

JAMES MADISON

# SCENE



FALL 2014

MICHIGAN STATE  
UNIVERSITY

A newsletter serving James Madison College alumni, students, faculty, staff, and friends.

<http://www.jmc.msu.edu>

## EVENTS

### SAVE THESE DATES:

**JMC Career Day 2015**

**January 31, 2015**

**JMC Student Washington DC Career  
Exploration and Alumni Events**

**March 7-12, MSU Spring Break**

**Professor Waltzer Retirement Celebration**

**March 27 and 28, 2015**

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## New 'Evans Scholarship' created to help first-generation college students

It's a natural continuation of Richard Evans' teaching career to endow a scholarship for first-generation college students at James Madison College. He was a professor at Madison for 26 years. Partnering with Ron Dorr, another newly hired professor, in 1974, he founded Madison



*Richard and Merrill Evans*

College's freshman writing program, originally titled "Identity and Community in America." He also taught courses in the Social Relations field and special topics classes addressing issues in American cultural history during his tenure.

Earlier this year, Professor Emeritus Evans and his wife, Merrill Evans, created the Richard W. and Merrill W. Evans Scholarship Endowment for James Madison College, with a gift of \$130,000. Scholarship recipients must be first-generation college students and enrolled in James Madison College. Awards are also renewable for up to four years.

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## Retiring Professor Zinman reflects on MSU, JMC, and democracy



*Professor Zinman*

*EDITOR'S NOTE: This article was written in 2005 when Professor Zinman was presented with the MSU Honor's College Award for Distinguished Contributions to honors students. It was published in the Honors College magazine, HConnections. It is republished as written and with the permission of the Honors College. When he wrote the article, Professor Zinman was 62 and beginning his 38th year at MSU and Madison. Now retiring, he is 71 and is beginning his 46th year as a Madisonian Spartan.*

I began teaching at James Madison College in 1969.

I was 26 years old. I had grown up in New York City and been educated at minor outposts of eastern civilization: Cornell (in central New York) and the Claremont Colleges (in southern California). Before coming to East Lansing for an interview, I had spent one day in the Midwest (in Chicago, emphatically "the Second City") and had never set foot in Michigan. My knowledge of Michigan was largely confined to an entry in de Tocqueville's journal, dated 1831 and titled "A Fortnight in the Wilds." So I was a typical Woody Allen academic: a New York snob. When I accepted a job at MSU, I planned to stay for two years and then return to civilization. I am now 62 and beginning my 38th year as a Spartan. I have spent my entire academic life teaching undergraduates at Madison. Aside from my relationships with my closest friends and colleagues, the highlight of that life has been teaching serious students. Many of those students have been members of the Honors College. All have been a challenge. Almost all have been a delight.

Why did I come to MSU? Why did I stay? Three things attracted me to MSU: the opportunity to participate in the founding of James Madison College, the mission of the Honors College, and the land-grant tradition. At the time, I only vaguely sensed that these things were somehow related. Looking back, I see that the thread connecting them guided my teaching of honors students from the beginning. Let me try to explain.

In *Considerations on Representative Government*, published in 1860, John Stuart Mill made the following claims: The natural tendency of representative government, as of modern civilization, is toward collective mediocrity, and this tendency is increased by all reductions and extensions of the franchise, their effect being to place the principal power in the hands of classes more and more below the highest level of instruction in the community ... It is an admitted fact that ... the American democracy ... is constructed on this faulty model.

While striking (and even demeaning) to us, Mill's claims were commonplace to his sophisticated readers. First, Mill could appeal to a well-established tradition stretching back to antiquity that maintained that democracy was, by nature, the rule of the ignorant and vulgar. Democracy, after all, is the rule of the majority.

But (it was thought) in every society the poor are the majority. Since the poor lack the wealth and leisure needed to acquire a liberal education, and since such an education is necessary to acquire the wisdom and cultivation needed to rule well, democracy is the rule of the unwise and uncultivated.

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Dean Sherm Garnett

FROM THE DEAN

As I write this in early September, we are busy with preparations for a very large party on October 11th in honor of the amazing career and legacy of Professor Richard Zinman, who retired earlier this year. In keeping with the man, there will be speeches — though not all of them from him. We will spend a day discussing philosophical questions, examining the role of great books and great teaching in our lives, and arguing over politics, typical Madison things. We will then spend much of a night drinking wine, laughing, and celebrating his career with more speeches. There is always a bittersweet quality to these events, as a valued faculty member leaves the College, but that quality is intensified this time by the passing of Beth, Professor Zinman's wife of 47 years, this past February. It is thus a time for celebration, yes, but also thankfulness and meditation.

For me, Madison is in a real sense an account of my encounters with Professor Zinman. I have been his student, his colleague, his boss — if faculty indeed have bosses — and, most importantly, his friend.

I first met Dick in September 1974, as a newly minted sophomore majoring in Justice, Morality, and Constitutional Democracy — still the best title for a major ever, as well as the one most likely to turn your resume to compost. He taught under the quarter system what was then one of three required sophomore courses, this one devoted wholly to the ancients — Plato's *Apology* and *Republic* and Aristotle's *Politics*. For me, a kid from a small town high school, he was Socrates. He taught me to read and think and write all over again. He would come into class and arrange fountain pen, notecards, and book in a careful way that would now be recognized as more than slightly OCD. He would find some way to plow deliberately and carefully through the first 25 pages of the *Republic* during the first eight weeks of the course, squeezing the rest of the course into the other four. He would call students often by their last names. He would laugh easily, probe deeply, and somehow connect whatever we were reading into an essential life question for those of us sitting around the table. You were not simply supposed to try to master what we were reading and talking

about in class but apply it to your own life, to what you wanted to do with that life and how you would fit those ambitions and hopes into a larger community. When it was over, I did something I had never done before or since: I sent him a thank-you card.

