

# Integrated Liberal Studies Program

Spring 2026 Newsletter



Integrated Liberal Studies



# The Meiklejohn Experiment

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**Integrated Liberal Studies**

# A Message from the Chair

Welcome to the ILS spring 2026 newsletter. It's been an adventurous few months, culminating in a series of huge thunderstorms that brought hail smashing into cars and roofs on the east side of Madison. Beatriz Botero, who teaches some of our most popular ILS classes, has shared a photo of her car, which suffered some spectacular damage while parked outside a friend's house. Thank goodness for insurance! By some miracle, the hail didn't reach as far west as Meiklejohn House, so our roof was spared.

Inside Meiklejohn House we have been doing a few small renovations involving plastering and painting, but nothing that has interfered with the classes taking place in the living room downstairs. Students from ILS 200 ("Critical Thinking and Expression") and ILS 204 ("Western Culture: Literature and the Arts II") have made good use of the new audio-visual equipment in the living room this semester, although the section of ILS 204 that I observed last week did an amazing job of critiquing Jean Baudrillard's ideas about hyperreality, armed only with pens, paper and some photocopied passages. It was a stimulating way to spend 50 minutes and I enjoyed it immensely. Kudos to Pinar Tasdemir, the TA, for finding a great way to teach some mind-bending ideas.



On the subject of great teachers: we are pleased to announce that Richard Avramenko, the former chair of ILS, has found the full set of recordings of Charles Anderson's ILS lectures. The topics range from discussions of democratic experiments in Ancient Greece through to René Descartes and the scientific revolution. Right now, the recordings can be accessed by writing to Beth Shipman ([eshipman@wisc.edu](mailto:eshipman@wisc.edu)), but we will soon load them on to the ILS website for everyone to access.

Our new ILS assistant professors have been teaching sought-after classes. Yang Li, who is a historian of science, taught the large ILS 202 ("Western Culture: Science, Technology and Philosophy II") lecture class this spring, while Julia Horn, who works on Greco-Roman medicine and public health, taught ILS 525, the capstone class for the Health and the Humanities Certificate that is now housed within ILS. ILS also partnered with the History Department on a RISE-EARTH search for a new assistant professor with interests in the history and science of water. I was on this hiring committee and learned a great deal in a very short period of time about oceans and rivers in the USA and beyond. Next year, ILS and the Philosophy Department have been given permission to run a search for someone with expertise in early modern British philosophy, so we will be looking for scholars with research interests from Thomas Hobbes to David Hume. In other words, ILS continues to be a place where students and teachers with a diverse range of interests can come together to have amazing conversations about all manner of fascinating and significant topics.



This semester I have also been talking to a number of ILS alumni. I had a wonderful visit on Zoom a few weeks ago with a group of Ford scholars who were part of the ILS program in the late 1950s, and who were part of a group that set up an endowment for an ILS professorship in 1996. That professorship is currently held by Devin Kennedy, a professor in the History Department and a loyal member of the ILS program, whose new book, *Coding Capitalism: Computers and the Remaking of the Postwar US Economy*, will be published by Columbia University Press this summer: <https://cup.columbia.edu/book/coding-capitalism/9780231224031/>. I have also been in contact with Tom Neubauer, an ILS alum from the 1960s, whose fascinating reminiscences about ILS are published in this newsletter. Thank you, Tom, for writing such a great article. Also in the newsletter is Amelia Selstad's interview with Kathi Sell, a distinguished lecturer emeritus from the ILS program. The latest installment of our Alumni News section is also dedicated to students who knew or were taught by Kathi Sell.

If you would like to contribute your own recollections of the ILS program, you can do so by clicking the link on page 11. We would really love to hear from you, especially as we prepare to celebrate the 100-year anniversary of the Experimental College in April next year. Hold the date for the celebrations: **April 16, 2027**.

Everyone in ILS would like to give a huge thank you to all the alumni who donated money to ILS this year. We raised a whopping \$89,453 from alumni donations, which we will be spending on some additional student prizes, travel awards, and on continued support for teaching in ILS. Small-group teaching has such an impact on undergraduates' success and is something that makes ILS a very special place in a big institution.

