Frequently Called Ripon Phone Numbers

Admission Office ................................................................. 1-800-947-4766
Alumni Office ................................................................. 920-748-8126
Art Events ................................................................. 920-748-8791
Athletic Events .......................................................... 920-748-8770
Athletic Office ........................................................... 920-748-8133
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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First Semester
July 27, Monday Liberal Arts in Focus begins.
August 14, Friday Liberal Arts in Focus ends.
August 21, Friday Faculty/staff opening meeting, 10:30 a.m.
August 22, Saturday Residence halls open for new students, 9:00 a.m.
August 22, Saturday Matriculation Convocation, 3:00 p.m.
August 24, Monday Residence halls open for returning students, 9:00 a.m.
August 25, Tuesday Registration.
August 26, Wednesday Classes begin, 8:00 a.m.
September 4, Friday Half-semester course add/drop deadline (without asterisk*).
September 17, Thursday Constitution and Citizenship Day.
September 18, Friday Last day for removing incompletes.
September 18, Friday Full-semester course add/drop deadline (without asterisk*).
October 2, Friday Half-semester course withdrawal deadline (with asterisk*).
October 2-3, Friday-Saturday Family Weekend and Homecoming.
October 16, Friday Midsemester D and F grade reports due.
October 16, Friday Last class day for half-semester courses.
October 16, Friday Fall vacation begins, 5:00 p.m.
October 26, Monday Classes resume, 8:00 a.m.
October 26, Monday Second half-semester courses begin.
October 26, Monday Registration begins for spring courses.
October 26, Monday Midsemester grade reports are distributed to students and advisors.
November 4, Wednesday Second half-semester course add/drop deadline (without asterisk*).
November 6, Friday Full-semester course withdrawal deadline (with asterisk*), and election of Satisfactory- Unsatisfactory option deadline.
November 6, Friday Registration ends.
November 26, Thursday Thanksgiving Day; classes suspended.
November 27, Friday Classes suspended; commons and residence halls will be open.
December 1, Tuesday Half-semester course withdrawal deadline (with asterisk*).
December 11, Friday Last day of classes.
December 14, Monday Final examinations begin.**
December 16, Wednesday Reading Day.
December 18, Friday 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.

The Pickard Commons will be closed during the fall, midwinter, and spring vacations. Residence halls will be closed during midwinter vacation, but may remain open during fall and spring breaks if there is sufficient demand.
**College Calendar for 2015-2016**

**Second Semester**

January 17, Sunday  
Residence halls open for all students, 9:00 a.m.

January 18, Monday  
Martin Luther King Day, the college is closed but encourages and provides options for student, faculty and staff participation with volunteer and/or other learning activities that fulfill the vision of Rev. Dr. Martin Luther King, Jr.

January 19, Tuesday  
Classes begin, 8:00 a.m.

January 22, Friday  
Half-semester course add/drop deadline (without asterisk*).

February 2, Tuesday  
Founders’ Day Celebration, 11:15 a.m.

February 12, Friday  
Last day for removing incompletes.

February 12, Friday  
Full-semester course add/drop deadline (without asterisk*).

February 23, Tuesday  
Half-semester course withdrawal deadline (with asterisk*).

March 11, Friday  
Midsemester D and F grade reports due.

March 11, Friday  
Last class day for half-semester courses.

March 11, Friday  
Spring vacation begins, 5:00 p.m.

March 21, Monday  
Classes resume, 8:00 a.m.

March 21, Monday  
Second half-semester classes begin.

March 21, Monday  
Registration begins for fall courses.

March 21, Monday  
Midsemester grade reports are distributed to students and advisors.

March 30, Wednesday  
Second half-semester course add/drop deadline (without asterisk*).

April 1, Friday  
Full-semester course withdrawal deadline (with asterisk*), and election of Satisfactory- Unsatisfactory option deadline.

April 1, Friday  
Registration ends.

April 20, Wednesday  
Awards Convocation, 7:00 p.m.

April 26, Tuesday  
Second half-semester course withdrawal deadline (with asterisk*).

May 3, Tuesday  
Last day of classes.

May 4, Wednesday  
Reading day.

May 5, Thursday  
Final examinations begin.**

May 11, Wednesday  
Last day of final examinations.

May 15, Sunday  
Commencement, 1:30 p.m.

May 16, Monday  
*Liberal Arts in Focus* begins.

June 3, Friday  
*Liberal Arts in Focus* 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.

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# College Calendar for 2016-2017

## First Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 25, Monday</td>
<td>Liberal Arts in Focus begins.</td>
</tr>
<tr>
<td>August 12, Friday</td>
<td>Liberal Arts in Focus ends.</td>
</tr>
<tr>
<td>August 19, Friday</td>
<td>Faculty/staff opening meeting, 10:30 a.m.</td>
</tr>
<tr>
<td>August 20, Saturday</td>
<td>Residence halls open for new students, 9:00 a.m.</td>
</tr>
<tr>
<td>August 20, Saturday</td>
<td>Matriculation Convocation, 3:00 p.m.</td>
</tr>
<tr>
<td>August 22, Monday</td>
<td>Residence halls open for returning students, 9:00 a.m.</td>
</tr>
<tr>
<td>August 23, Tuesday</td>
<td>Registration.</td>
</tr>
<tr>
<td>August 24, Wednesday</td>
<td>Classes begin, 8:00 a.m.</td>
</tr>
<tr>
<td>September 17, Tuesday</td>
<td>Constitution and Citizenship Day.</td>
</tr>
<tr>
<td>Sep 30-Oct 1, Friday-Saturday</td>
<td>Family Weekend and Homecoming.</td>
</tr>
<tr>
<td>October 14, Friday</td>
<td>Fall vacation begins, 5:00 p.m.</td>
</tr>
<tr>
<td>October 24, Monday</td>
<td>Classes resume.</td>
</tr>
<tr>
<td>November 24, Thursday</td>
<td>Thanksgiving Day; classes suspended.</td>
</tr>
<tr>
<td>November 25, Friday</td>
<td>Classes suspended; Commons and residence halls will be open.</td>
</tr>
<tr>
<td>December 9, Friday</td>
<td>Last day of classes.</td>
</tr>
<tr>
<td>December 12, Monday</td>
<td>Final examinations begin.</td>
</tr>
<tr>
<td>December 14, Wednesday</td>
<td>Reading day.</td>
</tr>
<tr>
<td>December 16, Friday</td>
<td>Last day of final examinations.</td>
</tr>
</tbody>
</table>

## Second Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>January 15, Sunday</td>
<td>Residence halls open for all students, 9:00 a.m.</td>
</tr>
<tr>
<td>January 16, Monday</td>
<td>Martin Luther King Day.</td>
</tr>
<tr>
<td>January 17, Tuesday</td>
<td>Classes begin, 8:00 a.m.</td>
</tr>
<tr>
<td>January 31, Tuesday</td>
<td>Founders’ Day Celebration, 11:15 a.m.</td>
</tr>
<tr>
<td>March 10, Friday</td>
<td>Spring vacation begins, 5:00 p.m.</td>
</tr>
<tr>
<td>March 20, Monday</td>
<td>Classes resume.</td>
</tr>
<tr>
<td>April 19, Wednesday</td>
<td>Awards Convocation, 7:00 p.m.</td>
</tr>
<tr>
<td>May 2, Tuesday</td>
<td>Last day of classes.</td>
</tr>
<tr>
<td>May 3, Wednesday</td>
<td>Reading day.</td>
</tr>
<tr>
<td>May 4, Thursday</td>
<td>Final examinations begin.</td>
</tr>
<tr>
<td>May 10, Wednesday</td>
<td>Last day of final examinations.</td>
</tr>
<tr>
<td>May 14, Sunday</td>
<td>Commencement.</td>
</tr>
<tr>
<td>May 15, Monday</td>
<td>Liberal Arts in Focus begins.</td>
</tr>
<tr>
<td>June 2, Friday</td>
<td>Liberal Arts in Focus ends.</td>
</tr>
</tbody>
</table>
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 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 that our society has historically adhered to, 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 is critical and should be reflected in all of Ripon’s curricular and cocurricular 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 collegial 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.

History

Ripon College and the city of Ripon share a noteworthy history. Both have matured gracefully in the pleasant natural surroundings of central Wisconsin; both originated in the minds of visionaries and pioneers.

The first European people to settle the Ripon area were members of the Wisconsin Phalanx—19 men and one boy led by young Warren Chase, who often called himself “The Lone One” or “The World’s Child.” Inspired by the philosophy of the French utopian socialist Charles Fourier, as interpreted in the pages of Horace Greeley’s New York Tribune, the Phalanx set out from Kenosha to found a commune far from “the world of Jargon, Contention, and Confusion.” On May 27, 1844, they staked their claim and began translating their motto—“Diligence, Vigilance, Perseverance, and Progress”—into the community of Ceresco, named for the Roman goddess of the harvest.

Before long, Ceresco was the home of more than 200 idealists of various sorts. Sharing labor and the fruits of labor, the settlers built a thriving community around two large buildings which housed all community activities. The Long House, in which meals were served and meetings held, still stands on the west edge of the city.

But Ceresco could not sustain its selfless idealism or its profit margin for more than seven years. Warren Chase, who had meanwhile helped to found the state of Wisconsin, wrote the epitaph for Ceresco in 1851: “It was prematurely born, and tried to live before its proper time, and of course, must die and be born again. So it did and here it lies.” In the same year, Ripon College was granted its charter from the Wisconsin legislature.

The founding of the College hastened the absorption of the Ceresco Commune by the city of Ripon. The city had been founded in 1849, when Captain David P. Mapes (whose steamboat and worldly fortune had recently sunk in New York’s East River) trudged out to Wisconsin, looked over the land adjacent to Ceresco, and decided that it was the perfect place to start building a new life. Ripon was named for the cathedral city in England where the seventh-century ecclesiastical statesman and scholar Wilfrid of Ripon conducted a school which influenced almost every great university in Europe. For two years, a rivalry flourished between Mapes and Chase over the future of their adjacent communities. But after it became clear that Ceresco’s days were numbered, the pioneer spirit of competition gave way to the pioneer spirit of cooperation, and Ceresco was eventually absorbed by Ripon. When Mapes began laying plans to attract responsible settlers to the area by founding a college on the highest hill, Chase became a founding father.

Legend claims that Mapes staked out the College’s first building (now East Hall) in a gentle snowstorm on November 23, 1850. Two of Ripon’s earliest settlers helped him: John Scott Horner, former governor of the Territory of Michigan and owner of the land Mapes turned into a city; and Alvan Bovay, prominent abolitionist lawyer and later the guiding spirit behind the founding of the Republican Party. The state legislature granted a charter for the institution (then called the Ripon Lyceum) on January 29, 1851, and construction of East Hall started that spring.
The school could not become a full-fledged college, however, until it had prepared the young people of the area for college-level work. Thus it opened as a preparatory school in June 1853, with 16 young women in attendance and a faculty of one. The following September, 66 young men brought the enrollment up to 80 for the first year. In September 1863, while most young men were fighting in the Civil War, the first real college classes opened with a new president (the Reverend Dr. William E. Merriman, a graduate of Williams College and Union Theological Seminary), six new students, and a new name: Ripon College. The first class to go through Ripon College — four women — graduated on schedule in June 1867. In 1868, formal ties with the Congregational and Presbyterian churches, established 11 years earlier, were severed.

During the 19th century, both the curriculum and formal codes of conduct reflected the mixture of rather stern frontier morality and classical concepts of citizenship which motivated the College’s founders and early leaders. Students rose together at the sound of a morning bell at 5:30. Each was required to furnish his or her own fire and to attend worship services twice on Sunday. The first formal debate was held in 1857, when students considered a resolution that “a bad education is worse than no education at all.” Resolutions for later debates were to free all slaves and to grant suffrage to women, but no one could be found to take the negative of those questions. In 1873, tuition was $8 per term.

Ripon’s first six presidents had clerical backgrounds. Dr. Edward H. Merrell, a graduate of Oberlin College and Oberlin Theological Seminary, became the College’s second president upon Merriman’s retirement in 1876 and served until 1891 during a period of rapid expansion in the physical plant and the student body. Merrell’s affiliation with the College actually dated from 1862, when he became principal of the preparatory department and professor of languages.

Dr. Rufus Cushman Flagg, a widely respected biblical scholar and Congregational minister with a flair for financial management, served from 1892-1901. Dr. Richard Cecil Hughes, a Presbyterian clergyman and teacher of psychology, served from 1901-09 and was instrumental in designing and implementing a college curriculum at Ripon for the 20th century. During Hughes’ tenure, preparatory classes were greatly reduced and most of the subjects making up a modern liberal arts curriculum were established.

