

SOC 496-002, 3 credits; 496-022, 1 credit
Fall 2017

Tu 7:00 - 8:15 pm 1111 Biotech Center

Th 2:30 - 3:45 pm (6102 Social Science)

Course website: <http://www.wiscidea.com/>

Student website:

Facebook: <https://www.facebook.com/groups/281253468910554/>

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Office hours: Wed. noon-2:00 or by appt.

Forward? The Wisconsin Idea, Past and Present

Overview

When former University of Wisconsin President Charles Van Hise declared in 1904 that he would “never be content until the beneficent influence of the University reaches every home in the state,” he gave early expression to what we now call the “Wisconsin Idea.” But what makes an idea a WISCONSIN IDEA? The Wisconsin Idea is more than a brand, and more than simply the mission of a public university. It's more than service to the state, job training, or outreach. It's more than the mission of a land-grant university, or of a research university. It's more than a liberal arts mission, and it's more than the undergraduate experience now labelled "The Wisconsin Experience." It's more than our elected officials and our university faculty, staff and students working together to benefit the people of our state, and even people around the world. The unique location and history of this particular state combined **all** of these factors in ways that made the sum greater than the parts and created a powerful vision and commitment that came to be known as The Wisconsin Idea over 100 years ago.

This course brings UW System students and faculty into a broader public conversation with the citizens of the state to examine how the knowledge produced in the university benefited the public in the past and continues to do so today. The course involves two components: a series of public lectures, held every Tuesday from 7:00 to 8:15 pm, and a small, discussion-oriented seminar for students enrolled for 3 credits that meets every Thursday from 2:30 to 3:45 pm. Three lectures also are a part of Wisconsin Institute of Discovery's Crossroads of Ideas lecture series. To show how the knowledge produced at our university can continue to benefit the public, a series of guest lecturers will present historical and/or cutting-edge research into social, economic, and political issues that affect our state today. Students will discuss each week's lecture and accompanying readings at the Thursday seminar, led by Professor Eric Sandgren from the School of Veterinary Medicine.

Prerequisites

Sophomore standing and completion of Com A requirement, *or* permission of instructor.

Course Requirements for 496-022 1 credit (lectures only)

Attendance and participation:

- Students are expected to attend each week's public lecture (sign-in will be required). If you cannot attend the lecture, please contact the instructor by email and then watch the video recording (posted on the [course website](#)).
- Participation includes reading. Students are expected to complete each required reading assignment before the Tuesday lecture.
- Students are expected to arrive on time and participate in a thoughtful and informed way. You are encouraged to raise questions at lectures.

Writing assignment:

- In 100 words or less, please address what you think answers the question “What makes an idea a Wisconsin Idea?” This is due no later than **December 7**.

Your overall grade for the semester will be calculated on a 100-point scale as follows:

Attendance/participation (no more than 2 unexcused absences)	80 percent
Written assignment (due December 7)	20 percent

Course Requirements for 496-002 3 credits (lectures and discussions)

Attendance and participation:

- Students are expected to attend each week’s public lecture (sign-in will be required). If you cannot attend the lecture, then please watch the video recording (posted on the [course website](#)) before the Thursday seminar at which it is discussed.
- Participation includes reading. Students are expected to complete each required reading assignment before the Thursday seminar in which it is discussed. To pass the course, you must be prepared to do the reading assignments consistently throughout the semester. Please bring the assigned readings with you to seminar meetings.
- Students are expected to attend class regularly, arrive on time, and participate in a thoughtful and informed way in seminar discussions based on the week’s lecture and readings. You are encouraged to raise questions at lectures and in the seminar, which counts as participation.

First project (for everyone in the 3-credit option): Critique of Cronon’s “Only connect...”

- In 300-500 words, answer the following questions about William Cronon’s “‘Only Connect...’ The Goals of a Liberal Education.” What in this essay surprised you? What is missing? After reflecting on the essay, what do you see as your strengths and your weaknesses? Finally, which of these would you like to improve upon over the course of the semester? The paper will be due by **September 19**.
- The instructor will help you make progress on this objective.