After that class he taught me more Aristotle, the Federalists, de Tocqueville. We had independent studies together, the most memorable was the one in which he joined a group of fellow students and me to read Shakespeare's Roman plays. He was my advisor, almost always suggesting the way of great toil rather than ease and sloth.

As a dean I understand the need for developing in students' real-world skills and providing them experiences relevant to future jobs, but I have never lost the sense that these things deeply and urgently need to be grounded in a person's experience of big questions and probing thoughts. I know I was a better arms control negotiator or policy advisor because I read philosophy, history books, and thick novels with Dick Zinman. I know the experience has inspired me to be a better human being. I also know that on account of Zinman and the Madison experience I have never been able to separate — indeed, never wanted to separate — vocation and avocation, duty and ambition.

He has been very tolerant of me as his boss, despite knowing things that would make him doubt the wisdom of this order of things. In many ways this experience must have been the least interesting but also most challenging in our relationship. He let me be dean and make my own mistakes. He never asked me for anything on his behalf, nor sought out a private audience on an issue that the faculty would debate publicly.

But my greatest privilege has been to teach with him three times. We tried in all these courses to examine philosophers, poets, thinkers and writers on the different ways each saw reason and inspiration, human society, and politics. In our first course, when he was scheduled to give an overview of Socrates' critique of Homer and poetry, a very familiar set of passages from a book he had taught annually for more than 40 years, he apologized to me beforehand for having only "eight hours on Sunday to prepare." Geesh.

Yet even as the master of the texts, he continued to behave as a model student, showing us in his own actions how to read, how to delve more deeply into the argument, how to understand the way a great book was put together. Yet he just as effortlessly brought all that back to how his students lived and thought. Did they agree with Socrates' claim that "an unexamined life is not worth living?" What did they think about justice, or the best way of life? How would they resolve Antigone's dilemma of balancing obligations to her family and her duties to the state? He won the respect and affection of the students. He was always able to combine deep learning with humor, as well as serious demands for hard work with a sense of play. At the celebratory dinner for this last senior seminar we taught together, he brought a toy stuffed wolverine to sacrifice to the gods of the Spartans.

He has plans to teach in next year's Madison Rome and Florence program in June before heading to Sicily with his family. I hope to convince him to teach periodically for us in other courses, in between kayaking, visiting grandchildren, and continuing his research. He has several projects, from work on the American founding to Nietzsche. I am lucky that we are friends, as we will be able to sustain our decades-long conversations over breakfast (which for Zinman begins promptly at 10 a.m.). He has left a permanent legacy in Madison College, and there are thousands of his students scattered around government and diplomatic service, law firms and courts, universities, and advocacy groups who know how lucky they are to have had him for a teacher, advisor, mentor, and friend.

**Sherman W. Garnett**  
Dean, James Madison College  
[garnetts@msu.edu](mailto:garnetts@msu.edu)



Professor Zinman and students



# JMC FALL EVENTS



## JMC Annual Founders Circle Event



**Gordon Wood**

**Thursday, October 9  
Kellogg Center Big Ten C**

Featuring Gordon Wood, professor emeritus of history at Brown University, recipient of the 2010 National Humanities Medal, and author of *The Creation of the American Republic, 1776-1787* "Advice to the Egyptians (and other Arabs) from the Founding Fathers"

Watch the MSU Alumni Association — Livestream video of the talk:  
<http://new.livestream.com/msualumni/GordonWood>

## MSU 60/50 Talk

**Friday, October 10  
Case Hall Club  
Spartan**



**Richard Cordray**

Featuring Richard Cordray, director of the U.S. Consumer Financial Protection Bureau "Economic Rights as Civil Rights: The Case of Fair Lending"

Watch the MSU Alumni Association Livestream video:  
<http://new.livestream.com/msu-alumni/RichardCordray>

## Interdisciplinary Public Problems, the Global Community, and Diversity

**October 15-19, 2014, Kellogg Center**

MSU hosted the 2014 annual meeting of the Association for Interdisciplinary Studies. Given MSU's proud history as the nation's pioneer land grant university, and its commitment to research and education which engages scholars from the humanities, natural sciences, arts, social sciences and professions, the 2014 AIS conference will invite participants to explore the ways in which interdisciplinary studies engage today's problems and opportunities.

*'Evans Scholarship' continued from page 1*

"We were both students in small residential liberal arts colleges," said Evans. "Our experience attests to the value of a liberal arts education as a transformative and empowering experience leading to a broad knowledge of the wider world, its history, and the individual's place within it; a sensitivity to the variety of human experience; and a deeper sense of social responsibility."

Merrill is a writer and an artist. Richard and Merrill now live in Tucson, Ariz., and are enjoying retirement. But that does not mean Professor Evans has stopped teaching.

"I keep pretty busy as a volunteer teacher at the local federal prison," Evans said. "I alternate between teaching social skills classes in the release preparation program and classes preparing students for College Level Examination Program exams in history and social sciences. I've also organized a couple of reading groups for those with college experience."

"The Arizona Attorney General provides a second volunteer activity. I mediate disputes over civil rights complaints — it mainly functions to get some relief for those injured folks who don't have enough of a case to warrant a formal investigation. When I get an agreement, which is about half the time, it's very rewarding," said Evans.

Professor Evans was a first-generation college student. He was provided with an opportunity to attend college and receive his undergraduate degree with hard work and a relatively small financial commitment compared to today. He was moved by a story on NPR that featured students being squeezed out of educational pursuits because of rising costs, especially first-generation college students. "We want to make a significant difference in students' lives by allowing them to pursue their educational goals at Madison College and receive a high-quality liberal arts degree," Richard said.

If you would like to support first-generation college students attending James Madison College, please contact Rocky Beckett at [becketr@msu.edu](mailto:becketr@msu.edu) or (517) 432-2117. You can also make gifts in honor of Professor Evans to build the endowment.

