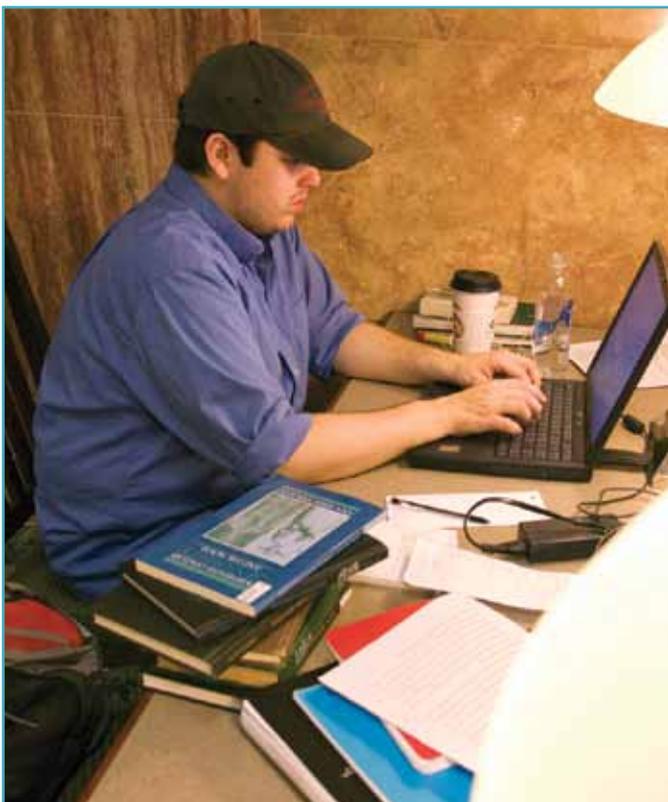




Integrated Liberal Studies

Providing a sense of community in a large campus setting





HISTORICAL SEQUENCES

Sciences

201 Western Culture: Science, Technology, Philosophy I (N)

Begins with Greek philosophy and concludes with Isaac Newton. Highlights include medieval cosmology, Copernicus and the struggle for the acceptance of the heliocentric model of the universe, and Newton's discovery of gravity and the laws of motion. Presentation is non-technical and focuses on scientific development in philosophical and methodological context.

202 Western Culture: Science, Technology, Philosophy II (N)

Scientific and technological developments in philosophical and methodological context, from the 17th century to the early 20th century. Major thinkers and topics include Bacon, Descartes, Darwin, and Einstein, the scientific method, evolution, and relativity.

Humanities

203 Western Culture: Literature and the Arts I (L)

Western literature and art from ancient Mesopotamia to the Middle Ages, with a particular focus on ancient Greece and Rome. Provides a foundational knowledge of the art and literature that has shaped the Western intellectual tradition. While learning how to read and appreciate textual and material culture, students will also develop critical thinking and discussion skills.

204 Western Culture: Literature and the Arts II (L)

Western art, literature, and culture from the early Renaissance to Postmodernism. Art and literature are viewed in social and historical contexts with an emphasis on integrating visual, performing, and literary arts around key ideas, movements, or themes.

Social Sciences

205 Western Culture: Political, Economic, and Social Thought I (Z)

Western political, economic, and social thought, in its Classical Greek and Judeo-Christian origins. Central figures include Homer, Herodotus, Thucydides, Aristophanes, Plato, Aristotle and St. Augustine.

206 Western Culture: Political, Economic, and Social Thought II (Z)

Western political, economic, and social thought, from the late Roman era to the present. Central figures include Machiavelli, Luther, Hobbes, Rousseau, Smith, Kant, Hegel, Nietzsche, and Heidegger.



Interdivisional

207 History of Western Culture I

Examines the role of capital cities in the major social, intellectual, political, economic, and religious developments from the Italian Renaissance to World War I. Students will investigate the nature of a city, the interrelationship between the physical and cultural structure of cities, as well as the relationship between the local, the center, and the periphery in modern life.

208 History of Western Culture II

Introduces the major social, intellectual, and political developments in Europe from the Renaissance through the era of the French Revolution. Students will explore the cultural history of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment, focusing not only on political development but also on the daily lives of peasants, artisans, nobles, and slaves, who forged cultures and identities of their own.

Foundation Course

200 Critical Thinking and Expression (H)

Explores a broad range of ideas and academic disciplines while fulfilling the Communications B requirement. Students practice multiple approaches to crafting effective written and oral arguments while studying examples of critical writing, art, public speaking, and performance that have changed the world.

