



DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Humanities Connections guidelines at

<https://www.neh.gov/grants/education/humanities-connections-planning-grants>

<https://www.neh.gov/grants/education/humanities-connections-implementation-grants>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Guidelines have changed: this document from a previous grant cycle may diverge from current requirements in multiple ways (including narrative length and project design specifications). Humanities Connections grants now offer funding at two levels, **Planning** and **Implementation**. Previous sample narratives will not reflect this distinction: they may contain elements appropriate for current Planning grants as well as those called for in current Implementation grants.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Navigating Uncertainty: Connecting Humanities and Business Perspectives on Risk and Reward

Institution: University of Wisconsin, Madison

Project Director: Sara Emile Guyer and Suzanne Dove

Grant Program: Humanities Connections

Humanities Connections Application
University of Wisconsin-Madison
October 5, 2016

**Risk and Reward:
Navigating Uncertainty through Humanities – Business Connections**

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SUMMARY

The world needs more leaders who are equipped to tackle our society's most pressing problems within a dynamic and uncertain future. Building on the University of Wisconsin-Madison's tradition of innovating across disciplines, we find ourselves at a critical juncture of an emerging partnership between humanities and undergraduate business faculty, administrators, students and community partners. Breaking apart the standard notion that humanities is theoretical while business education is primarily practical, our campus and broader community are focused on redefining how a comprehensive research university educates future leaders who move with dexterity between abstract and concrete ideas, see the connections between them and translate ethical and effective decisions into action.

A NEH Humanities Connections grant is well-timed to ignite this promising partnership, enabling it to take root through interdisciplinary faculty collaboration and curricular innovation around the theme *Navigating Uncertainty*. In the "big data" moment in which we live, the concept of uncertainty – a core part of the human experience – is often approached as something that can and should be reduced through quantitative tools. Using content and pedagogies drawn from three humanities fields (English, History and Legal Studies), our proposal positions undergraduate business students to explore the interplay between modeling business responses to uncertainty in their analytics coursework and other fields' perspectives on the concept. A diversified understanding of uncertainty enables the development of a more holistic relationship to risk.

In Year 1 the NEH funds will support three humanities faculty, whose research and teaching interests relate to Navigating Uncertainty and the institutions that underpin our nation's economic system, to create or substantially redesign sophomore seminars intended to resonate with both business and humanities majors: financial risk and reward (English), social movements (History), and business ethics (Legal Studies). With advising support from a humanities PhD project assistant, the NEH grant will enable us to guide undergraduate business majors in selecting from this "bundle" of Navigating Uncertainty humanities seminars through which they can fulfill a general education requirement while connecting to a key learning outcome of the business major.

In Year 2, NEH funds will incentivize interdisciplinary teams of junior students, both business and non-business, to extend their exploration of Navigating Uncertainty by participating in UW-Madison's Center for the Humanities undergraduate public humanities exchange (HEX-U). Previously available only to humanities students, the NEH grant will enable us to open this project-based, mentor-supported learning opportunity to business students. Interdisciplinary student teams will be challenged to combine and connect their humanities and business expertise with the needs of a community partner. We expect that the inclusion of business students in HEX-U will help humanities departments build new relationships with corporate partners in areas such as strategic visioning, organizational development and user experience. We predict that business students will experience residual benefits of Years 1 and 2 when they participate in their business capstone courses as seniors.

Faculty thought leadership is critical to this initiative's sustainability. Our proposal offers an intellectual space for the excitement around the Navigating Uncertainty theme among faculty and administrators in both the Wisconsin School of Business and humanities departments. NEH funding will enable us to launch the first two years of a "Foreseeing the Future" speaker series, creating a selection committee comprised of both humanities and business faculty to bring a national thought leader to campus each year. The visiting scholar will give a public lecture attended by faculty and students (especially targeting those enrolled in the sophomore seminars and HEX-U) and lead a seminar or book discussion between humanities faculty and counterparts from the business school, uniting people from different scholarly traditions around a common theme. We will complement the annual speaker events by opening the door to interdisciplinary exchange around our theme in existing routines (e.g. the business school's regular faculty research lunches). We hope that this will contribute to our campus culture by creating rich intellectual engagement and opportunities for research collaborations or co-creation of course materials between business and humanities faculty.

We expect that this proposed project will serve as a model for connecting humanities and professional schools on equal footing. An undergraduate business curriculum that embeds the humanities and connects students and faculty from different disciplines broadens the social and cultural context through which students make sense of the world, creating more effective and ethical leaders who contribute beyond themselves in the world of work and in their communities.

Intellectual rationale

This proposal, submitted jointly by the University of Wisconsin-Madison's College of Letters & Science (L&S) and Wisconsin School of Business (WSB), is intended to enhance collaboration between humanities and business departments, launching a curricular innovation which challenges the standard notion of the humanities as theoretical and business education as practical. The National Endowment for the Humanities' Humanities Connections grant would enable us to develop a new multi-semester curricular sequence, designed to engage a previously untapped audience of business school faculty and Bachelor of Business Administration (BBA) students in conjunction with their humanities colleagues, in an interdisciplinary and integrated exploration of a common theme: *Navigating Uncertainty*.

The proposed humanities-business collaboration at UW-Madison holds promise as a model for educating our nation's future leaders. The ability to move with dexterity between abstract and concrete ideas, between theory and practice, and to see the connections between them has the best chance of preparing both business and humanities students for a dynamic and uncertain future. Translation between these levels produces new ideas, generates new perspectives, and develops the ability to clearly communicate the interrelationship. This will, we believe, be the critical crossover skill that results in breakthroughs in both the humanities and in business leadership. Our proposed three-pronged approach -- a constellation of newly-created courses, a structured community-based learning opportunity with cross-disciplinary teams of business and humanities undergraduates, and a faculty learning community -- would introduce a new dimension to UW-Madison's intellectual vibrancy while helping us produce graduates who are better decision-makers skilled at operating in evolving and uncertain environments.