## Retirement and Career Celebration held in honor of Professor Richard Zinman

**October 10 and 11, 2014**



The college hosted over 200 alumni, faculty, friends, and colleagues who came to campus to celebrate the career of Richard



Zinman. The Gordon Wood and Richard Zinman events (above) kicked off the weekend of celebration and were followed by a reception, panel discussions on "Philosophy" and "Liberal Education," meals, toasts, and a celebratory dinner and program.



# ALUMNI HIGHLIGHTS

See also the [Alumni Spotlight](#) section!

## President's Letter — JMCAA

### Greetings fellow Madisonians!



Laura Marie Casey

There are quite a few updates to share with you at the beginning of this new school year.

First, a warm welcome our newest alumni — the graduates from the class of 2014. We are excited to have you with us!

The JMCAA has been so fortunate over the years to have extremely dedicated board members. This year, three long-time board members chose to step down and give other alumni a chance to serve. The contributions that these three made in their nearly

25 years of combined service would be too lengthy to list, but many of the projects and activities that are so successful today are due to their efforts. Our sincerest thanks go to Kendra Howard-Averett, Scott Sowulewski and Scott Watkins for their energy and commitment.

And it is after saying “thank you for your service” to our departing board members that we also get to say “welcome” to our newest board members Jeremy Blaney and Lindsay Robillard. You can get to know all of the JMCAA Board members at [jmc.msu.edu/alumni](http://jmc.msu.edu/alumni).

Due to the generosity of Madison alumni, the JMCAA is able to provide more than \$12,000 in scholarships each year. Every spring it takes a small army of reviewers to select the recipients for the four different scholarships and we thank this year's reviewers for their contributions:

Noah Allington, Serena Bell, Susan Chapman, Travis Cochran, Lindsay Dangel, Katelin David, Vince Frillici, Matthew Hammer, Kendra Howard-Averett, Ruth Johnson, Jeff Kingzett, Diana Maclean, Marcia Miner, Meredith Reynolds, Lindsay Robillard, Michelle Sanders, Amy Smith, Jonars Spielberg, Ruju Srivastava, Wendy Waskin, Scott Watkins, Bethany Wicksall, and Chris Wilson.

There are Madison alumni forming local groups for networking, social activities and community service. A group of young alumni have formed a group called JMC313 for alumni who live and work in Detroit (see story on next page). There are also groups in Washington D.C., and Chicago, and interested alumni in Grand Rapids and Minneapolis. If you live in one of these areas and want to get involved, we can connect you.

There are many opportunities for you to get involved with the JMCAA and the college, in ways both big and small. Join a Career Day panel, serve on a board committee, come to a college event, create a group for Madison alumni in your city, write up your story for “Alumni Voices,” support our scholarship program, and connect with us on LinkedIn, Facebook or Twitter. If you're looking for a way to be involved, I promise we will find a way to help!

The JMCAA Board is here to be of service to our alumni and students. Please let us know if we can be of any assistance.

### Go GREEN!

Laura Marie Casey  
SR '93

President, JMCAA

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## New Detroit area alumni group is formed

JMC313 was formed to connect James Madison College alumni, faculty, and friends in the Detroit area with the goal of participating in and contributing to the already impressive efforts driving the city's resurgence. Through both formal and informal events and collaborations,



The JMC313 alumni group organized a terrific picnic on Belle Isle in September.

JMC313 will strive to provide opportunities for alumni to share their ideas, experiences, networks, and advice. They are committed to using the

collective skill and passion of alumni to help emphasize the value of Detroit for Madisonians, and Madisonians for Detroit. The well-being of our alumni is only as good as the well-being of our city, and through conversation, action, and determination, they know they can help make Detroit a place of continued opportunity. If you have any questions or would like to learn more about getting involved please send a note to them at [detroitjmc@gmail.com](mailto:detroitjmc@gmail.com).

## Nathan Triplett honored with the MSU Alumni Association Distinguished Young Alumni Award

JMC alumnus **Nathan Triplett (PTCD/SRP '06)** received the MSU Alumni Association Young Alumni Award in September at the Grand Awards Banquet as part of MSU's weeklong Homecoming Celebration. The award is given annually to candidates who have distinguished themselves by obtaining a high level of professional accomplishment, who possess high standards of integrity and character to positively reflect and enhance the prestige of MSU, who demonstrate a commitment to MSU by continuing outstanding volunteer service on behalf of the university and/or participation and leadership in meritorious public service on a local, state, national or international level.



Nathan Triplett

Triplett is the mayor of East Lansing, Mich. Elected to the City Council in 2007, Triplett has authored several progressive ordinances involving green building practices and voting rights for tenants. Triplett has also served on a variety of

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# ALUMNI HIGHLIGHTS

See also the [Alumni Spotlight](#) section!

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state and local committees involving governance, transportation, public service, the Democratic Party, and emergency shelters. He received the Governor's Service Award and the Lansing Regional Chamber of Commerce's 10 Over the Next 10 Award. Triplett is the principal organizer of Local Electeds Against Discrimination (LEAD), a coalition of elected officials to end discrimination based on sexual orientation. He helped launch and coordinate One Capital Region, to pass inclusive nondiscrimination ordinances in four urbanized townships surrounding Lansing, Mich.

He holds a master of public policy from the Gerald R. Ford School of Public Policy at the University of Michigan and a *juris doctor* from MSU College of Law. He is director of Priorities Michigan, a civic education and engagement project aimed at encouraging the use of state funds to promote investment in public goods. He lives in East Lansing with his wife Sarah.



Jennifer White

**Tom Caron (SRP '10)** and **Jennifer White (PTCD/SRP '10)**, were named as accomplished young professionals in Baltimore, Md., winning the 20 in Their Twenties award. Congratulations to Jennifer and Tom!



