

Student Housing on the UW Campus
Pathways Through Space and Time

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Abstract

It is a formidable task to distill one hundred and fifty years of campus history a comprehensive paper, but this is exactly what we have tried to accomplish. Through an examination of the built landscape of the University of Wisconsin student housing as well as a look at the way student life has changed over the years, we have chosen two main topics in which to study the way the campus and its residents have changed over the years. Using our research into these two things, we constructed numerous time geography diagrams, a clear and concise way of expressing graphically the way these two factors work together to determine the way a student moves through the landscape. With these diagrams and all of the supporting evidence, we provide a convincing case for the important role the built landscape of the University Wisconsin Residence Halls, and the way this landscape has changed over the years, in expanding and lengthening the paths of the typical student.

Introduction

The University of Wisconsin's residence halls are a prominent and integral part of the campus landscape. They have a rich history dating back to 1851, when the first dorm rooms in North Hall were opened. Though North Hall no longer serves as student housing, its legacy is carried through the nineteen dorms now scattered across campus. These dorms are vastly different than North Hall, in size, architecture, and modern conveniences. But despite these differences, some commonalities remain. Early student dormitories were the central feature of the university and still play a large role today, but the challenge lies in determining what exactly that role is. We want to answer how exactly has the built landscape of UW student housing changed over the years and what impact has this had on student life? Though this is no easy task, we hope to be able to find some patterns through analysis of the dorms, specifically how their location and structure has changed through time. We plan on using concepts from the subfield of time geography to tie these changes together with the data we gather from conducting in depth interviews with current and former students. By doing this, we hope to distill all of this down into a simple diagram that can lend us some insight to the relationship between the changes in the built landscape and the changes in student life.

Literature Review

Background

The University of Wisconsin was founded in 1849, but its first building, North Hall was not completed until 1851. This building served as classrooms, offices, and dormitories for the entire university. The second campus building, South Hall, was erected in 1855 and it also served as a student dormitory. Around this time, there was talk around Madison of admitting women

into the university, but nothing came to pass until the break of the American Civil War. Finally, in 1863, after losing nearly all of its male population, the university admitted over 60 female students. These women lived in South Hall, away from their male counterparts except the men could chose to dine with the ladies in the South Hall commons. In the academic year of 1867-1868, University President Paul. A. Chadbourne abolished the normal university that admitted men and women and implemented a new Female College. In 1871, to fulfill the needs of housing for the increased number of men being admitted to the university, a new building was constructed specifically for the Female College (Teicher and Jenkins 1987: 2-3).

As the men continued to occupy North and South Halls while the women occupied new “Female College” building, the dormitory buildings remained the same for years until 1885 when President John Bascom removed men from living in North and South Hall in order to transform the dormitories into classrooms (Teicher and Jenkins 1987: 8). This, in effect, forced the men of the university to seek housing in buildings off of campus. Meanwhile, another female dorm was built near Ladies Hall (now called Chadbourne Hall) in 1913. This dorm was named Barnard Hall which is the oldest dorm still operating today at the University of Wisconsin. After an unbelievable 41 years without offering housing to the men of the University, Tripp and Adams Halls were constructed in 1926 which were dorms only for men. Around this time, the house fellow system that is known at the UW today was put in effect in the men’s dormitories (Teicher and Jenkins 1987: 24). The combination between increasing enrollment, still relatively little university housing offered and the great depression gave rise to more new dormitory discussions in the 1930s. In 1937, a plan was approved for three new identical dorms and in 1938, units A, B and C of Kronshage opened for more male student housing. Exactly a year after the opening of the first three Kronshage dorms, five more buildings were constructed. This officially made the

Kronshage that is known at the University of Wisconsin today with dorms including:

Chamberlin, Swenson, Conover, Gilman, Jones, Mack, Showerman and Turner houses (Teicher and Jenkins 1987: 34-35).

Due to all of the new dorms built specifically for men now providing much more housing for men than women, Elizabeth Waters Residence Hall opened for the public in 1940 for women of the university (Teicher and Jenkins 1987: 38). After World War II ended, enrollment once again increased at the university and this called for yet another residence hall. The plans for Slichter Hall were approved in 1946 and the very next Fall of 1947, the building was built and open for student residents and created offices for University Housing which are still in use today (Teicher and Jenkins 1987: 50). In 1955 the university Board of Regents voted to build a new dormitory on the site of Chadbourne Hall as soon as possible due to the age of the dorm. Old Chadbourne Hall was torn down in 1957 which led to the construction of new Chadbourne Hall in that same year (Teicher and Jenkins 1987: 62). Meanwhile on Lakeshore, talks of creating new dorms came to life with the construction of Cole Hall for women and Sullivan Hall for men in 1958. Along with these residence halls, Holt Commons was built. This was significant because, for the first time at UW, a commons was shared by men and women (Teicher and Jenkins 1987: 63). The construction of the new Chadbourne Hall ended in 1959 resulting in a towering eleven floor dorm designed in the shape of a Y which is still unlike any other dorm at the UW.

Soon after the Chadbourne Hall was constructed, the Board of Regents approved a plan for three new dorms in the Southeast Dormitory Area. Plans for these dorms were approved in 1961 and the construction of Sellery Hall soon began. Sellery Hall was soon completed and ready for students in 1963. This was followed by the construction of Witte and Ogg Residence

Halls which opened their doors in 1964 and 1965 respectively (Teicher and Jenkins 1987: 69). Merit House was constructed in 1986 and was created for the main purpose of housing graduate students and upper-class undergraduates that showed academic merit and financial need (Merit). In 2006, construction of Smith Hall was completed, followed by the completion of construction of a new Ogg Hall in 2007 (History). Most recently, DeJope Hall was constructed on the Lakeshore part of campus. The first students moved into DeJope Hall in August of 2012.

Built Landscape

The most difficult part of researching the built landscape is deciding how to approach it. When confronted by a group of buildings one need identify, for lack of a better option, they might simply try to place it into a familiar context, whether it is historical, ethnic, religious, or something else. Professor Deryck W. Holdsworth emphasizes this idea, as he makes the case for learning how to read landscapes, and archival materials about these landscapes, as a book of many facets. His article goes about answering this in two ways: a practical look at landscapes and reading said landscapes, and then moving into a discussion of theories of landscape.

The first part he answers by looking at a number of different studies and critiquing the way they analyzed the landscape. He mentions a study done by Larry Ford to prove this point. Ford had conducted a study of skyscrapers in New York City at the turn of the century, and devised a very narrow explanation for the existence of skyscrapers, concluding they were a result of corporate office building (Holdsworth 1997: 50). He ignored the fact that Madison Avenue, and other places in the city with skyscrapers often ended up that way because of urban development programs and speculative office building.

The second part of Holdsworth's article, the theoretical foundations of landscape study, segues well into J.B. Jackson's discussion of "two ideal landscapes." While Holdsworth is very

technical, and tends to discuss things like the development of humanist and Marxist geography, and its effects on cultural geography (Holdsworth 1997: 53), Jackson uses his platform to dive into a discussion of themes and ideas that make vernacular landscapes what they are. Some especially relevant ones for our project are those having to do with boundaries and space. Jackson sums up this well by saying, “we would all agree that insofar as every landscape is a composition of space it is also a composition or web of boundaries” (1984: 15), and is a reminder that both of these elements will be crucial in putting together our final project. The dorms are filled with boundaries. Our campus is rife with public space. Bascom Hill is a perfect homage to the public spaces of Greece and Rome, as well as gathering places like dorm floors, the Union, libraries, and so forth.

A key idea about boundaries from Jackson’s work is that of political boundaries. These political boundaries exist all over the landscape, both intentional and accidental. He argues that people use them to isolate and protect themselves (Jackson 1984: 19) and this holds true for the campus as well. An arbitrary boundary is drawn between the dorms, dividing them into “Southeast” and “Lakeshore” with each one having different qualities attached to them. Even the campus itself is artificially divided, with each class building associated with the department(s) it houses, despite the fact that many of the buildings house classes of widely varying subject matters from departments scattered across campus. Part of the project will be fully investigating these boundaries: what are they, who respect them, how have they changed over time, and what impact they have on the student body writ large. The parts of an ideal landscape that Jackson mentions in his book provide us with a great framework to organize and analyze these boundaries.

Open green spaces are an important of the landscape of an university. “Carefully designed open space could bring buildings of different architectural styles and far distances together in a unified overall pattern on a campus,” pointed out by Janice Griffith (Griffith 1994: 645). This describes the University of Wisconsin in that the buildings and public spaces all contain such different architectural styles as they were built throughout many different decades. Universities monitor the time it takes from students to get from class to class during passing periods. When buildings have too great of distances for this to be bridged, alternate options need to be implemented (Griffith 1994: 646). This creates needs for buildings throughout campus to have specific focuses and curriculums. This also increases bus demand which affects fundings. It is crucial to have a master plan so that when expansion is necessary, there are still areas of green space (Griffith 1994: 648). More specifically, focusing on UW dorms, open spaces and nature are focal points especially with the Lakeshore dorms. Tripp and Adams Residence Halls, in particular, are centered around a common area courtyard filled with greenery and home to many small animals. John A. Jakle also claims that vegetation often functions as a focus of a landscape. “Vegetation adds substantially to rural scenes where everything except sky and water may appear as vegetation, with the topography only suggested beneath a cloak of greenery” (Jakle 1987: 95). This quote by Jakle creates the image of looking out on Observatory avenue over the trees at Lake Mendota and beyond. Green space on the UW campus does not only have environmental benefits, but also signifies an enlightened world view on urban and rural harmony.

Open spaces establish a campus identity, create a strong sense of community, and control large densities on campus (Griffith 1994: 648). Janice Griffith theorizes that the highest campus ground is the most desired site for a university’s main academic building. Thinking about UW

Madison, Bascom Hall is a huge focal point of our school and one of our central campus features. Bascom Hall and Bascom Hill connect the academic areas of campus with the downtown area of Madison and the state capitol. Students exposed to open spaced environments are more likely to work more efficiently because open space gives them emotional relief and refreshment (Griffith 1994: 649). Open spaces are a necessity for successful campus life. Our beautiful lakeshore area gives off a very relaxing feel, which is much needed at times of students' stressful education careers, and the openness of the UW campus prevents students from becoming claustrophobic. Bascom Hill helps create our universities identity which we share with a state capitol. Beaux Arts said, "The most suitable campus plans should lay out a large open space around which buildings could be set to create open spaces in different forms" (Griffith 1994: 646).

After acquiring knowledge of these aspects of the built landscape, we will need a way to place them in a broader context. Though not exhaustive, and by no means the only source we'll use, Dolores Hayden provides us with some themes and concepts to organize our data. An especially pertinent one is "the production of space," in which a society shapes its spaces to fit two basic needs: economic production and social reproduction (Hayden 1995: 18). This is a perfect lens to examine student life through because dorms are essentially public space concentrated into a small, square building. Domestic living, studying, eating, social activities, and so forth are all contained within the dorm. They are both a social space, for students to meet and engage with each other, as well as an economic one, where students study and prepare themselves to become the workers of the future.

This chapter also delves into neighborhoods, and how they're formed and distinguished between. She talks a lot about race and ethnicity being the dividing feature of many of these

places (Hayden 1995: 36) and while this is an important idea, gender and personality probably have a lot more influence on Madison's campus, both within and between dorms. Her emphasis on race and ethnicity highlights the fact that some of the concepts she talks about in her book are not or are only somewhat applicable to this project, considering we're looking at a university, and not a city, so it lacks many of the economic aspects of an urban place, as well as being more homogenous than a typical city as well.

Yi-Fu Tuan reflects on landscape as it strays away from theory and observation and focuses on feeling and emotion. "Without words, feeling reaches a momentary peak and quickly dissipates. The built environment can sharpen and enlarge consciousness," declares Tuan. Architecture tries to prolong and shape emotions by sculpting space. Things that people appreciate seem to always remind people of pleasant thoughts, feelings, and comfort. Man-made space hones human feeling and perception. People can sense the differences between interior and exterior and public and private spaces (Tuan 1977: 107). The built environment effects sensibility and can enrich consciousness along with clarifying social roles and relations (Tuan 1977: 112). People are grouped together in neighborhoods or dorms due to their social roles and personalities. Students have the option to choose what dorm they live in and who their roommate is. Everyone has a different idea of what features of designs are preferred and look for those specific qualities in a living space.

Student Life

How the dorms have changed over time reflect greatly on student life. Aspects of community, diversity, and identity change year to year with each new group of residents. Different students have many different perspectives which help shape dorm life. Identities and diversities of students form the communities within each dorm or clusters of dorms.

Serena Bufton describes common perceptions about students from different socioeconomic backgrounds. Students from middle and upper class families seemed to be connected with characteristics of intelligence, academic, and brainy. Lower class students felt as if they were nowhere near the intelligence level of these upper class students. These feelings were present solely because of the label, which made them believe they didn't think they fit into higher education institutions. The lower class students in this study were observed watching the different stages of their education and what impacts that had on the students' selves and relationships with friends and family (Bufton 2003: 210). As residents of the University of Wisconsin Madison dormitories struggle adjusting to their academics and their new living environment, their relationships with families and old and new friends will change. They may rely more on these special people for comfort if having a difficult time adjusting or they might lose touch with old friends because they are enjoying making new friends. A repeating theme in this article that connects to our underlying research question is that selfhood and identity are always in connection with social acts. Weeks argues that, "Identity is about belonging, about what you have in common with some people and what differentiates you from others" (Bufton 2003: 210). The identity and diversity of students constantly is affecting dorm life and help shape how the dorms change over time. How they perceive themselves in relations to others dictates their lifestyles. They each have something different to offer to the dorms and whether they believe it is a good or bad attribute, it is still an affecting factor.

Colleges have a multitude of choices for students to make regarding curriculums, activities, dorms, social lifestyles, etc. As a result of this, each student is on such different schedules which makes it hard for them to routinely cross paths. "It's hard to create community when the sheer number of options in college life generate a system in which no one is in the

same place at the same time,” points out Rebekah Nathan in *My Freshman Year: What a Professor Learned by Becoming a Student* (2005: 38). This being said, it takes much effort to socially engage and interact with others. Most dormitories seem to be fairly more of a social place on campus. Students are generally at class all day or in the library studying so when they arrive back at their residence halls, they like to relax and enjoy the company of their dorm mates. Dormitories seem to have communities within themselves. Each dorm has characteristics that its residents bring in. The dorms are where students reside after a long stressful day, where they sleep every night, where they spend memorable moments with their roommates and dorm mates, where they self-reflect. Their social identities define dorm life. Each dorm consists of different students with different characteristics and personalities which mold that dorm. All 18 dorms here at the University of Wisconsin have different identities and students are encouraged by the University to choose the one they would best fit with on upon their arrival.

To expound upon this, the next chapter of *My Freshman Year* dives head first into the difficulty of forming community in university dorms. She points at the many community building activities geared towards those in the dorms, especially freshman, as attempts by administration to foster a cohesive social atmosphere one campus. Most of these efforts fall flat, such as the common read and subsequent seminar course the university was forced to discontinue because of the obvious lack of engagement from incoming students (Nathan 2005: 44). She also mentions other things that fail, such as attempts to begin “movie nights” and other activities for the floor to join in on, and nobody coming out of their room to watch the Super Bowl. She ultimately comes to the conclusion that “the university for an undergraduate was more accurately a world of self-selected people and events” (Nathan 2005: 54).

Expanding even further in Nathan's *My Freshman Year*, chapter five in the book explains Nathan's attempts to uncover what exactly is discussed most often in the dorms. She first observed what students would talk about in more academic settings such as inside the classroom, at the library and other popular study destinations on campus. She observed that the discourse in conversations at these academic settings were often about topics in students' classes. Although there was some talk about personal lives included, it was not nearly as much as Nathan heard while observing average conversations in her dorm. Nathan noted that less than five percent of all discourse that she observed in her dorm dealt with academics. Nathan says, "Virtually none of the talk, aside from out-of-class meetings for a group project or joint homework session, concerned with either the substantive content of a class or any other topic that might be labeled academic or intellectual" (Nathan 2005: 98-99). Even though Nathan had previously read a study by Dorothy Holland and Margaret Eisenhower concerning this topic, she still was quite surprised on her findings that academics were rarely the topic of conversation in the dorms. As mentioned above, the students utilized the dorms as a place to relax and possibly escape from the academic world if only for a short period of time.

This is an accurate descriptor of my own experience in the dorms, but the question is whether it will hold across the university, especially in the more gregarious dorms, like Sellery and Witte. Of course, Nathan's perspective is undoubtedly skewed, due to the fact that she is a middle-aged professor in amongst a group of college students, and I would find it hard to believe that someone older than twenty in a freshman dorm wouldn't be met with at least some suspicion, no matter how open and welcoming the residents otherwise are.