Ripon’s fifth president, Dr. Silas Evans (Class of 1898), however, is generally considered the father of the modern Ripon College. During his long period of service (1910-17 and 1921-43), Ripon entered a new era marked by the growth of the student body, the sharpening of academic standards, the bolstering of the College’s financial position, and the addition of numerous extracurricular programs.

In the early 20th century, performing groups and organizations, athletic teams and conferences, and extracurricular programs of various sorts became prominent features of most American colleges. Ripon was one of the first of its kind in the Midwest to develop attractive programs of these sorts — in fact, the first student newspaper in Wisconsin (College Days) had already been established at Ripon in 1868. In 1924, the College recognized both social and academic Greek-letter societies. Ambitious programs were developed in debate and forensics (Pi Kappa Delta, national recognition society in forensics, originated from a local society founded at Ripon College in 1912, and one early member was Spencer Tracy ’24; the National Forensic League was founded at the College in 1925; music (the Glee Club conducted a tour of 25 cities in 17 days in 1924); dramatics (John Carradine appeared as Mephistopheles in the 1951 centennial production of The Tragical History of Dr. Faustus); and athletics (Carl Doehling’s football team defeated Amos Alonzo Stagg’s University of Chicago team in 1928, and three Ripon track men participated in the 1924 Olympic trials).
Dr. Evans’ two tenures were separated by the presidency of Dr. Henry Coe Culbertson, formerly president of Emporia College in Kansas. Culbertson, a brilliant public speaker and student of law and divinity, was hampered by illness during his four-year term. Dr. Clark Kuebler, who succeeded Evans after his second term, served from 1944-55 and strengthened the College’s national reputation by conducting lecture tours across the country and by establishing a Ripon chapter of Phi Beta Kappa, the most prestigious of all academic honor societies.

Dr. Frederick O. Pinkham, a graduate of Kalamazoo College and Stanford University, presided over the expansion of Ripon’s physical plant during his tenure from 1955-66. He also was instrumental in establishing the Associated Colleges of the Midwest (a consortium of 14 outstanding liberal arts colleges in Wisconsin, Minnesota, Illinois, Iowa, and Colorado) of which Ripon is a member.

From 1966-85, Ripon’s president was Dr. Bernard S. Adams, a graduate of Princeton, Yale, and the University of Pittsburgh. Under his leadership, Ripon expanded and revised its curriculum, adding numerous individual courses, several overseas programs, and a department of anthropology and sociology. Also during these years, the educational program became more flexible and the student body more diverse in terms of socioeconomic background. The physical plant was also enhanced through several large construction projects.

From 1985 to 1995, Ripon’s 10th president, William R. Stott, Jr., a graduate of Georgetown and Columbia Universities, provided leadership for the College. Through means of two successful campaigns, President Stott oversaw the rehabilitation of many residence halls, integrated student services into its own newly renovated facility, and reestablished the classics and religion as features of Ripon’s traditional liberal arts education. The endowment more than doubled during his tenure, from not quite $10 million in 1985 to $21.7 million in 1995. Under his leadership, a fine arts wing was added to Rodman Center for the Arts and the rehabilitation of Farr Hall of Science was begun.

Paul Byers Ranslow, former executive vice president at Pitzer College in Claremont, California, served as Ripon’s 11th president from 1995 to 2002. Bringing more than 22 years of higher education administrative experience and an Ed.D. degree from Harvard University, he directed an updated comprehensive planning process. During his tenure, Farr Hall of Science and Smith Hall were renovated, new athletic fields were constructed, and significant improvements in technology and computing resources were made. In 2001 enrollment surpassed 900 students for the first time in more than 20 years.

David K. Williams, Ripon’s vice president for development from 1990-2002, served as interim president in 2002-03. Holding a B.A. from Beloit College and a M.A. in German from the University of Wisconsin-Madison, he was guided by a clear understanding of the mission and vision of Ripon as a liberal arts college. President Williams made it his goal to ensure a smooth transition, and he achieved that goal by providing a firm hand and steady leadership.

The Rev. Dr. David C. Joyce, then president of Union College in Kentucky, was named Ripon’s 12th president, taking office in July of 2003. Dr. Joyce, who earned a bachelor’s degree in psychology from Pfeiffer University, a master’s of divinity degree from Yale University, a master’s degree in psychology from North Carolina State University, and a doctorate in human resource development from Vanderbilt, oversaw significant campus improvements in his eight-year tenure at Ripon. The former Hughes House was completely renovated to house the Evans Welcome Center at Hughes House. Great Hall was restored to its original size and it, along with part of the first floor of Harwood Memorial Union, the lower level of Pickard Commons (including the bookstore and the Joyce Lounge), and classrooms in Todd Wehr Hall were thoroughly renovated. A new apartment-style residence hall
was built and portions of Elm and Seward Streets that bisected the campus have been closed and converted to a walkway and green space. Finally, the College acquired the Carnegie Library in downtown Ripon to serve as home of the president’s and the vice president and dean of faculty’s office, forging a tighter link with the Ripon community. Under Joyce’s direction, the College also developed new statements of mission, vision and core values as part of a campus-wide strategic plan.

Dr. Gerald E. Seaman, who was named Ripon’s vice president and dean of faculty in 2006, served as interim president in 2011-12. Seaman’s good rapport across campus made him an excellent choice to lead the College during a time of transition. He holds a bachelor’s degree from the University of Wisconsin and master’s and doctorate degrees from Stanford University.

Dr. Zach P. Messitte is the 13th president of Ripon College, taking office July 1, 2012. He came to Ripon from the University of Oklahoma where he spent five years as the dean of the College of International Studies and also held the William J. Crowe Chair in Geopolitics. A teacher first, Dr. Messitte taught in the classroom every semester at Oklahoma, leading courses on American foreign policy, introduction to international studies and senior seminars on foreign policy, media and film. The author of numerous articles, he is the co-editor of a book, “Understanding the Global Community,” and the host of “World Views,” an award-winning program on National Public Radio. From 2002 to 2007 he was the Director of the Center for the Study of Democracy and a member of the political science faculty at St. Mary’s College of Maryland, the state’s honors liberal arts college.

Born in Sao Paulo, Brazil while his parents were working in the Peace Corps, Dr. Messitte grew up in Chevy Chase, Maryland. He received a bachelor’s degree in American history and Italian language from Bowdoin College, a master’s degree in international relations from Johns Hopkins University, and a doctorate in politics from New York University. Prior to entering academia, he worked for the U.S. Senate Select Committee on Intelligence, the United Nations and the Cable News Network (CNN).

Such is the history of the College and the city of Ripon. Today, the community is home for more than 7,000 citizens, several industries, and a modest business community. The College enrolls about 1,000 students each year, and its buildings enhance a rolling, tree-covered campus of 250 acres. The surrounding central Wisconsin area is farmland and resort country dominated by nearby Green Lake. Many of the signs of Ripon’s early history, however, are still prominent, and some are still in use. A few of the signal oaks which guided pioneers through the area a century ago can still be identified along the roads leading into town. The Long House of the Cerosco Phalanx still stands, so does the Little White Schoolhouse — now a national landmark — in which the Republican Party was founded in 1854. The College’s three original brownstone buildings are still in use as well, flanked by the architecture of recent years.

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.

Ashley Courts. Dedicated in September 1996, Ashley Courts commemorate the long and outstanding service of Robert P. Ashley, Professor of English (1955-82), Dean of the College (1955-74), and men’s varsity tennis coach (1955-64).

Bartlett Hall. Built in 1888, Bartlett had mostly served as a residence hall throughout its history. During 1987-88 the building was completely renovated and is now part of the College Union and houses student services and student organization offices. It 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.

**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 upperclass housing.

**Carnegie Library.** Built in 1905, this building was made available to the College in 2006. Located in this building are the offices of the President, Dean of Faculty, and the Creative Enterprise Center. This facility was partially renovated in 2006.

**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 Underkofler Kellogg 1956 Environmental Classroom and the Stott Wetlands Trail. A mountain bike trail was added for sport enthusiasts in 2011.

**Collaborative Learning Center.** In 1999, a college-owned house was converted from faculty housing into the Communicating Plus Center. In 2006, the building was renamed the Collaborative Learning Center. This center is still the home of the Communicating Plus Curricular Program. See the Academic Policies section of this Catalog for more information on Communicating Plus.

**East Hall.** The original campus building, East Hall was begun in 1851 but not completed until 1863. It was also 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 the Kresge Little Theatre. In 1972 the State Historical Society placed an official Wisconsin Historical Society Marker near the entrance to East 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.

**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 Welcome Center.** Built during William E. Merriman’s presidency in 1863, it changed hands when Merriman left in 1876. It was later 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 is now 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.

**Harwood Memorial Union.** Completed in 1944, Harwood formerly housed the dining hall and administrative offices in addition to many of its current functions. Renovated in 2007, the Union now contains the Great Hall, Martin Luther King Study, the Pub, game rooms, lounges, the mall center, the radio station, student organization offices, and the Center for Social Responsibility. It is named for Frank J. Harwood, member of the board of trustees from 1916-40.
**Ingalls Field.** Purchased in 1888 and sold in 1939, Ingalls still serves as the College’s field for football and 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, and it is now owned by the Ripon Public 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.

**Johnson Hall.** Built in 1962 and expanded in 1966, Johnson is a residence hall for upperclass 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 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 Underkofler Cochrane Kegel 1956, 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, a computer lab, and the Midwest Athletic Conference offices. It is named for James S. Kemper, Chicago insurance executive and longtime member of the board of trustees.

**Lane Library/Wehr Learning Resources Center.** Lane was built 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 a computer lab. A partial renovation was completed in 2012.

**Larson Courts.** Serving as the College’s outdoor intercollegiate tennis courts, Larson Courts were dedicated in October 1995, in honor of Charles L. Larson 1965 Professor of Physical Education from 1966-2005, and men’s and women’s varsity tennis coach. Coach Larson has been Ripon’s most successful tennis coach.

**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.

**Merriman House.** Built around 1940 this building is named after the first President of the College, William E. Merriman.

**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, the Bookstore was relocated to a renovated area in this building, and a Starbucks Coffee Shop was located in the lobby. A partial renovation was completed in 2008 updating the student common area, recently 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.

**Physical Plant Building.** Built in 2007, this building houses the staff of the maintenance, grounds, and housekeeping departments. The vehicle fleet is also managed out of 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. The Bovay Terrace Restaurant, and Bovay Fitness Center, and an outdoor volleyball court are located in
the Quad area for student convenience and activities.

**C. J. Rodman Center for the Arts.**
Opened in 1972, Rodman houses Ben-stead 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 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 2009, 2010, and 2011, the facilities interior design underwent several renovations. Most recently, the Caestecker Gallery was renovated by students as part of the Art’s Management course. It is named for Thomas E. Caestecker, a member of the Ripon College Board of Trustees from 1988-2002.

**Howard Sadoff Field.** 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, softball, lacrosse, and rugby.

**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, the Elisha D. Smith Hall was destroyed by fire and rebuilt in 1931; from 1903-1971 it was known as Smith Hall and from 1971-2004 as Middle Hall. The Elisha D. Smith Hall was the College’s first residence hall, and it has also housed classrooms, laboratories, and art studios. The Advancement, Alumni, and Finance offices are located in Smith Hall along with assorted administrative offices, faculty offices, classrooms, and the print shop. An official Wisconsin Historical Marker near the entrance to East Hall recognizes the Elisha D. Smith Hall as one of the College’s three original structures.

**J. M. Storzer Physical Education Center.**
Opened in 1967, Storzer houses two full-sized gymnasiums (Aylward Hall and Wyman Gymnasium); indoor tennis courts; handball and racquetball courts; practice areas for baseball, golf, and archery; a weight room; an aerobics room; a dance studio; competition-sized 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. The building is named for John Storzer, longtime Ripon teacher, coach, and athletic director.

**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 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, 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

Information Technology Services

Ripon College Information Technology Services (ITS), 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, at www.ripon.edu/itservices.

Library Resources

Lane Library was built in 1930 and expanded in 1974 with the addition of the Wehr Learning Resources Center. Lane currently contains more than 315,000 items, including books, e-books, government publications, videos, microforms, and periodicals. A federal depository since 1982, the Library receives approximately 11 percent of the materials published by the Government Printing Office, including many on-line titles. Lane Library became a depository for Wisconsin documents in 2002 and now receives a wide variety of state publications per year. Both federal and state agencies issue original documents in digital formats, thousands of which are searchable in the Lane Library catalog. Access to government information at the local, state, and federal levels is freely available online and in paper to the Ripon Community. In addition to print resources, the Library houses a computer lab with a total of 21 workstations. The library offers wireless internet access and an information commons with additional workstations.