Uncertainty names the realm of human experience home to both risk and reward, precarity and creativity--it does us no good to seek to minimize it categorically. In our current big data, moneyball cultural moment, emergent analytical tools are producing important, unexpected results and helping to spark new lines of inquiry in fields ranging from digital humanities to business analytics. We might be tempted to view these advances as rooted in the reduction of uncertainty via increased quantity of data, but the qualitative shift as data generates a new relation to uncertainty could be even more important.

We see an opportunity through this collaboration between the humanities and business education to diversify students' understanding of the theme of "uncertainty" and to develop a different sort of relationship to risk. In the business world, financial planning seeks to contain uncertainty and risk with reliable information, while volatility also creates opportunities in the marketplace. Rapidly changing business environments require leaders who can galvanize a team around a shared purpose, navigate shifting organizational structures and develop ways of learning from their experiences. Modern business conditions "put a premium on leadership that knows how to blend technical competence, conceptual capacity, and interpersonal, even ethical, dispositions" (Colby et al, 30, 2011).¹ From a humanistic perspective, precarity and insecurity are human rights concerns we collectively seek to reduce, and yet improvisation is a core value driving the arts. We understand that the elimination of risk is impossible, and we can intuit both its benefits and dangers. Our hope is that a sustained focus on this topic might provide our students (and faculty) a far more nuanced understanding of the issue and development of an independent relation to uncertainty which extends beyond a value judgement.

¹ *Rethinking Undergraduate Business Education: Liberal Learning for the Profession.* A. Colby, T. Ehrlich, W. Sullivan, J. Dolle. The Carnegie Foundation for the Advancement of Teaching, 2011.

UW-Madison has the infrastructure necessary to support this project and a critical mass of both humanities and business faculty interested in the problem of Navigating Uncertainty--the NEH grant would serve as a compelling catalyst to bring this cohort together for fruitful interdisciplinary collaboration. The curricular sequence we propose builds upon two of UW-Madison's most successful academic programs. The constellation of new courses is a variation on First-Year Interest Groups, known as FIGs. Each FIG, consisting of a set of linked courses focused on a central theme and incorporating outside-the-classroom learning experiences, is taken by a cohort of first-semester freshmen who form a scholarly community of peers. Our proposal contains an experiential learning component through UW-Madison's new Undergraduate Public Humanities Exchange (HEX-U), modeled after a successful graduate program known as HEX. It goes beyond volunteerism or service-learning courses by helping undergraduate humanities majors translate their own scholarly questions and knowledge into community projects. HEX-U is predicated on the notion that student creativity, rather than pre-existing placements and internships, are a source of successful engagement for the student as well as for community partners and the individuals they serve.

We have identified faculty working across literature, history, actuarial science, finance, marketing, legal studies and other fields who share a common interest in ways we plot a course through the unknown, or methods by which we come to understand our relationship to the unknowable. Development of the course constellation and experiential learning opportunity described below will be one way to build a wide-reaching cohort of faculty interested in approaching this topic from multiple perspectives. But we also propose to construct a space for faculty thought leadership, using the NEH funding to launch a public lecture series (to be named *Foreseeing the Future*) that would bring in nationally-known visiting scholars and include

smaller group scholarly interactions among faculty on this issue. The public lecture series would complement existing local routines of faculty exchange, while breaking them open to the interdisciplinary potential of this topic. Momentum from a pilot program sponsored by the NEH will allow us to lay the groundwork for a sustainable partnership between the humanities and the business school at UW-Madison which will benefit both groups and inform a wider audience of leaders, scholars and learners beyond our institution.

Content and design

Senior administrators and faculty at UW-Madison support a NEH Humanities Connections proposal for a curricular innovation organized around this theme because it provides particularly fertile ground for humanities and business scholars and learners to connect on equal footing. Each discipline offers a valuable language, frameworks and tools to help students navigate the dynamic environment they will face upon graduation. In recent years Wisconsin School of Business faculty have recognized that a theme of “navigating uncertainty” permeates the school’s education and research efforts and a January 2015 white paper produced by a schoolwide task force issued a number of recommendations, including that faculty discuss this theme more explicitly with students (see Appendix VII). Humanities coursework, however, was not considered by the task force that prepared the white paper. We propose to pilot an effort that unites the two sides, positing that this will help business majors acquire not only the skills to predict and communicate future trends and prescribe a course of action, but also the intellectual perspective that enables them to understand the role of business within society (Colby et al 2011). We believe humanities and business share more common ground than is often assumed and could learn a great deal from one another.

This proposal seeks to expand the role and impact of the humanities in the undergraduate business curriculum in three ways by: 1) creating two new and one substantially redesigned humanities seminars offered to business and humanities majors during their first two years of introductory college coursework; 2) developing a project-based, mentor-supported co-curricular experiential learning opportunity for interdisciplinary teams of upper-level undergraduates; and 3) bringing cross-disciplinary faculty thought leadership to bear in exploring our theme.