Students here at the University of Wisconsin Madison along with most universities choose the dorms they do because they can relate this space most with their home. Dorms seem

to change year to year because of the fact that there are new residents in them every year pulling for comfort to make them their new homes. Relations between place, space, identity, power, and scale are ideas with different types of feelings and cultural meanings (Blunt and Dowling 2006: 3). Dormitories and their residents have special connections and traditions. Home is a space of social reproduction in that the space of the home is to make sure that people are emotionally and physically able to continue working whether their job is fulfilling a career goal or pursuing an education (Blunt and Dowling 2006: 23). Most students view their dorms as home. They rely on their rooms to give them comfort and support. Studying and academics are emotionally draining tasks. Home is a basis for identity relating people and their experiences to create a sense of home in terms of belonging and comfort (Blunt and Dowling 2006: 24). Dorms give students a common place to identify with and help connect one another. Social roles and identities are a great part of dorm life. Different perspectives have varying values of identity. Humanism is described as ways in which places are meaningful and full of significance for people (Blunt and Dowling 2006: 11). People are constantly changing the dorms each year they move in, making it feel like home for themselves.

Living in University Residence Halls have positive effects on student growth and development (LaNasa et al 2007: 943). Dormitories seem to be the most effective and helpful place for freshman to be their first year adjusting to the college lifestyle. Residence halls are increasingly becoming recognized as beneficial spots for additional learning opportunities that are crucial for student engagement (LaNasa et al 2007: 945). Having a smaller community within a university allow for opportunities for cultural, social and extracurricular engagement (LaNasa et al 2007: 944). Lakeshore and Southeast dorms here at the UW differ in size and style. Some are high rises whereas others consist of only few floors. Some have learning

communities within them. Some are targeted for students of diversity. These different communities allow students with similar identities to connect with one another. Kezar says, “Institutional size plays a large role in four different areas of student engagement, which are faculty interaction, academic challenge, active learning, and supportive educational environment (LaNasa et al 2007: 945).

It’s also important to consider student life outside of the dorms as well, and that’s what “Campus Values in Mate Selection: A Replication” attempts to do. This was a long term study, conducted in 1939, 1956, and 1967, that used surveys to gauge student’s attitudes about marriage. The conclusion they came to, that student attitudes changed relatively little over the intervening thirty years, is a cautionary one for our project, in that we may assume things are drastically different than they were in the past, where instead they are actually very similar. The authors sum up their study by saying, “for although a child may rebel against domination, he cannot escape the ideas conditioned in him from his childhood,” (Hudson and Henze 1969: 775) a poignant statement on the role of parents on forming later attitudes, but is unfortunately something our project will most likely not be able to evaluate in any depth. It also serves as a reminder that all aspects of this project, dorms and students alike, may not be as different as we are expecting them to be.

Time Geography

Nigel Thrift introduces many of the key ideas of time geography and it’s importance in studying space is likened to a car with no engine, “Just as a car with no engine has no movement...so space with no time has no dynamic” (Thrift 1977: 5). Here the importance of this idea to our project is seen, because if we don’t acknowledge the importance of time while examining the spaces in the housing here on campus, or analysis will be unfulfilling. He

introduces many concepts and ideas in relation to time geography, many too technical and beyond the scope of our project to be relevant here, but his numerous examples of simple time geographic models are important, as they introduce the ideas of domains, paths, and bundles. The domain, quite simply, is the space or individual being examined. Paths are the routes taken by individuals throughout the period relevant to the domain, while bundles are points in which numerous individuals' paths meet (Thrift 1977: 7).

Torsten Haegerstrand is often considered one of the preeminent thinkers in the field of time geography and helps provide our project with an appropriate template for our own use of time geography. This piece defines the idea of *thereness*, which is the idea that projects and situations, which are long-term goals and spontaneous events, respectively, cannot be understood unless they are first there as *something*, an idea, feeling, thing (Haegerstrand 1982: 325). He uses the concept of paths to illustrate these ideas, by diagramming a typical week from his boyhood home in Sweden, but our intention is to relate these ideas to student's experience on campus, by examining projects, and situations, as well as the paths taken by students over the course of their day.

Haegerstrand's article focuses on the difference between a situation and a project, and uses these concepts to lead to a discussion of path-making, using what he calls a "diorama" to illustrate this. A project is a long-term goal held by an individual actor, while a situation is something that arises in the moment, and may or may not have an impact on the project (Haegerstrand 1982: 325). Haegerstrand warns that "only when we recognized the fine-grained structure of a diorama are we in a position to appreciate how situations evolve...quite apart from the specific intentions actors might have had..." (1982: 326) he continues in this grain for a while, but the key takeaway is that we can't understand the actions of individual actors, in our

case students in UW-Madison housing, without placing them in a diorama first. Only then can we begin to appreciate the rhythms of everyday life.

Methodology

To gather primary data focusing on the built landscape, we looked in the UW and Historical Society Archives. The archives contain a wealth of historical information on the University of Wisconsin which aided us in researching the history of the UW dorms and their time in place. We searched for old pictures, maps, building plans, newspapers, and so forth. In doing so, we tried to discover multiple trends for why the landscape changed as it did. Books and newspapers were especially helpful for this task, because they gave some context for how people thought about the dorms: their purpose and their design. We emphasized these design aspects in rephotography, where we took many pictures of specific dorms from the past and attempted to replicate the photo as best we can. Doing this, our personal observations supplemented the evidence we found from archival resources. After putting all of these things together, we were able to gain some insight about not just the dorms physical attributes, but the way people perceived and interacted with them.

When researching student life, in particular dorm life, the archives were also a helpful spot to look for handbooks, newspapers, and newsletters. We visited the dorms multiple times observing the students' habits throughout the hallways, lounge areas, and cafeterias to give us ideas on how behavior differs from one dorm to another. Looking at the geography of academic activities, we determined which dorms provide what services, and how they're distributed across campus. We looked at whether different dorms engage in different activities. Perhaps one group of dorms hold study nights, while a different cluster does things like movie nights. More broadly, some dorms have learning centers, tutoring, academic advising, or are targeted towards

diversity. All of these are inherent in the structure of the dorms, and most likely play a significant role in the lives of students.

Another method that we found to be very beneficial in learning different perspectives was holding personal interviews. Our target population which is defined as, “the population of interest about which we wish to draw conclusions” (Jensen and Shumway, 2010: 78) which was current and previous dorm residents. Questions we asked interviewees included: What is or was a typical week day life for you? How does the location of your dorm impact what you do during the the day and on the weekends? We structure the questions in such a way as to gain the most amount of insight as, Anna J. Secor says that, “Interviews are usually more productive if questions are phrased in terms of ‘what’ and ‘how.’” (Secor, 2010: 201). These interviews aided us in constructing time-space maps comparing daily life routines, allowing us to gain valuable insight into all aspects of our research, from landscape, to social interaction, to even the role played by things like gender, technology, and distance. Using these interviews we produced time-geography maps to compare and contrast spatial experiences of our interviewees.

Using these time-geography diagrams, we looked at the similarities and differences between the daily pathways of students in different dorms. By looking at all of the different pathways of these residents, we have drawn conclusions about differences in student life between certain dorms, more specifically, between Lakeshore and Southeast dorms. As an example of what our time diagrams will eventually look like, here is a simple example comprised of the essential elements of our (Diagram Example) We used three different shapes to categorize different buildings based on daily activities: a rectangle for the residence hall, a triangle for academics, and an oval for social activities. The lines connecting the shapes represent the distance of travel between the different buildings. The steeper the line, the farther the distance

between the two locations. These time-geography diagrams along with the information from our interviews help us visualize the time-space pathways of an average school day for our interviewees, and allowed us to see how things were different over time and across students.

Project Results and Discussion

Built Landscape of the UW Residence Halls

How exactly have dorms and students life changed through time? A good starting point is this line from *A History of Housing at the University of Wisconsin*: “Student dormitories operated at the beginning as perhaps the central feature of the institution although later...they did indeed shift to the periphery” (Teicher; Jenkins, 1987: 1). While this implies that something has changed about the residence halls, that is, they are no longer a central focus of the campus landscape, does this also mean that they are no longer a central feature of campus life?

“Observation is considered to be the ideal and necessary way to verify notions about the world’s character, forces, and mechanisms” (Rhoads and Wilson, 2010: 32). By observing various campus master plans throughout the history of the University of Wisconsin, we attempted to see how exactly the built landscape of the dorms changed over the years, thus attempting to confirm some of our suspicions about the history of campus. One of the oldest campus maps available (Figure 1), dating from 1875, shows the University of Wisconsin consisting of nine buildings. Five of them are clustered near Bascom Hill, with a few agriculture buildings to the west. Three of the four buildings include space for room and board: North Hall and South Hall on Bascom Hill and the Female College on the corner of Park and University, the site of present day Chadbourne Hall. Even though there is not much to campus yet, the location of the dormitories is not indicative of any particular philosophy on housing, except perhaps to separate the sexes, as North Hall and Chadbourne are on opposite ends of what was then campus.

This could also be attributed to happenstance, as the corner of Park and University would have been the nearest available plot of land for a new residence hall when Chadbourne was constructed. But with a total enrollment of less than five hundred (UW Registrar) extensive facilities were not needed to house or educate the students.

The next master plan (Figure 2), written in 1908, is a much more detailed and thought out vision for the path the university wanted to take. By now total enrollment had climbed to nearly 2500 (UW Registrar), with strong indications of continued growth. The university, which until then had been mostly clustered around Bascom Hill and the immediate vicinity, begin to plan for growth stretching far down University Avenue. Though the campus never did quite look the way the plan called for, many of its ideas were implemented, especially the group of residence halls stretching along University Bay Drive (what is now the Lakeshore Path on the shores of Lake Mendota). None of the dorms drawn on this map were ever completed, and in fact, the only dormitory built in the years between this plan and the next one was Barnard Hall, which was completed in 1913 (UW Housing). After the construction of Barnard Hall, no new dormitories were constructed until Tripp and Adams, which were then commonly known as the Van Hise Dormitories, in 1926.

It is in the 1927 Master Plan (Figure 3) we begin to see the modern day campus take shape. Many of the class buildings at the heart of campus were by then completed or planned for in their present form. Camp Randall Stadium and the engineering quad signal the slow march southward of campus. The dormitories from the 1908 plan are still present on the 1927 plan, but with a little more refinement. Tripp and Adams Halls, which were completed in 1926, are present, as well as the eventual location of Elizabeth Waters Hall, which would be completed in 1940 (UW Housing). The rest, though residence halls would eventually be put there, were not

yet there in their current form. Looking at the 1941 Master Plan (Figure 4), we can see most of these changes were implemented, and dorms like Kronshage and Slichter have been constructed in the places called for in previous plans.

It is not until 1959 (Figure 5) that we see the university begin to plan for expansion to the southeast. This may seem unusual considering that the southeast quadrant of campus is arguably the center of student life today, but one look at an old map of Madison makes it easy to see why (Figure 6). This bird's eye view from the turn of the century shows that most of the available land for university development is along what is now Observatory Drive, while the lands to the south and east of the university have already given way to private development. Enrollment in the 1950s and 60s must have finally reached a point where the university was going to have to build additional housing one way or another, even if it meant buying up and demolishing entire residential neighborhoods.

A glance at the 2005 plan (Figure 7), the most recent of them all, confirms this. Though not much had been built on campus in the intervening years, the two new dorms, Smith and new Ogg (until Dejope in 2012), continued the university's march to the southeast. The university had come a long way since it was first conceived in 1849, and no part more than the residence halls. What once were small rooms tucked into multi-use buildings evolved into two distinct neighborhoods, each composed of multiple buildings housing many hundreds of students. The 2005 plan confirms that the dormitories have indeed been moved to the periphery of campus, but does this signal a change in philosophy on the university's behalf, or was it dictated by necessity? Regardless, it is clear that even though the dorms did move away from the core of the university, it is not yet certain what this meant for student life. But we'll have to come back to that.

Out With the Old, In with the New?

The UW Madison residents halls have changed over time. The physical dorm buildings have not necessarily all changed, but the environment and landscape around them have. In comparing photographs through rephotography, we are able to see these changes being made. Most of these changes coincide with a shift in culture and technology, or were due to necessity, because as time went on the University was forced more and more to deal with an increasingly limited amount of space.

In comparing two photographs of Mack House of Kronshage Hall (Figures 8 and 9), from 1940 and 2012, not much has changed. The building was built in 1938 and was one of the first three units of Kronshage dorms (UW Housing). It consists of three stories and a basement. It started out as an all male dorm, now floors one and three consist of male residents while the second floor is for females. The social aspect of the dorm has changed over time along with the surrounding landscape. Many bicycle racks have been added to this area, in the intervening years, indicating that bicycles on campus are more ubiquitous than they were in years past. The large tree in front of Mack in 1940 has either been cut down or fallen since then. There has also been a removal of bushes that line the building along with the vines on the building. Presently, we see a large tree to the right of the house and smaller trees by each entryway. Also, more concrete for sidewalks have been added taking away some of the green space. All of these differences help in explaining time and cultural changes that have taken place at the university.

Elizabeth Waters Hall (Figures 10 and 11) was the third dormitory built for women at the University of Wisconsin when it was built in 1940 (UW Housing). The original photograph features a bevy of vegetation, obscuring the building's facade. There have been many technological advances since the 1930s such as the air conditioner units shown in the windows of

a modern photo of Liz Waters. Additionally, the markings on the street represent how much more traffic there is due to the increased demand for automobiles. Since 1938, concrete benches and planters have been added to the entry area as well as a mailbox. There is now a sign mounted into the ground to label this building as Elizabeth Waters Hall. The structure of the building is identical today to when it was originally built. The windows and even light fixtures on both sides of the main entryway are the exact same. The photograph from 1938 pictures a group of girls standing outside the doorway. It seems as though they are waiting for instruction, maybe for an event with their entire dormitory.

Slichter Hall was built in 1947 following the increase in enrollment after World War II (UW Housing). Slichter is located on the Lakeshore part of campus on Babcock Drive next to Tripp and Adams Halls and just across the street from Steenbock library. We recreated a picture of Slichter (Figures 12 and 13) that we found from the early 1950s when the dorm was still relatively new. When looking at these two pictures, the first thing that is noticeable when comparing the current and past photographs of Slichter is the lack of change in appearance of the building itself. However, the environment around the dorm has undergone some change. It appears that the tall pine tree in the new picture of Slichter is the same tree pictured in the old picture. It also appears that the deciduous tree in the left of the picture is the same; it just does not have leaves in the new picture due to the photo being taken during the fall. The remaining vegetation in the new picture does all appear to be different than that in the old picture. The street lights in the new photograph of Slichter are also different from the first picture. Lastly, in the new picture of Slichter, there are bicycle racks visible near the dorms that are not present in the picture from the past, a recurring theme in many of our historic dorm photos.

Barnard Hall (Figures 14 and 15) was built in 1913 and was the second women's dormitory on campus (UW Housing). It is now the UW's oldest continuously used residence hall and is home to one-hundred and forty male and female residents (UW Housing). This original photograph was taken in 1930. Due to the development of Rheta's Market, the photograph taken from present time does not exactly mirror the photograph from 1930. The building itself has not changed much. The light posts on both sides of the front stairs are replaced with more modern looking lights. The fencing on the front entryway used to be concrete, but now it is replaced with metal fencing. Looking at the photograph from 2012, a building now stands behind it. Additionally, a ramp has been added next to the stairs most likely for wheelchair accessibility. Parking spots have replaced green space in front of the dorm showing how mobility and technology have come to be over the years.

Ogg Hall (Figure 16) provides an interesting contrast to many of the aforementioned dorms because it was built in the mid 1960's to provide high volume housing to the booming student population (UW Housing). Compared to the smaller and more intimate Lakeshore Dorms, the old Ogg Hall are twin towers made of glass and steel, meant to house as many students as possible for minimal cost. Also apparent in this picture is fact that the vast majority of the Southeast Neighborhood is like this too. Witte and Sellery are identical, no frills, housing blocks, similar to Ogg. While Gordon Commons is a squat, unattractive building meant to feed the few thousand students living in these dorms.

Interesting to note from the most recent photo (Figure 17) taken of this area is the fact that despite some of the obvious changes, like the new Gordon Commons and the absence of the twin towers of Ogg, much is the same. That stone box in the foreground of the photo has remained unchanged, as well as the location of the remaining trees and visible light post. Witte

is still present in the background, as well as the old Gordon Commons, even though it is set to for removal. The new Ogg, not present in this photo, is a marked departure from these structures in the old Southeast. It is a much more attractive building, with aesthetics obviously kept in mind during the design process. It also sacrifices some of the function of the old Ogg, choosing to house fewer students in larger rooms.