Violet Scharf and Erin Sitrin, two of our current students, were awarded the Ruth Knatz Memorial prize this semester, which recognizes students from the Humanities who have done outstanding work in the ILS program. Violet and Erin are among the 21 students graduating from UW-Madison with an ILS certificate this semester. Over in the Health and the Humanities Certificate, our partner program, another 44 students will be graduating, making this one of the largest graduating classes out of Meiklejohn House for a very long time. Good luck to everyone! Please stay in touch!

Finally, thank you enormously to Amelia Selstad, the designer of this newsletter, who is also graduating from UW-Madison this semester. She has landed her dream job as an associate buyer in beauty for Target in her home town of Minneapolis. In the fall, we will be hiring a new undergraduate student to help us with our social media and digital presence. If you know anyone (or if you are that person), please get in touch with Beth Shipman ([eshipman@wisc.edu](mailto:eshipman@wisc.edu)).

I hope everyone has an excellent summer. Avoid the thunderstorms and see you in the fall!

Karen Britland ([britland@wisc.edu](mailto:britland@wisc.edu))



# Alumni Reflection By Tom Neubauer

*“...the art of democracy  
is the art of thinking  
independently  
together” – Alexander  
Meiklejohn<sup>1</sup>*



From fall 1963 through spring 1965, the Integrated Liberal Studies program at the University of Wisconsin was the academic home to me and 300 fellow students, voluntarily sharing this ongoing experiment in liberal education. I arrived at ILS on the advice of my suburban Milwaukee high school guidance counselor.

It was a special place, this small simple college tucked in a huge and complex land grant university. Most lectures were held in 165 Bascom Hall, the very image of college life. And we felt special, applauding each lecture not because it was over, but out of some unexplainable sense of gratitude.

The seats in 165 were made of wood with pull-up writing surfaces on the backs of the seats in front of us. For a while I took the same seat carved deep and written on by countless fractured ballpoint pens. Mine included the saying “bring back phlogiston,” a 17th-century theory of combustion that served as shorthand for every ILS science course.

ILSers were a diverse bunch, frequently resolute graduates of Bronx Science High School. Men could sometimes be identified by their engineer boots, chambray shirts, army field jackets, and various activist buttons, commonly “SNCC”<sup>2</sup> and “Ban the Bomb”. Channeling “quaint”, one student remarked that she woke up to the morning farm report on her AM radio.<sup>3</sup> I enjoyed celebrating whatever notable external differences existed among us that when combined enhanced our college experience. Further, I thought the university should be congratulated for permitting significant out-of-state enrollment.

As an inexperienced student, I couldn’t appreciate the rich traditions embedded in Meiklejohn’s Experimental College, the XCollege, from 1927-1932. In the years that followed, L&S leaders grappled with the most practical ways to reconstitute the program for a 1948 restart without sacrificing its





NEUBAUER THOMAS M 340693 BSI 1 JUNE 11, 1964 2-64 STUDENT COPY

MADISON  
STUDENT GRADE REPORT  
UNIVERSITY OF WISCONSIN  
OFFICE OF THE REGISTRAR

DEPT. NAME	COURSE NO.	DESCRIPTIVE TITLE	CREDITS	GRADE	GRADE Pts
ILS	102	NATURE & FUNCTION OF LANG	2	B	6
ILS	112	MDVL & RENAISSANCE CULTURE	3	B	9
ILS	122	TRANS TO INDUSTRIAL SOCIETY	4	B	12
ILS	132	EARTH SCIENCE	3	A	12
PHY ED	001	REQUIRED PHYSICAL ED-MEN	0	B	0
PSYCH	201	INTRODUCTION TO PSYCHOLOGY	4	C	8
END-SEMESTER ACTION:			16		47
			ABOVE TOTALS INCLUDE ONLY GRADES OF A, B, C, D		

NEUBAUER THOMAS M  
5117 N LAKE DR  
MILWAUKEE 17 WIS

NOT RECORDED	B.P.A. CREDIT TOTALS TO DATE	GRADE POINT AVERAGE
SEM.	CUM.	SEM.
	16	32
		2.93
		2.75

ROBERTS JOHN R 137

essence. I was happily floating along like a leaf in a stream of tradition, so the concept of an integrated whole made perfect sense. To illustrate, compare my ILS grades with the “C” in Psych 201, a thoroughly uninspiring course that survived on rote learning.