By exploring this complex topic from multiple perspectives including in discussion with their humanities peers, we expect business students will develop an intellectual agility which complements the statistical tools and economic models they learn in their introductory business analytics courses. As they learn how managers make operational decisions to help their firms successfully navigate an unknown future, they will also explore uncertainty on a deeper (and perhaps more personal) level. Humanities students, too, will benefit from this project. Through the experiential learning component (HEX-U) and *Foreseeing the Future* sessions, as well as through substantive interactions with the business school peers, these students will learn to link the theory and skills they encounter in the humanities seminars with concrete applications in the professional world.

For Year 1 of this project we request NEH funds to develop a linked set of three humanities courses related to the *Navigating Uncertainty* theme which business as well as humanities majors may select while enrolled as freshmen and sophomores, fulfilling general education requirements. The three courses are: *Histories of Uncertainty*, developed and taught by Professor Jennifer Ratner-Rosenhagen, who specializes in U.S. cultural and intellectual history in the History Department; *Doubt*, developed and taught by Professor Karl Shoemaker, a legal

historian whose interdisciplinary ties span the History Department, the Sociology Department and the Legal Studies Program; and *American Dreamers*, a course on the relation between business and literature developed and taught by Professor David Zimmerman in the Department of English. Each of the three courses carries a campus designation that will satisfy one or more general education requirements for business majors: Communications, Humanities, or Literature. Each will be designed as a seminar with a 30-student enrollment. The composition will be a combination of business and humanities majors (approximately 15 of each) and the faculty will leverage this mix of student backgrounds to enrich exchange of ideas. Each will be offered one or more times during the duration of the grant, between spring 2018 – spring 2019. Appendix I contains course descriptions, Appendix II contains short biographies of the three faculty who will design and deliver these courses and Appendix V outlines course design and delivery dates.

For the Wisconsin School of Business, this proposal is an important pilot which we hope will contribute to our efforts since 2013² to develop a robust liberal arts component integrated throughout the BBA curriculum. Currently, business majors pick from a lengthy assortment of L&S courses which satisfy general education requirements. At a comprehensive university such as UW-Madison, academic advisors within the BBA program office may have limited information on course offerings in other parts of campus and students' selections are often based on non-academic factors such as class meeting times or what course their roommate took. Furthermore, the integration between many L&S courses is minimal or nonexistent. The NEH funding would enable us to hire a humanities PhD student as a project assistant to create promotional materials and inform BBA academic advisors so they are prepared to give business majors the option of enrolling in one or more seminars within a well-designed "bundle" around a

² Since 2013 the Wisconsin School of Business has been a member of the Aspen Institute Business & Society Program's [Undergraduate Business Education Consortium](#).

theme that relates to important ideas they have begun to explore in their introductory business courses. In addition, as part of UW-Madison's contribution to this project, Wisconsin School of Business through its existing partnership with Washington University's Center for Integrative Research on Cognition, Learning and Education (CIRCLE) will pay for an evaluation study that enables us to assess the impact of the Navigating Uncertainty "bundle" on business student learning outcomes.

The three courses will be linked in multiple ways: through a common question, through active learning pedagogies, and through faculty and student participation in the "Foreseeing the Future" lecture series. We will work with the participating faculty as they begin their course (re)design to identify a common question around Navigating Uncertainty; each discipline will explore this question from different lenses. For instance, students in all three courses will explore how systems, institutions, and social movements -- the same systems, institutions and social movements which comprise firms' competitive landscape -- shape the meaning and the set of feasible paths and possibilities of success and failure for different groups within our society. Perspectives in Ratner-Rosenthal's history reading list include scientist Thomas Kuhn's *Structure of Scientific Revolutions* as well as economic historian Jonathan Levy's *Freaks of Fortune: The Emerging World of Capital and Risk in America* while Zimmerman's students will engage with classic novels and contemporary film alongside scholarship from his own recent book *Panic! Markets, Crises and Crowds in American Fiction*.

Course linkages through active learning pedagogies will be enabled by an experienced instructional designer (part of UW-Madison's contribution to this project) as well as by the humanities PhD student project assistant. The faculty will have access to instructional design expertise as well as the course management support necessary to incorporate active learning

pedagogies such as role plays, case studies, and [critical reader tools](#) into their course delivery.

Students and faculty will attend the Foreseeing the Future lectures in Years 1 and 2 which will promote additional integration between the three courses as well as with the HEX-U experiential learning component.

Year 2 of our project consists of a project-based, mentor-guided experiential learning opportunity where business and humanities majors work in interdisciplinary teams to connect their humanities and business expertise with the needs of a community-based organization. The NEH funds would enable us to include business students in the UW-Madison Center for the Humanities' HEX-U co-curricular experiential learning program. Working with a community partner, student teams jointly identify “wicked” problems that defy one-size-fits-all solutions -- the kind of problem that is surrounded by uncertainty – and develop a project designed to improve the situation. The evolution of these projects will be literal exercises in navigating uncertainty for HEX-U students. For example, in the graduate version of this program (HEX) UW-Madison graduate students worked to improve City of Madison race relations by designing a James Baldwin reading group with members of the Madison police force and local high school and college students.

In 2016-17 the Center for the Humanities will launch HEX-U, an undergraduate version of HEX. Jamila Siddiqi (see bio in Appendix II) has been hired to serve as the HEX-U coordinator for 2016-17 with additional funding guaranteed through 2021. The coordinator will help develop local partnerships with community-based organizations, advise on successful project design, and provide training in budgeting, team management, communication, assessment and evaluation, etc. The coordinator salary represents a university contribution to this project. As

with the graduate program, the Center for the Humanities will support HEX-U projects from the kernel of an idea to selection by a faculty advisory committee to the final assessment.