Lane Library is a suitable location for many classes and group meetings, as well as a great place for students to study and socialize. The Library is open more than 100 hours per week and librarians are available for personalized research assistance 7:30 a.m. through 5:30 p.m. Monday through Friday.

The Ripon College Library Catalog provides access to the library’s collection and access to other library catalogs worldwide via WorldCat. The library also subscribes to many online databases, most of which provide full-text access to academic journals and major newspapers.

Active membership in WILS (Wisconsin Interlibrary Services) allows the Ripon College community interlibrary and reciprocal on-site borrowing privileges at a number of other area institutions.

In addition to Lane Library, Ripon College has two other resource centers on campus. The Rodman Center contains music and art slide collections. A curriculum resource center with K-12 textbooks, periodicals, teaching materials and multicultural curriculum resources is available in Todd Wehr Hall.

Accreditation and Affiliation

Ripon College is accredited by the North Central Association of Colleges and Schools. 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.

Ripon College has established a formal exchange relationship with Fisk University, an Historically Black College located in Nashville, Tennessee. This agreement provides for exchanges of students, faculty, staff and administrators, as well as cultural, artistic, and athletic programs.

As a member of the Associated Colleges of the Midwest, Ripon offers its students opportunities for off-campus study and research at centers in the United States and abroad. 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 The 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 American Council on Education, 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, at faculty meetings, and on committees of the board of trustees. A graduating senior is elected annually by the student body to serve one year 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.

**Ripon College Center for Social Responsibility**

The Ripon College Center for Social Responsibility is a distinctive holistic curricular and cocurricular collaboration that provides an innovative space for students, faculty, staff and the community to examine and experience service, ethics, leadership and social innovation and entrepreneurship. The Center emphasizes living with a purpose, trusting and respecting others while being self-aware, engaging in intensive academic learning and collaboration around social dilemmas and movements, demonstrating integrity, posing compelling questions with time for reflection, and serving the community and the common good.

The Center focuses on finding educational and personal enrichment in the many aspects of life both on campus and beyond through academic and cocurricular programming. The Center is committed to:

- Matching students with opportunities that allow them to meaningfully contribute to the welfare of the community;
- Developing students who are leaders in the business, nonprofit and civic sectors through intensive study, training and experience;
- Supporting faculty in academic community engagement, including ser-
vice-learning, nonprofit internships, servant leadership, social innovation and community-based research;
- Promoting educational programs that prepare students for lives of socially responsible citizenship;
- Developing deep relationships with community partners based on a model of cooperative problem solving;
- Guiding students, staff, faculty and community members in their own servant leader journey.

The Center achieves these goals through the following programs and activities:
- Socially Responsible Leadership Minor;
- Creative Enterprise Consultants;
- Ethics Bowl;
- Enactus;
- Diversity Leadership Roundtable;
- Environmental Leadership Roundtable;
- Student development grants, mentoring, internships, trainings, and conference support;
- Faculty development grants, trainings, technical assistance, and curricular assistance;
- Survey data, data collection, evaluation and strategic planning;
- Alumni connection and networking;
- CSR speaker series & guided discussions;
- Community service and social justice opportunities.
Ripon College enrolls students who will contribute to and benefit from the academic and residential programs we provide. In the administration of its educational policies, admission practices, scholarship and loan programs, athletic and other college-administered programs, Ripon College is committed to providing equal opportunities based on merit and without discrimination to all individuals regardless of race, gender, gender identity, color, religion, age, national or ethnic origin, disability, marital status, sexual orientation, or any other characteristic protected by state or federal laws.

The faculty committee on academic standards establishes the criteria for admission. Among the factors considered are the student’s secondary school record, scores on standardized tests (SAT or ACT), a personal statement, recommendations from the applicant’s school, and extracurricular or community service activities. The Ripon College admission process reflects the personal attention students can expect to receive during their college experience, and applicants are encouraged to provide any additional information that they consider helpful.

Minimum Admission Requirements

The minimum requirements for admission are: graduation from an accredited secondary school (or GED equivalent), a completed application form, secondary school transcript, results of standardized tests (SAT or ACT) and a $30 application fee.

An applicant’s secondary school course of study should be a well-rounded college preparatory program of at least 17 units including the following: English (4), math (3-4, including algebra, geometry and advanced algebra), social studies (3-4), natural sciences (3-4), and additional units of study selected from foreign languages, the fine arts, or other programs of college preparation to bring the total to at least 17.

Preference is given to students who have more than the minimum number of units.

Application Process

Students applying for fall term consideration are strongly encouraged to apply as early as possible. Notification of fall term admission will occur within two weeks of the completion of the student’s application for admission, beginning September 15. Students applying for spring term consideration should submit applications by December 15, and notification will occur shortly after the application becomes complete.

Ripon, along with a select group of colleges in the United States, participates in the Common Application. We are pleased to accept the on-line version of the Common Application form in place of our own application form. Students using the Common Application are given equal consideration in Ripon’s admission review process as students using the Ripon application form. The Common Application is available at www.commonapp.org. This program and Ripon College’s own application can be accessed from our website at: www.ripon.edu.

Early Admission

Today, many high school students have opportunities to accelerate their educational programs and many are entering college after three years in secondary school.

Superior students who wish to enter Ripon at the completion of three years of secondary school should write to the dean of admission during the first semester of their junior year. They should present a minimum of 13 units of work consisting of
Transfer Admission

Ripon welcomes transfer students from both two- and four-year colleges and universities. Transfer applications are reviewed on a rolling admission basis. Students are encouraged to submit all required information to Ripon well in advance of the beginning of each semester. It is to the candidates’ advantage to apply early. An applicant should present an application form, transfer reference form, transcripts from their secondary school and college, SAT or ACT results, and a $30 application fee. Students should have a minimum cumulative grade point average of 2.00 on a 4.00 scale and be in good standing at their previous college or university. Applications from students who have been dismissed by another institution will not be considered until one semester has passed since that dismissal.

Transfer students must take a minimum of 32 credits of academic work at Ripon, including at least half the credits required for any major or minor, and must meet all the requirements for a Ripon College degree including the senior residence requirement. Credit for liberal arts and sciences work at accredited institutions will be awarded for courses in which C- or better was earned. Grades for such courses are not included in computing a student’s average at Ripon. Some credit granted by another accredited institution for College Level Examination Program (CLEP) examinations will be accepted by Ripon College if 1) the credit was earned before the student entered Ripon, and 2) the student also earned, in courses, transferable credit at that institution. The number of CLEP credits accepted when a student transfers from another institution shall not exceed the number of credits earned in courses and accepted by Ripon.

Enrollment Deposit

To confirm enrollment at Ripon, accepted candidates are required to submit a $200 enrollment deposit. $100 is applied to first semester expenses, and $100 is the room deposit.

We require that all accepted fall term admission candidates who are notified of admission before April 20 submit the enrollment deposit by the candidates’ reply date of May 1. Fall term regular admission candidates who are accepted after April 20 should submit the enrollment deposit within 10 days of notification of acceptance. The enrollment deposit for fall term is refundable until May 1st. Accepted spring term regular admission candidates will be notified of their deposit deadline in their letters of admission.

Accepting transfer admission candidates will also be notified of their deposit deadline in their letters of admission.

Deferred Admission

Students wishing to delay college entrance for a year or two after secondary school graduation should follow the normal application procedures during their senior year. In addition to the required application information, students should submit a written deferral request explaining what they plan to do and why they plan to defer admission. All deferral requests are reviewed on an individual basis and experiences such as work, travel abroad, or independent study are normally approved. Students are required to submit a $200 non-refundable enrollment deposit after a deferment has been approved to reserve a place in the appropriate entering class.

Advanced Placement

First-year students who have completed one or more College Examination Board Advanced Placement (AP) Examinations and scored a four or above will receive credit. Application for such credit must be made before registration. Placement
in course sequences and the applicability of advanced placement credit to distribution requirements, or toward the major, are subject to the approval of the appropriate Ripon College academic department.

Credit and placement are also given to entering students who have passed the International Baccalaureate-North America courses, high level, with a grade of five or better. The amount of credit and placement are subject to approval by the appropriate Ripon College academic department.
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:

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 range from $14,000 to $31,000 annually.

Recognition Tuition Awards

Alumni Award - up to $8,000 ($2,000 per year). Awarded to students who have demonstrated strong leadership skills in school and the community. (A Ripon College Alumna/us must complete a separate nomination form.)

Boy/Girl State Scholarship - up to $16,000 ($4,000 per year). Awarded to students who have participated in a Boy/Girl State Program.

Diversity Scholarship - up to $20,000 ($5,000 per year). Awarded to high-achieving students each year who will contribute to the cultural, ethnic, geographical and socioeconomic diversity of Ripon’s student body.

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

Performance Tuition Scholarships

The audition and/or interview requirements for the performance tuition scholarships must be completed by March 1.

Art Scholarship - up to $20,000 ($5,000 per year) maximum award. Awarded to students who demonstrate ability and/or potential in art. (Portfolio required.)

Music Scholarship - up to $20,000 ($5,000 per year) maximum award. Awarded to students demonstrating talent or potential in instrumental and/or vocal abilities. Contingent upon continued participation in one of Ripon’s music programs. (Audition required.)

Theatre Scholarship - up to $20,000 ($5,000 per year) maximum award. Awarded to students who demonstrate ability and/or potential in drama. Contingent upon continued participation in Ripon’s Theatre program. (Interview required.)

Ripon Communication Consortium (RCC) Scholarship - up to $20,000 ($5,000 per year). Awarded to students who have been active in forensics and have distinguished themselves at the regional, state, or national level. Contingent upon continued participation in Ripon’s forensics program. (Interview required.)

National Merit Semi-Finalist Scholarship - up to $8,000 ($2,000 per year) maximum award. Awarded to students who are National Merit Semi-Finalists.

Performance/Recognition and Academic Scholarships can be combined to a maximum of $19,000 per year. All
scholarships are renewable on an annual basis based on satisfactory academic progress. Pickard Scholars must maintain a minimum grade point average (GPA) of 3.0. Knop Science Scholars must maintain a minimum grade point average (GPA) of 3.0 the first year, and a 3.25 at the end of each following year, and make satisfactory progress toward a major in natural science or mathematics. All other academic scholarships are renewed based upon continued satisfactory progress towards a degree. Art, Music, Theatre and RCC Scholarships are renewed based upon continued satisfactory participation in these activities. The total of your scholarships may not exceed the cost of tuition.

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 [www.fafsa.ed.gov](http://www.fafsa.ed.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 award can be made. All students are encouraged to apply/reapply for financial aid each year as soon as possible after January 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, other non-institutional scholarships, on-campus student employment, and educational loans. The amount of each award is determined by the Office of Financial Aid in accordance with federal, state and program regulations, and the availability of funds.

A 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. Students must consult the Office of Financial Aid if they are planning to carry fewer than 12 credits because an adjustment may have to be made in the aid award.

In addition to federal and state financial aid, Off-Campus Study Grants are available for one semester with affiliated off-campus study programs. The amount of the grant will be determined by the financial aid office. 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 award guide, the admission application, or simply contact the admission or financial aid offices for assistance.
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. 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 on-line).

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:
   
<table>
<thead>
<tr>
<th>Semesters Completed at Ripon College</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of one semester</td>
<td>1.70 GPA</td>
</tr>
<tr>
<td>End of two semesters</td>
<td>1.80 GPA</td>
</tr>
<tr>
<td>End of three semesters</td>
<td>1.90 GPA</td>
</tr>
<tr>
<td>End of four or more sems.</td>
<td>2.00 GPA</td>
</tr>
</tbody>
</table>

2. Credit Completion Rate
   The completion rate 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.

3. Maximum Time Frame
   A student is no longer eligible to receive financial aid once s/he has attempted 150% or more of the credits required to complete the degree for which the student is currently enrolled. For example, a program requiring 124 credit hours to graduate would allow 186 attempted hours (124 x 1.5 = 186). 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 towards the maximum timeframe. Repeated coursework hours will count towards the maximum time frame. Second degrees and non-credit remedial coursework are not offered by the College.

Additional Factors

Grades and credits considered when evaluating Satisfactory Academic Progress:
- Grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P or S are considered attempted and earned hours.
- Withdrawals (W), Incompletes (I), Failures (F), Unsatisfactory (U) and “*” grades are considered attempted but not earned.
- Grades of “I” are expected to be assigned a letter grade by the end of the subsequent term through the Registrar’s Office.
- Accepted transfer credits, credits granted for AP scores, IB scores, and foreign language retro credits are included in the calculation of both attempted and earned hours.