Tom Caron

More on the story:

<http://thedailyrecord.com/2014/04/13/the-daily-record-announces-20-in-their-twenties/>

Congratulations to JMC alumni who ran successfully in the Michigan August primary: **Curtis Hertel Jr.** in the 23rd District State Senate primary, **Jon Hoadley** for the 60th State House District, and **Eric Schertzing**, in the 8th Congressional District primary. **Adam Kroczaleski** ran successfully for County Commissioner in Arenac County.

## In Memoriam



Lesley Weber

**Lesley Weber (SR '97)** passed away on December 31, 2013 in New York City. After graduating from JMC she went to Loyola Law School in Chicago. She worked for Allstate for many years and recently received a promotion and moved to New York. Lesley was a member of the MSU Alumni Association and a true Spartan through and through.

## JMCAA BOARD MEMBERS

The JMC Alumni Association is managed by a board of directors. The board is composed of alumni leaders who are selected to represent the larger James Madison College alumni population. They provide oversight and strategic planning of association matters. The board is the primary communication link with the college on behalf of the alumni and meets three times annually in East Lansing and once a year in the Detroit area. If you are interested in becoming involved, contact [Kim Allan](#), [Laura Casey](#), or [Amy Witt](#).

### PRESIDENT

Laura Casey (**SR '93**), Novi, Mich.

### VICE PRESIDENT

Peter Spadafore (**SRP '07**), Lansing, Mich.

### TREASURER

Bethany Wicksall (**PTCD '98**), Lansing, Mich.

### SECRETARY

Karissa Chabot-Purchase (**PTCD '06**), Lansing, Mich.

### DIRECTORS

Regina Bell (**PTCD '96**), Lansing, Mich.

Jeremy Blaney (**IR/CCP '10**), Boston, Mass.

Lance Boldrey (**IR '92**), Okemos, Mich.

Amy Felder (**PTCD '99**), Farmington Hills, Mich.

Lindsay Robillard (**IR/SRP '08**), Hamtramck, Mich.

Ruju Bhatt Srivastava (**IR '93**), Piedmont, Cal.

Dan Stump (**PTCD '00**), Lansing, Mich.

## Madison's majors over the years

### CURRENT

**IR**..... International Relations

**PTCD**..... Political Theory and Constitutional Democracy

**SRP**..... Social Relations and Policy

**CCP**..... Comparative Cultures and Politics

### PAST

**PE**..... Political Economy

**JMCD**..... Justice, Morality and Constitutional Democracy

**ETHNIC**.... Ethnic and Religious Intergroup Relations

**METRO**.... Metropolitan Studies

**SOCEC**..... Socio Economics Policy Problems

**URBAN**.... Urban Community Policy Problems

**SR**..... Social Relations

**Minority - Majority Group Relations**

# ALUMNI HIGHLIGHTS

See also the [Alumni Spotlight](#) section!

## Could You Have Imagined?

By **Monica Evans**  
Summer 2014



**Monica Evans**

I have a game that I like to play on occasion. I call it “Could You Have Imagined?” I ask myself if, one year, two years, or 10 years ago, I could have imagined being where I am today. Usually I reflect on where I am living (like when I lived in Brazil for a year as a Fulbrighter) or what crazy run adventure I’m on (like running the Detroit Free Press Marathon or participating in a 200-mile relay race). But I often reflect on where I am in my career, and whether I could have imagined that I’d

be doing what I’m doing today.

When I was a freshman at JMC 20 years ago, I couldn’t have imagined the myriad roads my career would take. I was a first-generation college student who had just discovered this career opportunity called being a professor. I decided that I would one day get my Ph.D. in something and have an office full of books like my Madison professors. I would read, do research, teach, and have office hours. By the time I finished my undergraduate degree, my vision had changed just a bit. I still wanted to get a Ph.D. in something, but I wanted to also give back to my community in some way. I decided to become a teacher first and later go on to graduate school.

I was a teacher in Detroit for three years before I returned to university. I got a master’s degree in library information science from Wayne State while teaching, and upon graduation, became a school librarian. I thought at that time that perhaps I could retire as a librarian; I loved sharing information and technology resources with students and teachers. But the urge to get the Ph.D. was still calling me. Though I liked information science, my research interest was in education policy, since it combined my JMC focus on social policy with my career in education. I settled on that, and upon admittance into MSU College of Education, began what I thought would be a research agenda focusing on school choice in the United States.

Promptly after arriving at MSU, I discovered an interest in international education. Federal education policies in Brazil became my passion. I learned Portuguese, applied for travel scholarships and fellowships, and spent a number of summers in Brazil before moving there for a year, with my young son in tow. While in Brazil, I was convinced my career trajectory was propelling me toward a life as a Latin American Studies/Comparative and International Education scholar. But one visit to a website changed all of that.

I discovered a program for recent graduates of professional and graduate schools, the Presidential Management Fellows Program (PMF), which provides opportunities to work throughout federal government. My interest in federal policy led me to apply. I completed the rigorous application process and spent two years working in different offices throughout the U.S. Department of Health and Human Services (HHS).

At first glance, this move from education to health may seem unusual. Again, I could not have imagined it two years prior. But all of my rotations were somewhat connected to my earlier experiences: I was a project officer for a school-based health program; I worked in a global health office, where I addressed health disparities in Brazil and the Caribbean; and I spent some time in a policy office as an analyst, where I did lots of information gathering and dissemination.

Upon finishing the PMF program, I was offered a job with an agency in HHS. After working for a year on various technical assistance projects, I became the primary contract manager for my office. I currently manage millions of dollars’ worth of technical assistance contracts. Every day, I oversee the work of a variety of vendors who provide training and support to community health centers all across the country. I routinely answer questions from high-level federal staff. I provide guidance to administrative staff, and train other federal staff to manage contracts.

