



CATALOG
2023-2024

Frequently Called Ripon Phone Numbers

Admission Office.....	920-748-8709
Art Events	920-748-8791
Athletic Events	920-748-8770
Athletic Office.....	920-748-8133
Constituent Engagement Office.....	920-748-8126
Financial Aid Office.....	920-748-8101
Housing Office.....	920-748-8146
Music Events.....	920-748-8791
Theatre Events	920-748-8791

Historically Ripon College has been committed to the principles of equal rights and equal opportunity and adheres to non-discriminatory policies in recruitment, enrollment, and counseling of students. Ripon provides equal enrollment and educational opportunities for all qualified students without regard to gender, sexual orientation, race, color, religion, age, national or ethnic origin, or disability.

Information concerning the graduation or completion rate of certification for students is available in either the Office of Admission or the Office of the Registrar.

The information in this publication was accurate at the time of printing. Ripon College reserves the right to make changes as educational and financial considerations require.

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College Calendar for 2023-2024

Fall Semester

Monday, July 23, 2023	<i>Liberal Arts in Focus</i> begins
Friday, Aug. 11, 2023	<i>Liberal Arts in Focus</i> ends
Friday, Aug. 25, 2023	Faculty/staff opening meeting, 10:30 a.m.
Saturday, Aug. 26, 2023	Residence halls open for new students, 9 a.m. and Matriculation Convocation, 3 p.m.
Sunday, Aug. 27, 2023	Residence halls open for returning students, 9 a.m.
Monday, Aug. 28, 2023	Classes begin, 8 a.m.
Thursday, Sept. 7, 2023	Half-semester course add/drop deadline (without asterisk)*
Sunday, Sept. 17, 2023	Constitution and Citizenship Day
Monday, Sept. 18, 2023	Fall Fest Week
Friday, Sept. 22, 2023	Last day for removing Spring 2023 incompletes and Full-semester course add/drop deadline (without asterisk)*
Friday, Sept. 29, 2023	Family Weekend
Tuesday, Oct. 3, 2023	Half-semester course withdrawal deadline (with asterisk)*
Friday, Oct. 13, 2023	Fall vacation begins, 5 p.m.
Wednesday, Oct. 18, 2023	Classes resume, 8 a.m.
Wednesday, Oct. 18, 2023	Mid-semester D and F grade reports due.
Friday, Oct. 20, 2023	Last day for half semester courses
Monday, Oct. 23, 2023	Second half-semester courses begin
Thursday November 2, 2023	Second half-semester course add/drop deadline (without asterisk)*
Monday, Nov. 6, 2023	Full-semester course withdrawal deadline (with asterisk)* and election of satisfactory-unsatisfactory option deadline
Tuesday, Nov. 21, 2023	Half-semester course withdrawal deadline (with asterisk)*
Tuesday, Nov. 21, 2023	Thanksgiving break begins, 5 p.m.
Monday, Nov. 27, 2023	Classes resume, 8 a.m.
Wednesday, Nov. 29, 2023	Catalyst Day, classes suspended
Friday, Dec. 8, 2023	Last day of classes
Monday, Dec. 11, 2023	Final examinations begin**
Friday, Dec. 15, 2023	Last day of final examinations

*Transcript indications for “without asterisk” or “with asterisk”: “without asterisk” indicates that the course will not be listed on the transcript; “with asterisk” indicates that course will appear on the transcript noting that the course was dropped after the third full week of classes.

**Students are expected to take their examinations at the scheduled times and will not have their schedules changed because of transportation difficulties or job appointments.

Pickard Commons will be closed during the midwinter and spring vacations. Residence halls will be closed during midwinter vacation, but may remain open during spring break if there is sufficient demand.

College Calendar for 2023-2024

Spring Semester

Monday, Jan. 1, 2024	<i>Liberal Arts in Focus</i> begins
Friday, Jan. 12, 2024	<i>Liberal Arts in Focus</i> ends
Sunday, Jan. 14, 2024	Residence halls open for all students, 9 a.m.
Monday, Jan. 15, 2024	Martin Luther King Jr. Day. The College encourages and provides options for student, faculty, and staff participation with volunteer and/or other learning activities that fulfill the vision of the Rev. Dr. Martin Luther King Jr.
Tuesday, Jan. 16, 2024	Classes begin, 8 a.m.
Friday, Jan. 26, 2024	Half-semester course add/drop deadline (without asterisk)*
Friday, Feb. 9, 2024	Last day for removing Fall 2023 incompletes and Full-semester course add/drop deadline (without asterisk)*
Friday, Feb. 23, 2024	Half-semester course withdrawal deadline (with asterisk)*
Friday, March 8, 2024	Last class day for half-semester courses
Friday, March 8, 2024	Mid-semester D and F grade reports due
Friday, March 8, 2024	Spring vacation begins, 5 p.m.
Monday, March 18, 2024	Classes resume, 8 a.m.
Monday, March 18, 2024	Second half-semester classes begin
Thursday, March 28, 2024	Second half-semester course add/drop deadline (without asterisk)*
Friday, March 29, 2024	Full-semester course withdrawal deadline (with asterisk)* and election of satisfactory-unsatisfactory option deadline
Wednesday, April 17, 2024	Second half-semester course withdrawal deadline (with asterisk)*
Wednesday, April 17, 2024	Catalyst Day, classes suspended and Awards Convocation, 7 p.m.
Tuesday, April 30, 2024	Last day of classes
Wednesday, May 1, 2024	Reading Day
Thursday, May 2, 2024	Final examinations begin**
Wednesday, May 8, 2024	Last day of final examinations
Sunday, May 12, 2024	Commencement, 1:30 p.m.
Monday, May 13, 2024	<i>Liberal Arts in Focus</i> begins
Friday, May 31, 2024	<i>Liberal Arts in Focus</i> ends

*Transcript indications for “without asterisk” or “with asterisk”: “without asterisk” indicates that the course will not be listed on the transcript; “with asterisk” indicates that course will appear on the transcript noting that the course was dropped after the third full week of classes.

**Students are expected to take their examinations at the scheduled times and will not have their schedules changed because of transportation difficulties or job appointments.

Pickard Commons will be closed during the midwinter and spring vacations. Residence halls will be closed during midwinter vacation but may remain open during spring break if there is sufficient demand.

Summer Term

Monday, June 3, 2024	Classes begin, 8 a.m.
Wednesday, June 19, 2023	Juneteenth, Classes suspended
Thursday, July 4, 2024	Independance Day, Classes suspended
Friday, July 26, 2024	Last day of classes

College Calendar for 2024-2025

Fall Semester

Monday, July 29, 2024
Friday, Aug. 16, 2024
Friday, Aug. 30, 2024
Saturday, Aug. 31, 2024

Sunday, Sept. 1, 2024
Monday, Sept. 2, 2024
Tuesday, Sept. 17, 2024
Friday, Oct. 18, 2024
Wednesday, Oct. 23, 2024
Wed-Fri, Nov. 27-29, 2024
Wednesday, Dec. 4, 2024
Friday, Dec. 13, 2024
Monday, Dec. 16, 2024
Friday, Dec. 13, 2024

Liberal Arts in Focus begins
Liberal Arts in Focus ends
Faculty/staff opening meeting, 10:30 a.m.
Residence halls open for new students, 9 a.m. and
Matriculation Convocation, 3 p.m.
Residence halls open for returning students, 9 a.m.
Classes begin, 8 a.m.
Constitution and Citizenship Day
Fall vacation begins, 5 p.m.
Classes resume, 8 a.m.
Thanksgiving break; classes suspended
Catalyst Day, classes suspended
Last day of classes
Final examinations begin
Last day of final examinations

Spring Semester

Monday, Jan. 6, 2025
Friday, Jan. 17, 2025
Sunday, Jan. 19, 2025
Monday, Jan. 20, 2025

Tuesday, Jan. 21, 2025
Friday, March 14, 2025
Monday, March 24, 2025
Wednesday, April 30, 2025
Tuesday, May 6, 2025
Wednesday, May 7, 2025
Thursday, May 8, 2025
Wednesday, May 14, 2025
Sunday, May 18, 2025
Monday, May 19, 2025
Friday, June 6, 2025

Liberal Arts in Focus begins
Liberal Arts in Focus ends
Residence halls open for all students, 9 a.m.
Martin Luther King Jr. Day: The College encourages and provides
options for student, faculty, and staff participation with volunteer and/
or other learning activities that fulfill the vision of the Rev. Dr. Martin
Luther King Jr.
Classes begin, 8 a.m.
Spring vacation begins, 5 p.m.
Classes resume, 8 a.m.
Catalyst Day, classes suspended and Awards Convocation, 7 p.m.
Last day of classes
Reading Day
Final examinations begin**
Last day of final examinations
Commencement, 1:30 p.m.
Liberal Arts in Focus begins
Liberal Arts in Focus ends

Summer Term

Monday, June 2, 2025
Monday, 16, 2025
Friday, July 4, 2025
Friday, July 25, 2025

Classes begin, 8 a.m.
Juneteenth, Classes suspended
Independence Day, Classes suspended
Last day of classes

The College

Mission Statement

Ripon College prepares students of diverse interests for lives of productive, socially responsible citizenship. Our liberal arts curriculum and residential campus create an intimate learning community in which students experience a richly personalized education.

Vision

Ripon envisions itself as a venerable, prosperous and widely respected liberal arts and sciences college that is proud of its history and confident about the future.

An intense engagement with and concern for the academic, artistic and personal development of students have defined Ripon since its founding on the Wisconsin frontier and will always be enduring characteristics of the College.

Vigorous and healthy growth will place Ripon in a distinctive class of intentionally sized, intellectually vibrant and civic-minded colleges. Ripon will attract students, faculty and staff of excellent character, great potential and high quality, and the College will be increasingly appealing to its alumni. Ripon will interact conscientiously with the local community and will extend its reach to the nation and the world at large.

Ripon College will command broad interest, recognition, support and respect. A burgeoning spirit of optimism and opportunity, accessibility and possibility will emanate from the College and will inspire it to imagine – and to do – great things.

Core Values

We are committed to:

Serious Intellectual Inquiry

A standard of academic excellence fosters scholarly and artistic achievement

and promotes lifelong learning.

Integrity

Ethical conduct guides the College. Decisions and actions reflect the principles of honesty, fairness, candor, respect, responsibility, trust, inclusiveness and openness.

Diverse Community

Differences of perspective, experience, background and heritage enrich the College. Relationships are sincere, friendly, welcoming and supportive.

Stewardship

Ripon College is a responsible steward of its mission, traditions, and resources.

Service

Service within and beyond the campus enables effective governance, encourages community engagement, and creates leadership opportunities.

Statement on Cultural, Ethnic and Racial Diversity

Cultural, ethnic and racial diversity is vital to the liberal arts mission of Ripon College.

Thus, alongside our commitment to understand and appreciate the western and Judeo-Christian traditions to which our society has historically adhered, we also are committed to understanding and appreciating the enriching differences of other intellectual and cultural traditions. Understanding of particular differences can and should enhance appreciation for the essential kinship of the human spirit which is particularly important in an age of global interdependence where powerful technology is available for both creative and destructive ends. Such understanding also serves to make each individual aware of the particularities of his or her own culture. Thus, awareness of and appreciation for such diversity

2 The College

is critical and should be reflected in all of Ripon's curricular and co-curricular programs.

Ripon's commitment to cultural, ethnic and racial diversity assumes three dimensions. First, such diversity is and should be a fundamental value and motivating principle explicitly acknowledged throughout the Ripon curriculum and promoted in all areas of the collegiate enterprise. Second, the College is and should be devoted to recruiting and nurturing members of the College community who represent a diverse array of backgrounds. Finally, the College is and should be devoted to providing educational and developmental programs of direct and tangible value to members of the Ripon community from a wide variety of backgrounds.

These three dimensions are complementary and mutually reinforcing. As cultural, ethnic and racial diversity are encouraged and expressed in the curriculum, in the composition of the human populations, and in all aspects of campus life, the Ripon College experience is enriched for all those who share in it.

Campus Buildings and Facilities

Anderson Hall. One of the Quads, Anderson Hall is a residence hall for upperclass men and women. From 1958-2004, it was called Smith Hall. This facility was renovated in 2001.

Bartlett Hall. Built in 1888, Bartlett mostly had served as a residence hall throughout its history. During 1987-88, the building was completely renovated. It houses the Dean of Students, Student Support Services, Health and Counseling Services, and the Center for Diversity and Inclusion. The hall is named for Sumner Bartlett, husband of the principal donor, Mrs. Lucy Bartlett of Oshkosh.

Bovay Hall. One of the Quads, Bovay was opened in 1965 and is a residence hall for upperclass men and women. It is named for Alvan Bovay, one of the founders of the College. The facility was renovated between 2003 and 2006. In 2008, Bovay Terrace Restaurant and a fitness center were added to the building. Those areas have been repurposed as an event space and gaming area, respectively.

Brockway Hall. One of the Quads, Brockway was opened in 1958 and is a residence hall for upperclass men. It is named for William S. Brockway, who in 1851 pledged to buy the largest share of stock in the College, and for whom the College itself was named until 1864. Brockway was renovated in 2006.

Campus Apartments/430 Woodside Avenue. Built in 2006-07, this apartment-style residence hall offers upper-class housing.

Ceresco Prairie Conservancy. The Conservancy is being restored to a natural prairie ecosystem as part of a 20-year cooperative cost-share agreement and related management plan with the Wisconsin Department of Natural Resources. A 3.5 mile system of public recreational trails traverses the conservancy, which also includes the Patricia Kegel '56 Environmental Classroom, Planet Walk and the Stott Wetlands Trail. A mountain bike trail was added for sport enthusiasts in 2011.

East Hall. The original campus building, East Hall was begun in 1851 but not completed until 1863. It was thoroughly renovated in 1882 and in 1980. For several years, it was the only building on campus and has housed virtually every academic and administrative function at one time or another. It now houses faculty offices, a faculty lounge, classrooms and Kresge Little Theatre. In 1972, the State Historical Society placed an official Wisconsin Historical Society Marker

near the entrance in recognition of the College's three original structures (East, Smith, and West halls). A plaque in the theatre also commemorates the first debate sponsored by the National Forensic League, which was held therein. A renovation in 2015 made the theatre the hub for political speakers and esteemed guests hosted by the campus community.

Evans Hall. One of the Tri-Dorms, Evans was built in 1939 and is a residence hall for women. It is named for Silas Evans, president of the College from 1911-17 and from 1921-43.

Evans Admission Center. Built during William E. Merriman's presidency in 1863, it changed hands when Merriman left in 1876. It later was acquired by Ripon President Richard C. Hughes and served as the home of the president of the College from 1901-66. Renovated in 2005, this building now is used as an admissions welcome center.

Farr Hall of Science. Built in 1961, Farr contains faculty offices, laboratories, a science library, an auditorium and classrooms. Renovation of Farr Hall and a new addition were dedicated in the fall of 1997. It is named for Albert G. Farr, Ripon College trustee from 1897-1913.

Francis Field. Dedicated in June 1995 by Ripon trustee Patricia Parker Francis and her husband, Robert, Francis Field serves as the home of Ripon's men's intercollegiate baseball team.

Franzen Center for Academic Success. Located on the first floor of Lane Library, the center provides tutoring, peer mentoring, and collaborative learning spaces, including several private group work rooms. The center was opened in 2019 and is named for Ripon Trustee Mark Franzen '83 and his spouse, Janice Heinz Franzen '83.

Harwood Memorial Union. Completed in 1944, Harwood formerly housed the dining hall and administrative offices in addition to many of its current func-

tions. Renovated in 2007, the Union now contains Great Hall, Martin Luther King Jr. Study, The Spot lounge and restaurant, the Mail Center, "WRPN live" webcast station, and Marketing and Communication offices. It is named for Frank J. Harwood, member of the Board of Trustees from 1916-40.

Hopp Stadium. Completed in 2023, Hopp Stadium supports Ripon's continued athletic excellence and enhances the overall student experience. The 157,000-square-foot on-campus stadium is a mixed-use space that houses the football and soccer teams, allowing for a better fan experience for students and families, and provides a setting for concerts, intramurals and other student and community activities. The stadium is named for Ripon Trustee, Steve Hopp '83.

Ingalls Field. Purchased in 1888 and sold in 1939, Ingalls still serves as the College's field for track. It is named for John G. Ingalls, a member of the Class of 1876, who was instrumental in acquiring the property for the College. It now is owned by the Ripon Area School District. Extensive renovation of the track and field was completed in 1986. Renovation of the facilities was completed in 2004, field turf was installed in 2008, and a new away-team locker room was added in 2011.

The Interfaith Chapel. Located at the First Congregational Church of Ripon, the chapel may be accessed via the sidewalk branching off the main walk between East and Smith halls. It provides a quiet space for contemplation, meditation and prayer for members of the Ripon College community. Individuals of all faith traditions are welcome to use the space. The chapel is open every day from 8 a.m. until 8:30 p.m.

Johnson Hall. Built in 1962 and expanded in 1966, Johnson is a residence hall for women. It is named for H. F.

Johnson and his wife, Irene. Mrs. Johnson was a trustee of the College from 1953-72. The lounge and lobby were renovated in 2011.

Patricia Kegel '56 Environmental Classroom. Developed in 1996 as an integral part of the West Campus Natural Habitat Preserve, this classroom provides space for environmental study in the midst of a restored nature area. It is named for Patricia Kegel '56 in honor of her lifelong dedication to Ripon and her love of nature.

Kemper Hall. Built in 1966, Kemper served as the College clinic until 1988. It now houses Information Technology Services and a computer lab. It is named for James S. Kemper, Chicago insurance executive and longtime member of the Board of Trustees.

Lane Library/Wehr Learning Resources Center. Completed in 1930 and named for the principal donor, Rollin B. Lane, member of the Class of 1872. Wehr Learning Resources Center was added in 1974 and named for Milwaukee industrialist Todd C. Frederick Wehr. Together, they house the College's book, periodical and microfilm collections; reading and conference rooms; the archives; group study areas; and Waitkus Computer lab. The Franzen Center for Academic Success was opened on the first floor in 2019.

Mapes Hall. One of the Quads, Mapes, was opened in 1961 and renovated in 2003. This residence hall for upperclass men and women is named for the College's principal founder, David P. Mapes.

One Merriman Lane. Built in 1966, One Merriman Lane serves as the home of the president of the College.

S. N. Pickard Commons. Built in 1962, Pickard Commons is the campus dining hall. It is named for Samuel N. Pickard, chairman of the Ripon College Board of Trustees for many years.

Extensive renovations were completed in 1997-98 with the assistance of Marriott Educational Services. In 2005, a coffee shop serving Starbucks Coffee was located in the lobby. A partial renovation was completed in 2008 updating the student common area, dedicated as the David and Lynne Joyce Lounge. In 2012, all three meeting rooms had interior design and technology upgrades to beautify and improve functionality and extensive renovations of the kitchen and student dining area were completed with the assistance of Sodexo. The Center for Career and Professional Development was added to the lower level in 2017.

Physical Plant Building. Built in 2007, this building houses the staff of the maintenance, grounds and house-keeping departments. The vehicle fleet also is managed from this building.

Prairie Fields. Constructed in 1992 and further improved in 1996, this complex of fields contains a regulation soccer field, the football practice field and Tracy Field, the women's varsity softball field.

The Quads. Mapes, Brockway, Anderson and Bovay halls; residence halls for upperclass students. Outdoor volleyball courts are located in the Quad area for student convenience and activities.

C. J. Rodman Center for the Arts. Opened in 1972, Rodman houses Benstead Theatre, Demmer Recital Hall, a music library and resource center, a multimedia center, practice and listening rooms, a recording booth, art studios, rehearsal and dressing rooms, faculty offices and classrooms. It is named for Ohio industrialist Clarence J. Rodman, Class of 1913. The 10,000-square-foot Thomas E. Caestecker Wing for the Fine Arts was added in 1992. It includes art studios, faculty offices, an art gallery and an outdoor sculpture garden. In 2015, Caestecker Gallery was renovated by students as part of the Arts Management course. An art digital lab was added

in 2016 and the Demmer Recital Hall remodeling project was completed in 2018. The Caestecker Wing is named for Thomas E. Caestecker, a member of the Ripon College Board of Trustees from 1988-2002.

Howard Sadoff Fields. Dedicated in 1961, the field has been the home of many Ripon College championship baseball teams. It has been used for varsity soccer games and is now the site of intramural and club sports, including soccer and softball.

Marshall Scott Hall. Built in 1951 and expanded in 1966, Scott is a residence hall for men and women. Scott Hall underwent a complete renovation during the 1993-94 fall and spring semesters. As part of the construction process, a new wing containing 22 residence hall rooms was added. Enlarged rooms, suites and increased recreational space were provided by the renovation and expansion. In 2011, numerous living area upgrades were performed to beautify the facility. It is named for Marshall Scott, a trustee of the College from 1932-1936.

Shaler Hall. One of the Tri-Dorms, Shaler was built in 1939 and is a residence hall for first-year women. It is named for C. A. Shaler, businessman and sculptor.

Elisha D. Smith Hall. Completed in 1857, Elisha D. Smith Hall is the main administration building for the college. The building was destroyed by fire and rebuilt in 1931; from 1903-1971 it was known as Smith Hall and from 1971-2004 as Middle Hall. Elisha D. Smith Hall was the College's first residence hall and it also has housed classrooms, laboratories and art studios. The offices of the President, Dean of Faculty, Advancement, Alumni, Finance, and Financial Aid offices are located in Smith Hall. An official Wisconsin Historical Marker near the entrance to East Hall recognizes Elisha D. Smith Hall as one of the College's

three original structures.

Willmore Center. Opened in 1967 under the name of the J. M. Storzer Physical Education Center, this building houses two full-size gymnasiums (Weiske Gymnasium and Keipe Gymnasium); indoor tennis courts; practice areas for baseball, golf and archery; a weight room; an aerobics room; a dance studio; competition-size swimming pool; locker rooms; and classrooms. In 2011, the basketball court was renamed the Bob Gillespie Court after Ripon's own "winningest" coach in history and in the top 40 NCAA Division III "winningest" coaches. In 2019, the court was renamed the Gillespie/Johnson Court, to honor long-serving athletic director and women's basketball coach Julie Johnson. A \$22 million revitalization was completed in 2017, which includes 12,000 square feet of fitness training area, a 64,000-square-foot field house with an indoor track and 8,000 square feet for classrooms, state-of-the-art athletic training room, a human performance lab, and fitness studios, and a Micro Market featuring salads, sandwiches and snacks to go. With the renovation, the building was renamed to honor Lifetime Trustee Dena Willmore.

Stott Trails. The wetland and woodland trails in the West Campus Natural Habitat area were developed in the summer of 1996 in honor of Bill and Peggy Stott. William R. Stott Jr. served as Ripon's 10th president from 1985-1995. Bill and Peggy Stott are avid friends of nature and wildlife.

Tri-Dorms. Evans, Shaler and Wright halls; residence halls for first-year women and men built in 1939. These halls were completely renovated in 1986-87.

Todd Wehr Hall. Built in 1969, Wehr is the main classroom building on campus. It houses classrooms, faculty offices, seminar rooms, psychology laboratories, several computer laboratories, and a

lecture hall. First-floor expansion and renovations in 2007 provided additional and updated classrooms. It is named for Milwaukee industrialist Todd C. Frederick Wehr.

West Hall. Completed in 1867, West has served as the library, residence hall, dining hall and general meeting place at one time or another. It now houses faculty offices, classrooms, seminar rooms, College Days student newspaper, ROTC headquarters and the Ripon College Museum. An official Wisconsin Historical Marker near the entrance to East Hall recognizes West as one of the College's three original structures.

Wright Hall. One of the Tri-Dorms, Wright was built in 1939 and is a residence hall for women. It is named for John W. Wright, a trustee of the College from 1910-1937.

Special Facilities

Office of Information Technology. Ripon College Office of Information Technology (OIT), located in Kemper Hall, supports the mission of the College by providing access to and support of information resources and technologies that enhance teaching, learning and living in the College community. Open-use computer labs are available for student use in Lane Library, Kemper, Rodman and Todd Wehr. Specific resources and services can be found on the College's website and at my.ripon.edu/ICS/ITS/

Library Resources. Lane Library has more than 300,000 physical and digital resources to support student work, a digital media lab, and many areas available for classes, tutoring, group meetings, individual studying and socializing. The library is open more than 100 hours per week, and librarians are available for personalized research assistance from 8:00 a.m. through 5 p.m. Monday through Friday.

Lane Library was built in 1930 and expanded in 1974 with the addition of the Wehr Learning Resources Center. Physical resources within Lane include books, government publications, films, microforms, newspapers and periodicals. Students may check out a variety of devices, such as chromebooks, cameras, graphing calculators, DVD drives, jump drives, charging cables, tripods and microphones. The catalog, available on the library's website, provides access to the library's collection, including 100,000 e-books, and access to other library catalogs worldwide via WorldCat. Subscriptions to online databases provide access to academic and popular journals, newspapers and streaming films; they are available on- and off-campus. The free interlibrary loan service allows Ripon College community members to check out books and articles from across the United States.

The main floor of the library has areas for speakers, classes, tutoring, group meetings, individual studying, and socializing. There are two conference rooms on the top floor. One is reservable and each has a large, flat-screen television to play DVDs or mirror with students' laptops, whiteboard, table and chairs. On this floor is the Silent Study Room, which has a cozy, living room-like atmosphere. Waitkus Computer Lab has 20 computer stations, teacher's station, projector, document camera, three whiteboards and a blackboard wall.

A federal depository since 1982, the library receives approximately 11 percent of the materials published by the Government Printing Office including many online titles. Lane Library became a depositor for Wisconsin documents in 2002 and now receives around 1,500 state publications per year.

In addition to Lane Library, Ripon College has two other resource centers on campus: C.J. Rodman Center for the

Arts contains music and art slide collections; and Todd Wehr Hall houses a curriculum resource center with K-12 textbooks, periodicals, teaching materials and multicultural curriculum resources.

Accreditation and Affiliation

Ripon College is accredited by the Higher Learning Commission. Associations, agencies or governmental bodies which accredit, approve or license the institution and its programs should contact the office of the dean of faculty for review of relevant documentation. The College's program in education is accredited by the Wisconsin Department of Public Instruction. Ripon's chapter in the national scholastic honor society Phi Beta Kappa was chartered in 1952.

Ripon's historical ties to the Congregational Church are represented today in its affiliation with the successor ecclesiastical body, the United Church of Christ. The College-Church relationship is more to the total Judeo-Christian tradition than to a particular denomination. Ripon's membership on the Council of Higher Education of the United Church of Christ provides for cooperative and mutually non-subordinate relationships that enhance the programs of College and Church alike. Other colleges in Wisconsin related to the United Church of Christ are Beloit, Lakeland and Northland.

As a member of Associated Colleges of the Midwest, Ripon offers its students opportunities for off-campus study and research. The association, formed during the academic year 1958-59, now includes Beloit, Lawrence and Ripon in Wisconsin; Carleton, Macalester and St. Olaf in Minnesota; Coe, Cornell, Grinnell and Luther in Iowa; Knox, Lake Forest and Monmouth in Illinois; and Colorado College in Colorado.

Other important affiliations are with the Council of Independent Colleges,

American Association of Colleges for Teacher Education, the Association of American Colleges, the Council for the Advancement and Support of Education, the College Entrance Examination Board, and the Wisconsin Association of Independent Colleges and Universities. These are national and state membership organizations that serve to sustain and advance higher education either nationally or regionally.

Governance

Ripon College is incorporated in the state of Wisconsin as an independent, privately endowed college governed by a self-perpetuating board of trustees. The faculty is governed through an elected committee system and in monthly meetings of the entire body. Ripon students participate in college governance by their representation on major committees and at faculty meetings. A graduating senior is elected annually by the student body to serve as a Special Graduate Trustee. The student senate is the formal channel for general expression of student attitudes and interests.

Free interchange of ideas is facilitated by Ripon's small size and the accessibility of faculty and administration.

Financial Aid and Scholarships

Ripon College administers a comprehensive array of merit- and need-based financial aid programs that are designed to provide qualified students with the opportunity to attend the College regardless of their family financial situation. Financial need is not a factor in the Ripon College admission decision process.

Ripon College scholarships recognize and encourage academic potential and accomplishment as well as special talents and participation. These awards for excellence are given to deserving students regardless of financial need. Scholarships are available in the following areas:

Undergraduate Scholarships

Academic Scholarships

Ripon College academic scholarships are reviewed on a rolling basis following acceptance to the College. The admission application, along with supporting documentation, is reviewed to determine eligibility for all scholarships. The scholarship committee will begin consideration for an academic scholarship for those students who have achieved academically and have demonstrated leadership and service in their high schools and communities. Academic scholarships awarded in 2023-24 range from \$25,000 to \$38,000 annually.

Recognition Tuition Awards

Wiedey Family Ensemble Scholarships for Music — amount tbd. Students with ability in the area of music will be invited to audition with faculty for these scholarships upon admission. The student must have a demonstrated commitment to pursuing music at Ripon College though a major in music is not required. Renewal is contingent on the following criteria: enroll in at least one Music Department

ensemble each semester, maintain enrollment as a full-time student and maintain satisfactory progress toward a four-year degree as published in the Ripon College Catalog. These scholarships apply to tuition only.

Chemerow Theatre Scholarship —

amount tbd. Students with ability in the area of Theatre will be invited to audition with faculty for these scholarships upon admission. The student must have a demonstrated commitment to pursuing Theatre at the College although a major in Theatre is not required. Renewal is contingent on the following criteria: enroll in at least one Theatre Department performance each semester, maintain enrollment as a full-time student and maintain satisfactory progress toward a four-year degree as published in the Ripon College Catalog. These scholarships apply to tuition only.

Art Department Scholarship —

amount tbd - Students with ability in the area of Fine Arts will be invited to share their portfolio with the faculty from the Art Department to compete for these scholarships upon admission. The student must have a demonstrated commitment to pursuing Art at the College although a major in Art is not required. Renewal is contingent on the following criteria: enroll in at least one Art Department course each semester, maintain enrollment as a full-time student and maintain satisfactory progress toward a four-year degree as published in the Ripon College Catalog. These scholarships apply to tuition only.

Diversity Scholarship — up to \$8,000 (\$2,000 per year). Awarded upon admission to high-achieving students each

year who will contribute to the cultural, ethnic, geographical and socioeconomic diversity of Ripon's student body. Students who show an invested interest in the advancement of diversity, who belong to a historically underrepresented population and/or who demonstrate involvement working with diverse communities or organizations are eligible for this award. Eligibility criteria also include a demonstrated commitment to diversity and inclusivity and the willingness to share various cultural perspectives at Ripon College. To apply for this scholarship, students should highlight their experiences or involvement with diversity and inclusivity in the essay portion of the application for admission.

Legacy Award — up to \$8,000 (\$2,000 per year). Awarded to siblings, children or grandchildren of Ripon alumnae/alumni.

Ripon College Retention Scholarships

Ripon College offers the scholarships below to continuing students who meet the criteria specified. These are one-year scholarships that require the student to submit an application during spring semester for the following academic year.

Curt and Cora Kanow Scholarship — \$2,000. Awarded to students who are rising sophomores or above who contribute to the diversity and vitality of the campus and community through active involvement in organizations or other activities that contribute to positive change. Applicants must demonstrate financial need. Scholarship may be renewed for up to three years upon receipt of an application and continued participation in campus or community activities and an acceptable GPA.

Mabel Schwiesow Lent (1940) En-

dowed Scholarship — \$2,000. Awarded to students who are rising sophomores or above who have contributed to the diversity and vitality of the campus and community-at-large through recent active involvement in organizations or other volunteer activities that contribute to improving the lives of individuals on campus and in the community. Financial need is considered. Scholarship may be renewed for up to three years upon receipt of an application and continued participation in volunteer activities and acceptable GPA.

George H. Miller Scholarship — \$2,000. Awarded to students who are rising juniors or seniors who have demonstrated academic excellence at Ripon College through performance in the classroom, research activities or other scholarly pursuits. Applicants must have a minimum GPA of 3.25. Preference will be given to social science and humanities majors; however, all majors will be considered. Financial need may be considered. Scholarship may be renewed upon receipt of an application and continued academic performance and involvement.

Grace Goodrich Class of 1906 Endowed Scholarship — \$2,000. Awarded to sophomores, juniors or seniors in a liberal arts major with a GPA of 3.0 or higher. Preference will be given to students who have taken coursework in the classics.

Al Jarreau Scholar in Arts — \$2,000. This scholarship was established in honor of the benefit concert performed by alumnus Al Jarreau '62. To be awarded to students who are or plan to major in any of the visual or performing arts. Financial need may be considered. Scholarship may be renewed upon receipt of an application and continued academic performance and involvement.

Joanne Spelman '46 Scholarship — \$1,000. This scholarship was established by Harold J. Spelman in honor of his wife to provide support to a student, with preference to a female student majoring in fine arts (preferably painting). Financial need may be considered. Scholarship may be renewed upon receipt of an application and continued academic performance and involvement.

Gerda Thiele Fine Arts Scholarship — \$2,000. Established by the children of Gerda Thiele who had a lifelong interest in the fine arts and worked in the Ripon community for humanitarian causes. Shall be awarded to a student pursuing a fine arts major. Second preference will be given to a student who intends to pursue a fine arts minor. Financial need may be considered. Scholarship may be renewed upon receipt of an application and continued academic performance and involvement.

Richard and Kathy Russo Family Endowed Scholarship — Amount varies. This scholarship will be awarded to a student(s) who exhibits both academic merit (GPA >3.0) and has an exhibited desire to assist others by doing community service and other volunteer activities. Financial need is not a factor in the selection process.

Ripon College reserves the right to expand, discontinue or adjust the selection criteria, eligibility requirements and award amounts for these and other scholarships in the future.

ROTC

Ripon has a long tradition of Army ROTC on campus. Special incentive programs enable Army ROTC scholarship recipients to attend Ripon and receive additional scholarship assistance. Contact the Office of Admission for

details. ROTC candidates must submit a Free Application for Federal Student Aid (FAFSA).

Need-Based Financial Aid

Financial need is the difference between the annual Cost of Attendance (COA) at Ripon and the amount a student and his or her family are able to contribute toward those costs. That ability is reflected in the Expected Family Contribution (EFC) which is determined annually based on the information entered on the Free Application for Federal Student Aid (FAFSA). Students may file their FAFSA online at studentaid.gov. Continuing students will receive a Renewal FAFSA notice directly from the Department of Education on an annual basis.

New students must be admitted to Ripon College before a financial aid offer can be made. All students are encouraged to apply/reapply for financial aid each year as soon as possible after Dec. 1 (or as soon as the FAFSA opens for the new year. (Note for the 2024-25 year, the FAFSA opening date will be delayed as late as mid December. In future years, it should be open as early as October 1.)). Late applications will be considered for available funding.

Financial aid is renewed annually based upon the Renewal FAFSA results and satisfactory academic progress. Award amounts may be adjusted to reflect changes in demonstrated financial need, changes in student enrollment, or housing plans, student's year in school, and available funding.

Student financial aid awards may consist of a combination of federal and state-funded grant programs, Ripon College grant and scholarship awards, and other non-institutional scholarships. Other financial assistance can include on-campus student employment and educational loans. The amount of each financial aid type is determined by the

Office of Financial Aid in accordance with federal, state and program regulations, as well as the availability of funds.

An undergraduate student must be enrolled in the regular program of the College and be registered for a minimum of 12 semester hours of credit (full time) in order to qualify for receipt of aid funded by the College, and must be registered for at least 6 semester hours of credit (half time) to receive federal and state aid.

Graduate students must be enrolled in a minimum of 9 semester hours of credit to be full time in order to qualify for receipt of federal aid. Half time status would be a minimum of 5 semester hours of credit, in order to be eligible for federal aid. Students must consult the Office of Financial Aid if they are planning to be less than full time status because an adjustment may have to be made in the aid award.

In addition to federal and state financial aid, limited Ripon College financial assistance may be available for one semester with affiliated off-campus study programs. Undergraduate students must apply for the off-campus program experience through the Office of the Registrar in the academic year prior to the experience. The amount of the funding will be determined by the financial aid office and the type of program the student is attending. Only federal and state financial aid is available for non-affiliated off-campus study programs.

For additional information about financial aid and scholarships, please consult the Ripon College Financial Aid Guide, the admission application, or simply contact the admission or financial aid offices for assistance.

Graduate Financial Aid

Graduate Assistants — GA will receive a scholarship (tuition discount) equivalent to 30% reduction in tuition.

Athletic Assistants — AA will receive a scholarship (tuition discount) equivalent to 30% reduction in tuition.

lent to 30% reduction in tuition.

Stipends for GA/AA — eligible students will receive a \$7000 stipend paid as earnings over the course of the first three terms (\$1000 summer 1, \$3000 fall, \$3000 spring, no stipend for summer 2)

Graduate students that file a FAFSA are eligible for Federal Direct Loan and/or Federal Direct Graduate PLUS loan up to the cost of attendance after all other aid has been applied.

Financial Aid Satisfactory Academic Progress Policy

Federal regulations require all students receiving Federal Title IV Financial Aid funds (and state aid) maintain satisfactory academic progress while in the pursuit of their degree. SAP is defined as passing a required number of hours and achieving a required grade-point average during a reasonable period of time. Regulations require that the entire academic history be considered, whether or not the student received federal aid. This policy is at least as strict as the academic policy the College uses for a student that does not receive Federal Title IV Financial Aid funds. The standards in this document are separate and distinct from the College's Academic Standing policy administered by the Associate Dean of Faculty and Registrar (see the Ripon College Catalog and online).

SAP Review

- Satisfactory academic progress is reviewed at the end of each semester, including summer (if/when a summer term is offered). If a grade change or incomplete grade is updated after grades are posted, the student may request a recalculation of the GPA for a manual SAP review with the Office of Financial Aid.

- Transfer credits are reviewed for satisfactory academic progress after receipt of official transcripts.

Three standards are used to measure academic progress only for federal (and state) financial aid eligibility:

1. Cumulative Grade-Point Average

To retain financial aid eligibility, a student must academically progress according to the following scale:

Undergraduate Semesters Completed at Ripon College:

End of one semester	1.70 GPA
End of two semesters	1.80 GPA
End of three semesters	1.90 GPA
End of four or more semesters	2.00 GPA

Graduate Students Must Maintain:

3.00 GPA

Grades and credits considered when evaluating SAP:

- Grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, S or CR are considered attempted and earned hours.
- Withdrawals (W), Incompletes (I), Failures (F), Unsatisfactory (U), No Credit (NC) and "*" grades are considered attempted but not earned.
- Grades of "I" are expected to be altered by the calendar deadline or other deadline specified by the instructor or Office of the Registrar, the Office of the Registrar will record a grade of "F" or grade submitted by the instructor.
- Transfer Credits: Only credits which count toward the Ripon College degree are transferable to Ripon College. Credits which transfer are included in the calculation of both attempted and earned hours and impact will impact both completion rate and maximum time-frame. Grades earned at other institutions for transfer credit are not included in the Ripon College GPA calculations.
- Credits granted for AP scores, IB scores and foreign language retro credits are included in the calculation of both attempted and earned hours. There are no grades associated with foreign language retro credits. Also, scores/

grades which may be associated with AP/IB scores are not included in the Ripon College GPA calculations.

- When a course is repeated, the most recently earned grade replaces the grade previously earned in the cumulative GPA calculations.

2. Credit Completion Rate

The completion rate, based on cumulative, is calculated by dividing the number of hours completed by the number of hours attempted. Attempted hours (without an asterisk) are those enrolled in after the semester add/drop deadline. To retain financial aid eligibility, a student must earn 67% or more of the credit hours attempted. For example, a student who successfully completes 14 of 16 hours attempted has an 88% completion rate and is considered in Satisfactory Academic Standing for financial aid eligibility. Repeated courses are counted in the number of hours attempted each time the course is taken. Credits for Incompletes are included in the total hours attempted. As long as an incomplete is posted, no credits are awarded and, therefore, no credits are included in the hours attempted for the completion rate calculation. When a grade is submitted resulting in the awarding of credits, the number of awarded credits would be included in the hours attempted and reflected in a subsequent running of the SAP report.

3. Maximum Time Frame

A student is no longer eligible to receive financial aid after s/he has attempted 150% or more of the credits required to complete the degree for which the student is **currently** enrolled. For example, an undergraduate program requiring 124 credit hours to graduate would allow 186 attempted hours ($124 \times 1.5 = 186$). A graduate program requiring 33 credit hours to graduate would allow 50 attempted hours ($33 \times 1.5 = 49.5$ rounded

up to 50). Thus, the student is ineligible for Federal Aid when it becomes mathematically impossible for them to complete their program within 150% of the published program length. (In other words, it is possible for the student to become ineligible for Title IV aid as a result of this measure before actually reaching 150% of the published program length.)

The maximum time frame is **not** increased for changes in major, double majors, or adding a minor in another subject area. Teacher certification is a stand-alone program and will be calculated on its own. **In Focus** coursework taken will count toward the maximum time frame. Repeated coursework hours will count toward the maximum time frame. Second degrees and non-credit remedial coursework are not offered by the College.

FA Warning Status

Warning Status is assigned per semester when a student fails to meet SAP for GPA or credit completion.

The student is notified through their ripon.edu email account.

During Warning status, a student may continue to receive federal Title IV aid for one semester.

FA Suspended Status

Suspended status is assigned when a student fails to make SAP while in Financial Aid Warning and prevents the student from receiving additional Title IV aid in any future semester.

Financial Aid Suspension may be appealed to the Office of Financial Aid. The Appeal Process follows below.

A student may be removed from Suspended Status after successfully appealing or meeting SAP in a subsequent semester.

FA Probation Status

Probation status is assigned to a student who fails to make satisfactory academic progress while in Warning Status but successfully appeals and has eligibility for aid reinstated. The Appeal Process follows below.

Federal student aid may be received for one payment period while on Probation. To regain Title IV eligibility after that, the student must meet SAP or the requirements of the approved individual academic plan.

Academic Plan

An Academic Plan will be developed for a student in financial aid Suspended Status which, if followed, will ensure the student is able to meet financial aid SAP standards by an agreed upon date. This Plan is developed with the Associate Dean of Faculty/Office of the Registrar and/or their Academic Advisor(s) in consultation with the Office of Financial Aid.

Appeal Process

The loss of financial aid eligibility may be appealed if extenuating circumstances interfered with the ability to meet satisfactory academic progress. To appeal the loss of financial aid, submit a letter explaining the extenuating circumstances that resulted in your lack of academic progress and provide supporting documentation. **Appeals of financial aid termination must be received by the Office of Financial Aid no later than 15 days prior to the start of the semester the student wishes to attend.**

Extenuating circumstances must meet at least one of the following criteria:

- Prolonged illness, medical condition or injury to student or **immediate** family member
- Death of an **immediate** family member
- Unforeseen and/or extenuating circumstances beyond the student's control

The letter must include the following information:

- The circumstances and how the circumstances affected academic performance.
- Dates and time periods involved.
- Explanation of how the situation has changed and the steps you are taking to resolve the circumstances and improve your academic performance.

Documentation may include:

- Physician letters and hospital records (must include dates of illness and recovery time).
- Death certificate or obituary.
- Court or police documents.
- Letters from third-party professionals on his/her letterhead.

Students who have exceeded the maximum time frame must include additional information:

- Explanation of why you were unable to complete your program within the Time Frame allowed for your degree.
- The number of hours needed to complete your current degree and your intended graduation date.
- A copy of your degree plan listing all remaining classes needed to graduate is required. It must be approved and signed by the Associate Dean of Faculty/Registrar.

Appeal Decisions

• INCOMPLETE APPEALS OR APPEALS SUBMITTED PAST THE DEADLINE WILL NOT BE REVIEWED.

- All appeal decisions are final and affect the student's eligibility for federal and some state financial aid. See below for more information.
- The Associate Dean of Faculty/Registrar and the Office of the Dean of Students will be advised of the decision.
- Appeals are approved for only one semester at a time.
- Academic Plans are reviewed each

semester.

- If a student is progressing according to the Plan, a new appeal is not required.
- If an appeal is approved, financial aid will be awarded on a probationary basis.
- Terms and conditions of appeal approval will be included in the decision notice.
- Notification of the decision will be sent to the student's ripon.edu email account and updated on the MyRipon portal.

Regaining Financial Aid Eligibility

Students whose financial aid was terminated due to lack of satisfactory academic progress or if their appeal has been denied may choose to enroll without the benefit of federal or state financial aid. At such time that a student's academic record meets the requirements for academic progress defined in this policy and SAP calculations have been run at the end of a semester, federal and state financial aid eligibility is restored for subsequent terms of enrollment.

Note: A student who has lost eligibility may not automatically regain it by not attending for a semester.

Consult with a financial aid counselor if there are questions about this policy, the appeal process or reinstatement of financial aid eligibility.

Ripon College Refund Policy Complete Withdrawal — Official Process

Ripon College's refund policy directly reflects federal regulation and applies to all students whether or not they are receiving federal financial aid. Students who withdraw from Ripon College up through the 60% point in time in the semester will be eligible for financial aid (federal, state, and/or institutional) in an amount equal to the percentage of the semester completed ("earned amount").

The remainder of their financial aid (“unearned amount”) will be returned to the appropriate funding source (excluding Federal or College Work-Study earnings). Students are responsible for returning unearned federal assistance less the amount returned by the school. (See “**Return of Title IV Funds**” policy below.)

Students who withdraw after the 60% point in time in the semester will be considered to have “earned” all of their financial aid for that term. No funds will be returned to the funding source.

Students withdrawing from the College for any reason are liable for a \$100 withdrawal fee plus payment of a percentage of the comprehensive fee (tuition, fees, and room and board) for the semester. The percentage of comprehensive fee charged corresponds to the percentage of the semester completed. For example, a student who withdraws at the midpoint of the semester would receive a 50% reduction of the comprehensive fee. After the 60% point of the semester is reached, no reduction of the comprehensive fee is provided.

Students or parents who feel that individual circumstances warrant exception to the above policy should appeal in writing to the Dean of Students, 300 Seward Street, P.O. Box 248, Ripon, WI 54971. Refund examples are available upon request from the Office of Financial Aid.

All withdrawing students need to complete the Withdrawal/Check-Out Form available from the Office of the Dean of Students. Completion of this form will ensure that students follow all withdrawal procedures. Withdrawal procedures include residence hall room inspection by the hall director or resident assistant for resident students and return of all campus keys.

The completed Withdrawal/Check-Out Form must be returned to the Office

of the Dean of Students along with the student’s Ripon College identification card.

Partial Withdrawal

Students who withdraw from classes during the semester but remained enrolled for at least one credit will not receive a refund, and financial aid for the semester will not be adjusted.

Unofficial Withdrawal

Students who stop attending all classes for at least two weeks will be administratively involuntarily withdrawn from classes. The determination that the student has stopped attending classes will be made by the Associate Dean of Faculty and Registrar after checking with all of the student’s instructors. A determination of the last day of attendance also will be made. If no definitive date can be determined, the midpoint of the semester will be used.

The Associate Dean of Faculty and Registrar will review all students who receive a final semester grade-point average (GPA) of 0.00 to determine if the 0.00 was due to actual failure of the class (an earned “F”) or due to non-attendance (an unearned “F”). If all classes were failed due to non-attendance, then the student will be administratively involuntarily withdrawn from classes after a determination of the last day of attendance has been made. If no definitive date can be determined, the midpoint of the semester will be used.

In either situation above, a “Return of Title IV Funds” calculation will be performed by the Office of Financial Aid.

Ripon College Return of Title IV Funds Policy (R2T4)

A student may find it necessary to withdraw from all classes during a semester. The student may be eligible to receive a refund of tuition and course

fees depending upon the date of the withdrawal. If circumstances cause a student to withdraw from all classes, they are encouraged to contact their academic advisor so their decision will be based on a clear understanding of the consequences of withdrawing from all classes.

When it is determined that a student is withdrawing from school either through the “official process” by submitting the appropriate documents or through the “unofficial process” (see “Ripon College Refund Policy” above), the last day of attendance is determined by the date the paperwork is submitted or as determined by the Associate Dean of Faculty and Registrar for the “unofficial process.”

Determining Aid Earned

If a student withdraws from Ripon College, the school, or the student or both may be required to return some or all of the federal funds awarded to the student for that semester. The federal government requires a return of Title IV federal aid that was received if the student withdrew on or before completing 60% of the semester. Federal funds, for the purposes of this federal regulation, include Pell Grant, Supplemental Educational Opportunity Grant, Federal Direct Loans Subsidized and Unsubsidized, Federal Perkins Loans, and Federal Direct Parent PLUS Loans. The formula used in this federal “return of funds” calculation divides the aid received into earned aid and unearned aid.

A student “earns” financial aid in proportion to the time s/he is enrolled up to the 60% point. The percentage of federal aid to be returned (unearned aid) is equal to the number of calendar days remaining in the semester when the withdrawal takes place divided by the total number of calendar days in the semester. Scheduled breaks of five or more consecutive days are excluded from the number of calendar days in the calculation. If a student was

enrolled for 20% of the semester before completely withdrawing, 80% of federal financial aid must be returned to the aid programs. If a student stays through 50% of the semester, 50% of federal financial aid must be returned.

For a student who withdraws after the 60% point in time, there is no unearned aid. However, a school still must complete a R2T4 calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

In compliance with federal regulations, the financial aid office will perform the calculation within 30 days of the student's withdrawal, and funds will be returned to the appropriate federal aid program within 45 days of the withdrawal date. An evaluation will be done to determine if aid was eligible to be disbursed but had not disbursed as of the withdrawal date. If the student meets the federal criteria for a post-withdrawal disbursement, the student will be notified of their eligibility within 30 days of determining the student's date of withdrawal. If the eligibility is for a grant disbursement, the funds will be disbursed within 45 days of determining the student's date of withdrawal. If the eligibility is for a loan, the student will be notified in the same time frame but they also must reply to the Office of Financial Aid if they wish to accept the post-withdrawal loan obligation. A post-withdrawal disbursement of any funds would first be used toward any outstanding charges before any funds are returned to you.

Return of Title IV Federal Financial Aid

Once the amount of unearned federal aid is calculated, the Ripon College repayment responsibility is the lesser of that amount or the amount of unearned institutional charges. The school satisfies its responsibility by repaying funds in the student's package in the following order:

- Federal Direct Loan Unsubsidized

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- Federal Direct Loan Subsidized
- Federal Perkins Loan
- Federal Direct PLUS Loan
- Federal Pell Grant
- FSEOG
- Other Title IV Grant Funds

Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution and/or the U.S. Department of Education. A letter will be sent to the student's legal home address within 30 days notifying the student if Title IV funds are required to be returned by them and how to do so. If a student fails to repay grant funds, s/he may be ineligible for future federal financial aid.

Academic Policies

Graduation Requirements

Graduation requirements are 1) completion of the Concentration in Applied Innovation, 2) completion of a major, 3) the accumulation of 124 credits, and 4) a cumulative grade-point average of 2.00 or better.

Concentration in Applied Innovation

The Catalyst Curriculum consists of five seminars, two in the first year, two in sophomore year and the problem-solving seminar in the junior year. The first four seminars are designed to develop the essential skills students need to work collaboratively and independently in the junior seminar, in which they will work in teams mentored by faculty members as they develop and present proposed solutions to large, open-ended questions. The seminars also provide grounding in some basic college-level academic skills and expose students to a range of disciplinary approaches. Graduates who complete the Catalyst Curriculum earn a Concentration in Applied Innovation, which documents on the transcript that a graduate has mastered the skills of oral communication, writing, critical thinking, collaboration, quantitative reasoning, information literacy, integration and intercultural competence.

Completing the Concentration in Applied Innovation requires that a student earn credit for Catalyst 110, 120, 210, 220 and 300. No student may enroll in Catalyst 210 or 220 until credit is earned for Catalyst 110 and 120. No student may enroll in Catalyst 300 until credit is earned for Catalyst 210 and 220. 100 and 200 level-Catalyst courses must be taken for a letter grade, but Catalyst 300 is graded as Satisfactory or Unsatisfactory. However, the Credit/No Credit option

may be invoked (see Credit/No Credit information in the Grading System section that follows). Catalyst seminars may not be repeated after credit has been earned.

Catalyst seminars do not count toward major requirements. If the skills developed in a particular Catalyst seminar are essential to success in another course at Ripon College, a Catalyst seminar may serve as a prerequisite. Catalyst courses may be used to fulfill external requirements, such as those imposed for teacher licensure.

All departments and programs further incorporate Catalyst curriculum goals as appropriate.

First Year Requirements

CATALYST 110: This seminar emphasizes foundational skills in written communication essential to success in college. The primary objective of the seminar is to develop the basic writing and research skills students need in order to successfully navigate specific expectations in other courses and applied contexts. Students write several major essays related to the theme of the seminar. At least two of these projects involve significant revision and peer review, during which students will hone interpersonal oral communication skills and practice collaboration. The seminar may be organized around any topic chosen by the faculty instructor, and the writing and research skills students develop will advance understanding of the seminar's content focus. Catalyst Skills: Writing, Information Literacy, Oral Communication, Collaboration.

CATALYST 120: This seminar emphasizes foundational skills in reasoning and quantitative literacy. The primary

objectives are to develop basic skills in evaluating numerical claims and, when appropriate, using quantitative data to construct logically sound arguments. Students develop skills in critical analysis, specifically deductive thinking and/or scientific method. Students will complete several required writing assignments emphasizing skills that both evaluate and construct quantitative claims. Each student also will prepare, practice and perform at least one oral presentation related to the topic of the seminar. The seminar may be organized around any topic chosen by the faculty instructor, and the writing and research skills students develop will advance understanding of the seminar's content focus. Catalyst Skills: Quantitative Literacy, Critical Thinking (Deductive Logic and/or Scientific Method), Oral Communication, Information Literacy, Writing Collaboration.

Second Year Requirements

CATALYST 210: This seminar provides all students foundational skills in intercultural competency and further develops skills in writing and critical analysis, with a particular focus on identifying and challenging biases and assumptions. Students make critical comparisons between other cultures and their own in ways that encourage both awareness of how one's own worldview is shaped by a particular culture and a recognition of a plurality of values; to genuinely understand cultural differences, students must understand how power, inequality, oppression and dominance have formed (and continue to impact) cultures. Students will become attentive to the ways in which their own cultural assumptions shape perception and begin to develop awareness of and empathy for the worldviews of other cultures. They will be able to describe how power and oppression shape the meaning of cultural differences

and situate their own cultural identity within these relations. These issues may be addressed from any disciplinary or interdisciplinary perspective. Catalyst Skills: Intercultural Competence, Critical Thinking (Identifying Assumptions), Writing, Information Literacy, Oral Communication, Collaboration.

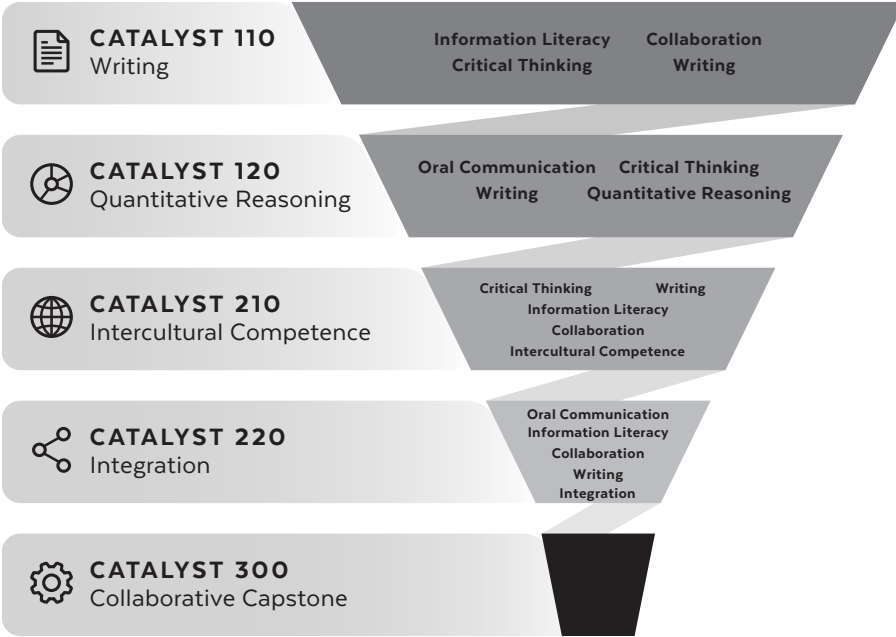
CATALYST 220: In this seminar, students are prompted to connect examples, facts or theories from more than one discipline in order to diagnose problems and explore issues from different perspectives. The seminar must include one significant project in which students collaboratively employ at least two distinct disciplinary approaches in order to propose solutions to a defined problem. Students will develop techniques to orally present information to an audience, including appropriate language choices, awareness of audience reception, and some comfort with public speaking. Students must rehearse and perform to the class at least one substantial presentation in which they present an argument using media and visual components designed to be effective for a particular audience. The topics for this seminar must be interdisciplinary so that students are explicitly expected to learn across modes of inquiry. Catalyst Skills: Integration, Oral Communication, Information Literacy, Writing, Collaboration.

Third Year Requirements

CATALYST 300: Collaborative Capstone Teams of students collaborate in development of strategies to address large, open-ended problems, mentored by faculty members from across the liberal arts. Student teams present their proposals at a public forum near the end of the semester. The seminar requires engaging in independent research, developing a clearly defined approach, analyzing both evidence and proposed solutions, and working effectively with a diverse group.

While each team is supervised by a faculty member, the majority of the work for this seminar is expected to be done autonomously in order to demonstrate mastery of problem-solving skills and applied innovations skills in ways that

prepare graduates for independent work after college. Catalyst Skills: Oral Communication, Writing, Critical Thinking, Collaboration, Quantitative Reasoning, Information Literacy, Integration, Inter-cultural Competence.



Honors Liberal Arts Concentration

The Honors Liberal Arts Concentration encourages students to pursue a broad education in the liberal arts. To complete the concentration, a student must take at least one course of three credits or more at or above the 200 level in each of the six groupings listed below and earn an average GPA in those courses of a 3.50 with no course below a B. At least half of the credits must be taken in residence. AP or IB credits may not fulfill these requirements.

International students who have done significant academic work in a language other than English may petition to meet the foreign language acquisition requirement.

Ripon College students self-select into

the program and may do so at any point while enrolled. There are no selection criteria and there is no application.

Students who pursue the Honors Liberal Arts Concentration should talk with their advisors about additional requirements to be eligible for Phi Beta Kappa (Ripon College Catalog, see Academic Policies section), such as the choice of major and overall GPA requirements. No additional advisor is required for the concentration.

As listed below, departments will comprise liberal arts groupings.

Behavior and Social Sciences: Anthropology, Business, Economics, Education, Environmental Studies, Exercise Science, Politics and Government, Psychology, Sociology

Fine Arts: Art, Music, Theatre

Humanities: Classics, Communication, English, Francophone Studies, History, Linguistics, Philosophy, Religion

Language Acquisition: French, Greek, Latin, Spanish

Natural Sciences: Biology, Chemistry, Physics

Mathematics and Computer Science: Computer Science, Mathematics

Individualized Learning Plan

Each student will design and maintain an individualized learning plan in conjunction with an academic advisor. Both the student and advisor will keep copies of this document. The document is to be used for planning purposes both in regard to curricular and extracurricular matters. Students should be encouraged to think about their entire experience including course work, study off campus, internships, involvement in campus and community life, etc. Furthermore, this document will help students and advisors keep track of graduation requirements. This is to be a fluid document that changes as students grow and change.

Franzen Center for Academic Support

Created in 2019, the Franzen Center for Academic Success is housed in the back of the first floor of Lane Library. See the Academic Policies section of this Catalog for more information about the Franzen Center for Academic Success and its role in supporting the curriculum of the College.

Majors and Minors

Majors

A student's major provides two important elements of liberal education: understanding of what mastery in a field entails, and expertise necessary

for subsequent study or employment. Each major provides depth of analysis to complement the breadth aimed at in the distribution requirements.

Four broad categories of majors are available at Ripon: discipline-based, interdisciplinary, broad field, and self-designed. Because of the problems of scheduling necessary courses, it is advisable to make the choice of a major no later than the end of the sophomore year.

Because major requirements differ in each field of study, students should refer to "Courses of Study" for specific information about each major offered. The typical major consists of at least 24 credits of upper-class courses in the major field. At least one-half of the credits counted toward a major must be taken at Ripon.

All courses required for a major, including required courses in departments other than the major department, and all courses elected to count toward the major must be passed with a grade of C- or higher in order to count toward that major. (This C- rule does not apply to courses needed as a prerequisite to a required major course except where noted.) A 2.00 average must be attained for all courses presented for a major. No course may be substituted for a course required for a major without the approval of the chair of the department and the associate dean of faculty.

All students are expected to meet the requirements of their major department in effect at the time they declare their major. If requirements change after they have declared a major, they may choose either the new or old set of requirements. In extenuating circumstances, students may, with the written approval of their major advisor, arrange a combination of old and new requirements.

Some students arrange their programs so as to complete two departmental or

interdepartmental majors.

Interdisciplinary majors, established by the faculty, combine courses from two or more fields when the courses have strong interrelations, serve an emerging vocational objective, and constitute a legitimate and liberal area of study.

Self-designed major

Self-designed majors are for the student with special interests and abilities, as well as the motivation to design a unique major not available through existing College programs. Self-designed majors should be structured out of courses from different academic departments or disciplines, supplemented in most cases by an independent study or other individualized learning experience. The student's academic ability, motivation, justification and coherence in planning will be considered when a proposal for a self-designed major is evaluated for approval.

Proposals for self-designed majors usually are prepared during the sophomore year and must be submitted before fall break of the fifth semester and approved by the end of the fifth semester. The student chooses as an advisor a faculty member who will assist the student in designing an individualized major with a coherent theme, oversee the work, advise the student throughout the program, and supervise the completion of a senior essay or project which will integrate the courses chosen for the major. Usually, two to four credit hours will be given for the senior essay/project course.

Under the guidance of the advisor, the student will write a detailed outline of the proposed major, describing its purpose and rationale and specifying the courses to be taken. The proposal must specify how coursework for the major addresses the Communicating Plus goals of written communication,

oral communication, critical thinking, and problem-solving. No self-designed major will be approved without this material. The self-designed major must not too closely duplicate existing College programs and should be comparable in breadth, depth and intellectual content to such specific interdisciplinary majors as Business Management, Chemistry-Biology, Latin American Area Studies and Psychobiology. A minimum of eight courses, amounting to at least 32 credits, with a reasonable distribution of courses at the 200, 300 and 400 levels, will be required. This written proposal then is submitted to the associate dean of faculty/registrar for evaluation. If the proposal is approved, the student will become a "self-designed major" under the supervision of the student's chosen advisor.

All students must submit a written evaluation of their self-designed major to the associate dean of faculty/registrar by the last class day of their senior year.

Information about self-designed majors may be found on MyRipon.edu and in the office of the registrar.

Minors

Departments are authorized to request approval of minors totaling no fewer than 18 and no more than 22 credits and made up of a group of courses selected on the basis of close integration of contents and methodology. At least one-half of the credits counted toward a minor must be taken at Ripon. For a student who completes these courses with a 2.00 average and no grade below C- and no S-U grade, the name of the minor will be recorded on the permanent record.

No student may be awarded both a major and minor with the same name.

Self-designed minor

Self-designed minors are for the student with special interests and abilities

and the motivation to design a unique minor not available through existing college programs. Self-designed minors should be structured out of courses from different academic departments or disciplines, and may include individual learning experiences (independent study, internship and/or directed research courses). The student's academic ability, motivation, justification, and coherence in planning will be considered when a proposal for a self-designed minor is evaluated for approval. The student chooses as an advisor a faculty member who will assist the student in designing a self-designed minor with a coherent theme, oversee the work, and advise the student throughout the program. Under the guidance of the advisor, the student will write a detailed outline of the proposed minor, describing its learning goals and rationale and specifying the courses to be taken. Faculty policy describes a minor as 18-22 credits. This credit range serves as a guide, but there is flexibility in the number of credits for a self-designed minor. The self-designed minor must not too closely duplicate existing college programs and should be comparable in breadth, depth, and intellectual content to minors at the college. Contact the Office of the Registration for more information and for the proposal template.

Academic Integrity Policy

Ripon College's vision and educational mission statements are printed on page 1 of this Catalog. To fulfill the College's mission, a high degree of academic integrity is required. The College is concerned with developing in its members the ability to use responsible inquiry; effective communication; and the other skills of analysis, understanding, and transmittal. For that development to occur, each individual must use his or her own resources; each must develop his

or her own talents in cooperation with others; each must be honest with him or herself as well as with others in assessing and presenting the skills that have been developed and the information that has been accumulated. Only in this way will the maximum growth in ability occur, and only in this way will a true community of learning flourish.

Practicing, condoning or even ignoring academic dishonesty must result from a radical misunderstanding of or disagreement with the very nature of the academic community at Ripon College. Academic dishonesty frustrates the growth, undermines the development, mocks the community, and thwarts the advancement of learning. Therefore, each member of the community has a responsibility to one's self and to others to do all possible to maintain the highest possible level of academic integrity on campus. As much as possible, faculty members have the responsibility to design courses and assignments within courses which require the development of skills of analysis and understanding and which limit opportunities for dishonest responses. Students have the responsibility to take their own development and achievement with sufficient seriousness that they work for honest growth rather than dishonest appearances. Members of the faculty, the administration, and the student body have the further responsibility to utilize available opportunities to present their convictions about academic integrity, to encourage others to support academic integrity, and to dissuade, by penalty if necessary, any and all instances of academic dishonesty.

The Academic Honor Code

The Academic Honor Code reflects Ripon College's strong commitment to academic integrity. Ripon College students have the right to live and study in a community that upholds the highest

standards of academic honesty, and we expect all members of this community to adhere to those standards.

The expectations of the Honor Code are that each student has the responsibility to:

- Strive to maintain the highest possible level of academic integrity.
- Encourage others to support academic integrity and discourage acts of academic dishonesty.
- Understand and support the protected nature of intellectual property.
- Present her or his own work on all assignments and examinations and properly cite the work of others.

If a student is in need of clarification about any aspect of the Honor Code, he or she is encouraged to consult with a member of the Joint Judiciary Committee.

Artificial Intelligence and Academic Integrity

Various tools of artificial intelligence have emerged recently, bringing new opportunities for generating ideas and challenging traditional ideas of what it means to create and write. Artificial intelligence (AI) can be a legitimate tool in classrooms, and instructors may allow its use or even require it in their courses. Students should be aware that information derived from AI apps may be biased, incomplete, or factually false.

Ripon College reminds students that use of AI apps must be ethical and in accordance with the college's academic integrity policy. It is the student's responsibility to be transparent in how they use the AI-based tool, including what work is their original contribution and what is the result of AI.

Artificial intelligence tools draw information that is based on existing published materials, so using information from an AI app without citation is plagiarism. Generating answers with an

AI app that you then claim as your own is cheating. Individual instructors may create their own policies about use of AI in their courses. Students must clearly identify the use of AI-based tools in submitted work. Any work that utilizes AI-based tools must be clearly marked as such, including the specific tool(s) used. Check with your instructor for the preferred citation format.

Credit

Credits Earned at Ripon

One-half of the credit hours required for a major or a minor must be taken at Ripon.

A maximum of 16 Military Science credits can be counted toward the degree. A maximum of four MUS 103 (Group Jazz Improvisation) and a maximum of eight MUS 190 (Performance Organizations) can be counted toward the degree.

The senior year is to be completed at Ripon College except under the following conditions: students having a cumulative average of 3.00 in at least 96 credit hours taken at Ripon may petition to substitute one year of work in a professional school for the senior year at Ripon. If the petition is approved by the major advisor and the associate dean of faculty, the student will, upon successful completion of the year of professional study, receive an A.B. from Ripon.

Students attending an institute of technology for study of engineering after three years at Ripon will receive the A.B. degree from Ripon College when they have finished the second year of professional study and have received their engineering degree. Students who hope to take advantage of this arrangement must file petitions with the associate dean of faculty before May 1 of their junior year.

Seniors who are within four credit hours of graduation at the end of their seventh semester, or within eight credit

hours of graduation at the end of their eighth semester, may, with the consent of their major advisor and the registrar, complete their work in absentia. Students who do not meet these stipulations may petition the associate dean of faculty for a waiver of the senior residence rule. Normally, a petitioner should have a cumulative average of at least 2.50, have completed 96 credit hours of work at Ripon, be within eight credit hours of having completed a major and the distribution requirements, have the petition approved by the major advisor and the courses to be taken elsewhere approved by the departments concerned, and have a compelling reason for wishing to complete degree requirements at another institution.

Credit Loads

In order to accumulate the 124 credit hours required for graduation in eight semesters, students must average 15.5 credit hours per semester. Those enrolling in fewer than 12 credit hours are not considered to be full-time students and are classified as special students. Students may enroll in no more than 19 credits in any one semester unless the request to do so is supported by the academic advisor and approved by the associate dean of faculty. Credits for music lessons, music ensembles and theatre production do not count against this limit.

Auditing

Students may, by agreement with the instructor, register to audit a course and in such cases are not necessarily responsible for writing papers or taking examinations. The minimal requirement for an audit is regular class attendance. Further requirements, such as participation in required activities and keeping up on assigned readings, may be established by the instructor of the course, through

prior arrangement with the student. The instructor may drop a student from auditing status in a course if convinced that minimal or agreed requirements are not being met. An audited course, which is entered on a student's permanent record as such, fulfills no requirement and does not count toward graduation or a major. Because no grade is given, a student's cumulative average is not affected by auditing a course. Changing to or from auditing status is a change in registration; therefore, the restrictions and deadlines for changes of registration apply.

Off-Campus Credit Transfer Credit

All courses taken elsewhere for transfer credit must be approved by the Office of the Registrar; in addition, credits counting toward a major or minor must be approved by the academic advisor/departments. A grade of C- or higher must be earned in order for credits to transfer. Should a student earn a D in the first semester of a two-semester course but a C- or better in the second semester, both semesters will fulfill course requirements although only the credits of C- or better will count toward graduation. Grades earned elsewhere are not included in computing a student's Ripon GPA. Students are reminded that one-half of the credit hours required for their major or minor must be taken at Ripon. No credit will be given for correspondence courses.

Summer School Credit

Ripon College will grant a maximum of one credit hour per full-time week of summer school; for instance, a student attending a six-week summer session can transfer to Ripon College no more than six credit hours of work. That work must be in courses approved by an accredited college or university. Course approval

forms for summer school are available in the registrar's office and should be completed prior to the end of the spring semester. Regulations governing transfer credits, stated in the preceding section, also cover summer school credits.

Grading System

Ripon College uses a 12-point grading scale from A to F; all grades on this scale except F are passing grades. The grades on this scale are:

A	B-	D+
A-	C+	D
B+	C	D-
B	C-	F

Other symbols on permanent records are:

I	Incomplete
P	Pass
S	Satisfactory
U	Unsatisfactory
W	Withdrew with permission
*	Course dropped after third week of semester

"Incomplete" is given only for work missed because of illness or other valid cause, and not because of failure to complete work on time. If an "Incomplete" is not altered by the calendar deadline or other deadline specified by the instructor or Office of the Registrar, the Office of the Registrar will record a grade of "F" or grade submitted by the instructor.

Any student who withdraws or is dismissed from the College later than the last day for course withdrawal will receive an "F" in any course which the student is failing at the time of withdrawal. In extenuating circumstances, the associate dean of faculty may authorize the recording of "W" rather than "F." "W" also is given in those courses from which a student withdraws by permission of the associate dean of faculty before the end of a semester. (See "Withdrawal from the College" in this section of the Catalog.)

A student may repeat any Ripon course at Ripon College at any time if it

is still offered; this policy does not apply to Catalyst courses, which may not be repeated once credit has been earned. If not offered, an acceptable substitute may be approved in advance by the appropriate department chair or the dean of faculty. A student may repeat a course at any time. The first grade will be retained on the transcript with parentheses around the credit earned. The second grade (whether higher, lower or the same) will be recorded, with an R following the grade, in the semester in which the course is repeated, and the student's cumulative average is re-computed such that the new grade replaces the previously earned grade in the calculation. Courses originally taken for regular grades may not be retaken on an S-U basis.