Curiously, two nonacademic experiences stand out in my memory. One involved Lowell Noland, the professor who had co-coordinated the biology curriculum since 1948.<sup>4</sup> As we dissected a small mammal in the lab, I was struck by his endless patience, his kind, calm demeanor, and the individual attention he gave each of us, surely borne of years of teaching experience and a source of assurance to a freshman like me in this competitive program.

The second was the last lecture at UW by our Medieval & Renaissance Culture professor who was leaving UW for a position at Princeton. Was he questioning his decision as he lectured through a wavering voice and welling tears? Who, I wondered at the time, would even consider leaving this learning environment, this campus, this town?

I admit to being irrationally devoted to this university, one that in my mind usually gets it right. ILS, The Wisconsin Idea to care for the people of state, Sifting and Winnowing as the way to truth, the spirited fun, the pure joy of youth securely abide in my past and present as the XCollege did for its Alumni in 1942:

*“You are studying the same lessons, grappling with the same problems, attempting to interpret the same principles, pushing forward in the same human undertakings, which challenged us all ten years ago. And that means that the Experimental College did not die. It lives in you” – Dr. Meiklejohn to the Alumni at the May 1942 Reunion, held on the campus of the University of Chicago*

1 A. Meiklejohn “Teachers and Controversial Questions,” Harper’s Monthly (June 1938): 22 from Adam Nelson, Education and Democracy: The Meaning of Alexander Meiklejohn, 1872-1964, (2001): 333

2 Known informally as SNIK, formally as the Student Nonviolent Coordinating Committee

3 Amplitude Modulation

4 Michael Hinden, “The ILS Program”, Integrated Studies: Challenges to the College Curriculum, Stephen Dill, ed., University Press of America, 1982: 67

# 2026 Ruth Knatz Memorial Prize Winners

## Violet Scharf

**Major:** Philosophy, certificate in Medieval Studies, certificate in Integrated Liberal Studies.

**Favorite ILS class?** The one I am currently in has been great (the capstone ILS 400), but in my college career the one I remember the most is from my freshman year, ILS 204: Western Culture: Literature and the Arts II.

**Favorite place to study on campus?** It used to be the fourth floor of Helen C. White in the lounge, but since that closed it is now the Art History Library in the Conrad A. Elvehjem Building

**Any plans after graduation?** Studying for the LSAT currently, aiming to apply to Law Schools this fall.



## Erin Sitrin

**Major:** I'm a History major!

**Favorite ILS class?** It's hard to choose just one, but if I had to choose a favorite ILS class, I'd go with ILS 204: Western Culture: Literature and the Arts II. It was wonderful to be able to analyze so many forms of art, from paintings to theater to film, and Professor Britland's enthusiasm for teaching made every lecture an absolute treat. Additionally, I've been able to apply much of what I learned there to my other classes, making this course not just fun but useful too.

**Favorite place to study on campus?** My favorite spot to study on campus is Memorial Library! I know it's a little musty compared to some of the other libraries. However, it's where the history books live, so it's my favorite. Also, I never have trouble finding a seat.

**Who has had the most impact on you during your time in ILS?** The person who had the most impact on me during my time in ILS is Professor Eric Carlsson. Not only have I been taking one of his courses, but he has been working with me as a thesis advisor for the past two semesters. His guidance through my senior honors thesis has been absolutely invaluable, and his support has given me the confidence to pursue my historical studies beyond undergrad.

**Any plans after graduation?** I hope to continue my studies in graduate school! I absolutely love the academic process and want to continue researching, writing, and presenting historical work.



# Catching up with Kathi Sell

*Amelia Selstad, ILS Communications Assistant, sat down with ILS Distinguished Lecturer Emeritus Kathi Sell at the Meikejohn House to talk about her time in ILS, her former students, and what she's been up to since retiring.*

## **Can you share a brief summary of your time in ILS?**

I was invited by Booth Fowler and Charlie Anderson, who were my major professors for my doctorate in political science, and who also taught in ILS. When I finished the degree, I was the UW System budget officer, and they asked me to also come over to ILS to create a senior capstone seminar. "You love learning and you will be a good teacher." I jumped at the opportunity and created the first capstone. We had six students for a year as I tried out various things. I'm still in touch with some of those students today. The capstone evolved over time into a focus on Meikejohn's ideas of education, leadership, and character.