Twenty years ago, I could not have imagined in five years I would be a teacher in my hometown; in 12 years I would be doing research in Brazil; in 17 years I would be working in public health; and in 20 years I would be business-minded, working in contract acquisitions. I have some idea as to where I want to go from here, but I am sure that five to 10 years from now I again will be able to play “Could You Have Imagined?”

If you would like to submit a story for Alumni Voices, contact Jaimie Hutchison at [hutchj@msu.edu](mailto:hutchj@msu.edu)

ALUMNI VOICES

# FACULTY HIGHLIGHTS

See also the [Faculty Spotlight](#) section!

*Professor Zinman continued from page 1*

Second, Mill could appeal to a new set of arguments in modern times: democracy and the commercial way of life go hand in hand. In our time, the tendency of democracy to homogenize society toward the lowest common denominator is married to the commercialization of opinions, passions, and interests. As a result, the souls of citizens of modern democracy tend to be dominated by the desire for material comforts and their minds narrowed to a strictly utilitarian understanding of the sciences and the arts. Modern democracy tends to be even more uncultivated and more vulgar than its predecessors.

Mill did not despair in the face of this diagnosis. Rather, he argued that the natural tendency of democracy toward mediocrity and vulgarity could be countered by an electoral system that included proportional representation for the most highly — that is, liberally — educated. But this proposal did not go to the root: it did not attempt to transform the nature of modern democracy by transforming the majority of its citizens.

Two years later, in the midst of the Civil War, Representative Justin Morrill (Republican, Vermont) sponsored the first Morrill Act. The United States Congress passed it and President Abraham Lincoln signed it into law. This act, which became the foundation of the American system of public, state-supported, land-grant universities, could be said to have had as one of its principal aims the practical refutation of Mills's claims. Morrill's proposal was bolder than Mill's. His did attempt to go to the root.

The Morrill Act of 1862 aimed to establish in each state "at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts ... in order *"to promote the liberal and practical education of the industrial classes on the several pursuits and professions in life"*[my emphasis].

These aims were noble but daunting. On the one hand, the "industrial classes" — that is, working men and women — were for the first time to be given access to higher education. On the other hand, those classes were to receive both a liberal and a practical education. These twin ends were unprecedented. Hitherto, higher education had been the preserve of the leisured few: the rich, even the very rich. Moreover, the core of such an education had been liberal education — an education especially in classical studies and the natural sciences, an education that was meant to be theoretical, beautiful, and useless rather than practical, banal, and utilitarian. In other words, the Morrill Act aimed to combine things that for ages had been thought to be incompatible: aristocracy and democracy; beauty and utility.

Michigan State was founded in 1855 as "The Agricultural College of the State of Michigan." It came under the first Morrill Act soon after its passage. As such, it has a claim to be the "pioneer land-grant College." Cornell, my alma mater, also has such a claim. Founded in 1865, it was the first university established under the provisions of the act. Both MSU and Cornell — indeed, all the land-grant institutions are defined, in large part, by the tensions embodied in the land-grant mission: the tensions between excellence and access, between liberal and practical education. I suspect that the challenge of living with those tensions helps to explain the distinctive spirit and vitality that are hallmarks of the land-grant universities. But that challenge has also been a burden; and it is perhaps

the principal source of their characteristic anxieties and frustrations.

In my experience, MSU, much more than Cornell, is the living embodiment of those tensions. MSU began as a college devoted almost exclusively to agriculture and the mechanical arts; Cornell began as a university equally devoted to the liberal and practical arts. MSU has always been wholly public; Cornell was from the first partly public and partly private. From its beginning, MSU coexisted uneasily with the older and more exclusive ("elitist") University of Michigan; for almost a century, Cornell had no serious in-state, public supported rival.

The Honors College was founded in 1956. If it wasn't the first, it was one of the first such programs established in the United States. While there were many reasons for its founding, its defining charge was "to provide a distinctive educational experience for students of high ability." Looked at in the light of the first Morrill Act, the founding of the HC marks an era in the history of MSU as a land-grant institution. The Morrill Act held out the promise of combining excellence and access as well as liberal and practical education. With the founding of the HC, MSU established a unit explicitly committed to the fulfillment of that promise. Perhaps just as important, it explicitly recognized that "students of high ability" have distinctive needs and special claims on the resources of the university and the energies of its faculty. To put this another way, MSU explicitly recognized that a first-rate land-grant university must be able to attract a critical mass of first-rate students and give them the attention they need in order to flourish. And it implicitly recognized that a first-rate land-grant university must be able to transcend, resolve, mitigate, embrace, or — at the least — learn to live with the tensions between excellence and access and between liberal and practical education.

James Madison College was founded in 1967. It was one of three residential liberal arts units — along with Justin Morrill and Lyman Briggs — established by MSU in a time of booming budgets and quasi-revolutionary ferment. In my judgment, the founding of Madison marks another epoch in the history of MSU as a land-grant institution. Among other things, Madison was an attempt to combine the strengths of a small, intimate, liberal arts college with those of a vast, complex, diverse research university. Many universities had become (or were fast becoming) gigantic, bureaucratized, professionalized, impersonal, alienating, dehumanizing "multiversities." If this was a danger for American universities in general, it was a special danger for its public, state-supported universities, which had opened their doors to tens of thousands of students who were the first in their families to attend college. To speak plainly, the multiversity was, in part, the product of the successful democratization of American higher education — and thus, in part, the result of the attempt to live up to the goals enshrined in the Morrill Act. By establishing Madison, MSU acknowledged that the conditions for excellence in undergraduate education in general and liberal education in particular are not "luxuries" but necessities. Madison sought to establish those conditions while attempting to address the tensions built into the land-grant tradition. For example, although it had (and has) no special admission requirements, it quickly became a kind of de facto honors college. (In recent years, to take only one example, about 35 percent of MSU's Phi Beta Kappa inductees have been Madison students.) As a teacher (and adviser) of large numbers of honors students, I have lived with the tensions inherent in the intertwined missions of Michigan State, the Honors College, and James Madison.