Writing and reviewing (two alternate tracks; choose only one)

Track A. Online journal (blog).

- Please keep an online journal (blog) for the course in which you post at least one entry per week for at least 10 of the 15 weeks in the semester. Create the blog on the course website in CANVAS. Each entry should be about 500 words. An entry should begin by briefly summarizing the key points of the week’s lecture and readings, as you understand them. Then use the remainder of the entry to raise questions (critical or otherwise) about what you’ve heard and read and/or to offer your own reflections, assessment, or response. Following some lectures, the course instructor will pose a specific question for everyone to address. Your entry for the week must be posted or submitted by Wednesday at midnight. The reason for this deadline is to allow the instructor to read your entries before our discussion on Thursday.
- One purpose of the blog is to engage you in a wider conversation. To that end, you must share your blog entries with the instructor and each other on the CANVAS course website.
- You must post a substantive response (comment) on at least 8 different blog entries during 8 different weeks. A substantive comment raises a question or makes a point, and should be 100-200 words in length. (“Great job!” or “You’re crazy” is not a substantive comment.) Please leave your initial response/comment within one week of the date that

the blog entry was posted. You may use your responses to raise questions about what your classmates have written. You should comment on a different student's blog for each response. Critical responses and disagreements are welcome, but please be courteous and respectful. We want to debate ideas, not engage in personal attacks.

- The instructor will evaluate and comment on each blog entry and response. Credit for a late blog entry or response will be reduced by one point for each day it is submitted late. Frequent or repeated lack of courtesy and respect will also result in a lower grade, but your grade will not be reduced for this reason unless you have first received a warning from the instructor.

Track B. Research paper.

- Instead of the journal assignments, students may conduct archival research to extend our understanding of the Wisconsin Idea, then prepare a 10-15 page research paper. Course staff can provide topics, or you may select a topic with instructor's permission.
- Students selecting this option still will be expected to complete all course readings, including other student's journal entries.
- A brief topic summary will be due by **September 19**. An outline will be due by **October 19**. The first draft will be due by **November 16**. The second draft will be due by **December 14**. Final publication-quality draft will be due by **December 21**.

Final project (for everyone in the 3-credit option): Opinion-editorial

- As a final project, every student must write an opinion-editorial. An opinion-editorial is a short article published by a newspaper that expresses the opinion of a named author who is not affiliated with the newspaper's editorial board. Most newspapers limit opinion-editorials to 400 to 800 words.
- Your article should follow the example of the Wisconsin Idea, and "extend beyond the boundaries of the university" (communicate to the public) something you have learned or thought about during your undergraduate studies. You can explain a controversial issue or perplexing problem, outline a course of action to address the problem, and state your reasons for advocating that strategy. Alternatively, the article may argue against a particular policy or decision. The article should present evidence and respond to anticipated counterarguments.
- Please submit a first draft of your opinion-editorial to the course website on CANVAS no later than **November 16**. Please read each other's works before **November 30**. We will then devote a portion of the remaining two seminar meetings to a discussion of each opinion-editorial. The main purpose of these discussions is to help each student improve his or her first draft.
- After your opinion-editorial is discussed in class, please revise it based on feedback from the instructor and your classmates. A revised draft, which you must submit to CANVAS, is due no later than **December 21**. Please attach a copy of the first draft with the revised draft, together with a letter explaining your major revisions. The instructor will provide additional comments to encourage you to submit the op-ed to a newspaper of your choice.