This new Ogg (Figure 18), as well as the new Gordon Commons and Smith Hall, which is located farther down Park Street, are what we consider the “New Southeast.” These new buildings follow a distinct trend in the new buildings on campus, where the bleak monoliths of glass and steel have been replaced by buildings with huge windows, intentional design elements, and other elements meant to provide a better experience for both the students who live there and those who pass by. While the old Ogg was representative of a no frills, high density Southeast neighborhood, the new one can be considered the harbinger of a more modern and more concerned about appearances residential neighborhood.

A Place to Call Home

A dorm room is often considered a home away from home, but what makes it so? It’s clearly not the small size, whitewashed walls, or used furniture. Here, in a picture of a dorm room from 1912 (Figure 19), many of the things that students use to make themselves feel at home are present, and as we’ll see, these things will appear similar to those present in later years, despite the obvious differences in styles, furniture, technology, and so on. A typical modern dorm room contains similar accoutrements as one a century ago, and they all serve the same purpose, which is to create a sense of place, identity, and home. In this case, the student uses an extensive array of posters to create this. They serve both as an expression of who he is, as well as creating a place they can call their own in absence of a true home. In a university full of

things that are not theirs and do not represent them, they are able to make a small space theirs. Sometimes it seems odd to think of eighteen year olds having the same sort of desires in 1912 as they do in 2012, but it is clear that even though times may change, people do not, as creating a place to call their own is a quintessential human quality.

This picture from the 1970s (Figure 20) confirms this notion. There is no evidence of an evolution or sea change in a student's use of the limited space they have in a dorm, because even though they look different, many of the items in these photos are the same, or at least serve the same purpose. The pictures covering most of the available wall space are still there, and the only thing that has changed is the furniture and some of the technology in the room, but this is a result of the times and not the person. These items, like the lamp and the tape player, are simply extensions of the simple wall hangings from the first picture. They mean different things, as the resident of the oldest one seems to have a fondness for modestly dressed women, and the one from the 70's seems to enjoy wildlife and landscapes, but they're still used to construct an identity. Students in the 1970's may have had more options for things to personalize their dorm room, but they were still used to the same effect.

This photograph (Figure 21) depicts a dorm room in Sellery Hall. It was taken mid semester showing the lack of time these residents have to keep it clean due to their busy school schedule. Also showing the excessive amounts of personal accessories that these students have, necessary or not. This picture was captured to represent the lifestyles of current dorm residents at the University of Wisconsin. There are many elements that shape and reflect on social identities and cultural meanings. A lot can be determined about identities when examining one's personal space and belongings.

From the colors, perfume bottles, and jewelry visible, it is safe to assume that girls live in this dorm room. This assumption may reveal a change in attitudes towards personal grooming over the years, as our photo from 1912 (Figure 19) depicts a male student in a room with bottles of grooming supplies carefully arranged on his bureau. We now take for granted that a woman will have a room filled with personal hygiene items, without considering the fact that a male student might as well. Regardless of this assumption, what they have taken is a generic, empty room and rearranged and decorated it turning it into their own personal spaces. However this may be for each individual, but accomplishing the feeling of home for themselves. The residents of this room have brought a luxurious sized television and a personal refrigerator along with their own laptops and a printer. These items could suggest that they come from middle to upper class families in which take part in shaping one's identity.

School takes up a majority of these residents' lives as it does with all college students. Their desks, laptops, multiple coffee cups, and backpack indicate their dedication to studying for their classes. Their desks create a space in their room for studying and completing homework. Opened books, notebooks, and computers portray hardworking students. Students' personal laptops demonstrate part of their identities. The brand of the computer, the stickers they have on the lid of the laptop, the size of the laptop, all take part in reading someone and exploiting their identity.

Another part of the room not pictured, just beyond the television, is a futon. The futon is a dorm room item that seems to hold social purposes. Friends who come to socialize with these girls have a place to sit while they hang out. Furthermore, a futon could encourage overnight guests. Friends from out of town can come and visit having a place to sleep. The social aspect of dorm life is a crucial part of the experience and helps shape a student's identity. The opened

laptop shows the screen logged onto Facebook. Your Facebook profile is yet another instance where you are allowing your identity to be viewed by others. Facebook and other social network sites show who you are and how you let others portray you.

While the girls have different belongings and accessories, both sides of this dorm room practically mirror one another. When living in such close quarters with someone, can your identity start to shape into and mimic your roommates? Do you become more alike? There are numerous items and indicators in this photograph reflecting on self-identity as well as culture. You can find most dorm rooms, as well, to reveal their owners underlying identity.

The picture of this dorm room (Figure 22) is what a dorm room in Adams or Tripp Hall may look like. Since nearly every room in these two residence halls are single rooms, they are significantly smaller than rooms in almost every other dorm. The first thing that we recognized when we entered this dorm room was how well this resident organized the space of his room, and also how clean the room was. By taking a closer look at the picture of this resident's dorm room, it is clear that he most likely uses the desk area underneath his bed to study and do homework. We can deduce this because of his desktop computer on one desk and his school work on the other desk. This suggests that this student, or maybe Lakeshore residents if we extrapolate, prefer to do school work inside of their dorm room. This could be due to the quiet, peaceful atmosphere of the Lakeshore dorms like Tripp and Adams, but it could also be due to the distance to a major library on campus like Helen C. White.

Also pictured in this dorm room, like in the previous dorm room, is a futon. As mentioned before, a futon can be significant for social gatherings so multiple people can have a place in the dorm room to sit and socialize as well as having the ability to transform into a bed to allow guests to spend the night. The blanket and pillows on the futon also may suggest that this

resident has either recently had overnight guests stay with him in his dorm room, or that he uses the futon to take naps. Being in college during the middle of the semester exams, time for sleep during the night is often minimized greatly. The futon can be a luxury for a student that wants to take a quick nap without climbing up to their lofted bed.

One last aspect of this room that I want to look at is a byproduct of the friction caused by the distance of Adams from many other places on campus, specifically in this case the nearest dining hall. Many students that live in dorms have very limited amounts of food in their rooms due to the availability of food at nearby dining halls. However, since Carson's Dining Hall is being renovated this year and Frank's, another commons, is now closed, the closest dining hall to Adams Hall is Four Lakes Market inside of Dejepe Hall. Although Four Lakes is only two and a half blocks away from Adams Hall, this is still the largest distance between any dorm and a dining hall on campus. Knowing that going to a dining hall is not as convenient, we see that this resident has prepared for this fact by having food that he can prepare with the amenities that he has in his room. Instead of traversing this relatively long distance for meals two or three times a day, he'll often make the choice of something quick and easy he can make in his microwave.

One thing to keep in mind while looking at these photos is that the first two are most likely staged, or at least taken in such a way as to promote a certain view of dorm life. They were found in the archives of the University of Wisconsin, so it's very likely they are derived from promotional materials or something sponsored by the university. With that being said, it's still fair to argue that the basic elements of these dorms are the same. They are small, and one of many identical rooms in large buildings full of them. What makes them different are the students who live in them. Whether they do this with the use of posters, pictures, personal items,

technology, or so on, it's done with a goal in mind, to create something which they can identify with and call home.

Interviews

In order to gain further insights into student life, we conducted a number of interviews over the past few months. Due to the difficulty of finding alumni, especially alumni who could remember daily routines and activities, most of our interviews were conducted with current students. That being said, we have an interview from a student who attended the university in the late 1940's, and even though he didn't live in university housing, he still provided us with a few interesting ideas. We also interviewed two alumni from the 1970s, as well as several current students, of both genders, who lived in both residence hall neighborhoods.

The farthest back that we have an interview for is from a student who attended college here from 1946 to 1949. He did not live in the dorms, but he still provided us with a few insights on student life worth noting. The routine of day-to-day life was much more apparent in those days, as classes were often longer and more frequent, as well as the university and its housing having more rules and regulations. He mentioned that nearly every day he was on campus from seven forty-five in the morning until well past five o'clock at night, not including commuting times, as he lived quite a distance from campus his sophomore and junior years.

Something especially worth noting is the presence of a "house mother." Every dorm had a house mother, as well as the fraternity he lived in his senior year. The house mother was essentially *in loco parentis*, as it was her task to look after the students: make sure they did their washing, kept their rooms straight, showed up for meals on time and in appropriate attire, and so forth. This is something no student, especially one living in a fraternity house could imagine

dealing with today, but it was a reality of everyday life back then, as learning decorum and etiquette was much more emphasized than then it is now.

One other idea that came through in our discussion a number of times was the presence of veterans on campus. As he attended school here the year following World War II, campus was flush with veterans on the GI Bill. This was a big reason for the lack of housing, as the university was critically short of living space even before the war, and with the influx of veterans, they resorted to housing families on the Badger Army Ammunition Plant campus outside of Baraboo, Wisconsin, and holding classes in Quonset Huts. (Interviewee 6, November 26, 2012).

Our first interview with a resident of the dorms was with a graduate of the University of Wisconsin who lived in Mack House of Kronshage Residence Hall (Figure 23) for a year and a half in the late 1970's. Unlike our interviews with current students, we are forced to paint in broader strokes due to the reliance on memory, but there was still a lot to be gained from this exercise. One of the things that came up repeatedly was the question of distance, and whether it mattered or not. During the week, it seemed to make a difference, as he said it was very unlikely he would come back to his dorm between classes, choosing to either go to a library to study or going to eat at the Union or State Street. The weekends were a different story, though, as he and his friends would go to taverns or other attractions on State Streets, or house parties at places beyond campus. Busses were often used to traverse the longer distances, saying bikes were not as ubiquitous on campus as they are now. He summed up our discussion on mobility by saying, "Ultimately, if you really wanted to go somewhere, you went" (Interviewee 1, November 3, 2012).

The dorm room was an integral part of his social life, though, as that's where he spent most of his free time other than with his friends. Music was a much more important aspect of social life than it is to modern students, as he said there was usually one person on the floor who had a really nice sound system, and a number of them would often get together and listen to a record and talk about it. This kind of scene is hard to imagine in the present day, but with the way technology has changed, music rarely holds the attention of people today as it did then. With the internet and the relative cheapness of computers and audio equipment today, music is no longer held in special regard. Why gather in somebody's dorm room to listen to an album when you can have thousands of songs at your fingertips wherever you go on your computer or iPod? He also mentioned the common areas were only rarely used, except occasions of floor get togethers and other events, where they often served food or alcohol.

While gender did not factor much into our conversation except to note the dorms were segregated by floor, we thought it was interesting that he remembered that there were only two African-American males on the floor, who he didn't know very well, and both of them played football. What's noteworthy about this is that while gender segregation was a real, physical thing, race apparently played just as big of a role in separating people as did a flight of stairs. This could be due to a choice, as perhaps these men consciously decided to live together, or there could be a more sinister underlying factor, such as prejudice from the Division of University Housing. It would be interesting to be able pursue this topic more, especially seeing how race relations on campus have changed throughout the years, but this unfortunately falls outside of the scope of our project (Interviewee 1, November 3, 2012).

We interviewed another UW-Madison alumna. She was a transfer student to the University of Wisconsin in 1972. She lived in Witte Hall her sophomore year while her Junior

and Senior years she resided in Kronshage Hall, Conover and Showerman Houses. Living in Southeast and Lakeshore dorms gave her different perspectives. She moved to Lakeshore because all of her friends were moving there and she thought it was a nice environment. She stated that her experience in the Lakeshore dorms was much more enjoyable and much better matched to her lifestyle. However, her roommate in Witte was more comfortable living in the Southeast area. She didn't mind any of the noises of city life and the noise of traffic and ambulances comforted her. Junior year, they moved together to the Lakeshore dorms. Their room faced a grassy courtyard area which the alumna loved, but her roommate didn't so much. They could hear crickets all through the fall and sounds of nature which our interviewee loved. Her roommate was bothered intensely by these nature sounds, not being used to this kind of environment.

This alumna received a nursing degree from the UW. She explained that living in Witte was a lot closer to most of her nursing classes because the UW Hospital, which is much closer to the Lakeshore dorms was not yet built. When moving to Lakeshore, she realized that she was still close to many of her other classes. Location did not make much a difference to her in getting from class to class as different classes were close to either dorm. She stated that she walked almost everywhere, but would bike once in awhile.

A lot of time was spent in the commons, eating and socializing with friends. She knew she could always find friends there or in the lounge in her dorm. She described the lounges in Kronshage as resembling that of an old hunting lodge, with wood paneling and soft carpets. The stairwells in Kronshage played into another aspect in her social life in the dorms. She lived on the second floor of Conover and was friendly with the third floor as well. There was no elevator so she saw many different faces when entering and leaving the dorm and could always hear

familiar voices. She also spent a lot of her time studying at Steenbock Library. It was relatively new at the time and a great location in relation to Kronshage.

On the weekends, she spent much of the time with her friends who were mainly the girls from her floor. They would typically go to the football games during the fall season. She would attend a few winter sports, but not many. She attended many events on campus that were free, such as things at the Union or the frequent recitals put on by the music department. Within the dorms, there were many activities she also participated in. There were many house meetings where things such as behavior, expectations, and upcoming social events were discussed. When she lived in Lakeshore, the dorms would always host big dances. They would usually consist of primarily square dancing and they were always very crowded. She would go to almost every one of them along with all of the other residents of the Lakeshore dorms.

About forty years later, she moved her daughter into Chamberlain House, which is another dorm in Kronshage. She was shocked to see how similar the dorm was. It was the same exact layout as when she was a resident. It really struck her how many decades of people have lived there:

Peoples' outside lives are vastly different but all have a common denominator; you move in with your belongings and you meet many new people and your college experience starts to build from there. This is exactly how my friends and I moved in just down the block, which didn't seem like that long ago, but just exactly the same (Interviewee 3, November 8, 2012).

The next interviewee is a current freshman resident of Sellery dorm. This Southeast dorm is home to over one thousand UW students. This particular female really expressed her love for her dorm and location of it. She makes trips to Walgreens quite often because it is just across the street and goes out to dinner to restaurants on State Street a lot because of how close she is to it. She has gotten to know her wing of the dorm very well along with the two floors

below her, consisting of boys and girls. All of her freshmen friends that she has made at the UW thus far either live in Sellery or Witte Halls. When not in class, a majority of her time is spent eating and socializing at Gordon Commons or hanging out in her dorm room either napping, cleaning her room, playing around on her computer, listening to music, or socializing with her roommate. She said that Sellery does have a good amount of dorm sponsored events, but she hasn't participated in any.

(Diagram Sellery) A typical day for this resident begins around nine o'clock taking a trip to Gordon Commons with her roommate for breakfast. From there she walks to her first class. After class she comes back to her dorm to clean up, shower, and hang around for a while until her friends from her floor are back from their classes. They go to Gordon Commons again for lunch around one o'clock in the afternoon. From there, she leaves for class again. She walks in a particular route dropping friends off at different buildings on the way to her class. This ties back to the theme of friction of distance. Here, it is lessened by social interaction. After this class, she once again returns back to her dorm room where she usually naps or hangs around with whoever is back on her floor until around six when a group of her and her friends make their way to Gordon Commons a final time for dinner. After dinner she gets ready for dance practice, one of her main extracurricular activities. She rides her bike to Union South at eight for practice. Following that, she goes to College Library to do homework and study from ten pm to around one-thirty am. She usually sits at a table there with her friends from her dorm and girls in her sorority. She finally is back to her dorm around two when she goes to sleep.

A typical Saturday for this resident also starts with breakfast at Gordon Commons. She goes back to her room then and gets ready for the Badger football game. She makes her way to her sorority on Langdon Street and then usually heads to a fraternity where she engages in

drinking activities. When approaching game time, she walks to Camp Randall with a group of her friends. After the game, they make another trip to Gordon Commons to eat and then back to her dorm for a nap. Once night approaches, she gets herself ready again to go socialize with friends. At around ten pm, she walks to her sorority again with some of her sorority sisters who also live in her dorm. They then go to a fraternity for a party. She finally returns home around two or three am for bed (Interviewee 2, November 7, 2012).

The next interview (Diagram Chadbourne 1) that we conducted was of a freshman female living in Chadbourne Hall, an eleven floor Southeast dorm that is home to nearly seven-hundred students. In this interview, this resident said that her favorite part of Chadbourne was the centrality of the dorm as well as the tight-knit community atmosphere of the dorm. However, she did mention that she was limited in how often she is able to visit with friends that live in Lakeshore dorms. She said that she knows the people on her floor very well, and she also knows a good amount of people from her dorm on other floors. When she is not in class, the majority of this resident's time is spent in the lounge area on her floor spending time with her friends, doing homework by herself in the den or eating at Rheta's, which she does five days per week. She also often partakes in dorm sponsored activities as well as floor activities as often as she is able to. Besides her dorm, this resident also socializes at Gordon Commons with her friends from other dorms, Rheta's with her friends from Chadbourne, Union South to study and relax, and parties with her friends.