Cross-Cultural Course

209 Introduction to Global Cultures (Z)

Drawing on examples from around the globe, this course explores different cultures and the ways in which the people of those cultures encounter, or have encountered, each other. These encounters may involve conflict, cooperation, subjugation, assimilation, resistance, or other forms of interaction through economic, political, ideological, legal, educational, religious, symbolic, and other means.

SECOND TIER COURSES

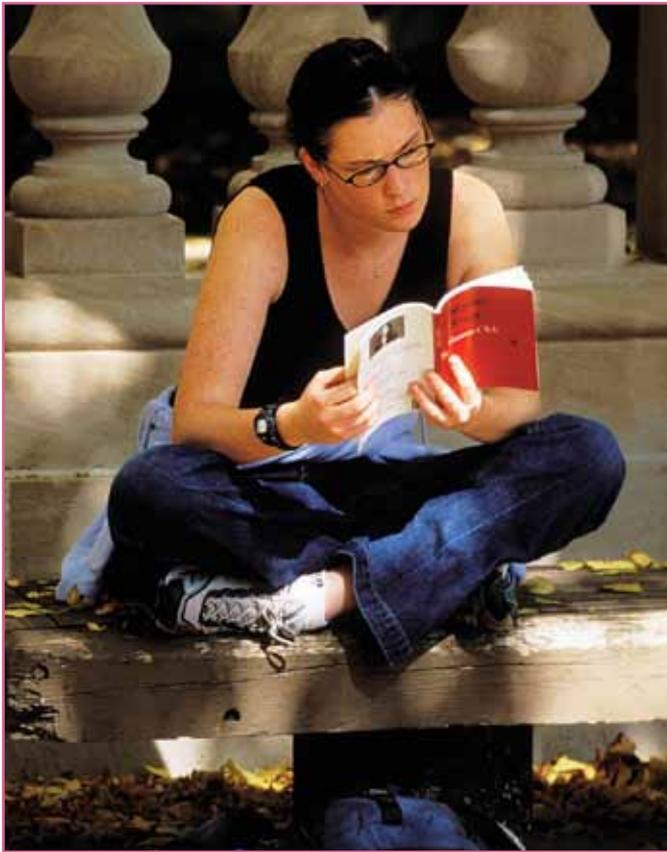
Sciences

251 Contemporary Physical Sciences (P)

Engages students in a contemporary topic such as energy, radioactivity, or global climate change. This course begins with stories in which real-world people must deal with practical problems on some part of the planet. Students then choose a similar story elsewhere on the planet, research it, argue a point of view, and present their argument to their classmates.

252 Contemporary Life Sciences (B)

A systems-oriented approach to the interrelation of plants and humans in their evolution and cultural development; a historical geographic perspective concluding with a consideration of ecosystems in 20th century America.



Humanities

253 Literature and Society (L)

Explores the relationship between literary texts and the societies that produced them. One version of the course considers literary representations of utopias, another explores political and social problems through the lens of literature. Topics are chosen by the instructor and rotate frequently.

254 Literature and Science (L)

A course for scientists interested in literature and humanists interested in the forces transforming the world, this class encourages conversations across the “two cultures” divide. Touching on issues ranging from genetic engineering and artificial intelligence to science fiction utopias and the nature of time, the course readings are drawn from both science and literature.

Variable Topics

275 Special Topics in ILS

Interdisciplinary themes and issues. Recent topics include “What is Happiness,” “Art and Political Activism,” “The Art of War,” “The Romance of War,” and “The Soundtrack of the Vietnam War.”

371 Interdisciplinary Studies in the Arts & Humanities (L or H)

372 Interdisciplinary Studies in the Social Sciences (S or L)

373 Interdisciplinary Studies in the Sciences

These advanced topics courses look at art, literature, the sciences or the social sciences from an interdisciplinary perspective and across time periods. Possible topics include the idea of tragedy, the culture of the 1960s, the epic tradition, constructions of the human body, or 19th century poetry and political literature.

Capstone Seminar

ILS 400

Designed to allow students to reflect on the questions they have encountered in previous ILS courses and develop applications for the challenges they will face in the contemporary world. Senior capstone seminars are organized around questions that encourage students to test the power of interdisciplinary methods and think holistically. Recent topics include “Shakespeare and the Modern World,” “The Vietnam Era,” “Ideas of the Hero” and “Education, Leadership, and Character.”