Satisfactory Academic Progress Review
- Satisfactory academic progress is reviewed at the end of each semester.
- Transfer credits are reviewed for satisfactory academic progress after receipt of official transcripts.
Warning Status
Warning Status is assigned per semester when a student fails to meet SAP for GPA, credit completion, or reaches the maximum timeframe.
- 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.

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.

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.
- Include dates and time periods involved.
- Explain 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:
- Explain why you were unable to complete your program within the Time Frame allowed for your degree.
- Include 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 only affect the student’s eligibility for federal financial aid.
• The Associate Dean of Faculty/Registrar and the Dean of Students Office will be advised of the decision.
• Appeals are only approved for one semester at a time.
• Academic Plans are reviewed each semester.
• If 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 may choose to enroll without the benefit of financial aid. If standards are met, federal financial aid eligibility is restored for subsequent terms of enrollment.

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 percent-age 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, room & board, and activity fee) 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 Hall Director or R.A. 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 last day of attendance will also be made. If no definitive date can be determined then 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 last day attendance has been made. If no definitive date can be determined then the midpoint of the semester will be used.

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

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, then 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. 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 must still 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 timeframe but they must also reply to the Financial Aid Office 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
- 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. If a student fails to repay grant funds, s/he may be ineligible for future federal financial aid.
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<td>A course from each of the following divisions: Behavioral and Social Sciences Fine Arts Humanities Natural Sciences</td>
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<td><strong>Wellness</strong></td>
<td>While all can lead to a variety of professional futures, some are especially recognizable as pre-professional, e.g.: Business Management Educational Studies Exercise Science tracks</td>
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<td>One Exercise Science activity course. (One credit or two seasons of varsity sports or credit for ROTC course with physical training component.)</td>
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<td>Options: (1) Approved Off-Campus Program; (2) Foreign Language Study; (3) Six credits in two approved Global and Cultural Studies courses (one of which must be at the 200 level or higher).</td>
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** See current College Catalog for complete information
Graduation Requirements

Graduation requirements are 1) completion of the Explore-Select-Connect requirements, 2) completion of a major, 3) the accumulation of 124 credits, and 4) a cumulative grade point average of 2.00 or better.

First Year

In the first year each student is required to take a First-Year Studies Course, the First-Year Writing Course, and one Exercise Science activity course, as well as fulfill the First-Year Explorations Requirement. In the event that scheduling logistics prevent a student from fulfilling these requirements in the first year, the student may, with the approval of the academic advisor, postpone completion until the following year. In the case of performance music courses, for example, this may be the natural plan for completion.

First-Year Seminar

Any First Year Studies course may be used to satisfy the first-year explorations requirement, and if the course is offered in a department or program that is not in a division, then it may be used toward completion of the breadth requirement.

First-Year Writing Course

The First-Year Writing Course is English 110. Emphasis in English 110 is on reading, analyzing, and writing about texts. Close textual analysis is integrated with the study of the writing process. Frequent writing is required.

Students will be introduced to and practice the following:

- Practice in writing as a process;
- Developing basic skills of textual analysis and evaluation;
- Formulating and supporting their own interpretations.

First-Year Explorations Requirement

To complete the first-year explorations requirement normally a student must take at least three credits in the first year in each of the four divisions (see below for the definition of divisions). Departments will designate courses that cannot be used to satisfy this requirement. However, a student who participates in a performance group in music may complete the requirement in the second year. The same will apply to similar situations where an entry level course does not carry three credits and the natural successor course cannot be taken in the same year. Any course used to complete the explorations requirement cannot also be used to satisfy the breadth requirement or the global and cultural studies requirement.

First-Year Explorations Learning Goals

Behavioral and Social Sciences

The social and behavioral sciences study human beings in communities and as individuals through careful observation of behaviors, analysis and evaluation of data, and the drawing of reasoned conclusions. Therefore, the introductory courses in the social and behavioral sciences have the following learning goals:

1. To explain fundamental concepts, theories, and vocabulary of one social or behavioral science;
2. To develop proficiency in comprehending, analyzing, and applying texts and data to construct arguments on topics in a social or behavioral science discipline;
3. To explain how social scientists develop conceptual categories through the application of evidence-based inquiry;
4. To identify ethical concerns and solutions in conducting and applying research with humans and animals.

**Fine and Performing Arts**

Expression in the fine and performing arts is intrinsic to the human experience. The ability to recognize and work with an art form’s formal structures and unifying principles is fundamental to deeper understanding of other’s expressions in the past and present and for effective personal expression. Therefore, the introductory courses in the fine and performing arts have one or more of the following learning goals:

1. To use creatively the materials and principles of an art form for personal expression;
2. To recognize the formal structures and unifying principles of artistic or rhetorical constructions created by others;
3. To recognize the formal structures and unifying principles of artistic or rhetorical constructions through the ages.

**Humanities**

The humanities record our achievements in history, language, philosophy, and religion. Studies in the humanities are designed to develop a sensitive understanding of cultural heritage, a critical ability to evaluate the products of mind and spirit, and a disciplined capacity to participate in the creation of new dimensions and directions of human endeavor. Therefore, introductory humanities courses have the following learning goals:

1. To develop a sensitive understanding of a cultural heritage;
2. To develop a critical ability to evaluate and comprehend, through analysis and interpretation, products of mind and spirit;
3. To demonstrate an ability to assimilate, organize and evaluate arguments and interpretations and to articulate conclusions.

**Natural Sciences**

The natural sciences offer ways of knowing, understanding and making testable predictions about the natural world. Scientific studies involve cooperative and creative endeavors that develop observational, analytical, quantitative, and communication skills. These studies are rooted in the scientific method involving hypothesis formation and experimentation, followed by public presentation of findings. The study of the natural sciences provides individuals with tools to understand the natural world and thus informs our lives as citizens and global stewards. Therefore, the student learning goals for introductory courses are:

1. To describe and apply the scientific method, which includes:
   - applying observational skills to natural phenomena,
   - posing questions that are answerable by the scientific method,
   - employing analytical and quantitative skills to interpret scientific evidence,
   - employing communication skills to describe the results;
2. To build a knowledge base of the fundamental concepts, theories, and vocabulary of one of the natural sciences;
3. To apply scientific concepts to natural science issues relevant to contemporary life.

**Divisions**

We define the divisions as they have informally existed here at Ripon College. The following is the list of divisions and the departments they comprise.

**Behavioral and Social Sciences:** Anthropology, Business Management, Economics, Educational Studies, Politics and Government, Psychology, and Sociology

**Fine Arts:** Art, Communication, Music, and Theatre

**Humanities:** English, Romance and Classical Languages, German, History, Philosophy, and Religion
Natural Sciences: Biology, Chemistry, and Physics
The following courses do not count towards completion of the First-Year Explorations Requirements: French 111, 112, and 211; German 111, 112, and 211; Greek 111, 112, and 211; all Interdisciplinary Studies graded P/F or S/U, 211, and 212; Latin 111, 112, and 211; Spanish 111, 112, and 211; Theatre 200, 210, 212.

The following departments or programs are not members of divisions for the purpose of completing the explorations requirement: Environmental Studies, Exercise Science, Global Studies, Leadership Studies, Mathematics and Computer Science, Military Science, Women’s and Gender Studies.

Wellness
Exercise science strives to develop skills in physical activities and knowledge of the relationships among lifetime physical activity, physical fitness, and healthy lifestyles. Therefore, courses fulfilling the wellness requirement have the following learning goals:
1. To develop skill in physical activities for lifetime health and recreation;
2. To develop knowledge about physical activities for lifetime health and recreation.

Each student (unless presenting a medical excuse certified by the chair of the Exercise Science department) must pass an activity course offered by the department. A student who has a medical excuse for the entire first year will fulfill the requirement as soon as possible after the excuse is no longer valid.

Students who participate in two seasons of varsity sports or receive credit for a ROTC course with a physical training component are exempt from the Wellness requirement.

Global and Cultural Studies Requirement
Global and Cultural Studies engage students in acquisition of knowledge about the larger world, its languages, and/or its cultures. In these pursuits, students analyze and reflect on connections between domestic and global issues and understand how their own cultures influence their thinking and perspective.

Students can fulfill the GCS requirement in one of three ways.

Study Abroad
Complete a Ripon College approved international off-campus study program. The learning goals of courses that fulfill the GCS requirement for study abroad are:
1) To develop in students a sense of themselves as global individuals through cultural immersion and on-site classroom instruction;
2) To develop appreciation of cultural identities through every day practice;
3) To develop awareness of the interplay among cultural identities and political, social, and economic factors;
4) To reflect upon how diversity is discussed and debated in other cultures.

Foreign Language
Earn credit for the third semester (211) of college-level foreign language study or an approved course at a higher level. The learning goals of courses that fulfill the GCS requirement for foreign language are:
1) To develop understanding of and appreciation for the world through the study of foreign languages, literature, and cultural phenomena;
2) To develop skills that enhance communication with native speakers;
3) To develop informed perspectives from which to evaluate global issues.

Approved Courses
Complete at least six credits approved for this purpose. These courses focus primarily on global and cultural topics from outside of the United States. Native American Nations are considered outside
of the United States for this purpose. One of the courses must be at the 200 level or higher. No course may be counted toward completion of this requirement and either the breadth requirement or the first-year explorations requirement.

The learning goals of courses that fulfill the GCS requirement are:

1. To increase understanding and appreciation of other cultures;
2. To develop informed perspectives from which to evaluate global issues;
3. To understand and reflect on how one’s own culture influences perceptions and assumptions about other cultures.


*Some topics under this number may count toward the Global and Cultural Studies requirement.

No course may be counted toward completion of this requirement and either the breadth requirement or the first-year explorations requirement.

The Global and Cultural Studies Requirement will be waived for international students and permanent resident immigrants who have grown up in another country or who have had a substantive experience in another country. Consult the registrar for a waiver of the requirement. (vF; 3-3-04)

Foreign Language Retroactive Credit

Students whose high school or other background permits them to enroll in a 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. The credits will not carry a grade, but count towards the degree.

Majors

Each student must have an approved major in order to graduate. Courses taken in a major or minor can also be used to satisfy any other requirement.

Breadth Requirement

Each student must earn 16 credits in courses taken in departments from divisions outside the division of the major. Courses taken to meet the breadth requirement will typically be taken after the first year of study. Exceptions to this practice may be made to accommodate students’ needs and circumstances, but students are encouraged to take courses for breadth throughout their college careers. With the exception of Music 103 (Group Jazz Improvisation) and Music 190 (Performance Organizations), all courses used to satisfy this requirement must be letter-graded courses. No more than a total of four credits earned from Music 103 may be counted toward the requirement (or toward graduation). No more than a total of eight credits earned from Music 190 may be counted toward the requirement (or toward graduation). If
a course has a listing in a department, then the course is treated as a course in that department even if there are other listings. Courses in leadership studies will be considered to be in the Behavioral and Social Sciences division for the purposes of this requirement. Courses in mathematics, computer science, and exercise science (excluding activity courses), Environmental Studies 120, and Interdisciplinary Studies 211 and 212 will count as outside the division for all students majoring in other areas. For this purpose, Global Studies 111 is a course in the division of Humanities and Global Studies 112 is a course in the division of Behavioral and Social Sciences. Military science courses do not count for breadth. Spanish, French, German, Latin, and Greek 111, 112, and 211 may not count towards the breadth requirement. Students with a major that crosses divisional lines (for example some interdisciplinary majors and some business management majors) may count the division with the most courses as the home division. Courses (even in the major) outside this division will count toward completion of the breadth requirement. If the course does not have any listing in a department, then it counts as breadth for all students.

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.

Communicating Plus

The Communicating Plus Program is a curricular initiative designed to ensure that Ripon College graduates will have had many opportunities to practice and develop sophisticated communication and lifelong learning skills. The program is an area of special emphasis within the existing liberal arts curriculum. Building on the long-term success of the College’s Writing Across the Curriculum Program, it emphasizes excellence in written and oral communication. This “communicating” thrust of the program is designed to help students learn to communicate effectively and with aplomb in a variety of life situations. The “plus” component of the Communicating Plus Program supports curricular efforts to engage students in meaningful critical thinking and problem-solving activities. The Ripon College faculty believes these skills are the basis for successful lifelong learning that will enrich a wide range of work, leisure, and personal endeavors.