I continued to teach one course a semester while serving as budget officer for 7 years. I had a chance to teach the ILS 205 honors section, which led me to create different courses of my own. When I turned 50, I came over to ILS full time. I was a political philosopher, so the courses I taught over the years were a mixture of politics, philosophy, and economics. "Just War Theory & Terrorism." "Classical Thinkers Grapple with Contemporary Concerns." I retired in 2010 and came back for six more years to do a couple courses, but largely supervised students' independent research courses on topics they wanted to engage with more widely and deeply.

**"I love teaching. I really think the most important thing I can do at this stage in my life is try to have some access to the next generation because they're going to be in charge."**

## **What drew you to the program?**

From the minute I came here, I was just so struck by the students that are attracted to this program. You have to be an out-of-the-box thinker. I just marvel, really marvel at them. They are what I call 360-degree thinkers. It's not just the interdisciplinarity, it's really the judgment and caring enough about topics to explore them interdisciplinarily. This speaks a lot about what kind of students you have. And the faculty are also terrific and engaging; they're similarly focused on 360-degree thinking, care a great deal about their students and about preparing them for their futures.

## **What's your favorite part of ILS?**

The students. Their compassion about other generations stunned me. I'd heard so much about Gen X-ers and millennials being grouped together (I taught mostly millennials) in references to the "me generation," but "me" is the last thing these students were thinking about. They were thinking about everyone else around them, never themselves. After the capstone class, students would offer to walk me to my car. Students would express concern about where the world is going and the environment, and how their parents and grandparents were faring in the 2008-09 recession, but never thinking about themselves.

## **What are your hopes for the ILS program in the future? Where do you see it going?**

I'm hoping it will stay with its focus on not only interdisciplinarity and the great books of Western thought, but their application to contemporary concerns. Also, continue to find ways to tie in with people who are on a pre-professional track. I think about how useful this program would be to people who are in pre-med or AI. These fields are very focused but are full of tremendous ethical issues. This is a perfect space for ILS. For a while, I did the capstone seminar on "the political, social, and moral challenges of artificial intelligence." I knew it was coming, and it's going to affect all of our lives, and we've got to prepare ourselves. We need to think about how we look at this ethically, morally, politically, and economically. I was provoked to redesign the capstone by Ray Kurzweil's book, *The Age of Spiritual Machines*.



## Tell me about your former students.

So many of the students I was privileged to work with answered the call of the world. They went into professions in education, the nonprofits, and public service. *See the alumni news section for updates on a few of the students Kathi is still in touch with.* The reason I have hope for the future is because of my former students. Because they went out into the world and did everything they said they were going to do. They want to find out what is really happening in the world. “Let’s actually look at it, not just read about it.” It’s so impressive.

## How have you been spending your time in retirement?

### Any reading, travel, or moments of reflection?

It goes between the more contemplative and reading about AI, political polarization, and income inequality (all the things I taught, and they are not going away). I traveled to Kauai, known as the Garden Island, in Hawaii in the 1990s and fell in love with its incredible beauty. I have gone back many times for its sense of perspective. I like to call this phase of life “going back down into the roots”. We were out there, up there for a lot of our lives, but before we turn back into dirt ourselves, it’s time to just try to reconnect with the deeper wisdom of life, and share what I’m learning. That’s one of the things that I learned very quickly here in ILS. I talk about teaching the students, but I didn’t teach them, I had dialogue with them and about the things we were reading together and how they apply to the world they will be entering. I’m now at a stage where really, when I look back and it’s hard to replace in my life that kind of dialogical inspiration and engagement, I rely on the fact that I had enough purpose to encourage young people to figure out their calling and support that as best I could. But I’m still having dialogue, I have conversations with my old high school and college friends, scattered around the country. There is a group of us who email relentlessly and have an ongoing poetry slam.