“ILS has given me the opportunity to look beyond the “normal” college curriculum. Big ideas, great thinkers, outgoing classmates, and involved faculty work together to create what every college student is looking for— a source of inspiration to learn.”

Hayley Lachmund,
Women’s Studies major

Integrated Liberal Studies is an interdisciplinary education program offering courses about Western history, philosophy, politics, art, literature, and science.

ILS offers students an integrated understanding of the great themes of human inquiry in scientific, political, economic, and social thought, as well as literature and the arts. Providing a small college experience within a large university, the program is an exciting, rigorous, and cohesive alternative to the conventional approach of fulfilling university breadth requirements by taking unrelated introductory courses in multiple departments. ILS students, faculty, and TAs form a community of scholars whose varied interests and areas of expertise enrich each other’s thinking.

ILS’s award-winning staff is drawn from programs and departments across the university and covers the breadth of subject areas needed for a sound liberal education. ILS not only brings different subjects and

approaches together in one program, it also integrates them into a coherent liberal education experience, emphasizing critical thinking and judgment, rather than passive absorption of information.

ILS is coherent and integrative, but not rigid. Students can choose, in a flexible way, which courses they want to take, how many they want to take, and when to take them. Courses can be taken as single electives; however, the full value of the program is best realized when ILS courses are coherently combined to satisfy all or part of the university’s breadth requirement.

The content of the curriculum has been developed in the belief that historical perspective— especially a Western civilization perspective—is required for a full understanding of contemporary issues. The progression from historical to contemporary topics, in each of the three breadth areas, is illustrated in the curriculum layout and course descriptions on the following pages.

The Meiklejohn Tradition



Alexander Meiklejohn

One of the 20th century's leading academic theorists, Alexander Meiklejohn had a bold vision for the future of liberal education. In 1927, the University of Wisconsin–Madison allowed him to put this vision to the test. His

curriculum integrated topics from several different disciplines, aiming at a cohesive educational experience centered on the “great books” of history. Through radical innovations in living arrangements, grading policies, and professor/student relationships, Meiklejohn sought to instill a self-motivated love of learning in his students. In this he succeeded, producing students whose thirst for knowledge carried them through life and still, to this very day, carries them back to the Meiklejohn House in appreciation.

A UW–Madison Tradition

ILS and the Honors Program

ILS cooperates with the Honors Program in offering special honors courses and honors sections in the ILS curriculum, so that ILS and Honors may easily be combined.

The ILS Faculty

ILS faculty is drawn from programs and departments throughout the Madison campus. They volunteer to teach in ILS because they are interested in liberal education and because they like to teach undergraduates. The ILS faculty includes some of the more outstanding teachers and scholars on campus; a majority of ILS faculty members have won Excellence in Teaching awards.

The ILS Community

ILS can be, for those who seek it, a small community on a large campus. Meiklejohn House is our home, and it can be yours too. ILS students use the house for informal studying and for educational and social activities planned by and for students. Students with a wide variety of interests rub shoulders and learn from one another in ILS, making for a vibrant student community.

The ILS Certificate

Students must complete at least 18 credits of ILS courses and complete the ILS Certificate Declaration form to earn the certificate. Six credits must be in courses numbered 230 and above, including the required Capstone Seminar, ILS 400. Students will then receive the ILS Certificate and a notation on their final transcript showing that they have completed this program of interdisciplinary study in addition to the major.

Students will usually satisfy the L&S breadth requirement in one of the three areas through courses related to their major. If they satisfy the breadth requirements in the other two areas through ILS, they will accumulate more than enough credits for the certificate.

Scholarship Opportunities

ILS also offers dedicated students opportunities for several scholarships and prizes of various amounts. The awards are intended to assist exemplary ILS students. The program gives these awards to recognize student achievement in the humanities, celebrate academic creativity, and assist in the cost of study abroad. Further scholarship information can be found on the ILS Web site.

Enroll in ILS Courses at SOAR

Entering freshmen will have the opportunity to learn more about ILS courses at SOAR. An ILS representative can provide more information.

For Further Information

For more details, write to us at:
Integrated Liberal Studies Program
228 N. Charter St.
Madison, WI 53715

or call **608-262-2190**

or visit ILS on the Web at:
ils.wisc.edu

