

## The Milwaukee Declaration

### Future of the Field @ the University of Wisconsin

Buildings – Landscapes – Cultures (BLC) Companion Program  
Univ. of Wisconsin-Madison and Univ. of Wisconsin-Milwaukee  
May 23-24, 2008 (Milwaukee, WI)

The following outlines our understanding of the observations and suggestions offered by the advisory body of scholars who participated in the BLC symposium. Participants included invited guests, affiliated faculty members, and other members of faculty from both the Univ. of Wisconsin-Madison and the Univ. of Wisconsin-Milwaukee. These participants attended the two-day symposium sponsored by the Chipstone Foundation to help the program organizers shape a mission and vision for the program as well as shape the curriculum.

The advisory group suggested the BLC program define and distinguish itself through a rigorous focus on methodology that:

- includes a range of methods including formal analysis of architecture, fieldwork and documentation, archival research, oral history (among others)
- focuses on multiple forms of literacy such as spatial/architectural, landscape, cultural and visual literacy
- examines the material landscape at multiple scales
- places importance on the historical, architectural, material and ethnographic methods
- promotes modes of historical enquiry that links local to the distant, past to the present, and scholarly inquiry to community engagement and applications
- critically engages fundamental assumptions, epistemological foundations and ontological positions
- considers the politics of enquiry and *ways of seeing* alongside empirical methods of collecting data
- explores economic, real estate, political, and ecological processes that sustain and produce our material environment
- expands the way we define the field and the archive

The advisory group encouraged the BLC faculty to craft pedagogy that

- explores the local landscapes as sites of learning
- gives students the skills to explore buildings landscapes and cultures as process (production), lived (experiential) and representation
- engages and enriches studio courses and professional curriculum in an active manner
- produces metacognition
- assists cognitive flexibility or the ability to apply knowledge across multiple domains
- encourages multidisciplinary and links scholars from different disciplines (rather than interdisciplinarity)
- prepares students and gives them confidence to independently seek out areas of inquiry and methods of analysis
- gives students an ability to identify multiple meanings, frames, and points of views
- promotes multiple forms of literacy and skills

In order to achieve these goals the advisory group recommended the following goals:

### **Short term Goals**

Aggressively encourage leadership at both institutions (UW-Madison and UW-Milwaukee) to promote doctoral students, faculty, and their work to the University and the larger academic community. This can be achieved through a series of objectives and goals listed below:

#### **A. Curriculum**

1. Institute the common course at the earliest possible moment in the curriculum. Streamline course requirements to create focus and depth of knowledge in the field and methods
2. Employ a teaching model that promotes team work and collaborative teaching as much as possible (especially with the common course)
3. Create institutional support for involved faculty to teach the field study course and common courses in ways that will ensure their success (funding, load reduction, etc.)
4. Solicit administration for administrative and project assistant support for the companion program, especially in support of the summer field course and outreach activities
5. Assist faculty with course releases for focused development of curriculum and funding for the program in the initial years
6. Encourage internships and funding opportunities for students and faculty during the initial years
7. Institute necessary language requirements including visual and architectural literacy classes
8. Consider ways by which students can be employable once they graduate, especially through teaching skill sets and through promoting internship opportunities

#### **B. Program Building**

1. Produce a program website
2. Define the goals and character of this program and advertise the program to a wide audience as early as possible through brochures and website
3. Produce extracurricular learning opportunities, via informal groups, learning communities, and cohort building exercises
4. Identify reading lists, glossary of terms and essential skill sets for incoming students
5. Address the expense and costs of cross campus travel and living that will be incurred by students

### **Long Term Goals**

1. Increase student retention by scholarships and assistantships
2. Increase student and faculty participation in selected conferences
3. Increase student participation in graduate student conferences and graduate journals (as in requirements to publish or perish for students)
4. Increase departmental support and funding
5. Produce short day-long conference
6. Create additional faculty lines and target increased enrollment

7. Faculty create a inter-campus center for research
8. Faculty brings major conferences and funds to sustain program (VAF 2012?)