Your overall grade for the semester will be calculated on a 100-point scale as follows:

Attendance/participation (includes oral presentation; see below) 10 percent
Written review of Cronon's "Only Connect..." (due Sept. 19) 5 percent

Either Track A: Online journal (blog)

Ten blog entries (low score will not be counted) 45 percent (5 each)

Eight responses/comments	24 percent (3 each)
<u>Or Track B: Research paper</u>	
Topic summary (due September 19)	0
Outline (due October 19)	5 percent
Draft 1 (due November 16)	20 percent
Draft 2 (due due December 14)	40 percent
Final draft (edited for publication) (due December 21)	4 percent
Final project: opinion-editorial	
First draft (due November 16)	8 percent
Oral presentation during discussion	(part of participation grade)
Revised draft (due December 21)	8 percent

There is no final exam during exam week.

The grading scale for the course is as follows: A = 93-100, AB = 88-92, B = 83-87, BC = 78-82, C = 70-77, D = 60-69, F = 59 or below.

Accommodations

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Students are expected to inform the instructor of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. The instructor [I] will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. Accommodations are provided for students who qualify for disability services through the [McBurney Center](#). Their website has detailed instructions about how to qualify. Please provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class.

If you wish to request a scheduling accommodation for religious observances, please send an email to the instructor by the end of the second week of the semester stating the specific date(s) for which you request accommodation. Campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details.

Academic honesty

You are expected to follow the university's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the [Office of the Dean of Students](#). According to UWS 14, academic misconduct is defined as:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;

- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

For a complete description of behaviors that violate the university's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](#). Please also consult the [UW Writing Center](#)'s handout on "[Acknowledging, Paraphrasing, and Quoting Sources](#)" before proceeding in this course. If you have questions about the rules for any of the assignments, please ask the instructor. You are expected to be familiar with the University's rules and regulations pertaining to academic honesty and integrity before you submit any written work. Lack of familiarity with these rules does not constitute an excuse for acts of misconduct.

Departmental notice of grievance and appeal rights

The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants. Students who have more immediate concerns about this course should report them to the instructor or the department chair, Professor Raymo (jraymo@ssc.wisc.edu).

Department learning objectives

Beyond the specific content covered in this course, it is designed to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- *Critically Evaluate Published Research.* Be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *Communicate Skillfully:* Write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *Critical Thinking about Society and Social Processes:* Look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.

Reading Assignments

There is no need to purchase textbooks for this course. All required reading assignments are available online or posted on [Learn@UW](#). Reading assignments may be downloaded and printed at your convenience. If you experience a problem accessing any of the readings, please e-mail the instructor as soon as possible to let me know.

Schedule of Lectures

Week 1: Introduction to the Wisconsin Idea

- Sep. 5** No lecture (Classes not in session)
Sep. 7 Discussion

Required reading:

1. William Cronon, "'Only Connect...': The Goals of a Liberal Education." *The American Scholar* 67, no. 4 (Autumn 1998): 73-84.

Week 2: Defining the Wisconsin Idea

- Sep. 12** Lecture: Gwen Drury, "The Wisconsin Idea: how do we define the concept that defines us?"

- Sep. 13** Screening of “Howard’s End”, Marquee Theater, Union South, 7:00 pm.
Sep. 14 Seminar discussion

Required reading:

1. Gwen Drury, “The Wisconsin Idea: The Vision that Made Wisconsin Famous”, (2012) pp. 1-12.
2. E.E. Slossen, *Great American Universities*. (1910). Pp.210-240. Chapter on University of Wisconsin.
https://books.google.com/books?id=zThCAAAAIAAJ&pg=PA311&dq=EE+slossen+great+american+universities&hl=en&sa=X&ved=0ahUKEwiDtd_959rVAhUG04MKHcpdCUMQ6AEIODAD#v=onepage&q=EE%20slossen%20great%20american%20universities&f=false

Recommended reading:

1. Gwen Drury, “The Wisconsin Idea: The Vision that Made Wisconsin Famous”, (2012) pp. 13-87.
2. E.E. Slossen, *Great American Universities*. (1910). Read about other institutions from this third-party perspective, to see how the culture and approach at UW compared with peer institutions.