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James Madison Scene



# FACULTY HIGHLIGHTS

See also the [Faculty Spotlight](#) section!

*Professor Zinman continued from page 7*

In attempting to transcend, overcome, resolve, or mitigate those tensions, I have tried to keep in mind key moments in my own education.

I began my freshman year at Cornell expecting — even longing — to be transformed by my college experience. By the end of my first year, I was both disappointed and disoriented. I was not intellectually mature enough to find my own way and none of my teachers (almost all of whom were renowned scholars) seemed even to be aware that there were lost souls like me in their classrooms. During the first semester of my sophomore year, I wandered into an introductory course in American Government (of all things) taught by Walter Berns. I immediately sensed that Professor Berns was different. I had never encountered anyone who was so thoughtful about serious matters. In particular, he was thoughtful about the question of the meaning of life. He began from and lingered over seemingly elementary questions: Why was what we were studying important to us as human beings and citizens? He asked us to read, write, and argue about old, strange, and difficult books. He was extraordinarily demanding. He somehow brought us to the realization that the most important questions for each of us were “Who am I?” and “What is a good human being?” Above all, in a class of more than two hundred, he seemed to speak to each of us as individuals. For me (and many others), the effect was electric: I felt as if I had been released from a kind of bondage, turned around, opened up, and set on an exhilarating path of self-discovery that would require the most rigorous self-questioning.

Professor Bern’s class was a hoped for but unexpected gift. And, suddenly, I knew what I wanted to do with my education and my life: I wanted to do for undergraduates what Professor Berns had done for me. I soon discovered that

Professor Berns was not alone. There were other Cornell professors who were exemplary scholars and masterly teachers: men like Allan Bloom, David Brion Davis, Donald Kagan, and Walter LaFeber.

It would be many years before I was able to persuade myself that I had the ability to teach well enough to justify living the life of a teacher. As I was about to leave graduate school at Claremont for MSU, I sought out Leo Strauss, one of my mentors, for advice about teaching as a vocation. Professor Strauss was one of the most influential thinkers and teachers of the last century. When I knew him, he was quite old and very frail. Yet he still approached every class as if his students’ lives depended upon it. Professor Strauss’s advice was simple (and, I subsequently learned, the same he had given to generations of graduate students): “Always assume there is one silent student in your class who is by far superior to you in head and in heart.” He meant by that at least two things. First, “Aim high.” Second, “Do not have too high an

“...I felt as if I had been released from a kind of bondage, turned around, opened up, and set on an exhilarating path of self-discovery that would require the most rigorous self-questioning.”

opinion of your importance, and have the highest opinion of your responsibility.” His advice reinforced my humility. But it also conformed to the practice of my best teachers. All of them had invited their students to attempt to discover and overcome themselves.

In my time teaching honors Spartans, I have tried to live up to the demanding goals of the first Morrill Act and the humbling examples of my best teachers. In my experience, we teachers often ask too little of our students. James Madison and the Honors College have given me the freedom to ask much of my students (and myself). When I make good use of that freedom, I find that my honors students are ready, able, and eager to the rise to the challenge. Helping set them on the path of self-discovery and self-overcoming has been the peak of my academic life. Watching many succeed has sustained my modest hope that Justin Morrill caught a bit more of the truth than did John Stuart Mill.



*Robert Brathwaite*

**ROBERT BRATHWAITE** joined the JMC faculty this fall as an assistant professor in the international relations field. He has a doctorate and master of arts in political science from the University of Notre Dame. Robert’s research interests include the formation of new states in the international system, international security, terrorism and the electoral process, the relationship between religion and democracy, and the conduct of civil wars. Before receiving his doctorate from Notre Dame, he spent time

in Washington, D.C., where he served as a research intern for the Center for Security Policy. He has taught courses that cover international relations, international security, U.S. foreign policy, intra-state violence, and research methods. In his spare time, Robert enjoys the outdoors and is an avid snowboarder.

**MARK AXELROD** (with Meredith Gore, assistant professor in MSU’s School of Criminal Justice and Department of Fisheries and Wildlife) received a Michigan Applied Public Policy Research (MAPPR) Grant for a project entitled: “Michigan Public Opinion Regarding Fish and Wildlife Threats and Policy Responses.” He hosted Dr. Shyam Salim from India’s Central Marine Fisheries Research Institute through a grant from the MSU Environmental Science & Policy Program, Visiting Scholars to Advance Science (VISTAS) program. He presented papers at the 2014 Convention of the International Studies Association, Toronto, Ontario in March 2014: “Importing International Norms through Domestic Institutions: the Precautionary Principle in India” and “Finding the Sources of Support: An Analysis of Indian Fisheries Subsidies” (with JMC student Mykala Ford and FW student Julia Novak); and presented papers at the 2014 Norwich Conference on Earth System Governance, Norwich, UK, in July: “Beyond Effectiveness: Comparing Institutional Resilience in Ozone and Invasive Species Regimes”



*Mark Axelrod*

*continued on page 9*

James Madison Scene



# FACULTY HIGHLIGHTS

See also the **Faculty Spotlight** section!

continued from page 8

(with JMC colleagues Daniel Kramer and Matthew Zierler) and “Blocking Change: the Drag of Status Quo Fisheries Institutions.” Axelrod was selected as member of program on “Legal Preparedness for Achieving the Aichi Biodiversity Targets,” supported by UN Convention on Biological Diversity and International Development Law Organization. Axelrod became a member of the new United Planet Faith & Science Initiative and will contribute videos and discussions of his research [www.upfsi.org](http://www.upfsi.org) (events tab, live conference calls).