Hiking the Kuilau Ridge Trail, Kaua'i, February 2026

## What advice would you give to current students?

Study what you love and what inspires you and challenges you to think 360 degrees. Practice your critical thinking. Unplug, at least for a while, to be here where we are. The internet can be wonderful, but it is built to keep you going from one site to another. It really helps to slow down and smell the roses. The other thing that I really think is important is this passage: **When you leave your degree, your vocation means answering a call. Vocare, the call. Profession means professing something, having something to offer. What is your highest calling? What is your vocation? And try not to lose sight of that.** I tried very hard in my courses to do case studies and other situations where we threw students into being someone else beside themselves. Where they had to look at things from a different perspective and engage in dialogue with other characters who were in the same kind of position and try to come away learning how to be in situations we inevitably encounter in our professional lives later on. I always hoped that I gave them the opportunity to see the world from somebody else’s shoes.

## What’s your life mission statement?

**Study always, dialogue and share to seek wisdom, contemplate, and care about the world. Care about the people nearest to you.**



# Alumni News *This semester, we're highlighting accomplished alumni who stay connected with Kathi.*

## Daniel Fuchs

**Career update:** My first job after graduating UW was as a kindergarten teacher in Baton Rouge, LA as a member of Teach for America (TFA). This was a meaningful experience in many ways—first job, first time living in the South, first time teaching— but it was most meaningful because it committed me to a career focused on public service. From the classroom, I went on to work in policy at the Louisiana Department of Education, got an MBA from George Washington and worked at an education policy think tank before returning to my hometown, San Francisco, to continue working in public education.

(Currently) I'm a Capital Finance Analyst at the San Francisco Public Utilities Commission (SFPUC), which is a department of the City and County of San Francisco. The SFPUC provides drinking water to 2.7 million customers in the San Francisco Bay Area, wastewater services to San Francisco, green hydroelectric and solar power to the city's municipal departments, and renewable energy to San Francisco. The work sits at the intersection of economics, politics, law, infrastructure and public administration.

**ILS Impact:** ILS influenced me in so many ways. I would not be on my career path if I hadn't taken Dr. Sell's "Classical Figures Grappling with Contemporary Issues" which brought social inequality front and center. ILS also fostered a love of learning and a desire and confidence to engage in complex, historical topics like Just War Theory and apply them to current events, which has made me a more engaged citizen. ILS has also provided the framework to better understand the perspective of each discipline relevant to my current role in capital finance and how they interact together.



## Catherine Olien

Catherine Olien (ILS Certificate 2010) completed a PhD in Art History at Northwestern University in 2018 and initially worked as public programs manager at the American Library in Paris. She returned to the US in 2021 to step into the role of Associate Director of the Center for Humanities Research at George Mason University. Since then, she's also had two daughters, obtained French citizenship, and is in the final stages of authoring two novels, which she hopes to publish in 2028. She continues to return to many of the texts she first encountered in ILS courses, most recently coming back to Tom Stoppard's *Arcadia*, which had a tremendous impact on her back in 2007, and has surprised her by surfacing in subtle ways in both of her novels. She is grateful for the way the ILS curriculum shaped both her mind and her (developing--always developing!) moral compass.



# Michael Tiboris

**Career update:** After graduating from the UW, I got a PhD in Philosophy from the University of California, San Diego where I studied ethics in public policy. I worked as university faculty at a public affairs institute before making a leap into the think tank world. I worked at the Council on Global Affairs in Chicago as their Global Water Fellow where I led research projects on water, agriculture, and food security. I got to do projects with the World Bank, USAID, and other international development organizations. Through this role I became an expert in agricultural water policy and “hydropolitics,” and I continue to teach graduate courses in these topics at the University of Chicago’s Harris School of Public Policy. (Currently) I am the Agriculture and Water Policy Director at a nonprofit called River Alliance of Wisconsin. I lead our agriculture program which works with farmers and other organizations across Wisconsin to reduce the impacts of farming on water quality and encourage the adoption of sustainable land practices. I’m also our organization’s lobbyist and get to work with legislators on improving state environmental policy.

**Impact of ILS:** ILS was exactly what I wanted out of college and I found my people there immediately. I have friends to this day that I met at ILS. I married one of them, in fact. There is enormous personal value you will get for the rest of your life from being a person who has thrown themselves into the greatest writing and thinking we’ve managed as a species.