As a curricular emphasis woven throughout the liberal arts curriculum of Ripon College, the program is defined by a discrete set of student learning goals (see below). Academic departments and programs of study, in consultation with the Communicating Plus director, determine how best to achieve the Communicating Plus student learning goals within the structures of their majors and minors. Departmental plans ensure that each student will experience a coherent, consciously planned approach to development of the skills involved. Summaries of the departmental plans are published in each department or program’s section of the college catalog. In the advising process, faculty and students may refer to the departmental plan to build students’ awareness of their progress toward mastery of the Communicating Plus student learning goals.
The Communicating Plus Program is housed in the Collaborative Learning Center located at 420 Thorne Street. Communicating Plus and the Collaborative Learning Center provide a student peer mentoring program, study and computer facilities, opportunities for faculty development, consultation for grant development, and outreach programming.

The Communicating Plus Program enriches the culture of the Ripon College community as it supports efforts to engage students, faculty, staff, and others connected to the college in lively and disciplined discussions of the major intellectual, social, and ethical issues confronting citizens of the 21st century. The program is a college-wide effort to clarify the connections between liberal education, effective communication, and lifelong learning for all who come into contact with the intellectual life of this community.

The Communicating Plus Student Learning Goals:
Specifically with regard to written communication, all students will be introduced to and practice:
- Close analysis of the uses of language in a field of study.
- Critical analysis of the arguments and evidence in persuasive texts.
- Adaptation of reading skills to accomplish thorough comprehension of a variety of types of texts.
- Use of a multistage writing process to produce clearly organized, fluent, and substantive written texts.
- Development of thesis statements for argumentative or persuasive essays.
- Use of a standard writing handbook, style manual, and/or other aids as tools to edit final drafts for appropriate usage and grammatical correctness.
- Analysis and response to the written work of peers.
- Use of visual and technological aids appropriate to each field of study to facilitate the production or presentation of written work: e.g. online databases, style guides, web pages, computer graphics programs.

Specifically with regard to oral communication, all students will be introduced to and practice:
- Active and appropriate contribution to group discussion of an idea, issue, text, topic or work of art.
- Active and critical listening in such situations as lectures, forum discussions, media presentations, and group discussions.
- Research, preparation, and oral presentation on a topic in the students’ field of study.
- Analysis and response to the oral presentations of peers.
- Use of appropriate visual and technological aids to facilitate the preparation and/or delivery of an oral presentation.

Specifically with regard to critical thinking, all students will be introduced to and practice:
- Analysis of underlying assumptions, biases, and appeals to emotion in arguments.
- Analysis and assessment of the reasoning used to support an argument.
- Conscious awareness of processes used to learn and integrate new ideas.
- Consideration of issues and problems from multiple perspectives with the recognition that not all points of view are valid.
- Critical evaluation of the credibility of information resources.

Specifically with regard to problem-solving, all students will be introduced to and practice:
- Identification and analysis of problems.
- Articulation and application of the problem-solving processes in a field of study.
- Information gathering using a variety of strategies: e.g. observation, experimentation, interviewing, and library, database, and online research.
- Appropriate and substantial participation in collaborative problem-solving processes.
Recognition of the implications and new problems arising from the proposed solution to a problem.

Individual department implementation plans can be found under the department’s heading in the Courses of Study section of this catalog.

The Collaborative Learning Center

The Collaborative Learning Center is an adjunct of the Communicating Plus Program. Located at 420 Thorne Street, the Collaborative Learning Center provides a student peer mentoring program under faculty direction. The Center offers group study space, computer facilities, a public speaking laboratory, and video viewing areas. The student mentors are available for essay and presentation critiques and assistance with other course assignments. They also develop and present a variety of workshops with faculty and staff partners, with the goals of supporting the Communicating Plus Program and addressing perceived student needs.

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

Self-designed majors are for the mature student with special interests and abilities and 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 independent study. 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 are
usually 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. 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. This written proposal is then submitted to the associate dean of faculty for evaluation. If the proposal is approved, the student will then become a “self-designed major” under the supervision of the student’s chosen advisor.

A student may do an independent study project in one of the academic departments (see Independent Study in this section of the Catalog) or design an interdisciplinary project (see Interdisciplinary Courses in the Courses of Study section of this Catalog). All students must submit a written evaluation of their self-designed major to the associate dean of faculty by the last class day of their senior year.

The self-designed major must not duplicate too closely 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 level, will be required. Application forms for self-designed majors are available in the office of the associate dean of faculty.

Recently approved self-designed majors include Classical Studies, Criminal Justice, and Journalism.

**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.

A student who elects a major in a course of study may not also elect a minor in the same course of study; only one minor in any course of study may be elected.

No course may be counted toward both a major and a minor or toward two minors. Where a given course is required for both the major and the minor or for two minors, an additional course must be selected with the approval of the head of the appropriate course of study.

**Academic Integrity Policy**

Ripon College’s vision and educational mission statements are printed on page 1 of this Catalog. In order 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:

1. Strive to maintain the highest possible level of academic integrity.
2. Encourage others to support academic integrity and discourage acts of academic dishonesty.
3. Understand and support the protected nature of intellectual property.
4. 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.

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 towards the degree. A maximum of four MUS 103 (Group Jazz Improvisation) and a maximum of eight MUS 190 (Performance Organizations) can be counted towards 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
Academic Policies

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 24 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.

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 in advance in writing by the advisor and the department concerned. Written approval will constitute assurance that credit toward fulfillment of course requirements for graduation will be granted for any course in which a student earns a grade of C- or better. 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 considered in computing a student’s Ripon average. Students are reminded that one-half of the credit hours required for their major or minor must be taken at Ripon. A maximum of 12 credits will transfer from online, hybrid, e-learning, blended or comparable courses taken at accredited institutions. 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.
**Independent Study: Internships**

Through independent study, a student may choose a subject for research outside of or beyond the content of any course normally offered at Ripon. Independent study projects require faculty approval and supervision, but not regular teaching procedures, class meetings, or assignments. Projects generally culminate in a substantial paper or research report.

Except by permission of the associate dean of faculty, a student may take no more than 12 credit hours of independent study, and only eight of these may be in one department. Prerequisites for independent study are: junior or senior standing, consent of the department chair and department faculty project director, and at least 12 credit hours of work counting toward a major in the department.

A further dimension of independent study is the internship option in which the student engages in directed work-study with an approved employer or agency. All of the criteria for independent studies apply for these more specialized projects involving internships. In addition, the following criteria must be applied in directing an internship: no more than five credit hours may be taken in any semester; frequent consultation must be held with the faculty director; final responsibility for evaluation and grade must be by the faculty director; the credit hours count toward totals of independent study but not toward self-designed off-campus study.

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 for more than five credit hours during a semester must be established under the guidelines for self-designed off-campus study for credit involving internships.

**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
- C
- D
- E
- F
- I
- P
- S
- U
- W
- *

Other symbols on permanent records are:

- I Incomplete
- P Pass
- S Satisfactory
- U Unsatisfactory
- W Withdrawn 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 deadline announced in the calendar, the registrar will record an “F.”

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” is also 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. If not offered, an acceptable substitute must 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 a parenthesis 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. 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.

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
Academic Policies

35 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 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. The instructor’s signature constituting notification is required. 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.

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. Requests for exceptions should be addressed to the 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. Professors whose attendance policies impose penalties for absences must provide each student with a written copy of their policies within the first week of the semester. If an attendance policy provides for assigning a grade of F or U for excessive absences, the professor must inform the student in writing, with a copy to the registrar, at the point in the semester when the failing grade is earned. A failing grade based on excessive absences may not be recorded by the registrar’s office until after the last day for course withdrawals.

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 determina-
tion 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 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 ten 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 (national guidelines prohibit vocational and/or pre-professional programs of study such as, but not necessarily limited to: Nursing, Business Administration, Exercise Science, Military Science, Telecommunications/Journalism, and Education), 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 extra-curricular 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 cumulated 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 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. Together, these two 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 non-profit 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.

Three-Year Bachelor of Arts Degree

This program is designed for highly motivated and able students who wish to accelerate their undergraduate education in order to enter graduate school or their career a year early. There are no special entrance requirements for secondary school students, and the first-year student academic program is the same for both three- and four-year degree candidates. But in their second and third years, three-year degree candidates must elect more courses and achieve higher grade point averages.
To qualify for a three-year A.B., a student must earn at least 112 credit hours with a 2.75 average or higher, complete the Explore-Select-Connect requirements, and complete the requirements for a major. All credit hours must be earned on the Ripon College campus; transfer credits, retroactively granted credits in foreign languages, credits from off-campus programs (such as ACM, Bonn, or RAYA), summer school credits, IBNA credits, and CEEB Advanced Placement Examination credits may not be counted in the 112 credit hours total, and transfer or summer school credits may not be used toward the satisfaction of any requirements.

In order to enter and remain in the program, a student must have earned at least 32 credit hours and a 2.50 average or higher after two semesters, at least 52 credit hours and a 2.60 average after three semesters, at least 72 credit hours and a 2.70 average after four semesters, and at least 92 credit hours and a 2.75 average after five semesters. Any student who fails to meet these requirements must drop out of the program and cannot be readmitted. Three-year degree candidate students may not take more than four courses under the S-U option or more than one S-U course in a single semester. Students who wish to enroll in the three-year program should indicate their tentative intention of doing so at the time of preregistration for their third semester. After second semester grades have been recorded and averages computed, students with a cumulative grade point average of less than 2.50 or fewer than 32 credit hours will be declared ineligible. At final registration for the third semester, all students who have a cumulative two-semester average of 2.50 or higher in at least 32 credit hours of work must declare their candidacy for the three-year degree if they wish to participate.

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 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 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;

Academic Advising

The purpose of the advising system at Ripon College is to support and enrich the liberal arts educational experience of students.
furthermore, students may be given failing grades in their courses. The official date of withdrawal is the date on which the 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 will ordinarily 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.

Student’s must secure the signatures of all academic advisors on registration and course change forms.

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 distribution 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.

A.B. Degree

Ripon College awards a bachelor of arts degree. Because the college is one of only a few in the country that holds to the venerable academic tradition of awarding degrees written in Latin, 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.
Courses of Study

Course numbering: Courses numbered from 100 to 199 are primarily for first-year students; courses 200-299, primarily for sophomores; courses 300-399, primarily for juniors; and courses 400-499, primarily for seniors. Courses 500-599 are usually departmental seminars or individualized study.

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.

American Studies

Associate Professors Jacqueline Clark and Henrik Schatzinger;
Assistant Professors Sarah Frohardt-Lane and Mary Unger (Coordinator)

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 covering at least three departments and including at least one 300-level class. Additional topic classes may count with the coordinator’s approval.

ART 278: Indigenous Art of the Americas
CMM 336: Rhetoric of Social Movements
CMM 352: Political Communication
CMM 370: American Public Address
ENG 246: The American Experience
ENG 260: Topics in Cultural Identity: The Harlem Renaissance
ENG 260: Topics in Cultural Identity: Coming of Age in Multicultural America
ENG 300: Departmental Studies: Gender and Sexuality in 20th-Century American Literature
ENG 300: Departmental Studies: The Lost Generation
ENG 324: Period Studies: Modernism
ENG 340/WOM 300: Major Author, Toni Morrison
ENG 340/WOM 300: Major Author, Zora Neale Hurston
HIS 241: The United States, 1776-1876
HIS 242: The United States, 1877-1980
HIS 262: American Race Relations
HIS 263/WOM 202: Women in American History
HIS 264: Immigration and Ethnicity in American History
HIS 347: Slavery and Civil War
HIS 360: Topics in African American History
HIS 370: Topics in American Social and Cultural History: Film
HIS 371: American Lives: Biographical and Autobiographical Approaches to American History
HIS 372: Topics in Twentieth Century American History
HIS 375: United States and Latin America
IDS 150: Fisk: Race and Diversity in the 21st Century
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
PHL 326: History of Philosophy: From the Enlightenment to the Present
POL 220: American Politics and Government
POL 320: Topics in American Politics
POL 322: Media, Politics, and Personal Power
POL 323: Interest Group Politics
POL 324: Campaigns and Elections
POL 331: American Political Thought
POL 335: Congress and the Presidency
POL 343: U.S. National Security Policy
POL 346: Morality and Public Policy
POL 381: United States Foreign Policy
POL 385: Terrorism and Intelligence
POL 412: Constitutional Law I: Landmark Decisions
POL 413: Constitutional Law II: The Bill of Rights
REL 235: Religious Models of Servant Leadership: Mohandas Gandhi & Martin Luther King Jr.
REL 330/HIS 300: Religion in American History
SOC 201: Social Problems
SOC 204: Sociology of Jobs and Work
SOC 210: Special Topics: Consumer Culture
SOC 301: Social Movements
SOC 304: Sociology of Inequalities
SOC 306: Criminology
SOC 309: Sociology of Religion
WOM 202: Introduction to Women’s and Gender Studies

Ancient, Renaissance, and Medieval Studies

Professors Robert L. Amsden, Linda M. Clemente, Kenneth L. Hill, Sarah Mahler Kraaz, Eddie R. Lowry, Jr., Diane L. Mockridge (Coordinator), Dominique Poncelet, Brian H. Smith
Associate Professor Paul F. Jeffries
Assistant Professors Ann Pleiss Morris, Travis E. Nygard

Program Mission Statement: The interdisciplinary minor in Ancient, Renaissance, and Medieval Studies (ARMS) brings together various course offerings from the departments of Art, English, Global Studies and Languages, History, Music, Philosophy, 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 then ending with the Renaissance. The minor aims to enrich student understanding of ideas and developments shaping Western civilization and culture through a multi-disciplinary lens.