Currently, funding for HEX-U is available only to humanities students. In Year 2, NEH funds would open HEX-U to undergraduate business students who complete one or more of the Navigating Uncertainty linked courses, enabling them to join their humanities peers in designing and implementing a HEX-U project. The program coordinator will work with Navigating Uncertainty faculty and administrators to mentor these teams through the planning and design process.

Along with opening HEX-U to business students, and encouraging business and humanities students to think and design projects together, this initiative will also benefit the Center for the Humanities by expanding the horizons of HEX-U into the Madison business community. Humanities graduates and undergraduates who typically design HEX projects overwhelmingly focus on not-for-profit and social service partners (public schools, libraries, prisons, museums, etc.). HEX-U projects designed by business students are likely to imagine business sites as potential and productive partners, and their managers and employees as engaged audiences, for translational humanities-based projects.

We expect that participation in Years 1 and 2 will have residual benefits for business students. Many conclude their degree with a capstone experience in their chosen business field (e.g., finance, entrepreneurship or marketing). Since 2013, the Wisconsin School of Business has supported faculty in developing new capstone courses or experiences, all characterized in part by the kinds of uncertainty students will face as they transition into their careers as business professionals, applying this knowledge to business opportunities related to new product development, trading strategies, or business process design. And yet, faculty often note that

students still struggle to operate effectively under these conditions, seeking instead the comfort of well-defined challenges and certain outcomes. Within the evaluation element of this project we look forward to evaluating whether the business students who participate in the Navigating Uncertainty humanities “bundle” exhibit greater comfort with ambiguity in their senior capstones.

The third element of our project is critical to its long-term sustainability at a comprehensive research university such as UW-Madison. Leveraging existing faculty and senior administration interest on campus, a Humanities Connections grant would not only spur the development of previously untapped linkages between courses, departments and majors but also create a space for development of a faculty learning community with the potential to contribute to UW-Madison’s vibrancy on both theoretical and practical dimensions. Faculty from humanities and business would benefit from exchanging ideas across disciplinary perspectives as well as sharing curriculum design models and instructional materials across UW-Madison (and beyond; see Impact and Dissemination section). Our project encourages faculty thought leadership by forming a faculty learning community that brings together UW-Madison scholars from across campus to explore connections between humanities and business education.

We propose two key elements in pursuit of this objective. First, we will invite the faculty who will design the new courses identified above to collaborate in developing a common question around the Navigating Uncertainty theme (e.g. “How does uncertainty generate creation and destruction?” “What good is uncertainty?”). Students will confront this shared question in different kinds of assignments in their chosen seminar(s) as well as encountering it in the “Foreseeing the Future” discussions.

The second element is the launch of an annual lecture series, *Foreseeing the Future*.

Beginning in summer 2017, a selection committee comprised of interested faculty from both business and humanities disciplines will work together to identify and invite a visiting scholar whose work on a societal/business/artistic issue relates to the *Navigating Uncertainty* theme (examples: the history of probability, the role of risk in our financial system, the relationship between improvisation, art and entrepreneurship/innovation...). Each year, the visiting scholar will give a public lecture open to the entire campus community and students and faculty involved in the linked courses will attend. In addition to the main lecture, the visiting scholar will lead a reflection workshop open to course participants as well as holding a faculty seminar for interested faculty members. We will complement the annual visits with smaller interdisciplinary interactions that leverage existing routines of faculty engagement around big ideas (for example, the Wisconsin School of Business' weekly research lunch).

Collaborative Team and Process

The *Navigating Uncertainty* project team is a collaboration of faculty and academic staff from the Wisconsin School of Business, the Center for the Humanities, and the departments of English, History, and Legal Studies.

Suzanne Dove, Assistant Dean for Academic Innovations at the Wisconsin School of Business, collaborates with faculty and staff leaders across Business degree programs to design and implement educational innovation. Suzanne will serve as co-project leader, assembling and serving on the project team, and working with the undergraduate business program leadership to publicize the project to incoming students and integrate it into advising processes. She will also assign and supervise instructional design support for the project, and manage exit survey and evaluation procedures as part of the school's existing partnership with CIRCLE. In addition, she

will publicize the project at the Aspen Institute Business & Society Program's annual conference on undergraduate business education.

Emily Clark, Associate Director of the Center for the Humanities at UW-Madison, oversees the implementation of the Center's programming including visiting speaker series, research programs, and public humanities programming, including HEX and HEX-U. Emily will serve as co-project leader, assembling and serving on the project team, arranging faculty funding for the seminar course development, and working with English, History, and Legal Studies departments to offer the seminars beginning in spring 2018 and continuing through spring 2019, and to guarantee reserved spots for business undergraduates. Emily will also manage the hiring process for and supervise the project's PA, and facilitate the Foreseeing the Future speaker invitations and honoraria/travel arrangements. She will publicize the project at the annual meeting of the Consortium of Humanities Centers and Institutes.

Sara Guyer is Director of the University of Wisconsin-Madison's Center for the Humanities and a Professor in the Department of English; she is also President of the Consortium of Humanities Centers and Institutes. Sara has consulted on public humanities, humanities centers, and graduate education, with the ACLS, MLA, AHA, SSRC, the Mellon Foundation, the Chicago Humanities Summit, UC humanities centers, and others. She has directed the Center for the Humanities since 2008 and has served on the selection committee for HEX projects each year. In 2015 she successfully applied for funding from the Mellon Foundation to create HEX-U, and is providing strategic oversight of its start up in 2016-17. Sara will provide intellectual guidance for this project, and publicize it throughout her extended network.