If a student fails in a course, credit for it can be gained only by repeating the course. In no case, however, is the original grade deleted from the permanent record.

Pass-Fail

The following courses are graded Pass-Fail: Art 250; Biology 310; Communication 550; Educational Studies 320, 421, 431, 435, 441, 451, 461, 471, 481; Exercise Science 111, 112; Global Studies 551, 552; Interdisciplinary Courses 113, 114, 170, 225; Music 010; Applied Music 050, 160, 190; and Theatre 200, 210, 212. Such courses may carry credits but not grade points. A grade of Pass indicates work of A through D- quality. No courses other than those mentioned above may be graded Pass-Fail.

Satisfactory-Unsatisfactory Option

The purpose of this option is to encourage students to explore areas outside their major fields and to elect courses in which they are interested but may have little previous training.

All students who are not on academic

probation may elect courses on a Satisfactory-Unsatisfactory basis. Students may not take more than one such course in a single semester or more than four in all four years combined. Courses offered only on an S-U basis are not counted under the S-U option.

Students electing a course under this option will receive a grade of “S” for work of A through C- caliber and will receive credits toward graduation. Students earning a grade of “U” for work of D+ through F caliber will not receive credits. Neither grade will affect the student’s semester or cumulative average and no course taken under the S-U option can be counted in the numerical total required for a major or a minor. Catalyst courses and courses taken to fulfill distribution requirements may not be elected on an S-U basis. Courses for which a student has received a regular grade may not be repeated under the S-U option. Students planning on graduate work are cautioned against taking on an S-U basis courses required for admission to graduate school.

At registration, students will fill out a special form for any course they wish to take on an S-U basis. A student may change to or from an S-U basis at any time prior to the date listed on the College calendar.

S-U students will be treated like regular students in a course: they will be responsible for the same assignments, examinations, term papers, and so forth; will be graded by the same standards; will be subject to the same attendance regulations; and may be held to the same course prerequisites.

At the end of the semester, instructors will submit the usual letter grades (A-F) to the registrar and these will be converted to “S” (for letter grades A through C-) or “U” (for letter grades D+ through F) for recording on student permanent records. The original letter grades will be

kept on file in the registrar’s office, but will not be made available to graduate schools or prospective employers. Students may, however, choose at any time before graduation to convert the “S” or “U” into the regular letter grade assigned by the instructor.

Except by permission of the dean of faculty, no course may be offered solely on an S-U basis. When the course is offered solely on an S-U basis, the instructor submits only an “S” or “U” grade, and the restriction against counting toward a major or toward a graduation requirement does not apply.

Credit-No Credit Option for First-Year Coursework

After final grades are posted, students may petition to change eligible course grades to the Credit-No Credit (i.e., CR-NC) option. Eligible course grades include all Catalyst courses in addition to no more than 12 credits of non-Catalyst courses taken during a student’s first two completed semesters in attendance at Ripon College. Transfer students who enter with first year or sophomore class standing can utilize this policy in their first two semesters at Ripon College. Transfer students who enter with junior or senior class standing cannot utilize this policy for non-CTL coursework. Courses offered only under the Pass-Fail or S/U option may not be changed to the CR-NC option.

Students who complete a course under this option will receive a grade of “CR” for work of A through D- caliber and will receive credits toward graduation. Students earning a grade of “NC” for work of F caliber will not receive credits. Neither CR-NC grade will affect a student’s semester or cumulative grade-point average, and no course taken under the CR-NC option can be counted in the numerical total required for a major or a minor. Courses may not be repeated

under the CR-NC option. Students who utilize the CR-NC option may change back to the usual A-F system at any time. Students planning on graduate work are cautioned against electing or changing courses to CR-NC if they are required for admission to graduate school.

Grade Reports and Transcripts

Grades are recorded at the end of each term, and a grade report is available for each student on the MyRipon portal. Federal law sets some conditions of further distribution. A student may request additional grade reports from the Office of the Registrar. Transcripts of grades are not issued unless clearance has been sent by the business office to the registrar. Upon graduation, students are sent without charge one transcript of their college record. Each additional transcript costs \$4. Transcripts are withheld for students who have outstanding financial obligations to the College.

At midterm grading period, temporary D and F grades are reported to the registrar and distributed to advisors and the students.

Adding and Dropping Courses

Students may change their registration in courses within the deadlines published in the official College calendar. For all changes, the signature(s) of the student's academic advisor (evidence of digital consultation is sufficient) is required.

Adding Courses — During the first three days of classes, students may add a class if space is available and if the student has fulfilled the prerequisites. After the first three class days, the instructor must approve adding the course and will do so by virtue of the signature on the form (digital evidence of approval is sufficient).

Dropping Courses — Courses dropped after the third full week of

classes will appear on the student's transcript with an asterisk in the grade column signifying dropping the course with permission. Changing from regular to audit status will require dropping the course for regular credit and adding the course as an audit; the instructor must approve audit status.

In all cases the student should contact the office of the registrar to obtain the appropriate forms and to ensure accurate records. Digital communication is acceptable. Requests for exceptions should be addressed to the registrar/associate dean of faculty.

Class Attendance

1. The College expects students to attend all classes. However, illness and problems requiring personal attention may interfere with a student's best intentions to fulfill this requirement. Students who miss classes for any reason are responsible for the work missed. At the earliest possible time, students shall seek out their professors to obtain information about the assignment(s) they missed. Professors are not required to duplicate class experiences missed by absent students.

2. Professors will establish individual attendance policies in consideration of the extent to which attendance itself constitutes a part of the learning experience and contributes to the educational integrity of a particular course. Students must be excused from classes for college-sanctioned activities (e.g., so that they may participate in field trips for their other courses and athletic events). Students who will miss class due to College-sanctioned activities must notify their professors in advance to arrange for makeup work.

3. Instructors whose attendance policies impose penalties for absences must state such a policy on their course syllabi. If an attendance policy provides for

assigning a grade of F or U for excessive absences, the student must be able to either look up their attendance record electronically or be told in a timely manner after they have reached the point in the semester when the failing grade is earned.

Academic Honors

Graduation Honors: The designations *summa cum laude*, *magna cum laude* and *cum laude* are awarded to graduating students who have completed at least 90 credit hours at Ripon College. Transfer students presenting for graduation between 60 and 89 Ripon credit hours must present among them a last full term of undergraduate study at Ripon. To receive *summa cum laude*, the student must have a cumulative average of 3.90; *magna cum laude*, 3.70; *cum laude*, 3.40.

Honors in the Major: Students whose grades in all courses which can be counted toward a specific major average 3.50 or better will, upon graduation, be awarded honors in that major (e.g., “Honors in Biology, Honors in Business Management, Honors in Music”). In the determination of honors in a major, all courses taken which can apply to that major will be included in computing honors. Exceptions are prerequisite courses outside the major, courses which do not receive conventional grades (A, B, C, etc.), and those courses in the department or major which do not count toward the major (e.g., 401 courses).

Dean's List: At the end of each semester, students who have earned a 3.40 average or better are placed on the Dean's List. In order to qualify for the Dean's List, a student must complete 12 credits of regular grade work (work graded A, B, C, etc.), and may have no U, NC or I.

Phi Beta Kappa

Phi Beta Kappa is the nation's oldest academic honor society. It was founded

in 1776 at the College of William and Mary in Williamsburg, Virginia, and a second chapter was founded at Harvard three years later. Phi Beta Kappa stands for freedom of inquiry and expression, disciplinary rigor, breadth of intellectual perspective, wide knowledge, the cultivation of skills of deliberation and ethical reflection, and the pursuit of wisdom. A liberal arts society at its core, Phi Beta Kappa has granted charters for local chapters at less than 10 percent of colleges and universities across the nation. Consistent with national criteria, the guidelines for initiation into Ripon Colleges' chapter include: a broad liberal arts education within all of the divisions of study (humanities, behavioral and social sciences, natural sciences and mathematics, and the fine arts), a major in at least one traditional liberal arts discipline, education in a foreign language to at least the intermediate (courses at or above 211) level, at least one course in college-level mathematics, logic or statistics, a minimum GPA of 3.6, diverse extracurricular and/or community involvement, and strong character. Membership in Phi Beta Kappa remains one of the most prestigious undergraduate honors in the nation.

Election to Phi Beta Kappa is made in the spring of each year from members of the senior class who have demonstrated superior scholarship. The number elected is limited to a small fraction of the senior class.

Academic Standing

A student's academic standing is computed by dividing cumulative credit hours into honor points. A credit hour normally equals one hour of recitation or lecture or two to four hours of laboratory per week per semester. Honor points are determined by the grade earned:

- A 4 honor points per credit hour
- A- 3.67 honor points per credit hour

B+	3.33 honor points per credit hour
B	3 honor points per credit hour
B-	2.67 honor points per credit hour
C+	2.33 honor points per credit hour
C	2 honor points per credit hour
C-	1.67 honor points per credit hour
D+	1.33 honor points per credit hour
D	1 honor point per credit hour
D-	.67 honor points per credit hour
F	No honor points per credit hour

Thus, a student who carries 16 credit hours in a semester and receives an A in every course will earn 64 honor points and a 4.00 or straight A average for the semester. A student's *cumulative* average is computed by dividing total credit hours accumulated into total honor points earned. Both *semester* and *cumulative* averages are computed at the end of each semester. Courses in which a student receives I, P, S, U or W do not affect semester or cumulative averages.

At the end of each semester, the registrar/associate dean of faculty will review the records of all students falling into the following categories:

1. Failure to achieve the following cumulative averages:
 - End of one semester 1.70
 - End of two semesters 1.80
 - End of three semesters 1.90
 - End of four or more semesters 2.00
2. For full-time students except first-term, first-year students:
 - a. Failure to earn an average of 12 credits per semester;
 - b. Two consecutive semesters with fewer than 10 credits earned in each;
 - c. A semester grade-point average of 1.00 or less.

Students in categories 1 or 2 will be dismissed from the College for unsatisfactory performance or placed on academic probation for the next semester. No restrictions are imposed on students

who are placed on academic probation. However, being placed on academic probation is formal notification that an improvement in performance must be achieved in order to remain enrolled at Ripon.

If a student is academically eligible to remain at Ripon College, he or she is meeting satisfactory progress guidelines for financial aid.

Liberal Arts In Focus

In addition to the two standard semesters, Ripon College's calendar includes two short, intensive terms of three weeks. One term precedes matriculation in the fall semester; the other follows Commencement at the end of spring semester. On occasion, an *In Focus* course may be offered during the winter recess if approved by the Dean of Faculty. Together, these terms constitute the *Liberal Arts in Focus* program.

The *In Focus* program is optional for students, faculty and departments. No course required for a major is offered exclusively during *In Focus* terms. Students may not take more than one course during a single *In Focus* term.

Taught in short, intensive blocks, *In Focus* courses offer a beneficial alternative and valuable supplement to courses offered during the regular semester. Courses are immersion experiences that provide a bridge between the theory and content of disciplines and their applications to problem-solving, creative work and practical experience. In doing so, they serve a set of unique purposes, such as:

- Deepening and extending academic study and/or creative work;
- Strengthening the foundation for graduate and professional degrees; and
- Establishing experiential pathways for work in the profit and nonprofit sectors, including volunteer opportunities.

Sample courses require students' full and undivided attention and should

include at least one of the following components: off-campus experiences; service learning; internships; field work; practica; community engagement; performance; an emphasis on project-based learning; an emphasis on scholarly research or artistic products and/or advanced methods; an emphasis on interdisciplinary study and/or research; and an emphasis on mentoring and making connections with experts from outside of the campus community.

In summary, the *In Focus* program clarifies and sharpens the connection between our mission, curriculum, and outcomes. It accomplishes this by giving students practice in applying liberal learning to the challenges of advanced academic study, artistic activity and professional life after graduation. *In Focus* courses thus affirm and strengthen the relationship between a Ripon education and lifelong opportunities as professionals, citizens and learners.

Academic Advising

The purpose of the advising system at Ripon College is to support and enrich the liberal arts educational experience of students.

The advising system is organized under the following general structure to introduce students to Ripon College's academic opportunities and responsibilities.

Incoming first-year students will be assigned to an academic advisor. Flexibility is maintained for advisory groups to meet cooperatively and for necessary individual adjustments.

Each student will be expected to decide on an area of major interest and obtain a major advisor by the spring semester registration period of the junior year. Students are reminded that for several majors offered at the College, entry later than the start of the sophomore year is difficult; and all students should

be continuously aware of the educational concerns involved in the development of their academic program. Students must have an academic advisor in the department of each declared major or minor.

It is the obligation of all students to know and observe all the regulations which apply to their program(s). Advisors assist, but final responsibility rests with students.

Additional Academic Regulations Eligibility for Extracurricular Activities

All full-time (enrolled in at least 12 semester credits) students are eligible to participate in extracurricular activities and intercollegiate athletics, subject only to the resident regulations established for athletes by the Midwest Conference and the National Collegiate Athletic Association Division III.

Withdrawal from the College

Students withdrawing from the College for any reason, including participation in off-campus programs, are required to report to the registrar/associate dean of faculty for instructions concerning proper withdrawal procedure. If this is not done, no refund will be made of any portion of semester charges paid, and any amount unpaid for the semester will become due in full; furthermore, students may be given failing grades in their courses. The official date of withdrawal is the date on which the registrar/associate dean of faculty is notified in writing. The financial liabilities of a withdrawing student are explained in the "Expenses" section of this Catalog.

Readmission

Students who leave Ripon College for any reason must have their return approved by the associate dean of faculty. Students who have been dismissed from

the College ordinarily will not be considered for readmission until the lapse of at least one semester.

Registration

All students are expected to register at the time designated. Course changes may not be made after the deadlines specified in the College calendar. No credit is given for any work for which the student is not registered.

Students must secure the signatures of all academic advisors on registration and course change forms (digital evidence of consultation is acceptable).

Transfer Students

Transfer students must complete a minimum of 32 credit hours at Ripon, including at least one-half the credit hours required for any major or minor, and must meet all the requirements for a Ripon College degree, including the senior residence requirement. Credit for work done elsewhere is granted only for courses in which a grade of C- or better has been earned. Whether courses at other institutions meet Ripon Catalyst requirements is decided by the registrar, in accord with guidance from academic departments. A "Pass" grade is not transferable unless the original college certifies that the student did work of C- or higher quality. Transfer grades are not included in computing a student's average at Ripon. The Ripon College academic department determines how transfer credit may count toward a major or minor. When in conflict, articulation agreements negotiated between Ripon College and other institutions supersede these policies on transfer credit.

a few institutions in the country that holds to the venerable academic tradition of awarding degrees/diplomas written in Latin, and therefore, it formally abbreviates the Latin name of its degree (Artium Baccalaureus) as A.B. This abbreviation reflects the conventional word order of Latin diplomas, whereas the degree abbreviation B.A. follows the word order of Bachelor of Arts as contained in diplomas written in English.

A.B. Degree

Ripon College awards a bachelor of arts degree. Ripon College is one of only

Courses of Study

Course numbering guidelines: These are meant to be general guidelines. Specific course prerequisites should be listed at the end of individual course descriptions:

- The 100-level course numbering designation should indicate introductory courses, topic courses without prerequisites, or broad survey courses. A 100-level course should assume no prerequisite knowledge or skills beyond that of a typical entering first-year Ripon student.
- The 200-level course should assume a moderate level of academic maturity and experience. Depending on discipline, a 200-level course may or may not also assume an intermediate level of discipline-specific content or methodological knowledge.
- The 300-level course should assume a fairly high level of academic maturity and experience. Depending on discipline, a 300-level course also may assume a fairly high level of discipline-specific content or methodological knowledge.
- The 400-level course numbering designation should indicate advanced topic courses in a major. A 400-level course should assume deep content and methodological knowledge in a discipline and probably will be accessible to majors or students with significant previous coursework in the major.
- The 500-level course numbering designation is reserved for senior seminars. Conversely, all senior seminars should have a 500-level course designation.
- The 600-level course numbering designation is reserved for courses offered in a graduate program which may be taken by undergraduates.
- The 700-level course numbering designation is reserved for courses offered in a graduate program, taken by students formally admitted into the graduate program.

When course numbers are separated by a comma (i.e., PSC 211, 212), the first semester (PSC 211) is prerequisite to the second semester (PSC 212).

Dual-numbered courses numbered with a slash (i.e., CLA 226/326), offer qualified students an opportunity for study of the course topic in greater depth and breadth.

Course cancellation: A course in which fewer than six students enroll may be canceled.

Credit Hours, Class Time and Out-of-Class Assignments

The College defines the credit hours for its courses in accordance with federal law, as stipulated by the Higher Education Act. One credit hour requires the typical student to complete a minimum of 45 hours of work per semester/term in order to succeed in class. There is no minimum amount of in-class, contact or seat time required for a student to earn a credit as the 45 hours may comprise any proportion of in-class and out-of-class work. Faculty must bear this in mind when determining contact time and out-of-class assignments for their courses, as well as when mentoring Individualized Learning Experiences.

Individualized Learning Experiences

Ripon College offers three distinct Individualized Learning Experiences: directed research, independent study and internship. All Individualized Learning Experiences will require the submission of a contract approved by the student, faculty mentor, department chair and the dean of faculty.

Directed Research: A directed research project is appropriate for a student who wishes to conduct original research, either as an independent researcher or as part of an ongoing research project led by a faculty member. Directed research projects are grounded in the established practices of a discipline and culminate in or contribute to the creation of an original scholarly or artistic product. Projects may include, but do not require, regular teaching procedures, class meetings or assignments.

Directed research should be numbered 197, 297, 397 or 497 in accordance with the course numbering guidelines, above. All directed research courses are variable credit.

Independent Study: An independent study is appropriate for a student who wishes to increase their understanding of a topical area outside of or beyond the content of any course normally offered at Ripon. Independent study projects culminate in a substantial paper or other scholarly or artistic product that demonstrates increased breadth and depth of understanding of this topical area. Projects may include, but do not require, regular teaching procedures, class meetings or assignments.

Independent study should be numbered 198, 298, 398 or 498 in accordance with the course numbering guidelines, above. All independent study courses are variable credit.

Internship: An internship is appropriate for a student who wishes to engage in directed work-study with an approved employer or agency. All internships taken for credit at Ripon College shall include, at the minimum, a paper written by the student or a presentation by the student that will be evaluated by the member of the academic department that approved the internship. In the case of interdisciplinary internships, the faculty sponsor for the internship will evaluate the paper or presentation (vF, 04.02.03). Internships may include, but do not require, regular teaching procedures, class meetings or assignments.

Internships should be numbered 199, 299, 399 or 499 in accordance with the course numbering guidelines, above. All internship courses are variable credit.

American Studies

Professors Jacqueline S. Clark, Henrik M. Schatzinger;
Associate Professors Sarah K. Frohardt-Lane (*Coordinator*), Mary I. Unger

Program Mission Statement: The American Studies minor prepares students to better understand American experiences through multiple disciplinary approaches to the study of culture and society by critically engaging major texts, theories and concepts related to American Studies.

Requirements for a minor in American Studies: 20 credits of study from the following list of approved courses, including at least four credits at the 300-level. A minimum of four credits must be earned in at least three distinct departments. A student taking a course that is cross-listed in multiple departments should check with the coordinator about how the course contributes to the three-department requirement for the American Studies minor. Additional topic classes may count with the coordinator's approval.

CMM 336: Social Movement Communication

CMM 352: Political Communication

ENG 246: Early American Literature

ENG 250: Later American Literature

ENG 380: Major Author, Zora Neale Hurston. Same as WGS 300.

ENV 216: Consumer Culture. Same as SOC 216.

ENV 248: U.S. Environmental History. Same as HIS 248.

HIS 240: Colonial America and the Early U.S. Republic, 1600-1815

HIS 241: The United States, 1815-1914

HIS 242: The United States, 1914-Present

HIS 248: U.S. Environmental History. Same as ENV 248.

HIS 260: Black Power

HIS 262: American Race Relations

HIS 263: Women in American History. Same as WGS 263 .

HIS 264: History of Immigrants and Immigration Policy in the United States

HIS 360: Topics in African American History: 20th-Century African-American
Thought and Culture

HIS 372: Topics in Twentieth-Century American History

HIS 375: United States and Latin America

MUS 112: Topics: American Music in the Twentieth Century

MUS 112: Topics: Jazz History

MUS 200: Music and War

MUS 333: History of Twentieth-Century Musical Styles

POL 216: Constitutional Law

POL 220: American Politics and Government

POL 222: Media, Politics and Personal Power

POL 223: Interest Groups and Money in US Politics

POL 231: American Political Thought

POL 246: Morality and Public Policy

POL 268: Diversity and American Politics

POL 320: Topics in American Politics

POL 324: Campaigns and Elections

POL 335: Congress and the Presidency

POL 343: U.S. National Security Policy

POL 381: United States Foreign Policy

POL 385: Terrorism and Intelligence

SOC 201: Social Problems

SOC 204: Sociology of Jobs and Work

SOC 216: Consumer Culture. Same as ENV 216.

SOC 301: Social Movements

SOC 304: Sociology of Inequalities

SOC 306: Criminology

SOC 309: Sociology of Religion

WGS 110 : Introduction to Women's, Gender, and Sexuality Studies

WGS 300: Major Author, Zora Neale Hurston. Same as ENG 380.

Ancient, Renaissance and Medieval Studies

Professors Travis E. Nygard, Dominique A. Poncelet;
Associate Professors Paul F. Jeffries, Ann Pleiss Morris (*Coordinator*)

Program Mission Statement: The interdisciplinary minor in Ancient, Renaissance and Medieval Studies (ARMS) brings together various course offerings from the departments of art, English, foreign languages and cultures, history, music, philosophy and religion, theatre and women's and gender studies. The program of study is Western in focus, beginning in time with the innovations of antiquity, continuing to the medieval era and ending with the Renaissance. The minor aims to enrich student understanding of ideas and developments shaping Western civilization and culture through a multidisciplinary lens.

Requirements for a minor in Ancient, Renaissance and Medieval Studies (ARMS): Requirements for a minor in Ancient, Renaissance and Medieval Studies (ARMS): 20 credits, including ART 171, ENG 231, ENG 251, HIS 210, or HIS 281. The additional 16 credits will be selected from the electives listed below, from at least three disciplines, with at least two courses at the 200-level or above. Off-campus study would count as a discipline. Appropriately focused special topics courses also can be used as electives at the discretion of the program coordinator.

Art

ART 171: Global Art History: Ancient to Medieval

ART 172: Global Art History: Renaissance to Today

ART 334: Topics in Western Spirituality. Same as REL 334 and HIS 334.

ART 335: Renaissance Florence: Politics, Art and Intellectual Life. Same as HIS 335.

ART 383: Mapping the World. Same as HIS 383.

English

ENG 251: Foundations of English Literature

ENG 340: Major Author: Shakespeare

Other English courses focused on the period. Courses include: ENG 200 Special Topics: Before Austen; ENG 300 Special Topics: The Business of Early Modern Theater

Foreign Languages and Cultures

SPA 321: Voces españolas I

History

HIS 214: Greek and Roman Society

HIS 220: Nonconformity and Deviance in Medieval and Early Modern Europe

HIS 221: The Medieval World: Faith, Power, Order

HIS 222: The Uses of Arthurian Legend. Same as ENG 200.

HIS 281: World History I. Same as GLB 281.

HIS 330: Women and Family in Medieval and Early Modern Europe. Same as WOM 330.

HIS 334: Topics in Western Spirituality. Same as REL 334 and ART 334.

HIS 335: Renaissance Florence: Politics, Art and Intellectual Life. Same as ART 335.

HIS 383: Mapping the World. Same as ART 383.

Music

MUS 230/330: History of Medieval and Renaissance Music Styles.

Prerequisite: MUS 112.

Religion

REL 334: Topics in Western Spirituality. Same as HIS 334 and ART 334.

Theatre

THE 231: Theatre and Drama I: Ancient through Renaissance. Same as ENG 231.
Women's, Gender and Sexuality Studies

WGS 330: Women and Family in Medieval and Early Modern Europe. Same as HIS 330.

Off-Campus Study: Courses taken while on off-campus study programs could count upon approval by the director of the minor.

HIS 210. Introduction to Ancient, Renaissance and Medieval Studies **Staff** 4 credits.

An introduction to the many approaches scholars use to study the diverse peoples and cultures of Western civilization during the ancient, medieval and early modern eras. The course will give an overview of each time period and examine the various ways scholars from different disciplines (art, English, global studies and languages, history, music, philosophy, religion, theatre and women's and gender studies) approach these eras. Through this multidisciplinary approach, students will gain an understanding of the key ideas and developments that shaped Western civilization and culture. Course open to all students.

Anthropology

See Sociology and Anthropology

Art and Art History

Professors Travis E. Nygard, Mollie Oblinger, Rafael E. Salas (*Chair*);

Departmental Mission Statement: The Department of Art and Art History prepares students to understand historical and contemporary currents in visual literacy in terms of art production and its analysis. This includes knowledge of studio practices, methodologies, theories and history. The department prepares students to enrich their communities by engagement with the visual arts on personal and professional levels.

Requirements for a major in studio art: 48 credits.

Three of the following sequences: ART 120 and 222; ART 130 and 240; ART 190/194 and 292, or ART 180 and 282.

Twelve credits in art history courses including ART 171 or 172 and ART 274 or 279.

ART 400, which can be repeated for credit, usually taken in the junior year in anticipation of the Senior Studio Project.

ART 500 and ART 570.

Note: to reach the 48-credit minimum for this major, at least one elective course in the arts is needed.

Students are encouraged to participate in off-campus programs, but preferably in the junior year.

Requirements for a minor in studio art: 20 credits, including ART 171 or 172, one 200-level and one 400-level studio art course, and the rest a majority of studio art courses.

Requirements for a major in Art History and Cultural Criticism: 36 credits

Four credits of introductory art history, chosen from ART 171 or 172. 12 additional credits of art history courses, chosen from ART 115, 171, 172, 215, 245, 270, 274, 276, 277, 278, 279, 370, 376, 377, 379, or 383. Four elective credits of 2D studio art, chosen from ART 120, 130, 153, or 160. Four elective credits of 3D studio art, chosen from ART 180, 190 or 194. Eight elective credits involving cultural or social-scientific interpretation, theorizing or criticism, offered outside the art department, chosen in consultation with the advisor; coursework related to anthropology, classical studies, communication, history, literature, museum studies, music, philosophy, psychology, religion, sociology, theatre or interdisciplinary studies may be particularly appropriate. Four credits of ART 570: Senior Seminar in Art.

Requirements for a major in Art History and Museum Studies: 40 credits

Four credits of MST 115: Museums, Artifacts and Cultural Heritage. Sixteen elective credits of art history coursework, chosen from ART 171, 172, 245, 270, 274, 276, 277, 278, 279, 370, 376, 377, 379, or 383. Four elective credits of introductory-level studio art, chosen from ART 120, 130, 153, 160, 180, 190 or 194. Four elective credits of 200-, 300-, or 400-level studio art, chosen from ART 222, 240, 254, 282, 292, 322, 340, 382, 392, or 400. Eight elective credits relevant to the study of museums, taken in consultation with the advisor, from the following list: ART 377: Arts Management; BSA 110: Introduction to Management; BSA 208: Introduction to Marketing; BSA 223: Business and Society; BSA 310: Nonprofit Management; CMM 248: Media and Society; EDU 190: School and Society; EDU 250: Psychological Foundations of Education; EDU 260: Diversity in American Education; ENG 251: Foundations of English Literature; HIS 214: Greek and Roman Society; HIS 340: Public History; HIS 383: Mapping the World; MST 215: Controversies in Museum Studies; PHL 202: Business Ethics; PHL 245: Professional Ethics; POL 212: Introduction to Law; POL 246: Morality and Public Policy. Internships also may be counted as elective credits, at the discretion of the academic advisor. Four credits of ART 570: Senior Seminar in Art.

Requirements for a minor in Art History: 20 credits

Four credits of introductory art history, ART 171 or 172. Eight elective credits, chosen from ART 171, 172, 245, 270, 274, 276, 277, 278, 279, 370, 376, 377, 379, or 383. Four credits of studio art chosen from ART 120, 130, 153, 160, 180, 190 or 194. Four credits of ART 215.

Requirements for PK-12 licensure in art education: Students must complete general education requirements for licensure; the requirements for a major in studio art (see notes on the major in the art section of the catalog); and the following: EDU 190, 242, 250, 260 and 270. Students must work with the art advisors to arrange to take teaching methods coursework and clinical experiences (Sec. Ed. 366) through the University of Wisconsin-Oshkosh. In addition, each student must qualify for and satisfactorily complete EDU 320 and a semester of student teaching (EDU 491* and 571) at Ripon College. Students seeking licensure in art may complete the Educational Studies minor by adding EDU 316 and EDU 344 to their programs. EDU 242: Arts Integration is recommended as a supporting course for the art education program.

Please note that DPI content standards for art educators include the requirement that future teachers be exposed to specific forms of art not covered in all departmental offerings. Please see your art advisor for assistance in course selection to meet these requirements.

Languages and off-campus study: All majors are encouraged to participate in off-

campus programs. Art history majors and minors are strongly encouraged to study a language to the 211 level and beyond.

Note on majoring and minorng: Students who opt to both major and minor within the department must have their program approved by the chair of the department.

110. Topics Staff

Variable credit course, 1-4 credits.

Special subjects in art not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

120. Drawing I Salas

Four credits.

Basic drawing is an introduction to line, value and composition. This course is intended to strengthen drawing from observation as well as foster a deeper understanding of form and visual organization. Students are given traditional methods and materials that will be used in building formal skills which they then will use to create artworks of their own conception. Field trips may be required.

130. Painting I: Introduction to Oil Paint Salas

Four credits.

This course is an introduction to the oil painting medium using historical and contemporary approaches. Students will investigate technical and creative problems in paint and examine the nature of color as it relates to observation, science and psychology. Field trips may be required.

153. Digital Art I Staff

Four credits.

This course is an investigation into the possibilities of computer-generated art. Industry standard programs from the Adobe Creative Suite, including Photoshop and Illustrator, will be used to manipulate photos and create digital imagery. Students will gain facility with the technical aspects of computer imaging, and assignments will emphasize creativity. Field trips may be required. May be cross-listed with THE 202 as Digital Art I-Design and 3-D Printing.

160. Intro to Design: Fundamentals and Function Oblinger

Four credits.

This studio art course is a broad introduction to the field of design. Students will learn about and explore the technical and aesthetic fundamentals of design as applied to fields such as graphic, interior and industrial design. Students will explore solutions to design problems in both traditional and digital media. Presentations and readings on the history of design and contemporary trends will complement the hands-on work. Field trips may be required.

171. World Art and Design History I: Nygard

From Cave to the Medieval Era

Four credits.

This course covers art, architecture, design and visual culture from ancient times until the 15th century CE. Major works of secular and sacred art and design from Africa, the Americas, Asia and Europe are treated critically by placing them within their original cultural contexts. The enduring importance of these objects for later generations also is addressed. Topics discussed include Egyptian pyramids, Olmec heads, Spanish mosques, Greco-Roman statuary, Medieval churches and Afghan gold work. Foundational skills for analyzing art and thinking historically are provided. The course format includes interactive lectures, discussions and tests. The course can be taken before or after ART 172. Field trips may be required.

172. World Art and Design History II: From the Renaissance to Today **Nygaard**

Four credits.

This course continues ART 171 by covering art, design, architecture and visual culture from the 15th century CE to the present. Major works of art and design from Africa, the Americas, Asia and Europe are treated critically by placing them within their original cultural contexts. The enduring importance of these objects for later generations also is addressed. Topics addressed include African sculpture, Renaissance masterpieces, abstract imagery, and conceptual art. Foundational skills for analyzing art and thinking historically are provided. The course format includes lectures, discussions and tests. The course can be taken before or after ART 171. Field trips may be required.

180. Ceramics I **Oblinger**

Four credits.

An introduction to various hand-building techniques for making sculptures in clay. Surface treatments and glaze application will be explored as emphasis is placed on both conceptual development of ideas and craft. Historical and contemporary ceramics are introduced in presentations. Field trips may be required.

190. Sculpture I **Oblinger**

Four credits.

This course is an introduction to the various technical, aesthetic and conceptual issues of sculpture. Traditional and contemporary processes will be explored in a wide range of media. Presentations and readings will address the history and recent development in the field of sculpture. May count toward the Global and Cultural Studies Requirement. Field trips may be required. Same as ENV 190.

194. Three-Dimensional Design **Oblinger**

Four credits.

Three-dimensional (3D) design builds the foundation for fields such as architecture, industrial, landscape, and interior design, but also traditional fine arts including sculpture and ceramics. This studio art course asks students to explore those fields by learning and employing problem solving skills to develop multiple solutions to each project. Concepts of sustainability, socially responsible design, and inclusivity will be woven into the projects and further explored through readings, videos, and lectures. No course prerequisites. Same as ENV 194.

- 200. Topics** **Staff**
 Variable credit course, 1-4 credits.
 Special subjects in art not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.
- 215. Controversies and Contexts of Art** **Nygaard**
 Four credits.
 In this course, students learn about controversies related to art, design an individualized research project, and undertake professional development activities. The research project corresponds to student interests and may focus on art from any time period or place. Field trips may be required. Same as MST 215. *Prerequisite: one prior college course in studio art or art history.*
- 222. Drawing II** **Salas**
 Four credits.
 This course is a further investigation into the techniques and possibilities of drawing. A primary focus will be the integration of conceptual concerns with technical skills. The possibilities of drawing will be explored through a variety of approaches including the human figure, abstraction, color and research based projects. Field trips may be required. *Prerequisite: ART 120 or consent of the instructor.*
- 240. Painting II** **Salas**
 Four credits.
 Painting II is a continuation of painting techniques and concepts learned in Art 130: Painting I: Introduction to Oil Paint, with additional and more complex experimentation with materials and problems. Color theory, painting from life, portraiture and creative and conceptual concerns in the paint medium will be emphasized. Field trips may be required. *Prerequisite: ART 130 or consent of the instructor.*
- 245. Gender and Sexuality in Contemporary Art:
From Paintings to Performance Art** **Nygaard**
 Four credits.
 How have living visual artists and performers explored the meaning of gender and sexuality? Can such creative work help us to think about, debate, and reconsider gender roles, categories, and power dynamics, from the perspectives of women and men, as well as trans, cis-gendered, nonbinary, straight, and queer people? This class explores such questions and topics, using a combination of interactive lectures, discussions, projects, papers, and exams. The course takes a multidisciplinary approach and does not assume prior college-level knowledge about art, performance, gender, or sexuality. Field trips may be required. No prerequisites. Same as THE 245 and WGS 245.
- 254. Digital Art II** **Staff**
 Four credits.
 A continuation of Digital Art I, with continuing emphasis on design and composition, and a further investigation of the conceptual possibilities inherent in the medium. Course uses Adobe Illustrator, Photoshop and other software. Field trips may be required. *Prerequisite: ART 153.*

270. Department Studies — Art History **Staff**

Four credits.

Special subjects in art history not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

274. Modern Art: Impressionism, Photography, Pop Art and More **Nygard**

Four credits.

This course addresses critical issues in modern art, architecture and visual culture beginning with the industrial revolution of the 19th century. It devotes special attention to the work of Impressionists, Expressionists, Cubists, Surrealists, Abstract Expressionists and Pop artists. Because this was an era of increasing globalization, the course will examine how art was used to exchange ideas world-wide. The course also provides students with strategies for thinking about art in terms of politics, gender, sexuality, class, race and psychology. The course format includes interactive lectures, discussions, projects, presentations, papers and tests. Field trips may be required.

276. Arts of Asia **Nygard**

Four credits.

In this course, students learn about the history, theory and practices of art-making in Asia. Topics covered include the visual arts of painting, sculpture, architecture, calligraphy, printmaking, decorative objects and popular art, set within a cultural context that includes cultural history and performing arts of music, theater and film. The course includes interactive lectures, discussions, videos and readings, and students will complete papers, presentations, projects and tests. No prior understanding of art history is required to succeed in this course. Field trips may be required. No prerequisites.

277. The History and Theory of Design and Decoration **Nygard**

Four credits.

Designers and decorators create both the world that we live in as well as the world of the theatre. Whether making or choosing a rug, a poster, a shoe or a teapot, people think through myriad possibilities. This course uses interior and theatrical design as case studies to understand how each generation transforms the places that they live, work, play and fantasize. You will learn how furniture, ceramics, glassware, textiles and numerous other things evolved over time. We will cover major movements in design history, such as the sensuously curvy art nouveau, the machine-age art deco, the simple mid-century modern and the colorful and eclectic postmodern. We'll look at both traditional decorative arts from hundreds of years ago as well as daring creative experiments of recent times. Ultimately, this course focuses on how design and decoration both adorns and changes our world. The course format includes lectures, discussions, papers, presentations, projects and tests. Field trips may be required. No prerequisites. Same as THE 277.

278. Indigenous Art of the Americas **Nygard**

Four credits.

This course focuses on the art, architecture and visual culture of native peoples from North, South and Central America. It includes case studies of creative expression that span ancient times to today. Some art studied will be traditional in form and subject

matter, and some will be produced by artists who experiment with new techniques and ideas. The format includes interactive lectures, discussions, exams, papers and projects. Field trips may be required. No prerequisites.

279. Art Now: Aesthetics, Ethics, and Innovations **Nygard**

Four credits.

Artists working today have developed new systems of aesthetics, routinely address ethical dilemmas, and have questioned the very category of what counts as art. In this class, students will learn about art being made and debated today, from the perspectives of both art critics and philosophers. Students also will learn how artists today adopt new technologies, embrace identity politics, struggle with censorship and establish themselves as cultural commentators. In some cases, it will be useful to make comparisons with the art-making of the past, to appreciate how artists today are working differently. The format includes lectures, discussions, papers, oral presentations and tests. Field trips may be required. Formerly ART 374; not open to students who completed ART 374. No prerequisites. Same as PHL 279.

282. Ceramics II **Oblinger**

Four credits.

Further development of the skills and methods of ART 180. The course continues the focus of creating ceramic sculpture, but also introduces wheel throwing. Field trips may be required. *Prerequisite: ART 180 or consent of the instructor.*

292. Sculpture II **Oblinger**

Four credits.

Continuation of concepts and methods of ART 190 which may include welding sculpture, bronze casting or wood construction. A wider range of personal experimentation with form and content will be encouraged. Visual presentations, demonstrations and readings. Field trips may be required. *Prerequisite: One of the following-ART 190, ENV 190, Art 194, ENV 194 or consent of the instructor.*

322. Drawing III **Salas**

Variable credit course, 1-4 credits.

Drawing III is a continuing investigation into the formal and conceptual possibilities of the drawing medium. Students produce projects that build on expertise developed in earlier courses. Students in Drawing III may work in parallel with projects in Drawing II and also continue to expand projects independently. A portion of the course will be independently researched projects. Field trips may be required. *Prerequisite: ART 120 and 222, and consent of the instructor.*

340. Painting III **Salas**

Variable credit course, 1-4 credits.

Painting III is a continuing investigation into the formal and conceptual possibilities of the painting medium. Students produce projects that build on expertise developed in earlier courses. Students in Painting III may work in parallel with projects in Painting II and also continue to expand projects independently. A portion of the course will be independently researched projects. Field trips may be required. *Prerequisite: ART 130 and 240, and consent of the instructor.*

370. Advanced Departmental Studies — Art History **Staff**

Variable credit course, 3-4 credits.

Special subjects in advanced art history not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

376. Visual Studies **Nygaard**

Four credits.

Are our emotions, beliefs and actions manipulated by the pictures that we see? Many artists and art historians believe so. In this course, you will learn how vision shapes human experience by examining imagery, the properties of light, the anatomy of eyes and the experience of seeing. You will be exposed to the disciplines of art history, anthropology, biology, communication, film, psychology, philosophy and physics. Case studies will include “high” arts of painting and sculpture, “low” arts of pop culture and non-art such as diagrams and illusions. The format includes interactive lectures, discussions, papers, projects, presentations and tests. Field trips may be required.

377. Arts Management **Oblinger**

Four credits.

This course is designed for students considering a career working in an art gallery or museum. Students have hands-on experience preparing art department exhibitions in areas of exhibit design, preparation, curation and publicity. *Prerequisite: consent of the instructor.*

379. Art Fakes, Frauds and Heists **Nygaard**

Four credits.

Making forgeries, misrepresenting art, and stealing masterpieces are three of the greatest taboos in the art world. This course will include case studies of the notorious people who have done these things, along with analysis of works of art. We will discuss how experts scrutinize art using visual analysis, microscopy, ultraviolet fluorescence, X-rays, carbon dating, and dendrochronology to reveal the true histories of objects. Ultimately, by focusing on instances of deviance, you will learn how art is produced, controlled and valued. The format includes interactive lectures, discussions, papers, projects, presentations and tests. Field trips may be required.

382. Ceramics III **Oblinger**

Variable credit course, 1-4 credits.

This course will require students to do research at the advanced level, which is catered to their interests and goals. If a student repeated the course, they would do so while completing new projects and learning new skills, so it would not be a redundant experience. *Prerequisites: ART 180 and ART 282.*

383. Mapping the World **Bockelman**

Four credits.

Every map is simultaneously a work of art, a product of geographical knowledge, and a record of how its maker and audience view the world — or would like to. This interdisciplinary course examines the many different kinds of maps that have been made throughout human history, emphasizing the relationship between their

contents — places and spaces, projections, toponyms, symbols, illustrations, legends and borders — and the artistic, scientific, political and cultural contexts in which they were created and used. Topics rotate but often include: what (and who) makes a map a map; the ancient and medieval roots of modern mapping; cartographic fantasies, silences and “lies”; mapmaking and the representation of nature; the role of maps and atlases in exploration, imperialism, nationalism and tourism; counter-mapping and alternative cartographies; and the rise of thematic mapping as an artistic challenge and scientific tool. Students also will learn how they can incorporate maps and digital mapping resources into research projects in history, art history and other humanities fields. Same as HIS 383.

392. Sculpture III

Oblinger

Variable credit course, 1-4 credits.

This course will require students to do research at an advanced level. Research topics will be proposed by the students individually. If a student repeats the course, they will design and complete new projects and learn new skills so the experience will not be redundant. *Prerequisite: Art 292 or consent of the instructor.*

400. Departmental Studies — Studio Art

Oblinger/Salas

Four credits.

This course is designed to explore aspects of art not covered in other courses. It is also an opportunity for advanced students to participate in special projects and workshops with faculty and guest artists. Seniors are strongly urged to use this course as a means of concentrated preparation for ART 500. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. This course can be repeated for credit as topics change. Field trips may be required. *Prerequisite: a 100-level studio art course or consent of the instructor.*

500. Senior Studio Project

Salas/Oblinger

Four credits.

This course is the culmination of the Studio Art major, and is taken in the final semester of study. Students create artwork in the area and medium of their expertise and pursue a concentrated studio research activity which is meaningfully related to their major area of interest in studio art. Students meet on a regular basis to receive critique from faculty and guests, and are expected to produce a significant body of artwork for a final exhibition at the end of the semester. Other topics include professional practice in the field of studio art and graduate study. Field trips may be required.

570. Senior Seminar in Art

Nygard

Variable credit course, 2-4 credits.

In the year before graduation, seniors in the department undertake individualized projects and professional development activities. Senior studio majors take the course for two credits, while art and art history majors enroll for four credits. All students present their work publicly. Field trips may be required.

Biochemistry

Professor Colleen M. Byron (Chair); Mark S. Kainz

Associate Professor Patrick H. Willoughby;

Assistant Professor Bryan P. Nell;

Stockroom Supervisor Dana Moracco

Departmental Mission Statement: Modern biochemistry explores life processes at the molecular level and connects experimental data to the bioinformatics space. The biochemistry major presents the theory, concepts and laboratory experiences of biochemistry in an intimate environment that allows for the personal professional development of students through both individual and team-based approaches. The department's program is framed within the liberal arts model where we consider multiple perspectives to enhance our understanding of phenomena. Throughout the biochemistry curriculum, students advance in their problem-solving, critical thinking, laboratory safety, communication, and ethical skills and become prepared for careers as productive scientists and for lives as responsible citizens.

Requirements for a major in biochemistry: CHM 111, 112, 211, 214, 321, 334, 422, BIO 266, three semesters of 501 and one semester of 502, and two courses from the following: BIO 219, BIO 314, BIO 329, or CHM 414. Two semesters of physics (131 and 151 or 172), plus one semester of MTH 201 or a higher calculus course are prerequisites for CHM 334. BIO 123 is a prerequisite for BIO 266 and BIO 122 is a pre- or corequisite for BIO 219. CHM 111, 112, 211 and 214 constitute an introductory core and should be taken in sequence.

Students majoring in Biochemistry cannot also earn a major or a minor in Biology, Chemistry, or Biomedical Science.

Majors must complete a research project which culminates in a substantial written thesis. Except in unusual circumstances, an experimental project is required. This thesis project can be initiated after the student's exposure to the introductory core, but must be essentially complete at the end of the fall semester of the senior year. A directed summer research project, either at Ripon, on another campus, or in an industrial laboratory, also could provide the basis for an acceptable thesis. It is expected that the project will be the equivalent of a minimum of four semester hours of credit.

Students planning to pursue graduate work should select advanced courses and independent study based on their post-graduation interests and also should seriously consider the potential value of advanced mathematics, advanced physics, and additional advanced biology courses. Students should discuss the possibilities with members of the department before registration.

Biology

Professors Mark S. Kainz and Memuna Z. Khan (Chair)

Associate Professors Robin M. Forbes-Lorman, Benjamin R. Grady, Barbara E. Sisson

Departmental Mission Statement: The Department of Biology provides an intellectually challenging learning environment for students of the life sciences. In laboratory, field and discussions, students come to understand the foundations and diversity of life by posing meaningful biological questions, answering these questions

through observation and experimentation, and presenting their findings to a wide audience. These experiences prepare students to make informed decisions in their daily life, to work in a range of careers, and to pursue advanced professional programs.

Requirements for a major in biology: A student majoring in biology will earn 37 credits in biology toward the major. They must take six core courses, three distribution courses with laboratories, one in each area of organismal, cell and molecular, and ecology and evolutionary biology, and at least 8 additional elective credits. Two courses toward the major must be taken at the 300 level. In addition to courses in biology, two chemistry courses (CHM 111, 112) and statistics (MTH 120 or PSC 211) are prerequisites for biology majors.

Core Courses: 122, 123, 200, 220, 501, 502

Organismal: 206, 211, 216, 226, 227, 312, 314

Cell & Molecular: 219, 266, 314, 329

Ecology & Evolution: 206, 215, 216, 227, 247, 336, 339

No more than four credits of directed research (x97), independent study (BIO x98), or internships (x99) may be counted toward the major. BIO 110, 310 and 400 will not count toward any major or minor in biology. Topics courses may count as an elective for the biology major with approval from the department.

Students planning on graduate work in biology or health professions should consider additional courses in chemistry, one year of physics, mathematics through calculus, and computer science. For further information on preparing for a career in the health profession consult Dr. Barbara Sisson.

Students interested in teaching biology need to complete the Secondary Education Major and the Science Education licensure requirements which include: a major or minor in biology, chemistry, physics, or environmental studies and the following courses: BIO 122, 123, 211, CHM 111, 112, ENV 120, PHY 131, 152, and EDU 337.

Requirements for a minor in biology: BIO 122 and 123 and 4 elective credits in biology courses approved by the department.

Requirements for a minor in environmental biology: ENV 120, BIO 122 and 247, plus 11 additional credits in biology courses approved by the department. Students majoring in environmental studies or biology may not minor in environmental biology.

Courses taken through the SEA or SES programs may be used to fulfill certain requirements for the major and minor.

110. **Topics in Biology**

Staff

Variable credit course, 2-4 credits. May be offered as a half-semester course. Designed to acquaint the student with some of the historical and present-day biological topics that relate to humans and their environment. Students can repeat the course for credit when the topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. Lecture, reading, discussion, laboratory, required field trips depending on the nature of the topic.

122. **Ecology, Evolution, and Diversity**

Staff

Four credits.

The biodiversity hosted by planet earth is breathtaking. In this course we explore the mechanisms that give rise to biodiversity, from the level of the population through the biosphere. We learn basic ecological principles and the theory of evolution. Emphasis is placed on experiential learning and hands-on discovery. Lecture, reading, discussion, laboratory, required field trips. *No prerequisites.*

123. Molecules, Cells, and Genes

Staff

Four credits.

In introduction to the structure and function of molecules and cells. Topics include cells and cell membranes, macromolecules and the flow of energy in cells, and the flow of information, including cell signaling and the storage, transmission, and expression of genetic information. Laboratory class size will be small to facilitate discussion and analysis of laboratory work. Lecture, discussion and laboratory. *No prerequisites.*

200. Scientific Writing and Communication

Staff

Four credits.

The writing of scientific papers in a biological context. Consideration of the historic and modern role of writing primarily for an audience of scientists is examined in a variety of ways. Students will prepare a research paper based on an inquiry based project implemented by the class and by finding, reading, and synthesizing primary literature sources into their own writing. Research papers will be written in a style acceptable for publication in professional journals. Additionally, students will write a research proposal. Peer review and revisions will be practiced. Proper format, data interpretation and presentation, writing style, and methods of literature review will be covered. Oral and poster presentation techniques will be covered. Formal papers written for biology courses will follow this style. Lecture, discussion. *Prerequisites: BIO 122; BIO 123, CTL 110; sophomore standing; or consent of the instructor.*

206. Biology of Birds

Khan

Four credits.

Study of the biology of birds including their evolution, unique morphology, physiological adaptations, migratory behavior and mating systems. Laboratories will include examining preserved specimens, identifying local bird species by sight and sound and becoming acquainted with ornithological field methods. Lecture, laboratory, required field trips. *Prerequisite: BIO 122 or consent of instructor.*

210. Topics in Biology

Staff

Variable credit course, 2-4 credits. May be offered as a half-semester course. Designed to acquaint the student with contemporary topics that are not covered by regular courses. Students can repeat the course for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. Lecture, reading, discussion, laboratory, required field trips depending on the nature of the topic.

211. Human Anatomy and Physiology I: Support, Movement and Integration

Forbes-Lorman

Four credits.

Introduction to the structure and function of the human body, including the integu-

mentary, skeletal, muscular, nervous and endocrine systems. This course examines these systems from molecular to organismal levels, emphasizing correlations between structure and function, organization of the human body, homeostatic control of physiological processes, and how function can become perturbed in disease states. Laboratory work includes dissection of preserved specimens, microscopy, physiological experimentation, and group work. Lecture, laboratory, discussion. *Prerequisite: BIO 121.*

215. Invertebrate Zoology

Staff

Four credits.

Comprehensive study of the biology of invertebrate animals. Ecology and systematics of the invertebrate fauna from local habitats are emphasized on field trips. Live, preserved and fossilized specimens are studied in the laboratory; emphasis is given to parasitic forms and species of significant economic and ecological importance. A collection trip to fossil-bearing strata is conducted. Lecture, laboratory, discussion, required field trips. *Prerequisite: BIO 121.*

216. Vertebrate Zoology

Khan

Four credits.

Study of vertebrate diversity in morphology and physiology as a result of these organisms' evolutionary history, biogeography and ecology. This course will acquaint the student with anatomy, systematics, life history and adaptive strategies of the vertebrate groups. Laboratories include dissections of selected vertebrate groups and identification and field study of local species. Lecture, laboratory, discussion, required field trips. *Prerequisite: BIO 122.*

219. Genetics

Kainz

Four credits.

Study of heredity, structure and function of genes. Classical, molecular and population genetics are discussed in lecture. Laboratories include mapping and study of gene interaction in eukaryotes, an introduction to recombinant DNA techniques, mutagenesis and approaches to screening and selecting mutants. Lecture, laboratory. *Prerequisites: BIO 123 and CHM 111.*

220. Department Seminar

Staff

One credit.

Selected topics in the biological sciences presented by faculty, Ripon College seniors, and visiting scholars. Grading is S-U. *Prerequisites: BIO 122 & BIO 123 or equivalent.*

227. The Biology of Plants

Staff

Four credits.

A comprehensive study of the kingdom Plantae. Emphasis on the morphology, reproduction and evolution of the algae, bryophytes, ferns and seed plants. Lecture, laboratory, discussion and required field trips. *Prerequisite: BIO 122 & 123.*

228. Plant Diversity

Grady

Four credits.

A comprehensive tour of the evolution of non-vascular and vascular plants and their early diverging relatives. Systematics, morphology, evolutionary history and human

uses of plants will be emphasized, with a focus on flowering plants. Laboratories will combine morphological examination of various plant groups and features with required field trips to natural areas to experience plant diversity, firsthand. Same as ENV 228. *Prerequisites* BIO 122 or ENV 120

247. General Ecology

Khan

Four Credits

Interaction of aquatic and terrestrial plants and animals with their environment. Emphasis is placed on community structure, energy flow, nutrient cycling, competition, niche development, population dynamics and the concept of ecosystem services. Lecture, laboratory, discussion, required field trips. Same as ENV 247. *Prerequisite*: BIO 122.

259. Evolution

Khan

Four credits.

The theory of evolution unifies the biological sciences. Species diversity, organismal body plans, behavior, physiology and developmental patterns are all products of evolution. Learn how molecular and phylogenetic techniques are used to reconstruct the evolutionary relationships among organisms. By reading some of the original writings of Charles Darwin in tandem with the textbook and primary literature, you will learn about the mechanisms of evolutionary change, mutation, recombination, stochastic events and natural selection. The dynamic nature of evolutionary research will be a recurring theme. Lecture, discussion, 1 lab. *Prerequisite*: BIO 122

266. Cell and Molecular Biology

Staff

Four credits.

The course addresses processes and structures of the eukaryotic cell. Topics include gene expression and its regulation, organelle structure and function, the cytoskeleton, the cell cycle, cell membrane structure and function, cell signaling, the extracellular matrix, mitosis, and cell motility. Lecture and lab. *Prerequisites*: BIO 123, CHM 111.

300. Departmental Studies

Staff

Variable credit course, 2-4 credits. Offered on demand.

Special subjects in biology not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. *Prerequisites*: BIO 122 & 123 and consent of the instructor.

305. The Biology of Cancer

Sisson

Four credits. Offered 2024-2025 and alternate years

Study of the nature and causes of cancer from a biological viewpoint. Ethical and economic issues related to the disease will be discussed. Lectures and discussion will examine what happens within cells to cause them to become cancerous and why the consequences are so often disastrous, as well as how cancer can be prevented, detected and treated. A student project is included, as are opportunities for service learning. *Prerequisites*: BIO 123 and one course in organismal or cell & molecular biology.

310. Laboratory Assistant

Staff

One credit.

Participation as a laboratory assistant for the department of biology. Selection for positions will be determined by the biology staff and will depend on prior performance in classes and/or as an assistant. Duties will vary depending on the semester and experience of the student. A limited number of credits may be counted toward graduation. Will not count toward fulfilling major requirements. Grading is Pass-Fail. *Prerequisite: consent of the department chair.*

312. Human Anatomy and Physiology II: Maintenance and Continuity **Forbes-Lorman**

Four credits.

Continued study of the structure and function of the human body including the respiratory, digestive, cardiovascular, and urinary systems. This course examines these systems from molecular to organismal levels, emphasizing correlations between structure and function, organization of the human body, homeostatic control of physiological processes, and how function can become perturbed in disease states. Laboratory work includes dissection of preserved specimens, microscopy, physiological experimentation, and group work. Lecture, laboratory, discussion. *Prerequisites: BIO 211 and CHM 111. Prerequisite or corequisite: CHM 112.*

314. Microbiology **Kainz**

Four credits.

Morphology and physiology of viruses, bacteria and other microorganisms. Current research on pathogenic forms involved in infectious diseases, recent advances in microbial genetics, and microbes of economic significance are stressed. Aseptic technique, safety, culture methods, microbial metabolism and bacterial identification are emphasized in the laboratory. Lecture, laboratory. *Prerequisites: BIO 123 and CHM 111. Prerequisite or corequisite: CHM 112.*

329. Developmental Biology **Sisson**

Four credits.

Study of biological systems that change in structure or function. Lectures include descriptive accounts of embryological development of plants and animals. Concepts of determination, differentiation, long term regulation of genes, and pattern formation are discussed as well as recent studies on the effects of developmental processes on evolution. Laboratory exercises may include experimental manipulation of a variety of developing systems from the algae, fungi, vascular plants, invertebrates and vertebrates. Lecture, laboratory and discussion. *Prerequisites: BIO 216, 219, or 266 and CHM 111.*

336. Green Wisconsin **Grady**

Four credits. Offered in 2022-2023 and alternate years

A field-intensive course with a focus on native plant identification, recognition and understanding of various plant communities, restoration ecology, and the environmental impacts of land use. Because geology and landforms impact the distribution of living things, biogeography, geology and the natural history of Wisconsin will also be emphasized. Same as ENV 338. *Prerequisites BIO 122 or ENV 120 and 200-level BIO or ENV course.*

339. Behavioral Ecology**Khan**

Four credits.

Study of the reproductive and survival consequences of animal behavior. We will examine the diversity of behavioral tactics used by animals to improve their chances of survival and reproduction within the context of their ecology (where they live, what they eat, and what eats them). Lecture topics include foraging behavior, predator-prey interactions, group living, mating systems, parental behavior and cooperative behavior. Laboratories consist of conducting short field and lab experiments to illustrate principles covered in the text. Lecture, discussion, laboratory and required field trips. Same as ENV 339. *Prerequisites: BIO 122 or PSC 110, and BIO 200 or PSC 211.*

341. Animal Behavior**Khan**

Four credits.

Animals display a tremendous diversity in behaviors to obtain food, communicate and reproduce. Students will develop an understanding of how an animal's behavior is a product of physiological mechanisms, evolutionary history and environmental context. We will accomplish this goal through textbook and outside readings, discussion and laboratory exercises. *Prerequisites: BIO 122 or PSC 110 and BIO 200 or PSC 211.*

410. Advanced Seminar in Biology**Staff**

Variable credit course, 2-3 credits.

Journal readings and discussions on issues of current interest in the biological sciences. Seminar topics will vary. Can be repeated for credit. *Prerequisites: BIO 122 & 123, sophomore standing, and consent of the instructor.*

450. Intensive Field Studies**Staff**

Variable credit depending on topic.

Offered on a rotational basis as an *In Focus* course. An extensive field trip off campus to one of several study regions. Topics will vary from year to year, but may include the following: Desert and Montane Field Ecology; Field Geology and Physical Geography of Wisconsin; Field Ornithology; Marine Field Ecology; Plant Evolution and Systematics. This course is highly selective; selection to participate is based, in part, on performance in other courses taken at Ripon. Same as ENV 450. *Prerequisites: variable depending on the topics, but always requiring consent of the instructors. It also is recommended that courses in plant diversity (BIO 228), vertebrate zoology (BIO 216) or ecology (BIO 247) be taken prior to this course. Same as ENV 450.*

501, 502. Senior Studies**Staff**

Two credits per semester.

Will emphasize the importance of reading, writing and oral communication in biological research. A senior thesis will be researched and written, then presented as a talk at a spring symposium. During the fall semester, students will write and orally present a research proposal and work on completing their portfolio. Under certain circumstances, students may register for BIO 501 or 502 without the necessary prerequisites, but will not receive credit for either course until all prerequisite courses have been completed successfully. *Prerequisites: 20 credits in biology; BIO 200, BIO 220, MTH 120 or PSC 211; and CHM 111 and 112.*

Biomedical Science

(Co-Coordinator)

Professors Colleen M. Byron, Mark S. Kainz;

Associate Professors Barbara E. Sisson, Patrick H. Willoughby

The biomedical science major is an interdisciplinary program designed for students interested in the health sciences, molecular and cell biology, environmental disciplines such as ecotoxicology, and any other field in which a good preparation in both chemistry and biology is needed. All biomedical sciences majors must take a basic core of courses in science and math. Students who elect the biomedical sciences major may not elect a major or minor in either chemistry or biology.

Core requirements for a major in Biomedical Science: The basic core of required courses includes BIO 122; BIO 123; CHM 111, 112, and 211; PHY 131 and 152 or PHY 131 and 172; MTH 201 or higher-level calculus; and BIO 501 and 502 or CHM 501 and 502. A senior thesis is required. For students electing to take BIO 501 and 502, MTH 120 or PSC 211 and BIO 200 or PSC 211-212 are prerequisites. For students electing to take CHM 501 and 502, one writing prerequisite course is required from among the following: BIO 200, PSC 212, CHM 310, 334 or 414, or another course approved by the instructor. **Elective requirements:** Students must also complete the following elective courses in Biology and Chemistry. Biology elective requirements: BIO 219 or BIO 266, and two courses in biology, 1 at the 300 level, selected from the following: BIO 210 (Topics: Biophysics and Biomaterials, or Animal Diversity), 211, 216, 219, 226, 312, 300 (Dept Studies: Biotechnology), 314, and, 329. Chemistry elective requirements: two of the following courses: CHM 214, 321, 334 or 422.

Business Management

See Economics and Business Management

Chemistry

Professor Colleen M. Byron (*Chair*);

Associate Professor Patrick H. Willoughby;

Assistant Professor Bryan P. Nell;

Stockroom Supervisor Dana Moracco

Departmental Mission Statement: Modern chemistry is the study of matter and its transformations. Our department presents the theory, concepts and laboratory experiences of chemistry in an intimate environment that allows for the personal professional development of students through both individual and team-based approaches. The department's program is framed within the liberal arts model where we consider multiple perspectives to enhance our understanding of phenomena. Throughout the chemistry curriculum, students advance in their problem-solving, critical thinking, laboratory safety, communication and ethical skills and become prepared for careers as productive scientists and for lives as responsible citizens.

Requirements for a major in chemistry: CHM 111, 112, 211, 214, 321, 334, 342, and one of the following (CHM 414, PHY 251, PHY 412, PHY 440, or PHY

441), three semesters of 501 and one semester of 502. Physics 131 and 152 or 172 and Mathematics (MTH) 201 and 202 are prerequisites for CHM 334; MTH 202, PHY 131, and PHY 172 are prerequisites for PHY 251 or higher PHY course electives for the major. CHM 111, 112, 211 and 214 constitute an introductory core and should be taken in sequence.

Majors must complete a research project which culminates in a substantial written thesis. Except in unusual circumstances, an experimental project is required. This thesis project can be initiated after the student's exposure to the introductory core, but must be essentially complete at the end of the fall semester of the senior year. A directed summer research project, either at Ripon, on another campus, or in an industrial laboratory, also could provide the basis for an acceptable thesis. It is expected that the project will be the equivalent of a minimum of four semester hours of credit. Students planning to pursue graduate work should select advanced courses and research opportunities based on their post-graduation interests.

Laboratory periods for CHM 100 are two hours per week. All other laboratories are three to four hours, unless otherwise noted.

Requirements for a minor in chemistry: CHM 111, 112, 211, 214 and one course from CHM 321, 334, 414 or 422.

Requirements for a teaching major in chemistry: CHM 111, 112, 211, 214, 321, 334, 342, 401, three semesters of 501 and one semester of 502, PHY 131 and 152 or 172; MTH 201 and 202; ENV 120; and one of the following (CHM 414, PHY 251, PHY 412, PHY 440, or PHY 441).

Requirements for a teaching minor in chemistry: CHM 111, 112, 211, 214 and 401; either CHM 321 or 334; and MTH 201 and 202.

100. Global Chemistry

Staff

Four credits.

Global societal issues such as air and water quality, climate change, use of fossil fuels, fracking, and pharmaceutical design are addressed through the understanding of basic chemistry intermixed with discussion of public policy. Weekly laboratory sessions stress how measurements, reactions, data collection and observations inform environmental chemistry decision-making and include chemical syntheses, exploring the effects of chemical pollutants, and the use of instrumentation to characterize chemicals found in the environment.

111. Organic Chemistry I

Willoughby

Five credits.

Understanding the nature (i.e. physical properties) and tendencies (i.e. chemical properties) of carbon-based chemicals is crucial to the fields of medicine and materials science. The properties of the organic functional groups dictate how molecules such as pharmaceuticals, pheromones, metabolites and fluorophores interact with humans, animals and ecosystems as a whole. This course will first provide an introduction to the language of organic chemistry and how it applies to the aforementioned fields of study. After establishing a foundation in the language of the discipline, the fundamental chemical reactivity of several common organic functional groups will be discussed. The semester will culminate by discussing strategies for synthesizing complex organic molecules that may or may not have ever been discovered. The laboratory will focus on the preparation and purification of organic

molecules. *Prerequisite: high school chemistry or consent of the instructors.*

112. Structure and Reactivity

Nell

Five credits.

An introduction to the basic principles of chemistry. The structural relationship between the atom and the macroscopic properties of matter is studied through topics such as kinetic molecular theory, gases, quantum theory, molecular orbital theory, intermolecular forces and the solid state. Chemical reactivity is introduced through the study of stoichiometry, kinetics, chemical equilibrium, thermodynamics and electrochemistry. The laboratory includes studies in stoichiometry, qualitative analysis, gas laws, electrochemistry, acid-base equilibrium, kinetics, inorganic syntheses and other topics. *Prerequisite: CHM 111 or high school chemistry and consent of the instructor.*

201. Departmental Seminar

Byron

One credit. Offered both semesters.

Selected topics presented by students, faculty or visiting researchers and practicing professionals, followed by discussion. This course option is open to first- and second-year students. Grading is S-U.

211. Analytical Chemistry: Equilibrium and Quantitative Analysis

Byron

Five credits.

An introduction to analytical chemistry with special emphasis on equilibrium-based methods for quantitative determinations. Acid-base, complexation, precipitation and oxidation-reduction equilibria are studied in the classroom and particular attention is paid to the roles of these reactions in biochemical systems. Spectroscopic and chromatographic methods of analysis are introduced in the laboratory. Other laboratory work stresses the development of quantitative techniques, laboratory notebook protocol, the statistical evaluation of data, and the carrying out of a group designed analytical research project. *Prerequisite: CHM 112.*

214. Organic Chemistry II

Willoughby

Five credits.

This course includes an advanced study of the properties of the fundamental functional groups discussed in Chemistry 111. Emphasis will be placed on important chemical reactions of these groups. Detailed mechanistic analysis will accompany the study of all new chemical reactions. Additionally, topics in modern spectroscopy (e.g., NMR, IR, UV-Vis) and mass spectrometry (e.g., via LC/MS, GC/MS, Hi-Res MS) also will be discussed, and these techniques will be frequently applied to organic structure elucidation. The laboratory will focus on microscale preparation, purification and characterization of complex organic molecules. *Prerequisite: CHM 111 and 112 or consent of the instructor.*

300. Departmental Studies: Current Topics in Chemical Research

Staff

Variable credit.

Special subjects in chemistry not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. *Prerequisites: CHM 111 and consent of the instructor.*

321. Descriptive Inorganic Chemistry**Nell**

Four credits.

The descriptive chemistry of the elements studied with respect to periodic trends. Atomic structure, ionic and covalent bonding, molecular structure and symmetry, coordination complexes, organometallic chemistry, experimental methods, electronic spectra, are topics typically studied. In addition, topics may include solid state chemistry, nuclear chemistry, and bioinorganic chemistry, as well as others. No laboratory. *Prerequisite: CHM 214.*

334. Physical Chemistry: Chemical Thermodynamics and Kinetics **Byron**

Five credits. Offered spring semester yearly.

The study of chemical and physical thermodynamics and its applications to chemistry and biochemistry. Kinetics of reactions, reaction mechanisms, and reaction rate theory also are covered. Laboratories illustrate and test established principles and provide basic experience with measurements yielding quantitative results. Same as PHY 334. *Prerequisites: MTH 202 and PHY 131 and 172, or consent of the instructor.*

342. Advanced Laboratory**Nell**

Four credits.

A study of the preparation, isolation and characterization of compounds. Where possible, the emphasis is on the techniques involved and the range of their applicability to inorganic, organic, or biochemical systems. Includes discussions of the chemical literature and the effective written and oral communication of experimental results. Two laboratories and two discussions per week. *Prerequisite: CHM 214 or consent of the instructor.*

401. The Teaching of Chemistry**Staff**

Two credits.

Methods of the teaching of chemistry in secondary schools. The development of the chemistry curriculum, lectures, problem assignments, evaluation instruments, demonstrations, laboratories, and laboratory safety will be covered. Required for teaching certification in chemistry. Does not count for the major.

413. Advanced Organic Chemistry**Willoughby**

Three credits.

Advanced topics in organic chemistry with special emphasis on mechanism and theory, including polymers and other commercially important organic compounds. No laboratory. *Prerequisite: CHM 214 or consent of the instructor.*

414. Chemical Instrumentation**Byron/Nell**

Four credits.

Designed to promote an understanding of instruments used for chemical and biochemical characterization with primary emphases on mass spectroscopy and on spectroscopic methods. The relationship between quantized processes and instrumental design will be featured throughout the course. Student research interests influence the direction of the course while flexible laboratory exercises explore instrument optimization and chemical characteristics that influence instrumental design. *Prerequisite: CHM 211.*

415. Advanced Inorganic Chemistry**Nell**

Three credits.

Advanced topics in inorganic chemistry selected with reference to student backgrounds and interests. Topics include introduction to symmetry and group theory; the structure, stability and electronic spectra of classical transition metal complexes; descriptive applications of molecular orbital theory; conductivity and superconductivity in solids; the metal-metal bond in transition metal clusters and multiple metal bonds; key reactions of organometallic compounds; experimental methods. No laboratory. *Prerequisite: CHM 321 or consent of the instructor.*

422. Biochemistry**Byron**

Four credits.

An introduction to biochemistry with an emphasis on the structure and function of molecules found in living cells and on the energetics and dynamics of biochemical reactions. The use of online databases for biochemical information is included throughout. No laboratory. *Prerequisite: CHM 214 or consent of the instructor.*

501, 502. Departmental Seminar**Byron**

One credit.

Selected topics presented by students, faculty or visiting researchers and practicing professionals, followed by discussion. This course is required of junior and senior chemistry majors. Grading is S-U for Section 501. *Prerequisite: CHM 211 or 214 or 321. A writing intensive course approved by the instructor is required for Section 502.*

521, 522. Departmental Studies**Staff**

Variable credit course, 1-5 credits.

Individual preparation in special phases of chemistry not covered in regular courses, with regular discussion periods. *Prerequisite: consent of the instructor.*

Classical Studies

See Foreign Languages and Cultures

Communication*Professors Jody M. Roy, Steven E. Martin (Chair)**Visiting Professor Jeremy Adolphson*

Departmental Mission Statement: The Ripon College Department of Communication empowers students to become agents of change within society. We develop students' critical thinking, problem-solving, and oral and written communication skills by challenging them to apply historical, theoretical and critical approaches to the study of public communication.

Requirements for a major in communication: 32 credit hours in communication, including CMM 115, 348, either 336 or 352, 415, 505; and 12 additional credit hours in communication of which at least 8 must be at or above the 200 level.

Requirements for a minor in communication: 20 credit hours in communication, including CMM 115, 348, 415, and 8 additional credit hours in communication.

tion of which at least 4 must be at or above the 200 level.

Communication majors are strongly encouraged to plan an internship in an area related to communication during their junior and/or senior years at the College. Some recent internships have been in the areas of advertising, social media marketing, sales, personnel management, event planning, news broadcasting, public relations and journal editing.

112. Issues in Communication

Staff

Variable credit course, 2-4 credits.

Consideration of significant issues in society as they intersect with the field of communication. Students will be exposed to basic concepts of communication analysis as they investigate such topics as: Communicating Identity, Unity, and Diversity; Communication and Youth Music Subcultures; and Autobiographical Communication: The Impact of Personal Stories in American Society.

115. Public Speaking

Staff

Four credits.

Students in Public Speaking develop skills as public advocates by researching current issues of significance, constructing and evaluating arguments, and adapting style and delivery techniques to the needs of various types of audiences. Students receive feedback from peers, the instructor, and, when appropriate, from community audience members representing local organizations, businesses, government agencies and other groups with vested interests in the students' topic areas. In addition to preparing for and engaging in public speeches, students will prepare formal, written self-assessments and audience-response assessments.

212. Issues in Communication

Staff

Variable credit course, 2-4 credits.

Consideration of significant issues in society as they intersect with the field of communication. Students will engage in communication theory and criticism at an intermediate level.