Requirements for a minor in Ancient, Renaissance, and Medieval Studies (ARMS): Twenty credits, including HIS 210: Introduction to Ancient, Renaissance, and Medieval Studies (4 credits). The additional sixteen 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 can also be used as electives at the discretion of the program coordinator.
Courses of Study

**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.

**Classics**

**CLA 110/310:** Foundations of the Western World

**CLA 200:** Topics in Classical Studies

**CLA 220/320:** Greek and Roman Mythology

**CLA 248/348:** Mediterranean Adventures: Heroes in Their Epics

**CLA 250/350:** Rome’s Rise to World Power

**CLA 252/352:** Emperors, Entertainments, and Edifices

**CLA 260/360:** Words and Ideas: English Etymology

**CLA 300:** Departmental Studies in the Classics

**CLA 430:** Variable Topic Seminar

**English**

**ENG 251:** Foundations of English

**ENG 340:** Major Author: Shakespeare

Other English courses focused on the period. Courses include **ENG 200:** Topics in Literature: The Uses of the Arthurian Legends. Same as HIS 222.; **ENG 300:** Special Topics: Shakespeare and Pop Culture; **ENG 300:** Special Topics: The Business of Early Modern Theater

**Global Studies and Languages**

**FRE 323:** Literature and Louis XIV. Prerequisite: FRE 307 or consent of the instructor.

**FRE 431:** Medieval French Literature. Prerequisite: course above FRE 322 or consent of the instructor.

**GRK 111, 112, 211, 212, 320** (all Greek language instruction courses)

**LAT 111, 112, 211, 212, 320, 430** (all Latin language instruction courses)

**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 WGS 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.

**Music**

**MUS 330:** History of Medieval and Renaissance Music Styles. Prerequisite: MUS 112.

**Philosophy**

**PHL 324:** History of Philosophy: From Classical Thought Through the Renaissance

**Religion**

**REL 121:** Introduction to the Hebrew Scriptures.

**REL 122:** Introduction to the Christian Scriptures

**REL 220:** Discovering the Historical Jesus
• REL 231: History of Christian Theology and Ethics
• REL 232: The Dead Sea Scrolls and the Bible
• REL 334: Topics in Western Spirituality. Same as HIS 334 and ART 334.

Theatre
• THE 231: Theatre and Drama I: Ancient and Medieval Europe
• THE 232: Theatre and Drama II: Renaissance through Romantic

Women’s and Gender 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. Courses might come from some of the following programs: In Focus: Old Italy, New Italy; ACM London-Florence Program; ACM Florence Program; University of MN-Montpellier, France; AYA Paris, France; AYA Madrid, Spain; Center for Cross-Cultural Study-Seville, Spain; University of MN – Toledo, Spain.

History 210. Introduction to Ancient, Renaissance, and Medieval Studies
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, Theater, and Women’s and Gender Studies) approach these eras. Through this multi-disciplinary 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 Global Studies and Languages

Art and Art History
Associate Professors Rafael F. Salas, Mollie Oblinger;
Assistant Professor Travis E. Nygard (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.

Communicating Plus - Art and Art History: Students completing a major in art and art history develop skills in the four Communicating Plus areas as they progress through courses in the department — written communication, oral communication, critical thinking and problem solving. Students write and give formal and informal presentations in virtually all classes in the art department. Additionally, students develop skills in critical thinking and problem-solving as they learn to analyze critique, create, and support artistic thought.

Requirements for a major in studio art: Forty-eight credits.
ART 120 and ART 222.
Either the sequence ART 190 and 292 or ART 180 and 282. Students are encouraged to take these courses early in their career.
Either the sequence ART 130 and 240, or ART 153 and 254. At least two credits of the one-credit course ART 250 which can be taken any time after ART 120.

ART 171 and 172, plus either ART 274, ART 374, or another 200- or 300-level art history course, taken by consent of the chair.

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

**The senior capstone for studio art majors:** comprises two courses:

1) ART 500 for four credits, where senior studio majors are required to produce and exhibit a body of high quality work which, in the opinion of the art faculty, is both significant and substantial; and

2) ART 570 for two credits, where seniors present a thesis paper based on research related to the student’s art production.

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

**Requirements for a major in art history:** Forty credits.

ART 171, 172. Four 200- or 300-level art history courses chosen from ART 270, 273, 274, 334, 335, 370, 372, 374, 375, 377; CLA 250/450; HIS 214; or other courses as approved by the department.

Studio courses are required, including one four-credit 2D course and one four-credit 3D course.

ART 570 a four-credit capstone experience which involves a thesis paper and oral presentation.

An internship for two to four credits is recommended but not required. Note: if you choose to not do a four-credit internship, then to reach the 40-credit minimum for this major, at least one elective course in the arts is needed. Art history majors are strongly advised, though not required, to enroll in two full years of college-level language study if they are considering graduate school, and to participate in an off campus program in the arts during their junior year.

**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 (ART 354 and ART 356) 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 471) 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 includes 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.

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

**Requirements for a minor in art history:** Twenty credits, including ART 171 and 172, the rest a majority of art history courses.

**Note on majoring and minoring:** Students who opt to both major and minor within the department must have their program approved by the chair of the department.
Note on First Year Seminars: A First Year Seminar offered by the Department of Art and Art History (ART 175) can count as an elective toward a departmental major.

120. Drawing I

Salas

Four credits.
Basic drawing is an introduction to line, tone, 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 will then use to create artworks of their own conception. Beyond copying appearances, students are also asked to consider the way things fit together, the way parts relate. They will be asked to enter into drawing situations that require not only close observation, but increasing selectivity, invention, and personal interpretation. In the process, they will acquire a basic understanding of some of the terms and issues unique to visual study. Field trips may be required.

130. Painting I

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.

132. Glassworking

Katahira

Two credits.
Instruction and practice in the elementary operations of glassblowing. An introduction to glass working techniques for the construction of art objects. Studio emphasis on the expressive use of glass. Lectures, demonstrations, field trips, and studio. See CHM 332. Prerequisite: consent of the instructor.

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.

171. Global Art History: Ancient to Medieval

Nygard

Four credits.
This course covers art, architecture, and visual culture from ancient times until the fifteenth century CE. Major works of secular and sacred art 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 is also addressed. Topics discussed included Egyptian pyramids, Olmec heads, Spanish mosques, Greco-Roman statuary, Medieval churches, and Afghan goldwork. Foundational skills for analyzing art and thinking historically are provided. This course format includes interactive lectures, discussions, quizzes, and tests. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. The course can be taken before or after ART 172. Field trips may be required.
172. Global Art History: Renaissance to Today

Nygard

Four credits.
This course continues ART 171 by covering art, architecture, and visual culture from the fifteenth century CE to the present. Major works of art 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 is also addressed. Topics discussed include African sculpture, Renaissance masterpieces, fiber arts, abstract imagery, and conceptual art. Foundational skills for analyzing art and thinking historically are provided. The course format includes interactive lectures, discussions, quizzes, and tests. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. 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. Field trips may be required.

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

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: approximately half the class time will be spent working from the figure, and the rest on other assignments. 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 basic painting, with an emphasis on color theory, painting from life, and interpretation. Field trips may be required. Prerequisite: ART 130 or consent of the instructor.

250. Independent Investigation in Drawing

Staff

Variable credit course, 1-2 credits.
In this course, students deepen their drawing skills through self-directed work. Their drawings will be reviewed and evaluated periodically during the course of the semester by art department faculty. This course does not count toward the Fine Arts graduation
requirement. Field trip may be required. Grading is Pass-Fail. Prerequisite: ART 120 or consent of the instructor.

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

273. Great Discoveries of Ancient Art
       Nygard
Four credits.
This course covers major discoveries of ancient art across the world. We will look at the lives and motives of romantic explorers, academic archaeologists, and treasure hunters who found objects such as the Terra-cotta Army of Emperor Qin Shi Huang, the death mask of Pharaoh Tutankhamen, and the sarcophagus of King K’inich Janaab’ Pakal. In doing so, we will critically examine the concepts, values and biases behind discovery and the making of history. Ultimately, you will learn the importance of ancient art in the past and present. The format includes interactive lectures, discussions, papers, projects, and presentations. Field trips may be required.

274. Modern Art
       Nygard
Four credits.
This course will address critical issues in modern art, architecture, and visual culture beginning with the industrial revolution of the nineteenth century. It will devote special attention to the work of Realists, 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, and papers. 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, and projects. No prior understanding of art history is required to succeed in this course. No prerequisites.
277. History and Theory of Design: From Architecture to Fashion to Graphics  
Nygard
Four credits.
Artists can be problem solvers. Whether making a poster, a shoe, or a skyscraper, they think through myriad possibilities, both good and bad, before arriving at a solution that best meets the needs of people at a historically-specific moment in time. In this course we will focus on three areas of creative design—the making of architecture, clothing, and graphics—as a way to understand the history and theory of how artists resolve creative dilemmas. Ultimately, this course focuses on how functional art changes our world. The course format will include lectures, discussions, and readings, and assignments will include papers, projects, and presentations. Field trips may be required. No prerequisites.

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, papers, projects, and presentations. Field trips may be required. No prerequisites.

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: ART 190 or consent of the instructor.

334. Topics in Western Spirituality  
Mockridge
Four credits.
Focusing on Christianity from its early days through the early modern era, this course will explore various topics in western spirituality. Topics include various beliefs and practices, including Gnosticism, mysticism, asceticism, monasticism, pilgrimage, and eucharistic devotion. The lives of various men and women will also be explored, including saints, anchorites and mendicants. Also central to the course is an examination of the use of material objects and artistic images in religious devotion. The course has no prerequisites, but students will find it helpful to have had some background in medieval history and/or Christianity. Same as HIS 334 and REL 334.

335. Renaissance Florence: Politics, Art and Intellectual Life  
Mockridge
Four credits.
An in-depth study of the Italian Renaissance, focusing on the political, intellectual, and artistic achievements of the city that witnessed the flowering of the Renaissance: Florence, Italy. Among the topics examined will be the political power of the Medici family, key thinkers such as Dante, Petrarch, and Machiavelli, and important works of art such as the Michelangelo’s David. Central to this course is the idea that intellectual endeav-
ors and artistic works are a product of the times and reflect the issues and concerns of their political milieu. In exploring these issues, this course will examine both the documents of the time (primary sources) as well as recent historical interpretations (secondary sources) of the period. Same as HIS 335.

370. Advanced Departmental Studies - Art History

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

374. Art Now

Four credits.

Artists working today have variously adopted new technologies, embraced identity politics, questioned what counts as art, struggled with censorship, and established themselves as cultural commentators. Their subject matter ranges from the deeply personal to the highly political. In this course you will learn about this generation of creative people and the institutions that support them. You will think critically about the production, display, and reception of art, and you will become familiar with approaches to art criticism. The format includes interactive lectures, discussions, papers, and oral presentations. Field trips may be required.

376. Visual Studies

Four credits.

Are our emotions, beliefs, and actions manipulated by the pictures that we look at? 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, and presentations. Field trips may be required.

377. Arts Management

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

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, in this class you will learn how art is produced, controlled, and valued. The format includes interactive lectures, discussions, papers, projects, and presentations. Field trips may be required.
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 taken the semester before the student plans to graduate. Students work
in the area and medium of their expertise and pursue a concentrated, narrow studio
research activity which is meaningfully related to their major area of interest in art.
Students meet on a regular basis, receive critiques from the staff, and are expected to
produce a significant body of work for the senior show. Field trips may be required.