Lisa Cook

Professor **LISA COOK** and Associate Dean **JULIA GRANT** were selected as MSU Academic Leadership Fellows in collaboration with the Committee on Institutional Collaboration (CIC) (Big Ten plus University of Chicago). During the 2013-2014 academic year, Grant and Cook visited other CIC institutions and met with leaders at both MSU and beyond to learn more



Julia Grant

about new directions, current trends, and best practices in leadership in higher education.

## JMC students and the MSU Study Abroad in Turkey participants at the Great Stadium at Ephesus, led by Professor Norm Graham.



Gabe Rusk, Brianna Shamsuddoha, Marcus Bradley, Victoria Clifford, Bryant Hepp, Victor Hibbeln, Conrad Keurejian, Deanna Schafer, Caroline Mizuki, Mitch Roberts, Jaclyn Ruth, Heather Harmon, and James Millar.



### MATTHEW ZIERLER

is pictured with some of the students in the undergraduate International Development course that he co-taught at the Azerbaijan Diplomatic Academy (ADA) in Baku in spring 2014, where he spent a semester as visiting professor.



Matthew Zierler



Maxwell Olivero

### Staff

**Maxwell Olivero (SRP/PE '13)** has been hired as the field experience coordinator for James Madison College. Previously, Olivero worked in the JMC Career Services Office, and interned with Capitol Services, Inc. and the National Association of Social Workers-Michigan Chapter. He was also an active member of JMC Student Senate, and is interested in pursuing a graduate degree in public affairs.

# STUDENT NEWS

See also the [Student Spotlight](#) section!

## G20 Youth Forum Students

The G20 Youth Forum was held in May 2014 in Garmisch Partenkirchen, Germany, the largest international event organized for young leaders from around 200 countries. Academics, representatives of the business world, and parliaments also participated in it. Erica Zentner (IR/PTCD '14), said "The G20 Youth Forum was one of the most unique and dynamic international experiences I've had during my undergraduate education. It was amazing to be surrounded by international peers that are passionate about international issues and global change. The forum's setup allowed us to network and debate, but also provided the social environment to forge international friendships. I'm extremely grateful for the experience and only wish it could have lasted longer."

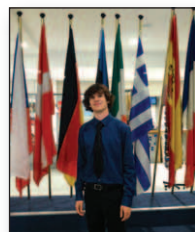


The formal picture from left to right: **Michael Robinson (MSU)**, **Hannah Jenuwine (SRP senior)**, **Erica Zentner (IR/PTCD '14)**, **Paul Rose (IR senior)**, **Greg Brown (IR '14)**, **Varsha Koduvayur (IR '14)**.

## Study Abroad Stories

**Nicholas Keywork (IR/Finance senior)**

**Program: International Relations in Brussels; Summer 2013**



**Nicholas Keywork**

As a student of International Relations, I am constantly discussing and considering organizations and perspectives from other countries and cultures. So, being able to go abroad and experience them firsthand is invaluable. On this program I had the opportunity to speak and learn from a number of individuals who are active in my field of study. I got to visit NATO headquarters as well as the European Union Parliament, European Union Council, and International Criminal Tribunal for the Former Yugoslavia. I was able to speak to people actively running these organizations, hear how they think and ask them questions. They also told us a bit about how to end up working for these organizations. One of my classes was actually taught by a professor who works for the European Parliament, producing memos for the Parliament Members to use when meeting with foreign delegates or making decisions. Story continues here: <http://studyabroad.isp.msu.edu/studentstories/details.htm?id=1400> More stories including JMC students can be found here: <http://studyabroad.isp.msu.edu/studentstories/>

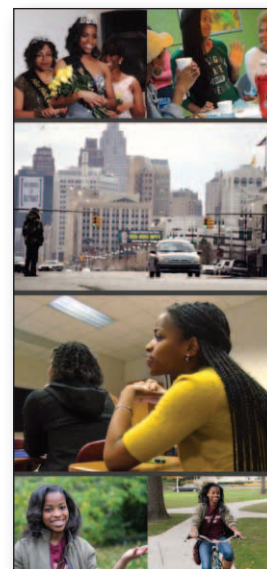
## 8th Grade Visit Days

JMC hosted its annual 8th Grade Visit Days in spring of 2014, with over 200 students participating in activities focused on establishing a legacy for their lives, hearing a motivational speaker, meeting college students, eating in a residential hall, and touring the MSU campus. For many of the students attending, this is their first opportunity to visit a college campus. JMC's 8th grade visit days are successful due to the help of over 30 volunteers, including students from across campus, JMC faculty, and support from the dean.



## JMC Senior Jolisa Brooks featured in the MSU president's report

Nine MSU students were followed by video crews for an entire semester to chronicle the lives of students for the president's report. Madison student Jolisa Brooks was one of those students. Inspired by a study abroad experience in Madagascar, the Detroit native plans to pursue a career in international development and hopes to add her voice to community revitalization efforts around the world and in her hometown. See her video here. <http://report.president.msu.edu/insideout/jolisa/>



## Madison students help MSU Debate take first place in Indiana tournament

The MSU Debate Team took top honors at a tournament hosted by Indiana University in January 2014 and was runner-up in the Weber Round Robin held in Utah. The two-person team of **Jack Caporal (IR)** and **Quinn Zemel (IR)** took the top spot at Indiana, going 7-0 in the preliminary rounds and defeating the University of Iowa in the final round. At the Weber Round Robin, **Aniela Butler (IR)** and **Margaret Strong (Math)** went 6-1 in the preliminary rounds and finished in second place after losing a tough match to a team from the University of North Texas. The team of **Kaavya Ramesh (IR/CCP/Chinese/HC '14)** and **Tyler Thur (IR)** earned an at-large bid in the first round of the National Debate Tournament in April, designating them as one of the top 16 teams in the country. More about the competitions and Madisonian success ... <http://debate.msu.edu/debate/>

**Jolisa Brooks (PTCD/HC senior)** and **Katelyn Prine (SRP senior)** were named to the 2014-15MSU Homecoming Court.

<http://msutoday.msu.edu/news/2014/10-outstanding-msu-seniors-named-to-2014-15-homecoming-court/>



**Joseph Brennan (left)**

**Joseph Brennan (PTCD junior)** was the recipient of the Vernon Ehlers Intern Award, as a runner up to the Rosenthal Intern Award. He was nominated by the office of Rep. David Rutledge, D-Ypsilanti. Click link below to read more:

<http://ippsr.msu.edu/policy/rosenthal.html>

James Madison Scene



# STUDENT NEWS

See also the [Student Spotlight](#) section!