216. Advanced Public Speaking

Roy

Four credits.

Students in Advanced Public Speaking refine their skills as public advocates by researching current issues of significance, constructing and evaluating arguments, and adapting style and delivery techniques to the demands of actual community audiences, in both in-class and in-field presentations. Students receive feedback from peers, the instructor, and community audience members representing local organizations, businesses, government agencies, and other groups with vested interest in the students and topic areas. In addition to preparing for and engaging in public speeches, students will prepare formal, written self-assessments and audience-response assessments. *Prerequisite: CMM 115/215*

220. Communication and Sports in American Society

Roy

Four credits.

Consideration of the relationship between language functions, media and sports in

American culture. Topics include: myth, narrative structures and characterization of sports coverage in the media; stereotyping of male and female athletes; the creation of cultural icons and role models; and fanaticism and the notions of propaganda.

236. Communication and the Environment

Martin

Four credits.

The role of communication as it relates to the environment, focusing on communication strategies by institutions, corporations, environmental movement leaders, scientific experts, politicians and the public to describe and influence human interactions with the environment. Same as ENV 236.

248. Media and Society

Adolphson

Four credits.

This course investigates how mediated forms of communication impact society. The theories and implications of traditional mass media (i.e., print, radio, television, etc.) as well as new, emerging and “social media” will be explored.

252. The First Amendment

Martin

Four credits.

The First Amendment is frequently misunderstood. To most, the First Amendment simply means “free speech,” but it is much more complex and robust than that simple phrase. Freedom of expression is only one part of the First Amendment. The amendment also pertains to the role of religion in the public sphere, the right to protest (freedom of assembly), the right to petition the government, and the freedom of the press to broadcast and publish. Throughout the course we will examine these components by examining significant court cases, reading majority and dissenting Supreme Court decisions, and debating controversial and unsettled issues that remain. Students will be asked to be active participants throughout the course; assignments will also include group projects that analyze significant controversial First Amendment topics that simulate real-world dilemmas.

255. Crime, Incarceration and Communication

Roy

Four credits.

This course explores the ways in which people communicate about crime and incarceration and how that communication affects attitudes and behaviors. Special attention will be paid to: communication tactics as criminal behavior; recruiting by and organizational communication within gangs; communication practices of law enforcement and corrections personnel and systems; impacts of media coverage of crime and incarceration.

315. Speech Practicum

Staff

One credit.

Students enrolled in CMM 315 work with the instructor to devise an individualized learning plan for the semester, including specific learning goals and a scheduled series of actual public speaking engagements through which those goals will be realized and assessed. Speaking forums and formats will vary for each student; some students may serve as informational or special event speakers for local community organizations, others may advocate on behalf of nonprofit groups, and more ad-

vanced students may work as speech consultants/trainers for representatives of community or educational groups. Note: In addition to work with local groups, students enrolled in CMM 315 may partner with The Huntington's Disease Society of America or The National Association of Students against Violence Everywhere, both national nonprofit corporations. *Prerequisite: CMM 115. May be repeated for a total of 6 credits, only 4 of which can count towards the completion of the major or minor.*

336. Social Movement Communication

Roy

Four credits.

The role of rhetoric in the development, maintenance and decline of social movements. Impact of social movements on American ideology. Taught through examination of extended case studies of movements and countermovements.

348. Theories of Public Communication

Roy

Four credits

Students explore the historical development of theories of public communication, from Classical rhetorical theory to contemporary theories of media to develop understanding of the dynamic interactions among changes in society, advancements in theory and the practices of public communication. Students apply theoretical concepts to both historical and contemporary examples of public communication to build their knowledge of influential public discourse of the past and to develop the skills necessary to analyze and evaluate the impacts of public communication on contemporary society.

352. Political Communication

Martin

Four credits.

The role of communication in contemporary politics. Emphasis on political advertising, political campaigns, political journalism, and presidential and congressional rhetoric. The course involves a detailed simulation of a campaign for a fictional student body president election. Substantial group work is required.

401. Teaching of Speech

Staff

Two credits. Offered on demand.

A theory and practice course for the classroom teacher. Philosophy of speech communication education is stressed along with content and teaching skills, methods and techniques. Students planning to pursue graduate work in communication are strongly encouraged to enroll. *Prerequisite: consent of the instructor; to be taken concurrently with CMM 402.*

402. Directing Debate and Forensic Activities

Staff

Two credits. Offered on demand.

A theory and practice course involving organization and administration of competitive speech and debate programs at both the high school and college levels. Focus on philosophies and methods of coaching, tournament management, travel management, budgeting, recruiting and program development. *Prerequisite: consent of the instructor; to be taken concurrently with CMM 401.*

415. Applied Communication Practicum**Roy**

Four credits.

Working in project teams, students analyze communication problems facing non-profit organizations and/or local communities; student teams develop and formally propose solution strategies informed by theory and best-practices in the field. Students apply theory to the analysis of problems to evaluate competing solutions on grounds of feasibility and consideration of both ethical implications and potential effects for all stakeholders. Students devise implementation plans and, where applicable, train community members to carry out implementation. Additionally, students explore norms and expectations and also gain practical experience in a variety of common professional communication situations including job search processes, performance evaluations, group discussion and facilitation, and panel presentations. *Prerequisites: CMM 348 and junior or senior standing.*

420. Applied Communication: Leadership Practicum**Roy**

Two credits.

This course will be taught concurrently with CMM 415: Applied Communication Practicum. Students enrolled in CMM 420 will have already completed a full version of CMM 415, and will thus engage in advanced skills-development and applied project leadership alongside the work of the students in CMM 415. Under faculty supervision, students enrolled in CMM 515 will mentor applied communication project teams in CMM 415, provide theory-driven feedback on the teams' processes and concepts, lead simulated communication experiences, such as formal presentations and mock interviews, and serve as consultants to the CMM 415 students as they develop written and oral presentations. *Prerequisites: CMM 348, CMM 415 and senior standing as a communication major or minor.*

505. Rhetorical Criticism — Senior Thesis**Martin**

Four credits.

Theories and methods of rhetorical criticism. Detailed critical analysis of historical and contemporary rhetoric. Students will apply theory through written and oral projects culminating in the Senior Thesis and formal oral presentation of the thesis to the department. *Prerequisites: senior-standing in the communication major or consent of the instructor.*

Computer and Data Sciences

See Mathematical Sciences

Criminal Justice*(Co-Coordinator)**Professor Jacqueline S. Clark;**Associate Professor Marc A. Eaton*

The study of criminal justice provides an interdisciplinary perspective on deviance, crime and the criminal justice system. It enables students to understand how deviance and crime are defined and interpreted, to understand the parts of the criminal justice

system and their respective roles, to develop a theoretical understanding of deviance and crime, and investigate ethical issues related to the criminal justice system.

Requirements for a minor in Criminal Justice: 20 credits, including SOC 110, 205 and 306. Eight additional credits to be selected from CMM 255, EXS 232, PSC 221, PSC 242, and POL 212. Internship is strongly recommended.

Prohibition against counting credits toward multiple majors or minors: Sociology courses counted for credit toward the criminal justice minor cannot also count toward the sociology major or minor or the anthropology major, with the exception of SOC 110.

Economics and Business Management

Professor Soren Hauge (Chair);

Assistant Professors Miracle-Rose Toppar, Fan Zhang;

Instructor Thomas M. Keuler

Adjunct Instructors Richard Gerstein, Erin Sanders, Peter Sensenbrenner, Lee Van Scyoc

Departmental Mission Statement: The Ripon College Department of Economics and Business Management prepares students to inform and lead organizations in making and carrying out effective decisions. We collaborate on defining goals and solving problems of resource use in business, nonprofit organizations and government. We integrate approaches from economics and across the liberal arts in study of fundamentals, diverse applications, research, internships and other organizational experiences. These open doors to advanced study, lifelong learning and productive and rewarding careers.

Catalyst skills — Economics and Business Management: Students completing a major in economics, business management or finance continue to develop skills that are the focus of the Catalyst curriculum — oral communication, writing, critical thinking, collaboration, quantitative reasoning, information literacy, interdisciplinary integration of knowledge and intercultural competence — in both required and elective courses. Early courses address the central economic problem of the scarcity of resources relative to our needs and wants, using quantitative reasoning to evaluate and inform difficult choices among options. Critical thinking is essential as students consider the logic and evidence for competing explanations of and solutions to such problems in business and financial management and public policies. Students' writing opportunities range from essay exams to formal research papers, business plans and financial analyses. Students engage in small group discussions, dialogs with instructors and guest speakers, and more formal group and individual presentations. Especially in the interdisciplinary business management major, students practice integrating the communication techniques, analytic tools and modes of thinking of other fields of study. In senior capstone courses, students integrate the skills they have developed throughout their coursework in the completion of projects that require information gathering, critical thinking, collaboration, oral and written presentations, and often quantitative data analysis.

Quantitative reasoning skills and graduate study — Economics and Business Management: Beyond the use of quantitative reasoning skills that students practice in courses in each major, those who plan graduate study for a master's degree in economics, business, finance, public policy or a related field should take addi-

tional courses in statistics and calculus. To prepare for more quantitatively advanced master's and doctoral programs in economics and finance, further mathematics and statistics courses should be selected in consultation with an academic advisor.

Combinations of majors and minors: Students may combine some of the majors and minors offered by the department, subject to conditions detailed at the end of its section.

Economics

Requirements for a major in economics: MTH 120, ECO 211, 212, 241 (or courses in calculus and probability approved by the major advisor), 350, 311 or 352, 380 and 502; 11 more elective credits of economics courses numbered 300 or above, with at least four of those credits numbered 400 or above. Students may include either ECO 361 or 461, but not both, and either ECO 391 or 491, but not both.

Requirements for a minor in economics: at least 19 credits. ECO 211 and 212; 350 or 352; seven additional elective credits of economic courses numbered 300 or above. ECO 241 is a prerequisite for ECO 350 or 352.

Students interested in teaching economics in secondary schools need to complete the secondary education major and the social studies education licensure requirements which include: a history major or minor including 8 credits of World History, 8 credits of American History, and at least 8 credits at the 300 level or above and HIS 295; The following courses to ENV 120, PSC 110, POL 220, POL 335, ECO 211 or 212, ANT 110 or SOC 110, and EDU 323.

Students are encouraged to extend the breadth of their social science background by also taking courses in anthropology, global studies, Latin American and Caribbean studies, and religion.

For interdisciplinary courses cross-listed in economics, the number of credits counting toward an economics major or minor may be less than the total number of credits for the course, as announced in the course description.

110. Topics in Economics

Staff

Variable credit course, 1-4 credits.

Special subjects in economics not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

211, 212. Principles of Economics

Staff

Four credits each semester.

Fundamental economic principles and their application to public policy, business management, and personal decisions. Macroeconomics (ECO 211) addresses the economy as a whole: the growth and fluctuations of total production, employment and prices. Microeconomics (ECO 212) addresses the decisions of individual households and businesses, and their interactions through markets. The course sequence is normally taken in the sophomore year, though first-year students with strong academic backgrounds, especially in mathematics, may also enroll by permission of the department, preferably beginning in the spring semester. ECO 211 is normally taken first, followed by ECO 212, since the overall introduction to economics that begins each course is extensive in ECO 211 and only briefly reviewed in ECO 212. *Prerequisite: sophomore standing or consent of the instructor.*

241. Quantitative Methods for Business and Economics **Toppar**

Four credits.

This course presents mathematical methods that are essential for undergraduates in economics and business to be able to successfully master the theory courses beyond the introductory level. The focus of this course is to build the foundation necessary for a more profound understanding of economic and business concepts using graphs, general mathematics, calculus, and some practical examples. The course features a special opportunity for students to grow their analytical skills in solving business and social science problems on in-class assignments and on the board. The course first covers fundamental mathematical concepts (sets, functions, graphing on a two-dimensional plane) and then progresses to more advanced concepts such as linear algebra, calculus, and unconstrained and constrained optimization. By the end of this course, students would be able to (i) identify the objective, decision variables and constraints in economic decision problems, (ii) represent elements of an economic problem in simple mathematical models, (iii) identify and apply mathematical tools that can be used to solve the problems, (iv) identify the strengths and limitations of the solution method, and (v) interpret the economic meaning and implications of the solution. Same as BSA 241.

300. Departmental Studies **Staff**

Variable credit course, 2-4 credits.

Special subjects in economics not covered by regular courses. This course may be repeated for credit when topics change. May count toward the Global and Cultural Studies Requirement. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. *Prerequisite: consent of the instructor.*

311. Money and Banking **Zhang**

Four credits.

Financial markets and instruments. The role of money and depository financial institutions in economic activity. The Federal Reserve System, instruments and objectives of monetary policy and the implementation and evaluation of these policies. This course also covers monetary theory. *Prerequisites: ECO 211 and 212, or consent of the instructor.*

313. Corporation Finance **Zhang**

Four credits.

Analysis of business financial policies and problems consistent with the objective of maximizing shareholders' wealth in an individual corporation. This is the basic financial management course introducing students to such essential financial concepts as the analysis of financial statements, the time value of money, stock and bond valuation, risk and return, capital budgeting and the cost of capital. Same as BSA 313. *Prerequisites: ECO 211 and 212 and ECO/BSA 241. Prerequisite or corequisite: BSA 231.*

317. Anthropology of Money **Dalinghaus**

Four credits.

From cowrie shells to bitcoin, this course will explore anthropological approaches to money in cross-cultural perspective. Students will explore some of the theories and debates about what money is and what it does, about money as a social relationship, and

about money as an object of power yet constant re-invention and re-purposing. Topics will include dominant and alternative currencies, differences between money and payment, new money technologies, and the relationship between monetary forms, value, and exchange. Concepts will be explored primarily through case studies, ethnographic examples, and multi-media as well as interactive learning activities. as a section of ANT 300. *Prerequisites: BSA 110 or ECO 211.*

319. Your Money or Your Life?
Global Perspectives on Credit and Debt

Dalinghaus

Four credits.

This course will examine the current explosion of debt and indebtedness across the globe. From austerity regimes to student loans, why are individuals and entire nations increasingly faced with stark choices of repaying debt or sustaining life? How can attention to the politics and poetics of navigating relationships of credit and debt across diverse geographic, historical, and cultural settings provide essential tools for addressing this contemporary global challenge? Drawing on anthropological and interdisciplinary approaches, this course will explore the interconnections between credit, debt, and social life. Topics will include classic debates about gift economies and economic exchange, the increasing role of finance in everyday life, technological innovations and disruptions, global migration, intergenerational change, financial crises and the rise of alternative economies and social movements. as a section of ANT 300. *Prerequisites: SOC 110, ANT 110, or consent of the instructor.*

321. Economics of Professional Sports

Van Scyoc

Four credits.

An examination of key economic issues in the major professional team sports (baseball, football, basketball, and hockey). These include labor-management relations and the frequency of strikes and lockouts, salary cap agreements and other restrictions on player earnings, revenue and cost analysis of a typical team, how leagues function as monopolies, new stadium/arena construction and governmental financing, expansions of leagues to new cities vs. creation of new leagues, competition vs. cooperation between teams. *Prerequisite: ECO 212 or consent of the instructor.*

332. Resource and Environmental Economics

Hauge

Four credits. Offered in 2023-24 and alternate years.

Theoretical framework for the analysis of environmental pollution and renewable and nonrenewable resource management. Topics include public goods and common-property resources; private cost, social cost, externalities, and market failure; designing and implementing environmental policies; benefit-cost analysis; the global environment. Same as ENV 332. *Prerequisite: ECO 212 or consent of the instructor.*

340. Data Analysis for Business and Economics

Zhang

Four credits. Offered in 2024-25 and alternate years.

This course is an introduction to the application of statistics in business and economics. Statistical analysis is important to businesses and provides the foundation for decision making. Dealing with data is also an everyday occurrence for business professionals and economic analysts. This course will address how to get information from data and will cover describing data and relationships, probability, confidence

interval estimation, hypothesis testing, linear regression, and optimization techniques, among other topics. Same as BSA 340. *Prerequisites:* ECO 211 and either BSA/ECO 241 and MTH 120, or consent of the instructor.

350. Price Theory

Toppar

Four credits.

Theories of the behavior of individual economic units: consumers, businesses, and resource owners. The processes of valuation, production, and distribution characteristic of a market system are considered as well as implications for welfare and public policy. Concepts of game theory and behavioral economics are introduced and used in the analysis in addition to traditional economic theory. *Prerequisites:* ECO 212 and ECO/BSA 241 or consent of the instructor.

352. Intermediate Macroeconomic Theory

Hauge

Four credits. Offered in 2024-25 and alternate years.

Analysis of growth and fluctuation of total production and employment, as well as prices and interest rates, primarily with neoclassical and Keynesian theories. Effects of government monetary, fiscal and other policies on growth and stabilization. Draws on current events and debates, and macroeconomic history, from the U.S. and abroad. *Prerequisites:* ECO 211 and ECO/BSA 241 or consent of the instructor.

361. Development Economics I

Hauge

Four credits. Offered in 2023-24 and alternate years.

Major analytical and policy issues facing the “less developed” nations — 3/4 of the world’s people. Global issues: defining development; its global patterns and historical process; theories of growth and underdevelopment; role of the state in industry, finance and trade; population and migration. Applications to selected topics, such as: poverty and inequality; agriculture and environment; women and health; education and employment; multinational corporations and international institutions including the World Bank, IMF and WTO. Students select countries for research. An interdisciplinary survey of the primary issues studied by development economists and faced by practitioners. Same as ENV 361. Meets with ECO 461. *Prerequisite:* ECO 211 or consent of the instructor.

380. History of Economic Thought

Hauge

Four credits.

The development of economic inquiry up to the present, from ancient Greek philosophers and medieval scholastics through the mercantilists, Smith, Ricardo, Mill, Marx, Marshall, Keynes, the Chicago School, and others. *Prerequisites:* ECO 211 and 212.

391. Economics of Discrimination I

Hauge

Four credits.

The course introduces concepts and research readings about various economic theories of discrimination and empirical work testing those theories. Students will investigate differences in economic outcomes such as earnings, occupations, and unemployment by race, gender, sexual orientation, and other personal characteristics. We will examine public policy concerning discrimination, poverty measurements, and antipoverty programs in the U.S. This course is also designed to teach students how to

discuss controversial topics in a respectful, informed, and inclusive manner. Offered as a section of ANT 300, SOC 300, and same as WGS 391. Meets with ECO 491. *Prerequisite: junior standing.*

412. Investment Analysis

Zhang

Four credits. Offered in 2023-24 and alternate years.

Analysis of investment and portfolio management. Topics include asset pricing theory, investment techniques, and analysis and management of common stocks, bonds, and financial derivatives. The course also focuses on the application of financial theory and investment techniques to contemporary financial practice. Same as BSA 412. *Prerequisites: MTH 120 and ECO/BSA 313.*

446. Game Theory for Business and Economics

Toppar

Four credits.

Strategic interaction is a part of everyday life, and so are the situations that can be explained using game theory. Game theory deals with decision problems in a competitive environment where conflict, risk, and uncertainty are often involved and is a powerful tool for understanding individual actions and social institutions in economics, business, and politics. The course focuses on the underlying theory, but applications to social, economic and political problems abound. Topics include Nash equilibrium, subgame perfection, auctions, and incomplete information. In-class games are used to illustrate the concepts. Prior knowledge and understanding of basic probability theory is essential to success. Same as BSA 446. *Prerequisites: ECO 212 and ECO/BSA 241.*

452. International Economics

Hauge

Four credits.

International trade in goods and services, and its effects on national welfare and economic structure. International flows of financial assets and their effects on total production, prices, and interest rates. International and U.S. laws and systems shaping both. Fundamental theories applied to policies regarding international trade, finance, economic integration, and related labor and environmental issues. *Prerequisite: ECO 350 or consent of the instructor.*

461. Development Economics II

Hauge

Four credits. Offered in 2023-24 and alternate years.

Theoretical foundations of development policy. Meets with ECO 361 and for additional sessions. (See ECO 361.) Same as ENV 461. *Prerequisite or corequisite: ECO 350.*

472. Industrial Organization Economics

Toppar

Four credits. Offered in 2023-24 and alternate years.

The course focuses mainly upon the theory of the firm and the industry, with significant emphasis upon oligopoly theory as well as empirical applications of the theory. The course focuses upon market structure, firm conduct, and economic performance of industries. Of special interest is firms' strategic behavior in price and non-price competition. Game theory is used to analyze oligopoly pricing and production, strategic entry deterrence, location strategies, product differentiation, advertising, and research and development. Same as BSA 472. *Prerequisite: ECO 350.*

491. Economics of Discrimination II**Toppar**

Four credits.

The course introduces concepts and research readings about various economic theories of discrimination and empirical work testing those theories. Students will investigate differences in economic outcomes such as earnings, occupations, and unemployment by race, gender, sexual orientation, and other personal characteristics. We will examine public policy concerning discrimination, poverty measurements, and antipoverty programs in the U.S. This course is also designed to teach students how to discuss controversial topics in a respectful, informed, and inclusive manner. Meets with ECO 391. *Prerequisite: ECO 212 or consent of the instructor.*

502. Economic Research**Zhang**

Two credits.

This research capstone course is designed to help you build on knowledge acquired in previous courses and further develop your economic and/or financial research skills. Throughout the semester, you will have the opportunity to work on an individual research project that explores practical, theoretical or empirical issues related to economic or financial behavior, performance or policy. This project will challenge you to apply critical thinking and analytical skills to develop innovative solutions and insights. At midterm, you will present your project proposal, and at the end of the semester, you will present your final research findings. This course offers an exciting opportunity to explore real-world issues in a rigorous academic environment and to develop research skills that are essential for success in economics and finance. Meets with BSA 502. *Prerequisites: Senior standing and completion of or concurrent enrollment in all other courses required for the major; or consent of the instructor.*

Business Management

Requirements for a major in business management: BSA 110, 231, 501 and 502; ECO/BSA 241 (or courses in calculus and probability approved by the major advisor); ECO/BSA 313; ECO 211, 212 and 350; PHL 202, 241 or 245 or BSA 223 or 227; and an individual focus. An individual focus is an integrated set of at least four elective courses from at least two departments totaling at least 12 credits and satisfying these conditions:

No more than one course may be at the 100 level, and no more than two courses may be at the 200 level or below.

No more than four credits may be from courses listed in business management, and no more than four credits may be from economics.

At least three courses must be taken after declaration of the major and approval by the program director or other business management advisor of a proposal written by the student. The proposal explains how the courses selected serve the student's business study goals and form a cohesive whole.

An appropriate semester of off-campus study may be counted as one course (four credits), and foreign language study also is encouraged.

Internships in areas of interest may be included, as approved by the supervising faculty members, and they are strongly encouraged.

Subject to the conditions above, students may propose individual focus courses from any discipline. Students who want to focus on a specific area of business (marketing, entrepreneurship, human resources, arts management, etc.) may choose

courses appropriate for their interests. Students with other majors may also build their interests in those areas into their business management major.

Suggested course sequence for a major in business management:

The years in which courses are listed reflect when they are most suitable for most students; they may be taken in other years. The elective courses listed are a sample of those selected by students for the individual focus; many others could be chosen in each year, depending on the student's interests.

First Year: BSA 110 (required); ANT 110; CMM 115; CSC 101; MTH 120; MUS 112; POL 112; PSC 110; SOC 110; WGS 110 (electives).

Second Year: BSA 231; ECO 211 and 212; ECO/BSA 241; PHL 202, 241 or 245, or BSA 223 or 227 (required); BSA 208 or 225; ANT 222; CMM 236 or 248; CSC 236; HIS 270; POL 212 or 280; SOC 204 or 216; MTH 220; MUS 280 (electives).

Third Year: ECO/BSA 313 (required); ECO 350 (required); BSA 309, 310, 315 or 322; ECO 311; CMM 352; EXS 353; FRE 322; PSC 313; SOC 302 (electives)

Fourth Year: BSA 501 and 502 (required); BSA 413; ECO/BSA 412, 446 or 472 (electives).

Requirements for a minor in business management: 20 credits. ECO 211 and 212 and twelve elective credits from additional business management courses or one of PHL 202 or MTH 220. At least eight of the credits must be from courses numbered 300 or above. Up to four credits of internship (BSA 399 or 499) may be substituted for other elective credits by consent of the department chair.

Requirements for a minor in entrepreneurship: 20 credits. ECO 211 and 212, BSA 413, and eight elective credits from the following: CMM 115; PHL 202; PSC 110; BSA 110, 208, 227, 309 or 315. Up to four credits of internship (BSA 399 or 499) may be substituted for other elective credits by consent of the department chair.

Requirements for a minor in social enterprise: 20 credits. ECO 211 and 212, BSA 309 or 310, and eight elective credits from the following: CMM 115; PHL 202; PSC 110; SOC 110 or 201; BSA 110, 208, 223, 309 or 310, or 315. Up to four credits of internship (BSA 399 or 499) may be substituted for other elective credits by consent of the department chair.

110. Introduction to Management

Sensenbrenner

Four credits.

Introduction to the process of problem solving, innovation and collaboration required to create, grow and operate business and non-profit organizations in their social and economic environment. Practice in real-life and simulated situations, analysis of existing organizations, and an overview of fields of business functions and work.

208. Introduction to Marketing

Staff

Four credits.

An introduction to the study of marketing in business and society. Considers market research, the marketing environment, and marketing strategies, communications and ethics in for-profit and nonprofit organizations. Examines contemporary issues in marketing that may affect organizational success. Case studies, group exercises and computer simulations will be used to enable students to apply marketing fundamentals.

223. Business and Society

Staff

Four credits.

A review of the economic, social, and environmental impacts business has on society, including socially responsible business practices, corporate philanthropy, employee relations, environmental responsibility, community involvement, and business ethics will be the primary focus of the course. Shared value and the business case for sustainability will also be reviewed. Case studies will be used, and students will develop projects to become well-informed members of society.

225. Human Resource Management Sanders

Four credits.

Examines research and practices applied to employee selection, performance and evaluation. Related topics included are: applied research designs and methods, institutional research, job analysis, stress management, employee assistance programs, compensation, motivation, morale, and job satisfaction.

227. Business Law Staff

Four credits.

Explores the relationship between business, government and labor. This course will examine the foundation of business law contracts and the fundamental concept of the legal prerequisites of the business world including sales, agency, employment relations, government regulations, and related topics. Further, this course will evaluate the nature and limits of the legal system in the world of business with special emphasis on ethics and the related moral principles of prudence, fortitude, temperance, charity, and justice.

231. Financial Accounting with Spreadsheet Applications Keuler

Four credits.

This course introduces students to the accounting principles and requirements for measurement, recording and reporting of business transactions encompassed in the accounting cycles for enterprises in service and merchandising industries. The course applies business concepts to developing financial information for analytical and decision-making for sole proprietorships and corporations through presentation in Excel worksheet applications; as well as focusing on the interrelationships of component items on business financial statements. *Prerequisite: BSA 110 or consent of the instructor.*

241. Quantitative Methods for Business and Economics Toppar

Four credits.

This course presents mathematical methods that are essential for undergraduates in economics and business to be able to successfully master the theory courses beyond the introductory level. The focus of this course is to build the foundation necessary for a more profound understanding of economic and business concepts using graphs, general mathematics, calculus, and some practical examples. The course features a special opportunity for students to grow their analytical skills in solving business and social science problems on in-class assignments and on the board. The course first covers fundamental mathematical concepts (sets, functions, graphing on a two-dimensional plane) and then progresses to more advanced concepts such as linear algebra, calculus, and unconstrained and constrained optimization. By the end of this

course, students would be able to (i) identify the objective, decision variables and constraints in economic decision problems, (ii) represent elements of an economic problem in simple mathematical models, (iii) identify and apply mathematical tools that can be used to solve the problems, (iv) identify the strengths and limitations of the solution method, and (v) interpret the economic meaning and implications of the solution. Same as ECO 241.

300. Departmental Studies **Staff**

Variable credit course, 1-4 credits.

Special subjects in business management not covered by regular courses. This course may be repeated for credit when topics change. *Prerequisite: consent of the instructor.*

309. Social Entrepreneurship and Innovation **Staff**

Four credits.

Social entrepreneurship may be defined as creating successful organizations for stakeholders, and not stockholders. Resources available to address all manner of global problems, including social, environmental, health care, and others are limited. Organizations that are effective at building capacity through efficiency and collaboration will be the successful, world changing organizations of the future. Through service and the creation of social initiatives, students will learn how to use business tools to achieve benefits for society. *Prerequisite: junior standing or consent of the instructor.*

310. Nonprofit Organization Management **Staff**

Four credits

A study of the world of philanthropy including history and current practices, an introduction to the world of nonprofit organizations (their purposes, opportunities and challenges), and the application of business and entrepreneurial models to community problems and the needs of nonprofit organizations. *Prerequisite: junior standing or consent of the instructor.*

313. Corporation Finance **Zhang**

Four credits.

Analysis of business financial policies and problems consistent with the objective of maximizing shareholders' wealth in an individual corporation. This is the basic financial management course introducing students to such essential financial concepts as the analysis of financial statements, the time value of money, stock and bond valuation, risk and return, capital budgeting and the cost of capital. Same as ECO 313. *Prerequisites: ECO 211, 212 and 241. Prerequisite or corequisite: BSA 231.*

315. Strategic Management **Staff**

Four credits.

An introduction to the study of management in business and other organizations. This course will cover the essential concepts in management that provides a sound foundation for understanding key issues in today's global economy. An emphasis will be placed on studying management from the perspective of the top management of leading United States and global organizations. *Prerequisite: junior standing or consent of the instructor.*

- 322. Managerial Accounting with Spreadsheet Applications** **Keuler**
Four credits.
This course further develops the accounting concepts utilized by decision-makers in planning, implementing and monitoring operations in various management and business environments. The course broadens the student's understanding of the statement of cash flows and financial statement analysis. Students are introduced to job costing and process costing of manufacturing enterprises. The course includes the use of Excel spreadsheets to explore the concepts of differential analysis, capital investment analysis and activity-based costing. Prerequisite: BSA 231. *Prerequisite or corequisite: ECO 212.*
- 340. Data Analysis for Business and Economics** **Zhang**
Four credits. Offered in 2024-25 and alternate years.
This course is an introduction to the application of statistics in business and economics. Statistical analysis is important to businesses and provides the foundation for decision making. Dealing with data is also an everyday occurrence for business professionals and economic analysts. This course will address how to get information from data and will cover describing data and relationships, probability, confidence interval estimation, hypothesis testing, linear regression, and optimization techniques, among other topics. Same as ECO 340. *Prerequisites: ECO 211 and either BSA/ECO 241 and MTH 120, or consent of the instructor.*
- 412. Investment Analysis** **Zhang**
Four credits. Offered in 2023-24 and alternate years.
Analysis of investment and portfolio management. Topics include asset pricing theory, investment techniques, and analysis and management of common stocks, bonds, and financial derivatives. The course also focuses on the application of financial theory and investment techniques to contemporary financial practice. Same as ECO 412. *Prerequisites: MTH 120 and ECO/BSA 313.*
- 413. Entrepreneurship and Small Business Management** **Staff**
Four credits.
Introduction to the opportunities, risks, and rewards found in the ownership of a small business. Concentrates on the effective management of small firms to include: planning and organizing the new company, financial and administrative controls, franchising, and purchasing an existing business. Reviews the role of small business in American society. *Prerequisites: BSA 110 and junior standing, or consent of the instructor.*
- 423. Sport Law** **Staff**
Four credits.
This course offers the investigation of the legal and policy issues and disputes that arise in the realm of amateur, college, and professional sports. The Sport Law course includes a comprehensive overview of the legal system, its terminology, and principles as applied to professional, college, and amateur sports, as well as an introduction to the case method of legal study. Additionally, a special emphasis is placed on relevant sporting legal issues, including contracts, labor law, Name, Image, and Likeness (NIL) law, antitrust law, amateurism, regulation, collective bargaining, negotiations, arbitra-

tion, and representation of the professional athlete. Further, the ramifications of sport legal issues and the means of limiting the liability of sport organizations will be comprehensively discussed in this course. Same as EXS 423. *Prerequisite: junior standing or consent of the instructor.*

446. Game Theory for Business and Economics

Toppar

Four credits.

Strategic interaction is a part of everyday life, and so are the situations that can be explained using game theory. Game theory deals with decision problems in a competitive environment where conflict, risk, and uncertainty are often involved and is a powerful tool for understanding individual actions and social institutions in economics, business, and politics. The course focuses on the underlying theory, but applications to social, economic, and political problems abound. Topics include Nash equilibrium, subgame perfection, auctions, and incomplete information. In-class games are used to illustrate the concepts. Prior knowledge and understanding of basic probability theory is essential to success. Same as ECO 446. *Prerequisites: ECO 212 and ECO/BSA 241.*

472. Industrial Organization Economics

Toppar

Four credits. Offered in 2023-24 and alternate years.

The course focuses mainly upon the theory of the firm and the industry, with significant emphasis upon oligopoly theory as well as empirical applications of the theory. The course focuses upon market structure, firm conduct, and economic performance of industries. Of special interest is firms' strategic behavior in price and non-price competition. Game theory is used to analyze oligopoly pricing and production, strategic entry deterrence, location strategies, product differentiation, advertising, and research and development. Same as ECO 472. *Prerequisite: ECO 350.*

501. Business Simulation

Zhang

Two credits.

This capstone course gives you the opportunity to apply and build on your knowledge from previous courses in an online business simulation in which each team of three to five students manages a computer manufacturing company in competition with other teams in the class. In the simulation you integrate your knowledge from earlier courses with new information and experiences, develop more advanced business analytical skills and build business acumen. *Prerequisite: Senior standing and completion of or concurrent enrollment in all other courses required for the major or minor, or consent of the instructor.*

502. Business Research

Zhang

Two credits.

This research capstone course is designed to help you build on knowledge acquired in previous courses and further develop your business research skills. Throughout the semester, you will work on an individual research project that explores a practical and engaging issue related to business management. This project will challenge you to apply critical thinking and analytical skills to develop innovative solutions and insights. At midterm, you will present your project proposal, and at the end of the semester, you will present your final research findings. This course offers an exciting

opportunity to explore real-world issues in a rigorous academic environment and to develop research skills that are essential for success in business. Meets with ECO 502. *Prerequisites:* Senior standing and completion of or concurrent enrollment in all other courses required for the major, or consent of the instructor.

Finance

Requirements for a major in finance: ECO 211, 212 and 502; BSA 231, 322 and 501; ECO/BSA 241 (or courses in calculus and probability approved by the major advisor), 313 and 412; MTH 120; PHL 202, 241 or 245 or BSA 223 or 227; one elective course with substantial finance content, as approved by the major advisor; and one elective focused on management and strategy, as approved by the major advisor.

Combinations of majors and minors: In the following combinations of majors and minors, choices of elective courses must satisfy these additional conditions:

- No economics major elective course may count toward the business management major.
- No more than one economics major elective course may count toward the finance major.
- No course numbered 300 or above may count toward both the economic minor and a major in either business management or finance, but another economics course numbered 300 or above may be substituted for ECO 350 or 352 in the minor.
- No elective course may count toward both: a business management minor and an economics major; a social enterprise or entrepreneurship minor and a finance major; minors in economics and business management; or minors in social enterprise and entrepreneurship.

The following combinations of majors and minors are not permitted:

- majors in both business management and finance;
- a minor in business management and a major in finance; and
- a major or minor in business management and a minor in either entrepreneurship or social enterprise.

Educational Studies

Professor Matthew D. Knoester (Chair);

Associate Professors Nicholas J. Eastman, T. Hervé Somé;

Assistant Professor Amira Albagshi;

Director of Teacher Education Jean M. Rigden;

Cooperating Teachers in Area School Districts

Departmental Mission Statement: The Department of Educational Studies promotes the disciplined study of education as a social institution that serves both collective and individual aspirations and needs. The department also is dedicated to the preparation of knowledgeable, effective and reflective teachers for K-12 classrooms in public and private schools in the United States and around the globe.

Overview of departmental programs: Courses in the Department of Educational Studies are offered for students pursuing teaching licensure and students who have an interest in education. The department offers students several options: course work

to earn teacher licensure, majors in elementary education, secondary education, a minor in educational studies, or a combination of licensure and a major or minor. Students also may take some courses in educational studies as electives. Student teaching and practicum placements are restricted to students who are completing teacher licensure programs and require a formal application to teacher education.

Teacher Licensure: Ripon College offers programs leading to teaching licensure in Elementary Education (K-9), Middle School/ High School (grades 4-12) subject areas and K-12 licensure in French, Spanish, art, health, physical education, music and theater. Licensure in English as a Second Language can be added to any teacher licensure program.

Licensure programs at Ripon meet standards set by the Wisconsin Department of Public Instruction. Students who complete the requirements of a licensure program are eligible for a Tier 2 Wisconsin teaching license. Most other states accept the Wisconsin teaching license, and the Director of Teacher Education is prepared to help students identify requirements for states outside Wisconsin.

Requirements for a major in elementary education (K-9 certification): Students must complete EDU 150, 190, 245, 250, 260, 270, 316, 320, 323, 337, 338, 348, 441, 451, 571*. Other required courses include ENV 120, a course in the fine arts (any ART, MUS, THE 2-4 credits), and a US HIS course. Recommended courses include CMM 215, LIN 332 or LAT 111, and PSC 235. Students seeking this licensure must earn a passing score on the Foundations of Reading Test (FoRT). **EDU 512 may replace EDU 441, 451, 571 as the capstone experience for this major for students not seeking teaching licensure.*

Requirements for secondary education major: This major, along with a minor or licensure path listed below, leads to teacher licensure in the middle and high school content areas (grades 4-12) in the areas of English Language Arts, Mathematics, Science, or Social Studies. Students take the following educational studies courses: EDU 190, 250, 260, 270, 311, 316, 320, 344, 451, 461, 571*. PSC 242 is encouraged. **EDU 512 may replace EDU 451, 461, 571 as the capstone experience for this major for students not seeking teaching licensure.*

Students seeking the secondary education major and a teaching licensure will also need to complete a program of study in English Language Arts, Mathematics, Science or Social Studies:

English Language Arts licensure requirements include: An English major (ENG 101, 450, 530, 251 or 255, 246 or 250, four credits of creative writing, eight credits of 300-level electives and four credits of electives must satisfy the department's Diversity, Equity and Justice requirement), ENG 402, CMM 215 or THE 248. The following courses are recommended: LIN 332 or LAT 111.

Mathematics licensure requirements include: A mathematics major (MTH 206, 224, 248 or 305, 501/502 and at least 16 credits of mathematics courses numbered above 206 at least eight of which are at the 400 level. MTH 361, either 120 or 220 or 432, and 401). EDU 150 is required, and EDU 338 is recommended for this licensure.

Science Education licensure requirements include: A major or minor in biology, chemistry, physics, or environmental studies and the following courses: BIO 122, 123, 211, CHM 111, 112, ENV 120, PHY 131, 152, and EDU 337.

Social Studies Education licensure requirements include: A history major or minor including 8 credits of World History, 8 credits of American History, and at least 8 credits at the 300 level or above and HIS 295; ENV 120, PSC 110, POL 220,

POL 335, ECO 211 or 212, ANT 110 or SOC 110, and EDU 323.

The secondary education major is also required for students wishing to license in art education, French, or Spanish.

Requirements for PK-12 licensure in art education: Students must complete the requirements for a major in studio art (see notes on the major in the art section of the catalog), and the secondary education major. Students must work with their advisors to arrange to take teaching methods course work. In addition, each student must qualify for and satisfactorily complete EDU 320 and a semester of student teaching (491 and 571).

Requirements for PK-12 licensure in music education: Students must complete general education requirements for licensure, and the requirements music education major. In addition, students must complete EDU 320 and a semester of student teaching (EDU 421 and 571).

Requirements for PK-12 licensure in physical education and health: Students must complete general education requirements for licensure, and the requirements for a physical education and health major. In addition, students must complete EDU 320 and a semester of student teaching (EDU 431 and 571).

Requirements for certification in English as a Second Language (ESL): In addition to an approved major, each student must complete a licensure program; and EDU 329, 330, 331 and LIN 332. In addition, one of the two student-teaching placements must be completed in an ESL setting.

Professional development portfolio: All teacher candidates at Ripon College are required to develop and present for review a digital professional development portfolio to qualify for student teaching. Portfolios include samples of classroom and clinical work chosen to demonstrate professional competence with respect to *The 10 Wisconsin Teaching Standards*. Course work in the department requires that students also develop abilities to plan instruction that addresses *The Wisconsin K-12 Model Academic Standards* or national subject area academic standards and the *Common Core Standards* for the subject area/s and level/s of licensure being sought.

Foundations of Reading Test: Students seeking licensure to teach as generalists in elementary school classrooms must earn a passing score on the Foundations of Reading Test (FORT). Information concerning this exam is available from educational studies advisors.

Advising: Students interested in teacher licensure must have two academic advisors: one in the department of the academic major/minor, and one in the educational studies department. New students will be contacted about their interest in education prior to the fall semester advising period and assigned an educational studies advisor.

Requirements for admission to the teacher education program: Prior to EDU 320, students must complete the following requirements to be officially accepted into the teacher education program: 1) complete an Application for Entry to the Teacher Education Program; 2) have a cumulative GPA of 2.75 or better for all course work completed thus far in your academic programs and grades presented for courses in the subject area major and minor and teacher education must be C- or above; 3) earned grade of C- or better in three of the following courses: EDU 190, 250, 260 or 270; 4) provide proof of successful completion of at least 30 hours of clinical work and 5) Submit appropriate documentation to allow Ripon College to conduct a

criminal background check. The criminal background check is completed to ensure that all students enrolled in the program meet the same employment standards as professional staff in the districts in which clinical experiences are completed and to verify each student's eligibility for licensure upon completion of student teaching. Some school districts will also complete their own background checks for any volunteers in their district and may charge you a nominal fee for this as well.

Requirements for approval for student teaching: Approval for student teaching is based on the following factors: 1) previous admission to the teacher education program; 2) a cumulative grade-point average 2.75 or better; 3) demonstrate competency in content knowledge in areas of licensure with a GPA of 3.0 or higher in major/minor content area for licensure or provide passing score(s) on the appropriate Praxis II or ACTFL Content Knowledge (exams); 4) documentation of successful participation in 100 hours of clinical experiences; and 5) endorsement of the candidate's application for student teaching by the department chair and advisor in the teaching major/minor and educational studies. The complete, signed application for student teaching must be filed with the educational studies department by the Friday before midterm break of the semester prior to student teaching. Students also may be required to complete separate applications for student teaching by the schools and districts in which they are being placed. Students also must complete the separate application for off-campus student teaching programs.

Requirements for approval for a teaching license: Upon successful completion of student teaching, students may apply for licensure. Approval of these applications requires a full review of the student's file, successful completion of EDU 571, final review of the professional development portfolio, and receipt of all forms documenting the successful completion of all student-teaching placements. Students seeking elementary licensure also must present documentation of a passing score on the Foundations of Reading Test.

Teacher education handbooks: The standards and procedures for all program requirements are detailed in the *Teacher Education Handbook* and the *Student Teaching Handbook*. These are available on the Department of Educational Studies page of the Ripon College website.

Post-Baccalaureate Teacher Education Program: Individuals who hold a bachelor's degree from Ripon College or another institution may complete teacher licensure at Ripon. Candidates for this program must submit a transcript for review by the chair of the Department of Educational Studies and by the chair of the teaching major department. Based on analysis of this transcript, a program of study leading to licensure will be developed. A GPA of 3.0 or above, two letters of recommendation, and successful completion of program required background check are requirements for entry into this program. All requirements specified above for approval for program entry, student teaching and licensure also apply to post-baccalaureate teacher candidates.

Student teaching and clinical experiences: Each student enrolled in a licensure program at Ripon College will complete a minimum of 100 clock hours of approved clinical experiences prior to student teaching. These hours will be completed in conjunction with courses in the licensure curriculum.

Student teaching may be completed during the senior year or during a ninth semester. Student teaching is a full-day, full-semester experience following the semester calendar and daily schedule of the cooperating school. Students enrolled in student

teaching may not enroll in other courses during that semester. All students must apply and be approved for student teaching before they can formally register for this course. See *Requirements for approval for student teaching* section above for more information about this process.

International student teaching: Ripon College allows students to complete one of their two nine-week student teaching placements in an international placement through the Indiana University Global Gateway Program. Special fees are required to student teach through this program. Information about this program is available from Dr. Hervé Somé.

American Indian reservation student teaching: Ripon College students may complete their student teaching on the Navajo reservation in Arizona, Nevada or Utah. This program is offered in conjunction with Indiana University. Students need to express interest in this program at least one year in advance of the anticipated student teaching semester. Special fees are required to student teach through this program. Further information about this program is available from Jean Rigden.

Urban student teaching: Ripon College allows students to complete their student teaching through the Chicago Center for Urban Life and Culture. Special fees are required to student teach through this program. Information about this program is available from Dr. Nicholas Eastman.

Ninth Semester Student Teaching Program: Ripon College has established a reduced tuition for students returning for a ninth (or later) semester to complete their student teaching within the service area of the Department of Educational Studies (roughly within 40 miles of the campus). The ninth semester program should be considered by students who wish to complete a double major, a teaching major and minor, or an off-campus semester. Students must complete four full-time semesters at Ripon immediately prior to the student-teaching semester to be eligible for this program.

Student teaching service areas: Student teaching placements are made within a service area that includes the following school districts: Appleton Area School District, Berlin Area School District, Fond Du Lac School District, Green Lake School District, Markesan School District, Montello School District, Neenah Joint School District, North Fond du Lac School District, Oshkosh Area School District, Princeton School District, Ripon Area School District or Rosendale-Brandon School District. Students who elect to complete their student teaching outside this service area will be responsible for added costs for supervision of their experience.

Program changes: The requirements for teacher licensure specified in this catalog, the *Teacher Education Handbook*, the *Student Teaching Handbook* and other College and departmental publications are subject to change by action of the Educational Studies faculty or mandates from the Wisconsin State Legislature or the Wisconsin Department of Public Instruction. Educational Studies Department faculty members can advise students about the implications of such changes for their individual programs.

150. Structures of Mathematics

Rigden

Four credits. Offered spring semester.

Students will work on problem-solving and mathematical discourse while studying topics chosen to foster a clearer and deeper understanding of the mathematical concepts underlying the school mathematics taught particularly in grades K-8. Enrollment priority will be given to teacher candidates. Same as MTH 150.

- 151. Colloquium in Educational Policy** **Staff**
Variable credit course, 1-4 credits.
The Colloquium on Educational Policy examines the changing landscape of educational policy in local, state, national and international environments. Through readings, simulations, screenings, and discussions with each other and guest facilitators, students will engage in the examination and critique of policy initiatives and their effects on students, teachers and other education stakeholders. Field trips and site visits may be required. May be repeated for up to 4 credits toward graduation.
- 190. School and Society** **Staff**
Four credits. Offered both semesters.
This introductory course in the social foundations of education engages students in the study of historical and contemporary perspectives on the role of education in society. Special emphasis is given to understanding the development of PK-12 education and the teaching profession in the United States. Students will engage in a substantial research project.
- 200. Topics** **Staff**
Variable credit course, 1-4 credits.
Special subjects in educational studies not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.
- 245. Children's Literature** **Staff**
Four credits. Offered spring semester.
Survey and study of literature written for and read by children and young adolescents. Substantial reading in a variety of genres is required. Students will engage in critical evaluation of a wide range of texts and consider how children's literature can be integrated across the curriculum.
- 250. Psychological Foundations of Education** **Staff**
Four credits. Offered both semesters.
An examination of theories and principles of psychology as they apply to the teaching-learning process. Major course topics are human development, learning theory, classroom management, instructional techniques and assessment. This course includes a clinical experience.
- 260. Diversity in American Education** **Somé**
Three credits.
An exploration of the significance of race, ethnicity, gender, socioeconomic status, language and sexual preference in schooling in the United States. Students participate in exercises, presentations and simulations to learn how responses to individual and group differences can shape the teaching-learning process. This course includes a clinical experience.
- 270. Differentiated Instruction: Approaches for the Classroom Teacher** **Staff**
Four credits.

An introduction to special education for classroom teachers, as well as an introduction to student assessment and differentiating instruction in mainstream classrooms. Students will study learning variations, including professionally defined categories of exceptional learners, discuss policies and procedures for identifying and serving children with special needs, and practice strategies for adapting instruction to meet the needs of diverse learners. This course includes a clinical experience. *Prerequisite: EDU 250 and junior/senior standing or consent of the instructor.*

300. Departmental Studies

Staff

Variable credit course, 1-3 credits.

Special subjects in education not covered by regular courses. This course may be repeated for credit when topics change. May count toward the Global and Cultural Studies Requirement. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. *Prerequisite: consent of the instructor.*

310. Teaching Content to Diverse Learners

Albagshi

Three credits.

This course prepares future special educators to differentiate content and tailor instruction for students with disabilities. Drawing from both Council for Exceptional Children (CEC) Professional Preparation Standards and Council for the Accreditation of Educator Preparation (CAEP) standards, this course prepares students to understand and apply assistive technology, supplementary aids and services, and teaching strategies to educate students with disabilities in inclusive school contexts. Students learn to plan supports for inclusion and access in multiple subject areas, create meaningful and appropriate Individualized Education Plans (IEPs), and teaching and adapting curriculum content. *Prerequisite: EDU 270.*

311. Literacy Development in Middle/Secondary Schools

Knoester

Two credits. Offered fall semester.

A discussion of methods and strategies content area teachers (English/language arts, science, mathematics, social studies, physical education and health, and fine and performing arts) can use to support students' literacy development in middle and high school. Students will practice lesson-planning strategies, identify and analyze instructional materials, and discuss the role of content teachers in school-wide efforts to improve students' literacy skills. *Prerequisite: EDU 270. Corequisites: EDU 320 and EDU 344.*

314. Seminar on Classroom Management and Discipline

Staff

Two credits.

A seminar designed to engage students in investigation into a variety of classroom management theories and approaches. Students will discuss case studies of classroom management issues and review scholarly articles and professional resource materials related to those cases. Members of the class will interview practicing teachers to learn about options available to classroom teachers to effectively create a climate conducive to learning for all students in an inclusive classroom.

316. Middle School Education

Knoester

Two credits. Offered fall semester.

A study of the distinguishing characteristics of education in a middle school setting.

Major course topics include: 1) the developmental characteristics of young adolescent learners, 2) the history and organization of the middle school, and 3) teaching methods and assessments for the middle school setting. *Prerequisite: EDU 250*

320. Pre-Student Teaching Practicum

Some

Two credits.

Observe classroom instruction, review materials, methods and planning for instruction, and prepare and teach a variety of lessons. Students will spend approximately five hours per week in an area classroom and one hour per week in an on-campus seminar. Campus supervisors will observe each student teaching at least once during the semester. Enrollment is limited to students seeking teacher licensure. Grading is Pass-Fail.

Prerequisites: junior status or permission of the Director of Teacher Education, admission to the teacher education program, and criminal background check.

323. Elementary and Middle School Social Teaching Methods

Knoester

Two credits. Offered spring semester.

Students will study and practice basic instructional techniques for teaching social studies at the elementary and middle school levels while reviewing general social studies topics taught at these levels. Students will work with social studies curricula, standards, practice lesson and unit planning strategies, including micro-teaching experiences.

Prerequisites: EDU 190 and EDU 250.

327. Education in Developing Countries

Somé

Three credits.

This course surveys the global phenomenon of the expansion of mass formal education (public schooling). The primary focus is on developing countries, with special emphases on Latin America and Africa. Topics include competing theories of the causes, purpose and effects of schooling; the impact of global forces (globalization-economic, political and cultural) on education systems; varying models of schooling; and how factors of gender, race and class affect access to education. *Prerequisites: EDU 190 and 260 or consent of the instructor.*

329. Meeting the Needs of English as a Second Language Student

Somé

Three credits.

An introduction to the teaching of English as a Second Language (ESL). Students will investigate the hypotheses of first and second language learning acquisition; techniques and procedures in second language teaching; and differences between children and adults in second language acquisition. Students also will survey the theoretical underpinnings of language learning such as behaviorism, direct method, natural method, situational-functional approach to language teaching, suggestopedia, role-plays and communicative methods and their rationale. Listening, speaking, reading and writing as they apply to ESL students will receive significant attention.

Prerequisites: LIN 332 and the equivalent of 2 semesters of high school world language.

Recommended: EDU 250.

330. Methods and Materials for English as a Second Language Instruction

Somé

Three credits.

This course provides an overview of second language (L2) methods and materials, focusing specifically on the teaching and learning of L2 literacy skills: reading and writing. Additional attention will be given to vocabulary and grammar. Class sessions will focus on theory and practice related to these four important components of language learning. In addition, students will critique popular L2 textbooks currently in use around the world; evaluate already developed lesson plans; develop lesson plans of their own; engage in short demonstration lessons that showcase state-of-the-art teaching techniques; and complete a literature review on a topic of personal interest. *Prerequisite: EDU 329.*

331. English as a Second Language Assessment

Somé

Three credits.

This course is designed to develop student language assessment skills in the teaching of English as a Second Language. Students will learn the principles behind the evaluation of ESL and of English Language Learning and will be able to structure their assessments, taking into account alternative/authentic testing. Students will develop assessment tools that are their own and learn to develop rubrics. At the end of the course, students will appropriate language assessment concepts and terminology. Emphasis will be placed on acquiring language assessment terminology and concepts. Students will review language assessment dilemmas in order to improve student learning. *Prerequisite: EDU 329.*

337. Elementary and Middle School Science Teaching Methods

Knoester

Two credits. Offered spring semester.

Students will study and practice basic instructional techniques for teaching science at the elementary and middle school levels while reviewing general science topics taught at these levels. Students will work with curricula, next generation science standards, practice lessons and unit planning strategies, including micro-teaching experiences. Contributes to the Elementary Education major. *Prerequisites: EDU 190 and EDU 250.*

338. Elementary and Middle School Mathematics Teaching Methods

Rigden

Four credits. Offered fall semester.

Students will hone their own mathematical knowledge and skills as they learn how the K-9 mathematics curriculum is and can be organized. Students will review a variety of mathematics curricula; practice lessons; unit planning and assessment strategies; organize a resource file; and participate in micro-teaching experiences. *Prerequisites: EDU 150 and EDU 270. Corequisites: EDU 320 and EDU 348.*

344. Theory and Practice of Secondary School Teaching

Somé

Two credits. Offered spring semester.

Study of general principles and procedures for classroom teaching in middle and secondary schools. Topics include the history, curriculum and functions of middle and secondary education; curriculum development; unit and lesson planning; basic teaching strategies; evaluation and assessment; and classroom organization and management. *Prerequisite: EDU 270. Corequisites: EDU 311 and EDU 320.*

348. Integrated Approaches to Reading and Language Arts Instruction**Knoester**

Four credits. Offered fall semester.

A study of theories and pedagogical practices related to teaching an integrated reading/language arts curriculum in grades K-9. Students will engage in the study of research related to effective reading/language arts pedagogy, develop instructional plans and materials based on validated best practices in this area of the curriculum, practice strategies for assessing students' progress in all areas of language development, and review concepts and research in the field to prepare for the Foundations of Reading Test (FoRT). *Prerequisite: EDU 245. Corequisites: EDU 320 and EDU 338.*

350. Seminar on Intercultural Teaching**Staff**

Two credits.

Readings, discussions, simulations and field trips will focus on development of the knowledge, skills and understandings required to teach effectively across cultural boundaries. Students who intend to student teach through any of the intercultural student-teaching programs may take this course prior to their student-teaching semester. Students interested in teaching through alternative licensing or ESL programs may enroll in the course with the instructor's permission. *Prerequisites: junior level standing and EDU 190 or permission of the instructor.*

412. Philosophical and Social Issues in Education**Staff**

Three credits.

This course will engage participants in study and discussion of current concerns in elementary, middle, and secondary education and how these can be understood from various philosophical perspectives. Students will write a research paper on a topic chosen in consultation with the instructor.

425. Teaching Practicum: Education**Staff**

Variable credit course, 1-6 credits.

This course is designed to provide students with extended clinical experiences based on the needs of the individual students. Some students need additional time prior to student teaching to hone their skills and other need additional clinical experiences based on the requirements of their intended licenses.

ENROLLMENT IN STUDENT TEACHING IS LIMITED TO THOSE STUDENTS WHO HAVE BEEN APPROVED FOR STUDENT TEACHING BY THE FACULTY OF THE DEPARTMENT OF EDUCATIONAL STUDIES.

421. Student Teaching: Music

Six or 12 credits.

431. Student Teaching: Physical Education/Health

Six or 12 credits.

441. Student Teaching: Elementary

Six credits.

451. Student Teaching: Middle School

Six credits.

461. Student Teaching: Secondary

Six credits.

481. Intercultural Student Teaching

Six or 12 credits.

491. Student Teaching: Art

Six or 12 credits.

Student teaching is a full-time, full-semester teaching experience that follows the daily time schedule and semester calendar of the district or school in which the student is working. All students must complete 12 credits of student teaching during the student-teaching semester. Grading is Pass-Fail. *Corequisite: enrollment in EDU 571.*

512. Philosophical and Social Issues in Education**Staff**

One credit.

This course is a stacked course along with EDU 412. Students will further develop their research paper and be required to give a presentation to the educational studies faculty as a final capstone experience. *Prerequisite or Corequisite: EDU 412.*

571. Student Teaching Seminar**Rigden**

Two credits.

A seminar devoted to discussion and analysis of student-teaching experiences and guidance in completion of the Teacher Work Sample and preparation of job search materials. The course also includes discussion of issues such as school administration, governance and finance, guidance services, teacher organizations, education for employment, drug and alcohol abuse, and the legal obligations of teachers. Grading is Pass-Fail. *Corequisite: enrollment in student teaching.*

580. Research Presentation**Staff**

Variable credit course, 1-2 credits.

A self-designed research project that addresses a specific aspect of the teaching-learning process in the grade level and/or subject area the student is preparing to teach. The student is responsible for this project through all phases of its development to its presentation to the college community. *Prerequisite: approval of project topic and design by the faculty of the education department.*

English

Associate Professors Megan M. Gannon (*Chair*), Ann Pleiss Morris, Mary I. Unger

Departmental Mission Statement: The mission of the Department of English is to prepare students to become part of the larger critical conversation that takes place among students, teachers, critics and texts. We seek to enhance their critical understanding of the discipline, to help them express their own ideas and respond to those of others, and to help them to formulate and engage in critical argument.

Requirements for a major in English: 36 credits including: ENG 101, 450, and 530 as well as one British literature survey (either ENG 251 or ENG 255) and one American literature survey (either ENG 246 or ENG 250). At least eight credits of electives must be taken at the 300-level, and at least four credits of electives must satisfy the department's Diversity, Equity and Justice requirement (see below). One course outside the English department, if approved by the chair, may substitute for up to four credit hours of electives. The chair of the English department will deter-

mine how the off-campus courses will substitute in the major. Grades earned in all English courses are counted in computing departmental honors.

Students completing licensure: Students interested in teaching English should complete the secondary education major and the English Language Arts licensure requirements which include: an English major, ENG 402, CMM 215 or THE 248. The following courses are recommended: LIN 332 or LAT 111.

Requirements for a minor in English: 20 credits including: ENG 101 as well as one British literature survey (either ENG 251 or ENG 255) and one American literature survey (either ENG 246 or ENG 250). At least four credits of electives must be taken at the 300 level, and at least four credits of electives must satisfy the department's Diversity, Equity and Justice requirements (see below).

Requirements for minor in Creative Writing: 20 credits including ENG 112 and ENG 380, as well as one of the following two-course sequences: ENG 211 and ENG 310; or ENG 213 and ENG 312; or ENG 211 and ENG 213. Four credits of electives must come from another ENG course or a practical course in another creative process such as ART, MUS, or THE. No more than four credits may count toward the Creative Writing minor and the English major or minor.

Diversity, Equity and Justice (DEJ) requirement: The English department supports the College's mission of preparing students for "socially responsible citizenship" by requiring majors and minors to take at least four credits of English dedicated to the study of underrepresented authors, voices and literary traditions. Courses that count toward the DEJ requirement will be noted in the Schedule of Courses.

101. Introduction to the Literary Conversation

Staff

Four credits.

This course is a way to enter into the greater conversation of literary studies by increasing your exposure to literary works. It will help you build the vocabulary, the analytic tools, and the written and oral skills you need to participate in the field of literary studies. You will expand your understanding not only of literature, but also of others' views of and comments about that literature so that you will become an active and valued participant of this community. This course includes frequent writing assignments.

112. Introduction to Creative Writing

Gannon

Four credits.

Intro to Creative Writing is an intensive exploratory class which allows non-majors as well as potential majors to experiment with writing creatively in three different genres. Over the course of the semester, we will read examples of published writing in poetry, fiction and creative nonfiction as well as craft textbooks, and we will complete a number of short writing assignments in each genre. Because writing assignments in ENG 112 are unique to this class, students may register for ENG 211 or ENG 213 in later semesters without fear of extensive overlap.

200. Topics in Literature

Staff

Variable credit course.

The study of a characteristic theme, genre or period in literature. These courses are taught at the introductory level and are open to all interested students. They offer students the opportunity to study literary topics not offered in the regular curricu-

lum. Different courses under this number may be repeated for credit. May count toward the Diversity, Equity, and Inclusion requirement. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

211. Creative Writing: Poetry

Gannon

Four credits. Offered in 2022-2023 and alternate years.

Introduction to the art and craft of poetry writing. Regular reading and writing assignments and a major project are required. Enrollment limited to 16 students.

213. Creative Writing: Fiction

Gannon

Four credits. Offered in 2023-2024 and in alternate years.

Introduction to the art and craft of fiction writing, concentrating on the short story. Regular reading and writing assignments and a major project are required. Enrollment limited to 16 students.

231. Theatre and Drama I: Ancient through Renaissance

Pleiss Morris

Four credits.

The dramatic literature, history and production practices of ancient Greece, Rome, medieval Europe and the Renaissance. Understanding dramatic structure, metaphorical significance and thematic content in historical context is emphasized. Activities include lectures, group discussion, play script analysis, readings in theatre history, reader response assignments, research and creative projects/papers. Field trip fee range: \$0-\$40. Same as THE 231.

232. Theatre and Drama II: Restoration through Contemporary

Staff

Four credits.

The course encompasses the dramatic literature, history and production practices from the Restoration through contemporary theatre. Understanding dramatic structure and thematic content in historical context is emphasized. Lectures and group discussions, play script and theatre history readings, reader response assignments, research and creative projects/papers. Field trip fee \$25. Same as THE 232.

243. Literature, Gender, and Sexuality

Staff

Four credits.

This course explores how the reading and writing of literature are shaped by gender, sexuality, and society. Offerings will vary and different courses under this number may be repeated for credit. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. May count toward the Diversity, Equity and Inclusion requirement. Same as WGS 243.

246. Early American Literature

Unger/Gannon

Four credits.

A survey of American literature of various genres before 1865. Topics may include but are not limited to: contact and colonization, Atlantic World and Black Atlantic literature, the Enlightenment and nation-building, and the American Renaissance.

250. Later American Literature

Unger/Gannon

Four credits.

A survey of American literature of various genres after 1865. Topics may include but are not limited to: Realism, Naturalism, Modernism, the literature of the two World Wars, and the post-war era in the United States.

251. Early British Literature

Pleiss Morris

Four credits.

This course presents a survey of the development of British literature from the Anglo-Saxon period to the seventeenth century. Students will study works of various forms of verse writing, drama and prose in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

255. Later British Literature

Pleiss Morris

Four credits.

This course presents a survey of the development of British literature from the eighteenth to the twenty-first century. Students will study works of prose, poetry, drama, and various forms of fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

260. Topics in Cultural Identity

Staff

Four credits.

A slot to be filled by various courses which examine themes of cultural identity: the ways in which major cultural entities or currents within cultures define themselves or interact with other cultures in their literature. Different courses under this number may be repeated for credit. May count toward the Diversity, Equity and Inclusion requirement.

300. Departmental Studies

Staff

Four credits.

Special subjects in English not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. May count toward the Diversity, Equity and inclusion requirement. *Prerequisite: At least four credits of English or consent of the instructor.*

310. Advanced Creative Writing: Poetry

Gannon

Four credits. Offered in 2022-2023 and alternate years.

Continuing work in poetry writing. Students will produce a term project in poetry. Frequent writing and regular workshop discussion of works in progress are required, along with readings and other class activities. Enrollment limited to 16 students. *Prerequisite: ENG 211 or 213 or consent of the instructor.*

312. Advanced Creative Writing: Fiction

Gannon

Four credits. Offered in 2023-2024 and alternate years.

Continuing work in fiction writing. Students will produce a term project in fiction. Frequent writing and regular workshop discussion of works in progress are required, along with readings and other class activities. Enrollment limited to 16 students. *Prerequisite: ENG 211 or 213 or consent of the instructor.*

320. Period Studies**Staff**

Four credits.

This course focuses on a specific literary period, with emphasis on crucial literary trends and developments taking place during this period; on historical and social contexts for this period; and on how this and other literary eras are defined. Period studies courses that have been offered in the past include Modernism, Romanticism, and Victorian Literature. *Prerequisite: At least four credits of English or consent of the instructor.*

360. Shakespeare**Pleiss Morris**

Four credits.

Study of the drama and poetry of William Shakespeare and its lasting influence. This course includes study of the early modern theater and the socio-political history of late sixteenth- and early seventeenth-century England. At the same time, students will examine Shakespeare's texts as twenty-first-century readers, considering Shakespeare's central place in criticism, classrooms, and popular forms of entertainment. *Prerequisite: At least four credits of English or consent of the instructor.*

380. Major Author**Staff**

Four credits.

Different courses under this number may be repeated for credit. A slot to be filled by various courses focusing on a single major author. Attention to the arc and scope of the whole career, the accompanying critical tradition, and the literary/historical context. Authors selected for coverage will meet all or most of these requirements: they will have produced a substantial body of work: demonstrated ambition and range of imaginative scope; acted as a significant influence upon other writers; attracted substantial critical attention; and be widely understood to be of major significance. Different courses under this number may be repeated for credit. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. May count toward the Diversity, Equity, and Inclusion requirement. *Prerequisite: At least four credits of English or consent of the instructor.*

402. English Teaching Methods**Staff**

Two credits.

Study of the methods of teaching Language Arts in middle school and high school. The course examines topics including but not limited to curricular planning, modes of presentation, and teaching composition. Does not count toward a major. *Prerequisite: junior standing.*

450. Literary Theory**Pleiss Morris/Unger**

Four credits.

Analysis of literary works from several critical perspectives. The course explores different critical approaches to literature in order to illustrate how the approach can change our understanding and appreciation of a literary text. *Prerequisite: At least eight credits of English or consent of the instructor.*

530. Senior Seminar**Staff**

Four credits.

This course is designed to engage senior English majors in the conversations and

research activities shared by professionals in the discipline. Students will undertake an independent research project and develop it into a major paper through a collaborative writing process. *Prerequisites: ENG 101 and senior standing, or permission of the chair of the department.*

Environmental Studies

Professors Colleen M. Byron, Soren Hauge, Memuna Z. Khan;
Associate Professors Sarah Frohardt-Lane, Benjamin R. Grady (*coordinator*),
Paul F. Jeffries

Departmental Mission Statement: The major in environmental studies is an interdisciplinary program of study that transcends traditional disciplinary boundaries. The core includes an introductory course and courses in chemistry, ecology, philosophy and environmental economics. The program also requires the student to take advanced courses in disciplines such as the natural sciences, mathematics and computer science, social sciences, fine arts and humanities. Environmental studies majors do a senior project and complete an individualized learning experience or off-campus experience. The core courses provide the necessary background for environmental decision-making. The elective courses provide exposure to a knowledge base that will allow students greater insight into important environmental issues.

Requirements for a major in Environmental Studies: The three elements of the major (core courses, elective courses and completion of an Individualized Learning Experience or off-campus experience) are described below.

1) Complete the following required core courses:

- ENV 120
- ENV/PHL 243
- ENV/BIO 247
- ENV/ECO 332
- ENV 500
- CHM 100 or 111 or 112
- MTH 120 or PSC 211

2) Complete 10 elective credits OR three courses from among the following courses. Students must take at least one course from two of the following three categories*:

Natural Science & Mathematics	Social Sciences	Fine Arts and Humanities
BIO 228, 336, 341, 450 CHM 211	ANT 222 ECO 361 or 461 SOC 216	ART 190, 194 CMM 236 HIS 248, 285, 385 PHL 353

*This table of elective courses is not exhaustive. Departmental studies or special topics courses that have a significant component that explores environmental issues also may be counted in any of these areas. Students should consult with the director of the major for details on how to include other relevant courses in their program of study.

3) Complete an in-depth program of study, either through Individualized Learning

Experiences (ILE), a substantial Off-Campus Experience (OCE), or an In Focus course that has a substantial environmental component:

An ILE may be accomplished by completing at least 2 credits ILE work: i.e., Directed Research, Independent Study, and/or Internship. (Consult the College Catalog for a description of these opportunities. Regardless of the field of study the ILE must be approved by the director; a faculty mentor from within the Environmental Studies major also is required.)

Acceptable OCE programs include programs with which Ripon is associated (Italy: Earth and Environment, via Luther College; SEA semester at the Sea Education Association, Woods Hole, Massachusetts; Semester in Environmental Science at the Marine Biology Laboratory, Woods Hole, Massachusetts.)

Certain *In Focus* courses offered by Ripon College also will count for this component of the major. (Consult the director for additional information.)

Students wishing to pursue graduate work in environmental studies are encouraged to take additional courses in an area of specialty (e.g., anthropology, biology, chemistry, economics, mathematics, politics and government, and sociology).

Note: A student may not both major in Environmental Studies and minor in Environmental Biology.

Requirements for a minor in Environmental Studies: ENV 120 + 16 credits of coursework designated for the major in at least three different departments, with a minimum of 2 credits per department. At least 4 credits must be at or above the 300-level.

120. Environmental Studies

Staff

Four credits.

Study of the interrelationships of ecological, ethical, political, legal, economic, social and historical aspects of the environment. Lecture, discussion, projects, required field trips.

190. Sculpture I

Oblinger

Four credits.

This course is an introduction to the various technical, aesthetic and conceptual issues of sculpture. Traditional and contemporary processes will be explored in a wide range of media. Presentations and readings will address the history and recent development in the field of sculpture. Field trips may be required. Same as ART 190.

194. Three Dimensional Design

Oblinger

Four credits.

Three-dimensional (3D) design builds the foundation for fields such as architecture, industrial, landscape, and interior design, but also traditional fine arts including sculpture and ceramics. This studio art course asks students to explore those fields by learning and employing problem solving skills to develop multiple solutions to each project. Concepts of sustainability, socially responsible design, and inclusivity will be woven into the projects and further explored through readings, videos, and lectures. No course prerequisites. Same as ART 194.

200. Topics

Staff

Variable credit course, 2-4 credits.

Designed to acquaint the student with a topic not covered by regular courses. Stu-

dents can repeat the course for credit when the topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. May be counted as elective credits within the appropriate category as designated by the director.

216. Consumer Culture

Clark

Four credits.

This course will examine consumer behavior from a sociological perspective. It will focus on the study of American consumption patterns and compare them to those in other places around the world. It will also examine the consequences of consumerism, including the effects on personal and national debt, as well as the impact that consumer behavior has on the environment. Same as SOC 216.

228. Plant Diversity

Grady

Four credits.

A comprehensive tour of the evolution of non-vascular and vascular plants and their early diverging relatives. Systematics, morphology, evolutionary history and human uses of plants will be emphasized, with a focus on flowering plants. Laboratories will combine morphological examination of various plant groups and features with required field trips to natural areas to experience plant diversity, firsthand. Same as BIO 228. *Prerequisite: BIO 121 or ENV 120.*

236. Communication and the Environment

Martin

Four credits.

The role of communication as it relates to the environment, focusing on communication strategies by institutions, corporations, environmental movement leaders, scientific experts, politicians and the public to describe and influence human interactions with the environment. Same as CMM 236.

243. Philosophy and the Environment

Jeffries

Four credits.