541, 542. Independent Study in Art  Staff

Variable credit course, 1-4 credits.
Exceptional majors may propose independent projects to be carried out according to a
written proposal approved and supervised by an instructor in the course of the semester.
Field trips may be required. No more than twelve credit hours of independent study or
internship may be taken, and no more than eight credit hours may be in one depart-
ment. A registration form is required. Prerequisites: junior or senior standing, consent of
the department chair and a department project director, and 12 credits toward the
major.

551, 552. Internship  Staff

Variable credit course, 1-4 credits.
A supervised internship in an arts-related institution, office, studio, or agency. Students
write a paper describing and critically analyzing their experience, and make a pub-
lic presentation. The internship must be arranged by the student and approved by
the chair of the department in advance. It may be repeated for up to eight credits,
although no more than four can be counted toward completion of the major and two
toward the minor. Field trips may be required. No more than twelve credit hours of inde-
dependent study or internship may be taken, and no more than eight credit hours may be
in one department. A registration form is required. Prerequisites: junior or senior standing,
consent of the department chair and a department project director, and 12 credits
toward the major.

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.
Departmental Mission Statement: Biology is a vast discipline that begins with an understanding of the richness of the molecules of life — nucleic acids, proteins, carbohydrates, lipids — and culminates with an examination of the enormity of interactions of life within the biosphere. While professional biologists usually concentrate on a specific area within the broader field (e.g., human or veterinary medicine, molecular biology, forestry, or wildlife ecology), we believe that undergraduate biology students should begin by exploring as much of the subject as they can.

With this philosophy in mind, Ripon students completing a major in biology will explore the discipline by taking a variety of courses of their choosing. All biology majors take four courses, a foundational introductory course, BIO 121, a scientific writing course, and capstone courses BIO 501 and 502. BIO 121 introduces the central concepts of biology to majors and non-majors. In BIO 501 and 502 students prepare a portfolio of their past work, read and analyze papers from the primary literature, and design, carry out, and report on original research projects. In between these two experiences, majors take at least six subject specific courses in three different areas of biology. In all these courses, students develop skills as practicing scientists. That is, they learn firsthand by doing the science of biology. In our labs and discussions students come to know the discipline by posing problems that are meaningful to them, solving problems through observation and experimentation, and presenting their findings to their classmates and professors.

Communicating Plus - Biology: In accordance with the college’s emphasis on enhancing our student’s ability to communicate what they have learned, all our biology courses highlight the four skills embodied in the Communicating Plus program: written communication (esp. BIO 200), oral communication, critical thinking, and problem solving. The biology curriculum has three levels at which the Communicating Plus skills are addressed. Important skills are introduced in BIO 121 and further developed in the subject specific courses. Finally, students have opportunities to perfect and demonstrate their mastery of discipline specific content and the Communicating Plus skills in BIO 501 and 502.

Requirements for a major in biology: A total of thirty-five credits of biology including the following courses: BIO 121; BIO 200, 501 and 502; one course in cell and molecular biology (BIO 219, 314, 327, 328, 329); one course in zoology (BIO 206, 211, 215, 216); one course in botany (BIO 226, 227, 337); one course in ecology and evolution (BIO 206, 215, 216, 227, 247, 339, 450). Courses from the semester in environmental science (SES) at Woods Hole Oceanographic Institute in Massachusetts automatically transfer as Ripon College credit and will count toward the major; courses taken at other field stations must receive prior approval from the chair of the department. Students must complete at least two courses on the 300 level. (Students who have received a score of four or higher on the AP biology exam are not required to take BIO 121.)

MTH 120 or PSC 211 and CHM 111/112 are prerequisite to BIO 501 and 502 and must be completed before the senior year. No more than four credits of independent study (BIO 541, 542, 551, 552) may be counted toward the major. BIO 110, 310 and BIO 400 will not count toward any major or minor in biology.

Students planning on graduate work in biology or a health care delivery field 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 professions consult Professor Marl Kainz.
Requirements for a minor in biology: BIO 121 plus 19 additional credits in biology courses approved by the department.

Requirements for a minor in environmental biology: ENV 120, BIO 121 and 247, plus 11 additional credits in biology courses approved by the department.

Courses taken at the SES may be used to fulfill certain requirements for the major and minor. For further information regarding the SES consult Professor Robert Wallace.

Requirements for a teaching major in biology: Thirty-five credits of biology with the following courses being required for a major: BIO 121, 200, 219, 226 or 227, 247, 501, 502 and one course from each of the following areas: zoology (215, 216); physiology (211, 314, 327); MTH 120 and one year of college chemistry. Majors must elect a minimum of two courses at the 300 or 400 level. BIO 400 is required for teacher licensure, but it will not count toward the major. Students planning to take the Praxis II exam are advised that they will need knowledge of chemistry, physics and geology. For further information consult Professor George Wittler.

Requirements for a teaching minor in biology: ENV 120; BIO 121, 211, 219, 226 or 227, 247, and either 215 or 216. BIO 400 is required for teacher licensure, but it will not count toward the minor. For further information consult Professor George Wittler.

Requirements for a teaching minor in environmental biology: ENV 120; twenty-one credits of biology, with the following courses required for a minor: BIO 226 or 227, BIO 215 or 216; and BIO 337, 338, or 450. Semester in Environmental Science at Woods Hole Oceanographic Institution may substitute within the appropriate group above. Note that BIO 400 must be taken for teacher licensure but it will not count toward this minor.

110. Topics in Biology

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.

116. Advanced First-Year Tutorial

One credit.

A laboratory opportunity for highly motivated students to design and carry out an individual investigative project of their own choosing on some aspect of the life sciences. Registrants in this program will choose a biology faculty member who will act as tutor for the study. Available by invitation only, based on student performance during a semester in BIO 121. Prerequisites: consent of the department chair and the designated tutor.

121. Introductory Biology

Four credits. Offered in the fall semesters.

Three basic concepts of biology are explored, emphasizing laboratory work and exploration. The major topic areas of the course are cell biology, genetics, and evolution. Laboratory class size will be small to facilitate discussion and analysis of laboratory work. Lecture, reading, discussion, laboratory, required field trips. This course is a prerequisite for all biology courses numbered 200 and above.
200. Scientific Writing and Communication  

Three 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. Proper format, data interpretation and presentation, writing style, and methods of literature review will be covered. A review paper and a research paper will be written in a style acceptable for publication in professional journals. Application of the use of computers in writing papers and visual presentation of data in the form of tables and figures for both papers and poster presentation will be covered. Formal papers written for biology courses will follow this style. Lecture, discussion. Prerequisites: BIO 121; ENG 110; sophomore standing; or consent of the instructor.

206. Ornithology  

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 121 or consent of instructor.

210. Human Form and Function:  

Support, Movement, and Integration  

Four credits. 

Introduction to the structure and function of the human body with an emphasis on the integumentary, skeletal, muscular, cardiovascular, and nervous systems. This course examines these systems on the organ and organismal levels. Correlations between structure and function is emphasized. An integrated laboratory includes study of general physiology, muscle contraction, nerve transmission, the special senses, and gross anatomy of the skeletal, muscle and nervous systems. Lecture, laboratory, discussion. This course will not count toward majors in biology, psychobiology, and chemistry-biology. Prerequisite: BIO 121.

211. Human Anatomy and Physiology I:  

Support, Movement, and Integration  

Four credits. 

Introduction to the structure and function of the human body with an emphasis on the integumentary, skeletal, muscular, nervous, and endocrine systems. This course examines these systems from cellular to organismal levels, emphasizing correlations between structure and function. Anatomical and physiological changes occurring in diseased states also are discussed. An integrated laboratory includes study of general physiology, muscle contraction, nerve transmission, the special senses, and gross anatomy of relevant structures. Lecture, laboratory, discussion. Prerequisite: BIO 121.

215. Invertebrate Zoology  

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 121.

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 121 and CHM 111.

220. **Department Seminar**  
Staff  
One credit.  
Selected topics in the biological sciences presented by faculty, Ripon College seniors, and visiting scholars. This course is open to first and second-year students. Grading is S-U. **Prerequisites:** BIO 121.

226. **Plant Anatomy and Physiology**  
Wittler  
Four credits.  
The anatomy of flowering plants as it relates to the physiological phenomena of nutrition, water relations, photosynthesis, development, and physiological ecology. Lecture, laboratory, discussion, and required field trips. **Prerequisite:** BIO 121.

227. **The Biology of Plants**  
Wittler  
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 121.

247. **General Ecology**  
Wallace  
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 121.

259. **Evolution**  
Khan  
Three 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, Virtual Labs. **Prerequisite:** BIO 121
300. **Departmental Studies**  
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 121 and consent of the instructor.

303. **Parasitology**  
Four credits.  
Comprehensive study of the biology of parasitic invertebrates. Lecture, discussion, laboratory, student presentations. **Prerequisites:** BIO 121 and four credits in biology above BIO 210.

304. **Immunology**  
Three credits.  
Basic concepts of the vertebrate lymphoid system and immune response mechanisms. Topics include immunochemistry, inflammation, immunoglobulin structure, antigen-antibody reactions, complement, hypersensitivity, autoimmunity, and immun/o/tissue transplant problems. Lecture, discussion. **Prerequisites:** BIO 121; CHM 111 and 112.

305. **The Biology of Cancer**  
Three credits.  
Study of the nature and causes of cancer from a biological viewpoint. 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 121 and one course in organismal or cell biology.

310. **Laboratory Assistant**  
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**  
Four credits.  
Introduction to the structure and function of the human body with an emphasis on the respiratory, digestive, cardiovascular, immune, urinary, and reproductive systems. This course examines these systems from cellular to organismal levels, emphasizing correlations between structure and function. Anatomical and physiological changes occurring in diseased states also are discussed. An integrated laboratory includes study of respiration, digestion, blood, circulation, the heart, metabolism, urine formation, and gross anatomy of relevant structures. Lecture, laboratory, discussion. **Prerequisites:** BIO 211 and CHM 111. **Prerequisite or corequisite:** CHM 112.

314. **Microbiology**  
Four credits.  
Morphology and physiology of viruses, bacteria, and other microorganisms. Current research on pathogenic forms involved in infectious diseases, recent advances in micro-
bial genetics, and microbes of economic significance are stressed. Aseptic technique, safety, culture methods, microbial metabolism, and bacterial identification are emphasized in laboratory. Lecture, laboratory. Prerequisites: BIO 121 and CHM 111. Prerequisite or corequisite: CHM 112.

327. Cell Biology  
Sisson  
Four credits.  
Study of the structure and function of cells, particularly of the cytoplasmic structures of eukaryotic cells. Topics include enzymatic function, structure and function of membranes, motility, cell division, signaling, and cancer as a cellular disease. Laboratories introduce important techniques such as phase, interference contrast microscopy, spectrophotometry, protein electrophoresis, cell fractionation, cell culture and immunocyto-logy. Lecture, laboratory. Prerequisites: BIO 121 and CHM 111.

328. Molecular Biology and Bioinformatics  
Kainz  
Four credits.  
Study of the principles of molecular biology including the organization of genomes, DNA replication, transcription, translation, and regulation of gene expression. Use of the primary scientific literature and the critical evaluation of experiments and their results are emphasized in lecture. Laboratories focus on the use of modern molecular techniques to address open questions in molecular biology. Lecture, discussion, and laboratory. Prerequisites: BIO 219 and CHM 111.

329. Developmental Biology  
Sisson  
Four credits. Offered in 2014-15 and alternate years.  
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 or 219; CHM 111 and 112.

337. Terrestrial Ecology  
Wittler  
Four credits. Offered in 2014-15 and alternate years.  
Study of the ecology of the terrestrial ecosystems of central Wisconsin. Emphasis will be placed on the natural history of plant communities of the natural areas near Ripon. Field trips to prairies, savannas, woodlands, and forests will demonstrate firsthand the range of communities in this part of Wisconsin. Lecture, laboratory, required field trips. Prerequisite: BIO 247.

338. Aquatic Ecology  
Wallace  
Four credits. Offered in 2015-16 and alternate years.  
Study of the ecology of aquatic ecosystems, both inland waters (lotic and lentic) and of the world’s oceans and estuaries. Topics include the following: plate tectonics, basin origin and morphology, properties of drainage systems, physical and chemical properties, flora and fauna, lake aging, cultural eutrophication, fisheries biology, aquaculture, abuse of the environment. Lecture, laboratory, required field trips. (This course is designed as a prerequisite to BIO 450 and must be taken prior to the In Focus field trip for that course.) Prerequisites: BIO 247 and a college-level course covering inorganic chemistry.
339. Behavioral Ecology  
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. Prerequisites: BIO 121 and 200.