Week 3: The Wisconsin Alumni Research Foundation and the Soil of the Wisconsin Idea

- Sep. 19** Lecture: Kevin Walters, “Think Local, Act Global: The Wisconsin Alumni Research Foundation and the Soil of the Wisconsin Idea.”
Sep. 21 Seminar discussion

Required reading:

1. Rima D. Apple, “Patenting University Research: Harry Steenbock and the Wisconsin Alumni Research Foundation,” *Isis* 80, no. 3 (September 1, 1989): 374–94.
2. Elizabeth Popp Berman, “Why Did Universities Start Patenting? Institution-Building and the Road to the Bayh-Dole Act,” *Social Studies of Science* 38, no. 6 (December 1, 2008): 835–71.
3. Kevin Walters, “Decade by Decade: Key Events from Each Decade of WARF’s History,” pamphlet (Madison, WI: Wisconsin Alumni Research Foundation, 2015), <http://www.warf.org/about-us/history/decade-by-decade/key-events-from-each-decade-in-our-history.cmsx>.

Recommended reading (book-length treatments of the above):

1. Elizabeth Popp Berman, *Creating the Market University: How Academic Science Became an Economic Engine* (Princeton: Princeton University 2011), <http://WISC.ebib.com/patron/FullRecord.aspx?p=802240>.
2. Rima D. Apple, *Vitmania: Vitamins in American Culture* (New Brunswick, N.J: Rutgers University Press, 1996).

Week 4: The Wisconsin Longitudinal Study (also Crossroads of Ideas)

New location: Town Center, Wisconsin Institutes for Discovery, 330 N. Orchard Street

- Sep. 26** Pam Herd, “The Wisconsin Longitudinal Study: What Tracking the Lives of the Wisconsin High School Class of 1957 has Taught us about Leading Happy and Healthy Lives.”
Sep. 28 Seminar discussion

Required reading:

Week 5: Journalism and the Wisconsin Idea.

- Oct. 3** Lecture: Caitlin Cieslik-Miskimen, “Journalism and the Wisconsin Idea”

Oct. 5 Seminar discussion

Required reading:

1. Carolyn Bronstein and Stephen Vaughn. "Willard G. Bleyer and the Relevance of Journalism Education." *Journalism and Mass Communication Monographs* 166 (1998): 1-36.

Week 6: The Arts and the Wisconsin Idea

Oct. 10 Lecture: Maryo Gard-Ewell, "No Mute Inglorious Milton: The Arts & the Wisconsin Idea."

Oct. 12 Seminar discussion

Required reading:

1. Gard, Robert E., Ralph Kohlhoff, Michael Warlum, Kenneth Friou and Pauline Temkin, *The Arts in the Small Community: A National Plan*, University of Wisconsin Extension Printing, (1969); available at <http://gardfoundation.org/wp-content/uploads/ArtsintheSmallCommunity.pdf>

Additional reading:

Week 7: Land-Grant Universities and the Wisconsin Idea, 1862-1912.

Oct. 17 Lecture: Adam Nelson, "Land-Grant Universities and the Wisconsin Idea, 1862-1912."

Oct. 19 Seminar discussion

Required reading:

1. Leon Fink, "Expert Advice: Progressive Intellectuals and the Unraveling of Labor Reform, 1912-1915," in Leon Fink, Stephen T. Leonard, and Donald M. Reid, eds. *Intellectuals and Public Life: Between Radicalism and Reform* (1996): 182-213.

Week 8: The Power to Change Lives: The UW Odyssey Project.

Oct. 24 Lecture: Emily Auerbach, "The Power to Change Lives: The UW Odyssey Project."

Oct. 26 Seminar discussion

Required viewing (from <http://www.odyssey.wisc.edu/>):

1. https://www.youtube.com/watch?v=nqddlNO90bs&list=PLoOaFCJQANyx7_TennkcFKtyJsJziTmbA&index=6

Optional reading: Sample student newsletter or news article from <http://www.odyssey.wisc.edu/>.

Week 9: Citizen-Initiated UW Partnerships.