Exploration of the relationship of human beings to the natural world. Consideration of the conflicting claims about how we are interconnected with the rest of nature and also separate from it. An examination of such contested issues as what responsibilities, if any, do we have to the rest of nature and how can we wisely weigh competing claims about natural resources. Same as PHL 243.

247. General Ecology

Khan

Four credits.

Interaction of aquatic and terrestrial plants and animals with their environment. Emphasis is placed on community structure, energy flow, nutrient cycling, competition, niche development, and population dynamics. Lecture, laboratory, required field trips. Same as BIO 247. *Prerequisite: BIO 121 or equivalent.*

248. U.S. Environmental History

Frohardt-Lane

Four credits.

How have Americans changed the natural world? How has the non-human world shaped the course of U.S. history? These two questions are at the center of this in-

roduction to the field of environmental history. The course proceeds chronologically and spans the history of the United States from the colonial era to the present day. Through texts and films, we will examine a range of topics from wilderness preservation and the creation of national parks, to air pollution, commercial agriculture and the rise of the environmental movement. Same as HIS 248.

285. Global Environmental History

Frohardt-Lane

Four credits.

An introduction to the history of humans' interactions with nature in a global context. The course examines how people have transformed, and been transformed by, their environments through a range of topics from the rise of agricultural societies to industrialization, conservation and climate change. Same as HIS 285.

300. Departmental Studies

Staff

Variable credit course, 2-4 credits. Offered on demand.

Special subjects in environmental studies not covered by regular courses. This course may be repeated for credit when topics change. Some courses may count toward the Global and Cultural Studies Requirement. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. May be counted as elective credits within the appropriate category as designated by the director.

332. Resource and Environmental Economics

Hauge

Four credits.

Theoretical framework for the analysis of environmental pollution and renewable and nonrenewable resource management. Topics include public goods and common-property resources; private cost, social cost, externalities, and market failure; designing and implementing environmental policies; benefit-cost analysis; the global environment. Same as ECO 332. *Prerequisite: ECO 212 or consent of the instructor.*

336. Behavioral Ecology

Grady

Four credits.

A field-intensive course with a focus on native plant identification, recognition and understanding of various plant communities, restoration ecology, and the environmental impacts of land use. Because geology and landforms impact the distribution of living things, biogeography, geology and the natural history of Wisconsin will also be emphasized. Same as BIO 338. *Prerequisite: BIO 121 or ENV 120 and 200-level BIO or ENV course.*

341. Animal Behavior

Khan

Four credits.

Study of the reproductive and survival consequences of animal behavior. We will examine the diversity of behavioral tactics used by animals to improve their chances of survival and reproduction within the context of their ecology (where they live, what they eat, and what eats them). Lecture topics include foraging behavior, predator-prey interactions, group living, mating systems, parental behavior and cooperative behavior. Laboratories consist of conducting short field and lab experiments to illustrate principles covered in the text. Lecture, discussion, laboratory and required field trips. Same as BIO 339. *Prerequisites: BIO 121 or PSC 110, and BIO 200 or PSC 211.*

353. Human Rights**Jeffries**

Four credits.

An examination of the concept of human rights in historical perspective in both Western and Eastern thought. Also, an exploration of some contemporary issues in human rights, including the rights of minority peoples and the relationship between human rights and the natural environment. Same as PHL 353. *Prerequisite: four credits in philosophy.*

361. Development Economics I**Hauge**

Four credits.

Major analytical and policy issues facing the “less developed” nations — 3/4 of the world’s people. Global issues: defining development; its global patterns and historical process; theories of growth and underdevelopment; role of the state in industry, finance and trade; population and migration. Applications to selected topics, such as: poverty and inequality; agriculture and environment; women and health; education and employment; multinational corporations and international institutions including the World Bank, IMF and WTO. Students select countries for research. An interdisciplinary survey of the primary issues studied by development economists and faced by practitioners. Same as ECO 361. Meets with ECO 461. *Prerequisite: ECO 211 or consent of the instructor.*

385. Natural Disasters in World History**Frohardt-Lane**

Four credits.

From flash floods to forest fires, Hurricane Katrina to COVID-19, natural disasters make headlines for the devastation they cause. This course goes beyond the headlines and uses case studies to examine natural disasters from around the world in the last two centuries. How have societies tried to prevent and predict natural disasters? Do communities come together to support one another after an earthquake or other devastating event? Do they become divided over how to allocate government aid? What role have humans played in causing events that we often consider to be the work of nature? Using primary and secondary texts, images and films students will investigate these questions and more. Same as HIS 385.

450. Intensive Field Studies**Staff**

Variable credit depending on topic.

Offered on a rotational basis as an *In Focus* course. An extensive field trip off campus to one of several study regions. Topics will vary from year to year, but may include the following: Desert and Montane Field Ecology; Field Geology and Physical Geography of Wisconsin; Field Ornithology; Marine Field Ecology; Plant Evolution and Systematics. This course is highly selective; selection to participate is based, in part, on performance in other courses taken at Ripon. Same as ENV 450. *Prerequisites: variable depending on the topics, but always requiring consent of the instructors. It also is recommended that courses in botany (BIO 226, 227), vertebrate zoology (BIO 216) or ecology (BIO 247) be taken prior to this course.*

461. Development Economics II**Hauge**

Four credits. Offered in 2021-22 and alternate years.

Theoretical foundations of development policy. Meets with ECO 361 and for additional sessions. (See ECO 361.) Same as ECO 461. *Prerequisite or corequisite: ECO 350.*

500. Senior Studies**Staff**

Two credits.

A senior capstone experience. Students in this seminar will (1) meet weekly for discussion on topics of current environmental concern, (2) prepare a portfolio of their studies, (3) write a substantial paper on an environmental issue of their choosing, and (4) present a public talk about that issue. The assignments also will include readings, short papers, oral reports, and possible field trips. The portfolio comprises samples of a student's work from all courses counted for the major. *Prerequisites:* senior standing and declared environmental studies major, or consent of the instructor or the director of environmental studies.

Exercise Science

Professors Richard H. Coles, Catherine E. Astrauskas;

Assistant Professor Brittany N. Followay (*chair*);

Athletic Trainers Brian Azinger, Logan Galezio, Dennis Manty

Departmental Mission Statement: The mission of the Department of Exercise Science is to prepare, educate and empower students in their individual journeys toward becoming critical practitioners skilled at evaluating, deconstructing and addressing the problems and issues central to the narrower topic of sport, as well as the broader issue of physical activity across the lifespan. By blending scholarly study and professional practice, department faculty create learning opportunities and experiences that nurture students' exploration of the physical, psychological, social-humanistic and professional aspects of physical activity and their associated impact on health, society and quality of life.

Individualized Learning: Directed research, independent study and internships are available through the department. See the Individualized Learning Experiences section of the Ripon College Catalog or contact the department chair for more details.

Graduate Study: Students anticipating graduate study for advanced academic or professional degrees in the exercise sciences and many similar fields should take additional courses in statistics, chemistry, and human development, and physics. See the Pre-Professional Section of the Ripon College Catalog or contact the department chair for more details.

CPR/AED Graduation Requirement: Consistent with the department's mission and employer expectations, all graduating students must demonstrate current valid adult CPR/AED certification.

Majors

Requirements for a major in Exercise Science — Athletic Training Emphasis: 43 credits including: EXS 211, 333, 352, 361, 362, 426, 431, 432, 499*, 500 and BIO 312. In addition, a student majoring in exercise science — athletic training should consider completing clinical work under the direct supervision of an athletic trainer. For more information, students should contact the department chair.

Requirements for a major in Exercise Science — Human Performance: 45 credits including: EXS 211, 220, 282, 286, 333, 352, 353, 426, 431, 432, 499*, 500. BIO 211 is a prerequisite for EXS 333.

Requirements for a major in Exercise Science — Physical Education &

Health: EXS 211, 220, 232, 251, 252, 253, 286, 333, 342, 352, 426, 432, 454. BIO 211 is a prerequisite for EXS 333. PSC 110 is a prerequisite for EXS 352. Students will also take the following educational studies courses: EDU 190, 250, 260, 270, 311, 320, 431, 571.

Requirements for a major in Exercise Science — Sports Management: 42 credits including: EXS 220, 353, 423, 431, 454, 499*, 500; BSA 231; ECO 212; plus, two courses from the following at least one of which must be from the 300 level or higher: BSA 208,, 223, 225, 310, 315, 322, 413; ECO 211, 321, MTH 120, EXS 352.

*EXS 499 — For more information, please see the Individualized Learning Experiences information at the beginning of the Courses of Study section of this catalog.

Minors

Requirements for a minor in Adapted Physical Education: 20 credits including: EXS 340, 352, 353, 426, plus choose 4 elective credits from EXS 381, 432, 450/452, PSC 234, PSC 235, PSC 242, or PSC 313. Other credits as approved by the department chair.

Requirements for a minor in Coaching: 22 total credits; including EXS 181, 245, 246, 352, 381, plus two of EXS 321, 322, 323, and at least 4 credits from CMM 215, CMM 220, MTH 120, PHL 241, PSC 224, PSC 242, REL 321, SOC 304, EXS 211, 286, 287, 321, 322, 323, 353.

Requirements for a minor in Health: 20 total credits, including sixteen credits in the department, including: EXS 232, 253, 286, 342 plus choose 4 elective credits with approval from the minor advisor. Potential courses include ANT 232, EXS 211, 352, 353, MTH 120, PSC 110, SOC 110, 302, 304.

Requirements for a minor in Strength and Conditioning: 20 total credits, including 18 credits in the department, from: EXS 181, 282, 286, 287, 381, plus 4 elective credits with approval from the minor advisor. Potential courses include EXS 211, 245, 246, 333, 340, 352, 353, 362, ECO 321.

111, 112. Wellness Activities

Staff

One credit each semester.

Activities include badminton, basketball, exercise programs, handball, golf, jogging, racquetball, swimming, tennis, volleyball, weight training, aerobic dance and line dancing. Development of skill and acquisition of related knowledge are basic objectives in each activity. No activity which has been passed may be repeated for credit. Grading is Pass-Fail. Please note that some activities classes require the purchase of equipment at the student's expense.

181. Resistance Training

Staff

Two credits.

Course will familiarize students with the discipline, methods and benefits of resistance training. Course will develop students' competence with strength training machines and free weights, as well as methods for enhancing strength, reducing injury and improving lean body mass. Special attention will be given to proper safety, lifting and spotting techniques in accordance with NSCA standards.

211. Prevention and Care of Athletic Injuries **Staff**

Four credits.

Introduction to athletic training and sports medicine including the occurrence of injury and the process of healing. Special emphasis will be given to common injuries to the leg, foot, hip, shoulder and head. Assessment and injury evaluation are also included. American Red Cross adult CPR certification is included. Activity fee will be applied to the CPR section of the course.

220. Foundations of Exercise Science **Followay**

Four credits.

Survey of the scientific, historical, psychological and sociological bases of exercise science. Additional emphasis is placed on career and professional opportunities across the breadth of the exercise sciences.

232. Personal and Community Health Problems **Astrauskas**

Four credits.

Personal and public health concerns promoting healthful living. Course will develop a global view of health, problems and potential solutions offered by evidence-based health education.

245. Theories of Coaching I **Coles**

Two credits.

First of two course series examining coaching theory and practice. Course will provide best practices in coaching philosophy and athlete skill development, strategies and tactics, player safety, scouting, practice and game management, program and personnel evaluation, professional development, rules and regulations. Special emphasis will be given to the differences in coaching team and individual sports.

246. Theories of Coaching II **Coles**

Two credits.

Second of two course series examining coaching theory and practice. Course will provide best practices in coaching philosophy and athlete skill development, strategies and tactics, player safety, scouting, practice and game management, program and personnel evaluation, professional development, rules and regulations. Special emphasis will be given to the differences in coaching team and individual sports.

Prerequisite: EXS 245.

251. Teaching the Fundamentals of Target/Net/Wall Games **Staff**

Two credits.

This course is designed for prospective or physical education teachers and sport coaches and represents an opportunity for students to apply their didactic understanding to their chosen field of physical education. Students will go beyond developing their content knowledge of target/net/wall games by applying, analyzing, synthesizing and evaluating their personal cycles of effective teaching physical education.

252. Teaching the Fundamentals of Invasion and Fielding Games **Staff**

Two credits.

This course is designed for prospective physical education teachers and sport coach-

es and represents an opportunity for students to apply their didactic understanding to their chosen field of physical education. Students will go beyond developing their content knowledge of invasion and fielding games by applying, analyzing, synthesizing and evaluating their personal cycles of effective teaching physical education.

253. Teaching Lifetime Physical Activity and Fitness

Staff

Four credits.

This course is designed for prospective physical education teachers and sport coaches and represents an opportunity for students to apply their didactic understanding to their chosen field of physical education. Students will go beyond developing their content knowledge of physical literacy and lifetime physical activity by applying, analyzing, synthesizing and evaluating their personal cycles of effective teaching physical education

282. Functional Testing

Followup

Two credits.

This course will cover key concepts and guidelines for students interested in all health professions who may counsel patients on exercise including exercise physiologists, physical and occupational therapists, physician's assistants, and health care administrators. The course will promote understanding of health appraisal and risk assessment as well as exercise testing, interpretation, and prescription for healthy populations. The course will address clinical exercise testing including electrocardiographic monitoring, exercise echocardiography, and exercise and pharmacologic stress testing. Various special populations will also be emphasized, including cardiovascular disease, cancer, pulmonary disease, diabetes mellitus, metabolic disease, and pregnancy. All course content will follow American College of Sports Medicine guidelines and will provide students with basic knowledge to prepare for ACSM certifications. *Prerequisite: Open to sophomores, juniors and seniors or consent of instructor.*

286. Nutrition for the Health Sciences

Staff

Four credits.

To develop an understanding of the science-based principles of human nutrition, nutrient functions, human nutritional requirements, and food sources across the lifespan. Students will gain an appreciation for application of these principles to meet the digestive, metabolic and nutritional needs of the self, clients and patients across a breadth of life stages and disease states. Role of nutrition in chronic disease, public policy and the environment also is included. This course meets the expectations of professional health care programs (e.g., MSN, AT).

287. Functional Anatomy

Coles

Four credits

Focuses on applied musculoskeletal identification and testing. Content will emphasize surface musculoskeletal origins, insertions, actions, innervations and manual muscle tests. *Prerequisite: BIO 211 or consent of instructor.*

300. Departmental Studies

Staff

Variable credit course, 1-4 credits.

Special subjects in exercise science not covered by regular courses. This course may be

repeated for credit when topics differ. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. Prerequisite: six hours of credit in exercise science or consent of the instructor.

321. The Coaching of Football and Wrestling **Coles**

Two credits.

Comparative analysis of offensive and defensive systems in football and expansion of techniques used in counter and combination wrestling. Prerequisite: EXS 252 or consent of the instructor.

322. The Coaching of Basketball and Baseball **Staff**

Two credits.

Critical examination of offensive and defensive strategies and systems as they relate to various coaching situations. Prerequisite: EXS 251 or consent of the instructor.

323. The Coaching of Swimming and Track and Field **Staff**

Two credits.

Specific techniques in the coaching of each sport. Detailed procedures for the development of teams at various levels of competition are included. Prerequisite: EXS 251 or consent of the instructor.

333. Physiology of Exercise **Followay**

Five credits.

Includes an in-depth survey of the neuromuscular, metabolic cardiorespiratory and hormonal responses to acute exercise and the physiological adaptations to chronic exercise. Topics include thermoregulation, ergogenic aids, body composition, sport training and aging. The student learns basic skills relevant to an exercise physiologist through observation and hands-on opportunities during structured weekly activities. Prerequisite: BIO 211.

340. Adapted Physical Education **Staff**

Four credits.

The physical, mental and emotional disabilities which affect the performance of children in public school programs. Implications for physical education programming are included. Off-campus experience required.

342. School Health Curricula **Astrauskas**

Four credits.

Organization of school health education, curriculum, evaluation and services. Emphasis will be placed on designing and implementing age-appropriate research-based comprehensive health programming.

352. Psychological Aspects of Physical Activity **Staff**

Four credits.

Familiarizes students with the personal and situational influences on individual and group performance across domains. Develops abilities for analyzing common performance constructs such as motivation, arousal, stress, anxiety, personality, cohesion, leadership, cooperation, competition, feedback, reinforcement. Cultivates the

selection and transferring of extant research on arousal regulation, performance confidence manipulation, adherence, staleness/burnout and mental skills training into applied practice strategies and tactics. *Prerequisites: PSC 110 or consent of instructor.*

353. Sociological Aspects of Physical Activity

Staff

Four credits.

Explores the ways sports are entangled in social, cultural, political and economic forces operating at many different levels. On one hand, the course deals with the multiple ways in which individuals are involved in sports organizations and activities, including our participation in sport for purposes of recreation and leisure, sports participation as self-expression and personal fulfillment, participation as spectators of sports and consumers of sports as entertainment commodities. On the other hand, we examine the industrialization of sport and sports organizations as social organizations that can be analyzed in terms of goals and norms, social roles, manifest and latent functions, including all the complex social dynamics that characterize other social organizations, such as stratification (e.g., by race, class and gender). The course also deals with the political economy of big-time sports, including major university and professional sports and their contradictory relationships to their institutional settings.

361. Recognition and Evaluation of Athletic Injuries

Azinger

Four credits.

Advanced principles of athletic training, injury evaluation and assessment. Emphasis given to systematic evaluation using evidenced-based assessments of the back, abdominal region, shoulder, arm and head. *Prerequisites: EXS 211 and BIO 211.*

362. Therapeutic Rehabilitation

Staff

Four credits.

Application of anatomic and physiologic principles to the phenomenon of rehabilitation. Emphasis will be given to the use of therapeutic modalities, physical agents and fundamental therapeutic exercises in the healing, treatment and return to play of athletic injuries. *Prerequisites: EXS 211 and BIO 211 or junior status.*

381. Advanced Concepts of Strength and Conditioning

Followay

Four Credits.

The course will promote an in-depth understanding of bioenergetics, anatomy, physiology, biomechanics, nutrition and performance-enhancing substances. Emphasis will be placed on the structure and function of the musculoskeletal, neuromuscular, cardiovascular, respiratory and endocrine systems, as well as their adaptations related to acute and chronic exercise. Students will apply these scientific principles to enhance training and performance, understand the various principles of test selection, administration and interpretation, as well as program prescription, design and evaluation. The course also will address rehabilitation and reconditioning, facility design and organization, as well as facility policies, procedures and legal issues. *Prerequisites: EXS 181 and EXS 220.*

421. Sports Law

Staff

Four credits.

Introduction to the study and discussion of administrative and management practices

common across exercise science professions, including athletic training, strength and conditioning, coaching, and athletic administration. Development of administrative and management practices common across exercise science settings. Special attention will be given to facility design, budgeting, scheduling, risk management, and human resource practices. This course will be required for a major in exercise science - sports management. Will contribute to the sports management major. *Prerequisite: Junior status or consent of the instructor.*

426. Motor Learning

Staff

Four credits.

The study of the process and factors related to motor skill acquisition and performance including motor learning (the relatively permanent change in performance of a motor skill resulting from experience and/or practice), motor development (the aspects of motor skill acquisition and performance resulting from heredity), and motor control (the cognitive basis of motor skill acquisition and performance and the organization and application of these during controlled, skilled movement). *Prerequisite of junior standing or consent of instructor.*

431. Research Methods

Followay

Four credits.

This course introduces exercise science students to basic concepts in research methods and study design relevant to the discipline of exercise science and its various sub-disciplines. It focuses on the scientific method, with both quantitative and qualitative research being discussed. Students will develop an understanding of the principles, concepts, terminology and instruments used in measurement and analysis so they may begin research projects in their respective field.

432. Biomechanics

Followay

Four credits.

The course will promote an in-depth understanding of both external and internal biomechanics, familiarizing students with mechanical and anatomical concepts as they relate to human movement. The course will promote an understanding of various terms and concepts, including forces, acceleration, momentum, inertia, work, energy, power and torques, with emphasis placed on both linear and angular motion, as well as fluid mechanics. The course also covers both qualitative and quantitative biomechanical analyses to improve technique and to understand injury development. *Prerequisites: junior standing.*

454. Administration in Exercise Science

Staff

Four credits.

Introduction to the study and discussion of administrative and management practices common across exercise science professions, including athletic training, strength and conditioning, coaching, and athletic administration. Development of administrative and management practices common across exercise science settings. Special attention will be given to facility design, budgeting, scheduling, risk management, and human resource practices. This course will be required for a major in exercise science - sports management. Will contribute to the sports management major. *Prerequisite: Junior status or consent of the instructor.*

500. Senior Seminar in Exercise Science**Followay**

Two credits.

Continuation of research project designed in EXS 430. The course permits students to collect, compile and analyze data from projects proposed during the previous semester. Students will publicly present research findings in a professional format. Students must possess valid adult CPR/AED certification throughout the term to successfully complete the course.

Exercise Science Graduate Program

Assistant Professor Brittany N. Followay (Chair and Graduate Program Director)

Requirements for a specialization in Exercise Physiology: 33 credits, including 12 credits of core coursework: 730, 732, 734, and 736, 6 credits of capstone coursework such as EXS 790 and an elective, EXS 794 and 795, or 799 and 15 credits from specialization coursework from the following: 700, 702, 704, 706, 708 and 710.

Requirements for a specialization in Sport Management: 33 credits, including 12 credits of core coursework: 730, 732, 734, and 736, 6 credits of capstone coursework such as EXS 790 and an elective, EXS 794 and 795, or 799 and 15 credits from specialization coursework from the following: 720, 722, 724, 726, 728 and 729.

Requirements for a specialization in Sport Psychology: 33 credits, including 12 credits of core coursework: 730, 732, 734, and 736, 6 credits of capstone coursework such as EXS 790 and an elective, EXS 794 and 795, or 799, and 15 credits from specialization coursework from the following: 750, 752, 754, 756, 758 and 760.

700. Advanced Exercise Physiology**Staff**

Three credits.

Study of human physiological function during acute and chronic exercise; emphasis on energy metabolism, neuromuscular, and cardiorespiratory functions, gender differences, environmental factors, and research in human performance. Laboratory experiences focus on mastery of laboratory techniques and the measurement of the acute responses to exercise and performance.

702. Exercise Testing & Prescription**Staff**

Three credits.

Lecture and laboratory experiences dealing with the administration and interpretation of exercise tests. Study of the principles of physical fitness and conditioning programs. Focuses on methods to enhance physical fitness and/or sport performance for a variety of individuals including athletes and clinical populations. Practical experience in assessing physical fitness is obtained.

704. Physiology of Aging**Staff**

Three credits.

Develops an understanding of the physiological, social, and emotional changes which accompany the aging process. Emphasis on evaluation of physical, sensory, motor, and cognitive changes. Special attention is paid to developing programs for the elderly in exercise, prevention of falling, improvements in strength, and sense of well-being.

706. Sports Nutrition**Staff**

Three credits.

Course focuses on the relationship between nutrition and exercise and the effect of nutrition on sports performance.

608/708. Prevention & Rehabilitation of Cardiovascular Disease**Followay**

Three credits.

Overview of the methods by which cardiovascular may be prevented and rehabilitated. Topics include the disease process, diagnostic techniques, risk-factor modification, electrocardiographic interpretation, exercise testing, and prescription. Program planning and design are addressed with emphasis on policy and procedure. *Undergraduates enrolled in EXS 608- Counts toward the Masters of Science in Exercise Science, Exercise Physiology specialization. Credits for this course, taken while an undergraduate at Ripon College, may be among the six maximum undergraduate credits counted toward the MS Exercise Science. Prerequisite: BIO 211, EXS 333, undergraduate senior standing.*

710. Pathophysiology of Disease**Staff**

Three credits.

Study of the pathology, etiology, presentation and management of common general medical conditions in active populations. Systems will include cardiovascular, respiratory, gastrointestinal, endocrine, circulatory, integumentary, genitourinary, reproductive, and neurologic conditions most common to the physically active. In addition, concepts of pharmacology including pharmacokinetics, basic drug classifications and legal aspects of use will be covered. Specific focus will be placed on common therapeutic drugs used in sports medicine.

720. Organizational Theory & Governance in Sport**Staff**

Three credits.

A comprehensive study of the organizational behavior and processes relating to amateur, interscholastic, intercollegiate, and professional sports. Includes examination of the power and authority of governing bodies in determining the mission, policy, membership, and structure of their respective amateur or professional sport organization.

722. Legal Issues in Sport**Staff**

Three credits.

An examination of the function of the legal system and risk management including potential legal problems and possible solutions faced by personnel involved with sport, health, wellness, fitness, and physical education.

724. Financial Issues in Sport**Staff**

Three credits.

An examination of the financial status of intercollegiate athletics and pro sports leagues in today's marketplace. Topics such as budgeting, resource utilization, and potential sources will be addressed through financial analyses.

626/726. Sport Facility and Event Management**Koshuta**

Three credits.

A comprehensive review and analysis of the management of sport, health, wellness,

and fitness facilities and the process of managing events held at these facilities. *Undergraduates enrolled in EXS 626- Counts toward the Masters of Science in Exercise Science, Sport Management specialization. Credits for this course, taken while an undergraduate at Ripon College, may be among the six maximum undergraduate credits counted toward the MS Exercise Science. Prerequisite: undergraduate senior standing.*

728. Sport Marketing & Promotions

Staff

Three credits.

This course is designed to give sport management students an overview of marketing principles and procedures from a managerial perspective. The course is designed to help students develop awareness of the terminology, concepts, and techniques which are part of the work of sport marketing.

729. Public & Media Relations in Sport

Staff

Three credits.

A comprehensive study of the principles, concepts, and problems connected with managing public and media relations in sport organizations.

730. Research Methods

Staff

Three credits.

Overview of the research process, including developing the problem and preparing a research plan. Explores the most common qualitative and quantitative methods used to investigate research questions in the exercise sciences.

732. Measurement & Statistical Analysis

Staff

Three credits.

Introduction to statistics, quasi-, and experimental designs that are used to evaluate data collected from measurement commonly obtained in the exercise sciences. Emphasis is placed on a variety of common statistical procedures in the Sport and Exercise Sciences, including correlation and bivariate regression, multiple correlation and multiple regression, t-test, analysis of variance and analysis of covariance.

734. Social and Ethical Issues in Sport

Staff

Three credits.

Critical examination of the social and ethical aspects of exercise science. Includes interrogation of the intersections of culture, ethics, media, sport, sporting institutions, health, and wellness.

736. Topics in the Exercise Sciences

Staff

Three credits.

This course is designed to provide students the opportunity to demonstrate critical thinking skills, promote professional scholarship, and understand research across the breadth of the exercise sciences/kinesiology. Students will present and lead discussions of current cross-disciplinary research with peers.

750. Advanced Sport Psychology

Staff

Three credits.

Addresses psychological variables associated with successful performance in sport and physical activity settings. Students will study advanced team-building, emotional and social intelligence, character development, behavior modification, injury coping, drug abuse and addiction, and aggression in sports.

752. Exercise Psychology **Staff**

Three credits.

A study of the psychological theories used to explain the antecedents and precursors of health-oriented exercise behaviors, the psychological and psychobiological consequences of exercise, and psychological interventions for enhancing exercise participation and adherence.

754. Sport Psychology and Performance Enhancement **Staff**

Three credits.

Explores and examines the application and effectiveness of sport psychology interventions for enhancing performance in sport, exercise, and physical education settings.

756. Psychology of Injury & Rehabilitation **Staff**

Three credits.

Explores how psychological and social influences interact with biology to shape injury recovery. Exercise scientists will apply, analyze and evaluate means to positively influence the full spectrum of injuries and recovery outcomes before patterns of distress and disease become entrenched.

658/758. Social Psychology of Sport and Exercise **Staff**

Three credits.

Examination of sport participants, coaches, and spectators using social psychological principles. An interdisciplinary examination of research, theory, interventions for individual and group processes in the context of sport and physical activity. *Undergraduates enrolled in EXS 628 - Counts toward the Masters of Science in Exercise Science, Sport Psychology specialization. Credits for this course, taken while an undergraduate at Ripon College, may be among the six maximum undergraduate credits counted toward the MS Exercise Science. Prerequisite: undergraduate senior standing.*

760. Counseling, Mental Health, and Referrals **Staff**

Three credits.

Addresses skills necessary to assist individuals in identifying emotional issues and behavioral patterns that may obstruct successful performance in sport and physical activity settings.

790. Comprehensive Exam **Staff**

Three credits.

Independent work during the last semester of enrollment directed toward and including a written exam assessing the student's array of knowledge and capabilities relative to the Graduate Program Core and the student's chosen specialization.

794. Thesis I **Staff**

Three credits.

The student will work independently, under the guidance of a graduate faculty member to develop an interdisciplinary project that integrates the knowledge and skills acquired over the course of the program and within the student's area of interest. Successful completion indicates presentation of a thesis proposal including written literature review and methods, (b) approval of project by the student's committee, and (c) completion of IRB forms (if necessary). Prepares students for completing EXS 695. Graded S/U.

795. Thesis II

Staff

Three credits.

The student continues mentored independent work on the approved interdisciplinary project proposed in EXS 694. Culminates with successful public presentation of the project including written results, conclusion and manuscript preparation, and (b) approval of project by the student's committee. Graded S/U.

799. Graduate Internship

Staff

Six credits.

Designed to provide an internship-based supervised experience for the student in the various aspects of their specialization and professional interests.

Foreign Languages and Cultures

*Professors Dominique A. Poncelet (French, chair), Timothy P. Reed (Spanish);
Associate Professors Geoff Guevara-Geer (Spanish)*

Departmental Mission Statement: The Foreign Languages and Cultures programs develop students' understanding of and an appreciation for the world through the study of foreign languages and literatures, linguistics and cultural phenomena. Students gain skills that allow them to communicate with native speakers; they learn critical and theoretical approaches to texts and build cross-cultural perspectives from which to evaluate global issues.

The Department of Foreign Languages and Cultures encompasses study in the following areas: majors in foreign languages and in Spanish; and minors in French, Francophone studies and Spanish. Requirements are detailed in the sections below.

Language Placement: Placement in French and Spanish courses is determined by an online evaluation that may be taken at any time, preferably before registration. Contact the Department of Foreign Languages and Cultures or the Office of the Registrar for information. Placement in Latin is determined by high school language experience and consultation with classics faculty.

Advanced Placement: Four college credits will be granted on the basis of a score of four or better on the CEEB Advanced Placement Examinations in a second language.

Retroactive Credit: Students whose high school or other background permits them to enroll in a foreign language course above 111 will, after completing the course with a grade of B or above, receive credit for previous courses in the sequence. The maximum credit granted retroactively shall be 12 credits for any one language; credit may be earned for more than one language. Retroactive credits will not carry a grade but count toward the degree: four retroactive credits may count

toward a major or minor in the department.

Study Abroad: See the Off-Campus Study: Programs Abroad section of this catalog for information about Ripon programs in Paris, Montpellier, Dakar, Madrid, Toledo, Seville, Alicante, Barcelona, and Córdoba, Argentina.

The Foreign Languages Major: This major is intended for the student who prefers an orientation toward language and linguistic study rather than literary history and analysis. Comprising the study of two languages of the student's choosing, it is described in the Courses of Study (Foreign Languages) section of this catalog.

Latin

111. Elementary Latin I

Poncelet

Four credits.

Development of a foundation for reading classical Latin. Special attention is given to the Latin element in English vocabulary and to Latin grammar in relation to the structure of English.

112. Topics in Classical Studies

Poncelet

Four credits.

A continuation of LAT 111. *Prerequisite: LAT 111 or the equivalent.*

French

The French minor is designed for students with an interest in French and Francophone people and organizations. It provides students with the skills needed to communicate with native speakers of French at least at the mid-intermediate range. All students are encouraged to develop a more advanced level of proficiency by taking more courses than the minimum required and by studying in a French-speaking country through an approved study-abroad program or an In Focus program. Individual courses provide students with opportunities to connect with French-speaking cultures through texts and other documents, and to interact with each other and with native speakers of French using technology and social media. In addition to a linguistic competence in the French language, the minor in French gives students a cultural understanding of the French-speaking world and its diversity and introduces them to current international issues. The topics examined in French courses can appeal to students interested not only in international affairs, but also in business, medicine, law, women's studies, history, education, literature, cinema, the arts and environmental issues.

Requirements for a minor in French: 20 credits in coursework in French above FRE 111, starting with the course in which students are placed by the online placement evaluation. FRE 111 does not count toward the French minor. Students minor-ing in French must take at least one 300-level course taught entirely in French and are strongly encouraged to take more than one of these courses.

Coursework completed in a French-speaking country, either through an In Focus course or a Ripon College-approved study-abroad program, may be applied toward the French minor upon approval by the members of the French program. Students should consult with their advisor in French before departure about possible courses of study.

Dominique Poncelet is the advisor for the minor in French.

Study Abroad: See the Off-Campus Study: Programs Abroad section of this catalog

for information about Ripon programs in Paris, Montpellier and Dakar.

111. Elementary French I **Poncelet**

Three to four credits.

Elements of grammar, composition, oral communication and reading within cultural frameworks. Cultural activities supplement in-class and e-learning. Conducted in French.

112. Elementary French II **Poncelet**

Three to four credits.

Continued introduction to elements of grammar, composition, oral communication and reading within cultural frameworks. This course begins where FRE 111 finishes in the fall. Cultural activities supplement in-class and e-learning. Conducted in French. May count toward the Global and Cultural Studies Requirement. *Prerequisite: FRE 111 or permission of the instructor.*

211. Intermediate French I **Poncelet**

Three to four credits.

A study of different aspects of contemporary life in the French-speaking world and discussions on current issues with extensive work in grammar, vocabulary acquisition and composition. May count toward the Global and Cultural Studies Requirement. *Prerequisite: FRE 112 or placement at the FRE 211 level.*

222. Intermediate French II **Poncelet**

Three to four credits.

A continuation of FRE 211. A study of different aspects of contemporary life in the French-speaking world and discussions about current issues with extensive work in grammar, vocabulary acquisition and composition. May count toward the Global and Cultural Studies Requirement. *Prerequisite: FRE 211 or placement at the FRE 222 level.*

300. Departmental Studies in French **Staff**

Variable credit course, 1-4 credits.

Special subjects in French not covered by regular courses. This course may be repeated for credit when topics change. Some courses may count toward the Global and Cultural Studies Requirement. Please see the pertinent Schedule of Courses for the listing of topics courses.

300. Departmental Studies in French **Staff**

Variable credit course, 1-4 credits.

Special subjects in French not covered by regular courses. This course may be repeated for credit when topics change. Some courses may count toward the Global and Cultural Studies Requirement. Please see the pertinent Schedule of Courses for the listing of topics courses.

307. Advanced Composition and Conversation **Poncelet**

Three to four credits.

Emphasis on refining students' writing and speaking skills through discussions and compositions on a variety of political, social, cultural and literary topics. *Prerequisite: FRE 222 or its equivalent or recommendation of the instructor.*

308. Introduction to French and Francophone Literature Poncelet

Three to four credits.

Introduction to literature and advanced training in written and spoken French. Reading of various theories and critiques, as well as literary analysis of texts from different genres including, but not limited to, advertisement, journal articles, short stories, fairy tales, poetry, novel, theatre and film. *Prerequisite: FRE 222 or its equivalent or recommendation of the instructor.*

309. Love, Passion and Breakups in French Literature Poncelet

Three to four credits.

This course examines works of French literature in which love plays a major role, from courtly love in the Middle Ages to the sexual revolution of the 20th and 21st centuries. Through close analysis of novels, plays, poems and films, we will discuss how the very definition of love evolves, as well as the nature of the relationships between men and women, how social conventions rule human passions, and why happy endings are so elusive in literature. Taught in English with a component in French. Counts for the French minor. May count toward the Global and Cultural Studies Requirement. *Prerequisite for students minoring in French: FRE 222 or its equivalent or recommendation of the instructor.*

315. French Theatre Workshop Poncelet

Three to four credits.

Introduction to the basics of acting through dramatic readings in French, exercises in speech and corporal expression, and written analyses of the works studied. Final project is the preparation and performance of a French play. *Prerequisite: FRE 222 or its equivalent or recommendation of the instructor.*

322. Business French Poncelet

Three to four credits.

Covers general economic concepts as they relate to the modern business world. Students learn current commercial vocabulary regarding money, publicity, office and telephone etiquette, buying and selling, customs and banking, and then apply these concepts to a simulated business in a Francophone country. *Prerequisite: FRE 222 or consent of the instructor.*

329. Contemporary French Issues Poncelet

Three to four credits.

Examines and debates social, cultural and political issues in contemporary France and the Francophone world. Students pursue research in the media (magazines, newspaper articles, TV news, internet) and select issues they wish to study more in depth through oral presentations and written work. *Prerequisite: FRE 307 or permission of the instructor.*

332. French Cinema Poncelet

Variable credit course, 2-4 credits.

Introduction to the different movements in French cinema. Films from different time periods will be examined from various perspectives: narrative differences in films from France and North America, the role of the film industry; the challenges of

adapting literature to cinema, the importance of cinema in the building of a cultural and/or national identity, how films address social and political problems and reflect the structure and values of a particular society. May count toward the Global and Cultural Studies Requirement. *Prerequisite: FRE 222 or its equivalent or recommendation of the instructor.*

333. Wars, Rebellions and Revolutions in French Cinema **Poncelet**
Three to four credits.

A study of classic and recent French films about World Wars I and II, colonial wars and the numerous revolts and revolutions that cross French history. In addition to the historical and cultural background of each film, class discussions will focus on how directors shape, praise, criticize or simply try to make sense of traumatic events in their history. Counts toward the French minor. *Prerequisite for students minoring in French: FRE 222 or its equivalent or recommendation of the instructor.*

337. Grammar Workshop **Poncelet**
Two credits.

Intensive review of advanced French grammar through written and oral exercises. *Prerequisite: FRE 222 or its equivalent or recommendation of the instructor.*

338. Writing Workshop **Poncelet**
Two credits.

Intensive practice of written French. Students will write and edit a variety of documents, including but not limited to, academic papers, film reviews, letters and formal email messages, short stories. *Prerequisite: FRE 222 or its equivalent or recommendation of the instructor.*

339. Conversation and Pronunciation Workshop **Poncelet**
Two credits.

Intensive practice of conversation in French through discussions and debates on a variety of contemporary topics. Introduction to the phonetics of standard French as well as dialectal pronunciations and vocabulary. *Prerequisite: FRE 222 or its equivalent or recommendation of the instructor.*

340. The Francophone World: Immigration, Identity and Culture **Staff**
Variable credit course, 2-4 credits.

This course provides an overview of the Francophone world (Europe, Africa, the Middle East, South East Asia, North America and the French Caribbean) and incorporates digital storytelling and social media as resources for academic learning. The objective of the course is twofold: first, students will engage with and respond to the debates on immigration and identity that continue to heat up the relationships between France and its former colonies; second, the studies will strengthen students' confidence by helping them acquire and use more advanced and complex grammar structures in oral and written French. At the end of the course, students will be able to discuss, make presentations and write papers in French, communicate by using complex grammatical structures, and use digital storytelling and social media for communication and e-learning. *Prerequisite: FRE 222 or its equivalent or recommendation of the instructor.*

365. Engaged Writers and their Fights**Poncelet**

Three to four credits.

Examines how French and Francophone writers involved themselves in the social, political and cultural debates of their times, personally and/or through their literary productions. The course focuses on past and present issues such as the death penalty, women's equality, modern architecture, World War II, immigration. *Prerequisite: FRE 222 or its equivalent or recommendation of the instructor.*

370. Tell Me What You Eat ...**Poncelet**

Variable credit course, 2-4 credits.

Examination of the role of food in French-speaking cultures, from the Middle Ages to contemporary times, through literary and non-literary texts, as well as in films and paintings. In the films and literary texts, food will be viewed as a metaphor and studied in its historical contexts. This course also will debate cultural habits, problems or disorders related to food, the evolution of the "ideal" diet, and how typical dishes can become cultural icons. May count toward the Global and Cultural Studies Requirement. *Prerequisite: FRE 222 or its equivalent or recommendation of the instructor.*

402. The Teaching of Modern Languages**Poncelet**

Variable credit course, 2-4 credits.

Exploration of the most recent theories about foreign language methodology and acquisition with practical applications for use in the classroom. This course is designed for prospective teachers of French or Spanish and does not count toward the major or minor. Same as SPA 402. Taught in English. *Prerequisites or Corequisites: EDU 250 and 344 or permission of the instructor.*

Francophone Studies

Because of its association with language and global issues, the Francophone Studies minor opens a window on the Francophone world, which includes French-speaking Africa, the Caribbean, North America, Europe and East Asia. Courses offered in Francophone Studies help students acquire a basic cultural competency of the Francophone world through the study of topics related to literature, history, global studies, art, politics and environmental studies. This program provides a better understanding of the tensions that divide the contemporary world, as well as an appreciation for the diversity of our global society.

Requirement for a minor in Francophone Studies: 20 credits including a minimum of four credits and a maximum of 12 credits of courses in French beyond FRE 111, starting with the course in which students are placed by the online placement evaluation. Depending on the number of credits taken in French language courses, between 8 and 16 credits of courses in Francophone Studies are required. Students who register for a minor in Francophone Studies are not allowed to pursue a minor in French at the same time.

Course work completed in a French-speaking country, either through an In Focus course or a Ripon College-approved study-abroad program, may be applied toward the French minor upon approval by the members of the French program. Students should consult with their advisor in Francophone Studies before departure about possible courses of study.

Dominique Poncelet is the advisor for the minor in Francophone Studies.

Study Abroad: See the Off-Campus Study: Programs Abroad section of this catalog for information about Ripon programs in Paris, Montpellier and Dakar.

109. Love, Passion and Breakups in French Literature **Poncelet**
Three to four credits.

This course examines works of French literature in which love plays a major role, from courtly love in the Middle Ages to the sexual revolution of the 20th and 21st centuries. Through close analysis of novels, plays, poems and films, we will discuss how the very definition of love evolves, as well as the nature of the relationships between men and women, how social conventions rule human passions, and why happy endings are so elusive in literature. Taught in English and counts toward the Francophone Studies minor. May be taught with a component in French and count toward the French minor. *Prerequisite for students minoring in French: FRE 222 or its equivalent or recommendation of the instructor.*

133. Wars, Rebellions and Revolutions in French Cinema **Poncelet**
Three to four credits.

A study of classic and recent French films about World Wars I and II, colonial wars, and the numerous revolts and revolutions that cross French history. In addition to the historical and cultural background of each film, class discussions will focus on how directors shape, praise, criticize, or simply try to make sense of traumatic events in their history. The course will be taught in English, and the videos and DVDs are subtitled. Counts toward the Francophone Studies minor. May be taught with a component in French and count toward the French minor.. *Prerequisite for students minoring in French: FRE 222 or its equivalent or recommendation of the instructor.*

Spanish

Requirements for a major in Spanish: 36 credits in coursework beyond the 100 levels including SPA 280, LIN 332, one survey course (SPA 321, 322, 331 or 332) and a 500-level seminar in the Spanish language with a capstone project. Spanish majors also should consider taking courses in anthropology, art history, history, Latin American studies, literary theory, and political science.

Study Abroad: All majors are strongly encouraged to study abroad for a semester in an approved program, for no other path to fluency is so thorough. Students who choose to study abroad may apply 16 credits of approved coursework toward the major. Approved study-abroad programs include Academic Studies Abroad (ASA) in Madrid (Spain), the University of Minnesota program in Toledo (Spain), the Spanish Studies Abroad programs in Seville (Spain), Alicante (Spain) and Córdoba (Argentina). While abroad, students are encouraged to further study in Spanish as a discipline; majors and minors in other fields may further those studies as well.

Teaching Licensure: Those seeking teacher licensure must complete 36 credits in coursework beyond the 100 levels, including SPA 280 and LIN 332. A residential immersion experience with native speakers, or an approved study-abroad program, is required. SPA 402 also is required, but no credit is given toward the major.

Requirements for a minor in Spanish: 22 credits in Spanish beyond the 100-levels, including SPA 280 and one survey course (SPA 321, 322, 331 or 332).

Study Abroad: All minors are strongly encouraged to study abroad for a semester in an approved program. Students who choose to study abroad may apply 10 credits

of approved coursework toward the minor. Approved study-abroad programs include Academic Studies Abroad (ASA) in Madrid (Spain), the University of Minnesota program in Toledo (Spain), the Spanish Studies Abroad programs in Seville (Spain), Alicante (Spain) or Córdoba (Argentina). While abroad, students are encouraged to further study in Spanish as a discipline; majors and minors in other fields may further those studies as well.

Teaching Licensure: Those seeking teacher licensure must complete 22 credits in coursework beyond the 100 levels, including SPA 280 and LIN 332. A residential immersion experience with native speakers, or an approved study-abroad program is required. SPA 402 also is required, but no credit is given toward the minor.

111. Elementary Spanish I **Staff**

Four credits.

An introduction to elements of Spanish grammar, oral communication, pronunciation and reading. Conducted in Spanish.

112. Elementary Spanish II **Staff**

Four credits.

A continuation of the introduction to elements of grammar, composition, oral communication and reading. Topics/vocabulary depend upon the textbook adopted. This course begins where Spanish 111 finishes. Conducted in Spanish. May count toward the Global and Cultural Studies Requirement. *Prerequisite: SPA 111, placement into 112 or above, or permission of the instructor.*

211. Intermediate Spanish **Staff**

Four credits.

Extensive work in grammar, conversation and composition while studying aspects of contemporary life in the Spanish-speaking world. May count toward the Global and Cultural Studies Requirement. *Prerequisite: SPA 112, placement into 211 or above, or permission of the instructor.*

280. Advanced Composition and Discussion **Guevara-Geer/Reed**

Four credits.

A step beyond the basic language program, this intensive course weaves together university-level practices in textual analysis, composition and cultural and literary discussion. With a final opportunity to review grammatical constructions explicitly, 280 is Ripon's Spanish gateway course to all further courses. Techniques for effective thesis development, oral presentation and cultural analysis of Spanish and Spanish American phenomena are sharpened. Conducted in Spanish. *Prerequisite: SPA 211, placement above 211, or permission of the instructor.*

285. Traducción / Translation **Guevara-Geer**

Four credits.

Develops the skill of translating, with precision and sensitivity, texts between Spanish and English. We will study practical translation skills, culture awareness as it informs translation, what translation theory tells us about how languages and cultures work, and the critique of several literary translations. We will balance translation theory and practice and see how they inform each other. After this course, a successful student will

be prepared to translate texts with a better understanding of technical issues, cultural considerations, and how translation is, itself, a vibrant discipline in the humanities. Course texts in Spanish and English. Discussion and lectures in Spanish. May count toward the Global and Cultural Studies Requirement. *Prerequisite: SPA 280.*

300. Spanish Departmental Studies

Staff

Variable credit course, 1-4 credits. Offered on demand.

Special subjects in Spanish not covered by regular courses. This course may be repeated for credit when topics change. Some courses may count toward the Global and Cultural Studies Requirement. Please see the pertinent Schedule of Courses for the listing of topics courses. *Prerequisite: SPA 280 or consent of the instructor.*

308. Civilizaciones hispanas

Staff

Four credits. Offered on demand.

Exploration of Spain and Spanish-American civilizations through the analysis of art, literature, history and film from both Spain and Latin America. Conducted in Spanish. *Prerequisite: SPA 280 or consent of the instructor.*

309. Spanish for Business

Staff

Four credits. Offered on demand.

Designed for students who are interested in studying Spanish in the context of activities related to business and finance. As emphasis is on specialized and technical vocabulary necessary to function in many areas of the business world, students are expected to have a solid working knowledge of Spanish grammar. *Prerequisite: SPA 280 is strongly advised or consent of the instructor.*

310. In Focus Spain: Sevilla

Staff

Three credits.

An 18-day intensive study-abroad experience at the Center for Cross-Cultural Study (CC-CS) in Seville, Spain. The May Intensive Term in Seville offers students an excellent opportunity to improve their language skills and experience the culture and beauty of this charming and historic city. Students will live with host families, take cultural excursions, and attend classes Monday through Friday for a total of 45 contact hours. *Prerequisites: two semesters of college Spanish or equivalent, and a 3.0 GPA.*

314. Conversación avanzada

Reed/Guevara-Geer

Four credits.

Intensive advanced conversation designed to improve communication skills. Expands vocabulary, reviews grammar, strengthens speaking ability and informs students about contemporary issues in the Hispanophone world. Activities will include oral presentations, role-playing, debates, collective problem-solving, interviews and oral exams. Topics will vary according to textbook adoption, but may include current events, technology and progress, diversity and prejudice, immigration, relationships, the arts, politics, problem-solving, traveling and the economy, among others. *Prerequisite: SPA 280 or consent of the instructor.*

315. Hispanic Theatre Workshop

Reed

Four credits.

Introduction to Hispanic theatre through dramatic readings, exercises in speech and corporal expression, and written analyses of the works studied. Final project is the preparation and performance of a Hispanic play or short one-act plays. *Prerequisite: SPA 280 or recommendation of the instructor.*

317. Hispanic Theatre Workshop

Reed

Variable credit course, 1-2 credits.

Same as Spanish 315 but designed for the student who wants to repeat the theatre experience. Possibilities include acting, student directing, stage managing, etc. *Prerequisite: SPA 315 or recommendation of the instructor.*

321, 322. Voces españolas I and II

Reed

Four credits.

Survey of Spanish Peninsular Literature from the early jarchas (love poems of the 10th century) and epic poetry, the pre-modern period with emphasis on Golden Age literature to the 21st century. All genres are included. Class readings, discussions and assignments are conducted entirely in Spanish. *Prerequisite: SPA 280.*

331, 332. Voces hispanoamericanas I and II

Guevara-Geer

Four credits.

Literary and cultural history of Spanish-America from the Colonial period to 19th century, introduction to 20th-century Spanish-American modernismo, and the writers of the “Boom” and “Post-Boom” eras. Class readings, discussions and assignments are conducted entirely in Spanish. *Prerequisite: SPA 280.*

402. The Teaching of Modern Languages

Staff

Variable credit course, 2-4 credits.

Exploration of the most recent theories about foreign language methodology and acquisition with practical applications for use in the classroom. This course is designed for prospective teachers of French or Spanish and does not count toward the major. Lectures, readings and demonstration teaching. Open to second-semester juniors and seniors. Same as FRE 402. Taught in English. *Prerequisites or corequisites: EDU 250 and 344 or permission of the instructor.*

Spanish majors who need to complete a capstone project may sign up for the following courses at the 500 level. All other students should sign up for the class at the 400 level.

410/510. El cuento hispanoamericano

Guevara-Geer

Four credits.

Fosters the appreciation of a genre of major importance in Spanish America: the short story. We will study its history and consolidation as a literary genre in Spanish. While reading some masterly examples, we will elaborate on aesthetics and poetics of the Spanish-American short story. After this course, each student will recognize many of the grand writers of Spanish America and, since their contributions have been so decisive, will be able to appreciate trends in world literature and world thought. Course texts in Spanish and English. Discussion and lectures in Spanish. *Prerequisite: SPA 280.*

415/515. La ficción de García Márquez**Guevara-Geer**

Four credits.

Examination of the work of Gabriel García Márquez, with a focus on his fiction. We will consider the issues of author-centered study, his influences to and from, filmic adaptations of his writing, his critical reception, his association with magical realism and *el boom*, the politics of his art, the breakthroughs of *Cien años de soledad*, and the aesthetics of his writing in general. Assessment will include exams, presentations, oral contributions to class sessions, and the preparation of a conference-style paper. Conducted in Spanish. *Prerequisite: SPA 280.*

420/520. El realismo mágico y otros realismos excéntricos**Guevara-Geer**

Four credits.

Examines some Spanish-American reactions to realism, with special emphasis on so-called “magical realism.” Taking the realism of the 19th century as a point of departure, we study how its conventions have been stretched, adapted and undone in Spanish-American literature of the 20th century. We study related literary phenomena, like the mythic, the surreal and science fiction. Ours will be a critical approach to this phenomenon, since the use and abuse of the term has lit heated debates among many readers, critics and writers. Is it a quaint nod in the direction of less reasonable cultures — or is it a viable mode of thought, an alternative to dominating conventions? Each student should leave the course with an appreciation for texts that advance other realisms, of their literary-cultural contexts, and some ideas about how these conventions are, or are not, representative of Spanish America. *Prerequisite: SPA 280.*

425/525. Cuba: Su revolución y sus artes**Guevara-Geer**

Four credits.

Examination of the complex dynamics between the arts — literature, film, music, theatre, and the plastic arts — and the Cuban Revolution. After historicizing the Revolution and its promise for Latin America, we will consider art, policy and history to ask: How do socialist liberation and artistic liberation work together? When does writing for a revolution become programmatic or censored? Can socialist poetics build a better human being, a more ethical citizen? Can dissident art resist oppressive solidarity? Assessment will include exams, presentations, oral contributions to class sessions, and the preparation of a conference-style paper. Conducted in Spanish. *Prerequisite: SPA 280.*

435/535. Julio Cortázar y sus perseguidores**Guevara-Geer**

Four credits.

Examination of the fictional work of Julio Cortázar and those who follow him. We consider the issues of author-centered study, Cortázar's influences, the open promise of modernism across the arts, productive problems with gender and genre, his critical reception, his knotty Euro-Latin lifestyle, the politics of his prose, the innovations of *Rayuela*, and his legacy. The course concludes with a series of readings from men and women working to and through his tradition. Assessment will include exams, presentations, oral contributions to class sessions, and the preparation of a conference-style paper. Conducted in Spanish. *Prerequisite: SPA 280.*

440/540. Cervantes: *Don Quijote***Staff**

Four credits.

An intensive analysis of Cervantes' masterpiece from several critical perspectives. Seminar format. Conducted in Spanish. May count toward the Global and Cultural Studies Requirement. *Prerequisite: SPA 321 or consent of the instructor.*

450/550. Variable Topic Seminar**Staff**

Four credits. Offered on demand.

Thorough study of a period, writer or topic in criticism, literature, or linguistics, with a substantial amount of independent writing and research. May be taken three times for credit as long as a different topic is selected. Some courses may count toward the Global and Cultural Studies Requirement. *Prerequisite: SPA 280.*

455/555. 19th- and 20th-Century Peninsular Literature**Reed**

Four credits.

Overview of the literature of 19th- and 20th-century Spain through the study of unabridged works. Literary movements include Neoclassicism, Romanticism, Realism, Naturalism, the Generation of '98, the Generation of '27, the Post-War Novel and the post-Franco era. Activities include exams, oral presentations, critiques of peer-reviewed articles, participation and the composition and presentation of a conference-length final paper. Conducted in Spanish. *Prerequisite: SPA 280.*

465/565. Literature and Film of the Spanish Civil War**Reed**

Four credits.

Examination of a variety of literary works, plays, historical documents, paintings and films related to the Spanish Civil War (1936-1939). Assessment includes exams, oral presentations, critiques of peer-reviewed articles, participation and the composition and presentation of a conference-length final paper. Conducted in Spanish. *Prerequisite: SPA 280.*

470/570. Post-Franco, Post-Modern: the Literature of Democratic Spain**Reed**

Four credits.

Examination of the literary production of Spain from the fall of the dictatorship (1975) to the present. Themes and genres studied include meta-fiction, feminism, post-modernity, generation "X", historical novels and mass culture. Conducted in Spanish. *Prerequisite: SPA 280.*

Foreign Languages Major

The Foreign Languages major enables students to compare the structure and function of different languages. It differs from a single language major in which textual analysis, literary history and culture are studied in considerable depth. The Foreign Languages major will enrich the liberal arts experience by enabling students to communicate in two languages, to satisfy graduate school requirements, and to acquire transferable skills that will facilitate the study of other languages unavailable at Ripon.

Requirements for the revised major:

- Minimum number of credits required for major: 36
- 16 credits in French or Spanish at the 211-level or higher starting at level of placement
- 16 credits in another language at the 112-level or higher starting at level of placement

- 4 credits of LIN 532 (Introduction to Linguistics) in which a student completes a capstone project whose breadth and depth go beyond normal course requirements and which will be designed and executed in consultation with the instructor.

All majors are encouraged to study abroad in an approved program. Students who desire a study of foreign language in a literary framework that includes analysis, culture and history should consider the standard Spanish major or a self-designed majors in French; such students should not pursue the Foreign Languages major.

French

See Foreign Languages and Cultures

Health

See Exercise Science

History

Professors Brian S. Bockelman, Rebecca R. Matzke;
Associate Professor Sarah K. Frohardt-Lane (*chair*)

Departmental Mission Statement: The Department of History seeks to develop students' abilities to analyze evidentiary material in a disciplined and methodical manner, to synthesize information gained from such analyses into larger structures of knowledge, to understand various interpretations and conceptualizations of historical development and to fit their own synthetic structures into such interpretations, and to communicate complex ideas both orally and in written form to both professional and lay audiences. At the same time, the department seeks to broaden students' abilities to understand cultures and societies other than their own.

Requirements for a major in history: 32 credits in history. At least 12 credits from courses numbered in the 300s or 420; HIS 295; and senior seminar (HIS 590) are required. HIS 101 is strongly recommended as an introduction to the major. A sophomore or junior beginning a history major should start with any 200-level course.

Requirements for a minor in history: 20 credits in history. At least eight credits from courses numbered in the 300s or 420. HIS 101 is strongly recommended as an introduction to the minor. A sophomore or junior beginning a history minor should start with any 200-level course.

Students interested in teaching history need to complete the secondary education major and the social studies education licensure requirements which include: a history major or minor including 8 credits of world history, 8 credits of American history, and at least 8 credits at the 300 level or above; ENV 120, PSC 110, POL 220, POL 335, ECO 211 or 212, ANT 110 or SOC 110, and EDU 323.

101. Introduction to the Study of History

Staff

Four credits.

An introduction to the approaches and methods by which historians reach an appreciation and understanding of the past and its relevance to contemporary society. Special attention will be given to history as a process of social and cultural change.

Students also will be introduced to the skills involved in the analysis of historical secondary sources (such as biography, essays and texts) and of primary sources (such as personal letters, contemporary fiction, political tracts, and film). *HIS 101 is open only to first-year students.*

200. Departmental Studies

Staff

Variable credit course, 2-4 credits.

Special subjects in introductory-level history not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

210. Introduction to Ancient, Renaissance and Medieval Studies

Staff

Four credits.

An introduction to the many approaches scholars use to study the diverse peoples and cultures of Western civilization during the ancient, medieval and early modern eras. The course will give an overview of each time period and examine the various ways scholars from different disciplines (art history, English, history, music, philosophy, religion, foreign languages and cultures, and theatre) approach these eras. Through this multidisciplinary approach, students will gain an understanding of the key ideas and developments that shaped Western civilization and culture. Course open to all students.

236. Europe's Long 20th Century

Matzke

Four credits.

Introduction to the history of Europe's political, social, economic and cultural institutions from the late 1800s to the present. The evolution and revolutions in socio-economic forces, political ideologies and forms, and cultural movements that have shaped modern Europe and our Western world all will receive attention. Topics covered will include imperialism and decolonization, classical liberalism and its critiques (including socialism, communism and fascism) and evolution toward democracy; causes, conduct and consequences of the two World Wars and the Cold War; and nationalism in its many forms, among others. Emphasis on primary source readings for insight into different periods, events and phenomena.

238. The Spanish Conquest and Its Aftermaths

Bockelman

Four credits.

Few events changed the course of human history more than the Spanish conquest of the Americas. Not only did it bring the Old and New Worlds into dramatic confrontation for the first time, devastating indigenous populations and establishing durable colonial societies that would forever shape Latin America. It also transformed global diets, triggered the enslavement of millions of Africans, spurred European imperial rivalries, laid the material foundations for the Renaissance, hardened Japanese isolationism, and so much more. Beginning with a close study of the Spanish conquest of the Aztec and Inka empires (and some notable Spanish failures elsewhere), the class will then examine the legacies of these violent encounters for Latin America, Europe, and the wider world. Student projects will further address how we can visualize and understand the conquest and its many aftermaths. May count toward the Global and Cultural Studies Requirement.

240. Colonial America and the Early U.S. Republic, 1600-1815 **Staff**

Four credits.

This course examines the political, social and cultural history of British North America from the colonial period through the creation of an independent United States. Topics include encounters between Native Americans and European settlers, immigration and migration, Atlantic slavery and the slave trade, religious revivalism, the American Revolution, nation-building in the early Republic, and the War of 1812. As we study this history, we also will consider how historians use sources to learn about the past and make interpretations.

241. The United States, 1815-1914 **Frohardt-Lane**

Four credits.

This survey explores the political, social and cultural history of the United States from the end of the War of 1812 to the beginning of World War I. Topics include the market revolution, Indian removal, slavery, the Civil War, Reconstruction, industrialization, imperialism and the Progressive Era. As we study this history, we also will explore how historians use sources to learn about the past and make interpretations.

242. The United States, 1914-Present **Frohardt-Lane**

Four credits.

This course investigates the political, social and cultural history of the United States from World War I to the present day. Topics include U.S. involvement in conflicts from World War I to the War on Terror, the Great Depression and economic recessions, anticommunism, social movements of the 1960s and 1970s, and culture wars of the late 20th century. A major theme will be how Americans have understood the concept of freedom and how freedom expanded and contracted for different groups of Americans during the 20th and early 21st centuries. As we study this history, we also will consider how historians use sources to learn about the past and make interpretations.

248. U.S. Environmental History **Frohardt-Lane**

Four credits.

How have Americans changed the natural world? How has the non-human world shaped the course of U.S. history? These two questions are at the center of this introduction to the field of environmental history. The course proceeds chronologically and spans the history of the United States from the colonial era to the present day. Through texts and films, we will examine a range of topics from wilderness preservation and the creation of national parks, to air pollution, commercial agriculture and the rise of the environmental movement. Same as ENV 248.

260. Black Power **Frohardt-Lane**

Four credits.

This course examines the rise of the Black Power movement in the 1960s and 1970s and its influence on American society, culture, and politics. Topics include the origins of Black Power; the relationship of Black Power to the Civil Rights Movement; ideals and tactics; repression of the Movement; and the legacy of the Black Power Movement.

262. American Race Relations **Frohardt-Lane**

Four credits.

An introduction to the study of the history of the relations between African Americans and European Americans. This course will use primary documents and the work of other historians to examine the main topics in race relation history: slavery; the era of legal segregation; and the Civil Rights movement. Some consideration also will be given to race relations in the post-Civil Rights era, including the meaning of the election of an African-American president.

263. Women in American History

Staff

Four credits.

The relationship between women and American history is one that has undergone many changes, especially in the half century since the sexual and gender revolution of the 1960s and 1970s. This course will focus on both the history of women in America and the ways in which that history has been described, debated and uncovered. To do this, the course will use both conventional and unconventional sources and require students to work on an individual project. Same as WGS 263.

**264. Immigrants and Immigration Policy
in United States History**

Frohardt-Lane

Four credits.

A survey of some key topics in the history of the formation of America's pluralistic society: the immigration to the United States of peoples from Europe, Asia and other American societies since the 17th century; the experiences of immigrants and their descendants in the United States; changes in attitudes toward immigrants and changes in immigrant policy; and the impact of immigration and ethnicity on U.S. society and culture. Reading and discussion of both primary and secondary historical sources.

**269. How Latin America Fell Behind:
War and Upheaval, 1700-1900**

Bockelman

Four credits.

An investigation of the crucial "middle period" in Latin American history, when locals fought for and won their independence from Spain and Portugal, only to experience a long-term decline relative to the United States and Western Europe. The course will seek to explain this paradox by examining the impact of late colonial reforms on the region; the nature, causes and extent of Latin American independence; the development of caudillismo and other characteristic features of regional politics; the dynamics of war, revolution, race and nation-building in the 19th century; and the cultural dimensions of Latin America's unique experience of modernity. May count toward the Global and Cultural Studies Requirement.

**270. Modernizing Latin America:
Revolution and Reaction Since 1900**

Bockelman

Four credits.

An introduction to modern Latin American history from 1900 to the present. We will look at how individual countries (e.g., Mexico, Argentina, Brazil, Bolivia, Cuba) and Latin Americans of various backgrounds (women, men, natives, Africans, mestizos, workers, elites, soldiers, intellectuals) have sought to achieve national integration, economic independence, political stability, social justice and cultural recognition despite lingering problems of inequality, discrimination, authoritarian rule, uneven

development, cultural dependency, and foreign intervention. May count toward the Global and Cultural Studies Requirement.

276. Latin America at the Movies: History and Film **Bockelman**
Four credits.

By exploring the relationship between history, film and film history, this survey course will examine major developments in Latin American politics, culture and society, since 1492. Topics will vary but could include: the conquest and its aftermath; the frontier in Latin American history; Catholicism and creole culture; Latin American revolutions since 1810; the origins of the Latin American film industry; Hollywood and Latin America; city, suburb and slum in Latin American film; the trauma of dictatorship and state violence; globalization and the new Latin American cinema. May count toward the Global and Cultural Studies Requirement.

281. World History I **Staff**
Four credits.

This course focuses on developing a global perspective and the capacity to appreciate how different cultures have perceived similar historical phenomena. Students will seek to understand the variety of cultures that coexisted and often interacted from the earliest civilizations until 1500. Students seeking a history teaching major will be given preference in enrollment. May count toward the Global and Cultural Studies Requirement.

282. World History II **Staff**
Four credits.

This course focuses on developing a global perspective and the capacity to appreciate how different cultures have perceived similar historical phenomena. Students will look at some of the key themes in world history during the past 500 years, such as world exploration and trade, nation-building, industrialization, education, imperialism, decolonization and globalization. Students seeking a history teaching major will be given preference in enrollment. May count toward the Global and Cultural Studies Requirement.

285. Global Environmental History **Frohardt-Lane**
Four credits.

An introduction to the history of humans' interactions with nature in a global context. The course examines how people have transformed, and been transformed by, their environments through a range of topics from the rise of agricultural societies to industrialization, conservation and climate change. Same as ENV 285.

**288. Soccer in World History:
Between Nationalism and Globalization** **Bockelman**
Four Credits.

Since its creation in the mid-19th century, soccer — better known around the globe as football — has become the world's most popular sport and one of the great spectacles of modern mass culture. Never just a game, soccer has long stood at the crossroads of money, politics and identity, making it an ideal subject to observe the dynamics of two contending forces in world history: nationalism and globaliza-

tion. This course will examine how the sport has both shaped and reflected the political, economic and cultural history of the globe since 1850, beginning with its origins in the British empire and ending with recent controversies over the decline of “home-grown” players in international soccer. Other topics to be considered include: imperialism and the diffusion of sports; soccer wars and other sectarian conflicts; the identity politics of fandom and hooliganism; the soccer game as a historical event; the World Cup and nationalism; and American ambivalence about “the beautiful game.” May count toward the Global and Cultural Studies Requirement. Same as GLB 288. *Prerequisite: sophomore standing or consent of the instructor.*

289. Playing in the Past: Understanding History through Interactive Games **Staff**
Four Credits.

Do you like to play games? Do you ever imagine traveling back in time and changing the course of history? Can you imagine testifying on behalf of Socrates in ancient Athens and saving him from a certain death? As Joan of Arc, would you have had the courage to defy the standards of your time and lead the French army to victory? What if you were Machiavelli in Renaissance Florence and found yourself at odds with the Medici, the most powerful family in the city? In this course, students will engage with the past by taking on various personas in a series of role-playing games. We will use primary sources from a variety of disciplines to understand the larger political, social and historical forces that shaped these seminal moments in the past, and toy with different possible outcomes in our recreation of the past. No prerequisites. Open to all students.

295. History and Historians **Staff**
Four credits.

Why study the past? How do we know what happened? What counts as a historical event? Whose history should we tell? What does it mean to think historically? This course will introduce students to the major debates about the study of history and the research methods historians use to investigate and reconstruct the past. While learning about the philosophy and politics of historical thinking, the disagreements historians have about how to interpret the past, and the wide variety of approaches to history as a field of inquiry, students also will gain practical research and writing experiences through a series of hands-on assignments designed to highlight the role of archives, primary sources and historiography in the creation of historical knowledge. *Prerequisite: HIS 101 or one 200-level history course.*

300. Advanced Departmental Studies **Staff**
Variable credit course, 1-4 credits.

Selected subjects in history not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. *Open only to sophomores, juniors and seniors.*

340. Public History **Matzke**
Four credits.

“Public history” involves history done in public spaces (like national parks, muse-

ums, historic sites), history done for and with public audiences (in documentary films, historical novels, oral history collections, historical exhibits, etc.), and history done on the public's behalf (like historical preservation or historical commentary on current events). This course aims to combine a scholarly consideration of theory and methods of public history, discussion of issues involved in packaging history for public consumption, and hands-on student work in archives and with digital media to create public history projects. Students interested in teaching history or in careers in public history or museum studies will benefit from this course, as will any students who are interested in presenting history to non-professional audiences and students who want to practice the digital humanities. *Open to sophomores, juniors and seniors; open to first-year students with permission of instructor*

351. World War I: Causes, Conduct and Consequences

Matzke

Four credits.

World War I destroyed the 19th-century European world. This course examines the long-term and immediate political, social and cultural causes of World War I, the disastrous way in which it was carried out, and its revolutionary consequences. Themes to be investigated include the building of nation-states, the shifting balance of power, the diplomatic and military systems of the 19th and 20th centuries, the development of mass mobilization and mass violence, and the global breadth of the war. The course is not confined to the war itself, but is designed to familiarize students with the broad sweep of European history in the late 19th and early 20th centuries and the historiography of the war — that is, the accumulated and various ways in which scholars have examined the war. We will be considering not only military and political/diplomatic history, but cultural and social history as well, since all are necessary for understanding the war. The course has no prerequisites, but students will find it helpful to have had some experience with the basics of modern European history.

353. British Empire After 1783

Matzke

Four credits.

At the height of its power, Great Britain ruled one-fourth of the world's population, controlled one-fifth of its dry land, and commanded all of its oceans. This course will consider British overseas expansion in all its forms (territorial and otherwise) from the loss of the 13 American colonies through the 20th century, when Britain “decolonized.” We will study the empire as a broad, trans-cultural phenomenon, investigating the history of both imperial Britain itself and its many overseas possessions, looking at conquest, settlement, collaboration, resistance and cultural exchange. We also will be attentive to the historiography of the empire, recognizing that “the British Empire” has had different meanings at different times, and using primary and secondary sources to think about the nature of imperialism, economic connections, culture, race, modernity and “globalization.” There are no prerequisites for the course, but students will find it helpful to have taken some modern European or world history. May count toward the global and cultural studies requirement.

354. Modern Germany

Matzke

Four credits.

This course examines Germany from its unification in 1871 to the present. It will

explore the unification process and its consequences for the character of the new German state, and it will examine Germany's role in World War I. It also will discuss the consequences of the peace, including revolution, economic collapse, and the rise of National Socialism. The course will cover Germany in World War II and the Nazi perpetration of the Holocaust, and it will compare the experiences of East and West Germany as they are created following the war. It will end by exploring the fall of communism in East Germany after 1989 and the continuing effects of the hurried reunification process. The class will tend to focus more on political and diplomatic history, but cultural and social history will play a part as well. The course has no pre-requisites, but students will find it helpful to have some experience with the basics of modern European history. Knowledge of the German language is not necessary.

360. Topics in African American History **Frohardt-Lane**

Variable credit course, 1-4 credits.

Intensive study of one aspect of the African American experience. Emphasis on reading, discussion and analysis of key secondary and primary sources. Possible topics include: the urban experience, slavery, the intellectual and cultural tradition, the Civil Rights Movement. Students may repeat the course for credit when topics change.

362. Topics in History of the Modern Middle East **Matzke**

Four credits.

This course will discuss topics in the modern Middle East since the beginning of the 19th century. It is designed to provide an understanding of the historical roots of many present concerns. Topics may include reform efforts to meet the European challenge; the Middle Eastern experience with colonialism and imperialism; the rise of Arab nationalism, Jewish Zionism, and nation-building; Iran's place in the region and the Islamic Revolution there; development strategies of socialism and capitalism; the Israeli-Palestinian conflict; the impact of oil; modernism and traditional societies; Islam and its forms; and Iraq. *First-year students with permission of instructor only.*

365. World War II Home Fronts **Frohardt-Lane**

Four credits.

This course studies the effects of World War II on home life and civilian society. The first half of the course focuses on the United States home front and how World War II transformed the lives of Americans, with particular emphasis on how race, class, and gender shaped Americans' experiences at home during the war. The second half of the course examines the World War II home front in the USSR, Great Britain, France, Germany, and Japan. We will consider the extent to which World War II was a turning point in history, through the lenses of social, political, economic, and environmental history. Some particular themes that we will explore throughout the semester include the use of propaganda to mobilize citizens for war and engage them in the war effort, the notion of sacrifice as essential to victory, and efforts to conserve scarce resources to support the military. Same as WGS 365.

372. Topics in Twentieth Century American History **Frohardt-Lane**

Four credits.

This course will focus intensively on a particular time period in 20th-century American history, for example, America between the Wars (1920-1940); the Progressive

Era (1900-1920); or the 1980s. We will use a variety of sources and approaches to examine the political, social, and cultural significance of the period. Students may repeat the course for credit when topics change.

375. United States and Latin America

Bockelman

Four credits

The United States and its Latin American neighbors share much more than a common border or hemisphere. Their histories have been intertwined for nearly four centuries, producing frequent comparisons, contrasts, collaborations and conflicts. This course will examine the many-sided relationship between Latin America and the U.S. from the late 18th century to the present, with a focus on three themes: how North Americans and Latin Americans have defined themselves in relation to one another; how diverging paths of economic development have stimulated various forms of U.S. imperialism and Latin American nationalism; and how global concerns have shaped the history of diplomatic relations within the western hemisphere. May count toward the global and cultural studies requirement.

377. Dirty Wars in Latin America

Bockelman

Four credits.

This course will explore the origins, process and aftermath of military rule in 20th-century Latin America, with emphasis on events in Argentina, Brazil and Chile during the 1970s and 1980s. Topics to be discussed include: the role of the armed forces in modern Latin American politics; guerrilla warfare and counterinsurgency operations; social life under the military; torture and disappearances; the struggle for human rights; and the on-going political and cultural effects of the “Dirty Wars” era. May count toward the global and cultural studies requirement.

383. Mapping the World: Art and History of Cartography

Bockelman

Four credits.

Every map is simultaneously a work of art, a product of geographical knowledge, and a record of how its maker and audience view the world — or would like to. This interdisciplinary course examines the many different kinds of maps that have been made throughout human history, emphasizing the relationship between their contents — places and spaces, projections, toponyms, symbols, illustrations, legends and borders — and the artistic, scientific, political and cultural contexts in which they were created and used. Topics rotate but often include: what (and who) makes a map a map; the ancient and medieval roots of modern mapping; cartographic fantasies, silences and “lies”; mapmaking and the representation of nature; the role of maps and atlases in exploration, imperialism, nationalism and tourism; counter-mapping and alternative cartographies; and the rise of thematic mapping as an artistic challenge and scientific tool. Students also will learn how they can incorporate maps and digital mapping resources into research projects in history, art history and other humanities fields. Same as ART 383.

385. Natural Disasters in World History

Frohardt-Lane

Four credits.

From flash floods to forest fires, Hurricane Katrina to Covid, natural disasters make headlines for the devastation they cause. This course goes beyond the headlines and

uses case studies to examine natural disasters from around the world in the last two centuries. How have societies tried to prevent and predict natural disasters? Do communities come together to support one another after an earthquake or other devastating event? Do they become divided over how to allocate government aid? What role have humans played in causing events that we often consider to be the work of nature? Using primary and secondary texts, images and films students will investigate these questions and more. Same as ENV 385.

420. Reading and Research

Staff

Four credits.

This seminar allows students to pursue intensive study of a major historiographical problem and undertake a related historical research project. Themes will rotate, and the course may be taken more than once as long as the topic is different each time. In addition to history majors and minors, students in other fields who are interested in adding a historical dimension to their research projects and other studies are welcome to participate. *Prerequisite: HIS 295, CTL 220, or consent of the instructor.*

570. Classroom Presentation of Undergraduate Research

Staff

Variable credit course, 1-4 credits.

For exceptional students. The opportunity to prepare and present materials of study where appropriate in the regular courses of the department's curriculum. This course is available only to those students who have demonstrated exceptional achievement in their undergraduate studies in history and are selected for eligibility by the department faculty at the end of the junior year of study or after the first semester of the senior year.

580. Classroom Leadership in the Discussion of History

Staff

Variable credit course, 1-4 credits.

For exceptional students. The opportunity to prepare and lead discussion of historical topics or themes where appropriate in the regular courses of the department's curriculum. This course is available only to those students who have demonstrated a superior capacity for participating in and directing discussion of significant historical materials in a mature manner and who are selected for eligibility by the department faculty at the end of the junior year of study or after the first semester of the senior year.

590. Senior Seminar: Historical Research and Writing

Staff

Four credits.

Students will select and work on individual research projects and complete a substantial paper by semester's end. Required of all history majors. *Open only to senior majors.*

Interdisciplinary Studies

102. Ethics Case Studies

Jeffries

One credit.

This course has been designed to encourage students to research ethics cases and topics, often with an emphasis in the areas of business and sustainability. Cases and

topics studied will vary each semester. In this course, students will demonstrate their ability to understand complex ethical issues, articulate ethical principles involved in real and hypothetical case studies, present effective arguments on how to resolve ethical dilemmas, and respond effectively to challenges and competing arguments. May be repeated, but only eight credits total from IDS 102 and 103 may be counted toward graduation.

103. Ethics Case Studies Practicum

Jeffries

One credit.

This course has been designed to give students an opportunity to apply insights gleaned collaboratively from and IDS 102 in ethics-related competitions and conferences. The overall objective will be to help students collaboratively and competitively explore the moral imperatives of ethical case studies. May be repeated, but only eight credits total from IDS 102 and 103 may be counted toward graduation.

110. Topics in Interdisciplinary Studies

Staff

Variable credit course, 1-4 credits each semester.

Special subjects not covered by regular courses. This course may be repeated as the topic changes. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

113. Introduction to Community Engagement

Staff

One credit.

This course surveys the essentials of community engagement through the lens of local and global social justice. Students will explore the process of engagement through identification of community need, asset mapping and models of service through personal, social and community constructs. Students will participate in a community engagement project during the semester. Grading is Pass-Fail.

114. Service Learning Theory and Practice

Staff

One credit.

This course introduces students to the theory and pedagogy of service-learning. Students study the history of service-learning in secondary and post-secondary contexts, examine service-learning methods employed by educators in varied disciplines, and identify new approaches to advance this form of academic community engagement. Students will complete a comprehensive written project which applies service-learning theory and pedagogy to a specific course at Ripon College. Grading is Pass-Fail.

130. Self Identity and the World of Work

Hatlen

Two credits.

This course is designed for students who are undecided in their major and/or career choice to provide clarity and confidence in identifying a career path and major for lifelong career success. Students will articulate the value of a liberal arts education and analyze academic disciplines from various meta-perspectives. Students will apply the developmental process of self-assessment to the areas of career research, skill identification, interests, and values. Students will understand and put into practice four NACE competencies: Career & Self Development, Communication, Critical Thinking and Professionalism.

- 200. Topics** **Staff**
 Variable credit course, 2-4 credits.
 Designed to acquaint the student with a topic not covered by regular courses. Students can repeat the course for credit when the topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.
- 201. Business Management Projects** **Staff**
 One credit.
 This class, in coordination with interested faculty and possibly student organizations, will focus on community projects that will teach business skills and/or improve the community. Students will assess community development needs and develop projects that will respond to those. Students who are not business majors are especially encouraged to participate in the class. S/U grading. Repeatable for credit; a total of two credits may be earned. Open to sophomores, juniors and seniors.
- 211. Journalism I** **Staff**
 Two credits.
 Students are introduced to the fundamentals of journalism, including interviewing, research, news writing, editing, features, columns, ethics, legal constraints and criticism. The focus is on the practice of journalism, and students are graded on the quality of articles submitted.
- 212. Journalism II** **Staff**
 Two credits.
 A continuation of Journalism I, with emphasis on advanced writing and editing, management, public policy and political reporting.
- 213. Journalism Workshop** **Stepleton**
 One credit.
 Workshop for students contributing to the College newspaper, to improve production quality and generate better content. Students must be actively engaged in campus journalism in order to enroll.
- 215. Hollywood journalism vs. real-world reporting** **Stepleton**
 Two credits.
 Journalists are depicted in popular media as conniving opportunists or First Amendment heroes. In this course, separate fact from Hollywood fiction as you develop real-world reporting skills. Over the course of the semester, movies (and a few television shows) will be viewed using specific lenses to identify what is, and is not, strong reporting techniques such as interviewing, researching, and sourcing stories, while considering a historical perspective. The course also will focus on sharpening a student's ability to write for journalism while considering the ethics of journalism. Students apply these lessons to writing multiple news stories through the semester.
- 300. Departmental Studies** **Staff**
 Two credits.
 Special subjects in interdisciplinary studies not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent

Schedule of Courses for the listing of topics courses and possible prerequisites.

Latin

See Foreign Languages and Cultures

Latin American and Caribbean Studies

Professors Brian Bockelman, Soren Hauge, Travis E. Nygard (*co-coordinator*);

Associate Professors Geoff Guevara-Geer (*co-coordinator*)

The Latin American and Caribbean Studies program is designed to provide students with a broad, interdisciplinary knowledge of the region's history, culture and contemporary affairs. This multifaceted focus emphasizes the diversity of peoples and complexity of issues, both past and present, that have given shape to the American experience beyond the borders of Canada and the United States. The Latin American and Caribbean Studies program also trains students to develop their independent and critical-thinking skills as they tie together multiple intellectual trends and engage in hands-on research in the region.

This interdisciplinary program allows for a variety of research, professional or academic specializations after graduation. The minor allows students with a major in another discipline to broaden their academic scope and demonstrate their varied interests and expertise to the widest range of future employers. Students who seek to pursue advanced study and research in a Latin American or Caribbean field after Ripon may wish to complement their minor with a major in a related subject area such as anthropology, economics, history, foreign languages, or politics and government.

Requirements for a minor in Latin American and Caribbean Studies:

22 credits total, fulfilling the following requirements:

- (1) Language ability in Spanish or French, as demonstrated by completion of either Spanish 211 and 280 or French 222 or higher-level courses in these languages.
- (2) The language requirement alternately can be fulfilled through completion of eight credits of coursework taught in Spanish, on an approved off-campus study program based in Latin America, such as the Córdoba program at the Universidad Nacional de Córdoba in Argentina.
- (3) Twelve elective credits, chosen from the list below or approved by the program coordinator. For elective courses that include student-chosen projects, students are expected to focus their work on Latin America or the Caribbean. No more than eight credits can come from courses in a single department.
- (4) Two credits of LAC 498: Independent Study in Latin American and Caribbean Studies, taught as an independent study.

Off-Campus Study: Ripon College offers a variety of interesting study-abroad opportunities. These valuable research and study experiences are strongly recommended for students planning to minor in Latin American and Caribbean Studies.

Such options should be explored in close consultation with the coordinator to determine how courses taken off campus can be used to satisfy the requirements for the minor.

201. Introduction to Latin American and Caribbean Studies**Staff**

Four credits.

An introduction to the many approaches scholars use to study the diverse peoples and cultures of Latin America and the Caribbean. Among other topics, students will learn about the pre-colonial and colonial roots of modern Latin America; the politics of race, gender and religion in Latin American and Caribbean societies; the social conscience and aesthetic character of the region's art and literature; Latin American and Caribbean responses to the current "crisis" of neo-liberal economics; and how new social movements are shaping the political direction of the re-emerging Latin American left. May count toward the Global and Cultural Studies Requirement.

Courses that can be used as electives:

- ART 278: Indigenous Art of the Americas
- ECO 361: Development Economics I (same as ENV 361)
- HIS 268: Colonial Latin America: Conquerors, Rebels, and Slaves
- HIS 269: How Latin America Fell Behind: War and Upheaval, 1700-1900
- HIS 270: Modernizing Latin America: Revolution and Reaction Since 1900
- HIS 276: Latin America at the Movies: History and Film
- HIS 375: United States and Latin America, 1776 to the Present
- LAC 201: Introduction to Latin American and Caribbean Studies
- POL 272: Development and Change in Latin America
- SPA 308: Civilizaciones hispanas
- SPA 331: Voces hispanoamericanas I
- SPA 332: Voces hispanoamericanas II
- SPA 410: El cuento hispanoamericano
- SPA 415: La ficción de García Márquez
- SPA 420: El realismo mágico y otros realismos excéntricos
- SPA 425: Cuba: Su revolución y sus artes
- SPA 435: Julio Cortázar y sus perseguidores

Additional topical courses and seminars related to Latin America and the Caribbean routinely are offered by the program faculty. Check the departmental course listings each semester for more information.

Law and Society

Coordinator Steven Sorenson, Esq.

The minor in law and society provides a network of courses designed to focus the student's attention on the role of law and legal institutions in modeling and forming the society in which one lives. Culturally, it is well understood that laws and the enforcement of those laws is the only viable way of providing order in society and resolving social conflicts. The vision of this minor is to focus a student's interest in the positive nature of a well disciplined legal system and the society it governs.

The minor is designed as a purely pre-professional curriculum but it certainly will be valuable to any student looking to become involved in the legal system, government, law enforcement or social work. As a pure liberal arts minor, it is designed for a wide audience of students who question the role of law and legal structures in social communities of any type.

Requirements for a minor in law and society: POL 212; 4 credits of independent study at the senior level in a topic in law and society in philosophy, politics and government, sociology or other appropriate department; and 12 credits selected from among the following courses (no more than eight hours of elective courses from one department may be counted toward the minor):

ECO 332: Resource and Environmental Economics (same as ENV 332)

ENV 120: Environmental Studies

POL 112: Global Political Economy

HIS 262: American Race Relations

PHL 241: Ethics

PHL 353: Human Rights (same as ENV 353)

POL 220: American Politics and Government

POL 412: Constitutional Law I: Landmark Decisions

POL 413: Constitutional Law II: The Bill of Rights

SOC 110: Introduction to the Sociological Imagination

SOC 306: Criminology, or other law-related courses, with the consent of the coordinator.

Linguistics

332. Introduction to Linguistics

Poncelet

Four credits.

The goal of linguistics is to explain how language works. In this course, we study how language is structured, how we acquire our native language and other languages, how and why the use of one language varies across situations, social groups and regions, and how languages evolve over time. Recommended for students seeking teacher licensure in English. Required for students seeking teacher licensure in a foreign language. Required for majors in Spanish. Required for the certification in English as a Second Language (ESL). *Prerequisite: open to sophomores, juniors and seniors or with permission of the instructor.*

532. Linguistics: Senior Seminar in Foreign Languages

Staff

Four Credits.

The goal of linguistics is to explain how language works. In this course, we study how language is structured, how we acquire our native language and other languages, how and why the use of one language varies across situations, social groups and regions, and how languages evolve over time. Foreign Languages majors must register for either LIN 532 as a senior seminar. In LIN 532, students attend LIN 332 and complete a capstone project that goes beyond normal course requirements in breadth and depth, which will be designed and executed in consultation with the instructor. *Prerequisite: open to juniors and seniors.*

Mathematical Sciences

Associate Professor David W. Scott (*chair*);

Assistant Professors Erin C. Munro Krull, Jandelyn Plane

Mathematics

Requirements for a major in mathematics: MTH 206, 224, 248 or 305, 501-502, and at least 16 credits of mathematics courses numbered above 206 (excluding 401), at least eight of which are at the 400 level. Note that while MTH 201 and 202 are not a part of the major, MTH 202 is a prerequisite for several courses in the major, particularly MTH 206 and 224. Students intending to study mathematics in graduate school should consult with their advisors about appropriate additional courses.

Requirements for a minor in mathematics: 18 credits in mathematics courses numbered 201 or higher (excluding MTH 401), at least one of which is numbered 224 or higher. A coherent program of courses should be designed in consultation with the minor advisor.

Students seeking teacher licensure in middle and high school in mathematics must fulfill the requirements for the math major and must take MTH 361, either 120 or 220 or 432, and 401. Students must also complete the secondary education major.

Many courses are offered on an alternate-year basis. Consult with the department to ascertain the current scheduling.

All prerequisites for mathematics courses must be passed with a grade of C- or better.

120. Elementary Statistics

Four credits.

Descriptive and inferential statistics. Topics include probability distributions and sampling distributions, regression and correlation, point estimates and confidence intervals, and hypothesis testing.

123. Finite Mathematics

Four credits.

An introductory course in discrete mathematics. Topics selected from set theory, combinatorics, probability, matrices, linear programming, Markov chains, graph theory and other applications. Applications to the life sciences, social sciences and computer science.

130. Mathematical Thinking and Writing

Four credits.

An introduction to mathematics with special emphasis on the development of students' problem-solving and communication skills. Topics will be determined by the instructor.

143. Elementary Models

Four credits.

An exploration of polynomials, exponential and logarithmic functions, power functions and trigonometric functions, viewed as models of real phenomena. Fitting models to data. Applications. *Prerequisite: consent of the department.*

146. Computer Modeling

Four credits.

An introduction to computer simulations and the use of computer models as an aid to decision-making. Examples will be drawn from a variety of disciplines. Students will explore and create models using various software, such as spreadsheets and GIS.

Students will work on projects both individually and in small groups.

150. Structure of Mathematics

Four credits.

A special section of MTH 130 particularly suitable for future teachers. Students will work on problem-solving and mathematical discourse while studying topics chosen to foster a clearer and deeper understanding of the mathematical concepts underlying the school mathematics taught particularly in grades K-8. Enrollment priority will be given to students certifying as teachers. Same as EDU 150.

176. The Shape of the Universe

Four credits.

A question that has been posed by many mathematicians and astronomers is "What is the shape of our universe?" Since we cannot see the entire universe at once (nor can we travel to its outermost reaches), we need to develop some tools to understand and answer this question. This course will focus on ideas from the mathematical field of topology, mathematical modeling, and a bit of astronomy. This course also will focus on problem-solving and communication of solutions. Students should be prepared to use their imaginations to visualize that which we cannot see. Topics will include the fourth dimension, fractals, the nature of infinity, non-Euclidean geometry, and construction of two-dimensional surfaces.

201, 202. Calculus I and II

Four credits each semester.

Analysis of the elementary functions of a single variable including differentiation and integration, techniques of integration, theory of limits, infinite series, applications.

Prerequisite for MTH 201: MTH 143 or consent of the department. Prerequisite for MTH 202: MTH 201 or consent of the department.

206. Multiple Variable Calculus

Four credits.

Calculus of functions of several variables; parametric equations; polar coordinates; applications. *Prerequisite: MTH 202 or consent of the department.*

220. Data Analysis

Four credits.

An integrated treatment of statistical procedures as tools for building and testing models of data. Topics include regression, correlation, analysis of variance and analysis of covariance. Normally offered in alternate years. *Prerequisite: MTH 120.*

224. Linear Algebra

Four credits.

Matrices, vectors, determinants, vector spaces, linear transformations and applications. *Prerequisite: MTH 202 or consent of the department.*

225. Introduction to Cryptography

Four credits.

This course will introduce students to the mathematics of historical and modern

cryptography (for example, RSA public key cryptography), the science of disguising information. *Prerequisite: MTH 202 or permission of the department.*

232. Topics in Statistics

Variable credit course, 1-4 credits.

Advanced topics in statistics. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. This course may be repeated for credit when topics change.

246. Mathematical Modeling

Four credits.

An introduction to applied mathematics. Topics chosen by the instructor. With permission of the instructor, this course may be repeated for credit as MTH 346 and 446. Normally offered in alternate years. *Prerequisite: MTH 201.*

248. Introduction to Proof through Discrete Concepts

Four credits.

This course introduces students to mathematical proof using topics chosen from graph theory, set theory, combinatorics and other topics in discrete mathematics. It may be used as an alternative to MTH 305 in the requirements for the major. *Prerequisite: any mathematics course numbered above 120, or consent of the department.*

250. Topics in Mathematical Sciences

Variable credit course, 2-4 credits.

Designed to acquaint the student with contemporary topics that are not covered by regular courses. Students can repeat the course for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

290. Modeling Club

Two credits.

Continuous and discrete mathematical models are studied in preparation for the COMAP Mathematical Contest in Modeling. May be counted only once toward major or minor requirements. Grading is S-U.

300. Departmental Studies

Variable credit course, 1-4 credits.

Special subjects in mathematics not covered by regular courses. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. This course may be repeated for credit when topics change.

305. Introduction to Mathematical Proofs

Four credits.

This course provides a platform for success in proof-based courses by focusing on how to construct and communicate proofs both orally and in writing. Topics will include indirect reasoning, mathematical induction, elementary set theory, equivalence relations, and basics of limits and continuity. *Prerequisite: MTH 202 or its equivalent or permission of the department.*

323. Number Theory

Four credits.

An introduction to classical number theory, with computer applications. Some experience in programming is helpful. *Prerequisite: Consent of the department.*

331. Probability

Four credits.

Probability as a mathematical system, combinatorics, random variables and their distributions, limit theorems and applications. *Prerequisite: MTH 202 or consent of the department.*

343. Differential Equations

Four credits.

Ordinary differential equations, numerical solutions and applications. Normally offered in alternate years. *Prerequisite: MTH 202 or consent of the department.*

361. Geometry

Four credits.

Topics from modern Euclidean geometry, transformations, projective geometry and non-Euclidean geometry. Normally offered in alternate years. *Prerequisite: Consent of the department.*

401. Secondary Teaching Methods

Two credits.

Mathematics education methods, materials and philosophies. *Prerequisite: Consent of the department.*

403. Complex Analysis

Four credits.

Complex numbers, elementary functions, analytic functions, integrals, mappings. Normally offered in alternate years. *Prerequisites: MTH 206 and one mathematics course numbered 224 or higher.*

405. Real Analysis

Four credits.

The real numbers, metric concepts and continuity, differentiation and integration of real functions, infinite sequences and series of functions. Normally offered in alternate years. *Prerequisites: MTH 206 and one mathematics course numbered 224 or higher.*

412. Topology

Four credits.

An introduction to point-set topology. Normally offered in alternate years. *Prerequisite: One mathematics course numbered 224 or higher, but not 232, 246, 290 or 343.*

422. Algebraic Structures

Four credits.

Groups, homomorphisms, isomorphisms, factor groups, rings, fields and polynomials. Normally offered in alternate years. *Prerequisites: MTH 224 and one higher-numbered mathematics course.*

432. Mathematical Statistics

Four credits.

Correlation and regression, sampling and estimation theory, testing hypotheses, and applications. *Prerequisites: MTH 206 and 331.*

501. Senior Seminar I

Two credits.

Selected topics presented by students. Expected of senior majors; open to others by consent of the department. *Prerequisite: senior standing and one course in the department at the 300 level or higher, or consent of the department.*

502. Senior Seminar II

Two credits.

Continuation of Senior Seminar I. Required of senior majors; open to others by consent of the department. *Prerequisite: MTH 501 or consent of the department.*

Computer and Data Sciences

Computer and Data Sciences combines technical skills with the liberal arts to hone problem-solving skills that may be used in a wide array of settings. The five courses of the minor build the core skills necessary to use computer applications and data analysis across disciplinary contexts. The integrated majors with mathematical sciences, chemistry and physics deepen these skills while developing specific disciplinary expertise in these sciences. The interdisciplinary computer science major allows a student to craft a personalized approach to computer science, data science and the liberal arts by working with an academic advisor to select a sequence of courses from other disciplines to create innovative combinations of technical skills and liberal arts inquiry. Each integrated major requires students to complete a culminating project applying computer and data sciences to the other discipline; these projects take place in the senior seminar. No student may complete both an integrated computer science major and also complete a major in the associated department (e.g., a student may not major in Physics and Integrated Computer Science-Physics).

Requirements for a minor in Computer and Data Sciences: 20 credits: CSC 101, 209, 236, 336; and 4 additional credits in CSC.

Requirements for a major in Integrated Computer Science-Mathematics: 44 credits: MTH 201, 202, CSC 101, 209, 236, 336; 8 additional credits in CSC; 8 additional credits in MTH above MTH 300; MTH 501,502 (must complete computer/data sciences-oriented project).

Requirements for a major in Integrated Computer Science-Physics: 47 credits: PHY 131, 172, 251; CSC 101, 209, 236, 336; 4 credits in CSC; 4 credits in PHY; 4 credits in CSC or PHY; PHY 501,502 (must complete computer/data sciences-oriented project).

Requirements for a major in Integrated Computer Science-Chemistry: 47 credits: CHM 111, 112, 211, 310; CSC 101, 209, 236, 336; 4 credits in CSC; 4 credits in CSC or CHM; CHM 501,502 (must complete computer/data sciences-oriented project).

Requirements for a major in Interdisciplinary Computer Science: 44 credits: CSC 101, 209, 236, 336; 4 credits in CSC; 20 credits in a defined field of study, approved by the student's academic advisor and the director of Computer and Data Sciences; these courses may be in a single department or multiple departments. Either a departmental seminar or Directed Study at the 500 level, in which a project is completed integrating computer and data science with an associated discipline.

101. Introduction to Programming

Four credits.

Development and implementation of algorithms; structured program design; array manipulation; searching and sorting algorithms; file input and output.

209. Object-Oriented Programming

Four credits.

Introduction to the object-oriented programming paradigm. Principles of designing classes and objects will be discussed along with inheritance, polymorphism, abstraction and encapsulation. Emphasis will be placed on developing practical programming skills. *Prerequisite: CSC 101 or permission of the department.*

236. Data Analysis and Visualization

Four credits.

Data and visual analytics involves analyzing, modeling and visualizing complex high dimensional data. This course covers modeling, analysis and visualization techniques. It will emphasize practical challenges involving complex real world data. *Prerequisite: CSC 209 or permission of the department.*

253. Database Management Systems

Four credits.

Techniques and theories for organizing, storing, accessing and processing data using database management systems. *Prerequisite: CSC 101 or permission of the department.*

259. Introduction to Video Game Development

Four credits.

Project-based course focusing on the programming and development of video games. Topics will include game design, common algorithms and data structures in game programming, iterative development and rapid prototyping. Prior programming experience is expected. *Prerequisite: CSC 101 or permission of the department.*

292. Programming Practicum

One credit.

Participation in a national or regional programming contest. Students must successfully solve a contest problem and present the solution at a departmental colloquium. This course may be repeated for a maximum of four credits toward graduation. Grading is Pass-Fail. *Prerequisite: consent of the instructor.*

300. Departmental Studies

Variable credit course, 1-4 credits.

Special subjects in computer science not covered by regular courses. This course

may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. *Prerequisite: consent of the instructor.*

336. Data Structures and Algorithms

Four credits

Introduction to data structures such as stacks, queues, trees and hash tables; study of algorithms and their complexity; recursion; searching and sorting algorithms. Normally offered in alternate years. *Prerequisite: CSC 209 or permission of the department.*

371. Artificial Intelligence and Applied Machine Learning

Four credits.

An introduction to the field of artificial intelligence, including discussion of such topics as game playing, automated reasoning, expert systems and natural language. Applies practical tools to solve real-world problems in machine learning, coupled with an appropriate, principled approach to formulating a solution. *Prerequisite: CSC 209 or permission of the department.*

Military Science

Senior Instructor CPT Paul Klotz

The military science program consists of two phases.

The first phase is introductory and consists of 100- and 200-level courses that are practical as well as being preparatory for the advanced phase. It consists of MIL 151, 152, 251 and 252. All first-year and sophomore students are encouraged to take lower-level military science classes and acquaint themselves with military vocational opportunities without incurring a service obligation.

The second phase is designed to qualify upper-level students for commissioned officer roles in the Active Army, Army Reserve or Army National Guard. The advanced phase consists of MIL 301, 302, 401 and 402. Enrollment in the advanced phase is limited to those students who qualify physically and academically; and who have completed the introductory phase, Cadet Summer Training Basic Camp, a 32-day course attended between sophomore and junior years, Basic Training and Advanced Individual Training, or who are currently in either the Army Reserve or National Guard.

Advanced phase and ROTC scholarship students are paid \$420 (freshman through senior) each month of the school year and participate in leadership laboratories and activities to include a field-training exercise each semester. The 35-day Cadet Summer Training Program (CST) is attended between the junior and senior years. All scholarship cadets receive full tuition, book allowance and room and board remittance once contracted. Benefits continue through graduation. To be commissioned as an Army officer at graduation, one must successfully complete both phases of the program and fulfill the professional education requirements that follow.

Professional Education: Scholarship students are required to take one non-ROTC related course in military history. (Note: Each student schedules courses to satisfy the above requirement with the assistance and approval of the department chair.)

For specific information about ROTC scholarships, programs, camps, extracurricular activities and placement credit, contact the department.

Students considering the ROTC program should be aware that only 16 hours of credit for courses taken in military science may be counted toward the 124 required for graduation. Since more than 16 hours may be required for successful completion of this program, the total hours needed to graduate may accordingly rise above 124.

Army ROTC scholarship financial assistance: Army ROTC scholarships are offered for four, three and two years and are awarded on merit to the outstanding qualified students who apply.

Four-year scholarships are awarded to students who will be entering college as first-year students. Three- and two-year scholarships are awarded to students already enrolled in college and to Army enlisted personnel. Students who attend the Basic Camp of the two-year program may compete for two-year scholarships while at camp. Army Reservists may compete for a two-year Guaranteed Reserve Dedicated Forces Scholarship.

Each scholarship pays for college tuition and educational fees which are required of all students and provides a fixed amount for textbooks, supplies and equipment. Each scholarship also includes a graduated allowance every year the scholarship is in effect. The total value of a scholarship will depend on the cost of the tuition and other educational expenses at the college or university attended.

The Army gives special consideration for an Army ROTC scholarship to students pursuing degrees in nursing, engineering, the physical sciences and other technical skills currently in demand. Students who receive a scholarship will be required to attain an undergraduate degree in the field in which the scholarship was awarded.

Non-scholarship cadets in the advanced course also receive an allowance for each of the two years as well as pay for attending the five-week CST. All ROTC scholarship winners also receive an additional Ripon College scholarship up to the amount of tuition, plus on-campus housing and double occupancy board.

Requirements for a minor in military leadership: 21 credits including MIL 151, 152, 251 and 252, or for students who have completed basic training or the Leaders Training Course, MIL 301 and 302; CMM 215; one of the following courses: HIS 242, HIS 282, HIS 351, or another history course with department approval; one of the following courses: ANT 110, SOC 110, ECO 211, POL 112, POL 280, PSC 110, or a third semester foreign languages course; one of the following courses: HIS 362, POL 343 or POL 385.

151. Leadership and Personal Development

Two credits.

MIL 151 introduces students to the personal challenges and competencies that are critical for effective leadership. Students will learn how the personal development of life skills such as goal-setting, time management, physical fitness and stress management relate to leadership, officership and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

The lab provides basic instruction on squad movement techniques and the six squad tactical missions of patrolling, attack, defense, ambush, reconnaissance and squad battle drills. Additionally, students learn basic map reading, first aid, physical fitness and military formations to include basic marching techniques. The lab includes a weekend field trip each semester to Fort McCoy, Wisconsin.

152. Introduction to Tactical Leadership

Two credits.

MIL 152 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students will explore dimensions of leadership values, attributes, skills and actions in the context of practical, hands-on and interactive exercises.

The lab continues to provide basic instruction on squad movement techniques and the six squad tactical missions of patrolling, attack, defense, ambush, reconnaissance and squad battle drills. Students are introduced to the operations order format. Additionally, students continue to develop basic map reading, physical fitness and basic marching techniques. This lab includes a weekend field trip.

251. Innovative Team Leadership

Three credits.

MIL 251 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises and participating in leadership labs. The focus continues to build on developing knowledge of the leadership values and attributes through understanding Army rank, structure and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment.

The lab applies basic leadership theory and decision-making during practical exercises in a field environment. Students continue to develop basic map reading, physical fitness and basic marching techniques. This lab includes a weekend field trip. *Prerequisite: MIL 151.*

252. Foundations of Tactical Leadership

Three credits.

MIL 252 examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. MIL 252 provides a smooth transition into MIL 301. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

The lab continues to apply basic leadership theory and decision-making during practical exercises in a field environment. Students continue basic map reading, physical fitness and basic marching techniques. This lab includes a weekend field trip. *Prerequisite: MIL 152.*

301. Adaptive Team Leadership

Four credits.

Students are challenged to study, practice and evaluate adaptive team leadership skills as students are presented with the demands of the ROTC Leader Development and Assessment Course (LDAC). Challenging scenarios related to small-unit tactical

operations are used to develop self-awareness and critical-thinking skills. Students will receive systematic and specific feedback on their leadership abilities. The overall objective of this course is to integrate the principles and practices of effective leadership, military operations and personal development in order to adequately prepare students for the summer CST.

The lab reinforces small-unit tactical training while employing the troop-leading procedure to accomplish planning and decision-making. Students continue to learn basic map reading, physical fitness and marching techniques. This lab includes a weekend field trip. *Prerequisite: department consent.*

302. Leadership in Changing Environments

Four credits.

Students will be challenged to study, practice and evaluate adaptive leadership skills as students are presented with the demands of the ROTC CST. Challenging scenarios related to small-unit tactical operations are used to develop self-awareness and critical-thinking skills. Students will receive systematic and specific feedback on their leadership abilities. The overall objective of this course is to integrate the principles and practices of effective leadership, military operations and personal development to adequately prepare for the summer CST.

The lab continues reinforcing small-unit tactical training while employing the troop-leading procedure to accomplish planning and decision-making. Students also continue basic map reading, physical fitness and basic marching techniques. This lab includes a weekend field trip. *Prerequisite: department consent.*

401. Developing Adaptive Leaders

Four credits.

MIL 401 develops student proficiency in planning, executing and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Students are given situational opportunities to assess risk, make ethical decisions and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare students to make the transition to becoming Army officers. MIL 401 students will lead cadets at lower levels. Students' classroom and battalion leadership experiences are designed to prepare students for their first unit of assignment. Students will identify responsibilities of key staff, coordinate staff roles, and use battalion operations situations to teach, train and develop subordinates. The overall purpose of this course is to provide students guidance and opportunities in planning, analyzing, evaluating and leading ROTC battalion operations in order to develop as an adaptive leader.

The lab sharpens the students' leadership skills as they perform as cadet officers. Students develop and possess the fundamental skills, attributes and abilities to operate as competent leaders in a cadet battalion. They must confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them. This lab includes a weekend field trip. *Prerequisite: department consent.*

402. Leadership in a Complex World

Four credits.

MIL 402 explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Students

will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Students also explore aspects of interacting with non-government organizations, civilians on the battle-field, and host-nation support. The course places significant emphasis on preparing students for branch-specific officer training and their first unit of assignment. It uses case studies, scenarios and “What Now, Lieutenant?” exercises to prepare students to face the complex ethical and practical demands of leading as a commissioned officer in the United States Army.

The lab continues to sharpen the students’ leadership skills. Students normally change leadership positions to hone their skills, attributes and abilities as leaders. Again, they must confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them. This lab includes a weekend field trip. *Prerequisite: department consent.*

Museum Studies

Librarians and Professors Matthew D. Knoester, Steven E. Martin, Rebecca R. Matzke, Travis E. Nygard (*coordinator*), Mollie Oblinger, Andrew R. Prellwitz, Rafael F. Salas;
Associate Professors Nicholas J. Eastman, Paul F. Jeffries, Ann Pleiss Morris,
 T. Hervé Somé;

Program Mission Statement: The museum studies program strives to provide students with an interdisciplinary appreciation for the ways that museums collect, preserve, interpret and document our world.

Requirements for a minor in Museum Studies: 20 credits

Four credits of MST 115: Museums, Artifacts and Cultural Heritage. 12 elective credits relevant to the study of museums, taken in consultation with the advisor, from the following list: ART 377: Arts Management; BSA 110: Introduction to Management; BSA 208: Introduction to Marketing; BSA 223: Business and Society; BSA 310: Non-profit Management; CMM 248: Media and Society; EDU 190: School and Society; EDU 250: Psychological Foundations of Education; EDU 260: Diversity in American Education; ENG 251: Foundations of English Literature; HIS 340: Public History; HIS 383: Mapping the World; PHL 202: Business Ethics; PHL 245: Professional Ethics; POL 212: Introduction to Law; POL 246: Morality and Public Policy. Internships also may be counted as elective credits, at the discretion of the academic advisor.

Four credits of MST 215: Controversies in Museum Studies.

Requirements for a major in Art History and Museum Studies: See Art and Art History

MST 115: Museums, Artifacts and Cultural Heritage

Nygard

Four credits.

An introduction to the types of museums and museum practices that exist in the 21st century, including institutions that focus on art, history, science, culture and other types of knowledge. Museums are contextualized as part of a broader set of institutions that collect, document, preserve and interpret objects, including cultural and scientific centers. Museum-related controversies, ethical dilemmas, and legal regulations are explored. Methods for displaying, analyzing and preserving artifacts also are covered, such as microscopy, dendrochronology, ultraviolet fluorescence and

radiography. The collections of Ripon College are used as a case study in the course. Field trips may be required.

MST 215: Controversies in Museum Studies

Nygard

Four credits.

In this course, students do advanced work related to museums, collecting and cultural heritage including an independent research project and presentation. Students also do work with objects in the art collection of Ripon College. Field trips may be required. Same as ART 215. *Prerequisite: MST 115 or one prior college course in studio art or art history.*

Music

Assistant Professors Erin K. Bryan, Tobin C. Shucha (*chair*), Paul H. Thompson;

Adjunct Professors Christopher Cramer, Jessica Jensen, Marc Sackman;

Adjunct Instructors Paul Dietrich, Scott Elford, Yukiko Grine, William A. Nelson,

Sandra J. Polcyn, Ann Stephan, Charles Stephan, David Thompson;

Green Lake Festival of Music administrator/adjunct instructor of music Debra L. MacKenzie

Departmental Mission Statement: The Ripon College Department of Music works with students as individuals and in groups to develop their skills as performers and pre-service teachers, as well as their knowledge of music theory, history and literature. Music students share a personal relationship with faculty members, whose work as teachers, performers and scholars keeps them and their students in touch with the realities of today's musical and educational worlds. As a result of their learning in classes, individual lessons and ensembles, graduates of the Ripon College's music programs are well-prepared to teach music in K-12 public schools, pursue graduate studies, or enjoy continued avocational participation in music as members of ensembles or as individual performers.

Requirements for a major in music: 48 credits in music, including the Music Theory sequence (MUS 121, 123, 221, 223, 225 and 227); Music History cluster (MUS 330, 331 and 332); six semesters of lessons, not including piano lessons or lessons at the 050 level (MUS 100, 140, 240, 150:xx or 250:xx); 4 semesters of piano (MUS 102, 150:09 or 250:09); six semesters of ensembles (MUS 190:xx); MUS 500 (students may elect either a seminar paper or recital option); and at least 6 additional credits in Music. Additionally, Music majors must pass five semesters of MUS 010. Students who earn a 4 or 5 on the AP Music Theory exam are excused from MUS 111.

Requirements for a major in music education: 72-81 credits in music, including the Music Theory sequence (MUS 121, 123, 221, 223, 225 and 227); Music History cluster (MUS 330, 331 and 332); MUS 112-World Music; three of the following: MUS 260:01, MUS 260:02, MUS 260:03, MUS 260:04, MUS 260:05, MUS 260:06, or MUS 265; MUS 270; MUS 280; MUS 302; MUS 306; MUS 334; MUS 335; six semesters of applied lessons, not including piano lessons or lessons at the 050 level (MUS 100, 140, 240, 150:xx, or 250:xx); 4 semesters of piano (MUS 102, 150:09 or 250:09); six semesters of ensembles (MUS 190:xx); and EDU 421-Student Teaching: Music OR MUS 500 (students may elect either a seminar paper or recital option) - note that the MUS 500 option does NOT lead to state certification for licensure.

Additionally, Music Education majors must pass five semesters of MUS 010.

The completion of the Music Education major does not automatically lead to a teaching credential. To receive state certification as a music teacher, students will need to complete the Music Education major and take the following Educational Studies classes:

EDU 190 School and Society

EDU 260 Diversity in American Education

EDU 270 Differentiated Instruction

EDU 311 Literacy Development in Middle/Secondary Schools

EDU 320 Clinical Block: Student Practicum in Teaching (Students should enroll in MUS 302 and EDU 320 concurrently.)

EDU 421- Student Teaching: Music

Requirements for a minor in music: 22 credits in music, including the following: at least one Music Theory course (MUS 111, MUS 121, MUS 221, or MUS 225); at least one Aural Skills course (MUS 113, MUS 123, MUS 223, or MUS 227); at least one of the following (MUS 110, MUS 112, MUS 121, MUS 200, MUS 221, MUS 225, MUS 265, MUS 330, MUS 331, MUS 332, MUS 280); 3 semesters of MUS 010. The remaining credits may be selected from any courses in music.

010. Recital Attendance

Bryan

No credit.

Attendance as auditor and/or participant at six music department concerts. Duplications for concert attendance required for certain courses will be granted with permission of the instructor. Five semesters with passing grades are required for the music major and three for the music minor. Grading is Pass-Fail.

110. Music and Gender

Bryan

Three credits.

This course provides an introduction to topics of gender and sexuality in music. Through case studies, we will examine a wide range of music and musicians, with artists spanning from Baroque castrati to Lady Gaga. To build a broad understanding of gender studies and LGBTQ+ studies and their applications in musical conversation, we will engage with readings drawn from multiple time periods' theories of gender and sexuality. Music videos, movie excerpts, and audio recordings will also provide basis for course discussion. Students do not need any prior musical background for this course. Same as WGS 204.

111. Foundations in Music

Bryan

Four credits.

The basic elements of music (melody, harmony, rhythm) are introduced by means of lectures and workbook exercises. The development of reading skills is also emphasized. Designed as a gateway course for both majors and non-majors, this course is designed for students with little to no background in reading music. While not required for music majors, some students may need this course to meet the requirements for enrolling in MUS 121 (see prerequisites for MUS 121). Concurrent enrollment in MUS 113 is recommended (and required for music minors)

112. World Music**Bryan**

Three credits.

This course offers an introduction to ethnomusicology and ecomusicology and their applications around the world. Students will acquire basic knowledge about specific music traditions and will learn to examine and write critically about music and its relation to religious, political, social and cultural identity. Additionally, through case studies highlighting issues including appropriation, colonialism and ethics of fieldwork, students will develop questions to ask when examining performances and research. Course topics will include music practices from Latin America, North America, Africa, Eastern Europe, the Middle East and Asia. Open to all students; required for the Music Education major.

113. Foundations in Aural Skills**Bryan**

One credit.

A companion course to MUS 111. Basic aural skills, such as identification of melodic direction, basic rhythmic and melodic dictation, and basic sight-singing are practiced. Designed as a gateway course for both majors and non-majors, this course is designed for students with little to no background in musical listening skills. While not required for music majors, some students may need this course to meet the requirements for enrolling in MUS 123 (see prerequisites for MUS 123). Concurrent enrollment in MUS 111 is recommended (and required for music minors).

121. Music Theory I**Shucha**

Three credits.

A continuation of MUS 111 with the study of music as found in the standard repertoire of the Western classical tradition. Melodic and harmonic elements are analyzed and practiced. Keyboard harmony and part-writing are studied, and formal structural principles such as counterpoint are introduced. Designed for prospective music majors and minors. Concurrent enrollment in MUS 123 is recommended (and required for music majors and minors). *Prerequisite: MUS 111, AP credit for Music Theory, or faculty approval via diagnostic test.*

123. Aural Skills I**Shucha**

One credit.

A continuation of MUS 113. Sight-singing, dictation, and interval identification are studied and practiced. Designed for prospective music majors and minors. Concurrent enrollment in MUS 121 is recommended (and required for music majors and minors). *Prerequisite: MUS 113, AP credit for Music Theory, or faculty approval via diagnostic test.*

200. Topics in Music**Staff**

Variable credit course, 2-4 credits.

Special subjects in music not covered by regular courses. Sometimes taught in conjunction with MUS 300. This course may be repeated for credit when topics change.

221. Music Theory II**D. Thompson**

Three credits.

A continuation of MUS 121 with the study of music as found in the standard repertoire of the Western classical tradition. Melodic and harmonic elements are analyzed

and practiced. Advanced keyboard harmony and part-writing are studied. Designed for prospective majors and minors. Concurrent enrollment in MUS 223 is recommended (and required for music majors). *Prerequisite: MUS 121.*

223. Aural Skills II

D. Thompson

One credit.

A continuation of MUS 123. Sight-singing, dictation, interval, chord, and scale identification are all studied and practiced. Designed for music majors and minors. Concurrent enrollment in MUS 221 is recommended (and required for music majors). *Prerequisite: MUS 123.*

225. Music Theory III

D. Thompson

Three credits.

A continuation of MUS 221 with a study of music as found in the repertoire of the Western classical music tradition. 20th century practices such as serialism and post-tonalism are introduced, and advanced form and analysis is studied. Designed for music majors. Concurrent enrollment in MUS 227 is recommended (and required for music majors). *Prerequisite: MUS 221.*

227. Aural Skills III

D. Thompson

Three credits.

A continuation of MUS 223. Advanced sight-singing, dictation, interval, chord, and scale identification are all studied and practiced. Designed for music majors and minors. Concurrent enrollment in MUS 225 is recommended (and required for music majors). *Prerequisite: MUS 223.*

230/330. Western Music History Antiquity–1750

P. Thompson

Four credits.

The history of Western music from the pre-Renaissance era to 1750. Non-majors may enroll in MUS 230. Majors and minors must take MUS 330. *Prerequisite: MUS 111 or 121.*

231/331. Western Music History 1750–1900

Shucha

Four credits.

The history of Western music from 1750 until 1900. Non-majors may enroll in MUS 231. Majors and minors must take MUS 331. *Prerequisite: MUS 111 or 121.*

232/332. Western Music History 1900–Present

Bryan

Four credits.

The history of Western music from 1900 to the present day. Non-majors may enroll in MUS 232. Majors and minors must take MUS 332. *Prerequisite: MUS 111 or 121.*

265. Diction for Singers

Bryan

Two credits.

Students gain experience with the International Phonetic Alphabet and proficiency in the pronunciation of the main singing languages of Western art music.

270. Introduction to Music Education

Shucha

Four credits.

Explores the philosophical underpinnings of music education as well as introducing basic music education concepts.. Considered a gateway course for Music Education majors and an enrichment course for all Educational Studies students. Recommended for first-year or sophomore students. Required for Music Education majors.

280. Music Technology

Shucha

Two credits.

An introduction to the basic concepts and common tools of music technology: physics of sound, sound electronics, and digitization; as well as a survey of contemporary software and apps in music performance, recording, and education. Open to all students. Required for Music Education majors.

300. Departmental Studies

Staff

Four credits.

Special subjects in music not covered by regular courses. This course may be repeated for credit when topics change.

302. Elementary School Music Methods

Shucha

Four credits.

Covers educational philosophy, instructional methods, and practical procedures, including song leading and accompaniment, used in the elementary music classroom setting. Requires clinical experiences; these hours may partially fulfill the clinical requirement of EDU 320. Required for Music Education majors. *Prerequisite: MUS 270 or instructor approval. Instrument purchase may be required - contact instructor.*

306. Middle and High School Music Methods

Shucha

Four credits.

Covers educational philosophy, instructional methods, and practical procedures used in the middle school and high school music classroom setting. Covers both ensemble and non-performance-based classes. Requires clinical experiences; these hours may partially fulfill the clinical requirement of EDU 320. Required for Music Education majors. *Prerequisite: MUS 270 or instructor approval.*

334. Conducting I

P. Thompson

Two credits.

Basic baton technique, orientation to rehearsal techniques, and development of basic proficiency in conducting. Recommended for sophomore or junior year. Required for Music Education majors. *Prerequisite: MUS 121.*

335. Conducting II

Shucha / P. Thompson

Two credits.

Literature, score study, and advanced rehearsal techniques. Applied conducting with college ensembles. Recommended for sophomore or junior year. Required for Music Education majors. *Prerequisite: MUS 334.*

500. Senior Project

Bryan

Two credits.

A culminating effort such as a full recital or research project for music majors only.

Applied Music (Lessons, Applied Classes, Ensembles)

The following applied music lessons, applied classes, and ensembles do not count toward the 19-credits/semester limit.

For students who are not music or music education majors or minors, there is a fee of \$260 per semester for a half-hour lesson weekly unless noted otherwise below. Students who take private lessons without fee but do not complete the music major or minor at Ripon will be charged retroactively. Music majors or minors who drop private lessons will be billed for lessons at the same rate as non-majors.

Not all of the areas will be offered in any semester. The offerings will be dependent upon student interest and the availability of staff. Students may not take more than two sections of private lessons simultaneously except by special permission of the department chair. Registration for MUS 050, 150, 250 requires a section code. See below.

050. Beginning Instrumental Lessons **Staff**

No credit.

Weekly half-hour lessons for students without previous training in an instrument. Note that there are no piano lessons at the 050 level; beginning piano students should take MUS 102: Class Piano. Although the expectation is that students will progress to the 150 level, they may take more than two semesters of the same section of MUS 050 with permission of the instructor. Grading is Pass-Fail.

100. Group Voice Class **Bryan / P. Thompson**

Two credits.

Introduction to basic vocal technique, pedagogy, anatomy. Topics also include literature, diction, audition preparation and performance etiquette. Letter graded, but neither a jury nor a lesson fee are required. May be repeated.

102. Class Piano I **MacKenzie**

One credit.

Class Piano I is intended for beginning pianists. Through the course, students learn basic piano skills with an intention to show their practical application. Counts toward piano requirement of music and music education majors. Letter graded, but neither a jury nor a lesson fee are required.

103. Class Piano II **MacKenzie**

One credit.

Sequential continuation from Class Piano I. Counts toward piano requirement of music and music education majors. Letter graded, but neither a jury nor a lesson fee are required. *Prerequisite: MUS 102 or instructor approval.*

104. Class Piano III **MacKenzie**

One credit.

Sequential continuation from Class Piano II. Counts toward piano requirement of music and music education majors. Letter graded, but neither a jury nor a lesson fee are required. *Prerequisite: MUS 103 or instructor approval.*

105. Class Piano IV **MacKenzie**

One credit.

Sequential continuation from Class Piano III. Counts toward piano requirement of music and music education majors. Letter graded, but neither a jury nor a lesson fee are required. *Prerequisite: MUS 104 or instructor approval.*

140. Intermediate Voice Lessons

Bryan

One credit.

Weekly half-hour lessons for students with previous training in voice. Typically reserved for music and music education majors and music minors. Students registering for MUS 140 for the first time must audition before the music department faculty. MUS 140 requires students to complete a jury at the end of the semester. May be repeated. *Prerequisites: MUS 100 and instructor consent required.*

150. Intermediate Instrumental Lessons

Staff

One credit.

Weekly half-hour lessons for students with previous training on an instrument. Normally three years of earlier private study will be sufficient to qualify a student for credit. Students registering for MUS 150 for the first time must audition before the music department faculty. Students who have previously received credit for a given section at Ripon College will register for the same section without audition. MUS 150 requires students to complete a jury at the end of the semester. May be repeated. *Prerequisite : Instructor consent required.*

240. Advanced Voice Lessons

Bryan

Two credits.

Weekly hour-long lessons for students with previous training in voice. Typically reserved for music and music education majors and music minors. MUS 240 requires students to complete a jury at the end of the semester. May be repeated. *Prerequisites: two semesters of MUS 140 and a special audition before the music department faculty. Instructor consent required.*

250. Advanced Instrumental Lessons

Staff

Two credits.

Weekly hour-long lessons typically reserved for music and music education majors. MUS 250 is particularly geared toward those intending to present a senior recital as their capstone experience. The semester of the senior recital, students will register for MUS 500 in place of MUS 250. MUS 250 requires students to complete a jury at the end of the semester. May be repeated. *Prerequisites: two semesters of MUS 150 and a special audition before the music department faculty. Instructor consent required.*

Sections for lessons:

Note that there is no MUS 050:09. Beginning piano students should take MUS 102.

- | | |
|-----------------|-------------|
| 1. Trumpet. | Jensen |
| 2. French Horn. | Jensen |
| 3. Trombone. | Jensen |
| 4. Euphonium. | Jensen |
| 5. Tuba. | Jensen |
| 6. Guitar. | Cramer |
| 7. Organ*. | Stellmacher |

8.	Percussion.	Elford
9.	Piano.	MacKenzie
10.	Violin.	A. Stephan
11.	Viola.	A. Stephan
12.	Cello.	C. Stephan
13.	String Bass.	C. Stephan
14.	Flute.	Sackman
15.	Oboe.	Polcyn
16.	Clarinet.	Nelson
17.	Saxophone.	Nelson
18.	Bassoon.	Polcyn
19.	Jazz Woodwind.	Nelson
20.	Jazz Brass.	Dietrich
21.	Jazz Keyboard.	Dietrich

**Organ prerequisite: MUS 150:09 or permission of instructor.*

190. Ensembles

One credit EXCEPT Chamber Winds (enrollment in Chamber Winds includes participation in Symphonic Wind Ensemble).

Membership in the following ensembles is open to all students (minimum training on appropriate instruments may be required) EXCEPT Chamber Singers and Chamber Winds, which are open by audition. Instruments are available on loan. May be repeated, but only eight total credits may be counted toward graduation. Grading is Pass-Fail, except for Section 04, Chamber Singers, which is letter graded.

Section 1.	Jazz Combo	Dietrich
Section 2.	Concert Choir	P. Thompson
Section 3.	Choral Union	P. Thompson
Section 4.	Chamber Singers	P. Thompson
Section 5.	Jazz Ensemble	Dietrich
Section 6.	Orchestra	Grine
Section 7.	Symphonic Wind Ensemble	Shucha
Section 8.	Rally Band	Shucha
Section 9.	Chamber Winds	Shucha
Section 11.	Brass Ensemble	Jensen
Section 12.	Guitar Ensemble	Cramer

260. Techniques Courses

Three credits.

Techniques of making and teaching music on instrument families or in vocal settings.

Section 1.	Brass Techniques	Jensen
Section 2.	Percussion Techniques	Elford
Section 3.	String Techniques	A. Stephan & C. Stephan
Section 4.	Vocal Techniques	Bryan
Section 5.	Woodwind Techniques	Polcyn
Section 6.	Choral Techniques	P. Thompson

National Security Studies

Professor Henrik M. Schatzinger (coordinator)

The minor in national security studies provides a focused study of national security issues in an interdisciplinary context. It is designed for those students who wish to pursue in-depth study of issues such as security policy, intelligence issues, energy security policy, economic/trade security issues, terrorism, WMD and policy, and politico-military affairs. It also will be useful for students interested in professionally related careers in governmental or non-governmental organizations.

Requirements for a minor in national security studies: 22 credits chosen from courses listed below (12 credits required, two credits of capstone thesis and eight credits elective). The two credits of capstone thesis will be on a topic concerning contemporary national security conducted in an appropriate department such as politics and government, philosophy, religion, history or economics. This project normally will consist of a 20- to 25-page paper and a 20-minute oral presentation approved by the national security studies coordinator.

Required Courses for all:

POL 343: U.S. National Security Policy or POL 315: International Security

POL 283: American Foreign Policy

POL 385: Terrorism and Intelligence or POL 415: 21st Century Security Studies

POL 550: National Security Capstone

Electives: 8 credits chosen from the following:

ANT 222: Anthropology and Contemporary Global Issues

ECO 361: Development Economics I or ECO 461: Development Economics II

ECO 452: International Economics

HIS 282: World History II (same as GLB 282)

HIS 351: World War I: Causes, Conduct and Consequences (additional offerings in history dealing with diplomacy, war and politics also will be considered)

HIS 362: Topics in History of the Modern Middle East

PHL 353: Human Rights (same as ENV 353)

POL 380: Topics in International Politics: International Relations

Any two military science courses depending on offering with the consent of the national security studies coordinator and ROTC commander. Courses must deal with military policy, history, organization or roles.

Other courses related to national security and security studies as approved by the program coordinator.

Philosophy and Religion

Professor John Sisko (philosophy)

Associate Professor Paul F. Jeffries, chair (philosophy)

Departmental Mission Statement: The Department of Philosophy and Religion aims to enable students to better pursue their own paths to wisdom. They will encounter the best that has been thought and said about basic human concerns throughout civilization by engaging some of the major philosophical, religious and

moral traditions of the world. They will be encouraged to see the relevance of these ideas and practices so that they engage conceptual, social and religious concerns with greater coherence, perspective and responsibility. Most importantly, students should be able to see the relevance of these ideas and use the skills developed to (1) respond to new problems and (2) become responsible citizens who can better relate to the diversity of thought, both religious and non-religious, found in the contemporary world.

Requirements for a minor in philosophy: PHL 320; at least one additional course in philosophy at the 300 level; and three additional philosophy courses for a total of 20 credits.

100. Philosophy Topics

Staff

Variable credit course, 1-4 credits.

Special subjects in philosophy not typically covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

120. Introduction to Philosophy

Jeffries

Four credits.

Topics may vary from section to section. Sample topics: contemporary moral problems; the meaning of life; philosophy and technology. Consideration of the nature of philosophical thinking, especially with respect to philosophical problems and the role of reasoning in identifying and responding to such problems. The relationship of these problems to one's ideas of reality, knowledge and value is approached with a view to developing one's skills in reading and writing arguments.

200. Topics

Staff

Variable credit course, 1-4 credits.

Special subjects in philosophy not covered by regular courses. Sometimes taught in conjunction with PHL 300. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

202. Business Ethics

Jeffries

Four credits.

Consideration of varying topics which involve philosophical questions arising in an economic context, such as: How does business serve individual freedom? Do pressures of economic competition affect one's freedom and responsibilities? The course will identify prominent alternative ethical criteria and consideration of their role in moral reasoning, with application of this reasoning to case studies. Open to sophomores, juniors and seniors.

222. Religion, Different Religions and the Truth

Jeffries

Four credits.

An examination of the nature of religion and the characteristic philosophical problems which emerge in trying to understand the nature and possible existence of the divine and the importance of that for our lives. Critical insight and appreciation will be developed for at least one major Western and one major Eastern religious tradi-

tion, along with attention to the problems which result when we become aware of conflicting religious viewpoints. May count toward the Global and Cultural Studies Requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

241. Ethics

Jeffries

Four credits.

Examination and development of the major Western historical and contemporary ethical theories, with particular attention to the issues of ethical relativity, ethical motivation and reasoning about ways in which commitment to ethical norms can be supported. Examination of those relationships of conflict and cooperation among individual human beings and between individuals and society that we call moral relationships. Attention will be paid to comparing major approaches in Western and Eastern ethical thought with regard to issues of motivation and evaluation of conduct, with opportunities to examine applications of ethical theory to actual moral issues and problems in contemporary life.

243. Philosophy and the Environment

Jeffries

Four credits.

Exploration of the relationship of human beings to the natural world. Consideration of the conflicting claims about how we are interconnected with the rest of nature and also separate from it. An examination of such contested issues as what responsibilities, if any, we have to the rest of nature and how we can wisely weigh competing claims about natural resources. Same as ENV 243.

245. Professional Ethics

Jeffries

Four credits.

An exploration of philosophical issues, with a special emphasis on ethics, as they apply in several professional settings. The course provides a basic overview of standard approaches to ethics and an examination of the concept of a profession. In addition to this theoretical background, philosophical and ethical issues from specific professions will be studied, primarily from the fields of medicine, law and research at the professional level.

281. Human Nature

Jeffries

Four credits.

Exploration of fundamental ideas about ourselves. An examination of different ideas about the nature of the self (including its nonexistence) and the reasoning behind them. The course also will examine different viewpoints with respect to whether we are capable of genuinely free choice, whether we are basically good, whether there is a fixed and common human nature, and whether we are ultimately independent as individual persons.

290/390. Reality and Knowledge

Jeffries

Four credits.

An introduction to the ways in which philosophers have understood the fundamental nature of reality (metaphysics) and how, if at all, we might come to know about it (epistemology). Classical and contemporary efforts from Western and Asian tradi-

tions will be examined. *Prerequisite: four credits in philosophy.*

300. Departmental Studies

Staff

Variable credit course, 1-4 credits.

Special subjects in philosophy not covered by regular courses. Sometimes taught in conjunction with PHL 200. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. *Prerequisites: Four credits in philosophy and consent of the instructor.*

320. History of Philosophy: Major Philosophers

Jeffries

Four credits.

Examination of the history of philosophy by examining major philosophers from across several philosophical periods. Some key primary texts will be studied, along with attention to major issues, thinkers and ideas, in the development of philosophy as well as to the question, "What does it mean to say that philosophy has a history?" *Prerequisite: Two courses in philosophy or consent of the instructor.*

353. Human Rights

Jeffries

Four credits.

An examination of the concept of human rights in historical perspective in both Western and Eastern thought. Also, an exploration of some contemporary issues in human rights, including the rights of minority peoples and the relationship between human rights and the natural environment. Same as ENV 353. *Prerequisite: four credits in philosophy.*

Religion

Rel 200/300 Special Topics

Staff

Two to Four Credits

These courses will include religion topics not covered in other courses. Topics courses are aimed at issues in religion as they arise based on faculty and student interest.

Physical Science

(co-coordinators)

Associate Professor Brett E. Barwick;

Assistant Professor Bryan Nell

The physical science major is an interdisciplinary program designed for students interested in material science, engineering, science teaching and any other field in which a good background in both physics and chemistry is required. Physical science majors also must take basic courses in mathematics (see requirements below) with MTH 206 recommended. Students interested in material science should consider taking CHM 321.

Requirements for a major in physical science: PHY 131, PHY 172, PHY 251, and four additional credits in physics chosen from 330, 340, or 412; CHM 111 and 112, 211, 214 and 334; MTH 202 or higher; two credits of seminar (PHY 500 and CHM 505). A senior thesis is required. Students majoring in physical science may

not major or minor in chemistry or physics.

Students interested in teaching physical science need to complete the secondary education major and the science education licensure requirements which include: a major or minor in biology, chemistry, physics, or environmental studies and the following courses: BIO 122, 123, 211, CHM 111, 112, ENV 120, PHY 131,152, and EDU 337.

Physics

Associate Professors Brett E. Barwick (chair), Christina M. Othon

Departmental Mission Statement: The Ripon College Department of Physics engages students in the understanding of the physical world and enhances students' awareness of the critical role of physics in modern society. The department equips students to identify and effectively implement the scientific method, critically analyze scientific arguments, identify and solve analytic problems, synthesize complex information and communicate effectively both orally and in writing through the study of physical phenomena.

Requirements for a major in physics: PHY 131, 172, 251, 330, 340, two semester of physics seminar (PHY 501, 502), plus eight additional credits in courses numbered above 300 (excluding 401), with four of those credits from an experimental or laboratory course. In senior seminar, students will complete a substantial research project that culminates in a written thesis as well as a seminar presentation. Students majoring in Physics may not major in Physical Science.

Students interested in teaching physics need to complete the secondary education major and the science education licensure requirements which include: a major or minor in biology, chemistry, physics, or environmental studies and the following courses: BIO 122, 123, 211, CHM 111, 112, ENV 120, PHY 131,152, and EDU 337.

Students seeking to participate in a 3-2 Dual Degree program in engineering with a major in physics must fulfill the requirements for the major and additionally, must complete MTH 206, MTH 343, CSC 101 and CHM 111 (or CHM 112) to be eligible for the program. The requirement of two semesters of physics seminar (PHY 501, 502) is waived for students who enroll in a 3-2 program for their fourth year.

Requirements for a minor in physics: 22 credits in Physics. Required: PHY 131, 172 and 251. Eight additional credits in Physics courses numbered above 300 are required, with at least four credits coming from a non-experimental/non-laboratory course. Cross listed courses cannot count toward the Physics minor. Students majoring in Chemistry, which requires PHY 131 and PHY 172, can still count those credits toward the Physics minor.

100. Topics in Physics

Staff

Variable credit course, 1-4 credits. May be offered as a half-semester course. Designed to acquaint the student with contemporary topics that are not covered by regular courses. Students can repeat the course for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

118/218. Topics in Biophysics and Biomaterials

Othon

Variable credit course, 3-4 credits.

Biophysics is the application of physical laws to living systems. The goal of this course is for students to become familiar with the techniques and the basic approach that scientists take to explore living systems. We will use a variety of in-class and hands-on exercises to accomplish this. Many of these exercises will be related to food and food products and will give students a deeper appreciation of the physical properties of natural materials.

Students enrolled in PHY 118 will develop basic skills in evaluating quantitative data and understand how it is used to deepen our theoretical understanding of living systems. They will develop skills in critical analysis and deductive reasoning as well as a firm understanding of the scientific method.

Students enrolling in PHY 218 will participate in an extra lab day which will allow us to engage with the topics at a deeper level. The additional course materials will require further quantification and analysis. Students will use computational and experimental techniques to analyze the behavior of biological systems. The advanced section may be counted as an elective for the Physics major. *Prerequisites: No pre-req for the 100 level. At the 200 level: any 100 level Science Course or MTH 201.*

120. Astronomy

Staff

Four credits.

This course offers a brief historical development of astronomy and explores the properties of light and light sources, astronomical instrumentation, properties of stars, stellar evolution, galaxies and cosmology. The course includes laboratory introduction to telescopes, optical spectra and the night sky. Activities include lecture, laboratory and projects.

131. General Physics I: Mechanics

Othon

Five credits. Offered fall semester yearly.

Calculus based. Mechanics: linear and rotational motion, forces, momentum, work and energy. Lecture, laboratory, and problem-solving sessions. *Co-requisite: MTH 201 or consent of the instructor.*

152. Introductory Physics II: Electricity, Magnetism and Waves

Barwick

Four credits. Offered spring semester yearly.

Shared lectures and laboratories with PHY 172, however, all homework, quizzes, exams and laboratory activities will require only mathematics covered through MTH 201. Electrostatics and magnetostatics, electromagnetic induction, Maxwell's equations, electromagnetic waves, and the characterization of energy and momentum in the electromagnetic field. Also the basic properties of waves in general: wave kinematics, standing waves, resonance and the Doppler effect. Lecture and laboratory. *Prerequisite: PHY 131, MTH 201 or consent of instructor.*

172. General Physics II: Electricity, Magnetism and Waves

Barwick

Five credits. Offered spring semester yearly.

Calculus-based. Shared lectures and laboratories with PHY 152. Electrostatics and magnetostatics, electromagnetic induction, Maxwell's equations, electromagnetic waves, and the characterization of energy and momentum in the electromagnetic field. Also the basic properties of waves in general: wave kinematics, standing waves, resonance, and the Doppler effect. Lecture, laboratory and problem-solving sessions.

Prerequisite: PHY 131, MTH 201 or consent of instructor. Corequisite: MTH 202 or consent of the instructor.

200. Topics **Staff**

Variable credit course, 1-4 credits.

Special subjects in physics not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

251. General Physics III: Modern Physics, Optics and Thermodynamics **Barwick**

Four credits. Offered fall semester yearly.

Introduction to quantum mechanics, structure and behavior of atoms, nuclei and solids, special and general relativity, quantum statistics and thermodynamics. Optics, including the properties of lenses, mirrors and optical instruments. *Prerequisites: PHY 172 and MTH 202, or consent of the instructor.*

300. Departmental Studies **Staff**

Variable credit course, 2-4 credits.

Special subjects in physics not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. *Prerequisites: PHY 172 and consent of the instructor.*

330. Advanced Mechanics **Othon**

Four credits.

Topics include kinematics and dynamics of particles and rigid bodies, oscillations, central-force motion, rockets, collisions, Lagrangian mechanics. Content includes lecture, problem-solving sessions and projects. *Prerequisites: PHY 251 and MTH 206, or consent of the instructor.*

334. Thermodynamics and Statistical Physics **Staff**

Five credits. Offered spring semester yearly.

The study of chemical and physical thermodynamics and its applications to chemistry, biochemistry and idealized physical systems (power plants and engines). Kinetics of reactions, reaction mechanisms and reaction rate theory also are covered. Laboratories illustrate and test established principles and provide basic experience with measurements yielding quantitative results. *Prerequisites: MTH 202 and PHY 131 and 172, or consent of the instructor.*

340. Electricity and Magnetism **Othon**

Four credits.

Electromagnetism, development and application of Maxwell's equations to systems including wave optics. Lecture, problem-solving sessions, individual and group projects. *Prerequisites: PHY 172, MTH 206 or consent of the instructor.*

412. Quantum Mechanics **Barwick**

Four credits.

Solutions of the Schrodinger Equation for physical systems including atoms and nuclei. Properties of operators, commutation relationships and the Heisenberg Uncertainty Principle. Properties of wave functions. Lecture, problem sessions and problem-solving projects. *Prerequisites: PHY 251 and MTH 206 or consent of the instructor.*

440. Advanced Laboratory and Computational Physics

Barwick

Four credits.

Laboratory and computational projects to investigate complex physical systems and learn to use new laboratory instruments and data analysis techniques. Experimental design and mathematical modeling using Matlab. Introduction to numerical methods and application of numerical models to explore a variety of physics problems. *Prerequisite: PHY 251 or consent of the instructor.*

441. Experimental Laser Optics

Othon

Four credits.

A project-oriented laboratory course in laser optics. Students will complete a variety of experiments chosen from areas such as ultrafast lasers, fiber optics, holography, quantum optics, geometrical optics, interference and diffraction. *Prerequisites: PHY 251 or consent of instructor.*

501, 502. Senior Seminar

Staff

Two credits each semester. May be taken twice for credit.

Students will complete a substantial research project that culminates in a written thesis as well as a seminar presentation. Grading is S-U. *Prerequisites: PHY 251, senior standing, consent of the department chair, and 12 credits toward the major.*

Political Science

Professor Henrik M. Schatzinger (*chair*);

Assistant Professor Yuan Wang

Departmental Mission Statement: The mission of the Department of Political Science is to provide a liberal arts education that prepares students to reach their career goals in the public, non-profit, or private sectors and encourages a commitment to responsible civic engagement. Our department specializes in the American political and legal systems, psychological approaches to understanding political attitudes and behavior, and the dynamics of International Relations and U.S. foreign policy. Therefore, we encourage our students to have a well-rounded understanding of how to navigate and influence political life at all levels, from local to global.

Pursuant to that mission, the department is designed to:

- Provide a solid liberal arts curriculum that informs our students of the issues, scholars, and content of the principal political science subfields.
- Help students gain a reasonably sophisticated understanding of political institutions, processes, behavior, and ideas, and promote habits of critical independent thinking about political topics.
- Foster skills in problem-solving, analysis, research, and written and oral communication, so that students may be effective and well-informed citizens.
- Contribute to a deeper understanding of politics through offering students a

range of co-curricular opportunities including internships, student-run clubs, participation at conferences, individual research, and research with faculty.

- Offer an undergraduate education so that political science graduates are well prepared to start careers in government, politics, business, non-profits, non-governmental organizations, journalism, and education or to continue their postgraduate education in graduate or professional school.

Requirements for a major in political science: POL 220, 235; one of the following: POL 280 or 335; five elective courses (up to two of the electives may be pre-approved courses in other departments or in off-campus programs such as the Washington Semester program; POL 501. Students considering a career in International Relations should take POL 280.

Requirements for a minor in political science: POL 220, 280; 12 additional credits.

Students interested in teaching political science need to complete the secondary education major and the social studies education licensure requirements which include: a history major or minor including 8 credits of World History, 8 credits of American History, and at least 8 credits at the 300 level or above and HIS 295; The following courses to ENV 120, PSC 110, POL 220, POL 335, ECO 211 or 212, ANT 110 or SOC 110, and EDU 323.

111. Global Political Culture

Staff

Four credits.

Defines political culture and examines its dynamics at various levels in today's world, from the local to the global. Specifically examines ways in which history, language, religion, literature, ethnicity and tradition affect identity-formation and its correlates in today's world. *Open to first-year and sophomore students only, except by permission of the instructor.*

112. Global Political Economy

Wang

Four credits.

Defines political economy and examines its manifestations in today's increasingly interdependent world. Specific issues include population, resources, environmental protection, trade and development, trends toward democratization, human rights, and new and enduring sources of conflict and cooperation. *Open to first-year and sophomore students only, except by permission of the instructor.*

114. Introduction to Global Issues

Wang

Four credits.

This course is designed to offer students a basic knowledge of global issues and prepares students for the pursuit of a study in international affairs. The course will introduce the fundamental concepts, theories and problems related to global issues to equip students with a theoretical framework of analysis to understand international events and issues. By the end of this course, students will gain knowledge and skills to critically analyze global issues and prepare them for more advanced studies in international affairs.

200. Departmental Studies

Staff

Two credits.

Special subjects in political science not covered by regular courses. This course

may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

212. Introduction to Law **Sorenson**
Four credits.

Examines the role of legal institutions in contemporary society. Topics include private law, criminal law and social deviance, civil rights and liberties, and theories of justice.

216. Constitutional Law **Sorenson**
Four credits.

This course examines the constitutional structure of the national government of the United States and the rights that are protected under the U.S. Constitution, particularly those protected by the due process clause and the equal protection clause of the 14th Amendment. It uses a historical approach, focusing on the main eras in American political and Supreme Court history. We will look at how the Constitution allocates power among the branches of the federal government, the states and the people. We also will examine congressional and presidential powers, constraints on the federal judiciary, and federalism's limits. We will look at the Bill of Rights contained in the first 10 amendments and examine the due process and equal protection doctrines. Finally, the course will examine the current critical issues facing the Supreme Court. If possible, the class will travel to the Wisconsin Supreme Court, meet its justices and listen to oral arguments.

220. American Politics and Government **Schatzinger**
Four credits.

Analysis of American political institutions as processes, including the constitution, political culture, civil liberties and rights, federalism, Congress, the presidency, the federal courts, public opinion, political parties, interest groups, campaigns and elections, the media and public policy. Discussion of contemporary and controversial issues in American politics. Emphasis on placing current issues in comparative and historical perspective where relevant.

222. Media, Politics and Personal Power **Schatzinger**
Four credits.

Examines the interplay of the U.S. media, the American public, and the governing process. Emphasis will be placed on learning how to use the media in a sophisticated and useful manner. Explores media effects on individuals, groups and society in general in light of the major technological developments that are changing the news media scene. *Prerequisite: sophomore standing or consent of the instructor.*

223. Interest Groups and Money in American Politics **Schatzinger**
Four credits.

Examines the way that citizens, firms and institutions struggle to gain representation through organized interest groups in the United States. Special attention is given to interest group formation and maintenance, campaign contributions and independent political action committees, legislative and executive branch lobbying, and the impact of interest groups on legislative behavior in light of theories of representation. *Prerequisite: sophomore standing or consent of the instructor.*

231. American Political Thought**Staff**

Four credits.

This course will explore the philosophical foundations of American politics in depth. An emphasis will be placed on overarching themes that have shaped and continue to shape American history, politics and society. Students will be exposed to a variety of thinkers who have influenced American political thought such as John Locke, Adam Smith, Thomas Jefferson, John Adams and James Madison.

235. Data Analysis and Visualization for Political Science**Wang**

Four credits.

A problem-focused introduction to political methodology. The world is increasingly moving towards Big Data. Many secure high-paying careers require an understanding of applied statistics. This course will introduce coding in R so that students will be able to analyze data on their own and conduct original research. Furthermore, students will learn to write in LaTeX. This will allow students to properly communicate their findings within political science. Obtaining these skill sets will leave students prepared for a competitive job market. No prior mathematical knowledge or skill is required. Instead, the course embraces a 'common-sense' problems-focused approach to data analysis. The course will require students to work with data, complete projects, and present visuals of their findings.

236. Survey and Experimental Design**Wang**

Four credits.

A problem-focused introduction to designing surveys and experiments. Political science, like many social sciences, has found great success with surveys and laboratory experiments. This course will assist students in designing their own surveys or experiments and presenting their results. While the benefits of these skills are most apparent for future academics, the skills gained within this course are essential for work in polling agencies, political campaigns, and even marketing firms.

240. Political Psychology**Staff**

Four credits.

A broad overview of the field of political psychology. Humans are political animals. So, how exactly does being human matter for politics? At its core, political psychology is concerned with the causes, dynamics, and consequences of human thinking and action in the context of politics. The course is organized around practical questions. Examples include: What role does biology play in determining your politics? How is society held together? Why do some people kill for their beliefs? How do we approach never-ending conflicts?

246. Morality and Public Policy**Schatzinger**

Four credits.

The goals of the course are two-fold: first we examine how moral judgments arise based on various theories, including evolutionary and anthropological approaches. After we understand the origins of moral politics, we debate some of the social and moral issues that have become politically divisive in the United States. We also will discuss the emergence and growth of social movements around these issues and the ways in which battles over morality continue to shape our society. *Prerequisite: sophomore standing or consent of the instructor.*

250. Comparative Politics: The U.S. and the Rest of the World**Wang**

Four credits.

This course introduces students to the field of comparative politics, which tries to increase our understanding of politics by comparing political systems in different countries. Why do some countries have similar political systems, while others have different ones? Why are some countries more democratic than others? How has the political system promoted or undermined the economic situation in different countries? Students will learn research methods necessary for answering these types of questions.

254. Politics of China**Wang**

Four credits.

Situated in an interdisciplinary context, this course introduces students to institutions, reform processes and major events in Chinese political life through studies concerning political science, the economy, mass communication, sociology, and even entertainment under the communist regime since 1949, with a special focus on the reform era since 1978. Specifically, the course will walk students through the economic, political and social developments in China—their causes, patterns, consequences, and implications—in a broader context of transition from socialism through multiple lenses (i.e., economic, sociological, global, and media and communication focused perspectives). We will apply concepts and theories in comparative politics by analyzing Chinese politics and its relations to other territories. By taking this course, students will gain substantial knowledge about contemporary Chinese politics and acquire some basic ability to apply such knowledge by relating to and analyzing current affairs concerning China.

268. Diversity and American Politics**Schatzinger**

Four credits.

An accessible overview of the historical and contemporary political experience of women, the LGBTQ community, and major ethnic/racial groups — African Americans, Latinos, Asian Americans and American Indians — in the United States. Explores the similarities and differences in these groups' representation and participation in politics and government. Discusses the challenges of integrating and governing a modern, heterogeneous society in a global era. Contemporary debates and challenges include immigration, voting rights, political representation, media coverage, poverty, violence and criminal justice policies.

272. Development and Change in Latin America**Staff**

Four credits.

Individual countries considered as examples to illustrate or contradict overall patterns of politics and government in Latin America. The course stresses the influence of particular forms of political development, foreign economic dependence, frequent military interventions, and a revolutionary heritage. Student politics and inter-American relations also are considered.

276. Politics of Contemporary Europe**Staff**

Four credits.

Examination of the governments and politics of Europe today. Domestic issues and

trends are linked to regional and global developments, especially in the post-Cold War context. Transnational institutions such as the European Union are examined with respect to Europe's providing an alternative to *Pax Americana*.

280. Introduction to International Relations

Staff

Four credits.

An overview of the field of International Relations. The course will introduce students to the theories that academics and policymakers use to make sense of a complex world. The course will cover many questions and topics. Some examples include: When is war inevitable? What purpose does the United Nations serve in practice? How do countries cooperate? Would countries band together if extraterrestrials contacted Earth? Is a world without nuclear weapons possible or even desirable? Do conflicts persist because participants identify with those conflicts?

283. American Foreign Policy

Staff

Four credits.

A survey of American foreign policy. How did America end up as the most powerful country in the world? How exactly is American foreign policy made? How should America approach the world? This course provides an overview of American foreign policy. The course is divided into three units. The first unit covers the history of American foreign policy through each President's administration. The second unit surveys the different mechanisms that impact foreign policy. The third unit introduces and analyzes key debates about the nature of American foreign policy and future security challenges. *Prerequisite: POL 280 or consent of the instructor.*

300. Departmental Studies

Staff

Variable credit course, 1-4 credits.

Special subjects in political science not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

311. Leader Psychology and International Relations

Staff

Four credits.

Interest in the role of leaders in foreign policy decision-making and international relations scholarship has resurfaced. The original question 'Do leaders matter?' has been supplanted by a myriad of new questions, including, and most importantly: 'How much and in what ways do leaders matter?' This course seeks to answer this question by exploring a variety of theories and approaches. Through investigating how leaders matter, students develop a greater understanding of international relations and a grasp on one of the primary sources of variation in foreign policy decision-making and behavior. *Prerequisite: POL 280 is recommended for political science majors. PSC 110 is required for psychology majors.*

315. International Security

Staff

Four credits.

A thorough examination of social science research on the causes of peace, low-level conflict, and war. This course will focus on theories and findings regarding conflict prevalent in the field of political science, especially rationalist and psychological

causes. Are the causes of war and peace intrinsically linked? When can we anticipate conflict outcomes and dynamics? The course will examine low-level conflict and full-scale war, as well as interstate wars and civil wars. *Prerequisite: POL 280, POL 283, or consent of the instructor.*

320. Topics in American Politics

Staff

Four credits.

Special subjects in American politics not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. *Prerequisite: POL 220 or consent of the instructor.*

324. Campaigns and Elections

Schatzinger

Four credits.

Analyzes presidential and congressional primaries as well as general election campaigns and outcomes. Some attention also will be given to state and local campaigns. Examines the rules governing process, the role of money and interest groups in campaigns, media coverage and campaign strategy. Explores the effect of campaigns on voter participation and vote choice, but also other predictors of electoral outcomes. Uses current events to better understand course content. *Prerequisite: sophomore standing or consent of the instructor.*

335. Congress and the Presidency

Schatzinger

Four credits.

Examines patterns of cooperation and conflict between the two branches of government and their impact on the formulation and implementation of public policy. The course first focuses on theories of congressional representation, the history of Congress, institutional rules, committee, and party leadership. Students then will explore the development and modern practice of presidential leadership and other issues such as presidential selection, decision-making, and the relationship of the presidency with the executive branch, courts, the press and the public. *Prerequisite: POL 220 or consent of the instructor.*

341. American Public Policy: Process, Promise and Performance

Schatzinger

Four credits.

This course provides an overview of the policy process and an examination of specific policy areas in the American political system. Each student will explore one policy issue area in depth and also write several policy memos on the chosen issue. We will focus on what constitutes public policy and basic aspects of the policy process, including agenda-setting, implementation and policy evaluation. The course also will provide us with an opportunity to consider the various ways knowledge about particular issues is put to use by academics, policy advocates, policy makers, and others. *Prerequisite: POL 220 or consent of the instructor.*

362. The Arab-Israeli Conflict: Moral and Political Dimensions

Staff

Four credits.

How can we explain the persistent and relentless antagonism between Jews and

Arabs, both in Israel and in neighboring Arab countries and lands? Though we will begin our study in ancient times, the focus of this course will be the 20th century and our own. In addition to trying to understand the ongoing conflict from both the Arab/Palestinian and Jewish/Israeli perspectives, we will frame our discussions around several interconnected questions or issues. Is it a religious conflict between Islam and Judaism in which both sides are motivated by deep-seated suspicions and hatreds that ultimately rest on divine mandates or revelations? Is the conflict in essence the collision of two sets of historical and moral claims to the same land? Is it a war of self-defense in which a new state is defending itself against its neighbors whose objective is to destroy it? Is it a war of territorial expansion in which one state seeks to expand its borders at the expense of its neighbors? These questions don't have easy answers. But understanding their role in events unfolding in the Middle East is crucial if there will ever be some measure of peace and stability in the region and between the Israelis and Palestinians in particular. Same as HIS 200.

370. Topics in Comparative Politics

Staff

Four credits.

Exploration and analysis of problems of contemporary concern in comparative politics. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

380. Topics in International Politics

Staff

Four credits.

Exploration and analysis of problems of contemporary concern in international politics. Special emphasis on how to go about conducting research and writing a research paper in international politics. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

415. 21st Century Security Studies

Staff

Four credits.

A thorough examination of contemporary and future security issues. The new millennium opened with unforeseen crises and promising developments. These reshaped our understanding of international security. These massive changes continue as time marches on. The first half of the course will examine competing claims over what the world will look like over the next few decades. The remainder of the course will examine topics such as cybersecurity, nuclear weapons, terrorism, and climate change. *Prerequisite:* POL 280, POL 311, or POL 313.

501. Senior Seminar

Schatzinger

Four credits.

Students will examine one or more of the subfields of political science by reviewing relevant literature. Concurrently, students will draft and finalize a research project on a research question chosen in consultation with their thesis supervisor. The research culminates in a public presentation of the research project. *Prerequisite:* major in political science or consent of instructor.

550. National Security Capstone**Staff**

Two credits.

Under the direction of the national security studies advisor, a capstone project will be developed on a topic concerning contemporary national security. The research will result in a paper and an oral presentation.

Psychobiology
(co-coordinators)

Professors Memuna Khan, Kristine Kovack-Lesh;
Associate Professors Robin Forbes-Lorman, Julia E. Manor

The psychobiology major is an interdisciplinary program of study in the behavioral and biological sciences. It is designed for students interested in such fields as animal behavior, behavior genetics, cognitive or behavioral neuroscience, physiological psychology, psychopharmacology, neurobiology and developmental psychobiology.

A basic core of required courses will expose the student to the fundamental knowledge and methodological skills peculiar to this broad area of study. Beyond these general requirements, the student may select courses of study which emphasizes either a behavioral or physiological concentration. Students who elect the psychobiology major may not elect a major or minor in either psychology or biology.

Requirements for a major in psychobiology: The basic core of required courses includes BIO 122, BIO 123, PSC 110, PSC 211, 212, CHM 111, one or two credits of Independent Study or Internship and either (a) BIO 501, 502 or (b) PSC 523. Beyond the core requirements, students are required to take at least four elective courses, two from each department listing below. At least one elective from each department must be at the 300 level.

Biology

A&P I (BIO 211) OR A&P II (BIO 312)
Vertebrate Zoology (BIO 216)
Genetics (BIO 219)
Ecology (BIO 247)
Evolution (BIO 259)
Developmental Biology (BIO 329)
Animal Behavior (BIO 341)

Psychology

Introduction to Brain, Mind, & Behavior (PSC 180)
Inside the Animal Mind (PSC 227)
Infant Development (PSC 234)
Child Development (PSC 235)
Adolescence and Emerging Adulthood (PSC 242)
Learning and Behavior (PSC 317)
Behavioral Neuroscience (PSC 324)
Sensation and Perception (PSC 328)
Cognitive Processes (PSC 339)

Topics courses in either department may count as an elective for the Psychobiology major with approval of the co-coordinators.

Psychology

Professor Kristine A. Kovack-Lesh;

Associate Professor Julia E. Manor (chair);

Assistant Professor Emily Schultz

Departmental Mission Statement: The Department of Psychology seeks for its students an understanding of the place of psychology within the liberal arts canon; the attainment of broad knowledge of the field and specific knowledge within areas that comprise the field itself; and the development of the analytical, logical and organizational skills necessary to conduct good research in our field. Specifically, throughout the course of their education in psychology, we expect students to develop the ability to successfully meet the following educational objectives:

- Understand and assess the published literature in domains of psychology.
- Apply knowledge of the field to contemporary issues.
- Use statistics to test hypotheses within an area.
- Communicate to different audiences in both written and oral formats
- Application of psychology content and skills to career development and planning
- Propose, conduct, report and defend independently designed ethical research.

Requirements for a major in psychology: PSC 110, 211 and 212, 523, and at least five other psychology courses selected from the following: PSC 180, classes numbered at or above 200, two of which must be selected from 300, 310, 313, 317, 324, 328, 339 and 342, and each of which must carry a minimum of four credits or receive the approval of the departmental chair. All courses in the department may be counted toward the psychology major, provided they are consistent with the requirements specified above. The grades received in all psychology courses will be used in the determination of departmental honors.

PSC 110 and PSC 211 and 212 or the consent of both the instructor and chair of the department are prerequisites for all courses numbered at or above 300 unless otherwise noted. Consult course descriptions for prerequisites for classes numbered in the 200s. Seniors majoring in psychology are expected to present at the annual Research and Scholarship Symposium.

Requirements for a minor in psychology: 18 credits in psychology beyond PSC 110, all approved by the department chair. Each class contributing to the minor must carry a minimum of two credits.

Students interested in teaching psychology need to complete the secondary education major and the social studies education licensure requirements which include: a history major or minor including 8 credits of World History, 8 credits of American History, and at least 8 credits at the 300 level or above and HIS 295; The following courses to ENV 120, PSC 110, POL 220, POL 335, ECO 211 or 212, ANT 110 or SOC 110, and EDU 323.

100. Topics in Psychology**Staff**

Variable credit course, 1-4 credits.

Special topics in psychology not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses. *No prerequisites.*

110. General Psychology**Staff**

Four credits.

An introductory course which considers principles, methods, theories and problems of psychology. Among the topics considered are perception, learning, human development, personality, psychopathology, thought processes, social determinants of behavior, and the physiological basis of behavior. Class includes occasional laboratory demonstrations.

180. Brain Mind and Behavior**Manor**

Four credits.

An introductory course in neuroscience which is a multidisciplinary investigation of behavior and the nervous system. We will cover current research and information on the biological bases of a wide range of phenomena (including: sensation/perception, movement, learning/memory, stress, eating, and sexual behavior). Additionally, we will examine the biology of neurological and psychiatric disorders. The course has both lecture and discussion components.

200. Topics in Psychology**Staff**

Variable credit course, 1-4 credits.

Special topics in psychology not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. *Prerequisite: PSC 110.*

210. Practicum in Clinical/Counseling Psychology**Staff**

Variable credit course, 1-2 credits.

Students will participate in on-site experiences relevant to Clinical/Counseling Psychology. Weekly logs and a final paper are required. Repeatable to a maximum total of four credits. Grading is S-U. *Prerequisites or corequisites: PSC 110 and consent of instructor.*

211, 212. Research Design and Statistics**Staff**

Four credits each semester.

A two-semester sequence which integrates methods of data description and statistical inference with methods of designing and conducting valid and reliable research projects ranging from naturalistic observations to experiments. Lectures and laboratory. An independently designed experiment is conducted and reported each semester. Successful completion of PSC 211 is expected prior to enrollment in PSC 212. *Prerequisite: PSC 110.*

221. Psychopathology**Schultz**

Four credits.

Description and analysis of causative factors (both psychological and biological), symptoms, and therapeutic measures taken with respect to various patterns of devi-

ant behavior. Students learn to diagnose by examining and discussing published cases. *Prerequisite: PSC 110.*

224. Theories of Personality and Counseling

Staff

Four credits.

This course examines the major theories of personality and, where possible, the counseling traditions associated with them. Major theories covered include biological, Freudian and neo-Freudian, behavioral and cognitive-behavioral, and humanistic. Therapeutic approaches arising from these views are examined with the help of class role-play and video resources. The interaction between culture and personality are also explored. *Prerequisite: PSC 110.*

227. Inside the Animal Mind

Manor

Four credits.

In this course, we will immerse ourselves in the growing field of animal cognition. We will take a peek into the animal mind and show that many topics in animal cognition can be studied in an objective and scientific manner rather than the anecdotal reports so prevalent in our relationships with animals. The format of the seminar includes instructor and student led discussion of recent topics in the study of animal cognition. Topics we will cover include: animal sensory abilities, abstract representations (e.g., numbers and time), cause and effect detection, memory systems, insight and reasoning, emotions, theory of mind, and communication. We will explore these topics using a comparative and evolutionary perspective. We will seek parsimonious (simple) explanations for complex behaviors. *Prerequisite: PSC 110.*

234. Infant Development

Kovack-Lesh

Four credits.

This course explores development in the first two years of life. Topics such as prenatal development, early perceptual and cognitive development, development of emotional expression and recognition, and early development of social bonds and interactions are examined. Emphasis is placed on theories of infant development and the validity of research evidence. The course format included lectures and discussions. *Prerequisite: PSC 110.*

235. Child Development

Kovack-Lesh

Four credits.

A survey of research and theoretical literature dealing with the development of the human organism from conception to the onset of adolescence. Emphasis is placed on physical, motor, perceptual, language, cognitive, personality and social development. *Prerequisite: PSC 110.*

242. Adolescence and Emerging Adulthood

Kovack-Lesh

Four credits.

Developmental processes associated with the period of adolescence and emerging adulthood. Emphasis is placed on physical, cognitive, personality and social changes. *Prerequisite: PSC 110.*

300. Departmental Studies**Staff**

Variable credit course, 1-4 credits.

Special subjects in psychology not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. *Prerequisites: PSC 110, 211 and 212.*

310. Advanced Clinical/Counseling Psychology**Schultz**

Four credits.

Provides an in-depth look into aspects of clinical and counseling psychology. Included in the class will be readings and lectures concerning the understanding and treatment of severe mental illnesses, the place of tests and measurements in their diagnosis, and the present state of the field. The course is designed for those who are considering applying for graduate study in this area. Labs will include outside experiences in clinical settings. *Prerequisites: PSC 110, 211 and 212, 221 and 224.*

313. Social Psychology**Staff**

Four credits.

The manner in which the individual is influenced by others. Major topics include conformity, attitudes, pro-social behavior and aggression. Lectures and laboratory. *Prerequisites: PSC 110, 211 and 212.*

317. Learning & Behavior**Manor**

Four credits.

This course surveys the basic principles that have been discovered or proposed to account for learning. Our primary focus will be on the philosophical and methodological approach of behavior analysis and the basic principles of conditioning (operant and classical) that have been discovered and how these are used in a variety of fields (e.g., applied behavioral analysis, neuroscience research, classroom settings, and animal training). We will examine how the principles apply to both humans and non-human animals. The lab assignments and rat challenge are designed to enhance and consolidate understanding of behavioral principles as well as to gain competence with laboratory experimentation and reporting of experimental research. *Prerequisites: PSC 110 and 211; and 212 (prerequisite or corequisite).*

324. Behavioral Neuroscience**Manor**

Four credits.

The biochemical and physiological processes which underlie the behavior of organisms. The basis of perceptual and motor functions, learning, neurological disorders, language, sleep, pleasure and hunger are among the topics discussed. Laboratory projects include dissection of an animal brain and administration of a neuropsychological test. Lectures and laboratory. *Prerequisites: PSC 110, 211 and 212; or PSC 100 and consent of the instructor.*

328. Sensation and Perception**Manor**

Four credits.

An examination of the means by which organisms come to represent their environments perceptually. Topics include sensory systems, perceptual coding, perceptual

illusions, tests for visual and auditory disabilities, and perceptual development. Laboratories include direct investigation of perceptual phenomena. *Prerequisites: PSC 110, 211 and 212.*

339. Cognitive Processes

Kovack-Lesh

Four credits.

An examination of the bases of human thought. Topics include attention, varieties of memory, concept formation, executive processes, problem-solving, decision-making and language. Lectures and laboratory. *Prerequisites: PSC 110, 211 and 212.*

435. Field Studies in Child Development

Kovack-Lesh

Variable credit course, 1-2 credits.

Organization and execution of observational studies of children in a variety of non-laboratory settings, including day care centers. Focus will be on the use of field research methods to study principles of child development, including language, emotional, cognitive, social and moral development. Students will meet regularly with the instructor. *Prerequisites: PSC 110, 235 and consent of the instructor.*

523. Research Seminar

Staff

Four credits.

Reading, discussion and experimental investigation of various topics in psychology at an advanced level. Each student prepares a research proposal and reviews the proposals of other students. The investigation is conducted independently and reported at a symposium held at the end of the semester. *Prerequisites: PSC 110, 211 and 212, and senior standing.*

Sociology and Anthropology

Professor Jacqueline Clark (Sociology);

Associate Professor Marc A. Eaton (Sociology, chair),

Assistant Professor Ursula M. Dalinghaus (Anthropology)

Sociology

Major Mission Statement: The mission of the sociology major is to help students learn to think sociologically so that they may understand, interpret and analyze the social world. To this end, the major seeks to:

- Prepare students to think critically about societal issues and problems.
- Prepare students to understand basic and applied research in the discipline.
- Prepare students to conduct their own sociological research.
- Prepare and encourage students to share and use their sociological knowledge in their everyday lives.

Requirements for a major in sociology: 36 credits. Required (20 credits): SOC 110, ANT 215, SOC 315, SOC 401 and SOC 502. Electives (16 credits): Twelve other credits in sociology and four required credits in anthropology at the 200-level or higher.

Requirements for a minor in sociology: 20 credits. SOC 110 and sixteen other credits in sociology, to be selected in consultation with your sociology advisor.

Prohibition against counting credits toward multiple majors or minors:

Courses counted for credit toward the sociology major may not also be counted for credit toward the anthropology major except for ANT 215 and SOC 315. Courses counted for credit toward the sociology major may not also count for credit toward the anthropology minor except for ANT 215. Courses counted for credit toward the anthropology major may not also count for credit toward the sociology minor except for SOC 315. Courses counted toward the sociology major or minor may not also count for credit toward the criminal justice minor except for SOC 110.

Guidance for students interested in teaching sociology: Students interested in teaching sociology need to complete the secondary education major and the social studies education licensure requirements which include: a history major or minor including 8 credits of World History, 8 credits of American History, and at least 8 credits at the 300 level or above and HIS 295; The following courses to ENV 120, PSC 110, POL 220, POL 335, ECO 211 or 212, ANT 110 or SOC 110, and EDU 323.

110. Introduction to Sociological Imagination**Clark / Eaton**

Four credits.

This course introduces students to the discipline of sociology. Theories and methods used in sociology are introduced, as well as the concepts of culture, socialization and social institutions, among others. Issues related to race, class, gender and deviance also are considered.

201. Social Problems**Clark / Eaton**

Four credits.

This course examines problems in social inequality, social institutions, social control and social change in the United States. Emphasis is placed on the nature of each problem, its effects on American society, its causes and possible solutions. As part of the requirements for the course, students will participate in service-learning at a location that is related to a social problem covered in the course. *Prerequisite: SOC 110 or ANT 110.*

204. Sociology of Jobs and Work**Clark**

Four credits.

Examines the field of sociology through the study of work and occupations. Topics covered will include the social evolution of work, the various types of work and the social meanings attached to them, inequality in the workplace, and the future of work.

205. Sociology of Deviance**Eaton**

Four credits.

This course considers how definitions of deviance are socially constructed, with attention paid to how these definitions are created in the context of social power and institutions. Topics covered include theories of deviance, stigmatized identities, deviant subcultures, and both internalizations of and resistance to deviant labels.

210. Special Topics**Clark / Eaton**

Variable credit course, 2-4 credits.

Special topics in sociology not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses

for the listing of topics courses and possible prerequisites.

216. Consumer Culture

Clark

Four credits.

This course examines consumer behavior from a sociological perspective. It will focus on the study of American consumption patterns and compare them to those in other places around the world. It also will examine the consequences of consumerism, including the effects on personal and national debt, as well as the impact that consumer behavior has on the environment. Same as ENV 216.

300. Departmental Studies

Clark / Eaton

Variable credit course, 2-4 credits.

Special topics in sociology not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

301. Social Movements

Eaton

Four credits.

This course considers theory and research about past and present movements for social change in the United States and beyond. Topics covered include leadership, ideology, recruitment, strategy, organizational dynamics, media relations, and reasons for success or failure. Social movements covered change frequently because of ongoing efforts at social change, but are likely to include both past and current movements related to issues of race and ethnicity, gender, sexuality, economic inequality, environmental issues, immigration, and/or disability, among other topics. *Prerequisites: SOC 110 or ANT 110.*

302. Sociology of Health and Medicine

Clark

Four credits.

This course focuses on the institution of medicine in contemporary industrial society. Topics include societal and individual views of disease, social epidemiology, the medical professions, health care delivery systems, health policy, and ethical issues in healthcare. *Prerequisites: SOC 110 or ANT 110.*

303. Death, Dying and Bereavement

Clark

Four credits.

This course examines the sociological perspective on the death and dying process. Topics include anticipatory mourning, the death and dying process, social meanings of death, medical responses to terminally ill patients, and theoretical and methodical issues related to the studying of death and dying. *Prerequisite: SOC 110 or ANT 110.*

304. Sociology of Inequalities

Clark

Four credits.

This course focuses on inequalities of class, race and gender in American society. Topics include the relationship of social inequality to social class and life chances, the social construction of race and gender, how ideas about race and gender have been and continue to be used to justify unequal treatment, and the consequences these have for people's everyday lives. *Prerequisite: SOC 110 or ANT 110.*

305. Self & Society**Eaton**

Four credits

This course focuses on theories and subjects of social psychology. Specific consideration is given to the individual in a social context. Major topics include: symbolic interactionism, people as symbol makers, significance of the self, role-taking and role-making, the significance of social reality, communication and social movements. *Prerequisites: SOC 110 or ANT 110 or PSC 110.*

306. Criminology**Clark / Eaton**

Four credits.

This course examines the problem of crime in American society, focusing attention on how crime is defined and measured, patterns of criminal behavior, theories of crime causation, and crime policy. It also examines the criminal justice system, focusing on ethical issues related to it, how they are currently dealt with, and how they could be addressed better in the future. *Prerequisites: SOC 110 or ANT 110, plus four additional credits in sociology.*

308. Public Sociology and Activism**Eaton**

Four credits.

This project-oriented, student-driven, team-based course uses sociological theories and methods to work toward substantive changes on an issue of social justice selected by the students. It is noted in the ethics of social justice and public sociology, which compel sociologists to use their knowledge to improve the lives of those in their communities. Students will select a social justice issue, and design and implement an action plan that sets concrete goals for real-world improvements in the lives of people affected by the issue selected. *Prerequisites: SOC 110 or ANT 110, plus eight additional credits in sociology.*

309. Sociology of Religion**Eaton**

Four credits.

This course explores the role of religion in American society, past and present. Christian and non-Christian religions are addressed, as well as alternative religious movements, cults, the emergence of a "spiritual but not religious" population in the United States, and atheistic and agnostic belief systems. Particular attention will be paid to the way that religion influences social norms and values, personal identities and one's sense of community. Topics discussed in relation to religion and spirituality include: race/ethnicity, social class, gender, sexuality, politics, and use of drugs, among other topics. *Prerequisites: SOC 110 or ANT 110.*

312. Sociology Through Film**Clark**

Four credits.

This course examines a variety of films from a sociological perspective. Emphasis will be given to how feature-length and documentary films portray characters' race and ethnicity, gender, social class and sexualities, as well as what these portrayals indicate about the larger societies in which they are situated. Weekly film screenings will be supplemented with course readings, class discussions and analytic papers about the films. Same as WGS 312. *Prerequisites: SOC 110 or ANT 110, plus four additional credits in sociology.*

315. Sociological Theories**Eaton**

Four credits.

This course focuses on comprehension and analysis of original source material from important theoretical works in sociology from the mid-19th century to present. The theories of classical thinkers such as Marx, Durkheim, Weber, Simmel and Mead are studied along with historically marginalized theorists such as DuBois and contemporary theorists such as Bourdieu and Foucault. The course examines society from functionalist, conflict, feminist, critical race, symbolic interactionist, cultural, post-colonial, post-modern and post-structuralist, and globalization perspectives. *Prerequisites: SOC 110 or ANT 110, plus four additional credits in sociology or anthropology. Open to sociology or anthropology majors only, or with instructor consent.*

401. Methods of Social Research**Clark**

Four credits.

This course examines the methods by which sociologists design research, collect and analyze data, and present results. Topics include techniques for collecting quantitative and qualitative data, strategies for deductive and inductive analysis, and the interpretation of results. *Prerequisites: SOC 315 and eight additional credits in sociology. Open to sociology majors only, or with instructor consent.*

502. Senior Seminar: Social Research**Clark / Eaton**

Four credits.

Reading and discussion of various topics related to sociological research. Each student also proposes and conducts a sociological research project, including formulation of a problem, review of literature, research design, data collection, analysis and public presentation of results in an original paper. *Prerequisites: SOC 401, 12 other credits in sociology. Prerequisites: SOC 110 or ANT 110 and at least eight additional credits in sociology. Open to sociology majors with junior or senior standing only, or with instructor consent.*

Anthropology

Major Mission Statement: The mission of the Anthropology program is to equip students with intellectual and practical tools to engage with diverse populations and to appreciate the importance of intercultural communication. With its holistic and cross-cultural comparative approach to understanding the human condition, the Anthropology program offers exciting career opportunities for students interested in education, travel, social justice and working with people.

Anthropology courses also are fundamental to a well-rounded teaching degree in broad social studies certification. For further details, consult the Department of Educational Studies.

Requirements for a major in anthropology: 32 credits. Required (16 credits): ANT 110, ANT 215, SOC 315, and ANT 502. Electives (16 credits): Eight other credits in anthropology at the 200-level or higher, and eight additional credits in sociology at the 200 level or higher.

Requirements for a minor in anthropology: 20 credits. ANT 110, ANT 215, and twelve other credits in anthropology.

Prohibition against counting credits toward multiple majors or minors:

Courses counted for credit toward the anthropology major may not also be counted

for credit toward the sociology major except for ANT 215 and SOC 315. Courses counted for credit toward the anthropology major may not also count for credit toward the sociology minor except for SOC 315. Courses counted for credit toward the anthropology minor may not also count for credit toward the sociology major except for ANT 215.

110. The Human Experience: Dalinghaus

How To Think Anthropologically

Four credits.

Introduction to cultures around the world and the principal methods and concepts used in their study. Anthropology involves the holistic study of human life on earth, including economic, social, religious, political and symbolic systems. Students will explore such diversity through films, workshops and ethnographies.

200. Departmental Studies Dalinghaus

Variable credit course, 2-4 credits.

Special subjects in anthropology not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses.

215. Ethnographic Field Methods Dalinghaus

Four credits.

A course designed to introduce students to ethnographic field methods and anthropological inquiry. Topics include: current debates in cultural anthropology, research design and implementation, fieldwork ethics and ethnographic writing. *Prerequisite: ANT 110 or SOC 110 or consent of the instructor.*

222. Anthropology and Contemporary Global Issues Dalinghaus

Four credits.

An analysis of the impact of global changes on societies in Africa, Asia, Europe, Latin America and the Pacific Islands. The course will address issues such as the following: the spread of global capitalism, modernization, urbanization, poverty, detribalization, terrorism, war and displacement, disease, cultural survival and immigration. Same as ENV 222.

224. Gender, Sex and Sexuality: Cross-Cultural Views Dalinghaus

Four credits.

An exploration of the socio-biological constructions of gender, sex and sexuality across a range of cultural and historical contexts. Draws upon anthropological case studies to investigate relationships and ideologies of femininity, masculinity and androgyny — including that of hetero-normativity, transgendered practices and identities, and same-sex relations. Same as WGS 224.

232. Medical Anthropology Staff

Four credits.

This course introduces students to concepts and experiences of health, healing and illness in diverse societies. It focuses on the cultural meanings of these experiences while also considering the institutional context and power dynamics of global health

systems, including that of biomedicine. Course expectations include intensive reading and writing assignments with in-class discussions supplemented by lecture material and ethnographic films.

241. Societies of Africa

Staff

Four credits.

An introduction to the diversity and complexity of social worlds in Africa with particular attention to cultural and historical processes that shape everyday life. Topics include: the legacies of colonialism, post-colonial development, social organization, identity formations and popular representations of “Africa” in Western thought.

275. Africa and Human Rights

Staff

Four credits

This course delves into the relations of power that have shaped the lives, livelihoods and living standards of Africans today. It probes the basis of these power relations — often rooted in political, economic and social inequalities — while also taking care to highlight the varied responses and strategies that Africans have enacted to resist their marginalization. Thus, with a sustained focus on human rights, this course utilizes anthropological case studies to present the diversity, vitality and complexity of daily life in Africa and its Diaspora.

300. Departmental Studies

Dalinghaus

Four credits.

Special subjects in anthropology not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses. Courses frequently taught under this course number include Anthropology of Money (same as ECO 317) and Your Money or Your Life? Global Perspectives on Credit and Debt (same as ECO 319). *Prerequisite: ANT 110 or SOC 110, or consent of the instructor.*

314. Religion, Magic, and Witchcraft

Dalinghaus

Four credits.

The role of the sacred in cultural systems. Topics include: the relationship of belief systems and rituals to other aspects of culture; the differences and similarities between magic, religion, witchcraft and mythology; the development of religious systems; religion as a form of symbolic communication; and cults in the modern world. *Prerequisite: ANT 110 or SOC 110, or consent of the instructor.*

327. Global Youth Cultures

Dalinghaus

Four credits.

This course explores the social worlds and experiences of youths in diverse settings. In doing so, it presents youth as a “relational” concept that does not correspond to age or a developmental stage but rather to structural trends, technologies and life expectations. This course thus highlights the contributions and centrality of youths to current intellectual thought, particularly in relation to theories of marginality, personhood, popular culture, globalization and modernity. This is a reading- and writing-intensive course with occasional film viewings. *Prerequisite: ANT 110 or SOC 110, or consent of the instructor.*

335. Urban Anthropology**Dalinghaus**

Four credits.

An examination of cities as sites and subjects of anthropological inquiry. Case studies focus on the relationship between spatial forms and social practices with particular attention to the power dynamics of urban planning, commodity flows, and processes of local/global connectivity, including that of dis-connectivity. *Prerequisites: ANT 110 or SOC 110, or consent of the instructor.*

502. Seminar in Anthropological Method and Theory**Dalinghaus**

Four credits.

Selected topics in anthropology. Emphasis is placed on method, theory and inference. Students will prepare research papers related to specific problems considered each year. *Prerequisite: Open to anthropology majors with junior or senior standing only, or with instructor consent.*

Spanish

See Foreign Languages and Cultures

Theatre*Professor John G. Dalziel (chair);**Associate Professor Ann Pleiss Morris (English);**Assistant Professor Lillian C. Brown;**Professor Emeritus Robert Amsden*

Departmental Mission Statement: The Department of Theatre department provides all interested students the opportunity to pursue their goals in the theatre. The curriculum and production program furnishes a strong undergraduate background in practical experience in the theatre and in the study of dramatic literature and history.

Requirements for a major in theatre: THE 101, 131, 231, 232, 255, 512; two courses selected from THE 260, 268, 301, 352, 362, 363, English 340 (Shakespeare); one of the selected courses must be at a 300 level; a minimum of four credit hours in THE 202 and/or 210 and/or 212.

Requirements for a teaching major in theatre: THE 101, 131, 231, 232, 255, 301, 512; one course selected from THE 260, 268, 352, 362, 363; English 340 (Shakespeare); a minimum of four credit hours in THE 202 and/or 210 and/or 212.

Requirements for a minor in theatre: THE 101, 131, 255; two courses selected from: THE 231, 232, 260, 268, 301, 352, 362, 363, 512; minimum of four credit hours in THE 202 and/or 210 and/or 212.

Requirements for a teaching minor in theatre production: THE 101, 131, 255, 301, 512; minimum of four credit hours in THE 202 and/or 210 and/or 212.

Recommended for majors: Electives develop special skills or knowledge and at least one is recommended beyond the minimum requirements: any of the 200- or 300-level courses.

Course Substitution: THE 101 can be waived for students with extensive high school coursework and production experience. However, the total hours of theatre courses must be satisfied by substituting an upper-level course.

- 101. Introduction to Theatre** **Dalziel**
 Four credits. Offered in fall.
 An introduction to all aspects of the theatre and to the unifying principles of a theatre production. The course touches upon the historical development of the theatre and upon its dramatic literature. Some practical application and work. Exposure to live theatre productions on campus and via scheduled field trips.
- 131. Beginning Acting** **Brown**
 Four credits. Offered in spring.
 Fundamental skills and theories of the craft of acting are introduced and explored through in-class acting exercises, discussion and the performance of in-class scenes. Areas of exploration are: imagination, actor connection, Stanislavski's theory of acting, and fundamentals of improvisation. Evaluation is based on participation, scene analyses, memorized and performed scenes, tests/quizzes and live theatre attendance.
- 200. Acting Lab** **Staff**
 One credit.
 Participation as a cast member of departmental production(s). Responsibilities established individually with instructor after auditions. Credits may be counted toward graduation, but not toward the fine arts exploration requirement. Grading is Pass-Fail. *Prerequisite: consent of instructor.*
- 202. Topics in Theatre and Drama** **Staff**
 Variable credit course, 1-4 credits.
 Special subjects in theatre not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.
- 210. Production Lab-Scenery and Lighting** **Dalziel**
 One credit.
 Participation as a member of production staff for departmental production(s). Responsibilities established individually with instructor after first production meeting. Credits may be counted toward graduation, but not toward the fine arts exploration requirement. Grading is Pass-Fail. *Prerequisite: consent of instructor.*
- 212. Production Lab — Costumes** **Staff**
 One credit.
 Participation as a member of production staff for departmental production(s). Responsibilities established individually with instructor after first production meeting. Credits may be counted toward graduation, but not toward the fine arts exploration requirement. Grading is Pass-Fail. *Prerequisite: consent of instructor.*
- 231. Theatre and Drama I: Ancient through Renaissance** **Pleiss Morris**
 Four credits.
 The course covers the dramatic literature, history and production practices of ancient Greece, Rome, medieval Europe and the Renaissance. Understanding dramatic structure, metaphoric significance and thematic content in historical context is emphasized. Lectures, group discussion, play script analysis, readings in theatre history,

reader response assignments, research and creative projects/papers. Same as ENG 231 of the same name.

232. Theatre and Drama II: Restoration through Contemporary Pleiss Morris
Four credits. Offered in fall.

The course encompasses the dramatic literature, history and production practices from the Restoration through contemporary theatre. Understanding dramatic structure and thematic content in historical context is emphasized. Lectures and group discussions, play script and theatre history readings, reader response assignments, research and creative projects/papers. Same as ENG 232 of the same name.

248. The Actor's Voice for Stage and Media Staff
Four credits.

Vocal and physical techniques of expression are developed as the student gains performance skills, poise and confidence in public presentations and recorded voice-over work. The steps in preparing a piece of literature for public presentation are studied: selection, analysis and rehearsal. The course emphasizes development of vocal techniques, analysis, the performance of dramatic literature, prose and poetry.

255. Stagecraft Dalziel
Four credits.

Various aspects of technical theatre are covered: scenery construction, scene painting/texturing, property construction, lighting, sound, drafting and stage management. Individual projects and production preparation/participation form the core of the course. Materials fee: \$25.

260. Introduction to Lighting Production and Design Dalziel
Four credits.

The student develops a method of analyzing and responding to play scripts as a lighting designer. Basic skills in drafting, sketching and visual research are introduced. Projects move the student from initial intuitive responses to completed production plans for lighting. The technical aspects of safe stage lighting and safety with electricity are covered through practical projects in plot execution, troubleshooting, minor maintenance and the operation of computer-controlled dimming equipment. Lectures and demonstrations, discussions, technical and design projects, and examinations.

268. Makeup Design and Application Staff
Four credits.

A study of and development of skills in the art of makeup design and application. Character analysis, period application, character aging, and special materials techniques are included in makeup design. Lectures/demonstrations, discussions, design and application projects.

300. Departmental Studies Staff
Variable credit course, 1-4 credits.

Variable topics in theatre not covered by regular courses. This course may be repeated for credit when topics change. Sometimes taught in conjunction with THE 202. Please see the pertinent Schedule of Courses for the listing of topics courses and

possible prerequisites.

301. Classroom and Children's Theatre

Staff

Four credits.

The course is an exploration of theatre for young audiences and examines techniques for using theatre in the classroom. Topics will include acting, directing, designing and playwriting for young audiences. Students will develop the resources needed to function as theatre teachers and develop an appreciation for the dramatic literature of children's theatre. Lectures, group work, presentations, play analysis, adaptations, live theatre, design projects and lesson plans.

352. Acting II: Topics in Acting

Staff

Four credits.

Special topics such as scene study or auditioning. Scene study is a practical upper-level acting course that develops various acting skills. Auditioning provides the actor with basic monologue and scene preparation strategies and skills for all types of auditions. Performance projects. *Prerequisite: THE 131 or 248, or consent of the instructor.*

362. Scenic Design

Dalziel

Four credits.

The student develops a method of analyzing and responding to play scripts. Projects move the student from initial and intuitive responses through play script analysis and visual research to completed designs. Rudimentary skills in drafting, drawing, imagining, color rendering and scenic model making are introduced. Lectures, demonstrations, discussions, design and research projects. *Prerequisite: THE 101 or consent of the instructor.*

363. Costume Construction and Design

Staff

Four credits.

The course will provide an introduction to costume design and basic sewing techniques and costume construction. Students will develop methods for costume design and execution, the imaginative process and visual research of plays. Topics include costume construction techniques, reading and adjusting patterns, costume rendering, and historical costume research. Materials fee: \$25. *Prerequisite: THE 101 or 268, or consent of the instructor.*

512. Senior Seminar in Theatre

Brown / Dalziel

Variable credit course, 1-4 credits. Offered in spring.

Theories and methods of an area of emphasis in theatre and practical experience through presentation of one-acts plays Areas of emphasis include, but are not limited to: directing, stage management, and design. The means of instruction are: discussions, reports, lectures, assigned readings, and in-class preparation. *Prerequisites: THE 101, 131, junior or senior status and the approval of the theatre department's faculty.*

Women's, Gender, and Sexuality Studies

Professors Jacqueline Clark, Travis E. Nygard;

Associate Professors Robin Forbes-Lorman, Megan Gannon, Sarah Frohardt-Lane,

Ann Pleiss Morris, Mary I. Unger (*director*);

Assistant Professors Erin K. Bryan, Ursula M. Dalinghaus, Miracle-Rose Toppar

Women's, Gender, and Sexuality Studies is a vigorous field which seeks to uncover and understand the effects of gender categories and sex roles on our history, knowledge, cultures, and individual experiences. To that end, Women's, Gender, and Sexuality Studies is resolutely interdisciplinary and intersectional, drawing on the insights of a new generation of scholars and teachers that encourages analysis of gender and sexuality in critical and creative ways.

Requirements for a major in women's, gender, and sexuality studies: 32 credits, including WGS 110, 350, and 550; 12 credits from WGS 100, 105, 115, 204, 224, 245, 263, 300, 312, 313, 365, 391; and 8 credits from the below list of affiliated courses. No more than 8 credits may count towards the WGS major and another major or minor.

Requirements for a minor in women's, gender, and sexuality studies: 20 credits including WGS 110 and 350; 8 credits from WGS 100, 105, 115, 204, 224, 243, 245, 263, 300, 312, 313, 365, 391; and 4 credits from the below list of affiliated courses. No more than 4 credits may count towards the WGS minor and another major or minor.

Affiliated WGS courses:

- ANT 222: Anthropology and Contemporary Global Issues
- ANT 314: Religion, Magic, and Witchcraft
- ANT 317: Anthropology of Money (same as ECO 317)
- ANT 319: Your Money or Your Life? Global Perspectives on Credit and Debt (same as ECO 319)
- ART 215: Controversies and Contexts of Art
- CMM 112: Communicating Identity
- CMM 336: Social Movement Communication
- ECO 361: Development Economics I
- EDU 260: Diversity in American Education
- EDU 316: Middle School Education
- EXS 353: Sociological Aspects of Physical Activity
- HIS 260: Black Power
- HIS 262: American Race Relations
- HIS 264: History of Immigrants and Immigration Policy in the United States (same as POL 269)
- PHL 353: Human Rights
- POL 268: Diversity and American Politics
- SOC 201: Social Problems
- SOC 204: Sociology of Jobs and Work
- SOC 205: Sociology of Deviance
- SOC 301: Social Movements
- SOC 302: Sociology of Health and Medicine
- SOC 304: Sociology of Inequalities
- SOC 308: Public Sociology and Activism

This list is not exhaustive. Students should consult with the WGS program director about other classes that may count towards the WGS major or minor.

100. Topics in Women's, Gender, and Sexuality Studies **Staff**
Variable credit.

Special topics in women's, gender, and sexuality studies not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

105. Biology of Sex and Gender **Forbes-Lorman**
Variable credit.

Study of the biology of sex, with a focus on mammals. We will distinguish between sex and gender in human societies. Topics include an overview of sexual differentiation, the development of secondary sex characteristics, and sex differences in the brain and behavior. We will also explore the biology of homosexuality, intersexuality, and transsexuality, and the impact of the social environment on sex differences and gender identity. Meets with WGS 313. Same as BIO 105. *No prerequisite.*

110. Introduction to Women's, Gender, and Sexuality Studies **Unger**
Four credits.

This course is an introduction to intersectional women's, gender, and sexuality studies and will consider issues surrounding sex and gender from a variety of perspectives. Students will become familiar with key issues and debates within WGS studies. *No prerequisite.*

115. Music and Gender **Bryan**
Three credits.

This course provides an introduction to topics of gender and sexuality in music. Through case studies, we will examine a wide range of music and musicians, with artists spanning from Baroque castrati to Lady Gaga. To build a broad understanding of gender studies and LGBTQ+ studies and their applications in musical conversation, we will engage with readings drawn from multiple time periods' theories of gender and sexuality. Music videos, movie excerpts, and audio recordings will also provide basis for course discussion. Students do not need any prior musical background for this course. Same as MUS 110. *No prerequisite.*

204. Topics in Women's, Gender, and Sexuality Studies **Staff**
Variable credit.

Special topics in women's, gender, and sexuality studies not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

224. Gender, Sex, and Sexuality: Cross-Cultural Views **Dalinghaus**
Four credits.

An exploration of the socio-biological constructions of gender, sex and sexuality across a range of cultural and historical contexts. Draws upon anthropological case studies to investigate relationships and ideologies of femininity, masculinity and

androgyny — including that of hetero-normativity, transgendered practices and identities, and same-sex relations. May count toward the Global and Cultural Studies Requirement. Same as ANT 224. *No prerequisite.*

243. Literature, Gender and Sexuality **Gannon / Pleiss Morris / Unger**
Four credits.

This course explores how the reading and writing of literature are shaped by gender, sexuality and society. Offerings will vary and different courses under this number may be repeated for credit. Same as ENG 243.

245. Gender and Sexuality in Contemporary Art: **Nygard**
From Paintings to Performance Art
Four credits.

How have living visual artists and performers explored the meaning of gender and sexuality? Can such creative work help us to think about, debate, and reconsider gender roles, categories, and power dynamics, from the perspectives of women and men, as well as trans, cis-gendered, nonbinary, straight, and queer people? This class explores such questions and topics, using a combination of interactive lectures, discussions, projects, papers, and exams. The course takes a multidisciplinary approach and does not assume prior college-level knowledge about art, performance, gender, or sexuality. Field trips may be required. Same as ART/THE 245. *No prerequisite.*

263. Women in American History **Frohardt-Lane**
Four credits.

The relationship between women and American history is one that has undergone many changes, especially in the half century since the sexual and gender revolution of the 1960s and 1970s. This course will focus on both the history of women in America and the ways in which that history has been described, debated, and uncovered. To do this, the course will use both conventional and unconventional sources and require students to work on an individual project. Same as HIS 263. *No prerequisite.*

300. Departmental Studies **Staff**
Variable credit.

Special topics in women's, gender, and sexuality studies not covered by regular courses. This course may be repeated for credit when topics change. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites.

312. Sociology Through Film **Clark**
Four credits.

This course examines a variety of films from a sociological perspective. Emphasis will be given to how feature-length and documentary films portray characters' race and ethnicity, gender, social class and sexualities, as well as what these portrayals indicate about the larger societies in which they are situated. Weekly film screenings will be supplemented with course readings, class discussions and analytic papers about the films. Same as SOC 312. *Prerequisites: SOC 110 or ANT 110, plus four or more other credits in sociology.*

313. Biology of Sex and Gender**Forbes-Lorman**

Four credits.

Study of the biology of sex, with a focus on mammals. We will distinguish between sex and gender in human societies. Topics include an overview of sexual differentiation, the development of secondary sex characteristics, and sex differences in the brain and behavior. We will also explore the biology of homosexuality, intersexuality, and transsexuality, and the impact of social environment on sex differences and gender identity. Primary literature will be used extensively. Meets with WGS 105. Same as BIO 313. *Prerequisites: BIO 123 and four other credits of BIO, or consent of instructor.*

350. Theory and Methodology in Women's, Gender, and Sexuality Studies**Unger**

Four credits.

This course offers an overview of the history and development of intersectional feminist theory, such as: standpoint theory, queer theory, lesbian theory, non-Western and postcolonial feminism, Black feminism, ecofeminism, disability theory, and transgender theory. The course will also explore feminist methodologies across disciplines, as well as the ethics and praxis of feminist knowledge production. *Prerequisite: WGS 110 or consent of instructor.*

365. WWII Home Fronts**Frohardt-Lane**

Four credits.

World War II is often described as a “total war,” a global war that had wide-ranging impacts on civilian life and in which tens of millions of civilians and combatants were killed. In this course we will examine what life was like for people on the “home front,” the areas that were not directly involved in military engagements. We will consider how the war transformed societies at home. The first half of the course focuses on the home front in the United States and how World War II affected the American public, with particular emphasis on how race, class, and gender shaped Americans’ experiences at home during the war. The second half of the course will consider the World War II home front in Japan, Germany, the Soviet Union, France, and Great Britain. We will study the war through the lens of social history, focusing on how ordinary people experienced and coped with the war, while also examining political, economic, and environmental aspects of World War II. Some particular themes that we will explore include how the war united the public as well as how it divided people against each other within a nation, the use of propaganda to mobilize citizens for war and engage them in the war effort, and the notion of sacrifice as essential to victory. Same as HIS 365. *No prerequisite.*

391. Economics of Discrimination**Toppar**

Four credits.

The course introduces concepts and research readings about various economic theories of discrimination and empirical work testing those theories. Students will investigate differences in economic outcomes such as earnings, occupations, and unemployment by race, gender, sexual orientation, and other personal characteristics. We will examine public policy concerning discrimination, poverty measurements, and antipoverty programs in the U.S. This course is also designed to teach students how to discuss controversial topics in a respectful, informed, and inclusive manner.

Meets with ECO 491. Same as ECO 391. *Prerequisite: junior standing.*

550. Senior Studies

Unger

Four credits.

Senior capstone experience for the WGS major. Students will complete a semester-long project in one of three tracks: (1) research; (2) creative/artistic; or (3) activist/community engagement. Students will also complete a portfolio that represents their WGS coursework and give a public presentation on their senior project. Other work will include readings, short assignments, and professional development. *Prerequisites: WGS 110, WGS 350, and senior standing; or consent of instructor.*

Off-Campus Study

Off-campus study can enrich a student's general culture, deepen understanding of a major, and test a career goal. It can occur in this country or abroad, and the opportunities for foreign study are not limited to majors in, or users of, a foreign language. Foreign study has the further merit of increasing one's perspective as a citizen of the United States.

Ripon offers a variety of off-campus programs. Students with a cumulative grade-point average of 2.00 or higher are eligible to apply for admission to off-campus programs. Waiver of the senior residence rule must be obtained from the associate dean of faculty by seniors who wish to participate in off-campus programs. Students should consult program advisors for information about academic credit, application dates and other matters.

Students wishing to be considered for receipt of financial aid for a Ripon College-approved off-campus study program must consult with the Dean of Faculty regarding financial aid. Funds for financial aid for Ripon College-approved off-campus study programs may be limited and, therefore, are not guaranteed. A student may receive financial aid for Ripon College-approved off-campus programs for one semester only. Consult with the Dean of Faculty and Office of Financial Aid for information about costs.

Self-Designed Off-Campus Study:

This opportunity is designed to provide individualized study not currently available in on-campus or off-campus programs and to give the student an opportunity to design a project reflecting personal interest and capacities. The project may involve a single topic or a group of related topics, may be departmental or interdepartmental in scope,

and must meet College standards of intellectual rigor.

A student applying for off-campus study under this option will submit a detailed proposal to a faculty member who will serve as the advisor. The proposal should provide the following information: a description of the project; a statement of purpose or goals; the current status of the project (i.e., how much preliminary work has been done); the availability of materials and facilities, such as a bibliography and permission to use libraries, museums, archives and laboratories; the method of evaluation (e.g., written or oral examination, research paper, laboratory reports, concert recital, art exhibition).

If the faculty advisor approves it, the proposal next is submitted to the department or departments concerned. In sanctioning the project, the department(s) will establish the number of credits to be granted for its successful completion. Following departmental approval, the project will be forwarded to the associate dean of faculty and registrar for final action. Upon completion of the project and return to the campus, the student will present the results to the department in the form previously agreed upon. The Satisfactory-Unsatisfactory grading option will be available to participants.

Student participants will be charged the normal tuition fee or a fee based on the credit charge, whichever is lower. A student may participate in the program only once during his or her college career and receive no more than 16 credits. Projects of limited scope may be undertaken during the summer.

Approved Programs:

To be eligible for approved off-campus

programs, students must have at least a 2.0 cumulative grade-point average. Grades and credits earned in approved Ripon College programs (listed below) will appear on the Ripon College transcript as if earned in residence (with a notation naming the program) and will be included in the Ripon College grade-point averages and credit calculations. Further information and links to program websites are available at www.ripon.edu/offcampus.

Programs Abroad

Students who complete one semester of study for graded credit in a study-abroad program fulfill the Global and Cultural Studies Requirement.

Africa — Dakar (The Dakar Institute)

This summer program offers students the opportunity to study at the Dakar Institute of African Studies, which offers courses in four tracks: African Studies, Francophone Studies, African Language and Service Learning (internships). Courses are taught in French (Francophone Studies track) English (African Studies track) and Wolof (African Language track). The program is open to all students, but particularly students in French and Francophone Studies and any other student interested in Africa (Global Studies, Politics, History, Anthropology, Sociology). All students are strongly encouraged to take some Wolof classes to communicate with their host families and adjust to the culture.

Length of program: fall semester, spring semester or full year.

Eligibility: 2.5 GPA; two years of college French; three or more years of French in high school.

Credit: a maximum of 10 credits may be counted toward the minor.

Application deadlines: Feb. 28 for summer session I and March 31 for summer session II. Tuition should be paid

before courses start.

Campus advisor: Professor Dominique Poncelet.

Argentina — Córdoba (The Center for Cross-Cultural Study program)

Córdoba has six universities and thousands of students. As a student at the Universidad Nacional de Córdoba, you have an opportunity to interact with students from all over South America.

Excursions to other areas, museums and cultural sites allow the student immersion into the life of an Argentine student.

Length of program: fall semester, spring semester, full year and summer programs.

Eligibility: open to those who have completed one semester of college Spanish with a minimum 3.0 GPA in the subject.

Credit: 17-22 credits.

Application deadlines: May 15 (for fall semester); Oct. 15 (for spring semester).

Campus advisor: Associate Professor Geoff Guevara-Geer.

France — Montpellier (University of Minnesota program)

This program offers students the opportunity to live and study in one of France's fastest-growing cities. While studying at the Paul Valéry University, the liberal arts division of the University of Montpellier, students experience life in a blossoming cultural and educational milieu. Excursions introduce students into the unique character of southern France.

Length of program: fall semester, spring semester or full year.

Eligibility: two years of college French.

Credit: 10 credits may be counted toward the minor.

Application deadlines: April 1 (fall semester or full year); Oct. 1 (winter/spring semester).

Campus advisor: Professor Dominique Poncelet.

France — Paris (Academic Studies Abroad program)

This program offers students the opportunity to study at the Université de Paris-Sorbonne as well as the Institut Catholique. Classes are offered at all levels of study, and all courses are taught in French. Paris is the ideal city in which to learn and perfect French. Besides classes, students take part in cultural and historical excursions.

Length of program: fall semester, spring semester or full year.

Eligibility: 3.0 GPA, two years of college French; three or more years of French in high school.

Credit: a maximum of 10 credits may be counted toward the minor.

Application deadline: June 1 (fall semester); Oct. 15 (winter/spring semester).

Campus advisor: Professor Dominique Poncelet.

Hungary — Budapest

Hungary has a long tradition of excellence in mathematics education. However, because of the language barrier, students have not been able to take advantage of the skill and dedication of the mathematics faculties of Hungarian universities.

The Budapest Semester is a program in English for North American undergraduates. Mathematics and computer science majors in their junior/senior years may spend one or two semesters in Budapest and study under the tutelage of eminent Hungarian scholar-teachers. The instructors are members of Eötvös University, the Mathematical Institute of the Hungarian Academy of Sciences, and Budapest University of Technology and Economics, the three institutions known for having educated more than half of

Hungary's highly acclaimed mathematicians. Most instructors have had teaching experience in North America and are familiar with the cultural differences.

Length of program: fall or spring semesters.

Eligibility: juniors and seniors.

Application deadlines: April 30 for fall semester; Nov. 1 for spring semester.

Campus advisor: Associate Professor David Scott.

International Education — Indiana University Global Gateway Program

The Indiana University Program for International Education offers a unique alternative to conventional student teaching, placing student teachers for six- to nine-week assignments in national schools of Australia, China, Costa Rica, Ecuador, England, Greece, India, Ireland, Italy, Japan, New Zealand, Norway, Russia, Scotland, Spain, Tanzania, Turkey, and Wales, following the successful completion of nine to 12 weeks of student teaching in Wisconsin.

Length of program: 6 to 9 weeks.

Eligibility: must be approved for student teaching by the Department of Educational Studies.

Credit: 3-6 credits.

Application deadline: six months before student teaching.

Campus advisor: Associate Professor Hervé Somé.

Italy — Coldigioco: Earth and Environment (Luther College program)

This program is particularly suited for students interested in environmental studies and in gaining field experience with the rich geology of Italy. Students will live at the Osservatorio Geologico di Coldigioco, a medieval village restored into a vibrant scientific center. No prior language is required as students will take an intensive introductory Italian language course for the first three weeks of

the program. Students will learn about the different earth systems: biosphere, atmosphere, hydrosphere and lithosphere. They will learn how humans influence and are influenced by these systems. Finally, they will learn how to interpret the changes in these systems over time by examining the geology of rocks. A liberal arts perspective on the sciences will be introduced as students explore the connections between art, science and our sense of the aesthetic in order to develop their own skills in the visual communication of scientific information. In the final two weeks of the course, students will work in small groups (2-5 individuals) and in consultation with program faculty to design and implement a field-based research project.

Length of program: fall semester only: 12 weeks, early August to late October.

Eligibility: one science course with lab.

Credit: 16 credits.

Application deadline: Feb. 15.

Campus advisor: Professor Memuna Khan.

Japan — Tokyo (Earlham College program)

Students study at Waseda University's International Division in Tokyo after a brief orientation providing intensive language practice and cultural discussions. Students enroll in Japanese-language courses as well as academic courses taught in English with Japanese and other international students. Most students choose courses on Japan and Asia, but courses in the sciences, math and other disciplines also are available.

Although Japan Study encourages students to enroll in the full-year program, semester options are available for students who cannot spend a year away from their home campus. Students have the option to live with a Japanese family or in a Waseda University dormitory. A minimum grade-point average of 3.0 on

a 4.0 scale is required. Acceptance in the program is contingent on completion of at least one semester or term of Japanese language study prior to departure and on approval of the School of International Liberal Studies at Waseda University.

Japan Study is a collaborative initiative in international education managed by Earlham College and recognized by the ACM.

Length of program: mid-September to late July (full academic year); mid-September to early February (fall semester); mid-September to mid-March (fall semester with Cultural Practicum); mid-February to late July (intensive language + spring semester).

Eligibility: sophomores, juniors, seniors with a minimum 3.0 GPA. Acceptance in the program is contingent on completion of at least one semester or term of Japanese language study prior to departure and on approval of the School of International Liberal Studies at Waseda University.

Credit: 16-18 credits.

Application deadlines: Contact the Office of the Registrar.

Campus advisor: Contact the Office of the Registrar.

Russia — St. Petersburg (American Institute for Foreign Study program)

The enormous political, social and economic changes taking place in Russia provide a fascinating context for this program, and the St. Petersburg program site provides a particularly rich environment for understanding the changing nature of Russian life. This American Institute for Foreign Study program is affiliated with St. Petersburg State Polytechnic University. No previous Russian language study is required, and the program offers a full range of language courses, seminars in English for foreign students, and seminars in Russian for advanced students. Students have the

choice of living in a residence hall or with a Russian family and receive a meal allowance. Other features include cultural activities such as visits to museums, palaces and concert halls, and day field trips, a three-day London visit before the program, the services of a pre-departure Student Advisor Center and an on-site resident director, a three-day visit to Moscow, an optional four-day visit to Helsinki, Finland and Tallin, Estonia, and a public transportation pass.

Length of Program: fall semester (late August through mid-December), spring semester (late January through mid-May); or full year.

Eligibility: sophomores, juniors or seniors with at least a 2.5 GPA.

Credit: 12-18 credits.

Application deadlines: May 15 (fall semester) and Oct. 1 (spring semester). Campus advisor: please contact the Office of the Register.

Scotland — University of St. Andrews (Butler University IFSA program)

This quality academic program is especially attractive for students with interest in the sciences, biotechnology, economics and anthropology who wish to study abroad while keeping pace with the requirements for graduation. Many other academic programs at St. Andrews also are highly ranked, making the program attractive for a variety of students. As an IFSA Butler student, students are entitled to enroll in undergraduate courses for which they are qualified and for which space is available. The affiliation with the Butler University IFSA program offers personalized pre-departure advising as well as full-time on-site staff. Students have an on-site orientation in Scotland. There also is emergency assistance to students from the on-site staff.

Length of Program: fall or spring semester.

Eligibility: second-semester sopho-

mores, juniors or seniors who have at least a 3.2 GPA.

Credit: minimum of 15 credits, maximum of 16 credits each semester.

Application deadlines: Oct. 15 for spring semester; April 15 for fall semester.

Campus advisor: Professor Colleen Byron.

Spain — Alicante (The Center for Cross-Cultural Study program)

Students in this program will find themselves immersed in a cross-cultural environment with students from Spain and around the world.

The fastest-growing university in Spain, Universidad de Alicante is dedicated to the cultivation of students' academic and professional skills while developing critical thinking and social awareness. After completing an intensive language and cultural period, students have the opportunity to enroll in a wide variety of courses.

Students need not be language majors as this program may be of particular interest to majors in business, marketing, politics and government, or education.

Length of program: fall semester, spring semester, full year, or short-term programs.

Eligibility:

A. Spanish Studies Program: Two semesters of high school Spanish/two semesters of elementary college Spanish or the equivalent; minimum 3.0 GPA in Spanish coursework required; exceptions may be made with strong recommendations from faculty.

B. Integrated Studies Program: Two semesters of advanced college-level Spanish or the equivalent, or native/near-native speakers of Spanish; and approval from Universidad de Alicante, based upon the performance on UA's online examination; Minimum 3.0 GPA in Spanish coursework required; exceptions

may be made with strong recommendations from faculty.

Credit: A maximum of 16 credits may be counted toward the Spanish major, 11 credits toward the minor.

Applications due to campus advisor: May 15 (fall semester); Oct. 15 (spring semester).

Campus advisor: Professor Tim Reed.

Spain — Barcelona (Barcelona Study Abroad Experience)

This program offers students the opportunity to take a Ripon faculty lead course and three courses at the School for International Studies (SIS).

Students will fully immerse themselves in the culture of Spain. Participants will live with Spanish host families, experience daily living in Europe, travel throughout the region, sample local cuisine and visit both famous hotspots and local favorites.

Students need not be language majors, however students without Spanish language knowledge are encouraged to take an entry-level language course during or prior to their trip. A language or culture course could be taken for academic credit through SIS as one of the three elective courses.

Length of program: spring semester.

Eligibility: Any student with a sophomore, junior or senior standing is welcome to apply. A maximum of 22 students will be accepted.

Credit: 4 course units of credit toward your Ripon College degree

Application deadlines: September 15

Campus advisor: Professor Memuna Khan

Spain — Madrid (Academic Studies Abroad program)

This program offers students direct-enrollment at three universities in Madrid: the Universidad Carlos III, the Universidad Complutense and the

Universidad Autónoma. Access to the campuses provides a diverse selection of coursework.

Providing all levels of study, students experience cultural and historical excursions to complete the immersion experience.

Length of program: fall semester, spring semester or full year.

Eligibility: two years of college Spanish; three or more years of the language in high school; 3.0 GPA.

Credit: a maximum of 16 credits may be counted toward the Spanish major, 11 credits toward the minor.

Application deadlines: March 15 (fall semester or full year); Oct. 15 (winter/spring semester).

Campus advisor: Professor Tim Reed.

Spain — Seville (The Center for Cross-Cultural Study program)

Students enrich their education by attending classes at The Center for Cross-Cultural Study Center or at the Universidad de Sevilla following an initial intensive language period. This culturally rich program provides a combination of studies, cultural visits and excursions.

This program may be of particular interest to majors in Spanish, business, marketing, politics and government, or education.

Length of program: Academic year, semester, and short-term programs.

Eligibility:

A. Spanish Studies Program Requirements: One semester of intermediate college-level Spanish or heritage speaker. 3.0 GPA in Spanish coursework required.

B. Integrated Studies Program Requirements: Completion of two semesters of advanced college-level Spanish or the equivalent, and/or heritage speakers of Spanish. 3.0 GPA in Spanish coursework required.

Credit: a maximum of 16 credits may

be counted toward the Spanish major, 11 credits toward the minor.

Applications due to campus advisor: May 15 (fall semester); Oct. 15 (spring semester).

Campus advisor: Professor Tim Reed.

Spain — Toledo (University of Minnesota program)

This program offers students the opportunity to live in the walled city of Toledo. Toledo, declared a World Heritage Site by the United Nations, is a living museum where Spanish history is preserved.

The program is offered in collaboration with the prestigious José Ortega y Gasset Foundation, which employs native faculty considered experts in their fields.

Students live in a residence with other program attendees or in host family homes. This, combined with excursions, immerses students in the cultural and historic perspectives of Spain.

Length of program: fall semester, spring semester, full year or short-term programs.

Eligibility: Open to those who have completed four semesters of college Spanish with a minimum 3.0 GPA in the subject.

Credit: a maximum of 16 credits may be counted toward the Spanish major, 11 credits toward the minor.

Application deadlines: See advisor for deadlines.

Campus advisor: Professor Tim Reed.

Wales — Bangor University

Two types of study-abroad programs are available at Bangor University. In each case, the university will make every attempt to secure accommodations for participants. Students will have all the rights, privileges and responsibilities of other university students during their periods of study.

1. The first study-abroad program at Bangor University is intended for students of biology, chemistry, psychology and related fields and is open for study in the first or second semester, depending on courses students wish to take and the flexibility of their schedules. Students must have at least sophomore standing, but junior standing is preferred. A GPA of 3.0 is required for study of psychology; a GPA of 2.5 is required for study in other areas. Information about courses is available through the College's website.

Length of program: one semester, either fall or spring.

Eligibility: second semester sophomores, juniors or seniors (at least junior standing preferred).

2. The second program is tailored specifically to the needs of students of education intending to be licensed at the elementary (early childhood/middle childhood) level. This is open for study in the first or second semester. Students will take selected courses in the School of Education as well as spend time each week in local schools. Coursework and in-school observations are chosen with the assistance of an advisor at the School of Education in order to assure an appropriate program and take maximum advantage of opportunities to learn about the British educational system and international issues in elementary education. Ripon College students interested in this program should discuss it with their Department of Educational Studies advisor as far in advance of their application as possible and plan their course of study at Ripon to complement the courses and in-school experiences they will have in Bangor. Courses of study tend to be organized by ages of children to be taught (upper or lower primary) and skill development rather than subject content area.

Length of program: one semester, either fall or spring semester.

Eligibility: juniors or seniors.

Applications for Semester 1 study (either program), including one academic letter of recommendation from a faculty member and a transcript, are due to the program advisor no later than May 1.

Applications for Semester 2 study (either program), including transcript and one letter of recommendation from a faculty member, are due to the program advisor no later than Sept. 30. Pertinent background information is available on the College's website.

Application forms may be obtained from the advisor.

Campus advisor: please contact the Office of the Registrar

Note: Because Bangor University posts official grades only once per year during the summer, seniors studying there during the first or second semesters will need to make special arrangements to have "unofficial" grades reported before Ripon's Commencement and understand that these are provisional until the summer postings.

Wales — Swansea University Program

Study at Swansea University is particularly appropriate for students who wish to continue progress in certain areas of scientific studies with an overseas experience. Swansea has programs open for American students in physics, mathematics and engineering. Students in other disciplines also may wish to investigate courses of study available there in sport science, humanities and social sciences.

Length of program: fall or spring semester. (Typically spring for physics, mathematics and engineering unless students are willing to stay through January for final examinations.)

Eligibility: second-semester sophomores, juniors or seniors.

Credit: maximum of 16 credits each semester.

Application deadline: Sept. 30 for spring semester, May 15 for fall semester.

Campus advisor: Professor David Scott.

Programs in the United States

Chicago, Illinois — Teach Chicago! Program

Offered by the Chicago Center for Urban Life and Culture, students in this program will teach daily, under the supervision of a cooperating teacher, at a K-12 site selected by the program. All participants also attend a weekly student-teaching seminar.

Length of program: fall or spring semester: August to December or January to May.

Eligibility: Must meet student teaching requirements as defined by Ripon College.

Credit: 14 credits.

Campus advisor: Contact the Office of the Registrar.

ROTC Cadet Troop Leadership Training (CTLT)

A student who does not complete the basic ROTC courses normally taken in the first and sophomore years may enter the Military Science program in the junior year by completing 28 days of leadership development instruction in the Cadet Troop Leadership Training Course (CTLT) at Fort Knox, Kentucky. Participants receive military pay and travel allowances. Qualified students generally are offered a two-year ROTC scholarship covering full tuition, book expenses and a stipend upon completion of CTLT. Further information may be obtained from the Department of Military Science.

Southwest, USA — Navajo Nation Program (Indiana University program)

Offered in conjunction with Indiana University Bloomington, students in this program will teach daily at one of the Navajo Reservation schools in Arizona, New Mexico or Utah, under the supervision of a cooperating teacher. All participants will be required to take a preparatory course through Indiana University. The cost of room and board while on site usually is minimal. The low-cost/free housing and meals are given in exchange for the daily work students will do in the dormitory with the Navajo children and teens who reside there during the week.

Length of program: fall or spring semester: 16-18 weeks.

Eligibility: must be approved for student teaching by the Department of Educational Studies.

Credit: 12 credits.

Application deadline: Six months before student teaching.

Campus Advisor: Associate Professor Hervé Somé.

Washington, D.C. — Washington Semester

The Washington Semester program is administered by American University in Washington, D.C. Students may choose programs in American government, global economics and business, foreign policy, international environment and development, international law and organizations, journalism and new media, justice and law, religion, politics, peace and security, public health, and sustainable development. All programs combine seminars, internships and independent research. The advisor can provide descriptions of the various programs.

Length of program: fall semester, spring semester or summer program: August to December, January to May, or June to July.

Eligibility: second semester of sopho-

more year, juniors and first-term seniors.

Credit: maximum of 16 credits.

Application deadline: See advisor for deadlines.

Campus advisor: Professor Henrik Schatzinger.

Woods Hole, Massachusetts — SEA, Sea Education Association

The Sea Education Association was founded in 1971. This program provides undergraduates with opportunity to study the ocean from the perspective of onshore classes and first-hand experience onboard a traditional sailing vessel. Combining an engaging academic and research curriculum with a voyage to the deep ocean under sail (with engine backup), this program is unique in the United States.

This program is not just for majors in one of the STEM disciplines. Students of any discipline are encouraged to apply to the 12-week SEA semester program that combines the shore and sea components. Onshore, students live and study alongside professional researchers, scholars and mariners. Students learn about the ocean's power and mystery by studying a variety of topics including: maritime policy; maritime cultures, history, anthropology, sociology, literature, nautical science, climate change, marine biology, and oceanography. A component of the academic program requires that students design a research project that will be the focus of their work while at sea.

The sea component takes students to the open sea and exotic locations in a vessel that is campus, classroom, and home. However, students are not passengers on their voyage; they work hand-in-hand with an experienced crew to sail the ship. Thus, applying the knowledge that they acquired ashore, students experience sailing a traditional sailing schooner. At ports of call, students learn about and experience the local culture.

Accordingly, the goal of the SEA Program is to provide intensive coursework and practical experience both ashore, in a residential campus, and at sea, aboard a deep-ocean sailing research vessel.

Length of program: fall or spring semester (12 weeks); there also is a shorter, intensive summer program.

Eligibility: sophomores, juniors and seniors.

Credit: 17 credits.

Application deadlines: May 15 (fall semester); Nov. 1 (spring semester).

Campus advisor: Professor Memuna Khan.

Woods Hole, Massachusetts — SES, Semester in Environmental Science: Marine Biology Laboratory

Founded in 1888, the Marine Biological Laboratory (MBL) at Woods Hole, Massachusetts, is a world-renowned center for biological research and education with a long tradition of offering excellent hands-on research experience at both the graduate and undergraduate levels. The MBL's facilities include one of the world's best library collections of biological and oceanographic literature, a campus-wide computer network, teaching and research laboratories equipped with running seawater, advanced instrumentation for chemical analysis including two isotope ratio mass-spectrometers, climate-controlled growth chambers, and a Marine Resources center dedicated to the culture and maintenance of marine organisms.

The Semester in Environmental Science (SES) is sponsored by the Marine Biological Laboratory's Ecosystems Center. The Ecosystems Center is the ecological research arm of the MBL. The goal of the center is to investigate fundamental processes and interactions linking organisms to their environment and to apply the resulting knowledge to the wise management of the world's natural

resources, both aquatic and terrestrial.

The SES program comprises two core courses (Aquatic Ecosystems, Terrestrial Ecosystems), one elective course (usually two or three of the following are offered in any year: Aquatic Chemistry, Mathematical Modeling in Ecology, Ecology and Management of Wetlands, Human-Dominated Ecosystems, Issues on Global Ecology, Microbial Methods in Ecology, The Role of Animals in Ecosystems), two Special Seminars (Distinguished Scientists Series, Science Writing Seminar), and an Independent Research Project.

Length of program: fall semester only: 15 weeks.

Eligibility: primarily designed for juniors majoring in one of the natural sciences; at a minimum, students should have completed the introductory courses for majors in biology, chemistry and mathematics.

Credit: a total of 16 credits for the semester.

Application deadline: students are encouraged to consult with their academic advisor and the campus advisor to the program as soon as possible to assure that their application is filed by the previous March.

Campus advisor: Professor Memuna Khan.

Pre-Professional Studies

Health Professions

Careful planning of the student's academic program is important, and students should select Biology 123 and/or Chemistry 111 in their first semester.

Consultations with one of the health professions advisors should begin during the first year. Members of the Health Professions Advisory Committee are listed in the Faculty Committees section of the Register of the College found at the end of this catalog.

For entry into training programs for most medical professions, college grades are very important, as well as first-hand experience with the medical professions, demonstrated ability to work well with other people, and involvement in community service and/or volunteerism.

Athletic Training

Athletic training encompasses the prevention, examination, diagnosis, treatment and rehabilitation of emergent, acute or chronic injuries and medical conditions. Athletic training is recognized by the American Medical Association (AMA), Health Resources Services Administration (HRSA) and the Department of Health and Human Services (HHS) as an allied health care profession. Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic trainers work under the direction of a physician as prescribed by state licensure statutes. Athletic trainers are licensed or otherwise regulated in 49 states and the District of Columbia, and the Board of Certification credential of Athletic Trainer, Certified (ATC) is recog-

nized nationwide.

The athletic training academic curriculum and clinical training follows the medical model. Students who want to become certified athletic trainers must earn a degree from an accredited professional athletic training curriculum. Professional athletic training programs are transitioning to an Entry-Level Master's Degree, meaning that they no longer are admitting freshmen, instead requiring a bachelor's degree from an accredited college. The specific admission requirements for professional athletic training programs differ between schools, and a student should plan carefully to ensure your education and work experiences enhance the chances for admission. The following guidelines should be kept in mind while planning an undergraduate curriculum: Anatomy & Physiology, 8 credit hours (BIO 211 and 312); chemistry, 5 credit hours (CHM 112); physics, 4 credit hours (PHY 131-152/172); Research Methods, 4 credit hours (EXS 431); Statistics, 4 credit hours (MTH 120 or PSC 211); Athletic Training, 4 credit hours (EXS 211); Biomechanics, 4 credit hours (EXS 432); Nutrition, 4 credit hours (EXS 286); and Functional Anatomy 4 credit hours (EXS 287).

Chiropractic Medicine

A doctor of chiropractic is a primary health care provider who gives particular attention to the relationship of the structural and neurological aspects of the body. A chiropractor is trained in physical examination, orthopedic and neurological testing, radiographic interpretation, and direct palpitation of joint movement. Although most chiropractic colleges specify a minimum of 90 undergraduate semester credits as a requirement for admission, the majority

of entering students have a bachelor's degree. No specific undergraduate major is required. Most chiropractic colleges require a minimum grade-point average, typically 3.0, with no science course below a "C."

The specific admission requirements for chiropractic colleges may differ between schools. However, guidelines from the American Chiropractic Association should be kept in mind while planning an undergraduate curriculum. A minimum of 24 semester credits in Life and Physical Sciences with at least half of the courses including a lab component is required. Specific requirements include Organic Chemistry I (CHM 111), General Chemistry I (CHM 112) and Molecules, Cells and Genes (BIO 123). Recommended courses include General Chemistry II (CHM 211), Organic Chemistry II (CHM 214), Human Anatomy and Physiology I (BIO 211) and Physics I (PHY 131). Other suggested courses include Human A&P II (BIO 312), Vertebrate Zoology (BIO 216), Genetics (BIO 219), Microbiology (BIO 314), Cell and Molecular Biology (BIO 266), Physics II (PHY 152/172), Introductory Psychology (PSC 110) and Introductory Sociology (SOC 110).

Ripon College has a preferred admissions agreement for admission into Northwestern Health Sciences University (NWHSU) in Bloomington, Minnesota, for their Doctor of Chiropractic program. NWHSU will provide a \$2,000 tuition stipend for each Ripon College graduate who enrolls in this program. Ripon College students will be accepted for admission to NWHSU under this preferred admissions program upon: 1) Completing a minimum of 90 semester credits from a regionally accredited institution. 2) Completing a minimum of 24 semester credits in Natural Science in which $\frac{1}{2}$ of the credits come from labs. 3) Attaining a minimum 3.0 cumulative grade-point

average in Ripon College coursework or 2.75 for provisional acceptance. 4) Receiving a positive recommendation from the chair of the Health Professions Advisory Committee. 5) Timely submission of all application materials to NWHSU. It is highly recommended that students apply 9-12 months prior to anticipated date of matriculation. 6) Conditional acceptance will be offered upon successful completion of one half of the prerequisite course work and minimum of 60 credits have been completed and full acceptance will be offered upon successful completion of all entrance requirements.

Dentistry

Although many dental schools specify three years of pre-professional education as a minimum requirement for admission, most entering students have a bachelor's degree. No specific undergraduate major is required. Most dental schools require a certain level of performance on the Dental Admission Test; students planning to enter dental school directly after graduation from Ripon should take this test the spring of their junior year. Dental schools also assess the undergraduate transcript, grade-point average, letters of recommendation and an interview.

The specific admission requirements for dental schools differ between schools, so it is important that the applicant consult the specific prerequisite courses required for a specific school of dentistry. The following guidelines should be kept in mind while planning an undergraduate curriculum: general chemistry, 8-10 credit hours (CHM 112 and 211); organic chemistry, 8-10 credit hours (CHM 111 and 214); biology, 8-10 credit hours; physics, 8-10 credit hours (PHY 131-152/172); mathematics, at least college-level pre-calculus; English, 6-12 credit hours; psychology, 3-6 credit hours (at least PSC 110); and

additional electives to satisfy the requirements of the particular dental school.

Medicine, Allopathic and Osteopathic

Medical schools seek candidates with a high level of scholastic achievement and intellectual potential, as well as the motivation and humanistic concern necessary for success as a physician. These qualities are measured by college grades, particularly science grades, letters of recommendation from undergraduate faculty and pre-medical advisers, Medical College Admission Test (MCAT) scores, interview assessment, an applicant's personal statement and application, exposure to clinical medicine, and volunteer work and community service. Acceptance into medical school is competitive, and the mean grade-point average for accepted students is about 3.6. Although most medical schools require a minimum of three years of undergraduate work before admission, the majority of entering medical students have a baccalaureate degree.

Medical schools do not require a specific major; however, most applicants major in biology, chemistry or such combinations as chemistry-biology or psychology-biology. Although an understanding of the principles of the sciences basic to medicine is required of entering medical students, breadth of education also is expected. A successful medical student must effectively acquire, synthesize, apply and communicate information. Thus, studies in the humanities and in the social and behavioral sciences and opportunities for the development of effective writing skills are strongly suggested. Independent study and research also are encouraged.

The specific admission requirements vary from school to school, and a student should plan carefully to ensure your education and work experiences

enhance your chances for admission.

The following guidelines should be kept in mind when planning an undergraduate curriculum: general biology or zoology (with lab), 4 credit hours (BIO 123); advanced biology or zoology (with lab), 4 credit hours (BIO 211, 216, 219 or 266 for example); general chemistry (with lab), 8 credit hours (CHM 112 and 211); organic chemistry (with lab), 8 credit hours (CHM 111 and 214); Biochemistry, 4 credit hours (CHM 422); physics (with lab), 8 credit hours (PHY 131-152/172); English, 6 credit hours; statistics (MTH 120 or PSC 211) for most schools and Calculus (MTH 201) for some schools. Courses such as Human Anatomy and Physiology, Vertebrate Zoology, Genetics, Microbiology, Cell Physiology, Psychology and Sociology also are helpful when preparing for medical school and the MCAT.

Ripon College is affiliated with Lake Erie College of Osteopathic Medicine (LECOM) in Erie, Pennsylvania, Greensburg, PA, Elminra, NY, and Bradenton, Florida. Our affiliation via the LECOM Early Acceptance Program (EAP) allows qualified students to be provisionally accepted, i.e. a reserved seat, to LECOM's medical school to earn a doctorate in osteopathic medicine (D.O.). Applicants must be U.S. citizens or legal permanent residents. Application to the EAP can occur as early as the senior year in high school and up through the second year at Ripon College. To receive a provisional acceptance, students must complete a successful interview by LECOM at a LECOM campus or a regional interview site. Affiliates must be officially enrolled in the Ripon-EAP for the two consecutive years prior to matriculating at LECOM. LECOM will follow the progress of students in the Ripon-LECOM EAP throughout their time at Ripon College. In addition, students in the Ripon-LECOM EAP participate in events

at the LECOM campus and elsewhere.

To matriculate to LECOM, the student must have completed the prerequisite coursework as an uninterrupted full-time student, have a cumulative science GPA of 3.2 or higher, and a cumulative overall GPA of 3.4 or higher. LECOM does not restrict the number of AP credits that may be used to fulfill the credit requirements. The medical school entrance exam, MCAT, is not required for most students in the Ripon-LECOM EAP. Students applying to LECOM via the EAP apply directly to the medical school and not through application services such as AACOMAS and AMCAS.

Students interested in enrolling in the Ripon-LECOM EAP should consult with a member of the Health Professions Advising Committee and take the following prerequisite courses: 6 credits in English (ENG 110 or CTL 110 and one additional English course), 6 credits in behavioral science, 4 credits in physics (PHY 131), 8 credits in biology, genetics (BIO 219), 8 credits in inorganic chemistry (CHM 112, CHM 211), 8 credits in organic chemistry (CHM 111, CHM 214), and biochemistry (CHM 422). Required prerequisites all must be completed with a C or better.

Nursing

Although a person with an undergraduate nursing degree will have no trouble finding employment, to advance in this field it usually is necessary to obtain a master's degree. Graduate entry-level nursing programs are available for those students who have earned a baccalaureate degree. Graduate programs in nursing include a master's of science (M.S.), doctor of nursing (N.D.), and doctor of nursing science (D.N.Sc.). For these programs, an applicant must have a minimum grade-point average of 3.0. The graduate record exam (GRE) and an interview are required. Prerequisite

course work varies between programs, and interested students should consider courses in Human Anatomy and Physiology (BIO 211 and 312); Microbiology (BIO 314); Inorganic Chemistry (CHM 112); Organic Chemistry (CHM 111); psychology (PSC 110, 235 or 242); Sociology (SOC 110); English; and statistics (MTH 120 or PSC 211-212).

Optometry

The American Optometric Association (AOA) published definition of an optometrist is: "Doctors of Optometry are independent primary health care providers who examine, diagnose, treat and manage diseases and disorders of the visual system, the eye and associated structures, as well as diagnose related systemic conditions." Most students entering optometry school have a bachelor's degree from a four-year college or university. Optometry programs assess undergraduate grade point average, scores on the Optometry Admission Test (OAT), undergraduate degrees, biographical information, knowledge of the profession, letters of reference and an interview.

The specific admission requirements for optometry schools differ markedly from one school to another, and it is important that the applicant obtain a catalog from the specific school or college of optometry where he or she plans to apply. The following guidelines should be kept in mind while planning an undergraduate curriculum: biology, including Molecules, Cells and Genes (BIO 123), Microbiology (BIO 314), Human Anatomy and Physiology (BIO 211 and 312), Cell Biology (BIO 327), and Genetics (BIO 219); chemistry, including Inorganic (CHM 112), Organic (CHM 111), and Biochemistry (CHM 422); general physics (PHY 131-152/172); English composition; Psychology (PSC 110); and mathematics, including Calculus (MTH 201) and Statistics (MTH

120). Additional courses may include sociology, public speaking, business and economics.

Pharmacy

Historically, the functions of a pharmacist centered on the preparation and provision of a drug product to a patient. However, over the past 30 years, pharmacists have begun to complement their practice with a more proactive approach, emphasizing pharmaceutical care. Today, pharmacists are responsible for selecting an appropriate dosage and dosage schedule, preparing medication for administration, providing information about medication, and advising and monitoring patients to prevent or detect harmful side effects. Reflective of this change, schools and colleges of pharmacy now offer the doctor of pharmacy (Pharm. D.) degree as the only professional degree in pharmacy.

A Pharm. D. Degree requires at least two years of pre-professional study followed by at least four years of professional study. Consequently, a number of students obtain their bachelor's degree before matriculating into a Pharm D. program. Entry-level Pharm. D. admission is based upon completion of pre-pharmacy courses, quality of academic record, Pharmacy College Admission Test (PCAT) scores, letters of recommendation, résumé and a personal interview. The specific admission requirements for Pharm. D. programs differ markedly from one school to another and are generally more extensive and detailed than those of medical schools. It is important that the applicant consult the specific prerequisite courses required for the specific school of pharmacy.

The following guidelines should be kept in mind while planning an undergraduate curriculum of pre professional preparation: inorganic chemistry, 8-10 credit hours (CHM 112 and 211); or-

ganic chemistry, 8-10 credit hours (CHM 111 and 214); Biochemistry (CHM 422); biology, at least 8 credit hours including general biology (BIO 123) and one additional from Vertebrate Zoology (BIO 216), Genetics (BIO 219), or Botany (BIO 227); Microbiology (BIO 314); Anatomy and Physiology (BIO 211-312); general physics, 8-10 credit hours (PHY 131-152/172); Calculus, 4-5 credit hours (MTH 201); Statistics (MTH 120 or PSC 211); English; Micro-Economics, 3-4 credit hours (ECO 212); social science, 3 credit hours, sociology (SOC 110) or anthropology (ANT 110); behavioral science, 3 credit hours, (PSC 110); history, 2-3 courses; humanities, 6 credit hours; ethnic studies, 3 credit hours; and additional electives to satisfy the requirements of the particular pharmacy school.

Ripon College has a 3+3 affiliation with the Medical College of Wisconsin (MCW) School of Pharmacy. The program allows students to earn a bachelor's degree from Ripon College and a Pharm.D. from Medical College of Wisconsin in six years. Students may apply to this program in their first or second year at Ripon. Accepted students finish a major, the Catalyst Curriculum, and the prerequisite courses at Ripon by the end of their junior year and then start their pharmacy studies at MCW in their fourth year. Students must be enrolled full-time each semester at Ripon and earn a cumulative GPA of 3.0 in all courses taken at Ripon. The following prerequisite courses must be taken at Ripon with a grade of C or higher (B or higher for Composition and Public Speaking requirements): Two courses in General Biology (BIO 123, BIO 206, Bio 210, BIO 216, BIO 226, BIO 227, BIO 247, BIO 259, and BIO 314), two courses in Advanced Biology (BIO 211, BIO 219, BIO 266, BIO 300 (with approval from HPAC), BIO 305, BIO 312, BIO 327, BIO 329), three courses in

General Chemistry (CHM 112, CHM 211, CHM 422), 2 courses in Organic Chemistry (CHM 111, CHM 214), one course in Statistics (MTH 120 or PSC 211), one course in Calculus (MTH 201 or MTH 202), one course in composition (CTL 110), one course in Public Speaking (COM 115), and four courses in General Education (CTL 120, CTL 210, CTL 220, CTL 300). For more information, consult any member of the Health Professions Advisory Committee.

Physical Therapy and Corrective Therapy

The basis for certification as a physical therapist is the Doctor of Physical Therapy degree. Although there is no specific major required for entrance into a physical therapy program, the undergraduate major often is biology or exercise science.

The specific admission requirements vary considerably from school to school and are generally more extensive and detailed than those of medical schools. It is important that the applicant consult the specific prerequisite courses required for the specific school of physical therapy. Many admission requirements include a bachelor's degree from an accredited college or university; GRE; a minimum cumulative grade-point average, usually a 3.0; a minimum science grade-point average; successful completion of all prerequisite courses no later than the spring semester prior to summer admission; evidence of professional behavior required to participate effectively in a health care environment; and satisfactory completion of volunteer or paid patient care experience in two physical therapy settings under the supervision of a physical therapist, usually a minimum of 20 hours in each setting.

The following guidelines should be kept in mind while planning an undergraduate curriculum: biology, including

Molecules, Cells and Genes (BIO 123), animal biology, with lab (any zoology course); Human Anatomy and Physiology, with lab (BIO 211 and 312); a year sequence of chemistry, with lab (CHM 111 and 112); a year sequence of general physics, with lab (PHY 131-152/172); psychology, including general psychology (PSC 110) and human development (PSC 235 or 242); and Statistics (MTH 120 or PSC 211). In addition, the following courses are recommended by many schools and required by others: biomechanics, exercise physiology, neurosciences, physiological psychology, calculus, ethics, medical sociology, cultural diversity, counseling, public speaking, public health, English and technical writing, English composition, computer science and additional courses in the humanities and social sciences. Internships with physical therapists also are required (x99 courses across campus). Because most physical therapy programs require hands-on experience, students are encouraged to get involved in the athletic training program. Exercise Science 211, 361 and 362 also will prepare student's manual skills.

A baccalaureate degree with a major in exercise science is a prerequisite for admission to a training program in corrective therapy. Following graduation, the interested student enters a one-year training program at an approved institution where corrective therapy is available. There is a subsequent certification examination. For more information, consult any member of the Health Professions Advisory Committee.

Physician Assistant

Physician assistants are health professionals licensed to practice medicine with physician supervision. Within the physician/PA relationship, physician assistants exercise autonomy in medical decision-making and provide a broad

range of diagnostic and therapeutic services. For example, PAs are qualified to take medical histories, order laboratory tests, diagnose and treat illnesses, give medical advice, counsel patients, perform physical exams, assist in surgery, and set fractures.

The specific admission requirements for PA programs differ from one school to another, and it is important that the applicant obtain a catalog from the specific PA program where he or she plans to apply. Although no specific major is required, you should plan carefully to ensure that your education and employment experiences enhance your chances for admission. Most PA programs now are completely at the graduate level, and a baccalaureate degree is required. Further, significant direct patient contact experience is required prior to admission. Thus, it is a good idea to volunteer in a hospital, and to obtain EMT or CNA certification. Some schools also require the Allied Health Professional Admissions Test (AHPAT).

The following guidelines should be kept in mind while planning an undergraduate curriculum: Inorganic Chemistry (CHM 112), Organic Chemistry (CHM 111), Biochemistry (CHM 422), Molecules, Cells and Genes (BIO 123), Zoology (BIO 215 or 216), Microbiology (BIO 314), Human Anatomy and Physiology (BIO 211 and 312), General Psychology (PSC 110), and additional electives to satisfy the requirements of the particular physician assistant program.

Podiatry

Podiatric medicine is a branch of the medical sciences devoted to the study of human movement with the medical care of the foot and ankle as its primary focus. A doctor of podiatric medicine (DPM) specializes in the prevention, diagnosis and treatment of foot disorders, diseases and injuries. Although

schools of podiatric medicine specify three years of pre-professional education as a minimum requirement for admission, a baccalaureate degree is strongly recommended (more than 90 percent of entering students have a bachelor's degree). No specific undergraduate major is required. Most colleges of podiatric medicine require the Medical College Admission Test (MCAT). Podiatric colleges also assess the undergraduate transcript, grade-point average, letters of recommendation (one from the Health Professions Advisory Committee, two from science faculty, and one from a podiatric physician) and an interview.

The minimum semester credit hour requirements for all of the colleges of podiatric medicine include the following: biology, 8 credit hours (BIO 123 and an additional course); chemistry (general/inorganic), 8 credit hours (CHM 112 and 211); organic chemistry, 8 credit hours (CHM 111 and 214); physics, 8 credit hours (PHY 131, 152/172); English, 6 credit hours (CTL110 and an additional course). It is strongly recommended that the college curriculum also include three or more of the following courses: Anatomy and Physiology (BIO 211 and 312), Biochemistry (CHM 422), Genetics (BIO 219) and Microbiology (BIO 314). The latest a student may take the MCAT is in the spring of the year prior to fall admission.

Veterinary Medicine

Schools of veterinary medicine are some of the most selective of professional schools. They assess the undergraduate transcript and grade-point average, standardized examination (usually the MCAT or GRE taken in the spring of the junior year), animal contact and work experience with both large and small animals, veterinary medical experience, other preparatory experience, college degree earned, extracurricular activi-

ties, letters of recommendation and a personal interview.

The specific admission requirements vary considerably from school to school and are generally more extensive and detailed than those of medical schools. It is important that the applicant obtain a catalog from the specific school of veterinary medicine where he or she plans to apply. Although no specific major is required, you should plan carefully to ensure that your education and animal work experiences enhance your chances for admission.

Typical course requirements include: general and qualitative chemistry, 8-10 credit hours (CHM 112 and 211); organic chemistry, 8-10 credit hours (CHM 111 and 214); Biochemistry, 3-4 credit hours (CHM 422); general biology or zoology, 5-6 credit hours (BIO 123 and an additional course in animal biology, most likely BIO 216); Genetics or Animal Breeding, 3 credit hours (BIO 219); Microbiology, 3-4 credit hours (BIO 314); Physiology, 3-4 credit hours (BIO 211-312); general physics, 6-10 credit hours (PHY 131-152/172); Statistics (MTH 120 or PSC 211); English, 3-6 credit hours; social science or humanities, 6-10 credit hours; and additional electives to satisfy the requirements of the particular veterinary school. In addition, calculus (MTH 201) and courses in animal behavior and husbandry may be required.

Other Fields of Study

Engineering

A pre-engineering program will prepare students for further education in the field of engineering as they earn a bachelor's degree in a similar field. Students intending to become engineers may follow one of three plans. The first option is to complete a bachelor's degree at Ripon and then do advanced work leading to a master of science in engineering from a technical school. The second option is

to study three years at Ripon and three years at an engineering school; students following this plan receive a bachelor's degree from Ripon and a master's degree from a technical school. The third option is to study three years at Ripon and two years at an engineering school; students following this plan receive bachelor's degrees from both institutions.

Students in these programs need strong aptitudes in mathematics and science and should enroll in mathematics (MTH201) and physics (PHY131, PHY172) courses during their first semester of coursework at Ripon College. Students interested in pursuing the Dual Degree three-two option should contact the Physics Chair within their first year, to ensure they remain on track to meet the expectations for acceptance in these programs.

Students interested in combining studies in the biological and physical sciences for graduate studies leading to degrees in bioengineering or medical physics should consult any member of the Health Professions Advisory Committee.

Forestry and Environmental Studies

Students interested in forestry, environmental studies and resource management may complete their baccalaureate degree and then select a graduate program, usually for two years, leading to a master's degree. A major in environmental studies would be an appropriate course of study at Ripon College. Consult Professors Soren Hauge or Memuna Khan.

Government Service

Careers in military service, politics and public administration do not require a specific major or a specific set of courses. Students wishing to pursue a successful career in any of these fields must develop skills of logical analysis and argumentation and mastery of the

English language in writing and speech. Training in economics and in statistics and computer science is highly desirable; insight gained from the study of history, philosophy and politics is invaluable.

Students contemplating military or governmental service careers elect courses from economics, English, history, philosophy, and politics and government and usually major in one of these disciplines. Students wishing to pursue a career in national security and foreign policy also should consider the national security minor.

For more information consult Professor Henrik Schatzinger or the Office of Career and Professional Development.

Journalism

Interested students should elect a well-rounded group of courses with an emphasis on English, history, economics, communication, and politics and government. A self-designed major in journalism may be considered. When choosing a major, students should anticipate the probable area of journalistic specialization, such as science reporting or performing arts criticism. Practical journalistic experience may be obtained by working on the staff of the campus newspaper, radio station, yearbook, literary magazine, or office of marketing and communications. Experience also may be obtained at the local cable access channel in downtown Ripon. A semester or summer internship with a newspaper, radio station or television network is highly recommended.

A student who goes from Ripon into specialized training at a school of journalism may, by previous arrangement, qualify for a degree from Ripon and from the school of journalism provided that the student completes three years at Ripon, the Catalyst curriculum and a major.

Law

Admittance into post-graduate law school or legal administration programs requires a liberally educated student who can demonstrate a mastery of communication and analytical skills. No specific major or set of courses is required, however a strong background in logic either from the philosophical or mathematical discipline combined with writing courses in journalism, English or the social sciences will prove useful. The introductory law and constitutional law classes will provide an excellent test for a student's interest level. These preparatory classes as well as classes in a definite interest area such as politics, business, sociology or psychology will give the student the background needed for a successful legal career.

The interdisciplinary nature of the Ripon College program permits a student to prepare for the rigors of postgraduate law school or other schools of legal and court administration. In today's world of specialization, a successful candidate for a legal career must have the opportunity to explore the legal environment while developing that niche in environmental law, business law, criminal law, sports law, literary law, labor law or one of the more than 100 specialties practiced today. For more information, consult the pre-law advisor, Steven Sorenson.

Pre-Law Scholars Program

Students in the Pre-Law Scholars Program are permitted to apply for admission to Ripon College's 3+3 law school partners (Marquette University Law School, Mitchell Hamline School of Law) during their junior year. Students admitted to a 3+3 law school partner will complete their final undergraduate year as first-year law students. Students then will transfer their law school courses back to Ripon to complete their undergraduate degree. Admission to

the Pre-Law Scholars Program is limited to incoming first-year students with a minimum score of 26 on the ACT test and a cumulative GPA of 3.65 or higher. Enrolled students may apply to the program at any time if they have a cumulative GPA of 3.50 or higher at the end of their first or second year at Ripon College. Students with a GPA lower than 3.50 will be considered if other aspects of their Ripon College academic record show a demonstrated level of success.

Students in the Pre-law Scholars Program are eligible for admission to Ripon's 3+3 law school partners during their junior year if all of the following conditions are met:

- The student will successfully complete at least 96 credits of coursework by the end of the junior year.
- The student will successfully complete Ripon's Catalyst curriculum coursework by the end of the junior year.
- The student will successfully complete a major by the end of the junior year.
- The student has taken the Law School Admission Test (LSAT).
- The student has completed an application for admission to the law school(s), following the regular admission process.

Students in the Pre-law Scholars Program are neither guaranteed admittance into a 3+3 law school partner, nor required to apply during the junior year. Students may withdraw from the program at any time. Students who are not admitted to a 3+3 law school partner will be permitted to return to Ripon for their senior year to fulfill the remaining requirements for graduation. Letter grades from law school will not transfer to Ripon. Students who withdraw from a 3+3 law school partner without completing the first-year law requirements will be permitted to return to Ripon, without

the need to reapply, to complete the necessary credits to earn a baccalaureate degree. Other specific details may apply, based on the memoranda of understanding with the law schools; consult the Dean of Faculty's Office for details.

Military Leadership

The U.S. Army and Ripon College offer Army ROTC courses that can lead to a commission as a second lieutenant in the United States Army. Excellent opportunities, benefits and a variety of careers in the military service are available as a commissioned officer. Students also may apply for graduate study and professional studies such as law, medicine or dentistry prior to commissioning. Qualified cadets in the military science program may compete for ROTC scholarships which, in addition to a subsistence allowance, cover the full cost of tuition, books and fees. Consult the Department of Military Science for further information.

Ministry

The best preparation for special study at a divinity school or seminary is a well-balanced liberal arts education, with emphasis on English, philosophy, religion and social sciences. Public speaking also is important. Consult Associate Professor Paul Jeffries.

Social Work

A liberal education is excellent preparation for a career in social work because it gives broad exposure to problems that people and societies face and which social workers typically encounter. Students interested in social work may major in economics, history, philosophy, politics and government, psychology or sociology, or may plan a self-designed major. A master's in social work typically is required for a career in social work, so interested students should plan to pur-

sue a graduate degree after completing their bachelor of arts. Consult Professor Jacqueline Clark or Associate Professor Marc Eaton.

Teaching

Licensure: Under the supervision of Ripon's Department of Educational Studies, a student may earn teacher licensure in several subject areas. Ripon believes a good teacher meets the standards of professional preparation in education, possesses competency in the subject matter taught, understands the human needs that motivate individual behavior, and is sensitive to the forces and value systems that influence society. The College further believes that these qualities are best developed at the undergraduate level through a program of liberal and professional education. The professional coursework in education that Ripon offers is designed to prepare teachers for initial licensure. Their on-the-job experience, graduate study and professional development activities are the ingredients for continued development as good teachers.

Specialized Areas of Education: Ripon provides the prerequisite work for graduate study in most specialized areas in the field (e.g., reading, school counseling). Ripon's academic departments offer elective courses which provide background preparation for these specialized roles. Students interested in one of these specialized positions should seek the advice of education professors no later than the sophomore year.

Private Schools: Students with strong academic records, but lacking licensure, can be employed by private schools for elementary and secondary teaching. Courses in education strengthen such a teacher's qualifications, but students should be aware that many private schools hire licensed teachers.

College and University: A master's degree is the usual minimum for an initial ap-

pointment, and a terminal degree (such as the Ph.D.) often is required. A strong departmental major at Ripon qualifies the student for admission to an appropriate graduate school.

Consult with the chair of the Department of Educational Studies for more information.

Student Life

Residence Halls

Ripon College offers its instructional facilities within a total social and residential environment. Attending this institution is a complete living situation in which all may participate. For this reason, all full-time students, except those who are married, have children or are living with their immediate families within 30 miles of Ripon, are required to live in the College residence halls. In this way, Ripon College strives to be a true “community of scholars” in the best sense of those words.

There are eight residence halls on campus offering a variety of living options. Typically, first-year students are housed together within groups. First-year students who pledge fraternities and sororities continue to live in their halls until their sophomore year when they move into upper-class living areas.

Social Fraternities and Sororities

Four fraternities and three sororities are active at Ripon College; six are chapters of national organizations. Each group is housed in a facility owned and operated by Ripon College.

The fraternities and sororities are: Fraternities — Phi Delta Theta, Phi Kappa Pi (local), Sigma Chi, Theta Chi Sororities — Alpha Chi Omega, Alpha Delta Pi, Kappa Delta

Athletics for Men and Women

The Ripon College athletic program seeks to establish and maintain an environment in which athletic activities are conducted as an integral part of the student athletes’ educational experience. The program establishes and maintains the values of cultural diversity and gen-

der equity. Student athletes exhibit fairness, openness, honesty and sportsmanship in their relationship with officials, spectators and other student athletes. In both men’s and women’s athletics, Ripon is a member of the National Collegiate Athletic Association (NCAA) Division III and the Midwest Conference, an association of 10 colleges in Illinois, Iowa and Wisconsin: Beloit, Cornell, Grinnell, Illinois College, Knox, Lake Forest, Lawrence, Monmouth, Ripon and St. Norbert. The University of Chicago is an affiliate school against which Ripon competes in football and baseball. Macalester College is an affiliate school against which Ripon competes in football.

Men’s sports at Ripon: cross country, football, soccer in fall; basketball, swimming and diving, indoor track and field in winter; baseball, tennis and outdoor track and field in spring.

Women’s sports: cross country, soccer, tennis, volleyball in fall; basketball, swimming and diving, indoor track and field in winter; outdoor track and field, and softball in spring.

First-year students are eligible for participation in all varsity sports.

Organized intramural sports for both men and women are scheduled regularly. These include flag football, basketball, inner tube water polo, indoor soccer, bowling, volleyball, kickball, dodgeball, Mario Kart and ping pong.

Counseling Services

Counseling Services is located in Bartlett Hall. Confidential, no-cost personal counseling, consultation, educational programming and referral are available to all currently enrolled students. Licensed, master’s level therapists utilize a brief counseling model,

generally seeing students for six to eight sessions (or fewer) in a semester. Counseling and wellness-theme activities work to help students resolve emotional difficulties, learn effective coping skills, address the effects of trauma and improve overall functioning.

When personal and academic concerns intersect with one another, on-campus referrals may be made to Student Support Services, the Office of Career and Professional Development, the Office of the Registrar or a student's faculty advisor. Off-campus referrals may be made for more specialized or extensive assessment and treatment, with the fees for these services becoming the responsibility of the student.

Appointments for counseling may be scheduled by sending a request to rcounseling@ripon.edu. Students are responsible for the timely cancellation of appointments they do not plan to keep. Repeated failure to do so may result in the loss of access to services for the remainder of the semester. For more information, please see the Counseling Services webpage at <http://www.ripon.edu/counseling/>.

Student Support Services

The Student Support Services (SSS) program is a United States Department of Education funded TRIO program and provides a network of academic, personal and career support for many students on the Ripon College campus. Students use the program's services on an appointment or drop-in basis and receive guidance and information about transitions to college, study skills, financial literacy and direction toward college graduation. Information and workshops on financial literacy, professional documents, resumes and editing for graduate and professional school also are offered.

SSS coordinates a program for entering first-year, first-generation students prior

to the start of the beginning of the fall semester to assist students in making a smooth transition to college. Activities are designed to inform students about understanding important aspects of college life, what it takes to be a successful student and how establishing connections to other students, faculty and staff is critical to a successful college career.

Students meet and interact with the full-time professional Student Support Services staff to discuss the importance of using early and regular tutoring, meeting with their SSS peer contacts as first-year students and participating in a variety of off-campus cultural and educational programs including trips to Chicago, Milwaukee, Madison and Green Bay.

Over a 10 year period, 55 Ripon College SSS eligible, first-generation and/or underrepresented students were accepted to graduate school through the McNair Scholars graduate school preparation program. Many students are currently enrolled or graduated with their master's or Ph.D. degrees from high-profile institutions including UW-Madison, Duke, Colorado State, Nebraska, Illinois Institute of Technology, Rush University, UW-Milwaukee, Baylor University, Indiana University, Arizona State, UCLA, University of Washington, Texas A&M, Medical College and Graduate School of Milwaukee, University of Minnesota, Oregon, University of Illinois, Missouri, Wyoming, Washington State, Southern California, City University of New York, University of Iowa, Purdue University, Penn State, Notre Dame and Florida State. Student Support Services continues to guide students to graduate school as mandated by the United States Department of Education TRIO guidelines.

Students potentially qualify for the SSS program if they are citizens, a national or permanent resident of the United States, if neither parent graduated from

a four-year college or university (first generation), and/or are eligible under U.S. Department of Education guidelines for taxable household income and family size, or if students hold documentation of a physical or learning disability which may require educational accommodations. The program's goal is to increase the retention and graduation rates of our students by providing a supportive, welcoming, informational and challenging service environment on the campus. Phone: 920-748-8107.

Services For Students With Disabilities

Student Support Services supports individuals with documented physical or learning disabilities by providing a variety of services based on a reasonable, success-based model. Reasonable accommodations include, but are not limited to, note-taking assistance, extended test time, alternative test location (a quiet, distraction-free environment for testing), in addition to instruction and access to reading software (Kurzweil) and voice-to-text (Dragon Speak) support. Not all students require the same set of accommodations, and Student Support Services is highly motivated to support each student by determining and providing accommodations that will meet their needs. Additionally, students with disabilities are encouraged to meet with staff on a regular basis in a supportive "coaching" atmosphere to focus on success strategies and receive assistance with organization, study skills and self-advocacy.

Students with a diagnosed and documented disability should make an appointment to meet with Student Support Services at 920-748-8107 to determine eligibility and discuss needs.

Fine and Performing Arts

C.J. Rodman Center for the Arts is an excellent venue for concerts, live theatre and art gallery shows.

Concerts include performances by the Department of Music faculty and a Chamber Music at Ripon series that brings to campus distinguished soloists and small groups of musicians. College music ensembles include Choral Union, Chamber Singers, Jazz Ensemble, Symphonic Wind Ensemble and Orchestra. Students also perform in departmental recitals, and music majors present senior recitals. From time to time, students form chamber music groups to perform for special events on campus as well as in concert. Recent groups include a clarinet choir, a barbershop group, a brass quintet, a saxophone quartet and a flute trio. A student-run pep band provides another opportunity for instrumentalists, and the group performs at various sporting events and other activities during the year.

The Department of Theatre presents three main stage productions each year and a student-directed one-act play festival. Play titles span the centuries and genres from Greek tragedy, to Shakespeare, musical theatre and contemporary Pulitzer Prize-winning dramas and comedies. The department is active in the Kennedy Center American College Theatre Festival and has won several Certificates of Merit for associate productions. Each year, selected students enter the Regional Festival's competition in the various theatre arts.

The Department of Art and Art History presents art exhibitions every semester featuring works by professional artists and by students — both majors and non-majors. Artists of international, national and local reputation regularly exhibit their work and conduct workshops for students. Students have access to the College's permanent art collection,

displayed across the campus. Caestecker Sculpture Garden surrounds Rodman Center for the Arts.

The student programming board, Ripon Live, brings several guest musicians to campus each semester.

Caestecker Fine Arts Series

The Ripon College Caestecker Fine Arts Series brings well-known musical acts and art exhibits to the campus each academic year. Events are offered at no charge to Ripon College students because of the generosity of Ripon College Honorary Life Trustee Tom Caestecker.

Student Government

Within the framework of general College policy, student groups and officers are responsible for various areas of student life. Student Senate is the formal body for the consideration of issues relating to the governance of student life. Three students, chosen by the Senate, are authorized to attend and vote at faculty meetings, and students chosen by the Senate are members of many faculty and student committees. Other important student government bodies include the Judiciary Board, Interfraternity Council and Panhellenic Council.

Each fraternity and sorority has its own officers who are, among other responsibilities, responsible for adherence to College policies and to act as liaisons between the fraternity or sorority and the College administration.

Honorary Societies

In several fields of study, Ripon students and faculty have formed local societies or chapters of national honor societies. Ripon has had a chapter of Phi Beta Kappa (general liberal arts) since 1952. Others include: Alpha Psi Omega (theatre), Beta Beta Beta (biology), Eka Francian (chemistry), Iota Iota Iota

(Women's and Gender Studies), Lambda Alpha (anthropology), Lambda Pi Eta (communication), Laurel (local honorary society), Omicron Delta Epsilon (economics), Order of Omega (Greek leadership), Phi Epsilon Kappa (exercise science), Phi Sigma Iota (foreign languages), Pi Kappa Delta (forensics), Pi Lambda Theta (education), Pi Mu Epsilon (mathematics), Psi Chi (psychology), Sigma Pi Sigma (physics), and Sigma Tau Delta (English).

Lectures and Symposia

Each semester, special lectures and symposia are conducted by academic departments, student organizations and other groups. Eminent authorities on contemporary and perennial issues speak on campus as guest professors, as part of programs sponsored by student organizations, as part of the Phi Beta Kappa program, and at Commencement. Faculty members, students, administrators and local citizens exchange information and opinions through such forums as the Center for Politics and the People.

Student Media

College Days, the campus newspaper, appears every three weeks; WRPN-FM, the campus radio station, streams daily; and *Parallax*, a literary magazine, is published every spring. Students have the opportunity to select and plan entertainment on campus by becoming involved in the College's programming board, Ripon Live.

Religion

Ripon is historically rooted in the Judeo-Christian tradition, although it has been nonsectarian since 1868. The numerous local churches welcome students. Campus Christian Fellowship is active on campus and open to all individuals interested in Christian fellow-

ship. There is a synagogue in Oshkosh (20 miles from Ripon) and a mosque in Neenah (40 miles from Ripon). An interfaith chapel is open 24 hours a day for those of all faiths to use for meditation or personal prayer at First Congregational Church next to East Hall on Ransom Street. A campus entrance to the chapel is located just north of East Hall. Zen Buddhist-style meditation sittings are held in the chapel on most Sunday afternoons during each semester.

Special Interests

Students who share special interests are encouraged to organize, voice opinions, espouse particular courses of action or simply share their interests. Examples of such groups are the Black Student Union, Campus Christian Fellowship, Circle K, Ripon College Feminists, La Unida, Queer Straight Alliance, Cultural Diversity Club and EGOR (Environmental Group at Ripon).

Student Personnel Services and Advising

The very nature of an institution such as Ripon College makes possible a variety of informal and unstructured opportunities for obtaining advice and counsel. In addition, more formal channels exist through the Office of the Dean of Students, College counselors and the system of faculty academic advisors.

Faculty Advisors

(See Academic Advising section of this Catalog.)

Health Services

Medical care is provided Monday through Friday when classes are in session. Students may see the nurse practitioner for evaluation and treatment or the student may seek care with a physician of their own choice. Assistance is

provided in making appointments with area physicians and the local hospital is utilized in an emergency situation. Referrals are coordinated with other community resources as well.

Health Services is a confidential environment dedicated to assisting students in their acquisition of knowledge, skills and behaviors necessary to recover, build and maintain health. Medical care provided includes nursing evaluation, available medications, available laboratory tests, and health education and information. Health Services is active in assessing and responding to public health needs of the campus community and promoting healthy life choices.

Orientation Committee

Each summer, fall, and winter, new Ripon College students are welcomed by the Orientation Committee. The Committee comprises upperclass students who facilitate activities designed to ease the transition of new students into the Ripon College community and provide them with the tools to be successful.

Center for Career and Professional Development

College Career and Professional Development provides students with curriculum-focused individualized career readiness support through innovative hands-on opportunities that measurably prepare students for life after Ripon. Students encounter a proactive approach to career and professional development through a variety of innovative programs, curricula and events in which they practice using their skills, resources and liberal arts education to develop a strong story focused on career and/or post-graduate education goals and experiences. We focus on four impact areas:

- **Curriculum Integration:** We provide curriculum-based sessions

throughout a student's four years enhanced with classroom workshops and activities. Staff visit Catalyst classes and work closely with senior seminar courses to prepare students to be career-ready for life.

- **Co-Curricular Experience:** We provide opportunities that enhance a student's discovery and participation in career-building skills development including one on one personal assistance. The Career Center hosts a variety of learning opportunities including: What the Fork? dining etiquette dinner, guest speakers, Career Treks, Employer and Graduate School Spotlights, Lunch 'n Learns, and the annual WorkForce Career, Graduate School and Internship Fair. Students have access to our online career pathway tool and job posting center as well as specialized content as they progress through their four years at Ripon.
- **Extra-Curricular Support:** We provide activities and opportunities that supplement students' career discovery through a variety of on- and off-campus adventures including career networking opportunities, testing support, conferences, professional development, graduate school application and interview support, and on-campus employer recruitment and interviews.
- **Outcomes Measurement:** We provide accurate and thorough data and outcomes-related results that demonstrate both satisfaction and success. This data is driven by our aggressive goals to assist each student in being career-ready by graduation. We belong to the National Association of Colleges and Employers, National Career Development Association and the Wisconsin Independent and Private Colleges Career Consortium and follow best

practices based on industry-leading research.

For more information or to see more of what we do, visit www.ripon.edu/careercenter

Office of Constituent Engagement

Constituent Engagement initiatives and programs are designed to engage, educate, support and connect Ripon College alumni, parents, students and friends through a variety of experiences while improving the constituent's desire to give back to our College. Events are often social in nature but maintain the goal of connecting Ripon's many constituencies with each other based on geography, interests, careers, experiences, etc. Strong constituent engagement, communication and education are the first steps in creating a connection to Ripon College that will further develop a strong sense of tradition and deep-rooted bonds that ultimately will advance the College through volunteerism, event attendance and financial support.

Programs that focus on student-alumni connections have been developed in collaboration between the Alumni Association Board of Directors and Cetner for Career and Professional Development are the Career Discovery Tour; annual class events including: Senior Class VIP and Cap and Gown Parties, Junior Class Etiquette Night and the Sophomore Class Endless Connections program; and Family Weekend.

Programs that focus on alumni and parent connections include Family Weekend, Regional Events and Alumni Weekend. The Office of Constituent Engagement also is responsible for coordinating Commencement annually, as well as overseeing donor engagement events for athletics and the arts.

The Office of Constituent Engagement is located on the 3rd floor of Smith Hall

and can be reached at alumni@ripon.edu or 920-748-8126.

Designated Smoking Area

Policy

Ripon College's nonsmoking policy is designed to conform to Wisconsin's Clean Indoor Air Act 211, enacted April 18, 1984. Smoking is prohibited within 15 feet of all Ripon College campus buildings.

The College is concerned for the rights and interests of all its employees, students and campus visitors, whether they are smokers or nonsmokers.

Awards and Honors

Every year, the College holds an Awards Convocation to recognize outstanding merit and achievement among students, staff and faculty members. The College, various academic departments, campus organizations, and outside sources also present awards to Ripon undergraduates, faculty and staff members. Below is a list of awards presented on a regular basis.

Achievement Award in Anthropology:
to the outstanding senior in anthropology.

Achievement Award in Sociology: *to the outstanding student in sociology.*

Achievement Award in Art and Art History: *to the student who has shown superior enthusiasm and creativity in the Department of Art and Art History.*

Achievement Award in Biology: *to the student who has demonstrated the highest degree of excellence and initiative in the biological sciences.*

Dr. Charles Nichols Award: *to a student with a special interest in botany. It is awarded in memory of Dr. Charles Nichols, professor emeritus of biology.*

Milton H. Westhagen Award in Economics: *to the student who has exhibited outstanding achievement and interest in economics. Named for the late Milton H. Westhagen, chair of Ripon's economics department from 1948-72.*

Senior Business Management Prize: *to the outstanding senior in business management.*

Achievement Award in Finance: *to a student who has done outstanding work in the finance major.*

Guy and Maude Russell 1911/1917 Chemistry Award: *to the student majoring in chemistry who best*

combines the qualities of scholarship, leadership and service to fellow students.

Achievement Award in Chemistry-Biology: *to a student who has done outstanding work in the chemistry-biology major.*

Achievement Award in Communication: *to the student who has done outstanding work in communication.*

Achievement Award in Educational Studies: *to the student who has done outstanding work in educational studies.*

Lucy Smith Morris Shakespeare Prize: *awarded for outstanding work in the study of Shakespeare. Lucy Smith Morris, founder and first president of the Wisconsin Federation of Women's Clubs, was an authority on Shakespearean drama, writing a study pamphlet on the subject that became a guide to other study clubs and later college classes.*

Ethel Lyon 1912 Graduate Scholarship in English: *a graduate award, the sum of which is to apply toward tuition to the graduate school of the recipient's choice; established in memory of Ethel Lyon.*

Pierre Guet Prize in English: *to a senior English major intending to go into graduate work.*

Achievement Award in Environmental Studies: *to a student who has done outstanding work in environmental studies.*

Achievement Award in Exercise Science: *to a student who has done outstanding work in exercise science.*

Achievement Award in Spanish: *to the student who exhibits the most outstanding work in Spanish.*

Achievement Award in History: to a student in history for distinction in the work of the history major.

Edwin W. Webster 1919 Endowed Scholarship in History: to a sophomore or junior majoring in history. This award is given in memory of Professor Edwin Webster who returned to his alma mater to teach history and classics during a career spanning from 1921 to 1962.

Achievement Award in Mathematics: to the student doing the most outstanding work in mathematics.

Ripon College Mathematics and Computer Science Award: recognizes student achievement by giving an award to a first-, second- or third-year student majoring in mathematics.

Harry A. Cody Jr. 1933 Memorial Award in Military Science: to an ROTC cadet in the junior year who is a student in good standing, loyal to the College, of high moral character, and possesses demonstrated officership qualities. The award is given in memory of ROTC alumnus Harry A. Cody Jr.

“Sarge” Peters Award: to a deserving first-year student with a demonstrated level of academic performance and a desire to continue at Ripon and in ROTC. This award is in memory of Master Sergeant Arthur Peters who served 54 years in the U.S. Army, with the last 24 years (from 1920-44) at Ripon College.

Bruce Martz Endowed Music Award: to a sophomore or junior who is studying and has a true love for music. This award is intended to help students pursue their interests in an area of music.

Lucile Mosling Grams Music Scholarship: to a junior majoring or minoring in music who has a demonstrated interest in one or more areas

of the musical arts. This award is given in memory of Beverly Thomann, a very special member of the Ripon community and of the College family. As an author, educator, student and volunteer, she was always giving help to others. The Ripon community is truly privileged to have enjoyed her warmth for 29 years.

Donald Bruening 1962 Prize in Philosophy: to a senior possessing notable interest and ability in philosophy; given in honor of Donald Bruening.

Achievement Award in Physical Science: awarded to recognize a student doing the most outstanding work in the physical science major.

William Harley Barber Award: in recognition of outstanding achievement by a student in the physics department. This award is in memory of Dr. Barber's years of service as a professor of physics from 1906-1946. He also served as dean of the College from January 1915 to June 1924.

Achievement Award in Political Science: for outstanding work in politics and government.

Achievement Award in Psychobiology: to a student doing the most outstanding work in the psychobiology major.

Achievement Award in Psychology: to the outstanding senior psychology major.

Theatre Achievement Award: awarded for excellence in some area of theatre.

Samuel N. Pickard Award: to the members of the upperclass who have made the most significant contribution to Ripon College through scholarship, athletic achievement and personal character. Pickard served as a Trustee of the College from 1932-73.

John Storzer Graduate Study Scholarship: The John Storzer Graduate Study Scholarship is

awarded annually to the Ripon College senior majoring or minoring in Exercise Science with the highest cumulative grade point average. This Award was established in 1974 by alumni, friends and family of John Storzer to commemorate the seventeen years he served the students of Ripon College as a coach, teacher and athletic director.

Jeff A. Thompson, Class of 1987,
Award: to a junior who, while maintaining satisfactory academic progress, has demonstrated enthusiasm, determination, perseverance and unselfishness at Ripon College. This award is given in memory of Jeff A. Thompson.

The Peter A. Mattiacci '58 Award:
 presented annually to a physical education student as the student embarks on completing the required 14 credits of student teaching and the student-teaching seminar. The award recognizes the student teacher who has demonstrated high academic achievement, promoted a lifestyle of health and wellness and who has made positive contributions to the College community and/or the Ripon community.

David L. Harris Memorial Award:
 given by Student Senate to the student who has contributed most to the betterment of the College community through clubs and organizations within Ripon College. Given in memory of David L. Harris, dean of men and professor of psychology from 1954 to 1986.

American Association of University Women Awards: The Webster family established two American Association of University Women Awards (AAUW) to express appreciation for outstanding service by junior and senior women. Criteria are: good academic achievement and

service to the College, to the Ripon community and to humankind. These awards were established in 1987 as a lasting tribute to Mary Eva Webster, the wife of Edwin W. Webster, class of 1919 and professor of history at Ripon College from 1921 to 1962. Mrs. Webster not only supported her husband's activities but also was a significant contributor to the College through her work with the AAUW, the Ripon College Women's Club and other volunteer work. Students were welcomed into the Websters' home and given the support, comfort and, sometimes, the admonitions which helped them to become better students and better people.

Alumni Association Senior Award:
 to members of the senior class who have, through leadership, enthusiasm, involvement and personal achievement, contributed to the betterment of campus life at Ripon College.

Class of 1991 Award: to a junior who has maintained an excellent academic record while contributing significantly to Ripon College's extracurricular life. The recipient must be a conscientious student, create a positive image as a member of the community, and personify Ripon College's emphasis on the well-rounded experience of a liberal arts education. The award is made available by an anonymous member of the class of 1991.

Deans' Award: to an outstanding senior chosen for scholarship, leadership, character and service to the College.

Clifford Crump, Phi Beta Kappa Award: to a sophomore and a junior chosen by the Ripon chapter of Phi Beta Kappa on the basis of academic attainment, breadth of cultural interests, evidence of intellectual interest outside the classroom, and service to

the community; established in honor of Clifford Crump, former chairman of Ripon's mathematics department from 1937-58.

Franzen Center for Academic

Success Outstanding Tutor Award: to the student tutor who exhibits a high degree of dedication for helping others in an academic area, who has a professional approach in working with the Franzen Center staff, and who has collaborated with faculty to help students succeed.

Student Organization Leadership

Award: to student organizations whose members have exemplified outstanding service to the campus and community.

Student Leadership Award: to student leaders exhibiting dependability, dedication, service to campus and outstanding leadership qualities.

Erroll B. Davis Minority Achievement

Award: to an outstanding minority student who is within 12 months of graduation who has studied business administration/business-related discipline or engineering. The award was created by Alliant Energy Foundation in honor of Erroll B. Davis Jr. and his years of leadership and service to the utility industry.

Faculty/Staff Mentor Award: presented by the Office of Student Activities and Orientation to individuals who promote in- and out-of-classroom learning experiences.

Senior Class Award: awarded by members of the senior class, the award recognizes an outstanding faculty member who best exhibits a commitment to helping students realize their full potential by challenging them in and out of the classroom.

Presidential Staff Award for General Excellence: awarded to a staff member in recognition of their outstanding job performance and service to Ripon College.

May Bumby Severy 1908 Awards: awarded to faculty members in recognition of their excellence in undergraduate teaching.

James Underkofler Award for Excellence in Undergraduate Teaching: to a faculty member for outstanding performance and excellence in undergraduate teaching. Given in honor of James Underkofler and his 48 years of service to Wisconsin Power & Light and the utility industry.

Expenses

Comprehensive Fee

The Ripon College comprehensive fee covers tuition, housing, food, student activities and admission to most campus events. Students are entitled to medical services at the Student Health Center and admission to all athletic events, plays, guest lectures and convocations. Part of each student's comprehensive fee is allotted to Student Senate for apportionment

among various student activities, such as the newspaper, the literary magazine and social events. Expenses not covered by the comprehensive fee include books, personal expenses, charges for special field trips, certain departmental supplies and fees and certain music lessons.

Students who are not required to live on campus will not be charged for room and board and aid may be adjusted.

Tuition and Fees, 2023-2024		
	Resident (on campus)	Non-Resident (off campus)
Tuition**	\$ 50,400	\$ 50,400
Housing*	\$ 4,930	\$ ----
(average cost	\$ 5,115	\$ 1,818)
Food	\$ 5,260	\$ ----
(average cost	\$ 5,904	\$ 1,332)
Activities Fee	\$ 300	\$ 300
<hr/>		
Comprehensive Fee	\$ 60,890	\$ 50,700
**Tuition Rate for 12-20 credits *Standard double room rate.		
Indirect Costs Include:		
Books and Supplies	\$ 750	\$ 750
Personal Expenses	\$ 500	\$ 500
Transportation	\$ 1,100	\$ 1,100
Loan Fees	\$ 300	\$ 300
Total Indirect Cost	\$ 2,650	\$ 2,650

Graduate Tuition and Fees, Summer 2024		
	Resident (on campus)	Non-Resident (off campus)
Tuition**	\$ 8,325	\$ 8,325
Housing*	\$ 750	\$ ----
Food	\$ ----	\$ ----
Activities Fee	\$ 100	\$ 100
<hr/>		
Comprehensive Fee	\$ 9,175	\$ 8,425
**Tuition Rate for 9 credits, non- GA/AA *Standard Apt rate.		
GA/AA tuition rate = \$5,828 for 9 credits, full time status summer 2024		

Special Fees and Expenses

- Students are charged \$260 per semester for a half-hour weekly music lesson (normally 12 lessons per semester). No refunds can be made after the fourth week of instruction which is generally the fifth week of classes. There is no charge for music majors and minors.
- The charge for students taking fewer than 12 credits is \$1,400 per credit. For auditing only, the charge is \$100 per credit for those not paying full tuition.
- A special program for senior citizens of the Ripon community enables them to audit courses for \$10 per course. Details are available in the Office of the Registrar.
- Additional tuition, housing and other costs apply to the *In Focus* program. For further details, contact the program advisor.
- The College does not insure the personal belongings of its students and recommends that parents or students provide for this coverage through their homeowner's insurance or by purchasing a renter's theft/fire/accident damage policy.
- Other expenses include books and supplies, and incidental personal expenses (laundry, toiletries, recreation).

Overload Fee Policy

Students who are degree and non-degree seeking and are registered for more than 20 credits in an academic term will be charged additional tuition for each additional credit. The fee charged for the academic year 2023-24 is \$1,400 per credit.

Tuition is charged for courses in which the student is registered after the no-asterisk add/drop date, regardless of final grade. The following credits do not count against the 20 credit limit: music

lessons, music ensembles, theater productions. Exceptions are considered by the Office of the Dean of Faculty. Failure to successfully complete and earn credit for all registered courses will not cancel or modify any overload fees that have been assessed.

Undergraduate and Non-Degree Full Time Tuition Fees 2023–24

- Tuition Full Time 12-20 credits \$50,400
- Overload fee (per credit hour exceeding 20 credits fall and spring terms) \$ 1,400

Optional Health Insurance

Ripon College offers an optional ACA-compliant health insurance plan administered by WPS Health Insurance for students who do not have individual or family medical coverage. Two plans are available, differing in deductible/coverage and premium amounts. Both plans cover injuries due to participation in intercollegiate and intramural sports. Participation in intercollegiate athletics requires that students first provide proof of coverage and sign a waiver which indicates that the coverage is in effect. International students studying at Ripon College must provide proof of adequate insurance coverage for the duration of their stay in the United States. Proof must be submitted prior to arrival in the U.S. Information about insurance coverage options is available on the Ripon College website.

Schedule of Payments

One-half of the comprehensive fee is payable at the beginning of each semester (Aug. 15 and Jan. 15, respectively). A late fee will be charged for any account not paid by the due date. Failure to resolve a student account balance may result in financial dismissal from Ripon College.

Education Payment Options For Students and Families

The Interest-Free Monthly Payment

Option: The Interest-Free Monthly Payment Option enables families to spread all or part of their expenses over equal monthly payments. By eliminating the lump sum payment due at the start of each term, this option provides participants with more time to pay education expenses and is completely free of interest charges. Available to all students and families, the only cost for participation is a small enrollment fee each semester.

Additional information for this program is available on the my.Ripon portal under the Students tab.

Overpayments

Credit balances due to overpayments or payments made by wire transfer will remain on the student billing account for future charges or returned to the sending institution. Ripon College will not act as an intermediary for transference of funds through the credit balance refund process.

Ripon College Refund Policy Complete Withdrawal – Official Process

Ripon College's refund policy directly reflects federal regulation and applies to all students whether or not they are receiving federal financial aid. Students who withdraw from Ripon College up through the 60% point in time in the semester will be eligible for financial aid (federal, state and/or institutional) in an amount equal to the percentage of the semester completed ("earned amount"). The remainder of their financial aid ("un-earned amount") will be returned to the appropriate funding source (excluding Federal or College Work-Study earnings). Students are responsible for returning un-earned federal assistance, less the amount returned by the school. (See "**Return of**

Title IV Funds" policy below.)

Students who withdraw after the 60% point in time in the semester will be considered to have "earned" all of their financial aid for that term. No funds will be returned to the funding source.

Students withdrawing from the College for any reason are liable for a \$100 withdrawal fee plus payment of a percentage of the comprehensive fee (tuition, fees, and room and board) for the semester. The percentage of comprehensive fee charged corresponds to the percentage of the semester completed. For example, a student who withdraws at the midpoint of the semester would receive a 50% reduction of the comprehensive fee. After the 60% point of the semester is reached, no reduction of the comprehensive fee is provided.

Students or parents who feel that individual circumstances warrant exception to the above policy should appeal in writing to the Dean of Students, 300 Seward Street, PO Box 248, Ripon, WI 54971. Refund examples are available upon request from the Office of Financial Aid.

All withdrawing students need to complete the Withdrawal/Check-Out Form available from the Office of the Dean of Students. Completion of this form will ensure that students follow all withdrawal procedures. Withdrawal procedures include residence hall room inspection by the hall director or resident assistant for resident students and return of all campus keys.

The completed Withdrawal/Check-Out Form must be returned to the Office of the Dean of Students along with the student's Ripon College identification card.

Partial Withdrawal

Students who withdraw from classes during the semester but remained enrolled for at least one credit will not receive a refund, and financial aid for the semester will not be adjusted.

Unofficial Withdrawal

Students who stop attending all classes for at least two weeks will be administratively involuntarily withdrawn from classes. The determination that the student has stopped attending classes will be made by the Associate Dean of Faculty and Registrar after checking with all of the student's instructors. A determination of the last day of attendance also will be made. If no definitive date can be determined, the midpoint of the semester will be used.

The Associate Dean of Faculty and Registrar will review all students who receive a final semester grade-point average (GPA) of 0.00 to determine if the 0.00 was due to actual failure of the class (an earned "F") or due to non-attendance (an unearned "F"). If all classes were failed due to non-attendance, the student will be administratively involuntarily withdrawn from classes after a determination of last day of attendance has been made. If no definitive date can be determined, the midpoint of the semester will be used.

In either situation above, a "Return of Title IV Funds" calculation will be performed by the Office of Financial Aid.

Ripon College Return of Title IV Funds Policy (R2T4)

A student may find it necessary to withdraw from all classes during a semester. The student may be eligible to receive a refund of tuition and course fees depending upon the date of the withdrawal. If circumstances cause a student to withdraw from all classes, they are encouraged to contact their academic advisor so their decision will be based on a clear understanding of the consequences of withdrawing from all classes.

When it is determined that a student is withdrawing from school either through the "official process" by sub-

mitting the appropriate documents or through the "unofficial process" (see "Ripon College Refund Policy" above), the last day of attendance is determined by the date the paperwork is submitted or as determined by the Associate Dean of Faculty and Registrar for the "unofficial process."

Determining Aid Earned

If a student withdraws from Ripon College, the school, the student or both may be required to return some or all of the federal funds awarded to the student for that semester. The federal government requires a return of Title IV federal aid that was received if the student withdraws on or before completing 60% of the semester. Federal funds, for the purposes of this federal regulation, include Pell Grant, Supplemental Educational Opportunity Grant, Federal Direct Loans Subsidized and Unsubsidized, Federal Perkins Loans and Federal Direct Parent PLUS Loans. The formula used in this federal "return of funds" calculation divides the aid received into earned aid and unearned aid.

A student "earns" financial aid in proportion to the time s/he is enrolled up to the 60% point. The percentage of federal aid to be returned (unearned aid) is equal to the number of calendar days remaining in the semester when the withdrawal takes place divided by the total number of calendar days in the semester. Scheduled breaks of five or more consecutive days are excluded from the number of calendar days in the calculation. If a student was enrolled for 20% of the semester before completely withdrawing, 80% of federal financial aid must be returned to the aid programs. If a student stays through 50% of the semester, 50% of federal financial aid must be returned.

For a student who withdraws after the 60% point in time, there is no unearned

aid. However, a school still must complete a R2T4 calculation to determine whether the student is eligible for a post-withdrawal disbursement.

In compliance with federal regulations, the financial aid office will perform the calculation within 30 days of the student's withdrawal and funds will be returned to the appropriate federal aid program within 45 days of the withdrawal date. An evaluation will be done to determine if aid was eligible to be disbursed but had not disbursed as of the withdrawal date. If the student meets the federal criteria for a post-withdrawal disbursement, the student will be notified of their eligibility within 30 days of determining the student's date of withdrawal. If the eligibility is for a grant disbursement, the funds will be disbursed within 45 days of determining the student's date of withdrawal. If the eligibility is for a loan, the student will be notified in the same time frame but they also must reply also to the Office of Financial Aid if they wish to accept the post-withdrawal loan obligation. A post-withdrawal disbursement of any funds would first be used toward any outstanding charges before any funds are returned to you.

Return of Title IV Federal Financial Aid

After the amount of unearned federal aid is calculated, the Ripon College repayment responsibility is the lesser of that amount or the amount of unearned institutional charges. The school satisfies its responsibility by repaying funds in the student's package in the following order:

- Federal Direct Loan Unsubsidized
- Federal Direct Loan Subsidized
- Federal Perkins Loan
- Federal Direct PLUS Loan
- Federal Pell Grant
- FSEOG
- Other Title IV Grant Funds

Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution and/or the U.S. Department of Education. A letter will be sent to the student's legal home address within 30 days notifying the student if Title IV funds are required to be returned by them and how to do so. If a student fails to repay grant funds, s/he may be ineligible for future federal financial aid.

Honorary Degree Recipients

and Commencement Themes

- | | | | |
|------|---|------|--|
| 1881 | Daniel Merriman, D.D. | 1921 | H. A. Miner, D.D.; Jesse Fox Taintor '73, D.D. |
| 1882 | George H. Ide, D.D. | 1922 | Howell Davies '04, D.D. |
| 1885 | Henry A. Stimson, D.D. | 1923 | William E. Gilroy, D.D. |
| 1886 | George W. Andrews, D.D. | 1925 | Pearse Pinch '75, D.D. |
| 1887 | Burdett Hart, D.D. | 1926 | Robbins Wolcott Barstow, D.D.; Henry Merritt Wriston, LL.D. |
| 1888 | Ezra Brainerd, LL.D. | 1929 | Amelita Galli-Curci, Mus.D.; Harry Roberts Miles, D.D.; Leonard Albert Parr, D.D. |
| 1889 | Rev. J. Edwards, D.D. | 1934 | Ella Hoes Neville, Litt.D. |
| 1890 | Brainerd Kellogg, D.D. | 1935 | Ralph B. Hindman, D.D.; H. Gordon Selfridge, L.H.D.; H. Augustine Smith, Litt.D.; John Rogers Thomas '01, D.D. |
| 1892 | Moritz Ernest Evers '71, D.D. | 1936 | Francis Neilson, Litt.D. |
| 1893 | George R. Merrill, D.D. | 1937 | Thomas Nichols Barrows, LL.D.; Herbert Elijah Hyde, Mus.D. |
| 1894 | Walter Eugene Howard, LL.D. | 1938 | George C. Sellery |
| 1895 | William Sylvester Holt '70, D.D.; Joseph Roberts, D.D. | 1939 | Charles Joseph Anderson, LL.D. |
| 1896 | John L. Atkinson, D.D.; David Robert Davies '95, D.D. | 1940 | Edward Jerome Roberts '80, Sc.D.; Spencer Tracy '24, A.S.D. |
| 1897 | Samuel T. Kidder, D.D.; John Roberts, D.D. | 1941 | J. Lyle McCorison '23, D.D. |
| 1898 | W. O. Carrier, D.D.; Frank N. White '78, D.D. | 1942 | Conrad Arnold Elvehjem, Sc.D. |
| 1899 | Robert T. Roberts '79, D.D. | 1943 | Silas Evans '98, L.H.D. |
| 1900 | A. M. Hyde, D.D.; Frank Knight Sanders '82, D.D. | 1944 | Carter Davidson, LL.D. |
| 1902 | Stephen B. L. Penrose, D.D.; Henry Thorne Sell, D.D. | 1945 | Gordon Keith Chalmers, L.H.D.; Carey Croneis, Sc.D.; Norman Coke-Jephcott, Mus.D. |
| 1904 | Alberoni Kidder, D.D.; Ernest W. Shurtleff, D.D. | 1946 | John V. Butler Jr., D.D.; Sir Francis Evans, D.C.L.; James Scott Kemper, LL.D.; John Clarke Slater, Sc.D.; Edward N. West, D.D. |
| 1905 | Thomas Johns, D.D. (in absentia from Wales) | 1947 | John Nicholas Brown, LL.D.; J. Clark Graham, L.H.D.; Clarence J. Rodman '13, Sc.D. |
| 1909 | H. G. Pillsbury, D.D. | 1948 | Edward L. Ryerson, D.C.L.; John Charles Schroeder, S.T.D.; Franklyn Bliss Snyder, D.C.L. |
| 1911 | John C. Jones, D.D.; Kossuth Kent Kennan '75, LL.D.; James Armstrong Blanchard '71, LL.D. | 1949 | Pierre Bedard, LL.D.; Weimer K. Hicks, LL.D.; Meyer Kestnbaum, LL.D.; Howard Roelofs, L.H.D.; Rt. Rev. & Rt. Hon. J. W. C. Wand, Litt.D. |
| 1913 | John Johns, D.D.; Arthur Eastman Leonard '91, D.D.; William Barrett Millard '91, D.D. | | |
| 1915 | Lewis H. Keller, D.D.; Frederick Locratius Selden '94, D.D.; Joseph Daniel Brownell '09, D.D.; William E. Evans, D.D. | | |
| 1919 | Theodore Rush Faville, D.D.; Herbert Pierrepont Houghton, LL.D.; John W. Wilson, D.D.; Conrad Vandervelde '04, D.D. | | |

- 1950 John H. Dillon '27, Sc.D.; Ernest P. Hahne, LL.D.; Herbert V. Prochnow, LL.D.; John Wild, L.H.D.
- 1951 Walter Rowe Courtenay, S.T.D.; June Harriet Davies '01, L.H.D.; James E. Dunlap '01, L.H.D.; Arthur G. Hayden '02, Sc.D.; William Frederick Meggers '10, Sc. D.; Carl P. Russell '16, LL.D.; Hon. Robert A. Taft, D.C.L.
- Nov. (America's Town Meeting): Guy E. Snavelly, LL.D.; William G. Pollard, Sc.D.; Gen. Leslie G. Groves, Sc.D.; Norman Cousins, LL.D.; Crane C. Brinton, D.H.L.; Theodore M. Greene, D.H.L.
- 1952 Louis L. Mann, Litt.D.; Ruth de Young Kohler, LL.D.; John Heuss, D.H.L.
- Oct. Right Rev. George Armitage Chase, S.T.D.
- 1953 Joseph Warren Barker, Sc.D.; Harold Augustus Bosley, S.T.D.; Gertrude Elizabeth Smith, D.H.L.
- 1954 Walter J. Kohler, D.C.L.; Thomas Matthew, D.Mus.; Elton Trueblood, S.T.D.; James G. McManaway, Lit.D.
- Spring Convocation 4/8 Douglas M. Knight, L.L. D.
- 1955 Brig. Gen. Carlos P. Romulo, LL.D.; Catherine B. Cleary, LL.D.; John B. Thompson, S.T.D.
- 1956 Edward L. R. Elson, S.T.D.; Rueben G. Gustavson, Sc.D.; John C. Strange, Sc.D.
- 1957 Theme: "Liberal Arts" Franklin Cole, S.T.D.; Henning Webb Prentis Jr., LL.D.
- 1958 Theme: "Science: The Top Scientist of Tomorrow is the Student in Liberal Arts Today" Harry K. Zeller Jr., S.T.D.; Walter Orr Roberts, Sc.D.; Lucy W. Pickett, Sc.D.; Frank Condie Baxter, Litt.D.; William Harley Barber, Sc.D.
- 1959 Theme: "Change" Frances Diebold, Sc.D.; Robert Hanna Flelix, M.D., LL.D.; A. Ervine Swift, S.T.D.; Alexander Wetmore, Sc.D.
- 1960 Theme: "The Arts in Wisconsin" Henry Burrans Graham, S.T.D.; James Johnson Sweeney, D.F.A.; Frederic March, D.F.A.; Aaron Bohrod, D.F.A.; Arthur Fiedler, D.F.A.
- 1961 Theme: "The American Civil War" Raymond Massey, D.F.A.; MacKinlay Kantor, Litt.D.; Jerald C. Brauer, S.T.D.; Clifford Dowdey, Litt.D.; Bruce Catton, D.H.L.
- 1962 Theme: "Social Science" Ernest C. Colwell, S.T.D.; Helen Merrell Lynd, Litt.D.; Robert S. Lynd, Litt.D.; Hans J. Morgenthau, LL.D.; Paul A. Samuelson, Litt.D.; B. F. Skinner, Litt.D.
- 1963 Theme: "Education" Frank L. Boyden, LL.D.; Robert I. Gannon, S.J., S.T.D.; Calvin E. Gross, LL.D.; Paul D. Woodring, Litt.D.
- 1964 Theme: "Shakespeare" Roy W. Battenhouse, Lit.D.; Tyrone Guthrie, D.F.A.
- 1965 Theme: "Literature" Nathan A. Scott Jr., Lit.D.; William Stafford, Lit.D.; John H. Updike, Lit.D.
- Spring Convocation: Curtis Tarr, D.H.L.
- 1966 Theme: "Science" John Dillenger, S.T.D.; James E. Webb, Sc.D.; Donald R. Griffin, Sc.D.; Fred T. Haddock, Sc.D.; Donald F. Hornig, Sc.D.
- Spring Convocation: Robert S. Steele, LL.D.

1967 Theme: "Public Service and the Judiciary"
Warren E. Burger, LL.D.; Walter W. Heller, LL.D.; Warren P. Knowles, LL.D.; Brig. Gen. Francis L. Sampson, D.D.; W. Willard Wirtz, LL.D.

Spring Convocation:
Miller Upton, L.L.D.

1968 Theme: "Fine Arts"
Elliott Carter, D.F.A.; Harold Clurman, D.F.A.; R. Buckminster Fuller, D.F.A.; William Hamilton, D.H.L.; Richard Lippold, D.F.A.; Peter Mennin, D.F.A.

Spring Convocation:
Glenn Leggett, D.H.L.

1969 Theme: "Philosophy & Religion"
Julius R. Weinberg, D.H.L.; Henry David Aiken, D.H.L.; Nelson Glueck, S.T.D.; Mircea Eliade, S.T.D.

Spring Convocation:
Mark H. Ingraham, LL.D.

1970 Theme: "Women"
Mary Ingraham Bunting, LL.D.; Maria Goeppert Mayer, Sc.D.; Ariel Durant, D.H.L.; Margaret Chase Smith, LL.D.; Elizabeth Yates, D.H.L.

1971 Theme: "Environment"
Lamont C. Cole, Sc.D.; Barry Commoner, Sc.D.; Gaylord Nelson, LL.D.; Robert Rienow, Litt.D.; Thomas S. Smith, Sc.D.; Stewart L. Udall, LL.D.

1972 Theme: "Tradition and Change"
Erwin Nathaniel Griswold, LL.D.; Patricia Roberts Harris, LL.D.; Sidney P. Marland Jr., Litt.D.

1973 Theme: "The Performing Arts"
Zoe Caldwell, D.F.A.; Edward Kennedy (Duke) Ellington, Mus.D.; Irving Kolodin, Litt.D.; Sherrill Milnes, Mus.D.; Kenneth Schermerhorn, Mus.D.; Maria Tallchief Paschen, D.F.A.

1974 Theme: "Reconstruction and Reconciliation"
Nikki Giovanni, Litt.D.; Dixy Lee Ray, Sc.D.; John P. Roche, Litt.D.; William A. Steiger, LL.D.; Howard K. Smith, LL.D.

1975 Theme: "The Challenge of Scarcity"
J. George Harrar, Sc.D.; William Proxmire, LL.D.; Alvin Toffler, Litt.D.

1976 Theme: "Reassessments Amid Celebrations"
Carl N. Degler, LL.D.; Arthur Schlesinger Jr., LL.D.; Michael Tinkham '50, Sc.D.; Mrs. Louise Treadwell Tracy, D.H.L.

1977 Theme: "The Shape of Things to Come"
Kenneth E. Boulding, LL.D.; Robert L. Heilbroner, LL.D.; John McHale, LL.D.; Harrison Farnsworth '18, Sc.D.

1978 Theme: "Leadership in a Democratic Society"
George F. Kennan, Litt.D.; Paul G. Rodewald '21, LL.D.; Francis E. Ferguson, D.C.L.; Arthur F. Burns, LL.D.; Lloyd B. Wescott '29, Sc.D.

1979 Theme: "Symbolic Communication"
Robin Lakoff, Litt.D.; H. Marshall McLuhan, Litt.D.; Frank Stanton, LL.D.

1980 Theme: "The Market Economy and Ethical Values"
Samuel C. Johnson, LL.D.; Alfred E. Kahn, LL.D.; Arjay Miller, LL.D.; John B. Murray '37, LL.D.; Marina v. N. Whitman, LL.D.

Awards Convocation-
Richard Warch, D.H.L.; Jeremiah S. Finch, Litt.D.

1981 Theme: "Law and Society"
Shirley S. Abrahamson, LL.D.; Richard D. Cudahy, LL.D.; Norman Dorsen, LL.D.; John Hope Franklin, LL.D.; Willard Hurst, LL.D.; Edward H. Levi, LL.D.

1982 Theme: "Religion and Higher Education"
George A. Drake, LL.D.; Wesley A. Hotchkiss, Litt.D.; Edmund D. Pellegrino, LL.D.; Chaim Potok, Litt.D.; Peter John Powell '50, Litt.D.

Medal of Merit (first time): Delmar D. Wensink '16

1983 Theme: "The Contribution of Philosophy to Contemporary Life"
Hazel Estella Barnes, Litt.D.; Carl Cohen, Litt.D.; Alan Donagan, Litt.D.; William Thomas Jones, Litt.D.; Willard Van Orman Quine, Litt.D.

Medal of Merit: L. Leone Oyster '19

1984 Theme: "The Quality of Excellence"
W. James Armstrong '51, LL.D.; Julius Axelrod, Sc.D.; Fritz Scholder, D.F.A.; Arnold Weber, LL.D.

Medal of Merit: Harrison E. Farnsworth '18 (in absentia)

1985 Theme: "Government Service"
Roderick Esquivel, M.D. '49, LL.D.; Henry S. Reuss, LL.D.; Paul A. Volcker, LL.D.

Medal of Merit: Curtis D. MacDougall '23

1985 Inauguration of William R. Stott Jr.
Robert P. Ashley, D.H.L.; The Reverend Timothy J. Healy, S. J., D.H.L.; George M. Miller, D.H.L.

1986 Theme: "Anglo-American Interdependence"
Anne (Tobin) Armstrong, D.H.L.; Gordon Peter McGregor, D.H.L.; Stuart Malcolm Tave, D.H.L.

Medal of Merit: Margaret Maitland '20

1987 Theme: "The Constitution"
Joyce Oldham Appleby, LL.D.; Harry Victor Jaffa, LL.D. William Pierce Rogers, D.C.L.

Medal of Merit: Barbara B. DeFrees '30

1988 Theme: "The Performing Arts"
Gail Dobish '76, D.F.A.; John G. Frayne '17, Sc.D.; Alwin L. Jarreau '62, D.F.A.; Ben Marcus, D.H.L.; Frances Lee McCain '66, D.F.A.

Medal of Merit: Paul G. Rodewald '21

1989 Theme: "The World of the Media"
Margaret Andreasen, D. H. L.; Studs L. Terkel, D.H. L.; Richard D. Threlkeld '59, D.H.L.

Medal of Merit: Pearl Pierce Dopp '25

Awards Convocation:

William E. Tyree, D.H.L.

1990 Theme: "The Global Environment"
Lester R. Brown, D.H.L.; Jay D. Hair, D.H.L.; Robert W. Kasten, D.H.L.; Anne LaBastille, D.H.L.; Fred O. Pinkham, Sc.D.

Medal of Merit: John Livingston '49

Awards Convocation:

Waclaw Jedrzewicz, D.H.L.

1991 Theme: "Science Education"
Stephen Jay Gould, Sc.D.; Lillian C. McDermott, Sc.D.; Barbara J. Salvo, Sc.D.; Bassam Z. Shakhshiri, Sc.D.

Medal of Merit: Kermit G. Weiske '50

1992 Theme: "World Community"
H. Michael Hartoonian, D.H.L.; Lois M. Wilson, S.T.D.

Awards Convocation:

H. Jerome Thompson, S.T.D.

1993 Theme: "A Sense of Unity"
Ada E. Deer, D.H.L.; Henry Ponder, D.H.L.; Alice T. Weickelt, D.H.L.

Medal of Merit: Robert V. Abendroth '51

1994 Theme: "Environmental Responsibility"
Edward O. Wilson, Sc.D.; Agnes C. Denes, D.F.A.; Sylvia A. Earle, Sc.D.; Patricia Marinac, Sc.D.

Medal of Merit: Samuel W. Pickard '55

Awards Convocation:

Philip B. Clarkson, D.F.A.

1995 Theme: "The Information Link"
Henry Kranendonk, Sc.D.; Richard C. Notebaert, Sc.D.; Tad B. Pinkerton, Sc.D.

1996 Theme: "The Bill of Rights"
Becky Cain, LL.D.; Robert Paul
Carlson, L.H.D.; Leonard W. Levy,
LL.D.

Medal of Merit: Thomas C. Babcock '51

1997 Theme: "Global Interdependence"
Joanne Fox-Przeworski, LL.D.;
Sharon Rae Landergott Durtka,
L.H.D.; Siegfried S. Hecker, Sc.D.

Medal of Merit: Alice B. Mijanovich '43

1998 Theme: "Title IX of the Education
Act of 1972: The Rise and Fall of
Women's Athletics"
Arthur H. Bryant, LL.D.; Donna
A. Lopiano, Sc.D.; Bernice
R. Sandler, L.H.D.; Suzanne
Wasmuth, L.H.D.

Medal of Merit: Helen F. Fossland Zippel
'42 and Ervin A. Zippel '43

1999 Theme: "Volunteerism/Public
Service"
Robert K. Goodwin, L.H.D.;
Douglas W. Hyde, L.H.D.;
Katherine Jean Babcock '80,
L.H.D.

Medal of Merit: Gordon C. Minch '50

2000 Theme: "Building on
Achievement: Liberal Education
at the Turn of the Millennium"
Parker J. Palmer, L.H.D.; Jeanne
L. Narum, Sc.D.; Sarah Jerome,
LL.D.

Medal of Merit: Robert E. McDonald '37

2001 Sesquicentennial Theme:
"Celebrating 150 Years of
Education, Leadership and
Service"
Oscar C. Boldt, L.H.D.; Thomas
E. Caestecker, L.H.D.; Thomas L.
Eddy, Sc.D.; Elizabeth Hayford,
L.H.D.; Katherine Hudson,
L.H.D.; Rolf Wegenke, L.H.D.;
James B. Wigdale, L.H.D.

Medal of Merit: Charles A. and Joan
Hurley Van Zoeren '53/'53

Fall Convocation:

Audrey R. and A. Douglas Lyke,
L.H.D.

Awards Convocation:

Douglas A. Northrop, L.H.D.;
Lester O. Schwartz, L.H.D.; Earle
S. Scott, Sc.D.

2002 Theme: "Cultivating Humanity"
Martha C. Nussbaum, L.H.D.;
Patricia Parker Francis and
Robert Francis, L.H.D.; Thomas
R. Hefty, L.H.D.; Jessica
Southworth, L.H.D.

2003 Theme: "Civility in the Modern
World"
William A. Galson, L.H.D.;
Thomas E. Petri, L.H.D.; James
Schmitt, L.H.D.

2004 Theme: "Science and Technology
in the 21st Century"
Karen A. Holbrook, Sc.D.; Donald
L. Bogdanske, Sc.D.; Robert D.
Clingan, Sc.D.; Emory B. Lovins,
Sc.D.

2005 Theme: "Leadership"
Barbara Kellerman L.H.D.;
Wesley K. Clark,, LL.D.; Kathy
Switzer, 2005 (DEA)

Medal of Merit (at Awards Convocation):
Robert G. Lambert '52

2006 Theme: "Exploration"
Phillip A. Sharp, Sc.D.; Steve
Fossett, Sc.D.; Patrick W. Arndt,
2006 (DEA)

Medal of Merit: Blanche Bartizal
Babcock '53

2007 Theme: "Health and Service"
Jonathan K. Muraskas, M.D. '78;
Joia S. Mukherjee, M.D., M.P.H.;
JoAnn Marie Davis, 2007 (DEA)

Medal of Merit: Donald W. and Marilyn
Dixon Anderson '42/'45

2008 Theme: "Conservation,
Adaptation & Sustainability"
Peter Ashton, Sc.D.; Darell
Hammond '96, L.H.D.; Susan P.
Eblen, 2008 (DEA)

Medal of Merit: (both posthumously)
William J. Bohnen '67
Owen P. Gleason

- 2009 Theme: "Democracy and the Presidency"
Robert Sean Wilentz, L.H.D.;
Gwendolynne S. Moore, L.H.D.;
Robin Tessereau (DEA)
- 2010 Theme: "Lives of Service"
John Bridgeland, L.H.D.; Fr.
Wally Kasuboski, L.H.D.; John M.
Heasley (DEA)
- 2011 Theme: "Ethics"
Harold T. Shapiro, L.H.D.;
Kenneth R. Feinberg, L.L.D.;
Douglas Debroux, 2011 (DEA)
- 2012 Theme: "Liberal Arts Colleges:
Tradition and Change"
Judith R. Shapiro, L.H.D.; Robert
V. Hannaford, L.H.D.; Nancy L.
Ribbeck (DEA)
- Medal of Merit: Dena G. Willmore '67
- 2013 Theme "Data and Decisions"
Steven Brams, Sc.D.; Nate Silver,
Sc.D.; Andrew P. Britton (DEA)
- 2014 Theme "The New Media"
David Plotz, L.H.D.; Hanna
Rosin, L.H.D.; Nancy Samplawski
(DEA)
- Medal of Merit: Doreen C. Chemereow '73
- 2015 Theme "The Liberal Arts and
Military Leadership"
Christopher B. Howard, L.H.D.;
Kane Krummel (DEA)
- 2016 Theme "Women, Athletics and
Coaching: A Half-Century of
Progress"
Pia Mariane Sundhage, Sc.D.;
Elaine Cole, Sc.D.; Molly Malone
(DEA)
- 2017 Theme "Wisconsin Food and
Entrepreneurship"
Craig C. Culver, L.H.D.; Stefano
Viglietti, L.H.D.
- Medal of Merit: (posthumously) Alwin
Lopez Jarreau '62
- 2018 Theme "Civil Discourse and
Dialogue"
Judy Woodruff, L.H.D.; Joan
Ballweb, L.H.D.
Richard Zimman (DEA)

- 2019 Theme "Caring for our
Environment"
Marc A. Edwards, Sc.D.;
John S. Nelson, Sc.D.
- 2020 Theme "Wisconsin Music: Riffs
from the Heartland"
John Harmon L.H.D.
Sandra Polcyn (DEA)
- Medal of Merit: Guy Runals Henshaw '68
and Susan Siegel Henshaw '68
- 2022 Theme "The Stories We Tell:
Connecting to Our Community
through Theatre"
Brenda DeVita, D.F.A.; Anne
Negri Lewinthal '03, D.F.A.
Jordan Pollard (DEA)

Degree Designations

- D.D.** (Doctor of Divinity)
LL.D. Legum Doctoris (Doctor of Laws)
D.C.L. Legis Civilis Doctor (Doctor of
Civil Law)
Sc.D. Scientiae Doctoris (Doctor of
Science)
Litt.D. Litterarum Doctor (Doctor of
Letters)
L.H.D./D.H.L. Litterarum Humaniorum
Doctor (Doctor of Humane
Letters)
D.F.A. Artium Liberalium Doctoris
(Doctor of Fine Arts)
Mus.D. Musicae Doctor (Doctor of
Music)
S.T.D. Sacrae Theologiae Doctoris
(Doctor of Sacred Theology)
DEA Distinguished Educator Award

Register of the College

The Board of Trustees, 2023-24

Officers

Chair, Thomas W. Abendroth '81
 Vice Chair, Connie L. Moser '84
 President, Victoria N. Folse
 Secretary, Mark Franzen '83
 Treasurer, Martin Lindsay '87
 Assistant Treasurer, TBD, VP for Finance

Trustees

Date in parentheses is first election to the board.

Thomas W. Abendroth '81, attorney/
 partner, Schiff Hardin LLP, Chicago,
 Illinois (1996)
 Alice Gallagher Archabal '89, Chief
 Development Office/Executive VP,
 United Way, Nortbrook, Illinois (2021)
 Thomas H. Broman '76, professor of
 history of science, University of
 Wisconsin-Madison, Madison,
 Wisconsin (2014)
 James R. Clark '68, attorney/partner,
 Foley & Lardner LLP, Milwaukee,
 Wisconsin (1985)
 Camille C. Clemons '00, alumni board
 trustee, director, Cohen & Co., Fox
 River Grove, Illinois (2020)
 Victoria N. Folse, president, Ripon
 College (2022)
 Mark J. Franzen '83, managing director,
 Milliman IntelliScript, Brookfield,
 Wisconsin (2011)
 Blaine E. Gibson '81, vice president,
 Robert W. Baird & Co., Mequon,
 Wisconsin (2021)
 Penelope Pate Greene, Minneapolis,
 Minnesota (2015)
 Steven J. Hopp '83, senior sales
 executive, Oswald Companies,
 Cleveland, Ohio (2019)
 Dante A. Houston '01, client delivery
 manager, AMN Healthcare,
 Milwaukee, Wisconsin (2018)

David A. Janssen '81, plastic surgeon,
 Fox Valley Plastic Surgery, S.C.,
 Oshkosh, Wisconsin (2008)
 Deborah J. Lahteine '93, senior
 vice president, L. Knife & Son,
 Kingston, Massachusetts (2019)
 Abbeyle E. Lane '22, special graduate
 trustee, Ripon, Wisconsin (2022)
 Alexander H. Levis '63 professor of
 electrical, computer, and system
 engineer, George Mason University,
 Fairfax, Virginia
 Holly Lifke, chief human resources officer
 and executive VP, Boldt Construction
 Co., Appleton, Wisconsin (2023)
 Martin M. Lindsay '87, treasurer, The
 Middleby Corporation, Elgin,
 Illinois (2011)
 Philip K. McCullough '69, physician,
 Arkes Pavilion of Northwestern
 Memorial Hospital, Chicago, Illinois
 (1996)
 Michael L. McLaughlin '84, senior
 business operation manager, Cisco,
 San Francisco, California (2024)
 Susan S. Meier '79, principal, Meier and
 Associates, Chevy Chase, Maryland
 (2011)
 Michael J. Milburn '97, president,
 Salsify, Austin, Texas (2018)
 Connie L. Moser '84, CEO, Verge
 Health, Grayslake, Illinois (2013)
 Leslie Anne Paulsen '90, president,
 H&H Insurance Services, Inc.
 Norcorss, Georgia (2023)
 Elizabeth Pecha-Poelker '78, CEO,
 PrintFlex Graphics Inc., St. Louis,
 Missouri (2019)
 Ronald R. Peterson '70, partner/
 corporate restructuring, Jenner &
 Block, Chicago, Illinois (2004)
 Kenneth R. Pinckney '81, alumni
 board trustee, principal business
 relationship manager, Wells Fargo,
 Milwaukee, Wisconsin (2021)

Kceotre (Carrie) Aveline Roca-Dawson '04, VP of closing and due diligence, Chicago, Illinois (2023)
 Richard K. Russo '76, retired division president, Isabella Bank, Ada, Michigan (2020)
 Christian Troy Schmidt '23, special graduate trustee, Green Bay, Wisconsin (2023)
 Eugene A. Schneider '90, alumni trustee, CTO The Bernard Group (2022)
 Sejal V. Shah '96, CEO, TotalMed Staffing Inc., Schaumburg, Illinois (2021)
 Peter W. Tuz '76, president, Chase Investment Counsel, Charlottesville, Virginia (2012)
 John H. Wolfe '69, professor and director, University of Pennsylvania and Children's Hospital of Philadelphia, Philadelphia, Pennsylvania (2015)
 Lisa M. Wollan '78, retired head of consumer insights and brand strategy, Wawa Inc., Minneapolis, Minnesota (2020)
 Kimberly Woolley '94, assistant general counsel and assistant secretary, Oracle Corporation, Redwood Shores, California (2014)
 George J. Zornada '87, attorney/partner, K & L Gates LLP, Boston, Massachusetts (2016)

Honorary Life Trustees

Second date is date of election as Honorary Life Trustee.

Robert V. Abendroth '51, Of Counsel, Whyte Hirschboeck Dudek S.C., Milwaukee, Wisconsin (1965, 1996)
 Doreen L. Chemerow '73, Boca Raton, Florida (1996, 2018)
 Scott L. Dicks '74, managing partner, Selling Forensics Group, Middleton, Wisconsin (2000, 2019)
 Jane R. Frederick '74, consultant - higher education, Shorewood, Wisconsin (1990, 2014)

Robert L. Hanley, retired fiduciary executive, JPMorgan Private Client Services, Milwaukee, Wisconsin (1977, 1998)
 David G. Hartman '64, retired senior vice president and chief actuary, Chubb Group of Insurance Companies, New Providence, New Jersey (2006, 2019)
 Guy R. Henshaw '68, managing director/partner, Henshaw & Vierra, Walnut Creek, California (1994, 2016)
 Marcus D. Hoffman '70, retired director of business applications, Ametek, Portland, Oregon (2007, 2018)
 Robert J. Kirkland '81, consultant, LETCO, Fontana, Wisconsin (1998)
 William C. MacLeod '73, partner, Kelley Drye & Warren LLP, Washington, D.C. (2005)
 Pamela P. Smith '68, president/owner, Mathtyme, Fox Point, Wisconsin (1995, 2016)
 Richard J. Srednicki '73, retired chief executive officer, Chase Card Services, JP Morgan Chase, Steamboat Springs, Colorado (2006, 2015, 2019)
 John A. "Jack" Sturm '58, retired vice chairman, Sturm Foods Inc., Manawa, Wisconsin (1994, 2003)
 Charles A. Van Zoeren '53, retired chairman, Alvan Motor Freight Inc., Kalamazoo, Michigan (1973, 2003)
 Dena G. Willmore '67, retired partner/senior VP, Wellington Management Co., Buckland, Massachusetts (1993, 2015)
 Thomas R. Wyman '50, Oshkosh, Wisconsin (1974, 1997)

The Faculty, 2022-2023

Officers

Victoria N. Folse, president

John E. Sisko, vice president and dean of faculty

Members of the Faculty

First date in parentheses is the beginning of continuous appointment as an officer of instruction, second, if applicable, is date of appointment to present rank.

Amira Albagshi, assistant professor of educational studies (2023). B.A., King Faisal University, Alahssa, Saudi Arabia, M.S., University of Northern Iowa, Ph.D., Washington State University.

Jeremy V. Adolphson, visiting professor of communication (2021). B.S. Northern Illinois University, Ph.D., University of Wisconsin-Milwaukee.

Catherine E. Astrauskas, professor of exercise science (part time), head coach of volleyball, senior women administrator and assistant athletic director - compliance (2010, 2023). A.B., St. Norbert College; Mississippi, Southern Illinois University-Carbondale.

Brett E. Barwick, associate professor of physics and the Harrison E. Farnsworth 1918 Chair in Physics, and chair of the Department of Physics (2017). B.S., Doane College; M.S., Ph.D., University of Nebraska-Lincoln.

Brian S. Bockelman, professor of history (2008, 2021). A.B., Dartmouth College, A.M., Ph.D., Brown University.

Lillian K. Brown, assistant professor of theatre (2022). B.A., University of Northern Colorado, M.F.A. Ohio State University.

Erin K. Bryan, assistant professor of music (2019). B.Mus., Lawrence University; M.Mus., University of Louisville; D.Mus., University of Wisconsin-Madison.

Colleen M. Byron, professor of chemistry (1991, 2005), the L. Leone Oyster '19 Chair in Chemistry (2013), and chair of the Department of Chemistry fall 2021. B.A., College of St. Benedict; Ph.D., University of Minnesota-Minneapolis.

Jacqueline S. Clark, professor of sociology (2005, 2018) and the Helen Swift Neilson Professor of Cultural Studies (2019). B.A., University of North Carolina-Asheville; M.A., Appalachian State University; Ph.D., North Carolina State University.

Richard H. Coles, professor of exercise science (part time) (2001, 2014) and assistant coach of football. B.A., Coe College; M.A., University of Northern Iowa.

Peter O. Conlon, assistant librarian- access services (2022). B.A., University of Lynchburg, M.S.L.S., University of North Carolina at Chapel Hill.

Ursula M. Dalinghaus, assistant professor of anthropology (2018, 2022). B.A., Indiana University-Purdue University; Ph.D., University of Minnesota-Twin Cities.

John G. Dalziel '02, professor of theatre (2011, 2021) and chair of the Department of Theatre. A.A. Sauk Valley Community College; A.B., Ripon College; M.F.A., University of Arkansas.

Nicholas J. Eastman, associate professor of educational studies (2017, 2023) and Pieper Chair in Servant Leadership (2023). B.A., M.A.T., Southern Illinois University; Ph.D., Georgia State University.

- Marc A. Eaton, associate professor of sociology (2011, 2017) and chair of the Department of Sociology and Anthropology. B.A., Western Washington University; Ph.D., University of Colorado-Boulder.
- Brittany N. Followay, assistant professor of exercise science (2018), chair of the Department of Exercise Science, and graduate program director. B.S., Bowling Green State University; M.S., Cleveland State University; Ph.D. Kent State University.
- Victoria N. Folse, president and professor of psychology (2022). B.S.N., Illinois Wesleyan University; M.S., University of Illinois at Chicago, College of Nursing; Ph.D., Saint Louis University, School of Nursing
- Robin M. Forbes-Lorman, associate professor of biology (2018, 2022). B.A., Earlham College; M.S., Ph.D., University of Wisconsin-Madison.
- Sarah K. Frohardt-Lane, associate professor of history (2014, 2020), and chair of the Department of History. B.A., Swarthmore College, Ph.D. University of Illinois at Urbana-Champaign.
- Megan M. Gannon, associate professor of English (2014, 2020) and chair of the Department of English. B.A., Vassar College; M.F.A., University of Montana; Ph.D., University of Nebraska-Lincoln.
- Benjamin R. Grady, associate professor of biology and director of the environmental studies program (2019, 2023). B.A., M.S., University of Northern Iowa-Cedar Falls; Ph.D., University of Wisconsin-Madison.
- Geoff W. Guevara-Geer '92, associate professor of Spanish (2004, 2010). A.B., Ripon College; M.A., Ph.D., Pennsylvania State University.
- Soren Hauge, professor of economics (1998, 2012), the Patricia Parker Francis Professor of Economics (2020), and chair of the Department of Economics and Business Management. B.A., Concordia College; M.S., Ph.D., University of Wisconsin-Madison.
- Paul F. Jeffries, associate professor of philosophy (2006, 2008) and chair of the Department of Philosophy and Religion. B.A., Colorado State University; M.A.R., Yale Divinity School-Yale University; M.A., Ph.D., University of Minnesota.
- Mark S. Kainz, professor of biology (2008, 2016), and the Patricia and Philip McCullough 1969 Professorship in Biology (2020). B.S., University of Portland; M.S., Washington State University; Ph.D., Cornell University.
- Thomas M. Keuler, instructor of business management (part time) (2002). B.S., University of Wisconsin-Madison.
- Memuna Z. Khan, professor of biology (2006, 2020) and chair of the Department of Biology. B.A., University of Chicago; Ph.D., Virginia Polytechnic and State University.
- Captain Paul Klotz, assistant professor of military science and chair of the Department of Military Science (2023).
- Matthew D. Knoester, professor of educational studies (2017, 2023) and chair of the Department of Educational Studies. B.A., St. Olaf College; Ed.M., Harvard University; Ph.D., University of Wisconsin-Madison.
- Kristine A. Kovack-Lesh, professor of psychology (2008, 2021). B.A., Valparaiso University; M.A. and Ph.D., University of Iowa.
- Julia E. Manor, associate professor of psychology (2017, 2020), chair of the Department of Psychology, and assessment coordinator (2022). B.A., Macalester College; Ph.D., University of Minnesota-Minneapolis.

- Steven E. Martin '96, professor of communication (2003, 2019) and chair of the Department of Communication. A.B. Ripon College; M.A., Colorado State University; Ph.D., Pennsylvania State University.
- Rebecca R. Matzke, professor of history (2003, 2018) and associate dean of academic affairs (2020) and the Ralph Hale Ruppert Distinguished Professor of American History, Principles and Traditions (2019). B.A., University of Nebraska-Lincoln; M.A., Ph.D., Cornell University.
- Erin C. Munro Krull, assistant professor of mathematics (2019) and the Mark and Janice Franzen Professorship in Applied Mathematics (2019). B.A., Connecticut College; M.S., Ph.D. Tufts University.
- Bryan P Nell, assistant professor of chemistry (2022). A.B., Ripon College, M.S. and Ph.D., University of Oregon.
- Travis E. Nygard, professor of art (2010, 2023). B.A., Gustavus Adolphus College; M.A., Ph.D., University of Pittsburgh.
- Mollie B. Oblinger, professor of art (2010, 2020) and director of the Caestecker Gallery (2017). B.A., Syracuse University; M.F.A., University of California-Davis.
- Christina M. Othon, associate professor of physics (2018). B.S., University of Iowa; M.S., Ph.D., University of Nebraska-Lincoln.
- Jandelyn D. Plane, associate professor of computer science (2022). B.A., Wartburg College, M.S., University of Wisconsin, Milwaukee, Ph.D., University of Maryland, College Park.
- Ann Pleiss Morris, associate professor of English (2011, 2017). B.A. Mount Mercy University, M.Litt., Mary Baldwin College; Ph.D., University of Iowa.
- Dominique A. Poncelet, professor of French (1998, 2014), the Marie Zarwell Uihlein Chair in Classical Studies, and chair of the Department of Foreign Languages and Cultures (2021). B.A., University of Louvain; Ph.D., University of Wisconsin-Madison.
- Andrew R. Prellwitz, librarian-user services (2007, 2023) and director of Lane Library. A.B., Wabash College; M.A., M.L.I.S., University of Kentucky.
- Timothy P. Reed, professor of Spanish (2003, 2020), and associate dean for the Catalyst curriculum (2022). B.A., Dickinson College; M.A., University of Delaware; Ph.D., Pennsylvania State University.
- Jody M. Roy, professor of communication (1992, 2006) and the Victor and Carrie Palmer Endowed Chair for Leadership Values (2013). B.A., Illinois College; M.A., Ph.D., Indiana University.
- Rafael Francisco Salas, professor of art (2006, 2020) and chair of the Department of Art and Art History. B.A., Macalester College; M.F.A., The New York Academy of Art.
- Henrik M. Schatzinger, professor of political science (2009, 2021) and director of the Center for Politics and the People (2016). B.A., Christan-Albrechts-Universität zu Kiel; M.A., University of Kansas; Ph.D., University of Georgia.
- Emily J. Schultz, assistant professor of psychology (2023). B.S. Marian University, M.S. and Psy. D., Wisconsin School of Professional Psychology.
- David W. Scott, associate professor of mathematical sciences (1984, 2003), and chair of the Department of Mathematical Sciences. B.A., Pomona College; M.A., University of Wisconsin-Madison.

Tobin C. Shucha, assistant professor of music (2019) and chair of the Department of Music. B.Mus., University of Wisconsin-Eau Claire; M.Mus., Ph.D., University of Wisconsin-Madison.

John E. Sisko, vice president and dean of faculty and professor of philosophy (2020). B.A., St. John's College; Ph.D., Rutgers University.

Barbara E. Sisson, associate professor of biology (2011, 2017). B.A., Lake Forest College; Ph.D., Northwestern University.

Touorizou Hervé Somé, associate professor of educational studies (2010, 2014). B.A., M.A., Ph.D., State University of New York-Buffalo; M.B.A., Aspen University.

Paul H. Thompson, assistant professor of music (2021). B.A., Marian University; M.M.P., University of Wisconsin-Milwaukee; Ph.D., University of Colorado.

Miracle-Rose Toppar, assistant professor of economics and business management (2022). B.S. and Ph.D., Iowa State University.

Mary I. Unger, associate professor of English (2012, 2018) and director of Women's, Gender, and Sexuality Studies. B.A., M.A., Ph.D., University of Illinois at Urbana-Champaign.

Yuan Wang, assistant professor of political sciences (2023), B.A., Nanjing Tech University, Nanjing, China, M.A., University of International Business and Economics (UIBE), Beijing, China, Ph.D., University of Georgia.

Patrick H. Willoughby, associate professor of chemistry (2013, 2019). B.S., University of Northern Iowa; M.S., Ph.D., University of Minnesota.

Michele A. Wittler '76, associate dean of faculty (2000, 2006), registrar (1984, 1985), and Title IX coordinator (1994). A.B., Ripon College; M.B.A., the University of Texas at Austin.

Fan Zhang, assistant professor of business management (2017). B.S., Shandong University, China; M.S., M.A., M.B.A., Ph.D., West Virginia University.

Other Academic Appointments:

Robert L. Amsden, director emeritus of theatre (1991, 1999, 2018). B.A., University of Toledo; M.S., Indiana University; Ph.D., Bowling Green State University.

Kenneth L. Bates, adjunct professor of educational studies (2016, 2018). B.A., Carthage College; M.S., Northern Illinois University; Ph.D., University of Wisconsin-Madison.

Steve Bellin-Oka, Poet in Residence (2021). B.A., University of Maryland; M.A., Graduate Theological Union; M.F.A., University of Virginia; Ph.D., University of Southern Mississippi.

Christopher Cramer, adjunct professor of music (2021). B.F.A., University of Wisconsin-Milwaukee; M.M., Ph.D., University of Wisconsin-Madison.

Callista M. DeCramer '21, adjunct instructor of exercise science (2023). A.B., Ripon College, M.S., University Concordia Irvine

Paul Dietrich, adjunct instructor of music (2021). B.M., Lawrence University; M.M., DePaul University.

Robert Eidahl, adjunct professor of educational studies (2019). B.S., University of Wisconsin-River Falls; M.S.T., University of Wisconsin-River Falls; M.A., University of Wisconsin-Madison; Ed.D., Walden University.

Richard E. Gerstein, adjunct instructor of economics and business management (2023). B.Ec. Miami University-Ohio.

Jessica A. Jensen, adjunct professor of music (2019). M.Mus., Lawrence University; M.Mus., D.Mus., University of Wisconsin-Madison.

Sonya Lara, Wisconsin's Own Library

- Poet in Residence (Spring 2024). A.A., College of Lake County, B.A., University of Wisconsin-Madison, M.F.A., Virginia Tech.
- Debra MacKenzie, visiting instructor of music (2019). B.M., University of Iowa; M.M., University of Wisconsin-Madison.
- Alexander M. Mueller, Adjunct Instructor of Exercise Science (2021). B.S., University of Wisconsin Oshkosh; M.S., University of Wisconsin-La Crosse.
- William A. Nelson, adjunct instructor of music (2006). B.A., University of Wisconsin-Parkside.
- Sandra J. Polcyn, adjunct instructor of music (2006). Assoc., University of Wisconsin Center-Fox Valley; B.M., Lawrence University; M.Ed., Olivet Nazarene University.
- Andrew Schaeffer, adjunct instructor of music (2020). B.C.M., St. Olaf College; M.M., Yale University; D.M., University of Oklahoma.
- Michael Schmitt, adjunct professor of educational studies and exercise science (2007). B.S., University of Wisconsin-Stevens Point; M.S., University of Wisconsin-Whitewater.
- Peter Sensenbrenner, visiting instructor of business management (2016, 2018, 2021). B.A., Denison University; M.Health Admin., Washington University-St. Louis.
- Steven R. Sorenson, adjunct professor of politics and government (2004, 2008) and pre-law advisor. B.A., Luther College; J.D., Marquette University.
- Kenneth Ian Stepleton '98, adjunct instructor (2016). A.B., Ripon College.
- Ann Stephan, adjunct instructor of music (2021). B.S., University of Wisconsin-Oshkosh; M.M., Illinois State University.
- Charles Stephan, adjunct instructor of

music (2012). B.Mus., University of Wisconsin-Oshkosh; M.Mus., Illinois State University.

- Lee Van Scyoc, adjunct instructor of economics and business management (2015, 2020). B.A., Washington State University; M.A., Washington State University; Ph.D., University of Nebraska-Lincoln.

Members of the Faculty Emeriti

- Robert L. Amsden, professor of theatre (1991, 1999, 2017). B.A., University of Toledo; M.S., Indiana University; Ph.D., Bowling Green State University.
- Mary E. Avery, professor of business management (1996, 2013, 2016). B.A., University of Wisconsin-Milwaukee; M.B.A., University of Wisconsin-Whitewater.
- Paul M. Axelrod, professor of anthropology (1974, 1988, 2010). B.A., George Washington University; M.A., Ph.D., University of North Carolina.
- Diane L. Beres '65, associate professor of mathematics and computer science and environmental studies (1997, 2002, 2014, 2015). A.B., Ripon College; A.M., Syracuse University; Ph.D., University of Minnesota.
- Karl A. Beres '65, professor of mathematics and computer Science (1970, 2002, 2015). A.B., Ripon College; A.M., Ph.D., Syracuse University.
- Russell L. Blake, professor of history (1981, 1995, 2016). A.B., Earlham College; M.A., Ph.D., University of Michigan.
- Frederick M. Blank, professor of economics (1979, 2001). B.S., M.S., Southern Illinois University; M.A., Ph.D., Duke University.
- John F. Bowen, professor of economics (1963, 1981, 2001). B.A., Yale University; Ph.D., Vanderbilt University.

- Wayne C. Broshar, professor of physics (1966, 1989). A.B., Wabash College; M.S., University of Michigan; Ph.D., Brown University.
- Leslie Ellen Brown, professor of music (2000, 2011). B.Mus., Northwestern University, Ph.D., University of North Carolina at Chapel Hill.
- Charlotte A. Burr, librarian (1971, 2001). B.Mus., M.Mus., University of Wisconsin-Madison; M.A. in L.S., University of Wisconsin-Oshkosh.
- Jack M. Christ, professor (1970, 2013) and director of leadership studies (1980). B.A., Dartmouth College; M.A., Ph.D., University of Pennsylvania.
- Linda M. Clemente, professor of French (1985, 1999, 2016). B.A., McGill University; M.A., University of Western Ontario; M.A., University of South Florida; M.A., Ph.D., University of Oregon.
- Elaine M. Coll, professor of physical education (1973, 1993). B.S., Ohio University; M.S., Southern Illinois University.
- Kurt R. Dietrich, professor of music (1980, 1999, 2019) and the Barbara Baldwin De Frees Chair in the Performing Arts (1999), and chair of the Department of Music. B.Mus., Lawrence University; M.Mus., Northwestern University; D.Mus.A., University of Wisconsin-Madison.
- Ronald L. Ernst, professor of exercise science (part time), head coach of football, and assistant athletic director (1991, 2008, 2022). B.S., Nebraska Wesleyan University; M.S., University of Northern Colorado.
- Martin F. Farrell, professor of politics and government (1976, 1990, 2016). B.A., DePauw University; M.A., Ph.D., University of Chicago.
- Michelle A. Fuerch, professor of Spanish (1983, 2013). B.A., Oakland University; M.A., New York University (Madrid campus); Ph.D., Wayne State University.
- Robert G. Gillespie, associate professor of exercise science (1979, 2012). B.A., Lewis University; M.Ed., University of Wisconsin-Oshkosh.
- Eric P. Godfrey, professor of sociology (1975, 2005). B.A., University of Pennsylvania; M.A., Ph.D., Brown University.
- David M. Graham, professor of English (1987, 2001, 2016). B.A., Dartmouth College; M.F.A., University of Massachusetts-Amherst.
- Robert V. Hannaford, professor of philosophy (1956, 1981, 1996). A.B., Wabash College; Ph.D., Columbia University.
- Joe W. Hatcher, professor of psychology (1986, 2000, 2022), chair of the Department of Psychology fall 2021. B.A., Dartmouth College; Ph.D., Vanderbilt University.
- Kenneth L. Hill, professor of theatre (1994, 2006, 2021) and the Doreen L. '73 and David I. Chemerow Chair in Theatre (2018) and chair of the Department of Theatre.. B.A., Kalamazoo College; M.F.A. Trinity University.
- Susan M. Hill, visiting professor of theatre (part-time) (1999, 2018). B.A., Kalamazoo College; M.F.A., Trinity University.
- Eugene J. Kain, associate professor of art (1986, 1993, 1997, 2002). B.F.A., M.F.A., Syracuse University.
- Sarah Mahler Kraaz, professor of music (1989, 1995, 2019) and college organist. B.A., Olivet College; M.Mus., University of Colorado; D.Mus.A., University of Kansas.
- Charles L. Larson '65, professor of exercise science (1966, 2005). A.B., Ripon College; M.S., Pennsylvania

State University; D.P.E., Indiana University.

Norman J. Loomer, professor of mathematics and computer science (1989, 2007). B.A., M.A., University of Wisconsin-Madison; M.S., University of Iowa; Ph.D., University of Wisconsin-Madison.

Eddie R. Lowry Jr., professor of classical studies (1986, 1994) and the Marie Zarwell Uihlein Chair in Classical Studies (1988, 2021). B.A., Hampden-Sydney College; M.Div., The Divinity School, Harvard University; Ph.D., Harvard University. Sarah M. McGowan, librarian (1980, 1996). A.B., Wilmington College Ohio; M.A., University of Denver.

Robert Melville, professor of politics and government (1982, 2006). B.Sc., St. Andrews University-Scotland; M.A., San Francisco State University; Ph.D., University of Chicago.

Larry H. Miller, professor of education (1961, 1995). B.S., University of Wisconsin-Oshkosh; M.A., Ed.D., Northwestern University.

Diane L. Mockridge, professor of history (1982, 1996, 2021). B.A., The City College of New York; M.A., Ph.D., Duke University.

Douglas A. Northrop, professor of English (1960, 1997, 1999). B.A., Wesleyan University; M.A., Ph.D., University of Chicago; L.H.D., Ripon College.

Robert E. Otis, professor of psychology (1973, 2008). B.A., Western Washington State College; M.A., Ph.D., Michigan State University.

Kristine J. Peters, associate professor of mathematics and computer science (1985, 2016). B.S.C.I.S., Ohio State University; M.S., Purdue University.

J. Timothy Petersik '73, professor of

psychology (1981, 1995, 2015). A.B., Ripon College; M.A., Ph.D., Miami University (Ohio).

Richard G. Scamehorn, professor of chemistry (1968, 2005). B.A., Hanover College; Ph.D., Northwestern University.

Paul J. Schoofs, professor of economics (1974, 1994, 2019) and the Patricia Parker Francis Professor of Economics (1992). B.A., Loras College; Ph.D., University of North Carolina-Chapel Hill.

David B. Seligman, professor of philosophy (1994, 2006). A.B. University of Rochester; Ph.D., Duke University.

Brian H. Smith, professor of religion and Charles and Joan Van Zoeren Chair in Religion, Ethics, and Values (1987, 1989), chair of the Philosophy and Religion Department, and co-director of the Center for Politics and the People. A.B., Fordham University; M.A., Columbia University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., Yale University.

Margaret E. Stevens, professor of biology (1986, 2011). B.A., Macalester College; M.A., Ph.D., Stanford University.

Robert L. Wallace, professor of biology (1977, 1991, 2019) and the Patricia and Philip McCullough 1969 Professor in Biology (2003). B.S., University of Rhode Island; Ph.D., Dartmouth College.

Jeanne F. Williams, professor of educational studies (1992, 2017). B.S., Ohio State University; M.Ed., Ph.D., Kent State University.

George H. Wittler, professor of biology (1984, 1997, 2018) and director of the Ceresco Prairie Conservancy (1998). B.A., Carleton College; M.A., University of Montana; Ph.D.,

the University of Texas at Austin.
 Robin Woods, professor of English
 (1990, 1996, 2021). B.A., Ph.D.,
 University of California-Berkeley.
 William J. Woolley, professor of
 history (1969, 1997, 2001). B.A.,
 Dartmouth College; M.A., Ph.D.,
 Indiana University.
 Robert H. Young, professor of
 psychology (1981, 2013). B.A.,
 Coe College; M.A., Ph.D., Southern
 Illinois University.

Faculty Committees

Year in parentheses indicates end of term.

Academic Standards

Sarah K. Frohardt-Lane (25)
 Herve Some (25)
 Tobin C. Shucha (26), chair
 Braeden Krueger '25 (student representa-
 tive)
 Michele A. Wittler '76, registrar (ex-
 officio)

Educational Policy

Jandelyn D. Plane (26)
 Mary I. Unger(25)
 Erin K. Bryan (24), chair
 Christina M. Othon (24)
 Hannah Brockman '24 (student repre-
 sentative)
 Michele A. Wittler '76, registrar (ex-
 officio)

Faculty Development

Lillian K. Brown (26)
 Fan Zhang (25)
 Erin C. Munro Krull (24), Chair
 Rebecca R. Matzke, (ex-officio)

Promotion and Tenure

Megan M. Gannon (26)
 Matthew D. Knoester (26)
 Mollie B. Oblinger (26)
 Soren Hauge (25)
 Kristine A. Kovack-Lesh (24), chair

Faculty Advisory Council

Ursula M. Dalinghaus (26)
 TBD (26)
 Memuna Z. Khan (25)
 David W. Scott (25), chair

Faculty Representatives (Board of Trust- ees)

Benjamin R. Grady (26)
 Andrew R. Prellwitz (25)

Health Professions Advisory Committee

Colleen M. Byron, chemistry
 Jacqueline S. Clark, sociology
 Brittany N. Followay, exercise science
 Robin M. Forbes-Lorman, biology
 Julia E. Manor, psychology
 Barbara E. Sisson, biology, chair
 Patrick H. Willoughby, chemistry

Institutional Animal Care and Use Committee (IACUC)

Mamuna Z. Khan, biology, chair
 Paul F. Jeffries, philosophy
 Barbara E. Sisson, biology
 Julia E. Manor, psychology
 John E. Sisko, dean of faculty
 Robin M. Forbes-Lorman, biology
 Vet 1 — James Bednarek, Ripon
 Community Member-Sarah Heyn

Institutional Review Board (IRB)

Jacqueline S. Clark, sociology
 Ursula M Dalinghaus, anthropology
 Kristine A. Kovack-Lesh, psychology
 Emily R. Johnson, counselor
 Mary Belling, nurse
 Sarah Heyn, community member
 John E. Sisko, dean of faculty

The Administration 2023-24 Officers

Victoria N Folse, president
 John E. Sisko, vice president and dean
 of faculty
 Christophor M. Ogle '80, vice president
 and dean of students
 Jennifer L. Machacek, vice president for
 enrollment

Shawn Karsten '09, vice president for advancement, marketing and communications, and chief of staff
TBD, vice president for finance
Christopher J. Schumacher, director of athletics

Employees

First date in parentheses is the date of initial appointment as an employee of Ripon College, the second date, if applicable, is the date of present appointment.

Jaye M. Alderson, college editor (2006, 2014). B.A., University of Wisconsin-Oshkosh.
Desiree Baier, housekeeper (2021).
Dennis A. Bangart, associate Vice President for Finance and Controller (2021). B.A., M.A., Ottawa University, .
Donald J. Beuthin, assistant equipment manager (2006, 2017). B.A., University of Wisconsin-Oshkosh, B.S. University of Wisconsin-Madison
Dylan T. Bills '23, residence hall director (2023). A.B., Ripon College
Corey R. Bins, head coach of cross country/associate coach of track and field (2017). B.S., University of Wisconsin-Green Bay; M.S., Waldorf University.
Cody Boers, groundskeeper (2021).
Linda K. Brown, application processing coordinator, admission (1990).
Lauren A. Busalacchi, head coach of women's basketball (2013). B.S., Ph.D., Clarke University.
Joshua Byrum, groundskeeper (2021).
Anita E. Charwick-Boie, accountant (2023). B.S. Goldey-Beacom College; B.A., American University of Paris, France.
Kari A. Clark, coordinator of institutional effectiveness and executive assistant, president's office (2023). B.S. Cardinal Stritch University, A.S. dietetics, Southern Maine Community College.

Cameron M. Collier '12, admissions counselor (2022). A.B., Ripon college
Savanah S. Cousert '22, engagement and communications specialist (2023). B. A., Ripon College
Katy Crane, (2021). assistant registrar, B.S., Northwest Missouri State University.
Carolyn Crist, admission counselor/visit coordinator (2021, 2023). B.S., Ball State University, M.A., King's College Uni of London.
Eric W. Cruise, head coach of baseball, athletic administrator, and athletic facilities coordinator (2008, 2012). B.S., M.S., University of Wisconsin-Oshkosh.
Brianna M. Cyr, director of student activities and orientation (2016, 2021). B.A., Lake Forest.
Richard T. Damm, director of creative and social media (1995, 2005). B.A., University of Wisconsin-Whitewater.
Andrew P. Desch, network and systems specialist (2014). B.S., University of Wisconsin-Oshkosh.
Erik K. Dietrich, manager of media and end user services (2011, 2015). B.A., Lawrence University; technical writing certificate, Bellevue College.
Jennifer A. Dimos, head coach of women's soccer (2022). B.A.A.S., DePauw University, M.A., Smith College.
Yazmin Doroteo, director of multicultural affairs (2023). B.A., M.A., California State University-San Marcos.
Jessica L. Eherenberg, director of web development and marketing (2022). B.B.A., University of Wisconsin-Whitewater.
Hannah L. Erdman '14, admission counselor/transfer and international coordinator (2017, 2021). B.A., Ripon College.
Mark Fields, senior maintenance worker (2021).

Kenneth H. Finco, head coach of men's basketball (2023). B.S., University of Wisconsin-La Crosse.

Jacob Fitzpatrick, housekeeper (2021)

Victoria N. Folse, president (2022).

B.S.N. Illinois Wesleyan University, M.S. University of Illinois at Chicago, Ph.D. Saint Louis University.

Jennifer Franz, Paycom payroll assistant (2008, 2021). B.S., University of Wisconsin-Oshkosh.

Suzie Fude, office assistant (2021). B.B.A., Marian University.

Brenda J. Gabrielson, director of the academic support center (2016, 2019). B.A., M.S., University of Wisconsin-Oshkosh.

Amy L. Gabriel Gerretsen '04, director of constituent engagement (2006, 2016). A.B., Ripon College.

Jacob L. Gahart '13, director of development (2023), A.B., Ripon College, M.S.E. Wichita State University.

Myra R. Gilreath, assistant director of student support services (2019). B.A., Loyola University-Chicago; M.S., Clemson University.

Amanda R. Glass '07, associate director of advancement services and data analyst (2010, 2016). A.B., Ripon College.

Jason Gloyd, housekeeper (2021).

Abel Gonzalez Rodriguez, technology support specialist/programmer (2020).

Solangel Gonzalez '22, assistant director of annual giving (2022). A.B., Ripon College.

Bobbi Grant, part-time temporary accounting assistant (2023). BSEEd University of Wisconsin-Eau Claire.

Emily M. Hammell, residence hall director (2023). B.S., University of Wisconsin-Whitewater, M.S., University of Wisconsin-LaCrosse.

Alycia M. Harbin, director of student accounts (2016, 2023). B.S.,

University of Wisconsin-Oshkosh.

Teelah Harke, housekeeper (2021).

Mary Hatlen, director of career and professional development (2021). B.O.C., M.S., Marian University.

Michael R. Hepp '12, associate head coach of football/recruiting coordinator (2023). A.B., Ripon College, M.E., Fort Hays State University.

Justin Hoyt, housekeeper (2021).

Rachel L. Hunt, housekeeper (2022).

Peggy J. Hutchings, gift administration and stewardship coordinator (2010, 2017). A.A., Triton College; B.A., University of Illinois.

John R. Ingemann '12, associate director of admission/digital recruitment (2013, 2016, 2020). A.B., Ripon College.

Jennifer L. Jahnke, housekeeper (2022).

Valerie Jenkins, housekeeper (2021).

Emily R. Johnson, director of counseling services (2014, 2023). B.S., M.S., University of Wisconsin-Madison.

Luann Judas, housekeeper (2021).

Shawn F. Karsten '09, vice president for advancement and marketing and communications and chief of staff, (2014, 2021). B.S., University of Wisconsin-Oshkosh.

Linda S. Kinziger, director of financial aid (2014, 2020). B.A., St. Norbert College; M.Ed., Marian University.

Noelle Korzeniewski '17, admission counselor (2022). A.B., Ripon College, M.A., Luther Seminary.

Kevin Koster, housekeeper (2021).

Madeline M. Koster '17, director of the Willmore Center and athletic facilities (2019, 2023). A.B., Ripon College.

Daniel J. Krhin, executive director student support services (1985, 2018). B.S., University of Wisconsin-Oshkosh; M.S., University of Wisconsin-Madison.

Katherine M. Kussrow, assistant

- controller (2007). B.A., M.S., University of Wisconsin-Oshkosh.
- Rebecca Kutz, lead housekeeper (2021).
- Keith Lauth, director of physical plant (2021).
- Ma Salvacion Laybourn, housekeeper (2021).
- Ashley LeCount, part-time HRIS project manager (2021). B.A., Sacred Heart University.
- Richard Lee, general maintenance worker (2021).
- Luke Leitner, assistant director of financial aid (2021, 2022). B.S., University of Wisconsin-Oshkosh; M.S., University of Wisconsin-La Crosse.
- Brandon Lobianco, general maintenance worker (2021).
- Troy Loest, groundskeeper (2021).
- Jennifer L. Machacek, vice president for enrollment (2013). B.S., M.B.A., Marquette University.
- Jacob M. Marshall '10, head football coach (2016, 2023). A.B. Ripon College.
- Lyn R. McCarthy '83, temporary admission assistant, part-time (2022). A.B., Ripon College.
- Brendan J. McCoy '17, director of prospect management and research (2017, 2020). A.B., Ripon College.
- Emilee A. Minor, financial aid counselor (2023). B.A., University of Oshkosh.
- Dana C. Moracco, environmental health and safety officer and lab coordinator (2023). B.S., Boise State University.
- Kelli A. Myers '16, director of conference services and assistant in student activities (2019). A.B., Ripon College.
- Michaela Myers '17, residence hall director (2022). A.B., Ripon College.
- Russell V. Nelson, general maintenance worker (2022).
- Mark B. Nicklaus, director of residence life (2016). B.A., University of Wisconsin-LaCrosse; M.A., Eastern Illinois.
- Kelly A. Nielsen, director of annual giving (2017, 2018). B.S. University of Minnesota, M.A. Argosy University.
- Christophor M. Ogle '80, vice president and dean of students (1980, 2000). A.B., Ripon College; M.S., University of Wisconsin-Oshkosh.
- Anthony Pauli, general maintenance worker (2021).
- James Pederson, part-time web development specialist (2022).
- Dalton J. Peterson, housekeeper (2021).
- David G. Peterson, general maintenance worker (2022).
- Todd N. Pomplun, manager of athletic equipment and grounds (2001, 2016).
- Amanda M. Prachel, assistant director of counseling services (2023). B.A., M.A., Pepperdine University.
- Amanda M. Przybyl '05, Executive Assistant for academic affairs (2006, 2023). A.B., Ripon College.
- Sarah L. Quella, director of admission (2016, 2020). B.A., St. Norbert; M.A., Marian University.
- Pete Reichenberger, senior electrician and maintenance supervisor (2021).
- Tina L. Reichenberger, housekeeper (2021).
- Brock N. Reisler, sports information director (2023). B.S., B.A., Ohio University, M.S., Pepperdine University.
- Marco T. Rhein, head coach of men's soccer (2019).
- Jean M. Rigden, director of teacher education (2010, 2018). B.S., University of Wisconsin-Whitewater; M.Ed., Marian College.
- Gary S. Rodman, senior director of information technologies (1992, 2023). A.B., Bowdoin College; Ph.D., University of Minnesota.
- Randall H. Roeper '88, associate vice president for development and

- operations (2020). B.S. Ripon College.
- Mackenzie M. Schmitt, senior art director (2023). B.A., Carroll University.
- Paula M. Schultz, executive assistant to the vice president for enrollment (1993, 2023).
- Christopher J. Schumacher, director of athletics (2023). B.S., M.S., University of Wisconsin-LaCrosse.
- Brandon P. Schwingel, network administrator (2022). A.A.S., University of Wisconsin-Richland Center, B.A., University of Wisconsin-Madison.
- John E. Sisko, vice president and dean of faculty (2020). B.A., St. John's College; Ph.D., Rutgers University.
- Trisha Skiba, housekeeper (2021).
- Amy L. Stephens, acquisitions specialist Lane Library and academic support specialist for East, West and Smith halls (2013, 2020). B.A., B.S., Winona State University.
- Paula Stettbacher, director of human resources (2021). B.B.A., University of Wisconsin-Oshkosh.
- Chelsie M. Stocker, executive assistant to the vice president for advancement, marketing and communication and chief of staff (2022, 2023). B.S., Wisconsin Lutheran College.
- Elizabeth A. Molitor Taft '07, executive director of marketing and communication (2022). A.B., Ripon College.
- John Tobin, supervisor of grounds and housekeeping (2021).
- Abigail Urbina, post graduate assistant in admission and student life (2023). A.B., Ripon College.
- M VanSteenbergen, director of the mail center/one card operations (2023). B.B.A., Marian University, B.S., University of Wisconsin-Platteville.
- Steven M. Wammer, associate athletic director and head coach of softball (2018, 2021). B.A., Concordia College-Moorhead, Minnesota; M.S., Texas Woman's University.
- Ryan L. Weir, director of development (2022). B.A., University of Iowa, M.A., University of Wisconsin-Madison.
- Diane Y. White, coordinator of academic records (2022). B.A., Mount Mary College.
- Johnathan A. Wilson, head men's and women's swimming and diving coach (2022). B.S., University of Wisconsin-Stevens Point, Teaching Certification- K-12 Physical Education and Health, Ripon College.
- Lisa Willoughby, housekeeper (2021).
- George H. Wittler, director of the Ceresco Prairie Conservancy (1998). B.A., Carleton College; M.A., University of Montana; Ph.D., The University of Texas-Austin.
- Michele A. Wittler '76, associate dean of faculty, registrar, and Title IX coordinator (1984, 2005). A.B., Ripon College; M.B.A., University of Texas at Austin.
- Robert M. Wood '09, director of track and field and cross country (2017). A.B., Ripon College; M.S., Cardinal Stritch University.
- Laurie Yasick, housekeeper (2021).
- Lisa Zeman, associate director of student support services and coordinator of disability services (2010, 2013). B.S., M.S.Ed., University of Wisconsin-Oshkosh.
- Antoinette Zimmerman, housekeeper (2021).

Contracted Services

- Brian Azinger, athletic trainer (1999). B.S., Northeast Missouri State University, M.A., University of Southern Florida.
- Mary Belling, college nurse (2022). B.S.N., University of Wisconsin-Oshkosh

Michael Logan Galezio, athletic trainer
(2019).

Dennis Manty, athletic trainer (2022).
A.B. Ripon College, M.S., College of
St. Scholastica

Brandon S. Zemke, strength and
conditioning coach (2020).

Administrative Offices 2023-24

Office of the President

President, Victoria N. Folse

Coordinator of Institutional Effectiveness
and Executive Assistant, President's
Office, Kari A. Clark

Office of the Vice President for Enrollment, Admission and Financial Aid

Vice president for enrollment, Jennifer L.
Machacek.

Executive assistant to the vice president
for enrollment, Paula M. Schultz

Associate director of admission/digital
recruitment, John R. Ingemann '12

Director of Admission, Sarah L. Quella

Admission counselor/transfer and
international coordinator, Hannah
L. Erdman '14

Application processing coordinator,
admission, Linda K. Brown

Visit experience coordinator and
admission counselor, Carolyn Crist

Admission counselor, Cameron M.
Collier

Admission counselor, Noelle J.
Korzeniewski

Hannah L. Estabrook, Graduate Program
Admission and Recruitment
Coordinator

Abigail Urbina, Post Graduate Assistant
in Admission and Student Life

Financial Aid

Director of financial aid, Linda S.
Kinziger

Assistant director of financial aid, Luke
Leitner

Financial aid counselor and student

employment coordinator, Emilee A.
Minor

Office of the Vice President for Advancement

Vice president for advancement,
marketing and communications and
chief of staff, Shawn F. Karsten '09

Executive assistant to the vice president
for advancement marketing and
communication and chief of staff
Chelsie M. Stocker

Associate vice president for development
and operations, Randall H. Roeper '88

Office of Advancement

Director of annual giving, Kelly A.
Nielsen

Associate director of annual giving
Solangel Gonzalez '22

Gift administration and stewardship
coordinator, Peggy J. Hutchings

Associate director of advancement
services and data analysis, Amanda
R. Glass '07

Assistant director of annual giving and
donor relations, Brendan J. McCoy
'17

Director of development, Ryan L. Weir
Director of development, Jacob Gahart

Office of Constituent Engagement

Director of constituent engagement, Amy
L. Gabriel Gerretsen '04

Engagement and communications
specialist, Savanah S. Cousert '22

Office of Marketing and Communications

Director of creative and social media,
Richard T. Damm

Executive director of marketing and
communication, Elizabeth A.
Molitor Taft '07

Director of Web Development and
Marketing, Jessica L. Ehrenberg

Senior art director, Mackenzie M.
Schmitt

College editor, Jaye M. Alderson

*Office of the Vice President
and Dean of Faculty*

Vice president and dean of faculty, John
E. Sisko

Executive assistant for academic affairs,
Amanda M. Przybyl '05

Associate dean of faculty, registrar and
Title IX coordinator, Michele A.
Wittler '76

Associate dean of academic affairs,
Rebecca Matzke

Director, career and professional
development, Mary Hatlen

Director of teacher education, Jean M.
Rigden

Academic support specialist-East,
West, Smith halls and acquisitions
specialist Lane Library, Amy L.
Stephens

Academic support specialist-Rodman
Center, TBD

Environmental Health and Safety Officer
and Lab Coordinator, Dana C.
Moracco

Director of the Franzen Center for
Academic Success, Brenda J.
Gabrielson

Lane Library

Librarian-user services and director of
the library, Andrew R. Prellwitz

Assistant librarian-access services, Peter
Conlon

Acquisitions specialist and academic
support specialist-East, West, Smith
Halls, Amy L. Stephens

Office of the Registrar

Associate dean of faculty, registrar, and Title
IX coordinator, Michele A. Wittler '76

Assistant registrar, Katy Crane

Coordinator of academic records, Diane
Y. White

Athletic Staff

Director of Athletics, Christopher J.
Schumacher

Athletic trainer, Brian J. Azinger

Athletic trainer, Michael Logan Galezio

Athletic trainer, Dennis Manty

Strength and conditioning coach,
Brandon S. Zemke

Head coach of baseball, Eric W. Cruise

Head coach of men's basketball, Kenneth
H. Finco

Head coach of women's basketball,
Lauren A. Busalacchi

Director of track and field and cross
country, Robert M. Wood '09

Head coach of cross country/associate
coach of track and field, Corey R. Bins

Head coach of football, Jacob M.
Marshall '10

Associate head coach of football/
recruiting coordinator, Michael R.
Hepp

Assistant coach of football, Richard H.
Coles

Head coach of women's soccer, Jennifer
Dimos

Head coach of men's soccer, Marco T.
Rhein

Head coach of softball, Steven M. Wammer

Head coach of swimming/diving,
Jonathan A. Wilson

Head coach for men's and women's
tennis, Samuel Brickley

Head coach of volleyball, Catherine E.
Astrauskas

Manager of athletic equipment and
grounds, Todd N. Pomplun

Sports information director, Brock N.
Reisler

*Office of the Vice President
for Finance*

Vice president for finance, TBD

Executive assistant for finance and
operations, Jane J. Runge

Director of human resources, Paula
Stettbacher

Associate vice president for finance and
controller, Dennis Bangart

Business Office

Accountant, Anita Charwick-Boie
Director of student accounts, Alycia Harbin

Accounts payable technician/business office generalist, TBD

Part-time temporary accounting assistant, Bobbi Grant

Information Technology Services

Senior Director of Information Technologies, Gary S. Rodman

Network and systems specialist, Andrew P. Desch

Manager of media and end user services, Erik K. Dietrich

Technology support specialist/programmer, Abel Gonzalez Rodriguez '20

Network administrator, Brandon P. Schwingel

Office of the Vice President and Dean of Students

Vice president and dean of students, Christophor M. Ogle '80

Conference Services

Director of conference services and assistant to dean of students office, Kelli A. Myers '16

Counseling Center

Director of counseling services, Emily R. Johnson

Assistant director of counseling services, Amanda M. Prachel

Food Service

General manager, Dutstin Tessmer

Catering manager, Michael Zink

Retail Manager, Christopher Taylor

Executive Chef, TBD

Health Services

College nurse, Mary Belling

Mail Center

Director of the mail center/one card operations, M. VanSteenbergen

Office of Student Activities

Director of student activities and orientation, Brianna M. Cyr

Center for Diversity and Inclusion

Director of multicultural affairs, Yazmin Doroteo

Plant Department

Director of physical plant, Keith R. Lauth

Supervisor of grounds and housekeeping, John G. Tobin

Senior electrician and maintenance supervisor, Peter J. Reichenberger

Office assistant, Suzie A. Fude

Housekeeping

Desiree Baier

Jason R. Gloyd

Teelah Harke

Jordan Harris

Justin W. Hoyt

Rachel Hunt

Valerie L. Jenkins

Luann Judas

Kevin Koster

Rebecca Kutz

MaSalvacion Laybourn

Lauren McConnell

Dalton Peterson

Tina Reichenberger

Trisha Skiba

Lisa Willoughby

Laurie (Louie) Yasick

Antoinette Zimmerman

Maintenance

Mark Fields

Richard J. Lee

Brandon LoBianco

Russell Nelson

Anthony Pauli

David Peterson

Grounds

Cody S. Boers

Joshua R. Byrum



RIPON COLLEGE

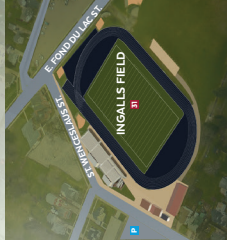
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- 1 EAST HALL classrooms, Knege-Little Theatre, faculty offices
- 2 SMITH HALL president's office, dean of faculty's office, vice president for finance, financial aid, business office, human resources, advancement, constituent engagement, Ripon Fund
- 3 WEST HALL classrooms, faculty offices, museum
- 4 LANE LIBRARY work space, Franzen Center for Academic Success, various computer lab
- 5 HARWOOD MEMORIAL UNION Gear Hall, The Spot, retail center, marketing and communications
- 6 BARTLETT HALL dean of students, health and counseling services, Center for Diversity and Inclusion, registrar, OneCard office, student support/disability services, Student Senate
- 7 FARR HALL OF SCIENCE classrooms, labs, faculty offices, Bear Auditorium
- 8 TODD WEHR HALL classrooms, faculty office, work space, computer labs, Infant Cognition Lab
- 9 S.N. PICKARD COMMONS dining, student activities and orientation, Center for Career and Professional Development, conference services, "We Proudly Serve" Starbucks

- 10 EVANS ADMISSION CENTER AT HUGHES HOUSE admission office
- 11 CAMPUS APARTMENTS student residence
- 12 TRI-DORMS (EVANS, WRIGHT, SHALER) student residence
- 13 JOHNSON HALL student residence
- 14 SCOTT HALL student residence
- 15 MAPES HALL student residence
- 16 BROCKWAY HALL student residence
- 17 BOVAY HALL student residence
- 18 ANDERSON HALL student residence
- 19 HOPP STADIUM football, soccer, multipurpose
- 20 KEMPER CENTER information technology, computer lab

- 21 WILL MORE CENTER fitness, athletics, gymnasiums, field house, indoor track, classrooms, faculty board offices
- 22 C.J. RODMAN CENTER FOR THE ARTS Benstead Theatre, Denmore Rectory Hall, Corstetter Art Gallery, classrooms, faculty offices, computer lab
- 23 FACILITIES AND GROUNDS
- 24 ONE MERRIMAN LANE resident's private residence
- 25 CERESO PRAIRIE CONSERVANCY large outdoor classroom, hiking and mountain biking trails
- 26 FRANCIS FIELD baseball
- 27 LABSON COURT tennis
- 28 TRACY FIELD softball
- 29 DOEHLING PRACTICE FIELD multipurpose
- 30 PRAIRIE FIELD men's and women's soccer
- 31 INGALLS FIELD football, outdoor track

PARKING
Public and visitor lots are marked with **P**
Student lots are marked with **S**





300 W. Seward Street
Ripon, Wisconsin 54971

920-748-8115

ripon.edu