During a typical weekday, this resident usually wakes up around eight-thirty am in preparation for her nine-thirty power lecture at the Social Sciences building. Following this lecture, she returns to Chadbourne to get lunch at Rheta's dining hall at eleven o'clock. She usually spends roughly an hour eating at Rheta's with friends from her dorm until she goes to her

yearbook club meeting at 12:30 pm at Vilas Hall. After her meeting she walks to Van Vleck Hall for her math lecture at 1:20. When her lecture ends, she goes directly to the Chemistry building for her final lecture at 2:25. After Chemistry, this resident goes back to Chadbourne to watch TV and relax with her friends for about two hours until she goes to Gordon commons to eat dinner with her friends from Sellery and Witte Halls. She stays at Gordon for about an hour until she returns to Chadbourne. Back at Chadbourne she either does school work or spends time with her friends depending on the amount of school work that she needs to get done. Just before 10 pm, this resident goes to the SERF with one of her friends from her floor to work out for about an hour. After her workout, she returns to Chadbourne for the rest of the night to either study in the den or hang out in the lounge with her friends. Her night ends when she decides to go to sleep anytime between 11:30 pm and 1:30 am.

For this resident's average Saturday, she decided to tell us about her average Badger football game day experience. She normally wakes up around 8 am in order to go to the farmer's market on the square with her friends from Chadbourne that are "willing to wake up with (her) to go." She and her friends leave for the farmer's market at around 8:30 and they usually return to Chadbourne to get ready for an eleven am game around nine-thirty. When all of her friends are ready to go, they leave Chadbourne, usually around 10 am. This resident then walks to Camp Randall and usually enters the stadium at around ten-thirty to cheer on the football team. After the football game, she walks back to Chadbourne with her friends, usually returning around three pm. At around four, this resident and her friends go to eat dinner at Gordon Commons because Rheta's is closed on the weekends. After spending about an hour at Gordon, she returns to Chadbourne at around five pm where she either takes a nap or spends time with friends on her floor. At 8 pm, our resident goes to Smith Hall to her friend's dorm where she and her friend get

ready to go out for the night. She and her friend return to Chadbourne around ten pm to get her other friends, and soon after they go to parties which are often times located at fraternities on Langdon Street. After a few hours of drinking, she stumbles back to Chadbourne around 2 or 3 am (Interviewee 5, November 14, 2012).

Another interview conducted was on a freshman residing in Witte Hall. Witte Hall, which accommodates around 1,150 students, is located in the Southeast grouping of dormitories. This resident lives on the third floor of this high-rise buildings. He has made great friendships with all of the people who live on his floor. They are a very social group and all spend much time in the den with one another. He is either studying or socializing in the den while using his dorm room for sleeping purposes only.

(Diagram Witte 1) This student's' typical day starts off ten o'clock when he wakes up for the day. He travels to Agriculture Hall for his first class. He walks in a path that seems out of the way distance wise, but he said he would rather walk with his friends in a longer route than alone, but a bit shorter. After class, he catches the bus, which is a very common mode of transportation for this student, to take him to his second and last class of the day in Social Science. Once his class ends around one o'clock, he walks to Gordon Commons, located next door to Witte, for lunch. He eats and socialized with friends and then returns to his dorm to study in his den. Many hours of studying and congregating with friends leads him back to Gordon Commons for dinner. From there, he walks to his fraternity on Langdon Street where he attends a weekly meeting. He finally returns back to Witte around nine o'clock to watch television in the den with his floormates.

This student takes full advantage of the weekends. He doesn't usually wake up until around two o'clock pm. He knocks on his friends doors to gather them to go to Gordon

Commons. They eat and hang around there for a while and then return to Witte to hang out some more in the den. Around 9:00, most of the same group of friends walk to Langdon to this resident's Fraternity for a party. They stay there until around 2:00 am and then head back to their favorite spot in Witte, the den, to goof around for a few more hours. Finally at early hours into the morning, they head to their dorm rooms for bed.

This resident describes Witte Hall as the "prime location". He really favors how close he is to where he eats his meals. It is not too far from his frat and with the help of the bus and his friends to walk with, his classes are easy and enjoyable to get to. As much time as he spends in Witte and in the den, he does not actively partake in dorm sponsored events. He has gone to only a few based on the draw of free food. This student is very pleased with his decision of residing in the downtown part of campus (Interviewee 8, December 6, 2012).

Similar to the last interviewee, this student also lives in Witte Hall. This female is active in her studies and with extracurricular activities. She is a member of the Biomedical Engineering Society, in a sorority, and plays for an intramural soccer team. When not busy on campus, she spends time in her dorm room, in her friends' dorm rooms, and in her den on her floor. While she knows numerous people in her dorm, her close friends all live on her floor in Witte. She studies either in her den, in Witte's basement, or at the Wisconsin Institutes for Discovery.

(Diagram Witte 2) During the week, this resident usually wakes up at nine thirty to start her day. She eats breakfast in room. At twenty to eleven she starts her journey to her first class of the day, following directly by her second. At around two-thirty, this student has a break where she eats lunch and studies at Union South. Her final class is a 3:30 pm in Social Sciences. She returns to Witte to hang out and do homework with her friends in the den. After a couple of hours, they go next door to Gordon Commons for dinner. She then walks across the street to the

SERF to workout with a few friends. Finally returning back to her dorm around nine o'clock, she finishes up some studying and goes to bed.

Unlike our previous interviewee, this resident feels as though Witte is not the ideal location for traveling to classes. She does not come back to her dorm as often as she would like to during the day because of the travel time it would take her. Instead, she finds places more central to her class buildings such as Union South or the Wisconsin Institutes for Discovery to go in between her classes. She makes note that she rarely goes to Gordon Commons for meals, only about five times a week in total due to distance it is from her classes. On weekends, however, she thinks the location of Witte is ideal. She likes the downtown atmosphere and being close to State Street (Interviewee 7, December 6, 2012).

Our final interview from the Southeast dorm neighborhood is probably our most unique viewpoint of any of our interviewees. This resident is a senior that is a housefellow in Smith Hall. His responsibilities as a housefellow makes him required to know all of the residents on his half of his floor, but besides the other staff members of Smith Hall, he does not know many other residents very well. He enjoys living in Smith Hall and often praised the convenience of Newell's dining hall inside of the dorm, but he also said that Smith Hall is a relatively long distance from most of his classes. He did note, however, that Smith may seem far away because he lived in Chadbourne Hall, a very central location, for two years before becoming a housefellow.

(Diagram Smith) On an average day for this resident, he wakes up around 9:30 in the morning to prepare for his day. He eats a small breakfast in his room and showers before relaxing and watching TV while looking over his daily class materials. Around noon, he then goes downstairs to Newell's dining hall to eat his lunch before biking to his first class at Social

Sciences at 1:20 pm. Right after this class ends he has another class in Social Science at 2:25. After this class, he then bikes to Grainger Hall for his final class of the day at 3:30 which goes until 4:20. Soon after, he commutes to Gordon Commons at around 5PM to eat dinner, often times with friends or fellow housefellows. After dinner he stops by Witte Hall to pick up a movie for his weekly event every thursday: Third floor movie night. After deciding on a movie, this housefellow bikes back to Smith Hall and remains there for the remainder of the night.

This interviewee made it obvious that being a housefellow is often times a hinderance on having a social life outside of his dorm duties. Besides the responsibility of being a housefellow, this resident is also in many extracurricular activities including: Collegiate Scholars, ASM campus planning committee and NSCS. When he has free time, he enjoys going to bars to socialize with friends while getting out of his dorm for a while. He mainly only studies in his dorm room so he can be there for his floor whenever possible and he eats many of his meals at Newell's dining hall. He also tries to participate in as many dorm sponsored activities as possible along with his required staff meetings each week (Interviewee 12, December 9, 2012).

The next set of interviews were conducted on residents of Lakeshore dormitories. We wanted to compare their daily lives with those of the Southeast neighborhood. We started by talking to a freshman girl from Kronshage: Conover House. (Diagram Kronshage) She is part of the UW Rowing Team which keeps her very busy. She typically wakes up in the early hours of the morning to make it to practice on time by six fifteen. Strategically, she chose to live in a dorm that is fairly close to practice at the Boat House. After practice, she heads back to her dorm to eat breakfast in her room and get ready for a day full of classes. She walks to Humanities where she has a two classes and then walks across the street to Rheta's for lunch.

Next, she walks to the Chemistry Building for her third and final class. From the Chemistry Building, she rushes back up to Lakeshore for four o'clock rowing practice. Following practice, some of her teammates and her go to Four Lakes in DeJope for dinner. Finally, at seven thirty she returns to Conover for a night of studying and relaxing with friends.

The interviewee spends much of her free time in her dorm room with her friends or in their rooms. She lives on the third and top floor, a floor of all girls, most of them numbered among her close friends. She rarely sees the other half of girls and isn't quite sure who even lives in the rest of these dorm rooms. The other two floors below house males. She is quite friendly with a few boys from the first floor, but does not know anyone on the second floor. This could be due to the fact that the first floor is more of a common area because students pass through it multiple times a day entering and exiting the building and accessing the staircase to get to their dorms on the floors above.

This resident believes the location of her dorm makes some sort of impact on some of her days, but not all. Three out of the five days of the week, she has classes far from her dorm, but on the remaining two, she has class in Animal Sciences which is very close to Kronshage. She mentions that the location of her classes in relation to her dorm really determines where she eats lunch during the day. On the weekends, she enjoys traveling to visit friends in Witte Hall, but depending on the weather conditions, she does not always want to walk across campus to them (Interviewee 9, December 9, 2012).

(Diagram Adams 1) The next interviewee is yet another early riser on most days. He wakes up at six forty five to make it to his seven forty five lab on time. He walks from his dorm, Adams to the Chemistry Building. Adams Hall is a Lakeshore dorm home to the International Learning Community and Transfer House which houses about one-hundred students. After his

three hour lab, he hikes up the steps leading to the back of Bascom Hall where he has class in a large lecture hall. When the clock strikes twelve, he is done with his class and walks down Bascom Hill to eat lunch at Rheta's Market. Next he has class in Helen C. White, which is less than a block away. Then he walks up back up Bascom Hill for his last class of the day in Van Vleck. He arrives back at Adams at four thirty and stays there for the rest of the night.

He spends most of in time in Adams in his room. He gets along well with his roommate and is friends with a few people on his floor. He knows the names of his entire floor, but never really speaks to them. He is likely to participate in dorm events if his friends ask him to go. He recently attended a game night at Ogg where he played Xbox and snacked on free food. When not in Adams, he is at Steenbock Library studying or at the Natatorium playing basketball, which are both relatively close to his dorm. He goes to College Library during weekdays when he has breaks in between his classes to avoid walking all the way back home (Interviewee 10, December 9, 2012).

(Diagram Adams 2) We interviewed another senior male living in Adams Hall. This resident transferred to UW his junior year. He spends most of his time either in classes or in Adams Hall in his dorm room, the lounge, and the basement. During the week, he usually wakes up around eight am making his way to Engineering Hall for his first class by eight-fifty. From there, he has three more classes, and then makes his way back to his dorm. From three-thirty to about five-thirty, he likes to hang around his dorm playing videos games in his room with some friends. At five-thirty, he goes to dinner with his girlfriend at Four Lakes, usually being the one big meal he eats per day. After dinner, he always has a lot of studying to do for the rest of the night in either his dorm room or in the lounge.

Most Saturdays for this resident are spent in his dorm room. He usually sleeps in until around eleven am. His neighbor and him go to Four Lakes around eleven-thirty to eat breakfast. Once he returns to Adams, he usually studies in his room all day. He takes a few study breaks to go on Facebook and play video games. Around seven pm, his friends from Tripp Hall, his girlfriend, and himself walk to State Street for dinner and drinks. They like to try different restaurants and bars on State Street. They usually head back to their dorms around eleven-thirty. Now that winter is coming and the weather is getting colder, they don't go out as much and try to catch buses more often.

This resident does not mingle much with the other residents of Adams Hall. His girlfriend lives at the end of his hall and he spends a lot of time with her. He is also friendly with one of his neighbors, but does not even know at least half of his dorm. Last year he lived next door in Tripp Hall, where he knew almost everyone and most of his friends still live there. Last year Tripp was the Transfer House, but since it switched to Adams this year, he wanted to move with the change. Adams Hall has dorm sponsored events, but this resident doesn't attend many. He likes going on the big trips, such as a weekend in Chicago, but not much else.

Living in Adams Hall affects this resident's mobility. When it rains, he's very likely to skip classes due to his long walk to the majority of his classes. Four Lakes is relatively close to his dorm so he usually eats there with his meal plan to avoid the necessity of going to the on campus store for groceries. He waits until he needs a handful of items to go to Walgreens since the closest one is about a mile away. Even though he feels his dorm is set back far away from some main spots on campus, he loves being close to the lake and surrounded by the nature that is still left in Lakeshore (Interviewee 4, November 11, 2012).

Our final interview was with a freshman living in Dejope Hall, completed in the summer of 2012. (Diagram Dejope). Her average day is much more laid back than some of our other interviewees. She starts her day waking up at ten o'clock and leaving for her first class by ten thirty. She mentioned that she always leaves at least a half hour early for class because her dorm is so far from the majority of them. At eleven she arrives at the Chemistry Building for class. Following class, she walks to Union South to do some homework and eat lunch. After about two hours pass, she walks to Chamberlain Hall for another class and then directly from there to Social Sciences for her last class. She returns to Dejope at four thirty where she watches television in her room until six o'clock when her friends get back to their wing and goes downstairs to Four Lakes for dinner. They return back upstairs to their floor to do homework and socialize for the remainder of the night. This usually takes place in the "nook" of their floor, which is a small area in between two dorm rooms that consists of a couch, table, and a few chairs. This is a very common area for this student and her friends to hang out. She mentioned how she has not once been to a library yet. She believes it has something to do with the distance between Dejope and the libraries and because Dejope is so nice, she feels it is unnecessary.

She is friendly with her entire wing, which consists of 25 rooms, 50 students. All of these residents hang out in her wing a lot so she is constantly seeing them. The rest of her dorm is very large, and she does not know many of the other residents. Her wing has movie nights in their den rather often, which she enjoys attending if it's a movie that catches her interests. Other activities she participates in is a club, Colleges against Cancer, and club track. During the weekends, a group of her friends and her usually visit friends in the Southeast neighborhood. They either walk or take a bus. She claims that they have gotten really good at figuring out Bus 80 which loops all around campus. This group also travels together to State Street often to go

out to dinner, “We go way more than anyone else I know from Lakeshore” (Interviewee 11, December 9, 2012).

While this student seems affected by the location of her dorm, she doesn’t let it impact her social life. She may not travel to the libraries to study, but she travels even farther to engage in social activities. At certain times, she is pleased with the location of her dorm, for instance, on football Saturday’s. She attends all of the football games during the fall and finds it easy to get to Camp Randall because she feels she is close to the stadium (Interviewee 11, December 9, 2012).

Through all of our interviews, there is a distinct question of distance. While not in every case, the majority of our our interviews has lead us to believe that distance is a determining factor in many aspects in students lives. However, different people have different perspectives. What may seem very far and not worth traveling to for one person, may be very worth it or not even seem so far to another. Every interviewee is unique, and from all of their perspectives, we’ve gained a broad understanding of student life on campus throughout the years.

Discussion

One way of attempting to understand the affect the built landscape of the residence halls has on the way students move through the environment is by the construction of a time geography diagram, which have been reproduced in full in the “Diagrams” section. While the mechanics of time geography itself aren’t vital to understand for the purposes of this paper, some elements of the diagrams do need to be explained. For our purposes, we have divided the buildings into three separate types: residence hall (marked by a rectangle), class buildings (marked by a triangle), and social activities (marked by ovals). The lines show the way students move through the environment. A diagonal line means they are moving between buildings. The

steeper the line, the farther the travel distance is. Time on the horizontal axis allows us to use this diagram to examine space *and* time.

The first diagram (Diagram Chadbourne 1) we have constructed is from a class schedule from the turn of the century. Even though we are forced to make some assumptions from this class schedule from 1915 (Figure 24), there are still some important points we can take away from it. The first one, and most vital, is the importance of the dorm in this person's daily routine. As we shall see from student's diagrams in years following 1915, the residence hall doesn't always serve as the important base point that it did to this student. This may be for a number of reasons, including, but not limited to, the size of campus, the lack of a commons or other general dining area, or a more routinized lifestyle. As we can see, a typical day is pretty simple for her. She wakes up and goes through her morning routine and then goes to classes, until she makes her way back to her dorm for lunch, before leaving again to go to afternoon classes. Her evenings were most likely comprised of dinner and then perhaps going somewhere to study and socialize before returning to her dorm before going to bed.