Oct. 31 Lecture: Bill Casper, "Sturgeon for Tomorrow"

Nov. 2 Seminar discussion

Required reading/watching:

1. http://host.madison.com/wsj/news/local/sturgeon-spearing-leaves-an-impression-and-helps-improve-the-fishery/article_acfd4a57-d0a6-5e77-a69e-330cb54fcd27.html
2. <https://www.si.com/vault/1996/03/04/210616/friends-of-a-living-fossil-concern-for-lake-sturgeon-spawned-a-wisconsin-group-to-protect-them#>

3. <https://www.youtube.com/watch?v=BKQQBNG3vMU>

Week 10: Balancing Animal Welfare with Economic Realities on the Dairy.

- Nov. 7** Lecture: Nigel Cook, "Giving Cows the Spa Treatment: How Do We Balance Animal Welfare with Economic Realities on the Dairy."
Nov. 9 Seminar discussion

Required reading:

Week 11: The Center for Patient Partnerships (also Crossroads of Ideas)

New location: Town Center, Wisconsin Institutes for Discovery, 330 N. Orchard Street

- Nov. 14** Lecture: Meg Gaines, "The Center for Patient Partnerships: Wandering the Back Roads for the Wisconsin Idea"
Nov. 16 Seminar discussion

Required reading:

Week 12: Wisconsin Women's Studies: A History of Progressive Innovation.

- Nov. 21** Lecture: Myra Marx Ferree, "Wisconsin Women's Studies: A History of Progressive Innovation."
Nov. 23 Thanksgiving recess (no class)

Required reading:

Week 13: Wisconsin Fast Plants

- Nov. 28** Lecture: Paul Williams, "The Story of Wisconsin Fast Plants: From the Wisconsin cabbage patch into classrooms around the world, to the International Space Station and back."
Nov. 30 Op-Ed and seminar discussion

Required reading:

1. Niles, D., and Laiffer, H.B., "Serendipity and the Space Farmer." (2016).
2. Thompkins, S.P. and Williams, P.H. "Fast plants for finer science—an introduction of the biology of rapid-cycling *Frassica campestris* (rapa) L." *Journal of Biological Education* 24(4) (1990): 239-250.

Recommended reading:

1. Williams, P., Morosy, M. *With One Foot in the Furrow*. Chapters: 1-2, pp. 1-29, (1986).

Week 14: The Path from Basic to Applied Research (also Crossroads of Ideas)

New location: Town Center, Wisconsin Institutes for Discovery, 330 N. Orchard Street

- Dec. 5** Lecture: Paula Niedenthal, "The Path from Basic to Applied Research, Or: What The Hell Are You Doing With My Tax Dollars?"
Dec. 7 Op-Ed and seminar discussion

Required reading:

1. Wood, A., Rychlowska, M., Korb, S., & Niedenthal, P. "Fashioning the face: sensorimotor simulation contributes to facial expression recognition." *Trends in Cognitive Science*, 20(3) (2016):227-240.
2. White, M. "Researchers turn to big data to justify basic science" *Pacific Standard*, Nov 9, 2015.

Recommended reading:

1. Niedenthal, P. M., Augustinova, M., Rychlowska, M., Droit-Volet, S., Zinner, L., Knafo, A., & Brauer, M. Negative relations between pacifier use and emotional competence. *Basic and Applied Social Psychology*, 34(5) (2012): 387-394.
2. Rychlowska, M., Korb, S., Brauer, M., Droit-Volet, S., Augustinova, M., Zinner, L., & Niedenthal, P. M. Pacifiers disrupt adults' responses to infants' emotions. *Basic and Applied Social Psychology*, 36(4) (2014): 299-308.
3. Bentley, P. J., Gulbrandsen, M., & Kyvik, S. The relationship between basic and applied research in universities. *Higher Education*, 70(4) (2015): 689-709.

Week 15: The Future of the Wisconsin Idea

Dec. 12 Lecture: Garry Golden: "Back to the Future?"

Dec. 14 Final wrap-up discussion

Required reading: