Pooley Prize- Outstanding Academic Achievement
Alicia Jacobsen
Junior ILS Ambassador, studying Political Science and
Integrated Liberal Studies



**Ruth Knatz Memorial Prize- Promises a Valuable
Contribution to the Humanities**
Jamie Quigley
Senior ILS Ambassador, studying Legal Studies,
Integrated Liberal Studies and Criminal Justice



Teaching Assistant Award- Exceptional Teaching
Philip Bunn
Teaching Assistant for ILS 205 and 206: Political,
Economic, and Social Thought
Ph.D. student in Political Science



Teaching Assistant Award- Exceptional Teaching
Alessandro Martina
Teaching Assistant for 365 Machiavelli and His World
Ph.D. Student in French & Italian



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.

Dr. 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."

The Classical Association of the Midwest and South awarded Dr. Pandey 2020 First Book Award. for her work *The Poetics of Power in Augustan Rome: Latin Poetic Responses to Early Imperial Iconography* (Cambridge University Press, 2018). The criteria for this award include excellent quality, wide significance within a scholarly domain, and demonstrated awareness of international trends.

The CAMWS said Dr. Pandey's book was "stunningly smart" and "impressive in its depth, breadth and ambition," praising the care and precision with which Pandey successfully integrates material culture, particularly numismatic evidence, into efficient and insightful readings. One member wrote, "Dr. Pandey clearly has control of a wide range of primary textual and material sources, as well as the massive secondary bibliography." Another concluded, "The book's focus on the poets as creators of meaning in dialogue with Augustus allows it to offer important reassessments of the last twenty or so years of discussion of the connections between Augustan literature and imperial culture."



Grant Nelsestuen

Welcoming the New Department Chair

Quigley: What has lead you to where you are today?

Nelsesuen: Back in fall 2017, I applied for the "Alexander Meiklejohn and John Powell Professorship," which is an award that ILS (thanks to donors!) uses to promote its status as, in a sense, the flagship liberal arts program on campus, to entice faculty to create new courses for ILS, and thus to engage more students in the liberal arts tradition as well.

Several colleagues in the Department of Classical and Ancient Near Eastern Studies had long-standing affiliations with ILS, so I was well aware of the program, though I'd never had the chance to teach ILS 203 or 204 [i.e. the "Western Culture: Literature And The Arts" sequence], which is historically the "gateway drug" for Classics faculty into ILS. In any case, when I saw the award announcement, I figured I'd finally take the plunge, using a course that I had taught once but wanted to redesign: "Legacy of Greek Democracy and Roman Republicanism in American Political Culture." Think Homer, Sophocles, Plato, Cicero, and the Federalist Papers, brought into dialogue with one another and contemporary political questions. In the process of redesigning that course, I got deep into Meiklejohn's *The Experimental College* and here I am.

Quigley: What are you most excited about doing as chair?

Nelsesuen: It may sound lame, but I think I'm most excited just to get the chance to talk with ILS students and faculty about what they're reading and talking about. One of the great things about ILS is that it attracts a range of people from across campus and brings them together for the common purpose of reading and thinking critically. More specifically? I'm interested in learning more about the history of science/philosophy strand of ILS – it's something that I have less experience with but always find fascinating.

Quigley: What are some goals as chair?

Nelsesuen: Can I say "not to screw it up"? <laughs> The ILS program has such a venerable legacy on campus with all sorts of larger-than-life figures in its history, so whatever I can do to foster that tradition is on the docket. Initially, I'll be doing a lot of listening – to students, faculty, staff, and our alumni – hearing what they think is working well and what they think we might be able to do better. ILS teaches a lot of students as it is, but it'd be great if we could get more of them to pursue certificates in ILS, which would mean that they'd take even more ILS classes, and that is good for everyone.



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