While a lot of these things are assumed, what needs to be emphasized is the role of the dorm in the daily routine. While it doesn't play as central of a role in the lives of some of the current students we interviewed, Chadbourne Hall, where this student lived, was a key pace-setter for this student. This can be chalked up to the relatively small size of campus, the lack of a commons or other restaurants for the students to eat at, or simple routine, but it's worth noting all the same.

Many of these same ideas play out in the diagrams we have constructed for current students. The common theme of the diagrams that we have constructed for residents of Lakeshore dorms is that they usually leave their dorm in the morning to go to class and usually

stay near their classes until the end of the day when they make the long trip back to their dorm. As for residents of the Southeast dorms, in our time-geography we noticed that they often have time to go back to their dorms during the school day to relax or study. Residents that we interviewed from Witte, Sellery and Chadbourne Halls would all regularly return to their respective dorms during the day in between classes and other activities. In fact, we only had one case from the Southeast dorms where the resident did not regularly return to his dorm during the day (Diagram Smith). This resident does, however, live in Smith Hall, the Southeast dorm located the furthest away from main campus.

Distance is the main factor separating the two dorm neighborhoods (Figure 23). What differs is the method in which these students overcome them. In the Adams Hall residents (Diagrams Adams 1 and Adams 2), they seem to handle these distances by making as few trips to and from their dorm as possible. They leave for class in the morning, stay away nearly the entire day, and then come back at night. Typically choosing to eat, study, and socialize within the confines of their dorm. This is contrasted with the residents in Dejope and Kronshage (Diagrams Dejope and Kronshage) who, despite living even farther away from the main part of campus are pulled outside of the boundaries imposed by the distance of their dorm through social interaction. While the two Adams residents mainly keep to themselves, the girl who lives in Kronshage is forced to traverse these distances because of rowing practice. Her participation in this activity is an essential element of her day and has a great influence on the way she moves about campus, as she has to be at the boathouse at certain times for practice, or with her teammates at other times. Less evident is the impact of other people on the Dejope Hall resident, but because we know from our interview that she studies and socializes with people on her floor, even though Dejope is isolated from the rest of the campus by distance, she is not isolated within her dorm.

Distance, or lack thereof, has a different effect on Southeast residents. The Southeast Residence Halls are much closer to what can be considered central campus, and as a result the students we interviewed have different time-space paths, especially in terms of focal points. While most of the Lakeshore residents spent the vast majority of their days on campus and nights in their dorm, Southeast residents are typically more varied, coming back to their dorm throughout the day and having a wide variety of nighttime activities. This can be chalked up to the friction imposed by distance. While Lakeshore lies on the periphery, Southeast is at the heart of everything, giving students easy access to most places. This could be a big part of why many of the Southeast residents have more complex time diagrams than Lakeshore residents. With a student like (Adams 2), their diagram is limited, especially at night, because they're isolated. When compared to a student from Southeast (Witte 1), whose nights revolve an intensely social activity (gathering at a fraternity house), it's clear there's a difference in the way distance impacts these students. It's interesting to note that while none of the students we interviewed in Lakeshore were a part of a fraternity or sorority, many of the ones from Southeast were.

Another common trend that we saw as a result of our interviews is that residents of Southeast dorms took part in many more extracurricular activities than their counterparts from the Lakeshore dorms. Our interviewees from Dejope Hall and Kronshage Hall are both involved in one club each, as well as our alumna interviewee who was a member of an ROTC support group club. However, our two interviewees from Adams Halls were not involved in any extracurricular activities. As for our interviews of residents of Southeast dorms, every single resident that we interviewed is a member of at least two clubs except for the male resident of Witte whose only activity is being a member of a fraternity. Distance, once again, is likely a factor to these residents for determining which clubs to join. A factor that we have yet to touch

on much is the social aspect of each dorm. It is possible that our interviewees of Southeast dorms are exposed to more opportunities to join different clubs, sports teams and fraternities or sororities. While we did our observations within Southeast dorms, we noticed that there were flyers and posters everywhere advertising events and clubs, most of which were nearby to the Southeast dorm neighborhood. When we observed Lakeshore dorms such as Adams, Dejope and Kronshage, we did not see nearly as much advertising for activities or clubs like we saw in Witte, Chadbourne and Sellery. Another common trend we saw based on our interviews is that our three interviewees from Sellery and Witte were all members of either a fraternity or a sorority. From personal experience we know that during fall rush, many members of fraternities and sororities hand out information about greek life in areas that are near these two dorms in particular. Members are often seen during this time handing out flyers on East Campus Mall, Gordon Commons and near Witte Hall. Since most fraternities and sororities are located on Langdon Street just to the east of campus, it is a given that the Southeast dorms are much closer to greek row than Lakeshore dorms. However, greek organizations most likely try to “recruit” new members in these areas due to the much larger number of residents in the Southeast dorm neighborhood.

While it is important to know how the different dorms have developed and changed over the years, it is equally important to focus on how the development of other campus buildings has facilitated or complicated the ability to get from one place to another. Along with the construction of Witte, Sellery and Ogg Halls in the mid 1960s, many other main buildings on campus were constructed around the same time. The Matthews Chemistry laboratories building was built in 1962 (Feldman, 1997: 313) just before the first Southeast dorm was built, but the Daniels Chemistry building was constructed in 1968 (Feldman, 1997: 369). Other important

campus buildings that were constructed during the same time period include Van Vleck Hall, built in 1961 (Feldman, 1997: 324), Computer Science in 1967 (Feldman, 1997: 380), Humanities which was built in 1969 (Feldman, 1997:399) and Vilas Hall, finished in 1974 (Feldman, 1997: 421). This shows that along with the dorms, many of the largest department buildings were also shifting towards the Southeast part of campus. This is also the time period on the UW campus where many campus buildings became specialized to host specific disciplines.

It is also important to keep in mind the role the expansion of campus has played in changing the time-space pathways of students over the years. Whereas the distances facing a student like that in Chadbourne in 1915 (Diagram Chadbourne 2) appear to be similar to those facing any one of our current students, they're actually very different. In 1915, going from Chadbourne to the Historical Society was akin to walking across campus, where today it can be considered an extremely short distance. This is also true in the reverse, because the expansion of campus to the west as forced students in the Lakeshore dorms to cross distances that would have been unfathomable to turn of the century students. Walking from Dejope Hall to the Chemistry Building (Diagram Dejope), two buildings that didn't exist one hundred years ago, is a commonplace activity for students living that far away from central campus, meaning time has not only lengthened the pathways of an average student, it has diversified them as well.

Conclusion

Though the scope of our research covered only a small part of what our topic could have potentially reached, we feel that we can now say with some authority that the changing landscape of the University of Wisconsin Residence Halls has impacted student life through the years. The

degree to which we make this statement is limited by the amount of remaining research there is out there that we can do, but there are a few critical ideas we can highlight at this juncture.

The first is the easiest to observe, and that is the expansion of campus. When the university was originally founded, it was concentrated around Bascom Hill and consisted of only a few buildings. As the university expanded, so did the land it occupied, eventually forcing students to traverse up to a mile or two to get to classes, where before their classes may have been right next door or even in the same building. This specialization of space is especially apparent in today's campus, as very few buildings are multi-use, each one instead serving a specific purpose, be it residence space, classrooms, offices, labs, or so forth. Whether this is a result of the expanding student population or changing attitudes in higher education is unclear, but the impact it has on our project is important in the way it has contributed to the sprawl of campus.

Another aspect of built landscape we looked at extensively is that of the dorms itself, especially the way they differ between time periods. The dorms were mostly built in three time periods, the 1930's and 40's, the 1960's, and the present day, and each set of dorms has a distinct look. The ones built in the 30's and 40's, like Tripp, Adams, Kronshage, and Elizabeth Waters, among others, are by far the smallest and most intimate of all of the groupings of dorms. They consist of only a few floors, with a few wings, with limited common space. The next set of dorms, namely Witte and Sellery, are by comparison, huge. They were obviously meant to house large numbers of students and lack much of the character or architectural extras of the older dorms in the name of cheap, high volume housing. The new dorms, like Smith, Ogg, and Dejope, the most recent, represent a sort of mixture between the two. While they retain the large

size of Witte and Sellery, they are obviously meant to be something more. A quick glance at the facade is all it takes to tell they were obviously designed with an audience in mind.

Our conclusions about student life are a little harder to pin down, but often border on the more conceptual, examining aspects like the impact of technology, gender, and changing social attitudes over the years. While all of these things require further research in order to paint an adequate portrait of them, it's clear that all of these things have an affect on student life.

Something like gender is easy to see on a superficial level, as the stricter rules for girls, dress code, and segregation of the residence halls, is mostly gone, and would indeed be odd on a modern day campus. Technology's impact is even harder to pin down. Present day college students have access to technology that students of a century ago couldn't even begin to dream of, but the true impact is difficult to analyze. One of interviewees mentioned how they would gather in somebody's room to listen to an album on a Hi-Fi and then talk about it, a scene a modern student would be hard pressed to picture today.

Distance was a key idea throughout our paper, and it is one of the things clearly evident in the interplay between the built landscape of the dorms and student life. In the past, when campus was a lot smaller, distance was not much of a limiting factor, as students only had a few minutes between all of their classes and could easily get back to their dorm for a meal or to relax or something of the sort. Modern students face relatively long distances, and this was an idea that played out throughout our paper. We had one student who lived in Adams Hall who often left his room only for classes, choosing to limit the distance he had to travel. There was another student we spoke with who lived in Sellery who walked all over campus, traveling relatively long distances, but often walked with people she knew, with little regard for the shortest route.

This reveals something about the friction of distance, and the fact that it can often be easily overcome with things like bikes or friendship.

Time and space are important things in everybody's life, and this is especially true in a place like work or school, where nearly every day is regulated the need to be at a certain place at a certain time. But it's also essential to remember that no matter how many differences we see over the years and between people, we're still all people. Things like the need to carve out personal space, an identity, a group of friends, are constant among people of every shape, size, and age. Once we strip away the things that make us different, it's clear that what unifies us all is the simple goal of navigating this world of endless possibilities.

Future Research

With that being said, if we had unlimited resources and time, we would have further expanded our research. We would have liked to interview more residence hall alumni to compare daily lives of the past with the present. We also would have liked to learn more about how life in the dorms affected the overall college experience of these alumni. Ideally, we also would have tried to interview multiple residents of every dorm on campus. This would give us a better idea of how daily life changes from dorm to dorm rather than how daily life is different between the Southeast and Lakeshore dorms. An especially difficult challenge would have been finding people from long ago, as it would be nearly impossible to find somebody alive who went to school at the UW in the 1930's or earlier. This creates a need for a reliance on archival data, and with more time we would have hopefully been able to unearth a few more student scrapbooks or schedules from the turn of the twentieth century and maybe even earlier.

Along with these interviews, we would have liked to construct a time geography diagram for each one, and of multiple days to help visualize the changes in daily life. This is especially

true for past students, as the ones we interviewed were unable to provide us with a schedule or anything concrete enough to be able to construct anything beyond a hypothetical diagram. While these may work for the moment, we would need at least a few diagrams based on real schedules and actual activities in order to make our results stand up to scrutiny. Also, if we had the proper technology, or sufficient knowledge of the technology at our disposal, we would have liked to put a campus map behind our time-geography diagrams to facilitate showing distances from place to place in order to better allow our reader to anchor themselves in the landscape, as our paper, as it stands now, makes a lot of assumptions about one's knowledge of the UW campus.

Taking more and better pictures would be a priority as well. If we could have, we would have done our own aerial rephotography, as there were many archival pictures taken from this vantage point that we were unable to use as a result. This would have allowed us to get a better look at landscape in from a broader perspective, as one would be able to see not only the dorms change but the space around them. We could have then reinforced these photographs with a study of campus maps from different years. Lastly, we would like to add more archival material to the final paper, but with the plethora of material that exists at the archives, we could only choose a small amount to use. With more time to research this topic, much more of the material that we found at the UW archives would have been more relevant to use in our final paper. This is especially true of the interior of the dorms, as we were only able to draw limited conclusions about rooms and common areas due to the scant number of archival information we were able to find.

Using this wealth of data, we would be able to expand our discussion of certain themes as well. Some big ones we would have liked to spend more time on is race, gender, and technology, as these all play a role in our daily lives, and would be especially dynamic over the

years on a college campus. We were able to glean little information about these things from interviews and photos, but if we were able to find more information from across history, especially critical periods of time, like the desegregation of the dorms by gender and by race, as well as looking at the arrival of things like computers and the internet on campus would go a long way in expanding the scope of our research.

Images

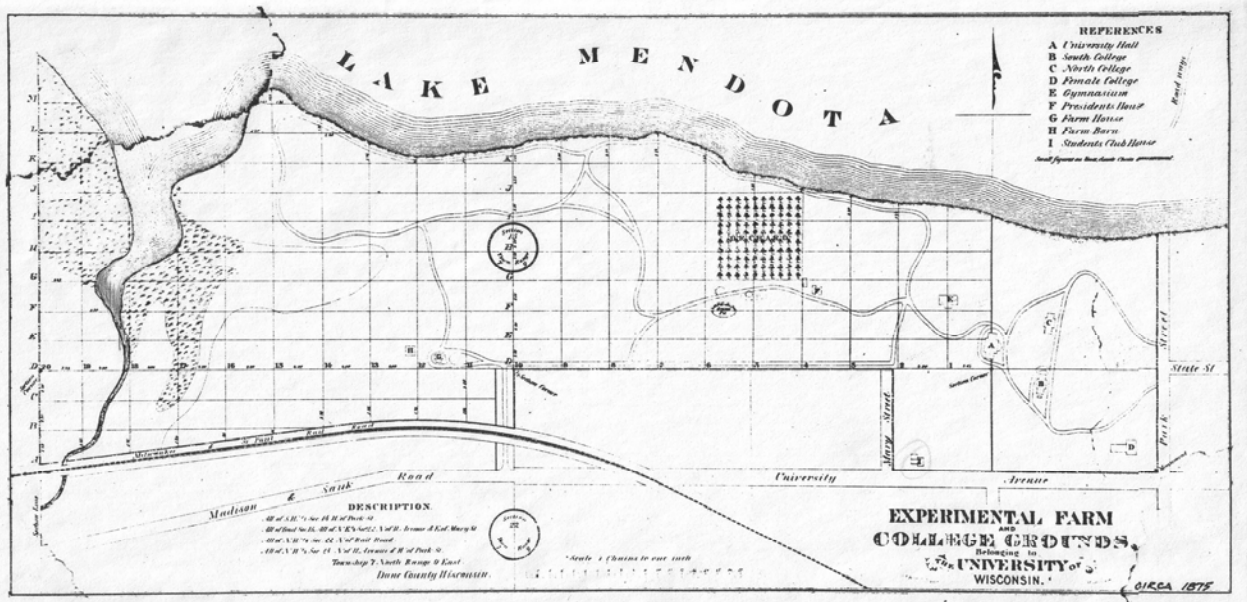


Figure 1: Campus Master Plan, 1875. University of Wisconsin-Madison, “Experimental Farm and College Grounds Belonging to the University of Wisconsin,” circa 1875. Map. Accessed November 18, 2012.

<http://www.uc.wisc.edu/masterplan/images/pastPlans/1875/CLPM0002.jpg>

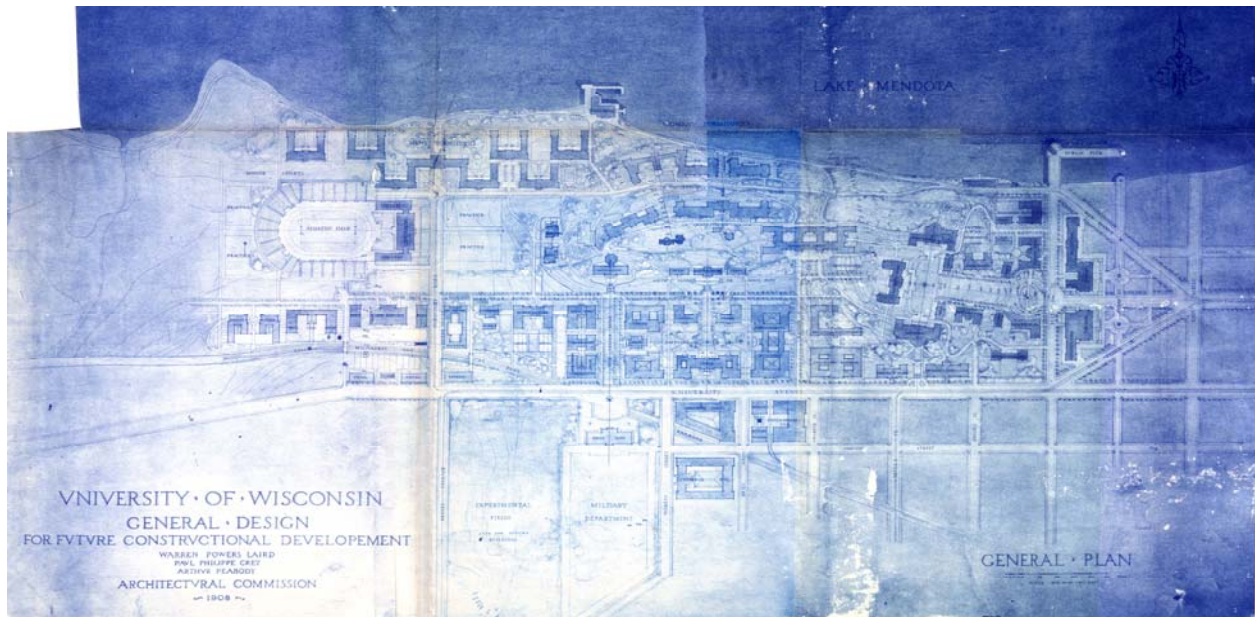


Figure 2: Campus Master Plan, 1908. University of Wisconsin-Madison, “General Design for Future Constructional Development,” 1908. Map. Accessed November 18, 2012.

<http://www.uc.wisc.edu/masterplan/images/pastPlans/1908/CLPM0003.jpg>

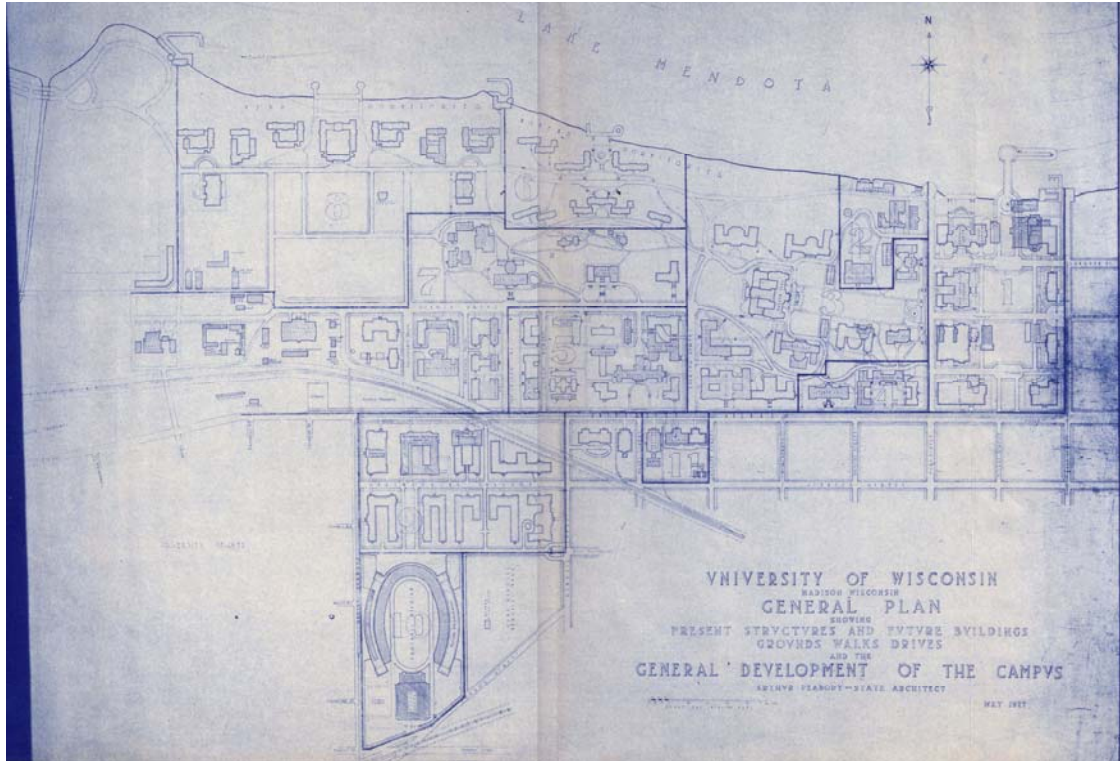


Figure 3: Campus Master Plan, 1927. University of Wisconsin-Madison, “General Plan,” 1927. Map. Accessed November 18, 2012. <http://www.uc.wisc.edu/masterplan/images/pastPlans/1927/CLPM0004.jpg>

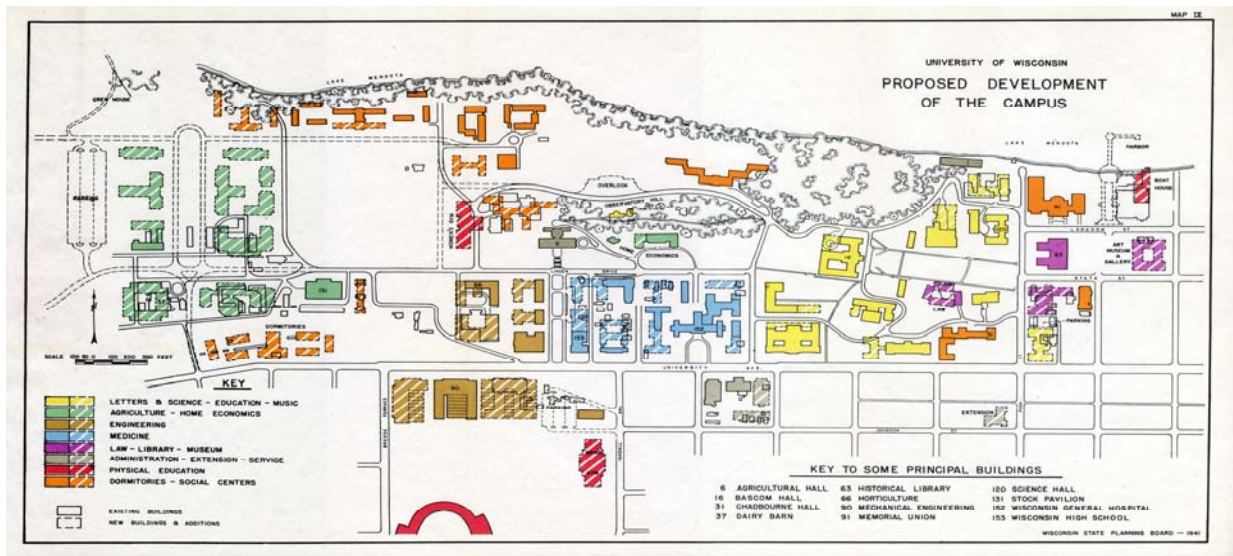


Figure 4: Campus Master Plan, 1941. University of Wisconsin-Madison, “Proposed Development of the Campus,” 1941. Map. Accessed November 18, 2012. <http://www.uc.wisc.edu/masterplan/images/pastPlans/1941/CLPE0017.jpg>



Figure 5: Bird's Eye View, showing UW Campus and Isthmus. Wellge, Henry, "Panoramic view of Madison, Wis.: State capital of Wisconsin. University of Wisconsin," 1908. Wisconsin State Historical Society. Map. Accessed November 19, 2012. <<http://images.wisconsinhistory.org/700099990333/9999006088-1.jpg>>

Figure 6: Campus Master Plan, 1959. University of Wisconsin-Madison, "Development Plan," 1959. Map. Accessed November 19, 2012. <http://www.uc.wisc.edu/masterplan/images/pastPlans/1959/1959_Sketch_Plan_CLP_F50001.tif>



Figure 7: Campus Master Plan, 2005. University of Wisconsin-Madison, "Campus Master Plan," 2005. Map. Accessed November 19, 2012. <<http://www.uc.wisc.edu/masterplan/images/2005-master-plan.pdf>>



Figure 8: Kronshage Dormitory, Mack House, ca. 1940. Unknown photographer. “Kronshage Dormitories,” ca. 1940. Photograph. University of Wisconsin Madison Digital Collections. Web, accessed November 20, 2012.



Figure 9: Kronshage Dormitory, Mack House, 2012. Note bike racks. Plaster, Bryan. Photograph. October 28, 2012.



Figure 10: Elizabeth Waters, 1950s. Unknown photographer. “Waters Hall,” ca. 1950-59. University of Wisconsin Digital Collections. Web, accessed November 20, 2012.



Figure 11: Elizabeth Waters, 2012. Note lack of vegetation Plaster, Bryan. Photograph. October 28, 2012.



Figure 12: Slichter Hall, 1950's. Unknown photographer. "Slichter Hall," ca. 1950. Photograph. University of Wisconsin Digital Collections. Web, accessed November 20, 2012.



Figure 13: Slichter Hall, 2012. Plaster, Bryan. Photograph. October 28, 2012.



Figure 14: Barnard Hall, ca. 1935 Unknown photographer. “Barnard Hall.” ca. 1935. Photograph. University of Wisconsin Digital Collections. Web. Accessed November 18, 2012.



Figure 15: Barnard Hall, 2012. Note presence of structure on right forcing different angle. Stamos, Christy. Photograph. November 16, 2012.



Figure 16: Ogg Hall, 1960's. Lenburg, Norman. *Ogg Hall*. ca. 1960-1969. Photograph. University of Wisconsin Madison Digital Collections, accessed November 15, 2012.



Figure 17: Southeast Neighborhood, 2012. Note lack of Ogg Hall, new Gordon Commons. Plaster, Bryan. Photograph. November 9, 2012.



Figure 18: New Ogg Hall, note striking difference from old Ogg Hall. University of Wisconsin Housing. *Ogg Hall Exterior*. Photograph. University of Wisconsin-Madison. Web. Accessed November 15, 2012.



Figure 19: Dorm Room from turn of the 20th Century. Unknown photographer. "1912 Dorm Room" ca. 1912. University of Wisconsin Digital Collections. Web, accessed November 18, 2012.



Figure 20: Chadbourne room, 1970's. From UW-Archives.

Unknown photographer. "Another view of Chadbourne double,' ca. 1970-1979. University of Wisconsin Digital Collections. Web. Accessed November 19, 2012.



Figure 21: Witte Hall Dorm Room, 2012.

Stamos, Christy. Photograph. November 7, 2012.



Figure 22: Adams Hall Dorm Room, 2012
Stamos, Christy. Photograph. November 11, 2012.



Figure 23: Map of Residence Halls on the University of Wisconsin Campus, highlighting Lakeshore and Southeast neighborhoods

University of Wisconsin Housing. *Residence Halls Map*. Map. University of Wisconsin-Madison. Web. Accessed December 18, 2012.

<<https://www.housing.wisc.edu/docs/halls/housing-res-halls-map.pdf>>

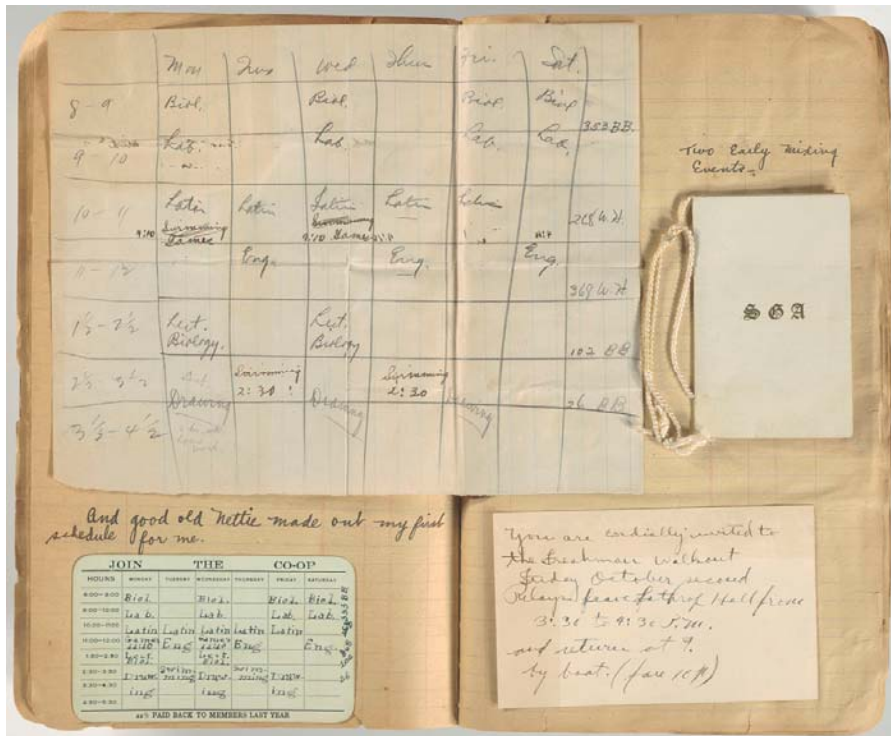


Figure 24: Time table from 1915, used to construct time diagram

Image from: Walker, Elsie Margaret Howell, *Elsie Margaret Howell Walker scrapbook*, 1915-16. University of Wisconsin Digital Collections. Web. Accessed November 20, 2012.

Diagrams

Diagram Example: Example of time geography diagram used throughout the paper

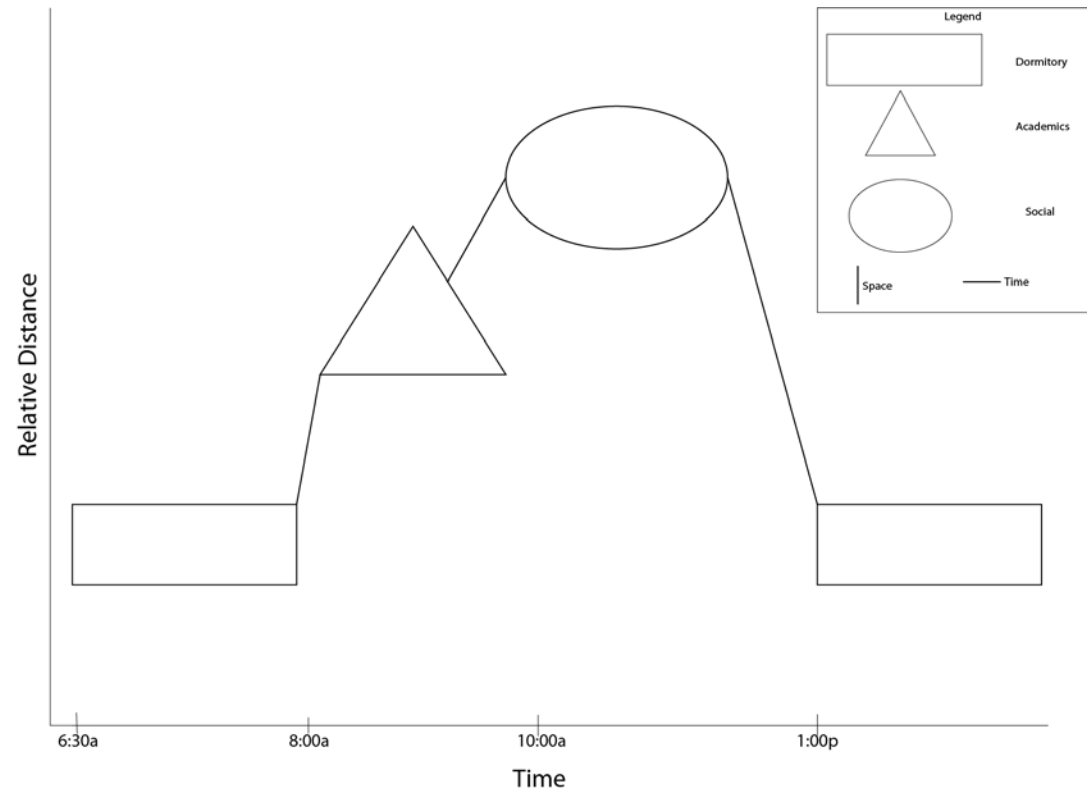


Diagram Sellery: Student living in Sellery Hall, 2012

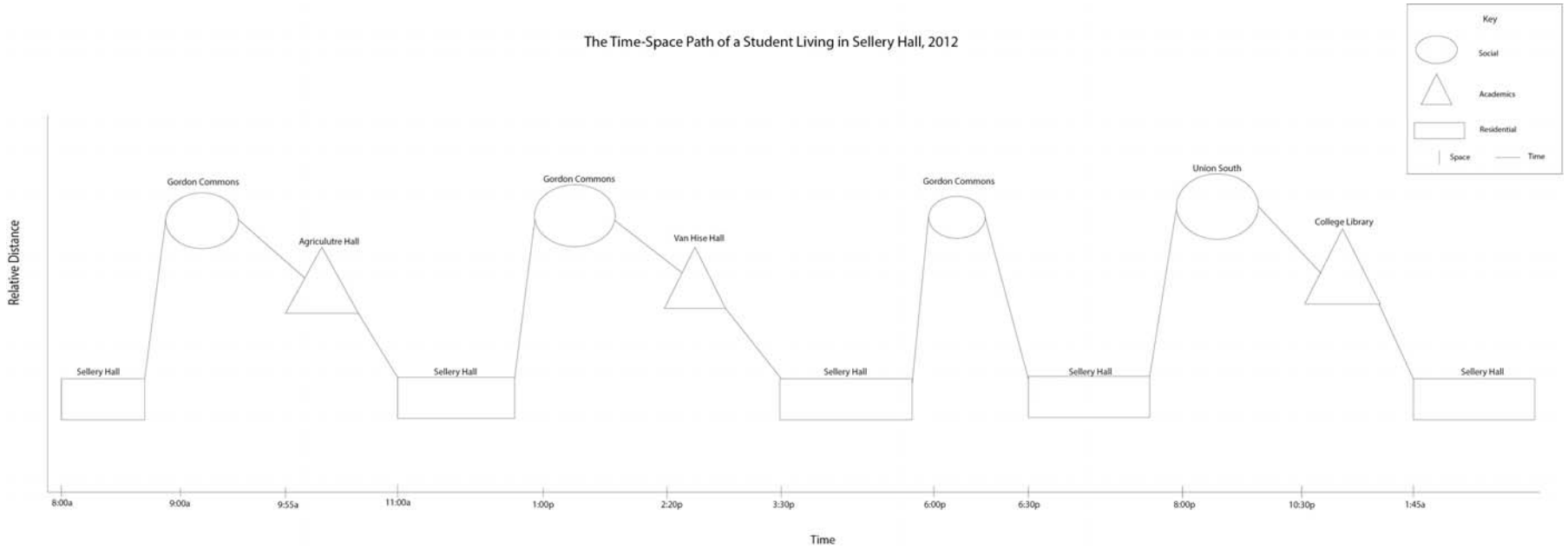


Diagram Chadbourne 1: Student living in Chadbourne Hall, 2012

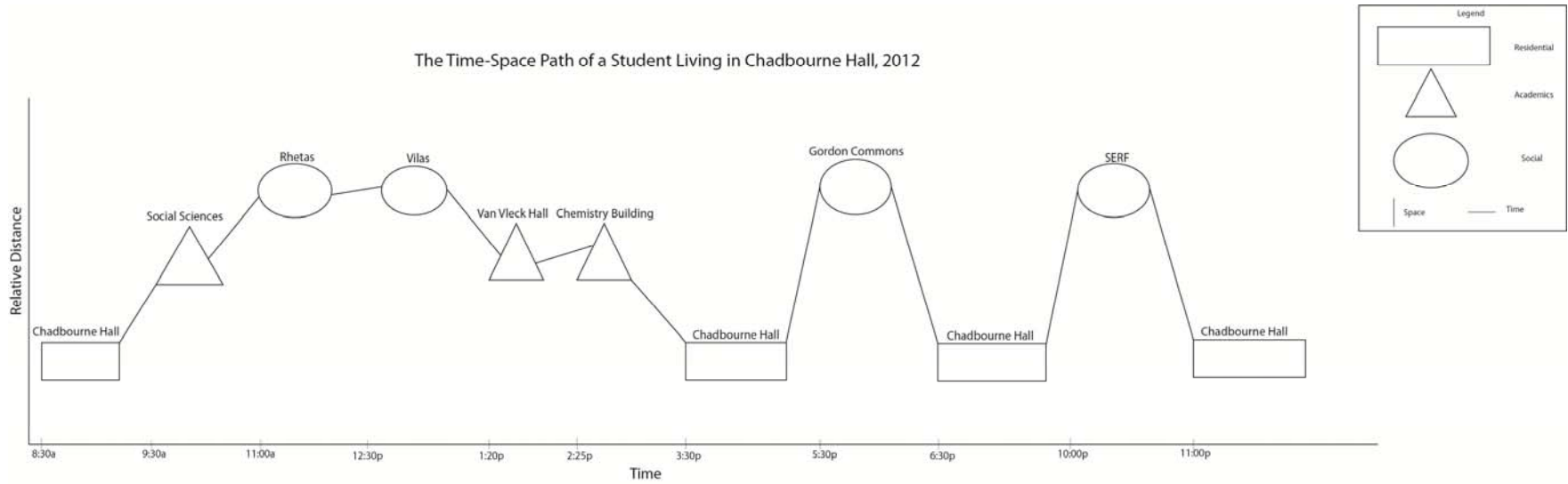


Diagram Witte 1: Student living in Witte Hall, 2012

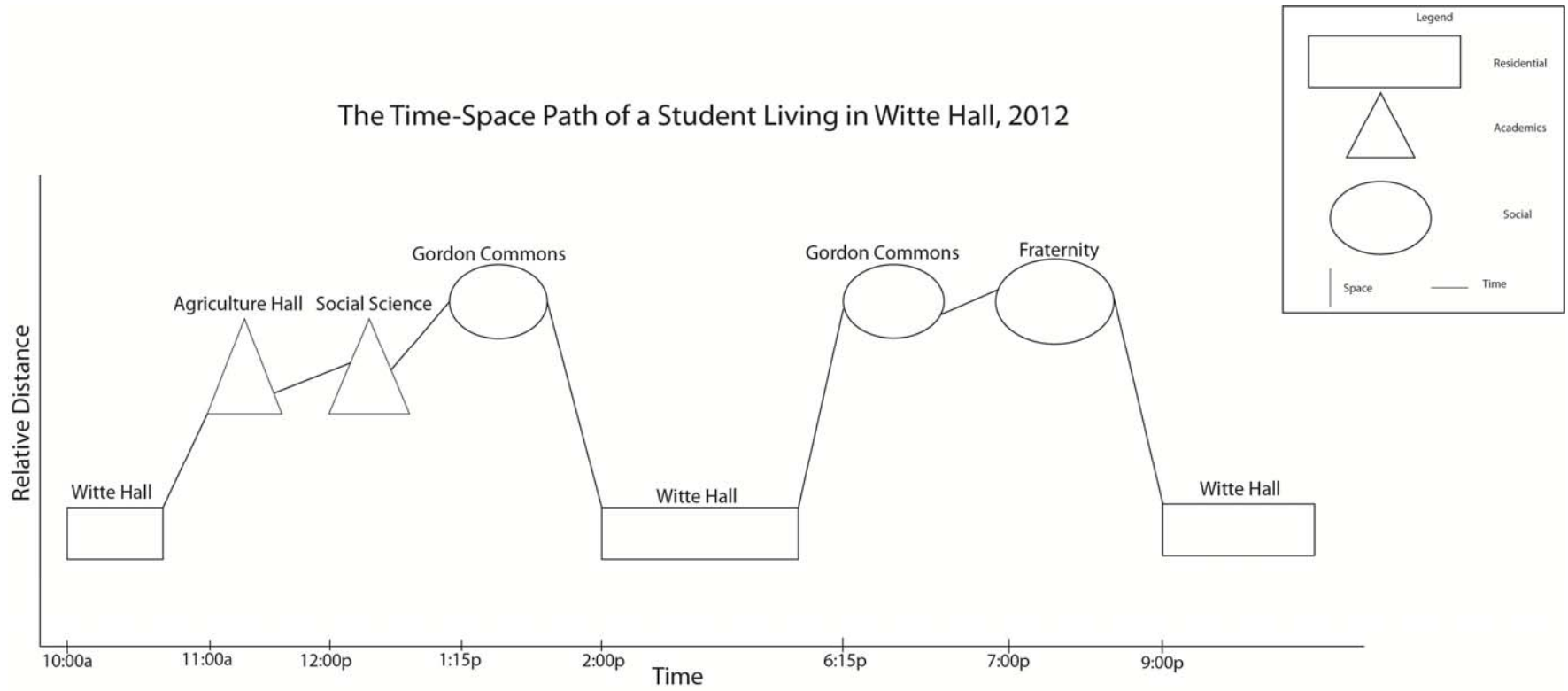


Diagram Witte 2: Student living in Witte Hall, 2012

The Time-Space Path of a Student Living in Witte Hall, 2012

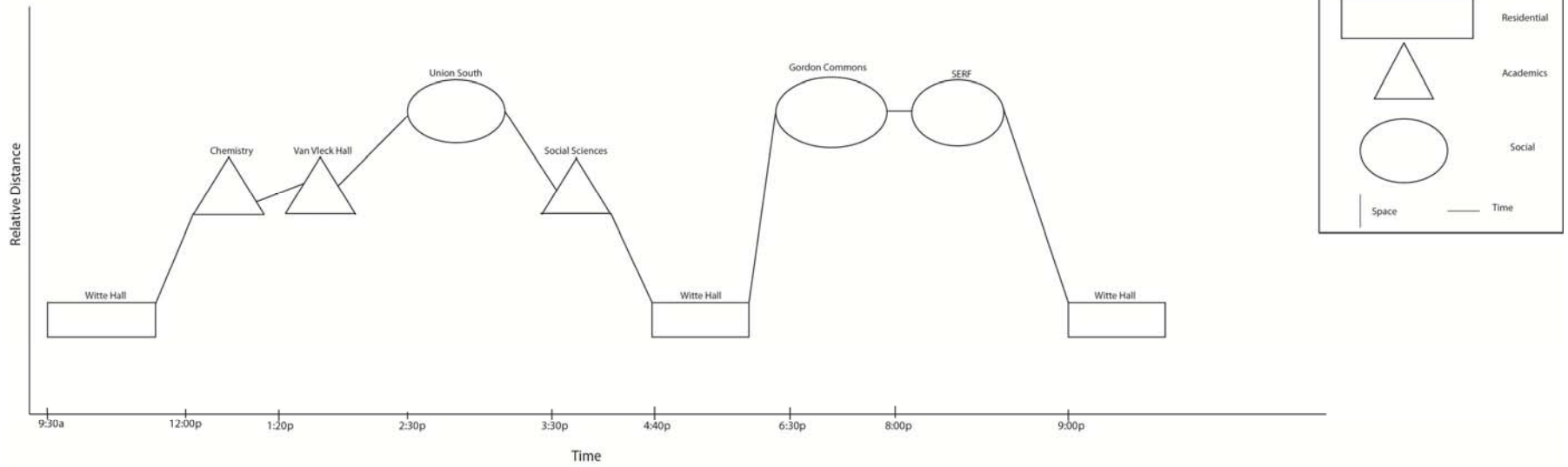


Diagram Smith: Student living in Smith Hall, 2012

The Time-Space Path of a Student Living in Smith Hall, 2012

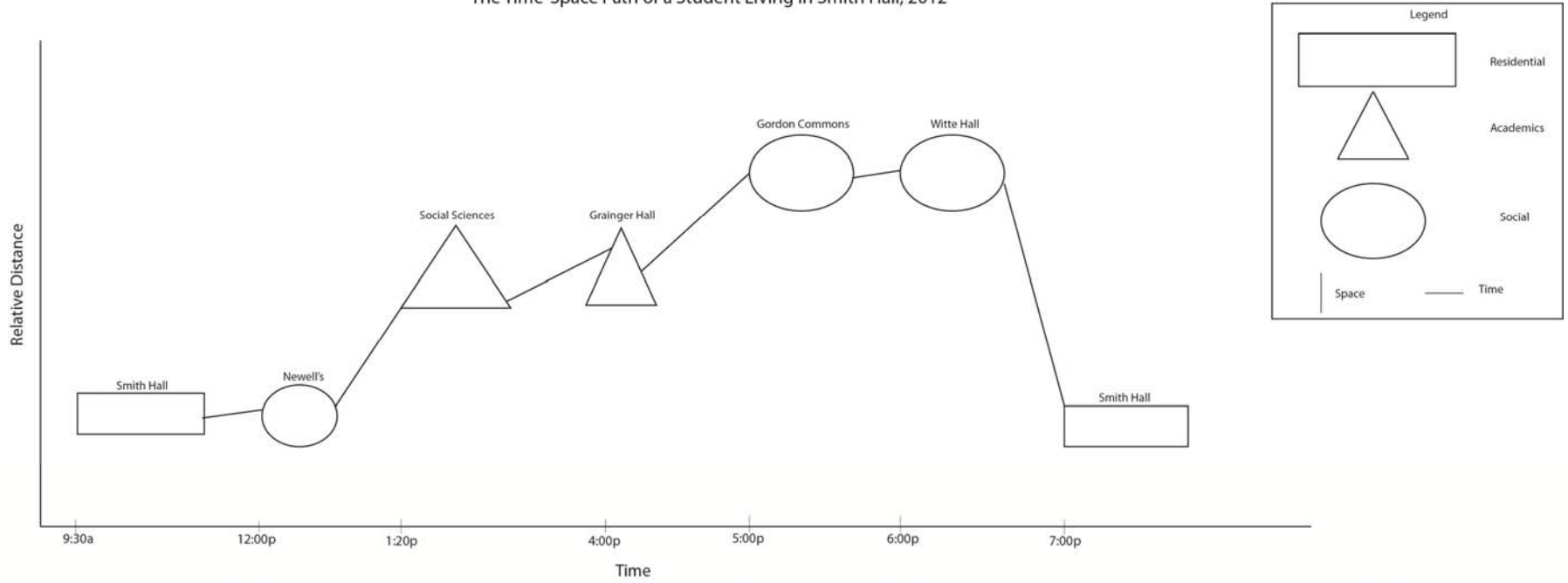


Diagram Kronshage: Student living in Kronshage Hall, 2012

The Time-Space Path of a Student Living in Kronshage Hall, Conover, 2012

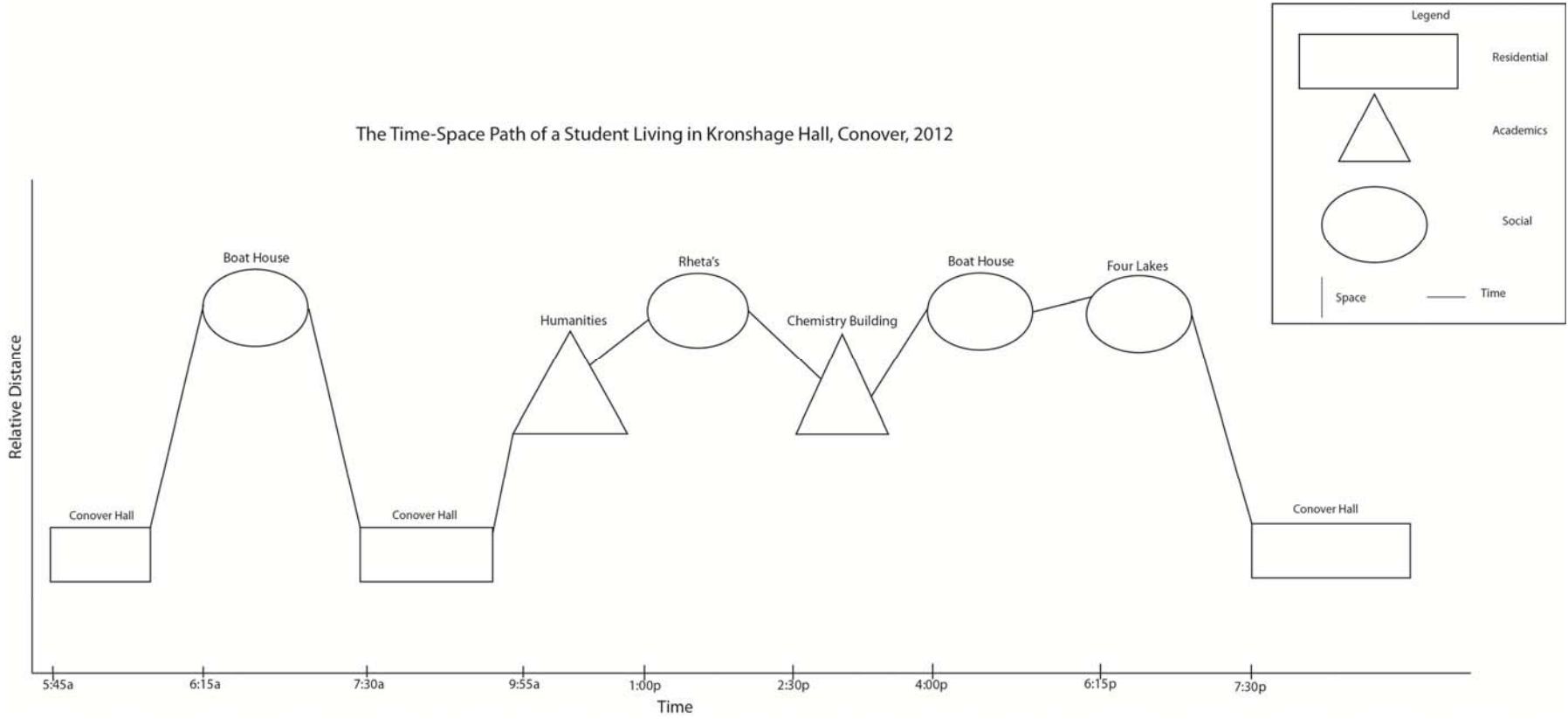
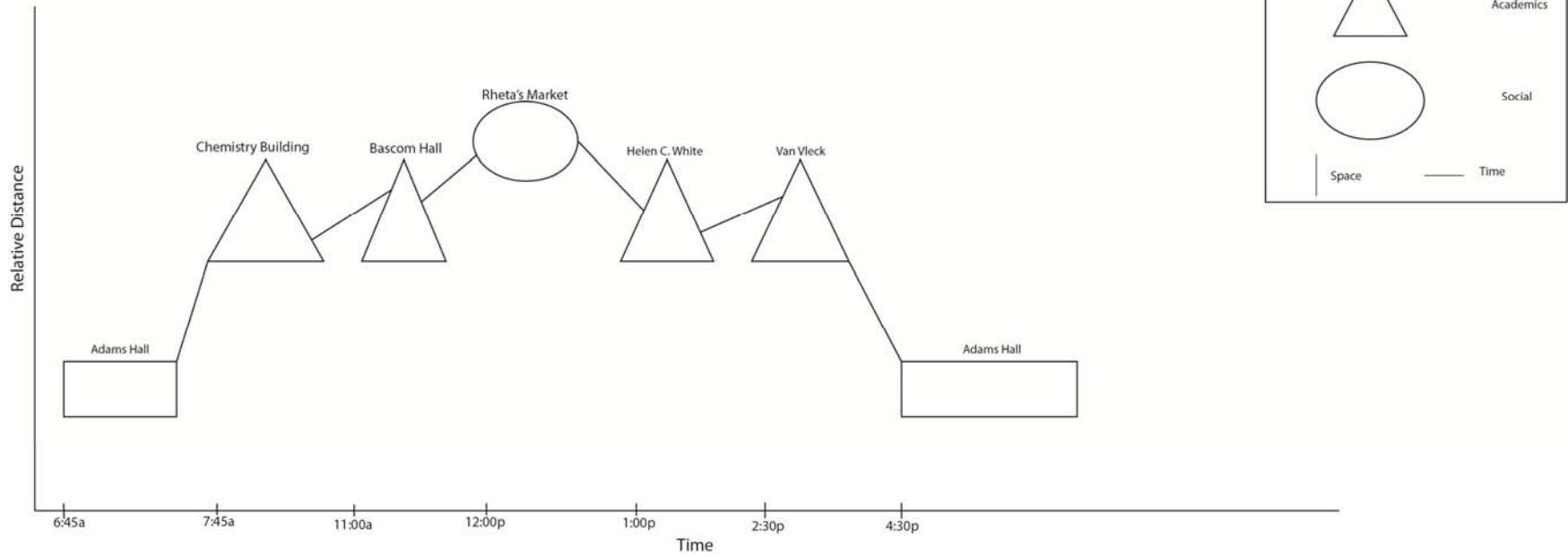


Diagram Adams 1: Student living in Adams Hall, 2012

The Time-Space Path of a Student Living in Adams Hall, 2012



Diagrams Adams 2: Student living in Adams Hall, 2012

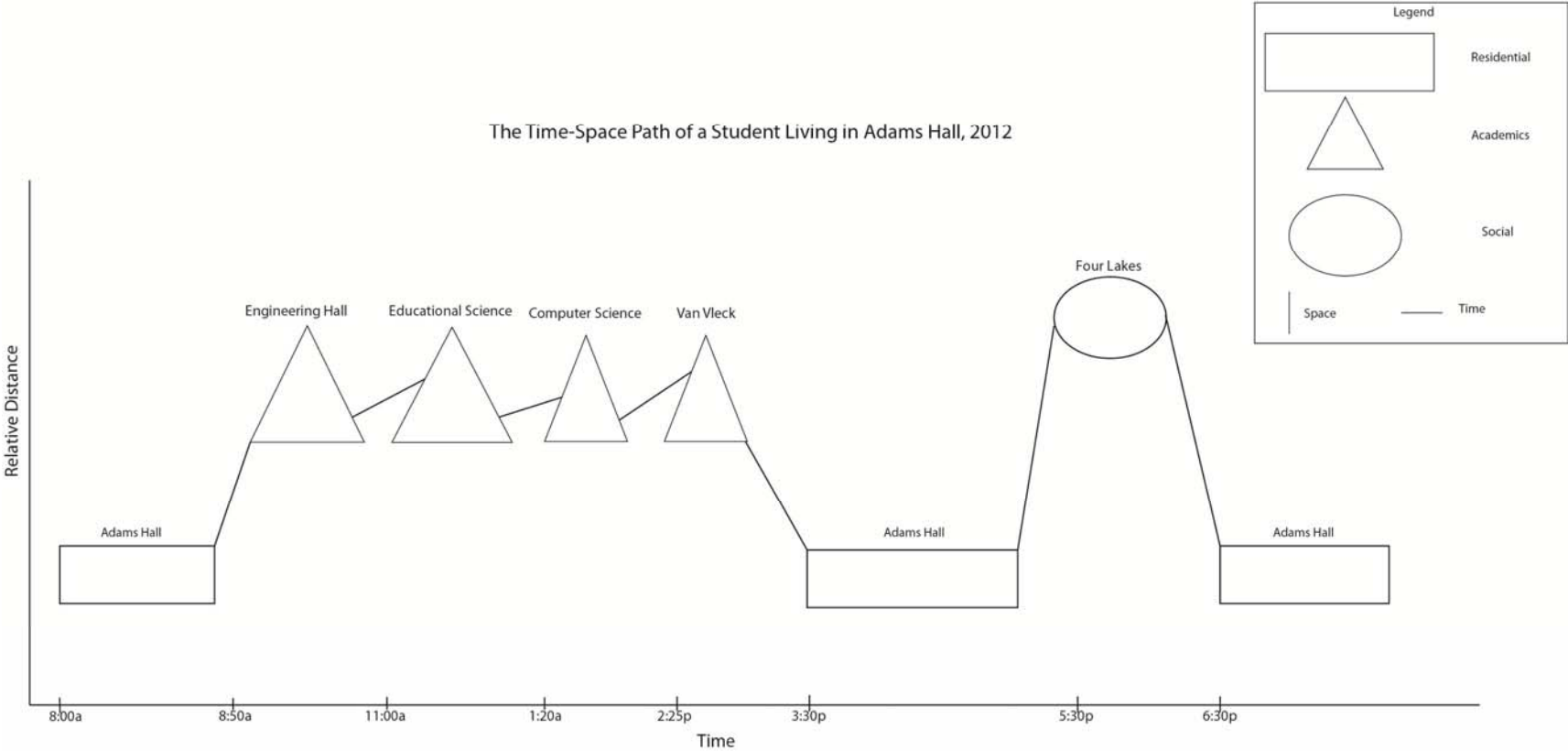


Diagram Dejope: Student living in Dejope Hall, 2012

The Time-Space Path of a Student Living in Dejope Hall, 2012

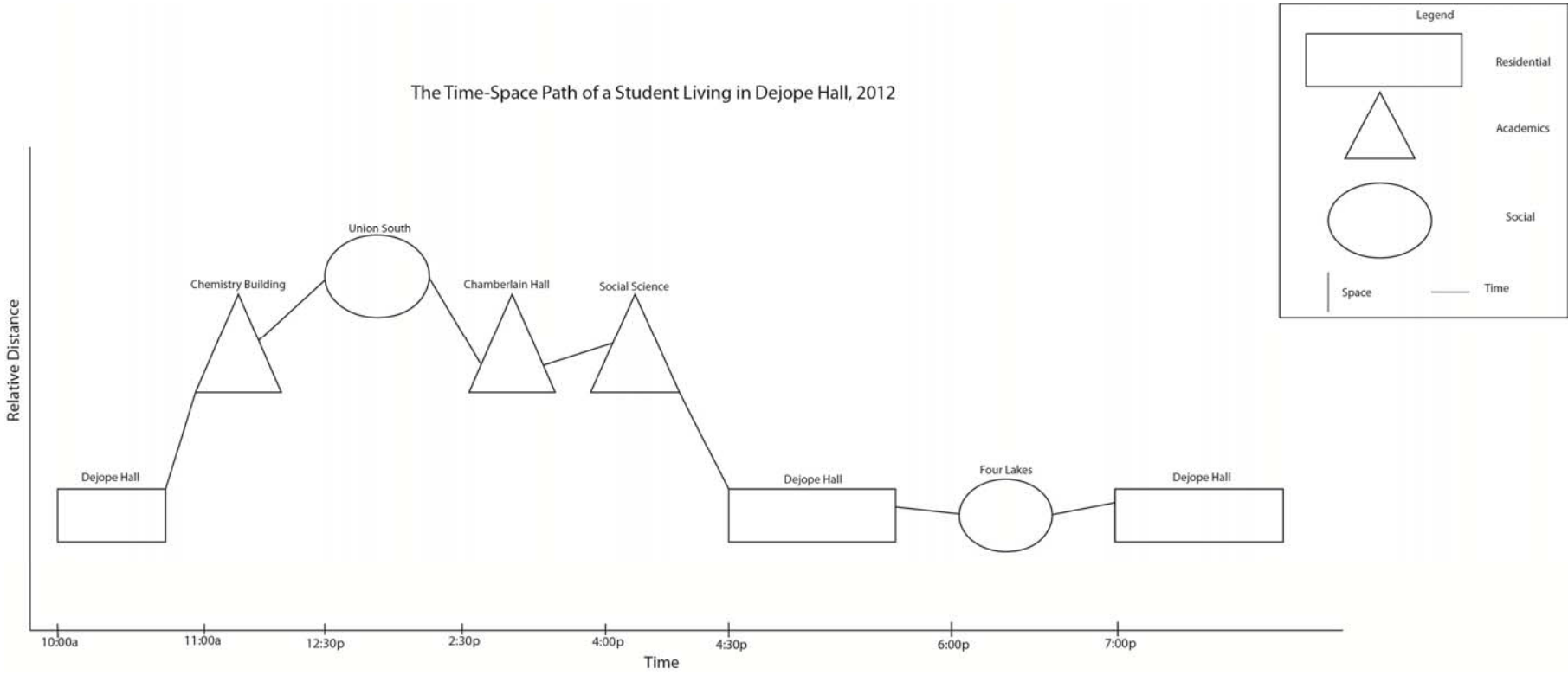
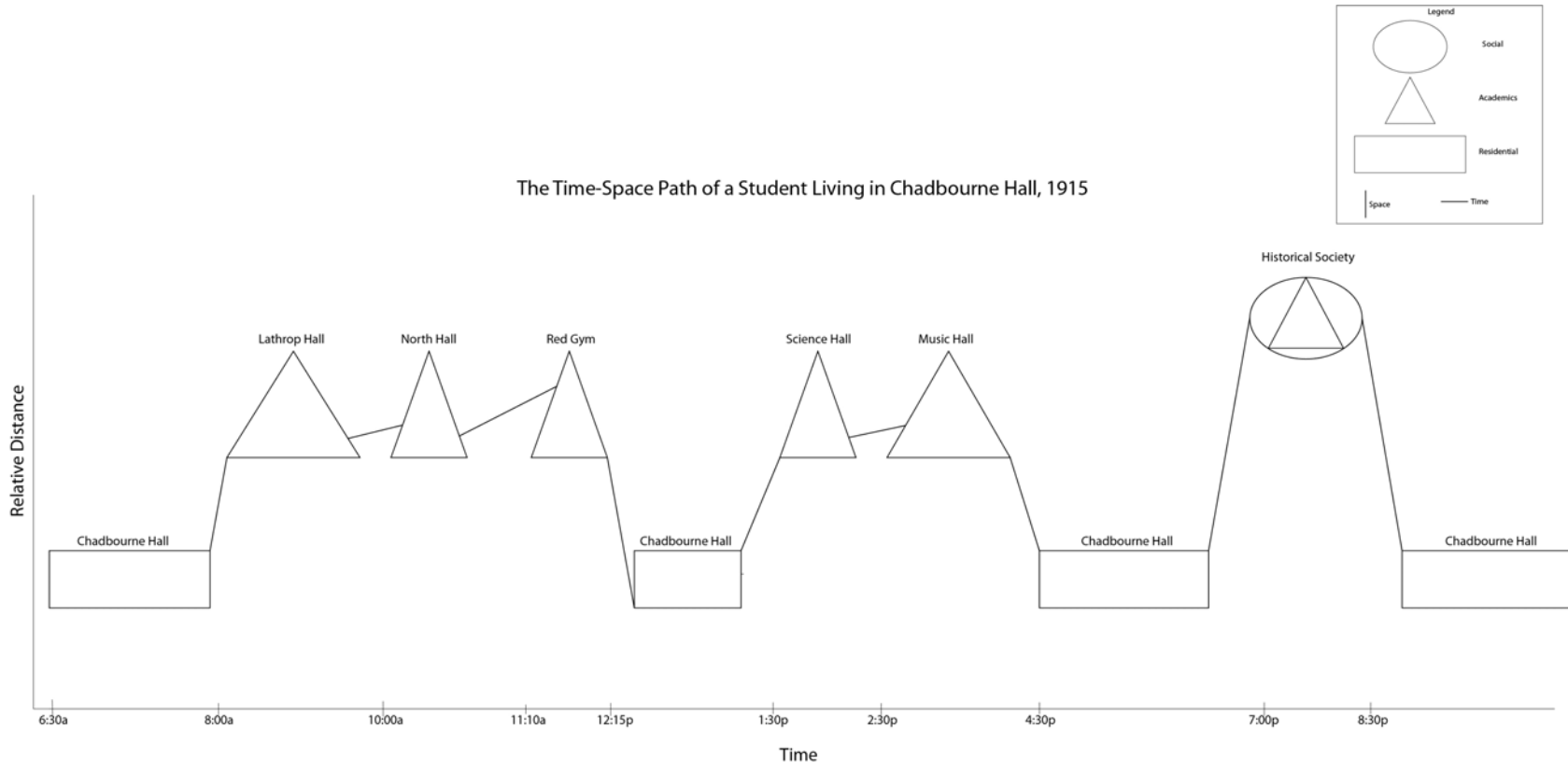


Diagram Chadbourne 2: Student living in Chadbourne Hall, 1915



Appendix A

Privacy Statement

We are students in Geography 565, our concluding course of our major. We are conducting an interview an interview about life in the UW dorms for our class project. Any personal information you share with us will be collected solely for use in our project. Nothing you say will be archived or otherwise kept in a permanent storage format, and all information will be aggregated, depersonalized, and will otherwise be in such a format that it will be impossible to trace it back to a certain individual.

If you have any questions, you can contact us at:

Josh Wasieleski: wasieleski@wisc.edu

Christy Stamos: stamos@wisc.edu

Bryan Plaster: bplaster@wisc.edu

Interview Questions

1. What dorm did/do you live in?
2. What is an average school day like? Average weekend? (Routines, how do you get to and from your dorm, how do you get around campus, people, etc.)
3. How do you spend your time while in your dorm? (Show map...what kind of places (common areas, dining hall, room, den, etc. Who with?)
4. Would you say you know the people on your floor pretty well? The rest of the dorm? (Who)
5. Do you participate in dorm sponsored activities? If so, how often/what kind? (Who, when)
6. How does the location of your dorm impact what you do during the day and on the weekends? (In terms of distance, where your friends are, who do you go with, when do you go environment, etc.)
7. What places do you go to study? (When/who)
8. Which places do you go to socialize? (When/who)
9. Any clubs, sports, or extracurricular activities? (What/When/Who)

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Interviewee 2. Personal Interview. November 7, 2012.

Interviewee 3. Personal Interview. November 8, 2012.

Interviewee 4. Personal Interview. November 11, 2012.

Interviewee 5. Personal Interview. November 14, 2012.

Interviewee 6. Personal Interview. November 26, 2012.

Interviewee 7. Personal Interview. December 6, 2012.

Interviewee 8. Personal Interview. December 6, 2012.

Interviewee 9. Personal Interview. December 9, 2012.

Interviewee 10. Personal Interview. December 9, 2012.

Interviewee 11. Personal Interview. December 9, 2012.

Interviewee 12. Personal Interview. December 9, 2012.