**Favorite ILS Memories:** I was lucky enough to be an ILS student during the Booth Fowler and Kathi Sell era! I spent every chance I had hanging out at Meiklejohn. I followed Booth from class one day and he gave me a job in the office. I ordered framed art for the house and painted the spiral stairwell. I took every opportunity I could to sit on Booth’s couch and steal his time to talk about philosophy, poetry, and life generally. Kathi was so good at casually tossing out a piece of an idea for me to chase and I regularly left her office with a stack of books to read. It was the best. I couldn’t get enough.



Spiral Stairwell in the Meiklejohn House

We’ll continue highlighting the achievements, career updates, and life milestones of our incredible alumni community. If you would like to be featured or have news to share, we invite you to send in your updates. We would love to celebrate and spotlight your story.

[https://uwmadison.co1.qualtrics.com/jfe/form/SV\\_ehUyydJBDmNagcK](https://uwmadison.co1.qualtrics.com/jfe/form/SV_ehUyydJBDmNagcK)



# Integrated Liberal Studies

# Featured ILS Graduate

## Amber Mans



wisteria (twining vines)

Amber Mans

2026

Pulled glass tubing, argon, mercury, fishing line, wire  
3 x 3.5 ft. installation

When I first arrived at UW, I knew I wanted to pursue a certificate along with my major in Fine Arts. I'd bounced around with a few options: entrepreneurship, business, and art history to name a few, but I didn't quite connect with any of them. One spring day, I stumbled upon the Meiklejohn in search of a quiet place to study and found exactly what fit with my goals (and rather hectic schedule!).

As a fine arts major, the majority of my classes are studio courses. This means that my class blocks take up a considerable amount of time and require extensive time out of class. Finding courses that fit my interests and fulfill my major requirements seemed impossible, until I discovered that many of the classes I had already taken worked towards the ILS certificate. The ILS breadth classes not only provided ample time options that I could work into my schedule, but were also interesting and enjoyable classes. Because of this flexibility, I am able to graduate in only four years with both a Bachelor's in Fine Arts and an ILS certificate.

Aside from the convenience and flexibility of this program, I have taken great enjoyment out of the variety of classes offered in this path.

I particularly chose to take classes in literature, history, and religion to reinforce the concepts I use in my art practice. I work most often with glass and plasma as materials, using the two together to create sculptures, installations, and performances. I have been able to draw from the things I've learned in my ILS history of science and religious studies courses to influence the spirituality I try to imbue with hand pulled glass tubes filled with glowing gases.

As I move out of undergraduate study and into the next steps before graduate school, I'm grateful for the foundation that the ILS certificate provided me. I look forward to where my research will take me, and hope to incorporate the grounding I have from ILS into my future artwork!



# Integrated Liberal Studies



# Spring 2026 ILS Graduates

**Hadi Syed Andrabi**

**Harry Luo**

**Carrie Chinsee**

**Amanda Renee Magler**

**Aidan K Chong**

**Amber L Mans**

**Grace Olivia Ellinger**

**Grace Michaiah Meinel**

**Owen Hobbie Finlay**

**Violet Ilana Scharf**

**Megan Frinton**

**Dayle Madison Simpson**

**Isaac Scott Gamble**

**Erin Jessica Sitrin**

**Zoey Gayan**

**Francesca Luna Smith**

**Quincy Pax Greene**

**Aaron Raymond Stettner**

**Edie Joh**

**Logan Anthony Underwood**

**Eimaan Saeed Khan**



**Integrated Liberal Studies**

# Keeping ILS Connected

We're excited to keep building our LinkedIn group for ILS students and alumni! This is a space to connect, share updates, and stay in touch with the ILS community. Our goal is to help people make meaningful connections, celebrate what our alumni are up to, and support current students with opportunities and advice. We'll continue to share professional opportunities, updates on ILS events, and ways to build connections across our network. Please follow the link to join and get involved!

<https://www.linkedin.com/groups/14806099/>



**Integrated Liberal Studies**

# Thank you

**Alumni: your donations and passion for ILS make a true difference.**

**Students: your curiosity, dedication, and growth inspire.**

**Faculty: your guidance, expertise, and support make ILS possible.**

Help support current ILS Certificate students by donating to one of our general funds. Donations made to the Integrated Liberal Studies Fund are used for student activities and events to help foster community within our program.

<https://ils.wisc.edu/donate/>



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