Jamila Siddiqui is a PhD candidate, currently completing her dissertation in the Department of Curriculum and Instruction at the University of Wisconsin-Madison, and is the HEX-U coordinator for fall 2016 through spring 2017. As an advisor at the Center for Educational Opportunity (CeO), Jamila led the design and implementation of a new Second-Year Retention Program. Currently she is implementing HEX-U at the Center for the Humanities, providing guidance and oversight to help UW-Madison undergraduates design and implement community projects that draw upon humanities scholarship and methods. The HEX-U coordinator position has funding through 2021, and will continue to be filled by advanced PhD candidates who have experience working with undergraduates and community partners, most likely as one-year appointments although renewals are possible. We believe it likely that future HEX-U coordinators will be graduate students who participated in the HEX program and who have direct experience designing and implementing HEX projects.

The project team will include a 9-month, 50% time PA beginning in late summer 2017. She will be responsible for regularly meeting with the project team members and in particular the faculty participants, publicizing the project in both the WSB and L&S, and creating a project website where students can engage with their cohort across the three seminars, access shared texts/resources, and collaboratively address the common question taken up across the seminars. The PA will also coordinate extracurricular events for the cohort of students, and help to plan and implement a workshop or discussion group led by the *Foreseeing the Future* speaker in spring 2018 and spring 2019. We expect the graduate student hired for this position to have experience teaching undergraduates and building experiential learning into course design; facility using technology to create virtual communities and generate scholarship; and genuine interest in building humanities connections with other fields.

Jennifer Ratner-Rosenhagen is Associate Professor of History at UW-Madison and will develop and teach the seminar *Histories of Uncertainty*. She will also serve on the project team, helping to select the nine-month PA, coordinating syllabi design across the three seminars including shared questions and readings, and selecting the Foreseeing the Future speaker for each year.

Karl Shoemaker is Director of Undergraduate Studies in the History Department, and faculty in the School of Law and Sociology Department. He will develop and teach the seminar *Doubt*. He will also serve on the project team, helping to select the nine-month PA, coordinating syllabi design across the three seminars including shared questions and readings, and selecting the Foreseeing the Future speaker for each year.

David Zimmerman is Professor of English and will develop and teach the seminar *American Dreamers*, a course on the relation between business and literature. He will also serve on the project team, helping to select the nine-month PA, coordinating syllabi design across the three seminars including shared questions and readings, and selecting the Foreseeing the Future speaker for each year.

Evan Polman is Assistant Professor of Marketing at the Wisconsin School of Business. He will serve on the project team, providing intellectual guidance, helping to select the Foreseeing the Future speaker for each year, and providing access to his Marketing capstone students for the CIRCLE evaluators.

Justin Sydnor is Professor in Risk Management and Insurance at the Wisconsin School of Business. He will serve on the project team, providing intellectual guidance, helping to select the Foreseeing the Future speaker for each year, and providing access to his Navigating Uncertainty course students for the CIRCLE evaluators.

Institutional Context

The University of Wisconsin-Madison is the flagship school in the University of Wisconsin system. It currently enrolls approximately 30,000 undergraduate students, 9,000 graduate students, and 3,000 professional students. Both a public land-grant university and nationally-ranked research university, UW-Madison is founded by the Wisconsin Idea, which is the principle that education should influence people's lives beyond the boundaries of the classroom. It offers more than 200 undergraduate majors, 250 graduate and professional programs, and has over 2,000 faculty. The most enrolled majors across the university's 13 schools are: Economics, Biology, Political Science, Psychology, and Communication Arts. The most enrolled humanities majors are: Communication Arts, English, Journalism, History, Spanish, International Studies, and Environmental Studies. Enrollment in foundational humanities disciplines including English, History, Philosophy, Art History and French has steadily declined over the past ten years, while Journalism, Communication Arts, and Spanish have seen increases. The Wisconsin School of Business at UW-Madison was one of the first five business programs established in the U.S. In Fall 2015 over 3,600 students enrolled; enrollment has doubled over the past ten years. The most enrolled majors are: Finance, Investment and Banking; Marketing; Accounting; and Management and Human Resources.

The University of Wisconsin-Madison is committed to providing undergraduates with an integrated, interdisciplinary humanities education, as evidenced by 1) the College of Letters & Science First Year Interest Groups (FIG), and 2) the Center for the Humanities' Public Humanities Exchange programs (HEX and HEX-U); this initiative will build upon these existing strengths. The structure of scalable, cohort-building, themed course constellations evident in the university's FIG program will serve as a model for this initiative, and provide a wealth of both

administrative and scholarly expertise in developing and offering linked, themed courses; the public humanities programs HEX and HEX-U offered by the Center for the Humanities will provide the initiative with an infrastructure and dedicated advisor to connect students to the community, and to facilitate high impact experiences for undergraduates on campus and beyond.

Impact and Dissemination

Our project focuses on a curricular enhancement that addresses key challenges in both humanities and business education. Given the importance of this innovation to the quality of our degrees, we will sustain its impact beyond the grant period by embedding the new courses in our humanities curricula, making them an integrated part of our BBA advising practices and continuing to teach them regularly. Also, this proposal includes significant investment in faculty development work that brings together scholars from different humanities departments as well as the business school. We expect connections to emerge from this collaboration which are meaningful enough to be self-sustaining after the grant concludes.

We are committed to helping other institutions build deeper connections between humanities and professional schools. Project leaders and faculty partners will lead or participate in presentations of our Navigating Uncertainty project outcomes at one or more professional conferences such as the [Federation of State Humanities Councils](#), the [Consortium of Humanities Centers and Institutes](#) annual meeting, the [Aspen Undergraduate Business Education Consortium](#) or the [Academy of Management](#) annual meeting.