## Three Madison students awarded Boren Scholarships

Three Madison students were among four MSU recipients of the David L. Boren Scholarships, which provides up to \$20,000 to U.S. undergraduate students to study abroad in areas of the world that are critical to U.S. interests. MSU has produced 31 Boren award winners (either scholarship or fellowship) since 1991.



From left to right: Alexis Pierce, Mykala Ford, Elizabeth Dunham and Christopher Murphy (Chinese and French junior)

**Alexis Pierce (IR/CCP/HC senior)** is planning to study Korean in South Korea for the 2014-2015 academic year. She wants to work for the Central Intelligence Agency or U.S. Department of State. Click below to read more.

<http://honorscollege.msu.edu/news/four-students-awarded-boren-scholarships-study-language-abroad#sthash.Mn05iAKc.dpuf>

**Elizabeth Dunham (PTCD/Arabic senior)** is planning to study Arabic in Morocco for the 2014-15 academic year. She wants to work in international development with USAID.

**Mykala Ford (IR/HC/Arabic junior)** is planning to study Arabic in Morocco for the 2014-15 academic year. She wants to be a foreign service officer for the federal government after graduation.

## JMC student wins top prize in the MLK Jr. Advancing Inclusion through Research

**Kristiane Schmidt (SRP senior)** won the \$500 first place prize in MSU's MLK Jr. Advancing Inclusion through Research Award for her paper "Research Verses Reality: Examining the School to Prison Pipeline in Detroit Public School." The award was given for the first time in 2011 and a Madison student has won the top prize each year. See Kristiane's paper in the Student Spotlight section. Click on link below.

<http://jmc.msu.edu/alumni/scene/fall14-student.pdf>



Kristiane Schmidt



Ilan Hoopinger

**Ilan Hoopinger (CCP senior)** is the recipient of the Foreign Language and Area Studies Fellowship from the U.S. Department of Education. He traveled to Taiwan in the summer of 2014 to study Chinese at National Taiwan Normal University's Mandarin Training Center. He concurrently did research for his senior honors thesis on Taiwanese film, politics, and history. He also received scholarships from the Taiwanese Ministry of Education (the Huayu Enrichment scholarship), and the MSU Honors College (the Hymen and Miriam Stein Scholarship) to finance his studies and research.

**Harrison Jones (CCP/Arabic junior)** was awarded a Foreign Language and Area Studies Fellowship from the Department of Education. He studied in Amman, Jordan this past summer taking Arabic language courses, as well as living with a family and participating in cultural exchange programs. A JMCAA study abroad award, in addition to this award, fully funded his studies.



Harrison Jones

## Recent grads

**Justine Brunett (IR/CCP '14)** participated in a six-week study abroad program titled "Sustainable Community Development" in Tanzania. The program, Tanzania Partnership Program, was led by MSU International Studies and Programs. Justine received a Kolschowsky Scholarship, making it possible for her to study abroad.



Justine Brunett

Said Justine, "I have always been passionate about improving people's lives, and my college education has taught me that in order to truly do that, you must understand the complexities of the issues they face and genuinely engage them in finding a solution." "I believe that the best way to do that is by working on the ground, in the community, with people, which is what I want to do in a job at a nonprofit after I graduate. The sustainable community development program in Tanzania would give me the opportunity to learn how to do that effectively. Whether I ultimately choose to work at a non-profit in East Africa or in an inner city here in America, the experiences of working across cultures and engaging community members to empower them in finding solutions to the issues they face will help me in my future."

Video from Justine's trip abroad:

<http://www.youtube.com/watch?v=cy8y8DyIXEU&feature=youtu.be>

## 2013-14 Parade of Honors



The program details the many accomplishments of Madison students over the 2013-14 academic year.

Program link:

<http://jmc.msu.edu/download/parade-of-honors-2014.pdf>

Photos link:

<https://www.flickr.com/photos/44733484@N03/sets/72157644225314494/>



## Admissions



Incoming JMC freshmen arrived on campus just a few short weeks ago, beginning with international students the week of August 17th. We began the school year with 295 JMC students who are part of the

MSU Class of 2018. We're excited to welcome students from as far away as China, as well as out-of-state students from Arizona, California, Georgia, Illinois, Indiana, Minnesota, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington, D.C. Of course many of our students are coming from a little more close-by, right here in the great state of Michigan!

James Madison Scene

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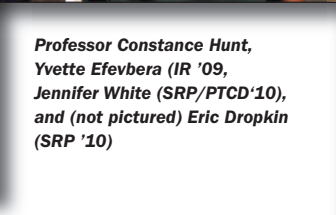
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- ARCHIVED PAST ISSUES OF THE [JMCNEWS](#) AVAILABLE AT LINK

### JMC alumni and faculty met up at the Rose Bowl in January



*Magic Johnson, MSU fans, and Professor Constance Hunt*



*Professor Constance Hunt, Yvette Efevbera (IR '09, Jennifer White (SRP/PTCD'10), and (not pictured) Eric Dropkin (SRP '10)*



*Professors Louise Jezierski and Contance Hunt*



For your past generosity and continued support of James Madison College students, we thank you from the bottom of our hearts.