Evaluation

Project evaluation is a key element of the UW-Madison financial contribution to this project. This work will be conducted in partnership with Washington University's CIRCLE team, led by Dr. Gina Frey and Dr. Mark McDaniel, as part of an ongoing relationship with the

Wisconsin School of Business to look at a range of curricular innovations across the BBA program. Evaluation will include both formative and summative assessments, tracking quantitative and qualitative measures. In our work plan we have defined milestones which enable us to review progress during the first half of implementation to identify any necessary adjustments. For example, in order to evaluate progress in the creation of a faculty learning community around the Navigating Uncertainty theme, from the time new course development begins we will assess how many of the engaged faculty accept the invitation to develop a common question to weave throughout their courses and help students draw connections between the courses (*formative evaluation*). By the end of the project we will interview participating instructors to understand the relationships that have emerged among faculty from different disciplines (*summative evaluation*).

We will assess basic quantitative outputs such as the number of courses developed or redesigned, student enrollment data by major and enrollment patterns throughout the four semesters of the project, and student engagement in HEX-U. Importantly, the CIRCLE team will help us design an evaluation which focuses on student learning outcomes: what new language, models and tools do students acquire and apply? Do these change their relationship to uncertainty? Does exploration of this theme through the lens of the humanities impact their ability to perform in the ambiguity of real-world projects in HEX-U and subsequently in the business capstones?

Appendix I: Course Descriptions

Jennifer Ratner-Rosenhagen
Department of History
Course Proposal for NEH Humanities Connections Grant

Histories of Uncertainty



William Butler Yeats’s 1919 poem “The Second Coming,” expresses a sentiment long familiar to historians: “Things fall apart; the center will not hold; Mere anarchy is loosed upon the world.” This is not to say that all historians think that the world has always been and invariably remains a chaotic place. But rather, that they understand that no historical developments are a product of nature or necessity, and so the writing of history can never be a simply story of cause and effect. All aspects of our world—from economics to politics, cultural practices and religious beliefs—are shot through with contingency, chance, and uncertainty.

This undergraduate seminar will introduce students to “uncertainty” in historical perspective. We will take a threefold approach to “uncertainty.” First, we will examine the history of the idea of “uncertainty” from the Scientific Revolution to today, charting its curious career in modern thought. Second, we will examine how historians have interpreted chance, accident, and uncertainty in their writing of political, economic, and social history. And third, we will look at particular episodes in modern history where historical actors either embraced and even encouraged uncertainty, and others where they tried mightily to overcome it.

Possible readings include:

Sarah Bakewell, *At the Existentialist Café: Freedom, Being, and Apricot Cocktails with Jean-Paul Sartre, Simone de Beauvoir, . . . and Others* (2016)

Lorraine Daston and Peter Gallison, *Objectivity* (2007)

Michel Foucault, *The Order of Things: Archeology of the Human Sciences* (1970)

Ian Hacking, *The Taming of Chance* (1990)

Sarah Igo, *The Averaged American: Surveys, Citizens, and the Making of a Mass Public* (2008)

David Kaiser, *How the Hippies Saved Physics: Science, Counterculture, and the Quantum Revival* (2012)

Thomas Kuhn, *The Structure of Scientific Revolutions* (1962)

Jonathan Levy, *Freaks of Fortune: The Emerging World of Capitalism and Risk in America* (2014)

Alan Lightman, *The Accidental Universe: The World You Thought You Knew* (2013)

Theodore Porter, *Trust in Numbers: The Pursuit of Objectivity in Science and Public Life* (1996)

Karl Shoemaker
Associate Professor of History and Law
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August 23, 2016

Course Proposal for NEH Humanities Connections Proposal

Doubt: the history of a legal concept

Predictability and certainty are core aspirations of modern legal systems. Predictability within the law allows decision makers to act with confidence, facilitating economic security, social cohesion, and rational private ordering. Concomitantly, certainty, or the desire for it, has been a central feature of modern legal development since the Enlightenment. Indeed, nineteenth-century jurists could express the value of certainty in law by the following maxim: “*ubi ius incertum, ibi jus nullum.*” Where law is uncertain, there is no law.

Yet this emphasis on legal certainty hides another preoccupation within our legal tradition – doubt. Recognition and embrace of the positive role of doubt can be found in many features of our legal system. Indeed, doubt undergirds key components of our criminal justice system, perhaps expressed most famously in the phrase “beyond a reasonable doubt.” But doubt has also played a central role in other aspects of law, from how our constitution is structured to how we think about the moral dangers inherent in the act of judging to issues of white collar crime that takes advantage of legal loopholes or lack of legal guidance.

This course will explore the centrality of doubt within the development of the Anglo-American legal tradition across several topics. These topics will include the historical development of the jury trial and the role of doubt in criminal law; the role of doubt in the development of First Amendment protections of speech and religion; the role of doubt in the development of judicial precedent in the American common law tradition. The course will also contain a active learning component in which students are able to participate in jury simulations and explore the role of doubt in different kinds of legal decision-making.

David Zimmerman's popular course "American Dreamers," a substantially revised version of which he will teach as part of our proposed initiative on Navigating Uncertainty, studies novels, plays, poems, and films that focus on individuals who strive to achieve success and security in America. These individuals sometimes succeed, but in doing so they often compromise their power and freedom. They sometimes fail, exposing both the seductive promise and the fatal limitations of the American Dream. The course texts ask: What are the risks and rewards of the dream of success in America? How does our country's political and social history shape the meaning and possibility of success for different groups of people? Does success require that individuals fit in socially, and do individuals gain or lose power by assimilating? What role does mass culture play in shaping individuals' passion and potential for success? Possible course texts include: John Guare, *Six Degrees of Separation*; F. Scott Fitzgerald, *The Great Gatsby*; Nella Larsen, *Passing*; Colson Whitehead, *Zone One*; Suzan-Lori Parks, *Topdog/Underdog*; Amaud Johnson, *Red Summer*; Thomas Pynchon, *The Crying of Lot 49*; and Spike Lee, *Bamboozled* (film).

Appendix II: Project Team Short Biographies

Suzanne Dove is Assistant Dean for Academic Innovations at the University of Wisconsin-Madison's Wisconsin School of Business (WSB). A member of the School's leadership team, her role entails collaborating with faculty and staff leaders across degree programs to shape, implement and scale educational innovations aligned with school strategy. She is responsible for building and managing an infrastructure to advance scalable, student-centered innovations in teaching and learning. She forms strategic partnerships and inspires faculty, staff and alumni across the School and the broader UW-Madison campus to embrace and learn from the design and delivery of innovative curriculum and programming, including experiential learning and technology-enhanced courses.

A Madison native, Suzanne joined the Wisconsin School of Business in 2007 after ten years in Washington, DC where she held positions as an international affairs analyst with the U.S. Government Accountability Office and a consultant at The World Bank. Previously, she worked at ESADE Business School in Barcelona. Suzanne holds a Bachelor of Arts in Spanish from Brandeis University, a Master of Public Administration from New York University's Wagner School of Public Service, and a PhD in Political and Administrative Science from the Universitat Autònoma de Barcelona.

Emily Clark is the Associate Director of the UW's Center for the Humanities. She oversees the Center's programming, including its public humanities programs, speaker series, and research programs. Emily received her PhD from UW-Madison, where she studied and taught in both the English and Gender and Women's Studies departments. Her work has been published in journals including *Hypatia*, *Feminist Review*, and the Center's own Humanities NOW blog. Prior to joining the Center, Emily served as Deputy Director of the Center for 21st Century Studies at UW-Milwaukee.

Sara Guyer is Professor of English, Comparative Literature, and Jewish Studies at UW-Madison, where she has directed the Center for the Humanities since 2008. At the Center, Sara has concentrated on imagining a humanities that draws upon the rigors of critical theory, while encouraging established and emerging scholars to help shape public life. She is committed to research and thinking that reaches across institutional lines both within and beyond the university – and includes the sciences, arts, and professions. This emphasis on the public humanities envisions new audiences for research in literature, history, philosophy, and culture and is part of the reinvention of graduate education in the 21st Century. She has consulted on public humanities, humanities centers, and graduate education, with the ACLS, MLA, AHA, SSRC, the Mellon Foundation, the Chicago Humanities Summit, UC humanities centers, and others.

Jamila Siddiqui is a PhD candidate in the Department of Curriculum and Instruction at the University of Wisconsin-Madison. Her dissertation, *Mapping Rigor in the Open Movement of Higher Education*, theorizes the movement of “openness” that is building among public scholars, digital pedagogues, the digital humanities, and posthumanist literatures, particularly as this movement connects with higher education. As an advisor at the Center for Educational Opportunity (CeO), Jamila led the design and implementation of a new Second-Year Retention Program. Currently she is implementing a Public Humanities Exchange for undergraduates at the Center for the Humanities, providing guidance and oversight to help UW-Madison undergraduates design and implement community projects that draw upon humanities scholarship and methods.

David Zimmerman is Professor of English at the University of Wisconsin-Madison. He is the author of *Panic! Markets, Crises, and Crowds in American Literature* (Univ. of North Carolina Press, 2006), a study of the intimate relation between American literature and finance, business, and industry at the turn of the twentieth century. *Panic!* was reviewed in major journals across several disciplines, including Literary Studies, American History, American Studies, and Business History. His essays have appeared in *American Literature*, *American Literary History*, *The Cambridge History of the American Novel*, *ESQ*, and elsewhere. A graduate of Yale University (BA) and the University of California-Berkeley (Ph.D), he has taught at UW-Madison for sixteen years and has been the recipient of a number of teaching honors, including Distinguished Teacher Awards from UW-Madison as well as the UW System. He teaches large introductory lecture courses, smaller upper-level topics courses, and more specialized graduate seminars. He has taught several courses on the relation between literature and business, including "Literature and the Marketplace," "American Capitalism and Its Discontents," and "American Dreamers." He is a committed writing instructor and serves on many university committees devoted to teaching and learning.

Karl Shoemaker received a J.D. from Samford University, Cumberland School of Law in 1996, and a Ph.D. from the University of California, Berkeley in 2001. He joined the University of Wisconsin, Madison faculty in 2002. His teaching encompasses a number of disciplinary fields including Legal Studies, History and Sociology, and he holds courtesy appointments in the School of Law and Department of Sociology. He currently serves as Director of Undergraduate Studies in the History Department. He has taught large lecture courses (+350 undergraduates) and small undergraduate seminars (12-15 students), as well as intermediate-sized courses (from 30-60 students). Karl's teaching is decidedly interdisciplinary, examining the historical development of the Western legal tradition across humanistic, legal, literary, religious, and philosophical sources. In particular, his undergraduate courses often examine the growth of legal institutions concerned with crime and punishment from a humanities-based perspective. These courses include an undergraduate lecture course entitled "The History of Punishment," which examines materials as diverse as Greek tragedy, Dante's *Divine Comedy*, and U.S. Supreme Court cases. He also teaches smaller undergraduate and honors seminars on "Law and Violence" and "Law and the Sacred." His teaching also incorporates a number of different media, including live lectures, web-based materials, small group activities, and interactive activities. His teaching and his research often overlap, and include a contribution on punishment in the *Cambridge Companion to Law and the Humanities* (2009). In 2015, Karl was awarded the Dr. Brenda Pfahler Award of Excellence for undergraduate teaching, awarded by UW-Madison's Center for Educational Opportunity.

Appendix V: Plan of Work

May 2017:

- Award announced: project co-directors Suzanne Dove and Emily Clark notify affiliated College of Letters & Science humanities faculty: Jennifer Ratner-Rosenhagen, Karl Shoemaker, David Zimmerman as well as Business faculty Evan Polman and Justin Sydnor; form project team.
- Project team meets late May 2017 to discuss shared readings on the topic “Navigating Uncertainty” and conceive a common question that will carry across the seminars. Readings to include excerpts from:
 - Ulrich Beck, *Risk Society: Towards a New Modernity* (1986)
 - Anthony Giddens, *Runaway World* (1999)
 - Ivan Ascher, *Portfolio Society: On the Capitalist Mode of Prediction* (2016)
- Emily works with department administrators in History and English to set up funding for the three humanities faculty.
- Emily works with chairs of departments to guarantee seminars will be offered Spring, 2018, and Fall, 2018 and Spring, 2019 and will have 15 seats reserved in each one for BBA students.
- Emily works with HR to post nine-month PA position, and advertise it.

Summer 2017

- Three humanities faculty participants design seminar courses; receive summer salary funding to do so.
- Emily coordinates PA hiring process; project team interviews and selects candidate.
- Suzanne works with BBA program leadership within Business School to publicize the Navigating Uncertainty “bundle” to incoming business undergraduate students.
- Suzanne works with BBA program leadership within Business School to integrate the three seminars and HEX-U into business undergraduate advising.
- Project team reconvenes in August to review seminar syllabi and come up with a short list of speakers to invite for Spring 2018. Speakers who have expressed interest include:
 - Jonathan Levy, University of Chicago
 - *Freaks of Fortune: The Emerging World of Capitalism and Risk in America* (2014)
 - Sarah Igo, Vanderbilt University
 - *The Averaged American: Surveys, Citizens, and the Making of a Mass Public* (2007)
- Evaluation work begins. Emily and Suzanne works with CIRCLE team to develop baseline and post-course survey instruments for evaluation component. Check in with faculty participants to review incorporation of the common question in the three seminar courses.
- Emily makes speaker invitation, confirms speaker/day/time/location/travel for Spring 2018.

Fall 2017

- Emily and Suzanne publicize program in Business School and the College's media, respectively.
- Seminars are listed in course offerings for Spring enrollment.
- Nine-month PA begins:
 - meets with project team members individually
 - creates program website

- meets with business and humanities students who are interested in the program
- works with Suzanne and Emily to publicize the program
- develops plan for extracurricular Spring events for students enrolled in the program

Spring 2018

- Two of the three seminars are offered.
- PA works with seminar faculty and students to build cohort and further explore theme outside of the classroom.
- First Foreseeing the Future speaker event, including public lecture and opportunity for program cohort and other interested faculty to meet with him/her in smaller settings; PA coordinates.
- Evaluation continues: Students take baseline survey at the beginning of the semester, post-course survey upon completion.
- PA meets/works with Emily/Suzanne/HEX-U coordinator to transfer cohort info from PA to HEX-U coordinator.

Summer 2018

- Project team reconvenes to assess Spring activities, including seminars and speaker event, and to create short list of speakers for 2018-19 visit.
- Emily makes speaker invitation, confirms speaker day/time/location/travel for Fall 2018 or Spring 2019.
- Emily works with HEX-U coordinator to
 - plan extracurricular Fall events for students enrolled in the Fall seminar
 - create outreach plan for existing program cohort
 - design HEX-U planning workshops specifically for business/humanities undergraduate student teams.

Fall 2018

- Third and final of the three seminars offered. One or both of the first two seminars are offered again.
- Evaluation continues (baseline survey at beginning of semester for students enrolling in their first seminar followed by post-course survey at end of semester).
- Cohort and other interested faculty attend Foreseeing the Future public lecture (if it happens in Fall) and related smaller events.
- Interested cohort students attend HEX-U planning workshops, form teams.

Spring 2019

- One or more of the three seminars are offered again.
- Evaluation continues (baseline survey at beginning of semester for students enrolling in their first seminar followed by post-course survey at end of semester).
- Project co-directors Clark and Dove attend NEH meeting in Washington, DC.
- Cohort and other interested faculty attend Foreseeing the Future speaker public lecture (if it happens in Spring) and related smaller events.
- Teams propose HEX-U projects for 2019-2020 implementation; stipends are awarded to select teams.

Summer 2019

- Project co-directors Clark and Dove disseminate preliminary project results at professional conferences (Consortium of Humanities Centers and Institutes and Aspen Institute Undergraduate Business Education).

Fall 2019

- HEX-U projects begin implementation.

Spring 2020

- HEX-U projects continue.
- Evaluation continues: Emily and Suzanne work with CIRCLE to design exit survey for business students in Marketing and Risk & Insurance capstone courses, comparing results of those students who participated in the Navigating Uncertainty project with those who did not.
- Suzanne works with Business School to administer survey to business undergraduates.
- Grant period ends

Appendix VI: Letters of Institutional Support