341. Animal Behavior  
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: PSC 110 or BIO 121 and PSC 211 or BIO 200

400. The Teaching of Biology  
Two credits. Offered on demand.  
Designed to acquaint the prospective teacher with special techniques, procedures, and resources useful in teaching biology at the secondary level. Students interested in a biology major or minor for teaching certification should consult the chair of the department. Lecture, discussion, laboratory rotation, required field trips. Will not count toward the major or minor. Prerequisites or corequisites: BIO 121, EDU 344, and sophomore standing or higher.

410. Advanced Seminar in Biology  
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 121, sophomore standing, and consent of the instructor.

450. Intensive Field Studies  
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. Prerequisites: variable depending on the topics, but always requiring consent of the instructors. It is also recommended that courses in botany (BIO 226, 227), invertebrate zoology (BIO 215), vertebrate zoology (BIO 216), or ecology (BIO 247) be taken prior to this course.

501, 502. Senior Studies  
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 begin their research projects 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, MTH 120 or PSC 211; and CHM 111 and 112.
541, 542. Independent Study

Variable credit course, 1-4 credits each semester.
Individual investigation of some aspect of biological science of special interest to the student. The study is carried on under the supervision of a staff member. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

551, 552. Independent Study: Internship

Variable credit course, 1-5 credits each semester.
Supervised field study combining scholarly achievement and practical experience with an industry, government agency, or other institution providing a specific direction that relates to a career in the life sciences. A paper is required. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

Business Management

Professor Mary Avery (Director);
Associate Professors Peng Huang, Anne-Christine Barthel;
Instructor Thomas M. Keuler

Departmental Mission Statement: The business management program prepares students for socially responsible business leadership in careers and volunteer settings. The traditional liberal arts, combined with service learning, internship, and small group and community interactions produce creative, globally aware, articulate and ethical managers.

Communicating Plus - Business Management: Students completing a major in business management develop skills in the four Communicating Plus areas — written communication, oral communication, critical thinking and problem solving — in required and elective course work in the discipline. The Communicating Plus Student Learning Goals are laced through all of the core courses and elective courses in economics and business. Since the business management program is an interdisciplinary program, students are exposed to the communication techniques, analytic tools, and modes of thinking of other fields of study. The senior seminar in business management provides students with an opportunity to integrate the skills they have developed throughout their course work in the completion of a project that requires research, data analysis, critical thinking, and oral and written presentations of information and ideas.

Requirements for a major in business management: MTH 120, or PSC 211 and 212; MTH 143, 201 or another mathematics course approved by the major advisor (students interested in graduate school are advised to take calculus); BSA 131, ECO 211, 212 and 350; PHL 202, 241, or 245; ECO 313 (same as BSA 313); BSA 452. Individual focus (electives): Completion of an integrated set of at least four courses from at least two departments totaling at least 12 credits.

• No more than one of these courses may be at the 100 level, and no more than two may be at the 200 level or below
• No more than four credits of these courses may be from courses listed in business management, and no more than four credits of these courses may be from economics.
• At least three of these courses must be taken after declaration of the major and approval by the program director or other business management advisor of a pro-
posal 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 of these
courses (four credits).

- Internships in areas of interest may be included, if the student’s internship proposal
is approved by a supervising faculty member, and they are strongly encouraged.

Foreign language study is also encouraged. In consultation with their advisor, students
may choose their elective courses from any discipline. Students who want to focus on a
specific area of business (i.e. marketing, entrepreneurship, human resources, etc.) may
choose courses appropriate for their interests. Students with more than one major may
incorporate their interests in other disciplines into their business major.

**Suggested course sequence for a major in business management:** (Courses listed
as, for example, First Year Requirements, need not be taken in the first year. Rather, the
listing means that they are suitable for first-year students. Many other courses could be
considered as electives.)

**First Year:** BSA 131; MTH 120; MTH 143 (required); PSC 110; CMM 115; SOC 110 (elec-
tives)

**Second Year:** ECO 211 and 212 (required); BSA 208 or 222; PHL 202; PSC 225; CMM 223
(electives)

**Third Year:** ECO/BSA 313; ECO 350 (required); BSA 309, 310, 315, 325, 330, or 345; ECO
354 or 311; CMM 352, PSC 313 (electives)

**Fourth Year:** BSA 452 (required); ECO 412 (same as BSA 412); BSA 413, ECO 471 (elec-
tives); other electives chosen for the individual focus.

**Requirements for a minor in business management:** Twenty credits. ECO 211 and 212
and three additional business management courses. At least two of the courses must
be numbered 300 or above. The following courses may be substituted for one of the 100
or 200-level business management courses: PHL 202, PSC 225, or CMM 223. Up to four
credits of internship earned during the ACM Business and Society Program could also be
used for this minor.

**Requirements for an minor in entrepreneurship:** Twenty credits. ECO 211 and 212, BSA
413, and eight credits from any of the following: PHL 202; PSC 110; CMM 115; CMM 223;
BSA 208; BSA 308; BSA 315; or BSA 345. Up to four credits of internship earned during the
ACM Business and Society Program could also be used for this minor.

**Requirements for a minor in nonprofit management:** Twenty credits. ECO 211 and 212,
BSA 310, and eight credits from the following: PHL 202; PSC 110; SOC 110 or SOC 115;
CMM 115; CMM 223; BSA 208; BSA 309; BSA 315 or BSA 325. Up to four credits of intern-
ship earned during the ACM Urban Studies Program could also be used for this minor.

131. 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
emphasizes business terminology used in 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 statement. Open to first-year students.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>208</td>
<td>Introduction to Marketing</td>
<td>Staff</td>
<td>4</td>
<td>An introduction to the study of marketing in business and other organizations. Topics include: the marketing environment, marketing strategies and decision-making, marketing ethics. Prerequisites: MTH 120 and ECO 212</td>
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<tr>
<td>222</td>
<td>Managerial Accounting with Spreadsheet Applications</td>
<td>Keuler</td>
<td>4</td>
<td>This course focuses on 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 131. Prerequisite or corequisite: ECO 212.</td>
<td></td>
</tr>
<tr>
<td>225</td>
<td>Human Resource Management</td>
<td>Staff</td>
<td>4</td>
<td>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. Prerequisite: PSC 110.</td>
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<tr>
<td>300</td>
<td>Departmental Studies</td>
<td>Staff</td>
<td>Var.</td>
<td>Special subjects in business management not covered by regular courses. This course may be repeated for credit when topics change. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: consent of the instructor.</td>
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<tr>
<td>309</td>
<td>Social Entrepreneurship and Innovation</td>
<td>Staff</td>
<td>4</td>
<td>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.</td>
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<tr>
<td>310</td>
<td>Nonprofit Organization Management</td>
<td>Staff</td>
<td>4</td>
<td>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.</td>
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<tr>
<td>313</td>
<td>Corporation Finance</td>
<td>Huang</td>
<td>4</td>
<td>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</td>
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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 and 212 and completion of the non-statistical mathematics requirement for the business management major. Prerequisite or corequisite: BSA 131.

315. Strategic Management

Four credits.
An introduction to the study of management in business and other organizations. This course will cover the essential concepts in management which 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.

325. Business and Society

Four credits.
A review of business and its relationship to society as a whole. Corporate social responsibility including corporate philanthropy, employee relations, environmental responsibility, and business ethics will be the primary focus of the course. The role of government in its relationship to large corporations will also be reviewed. Case studies will be used, and students will develop projects that will help to build ethical leadership skills.

330. International Marketing

Four credits.
An introduction to the marketing of goods and services in a multinational environment with an emphasis on cultural awareness. Topics to include marketing on a global stage, the global marketing environment, and global marketing strategy development. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: BSA 208.

345. Business Law

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. Students who have taken BSA 300 (Departmental Studies: Business Law) for two credits may not take this course.

364. Business Strategy and Economic Policy in Latin America

Three credits. Offered in 2014-15 and alternate years.
A survey of economic conditions and policies, social issues and historical trends shaping international business strategies in Latin America. Topics include free trade agreements and changing export and import opportunities; privatization, direct investment and outsourcing; dollarization and portfolio investment; and immigrant workers and cultural diversity. We explore ethical decisions regarding treatment of workers and the environment, government influence, corruption and regulatory compliance. Students choose a country, an industry, and a form of international connection for research. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as ECO 364. Prerequisite: ECO 211 or 212.
412. Investment Analysis

Huang

Four credits.
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. Prerequisite: 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. Prerequisite: senior standing or consent of the instructor.

452. Senior Seminar Business Management

Barthel

Variable credit course, 2-4 credits.
A capstone course intended to allow students to apply the knowledge developed in other classes and acquire more advanced economic and business research tools and techniques to analyze real-life and simulated situations. A semester-long group project integrates knowledge from previous courses across different aspects of a simulated business environment. In an individual written project, students develop advanced methods and apply them to a topic approved by the instructor. The group project is presented orally in stages with group discussion; the individual project culminates in a written report and a brief oral presentation. Credits depend on the extent to which economic or business research methods are used in the individual project: if only business methods, 4 credits; if only economic methods, 2 credits; if a mixture of methods, 3 credits. Students concurrently enrolled in ECO 502, with which this class may meet, complete extra weekly projects in economics. Prerequisites: senior standing and completion of or concurrent enrollment in the courses required for the major.

541, 542. Independent Study

Staff

Variable credit course, 1-4 credits each semester.
Individual investigation of some aspect of business management of special interest to the student. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the program director and a department project director, and 12 credits toward the major.

551, 552. Independent Study: Internship

Staff

Variable credit course, 1-4 credits each semester.
Supervised work off campus in an area of business management of special interest to the student. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the program director and a department project director, and 12 credits toward the major.
Chemistry
Professors Colleen M. Byron (Chair); Dean A. Katahira; Associate Professor Joseph D. Scanlon; Assistant Professor Patrick H. Willoughby; Stockroom Supervisor Barbara Johnson

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.

Communicating Plus - Chemistry: Students completing a major in chemistry develop skills in the four Communicating Plus areas — written communication, oral communication, critical thinking and problem solving — in required and elective course work in the discipline. Numerical, graphical, visual, oral, and written modes of communication are integral to chemistry courses and to the discipline. Laboratory reports in the 100 level courses are a combination of observations, calculations, and explanations. As data analysis and problem solving skills are developed in the 200 level courses, detailed documentation and oral and written reporting of laboratory work improve the student’s scientific communication skills. In the 300 and 400 level and capstone courses, students are engaged in both individual and team oriented research projects and complete and report on a required senior research thesis. These culminating experiences allow students to further develop and demonstrate their mastery of disciplinary content and of the Communicating Plus skills.

Requirements for a major in chemistry: CHM 111, 112, 211, 214, 321, 333, 334, 342, three semesters of 501 and one semester of 502, two semesters of physics (151 and 152 or 171 and 172), plus two semesters of calculus (201 and 202) or a higher calculus course. 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, could also 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.

The major described above, with the addition of CHM 422 and two of the following: 310, 413, 414, 415 or a 3-4 credit 500 level Departmental Studies course, satisfies the minimum standard for a professional degree in chemistry certified by the American Chemical Society. Students planning on obtaining an American Chemical Society degree need to register 400 laboratory hours in courses at the 200 level and higher. Thesis research can be included in this requirement. Students planning to pursue graduate work should select advanced courses and independent study based on their post-graduation interests and should also consider seriously the potential value of linear algebra, differential equations, and advanced calculus. Students should discuss the possibilities with members of the department before registration.

Laboratory periods for CHM 100 and 175 are two hours per week. All other laboratories are three to four hours, unless otherwise noted.
Courses of Study

Requirements for a minor in chemistry: CHM 111, 112, 211, 214, and one course from CHM 321, 333, 334, 414, or 422.

Requirements for a teaching major in chemistry: CHM 111, 112, 211, 214, 321, 333, 334, 342, 401, 501 (two credits); PHY 151 and 152 or 171 and 172; MTH 201 and 202; and ENV 120.

Requirements for a teaching minor in chemistry: CHM 111, 112, 211, 214, and 401; either CHM 321, 333, 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

Katahira

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) will also 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.

310. **Computational Chemistry**

Scanlon

Variable credit course, 3-4 credits.

This course is designed as an introduction to the many applications of computational chemistry. The background theory of methods will be briefly discussed so that the proper method for each chemical topic can be chosen. The focus of the course will be to showcase how to use computational chemistry to solve chemical problems. To that end, several computational chemistry programs and graphical user interfaces will be utilized along with a basic introduction of UNIX. **Prerequisite:** CHM 211 or 214 or 321.

321. **Descriptive Inorganic Chemistry**

Katahira

Four credits.

The descriptive chemistry of the elements studied with respect to periodic trends. Atomic structure, ionic and covalent bonding, molecular structure, the solid state, solutions, coordination complexes, organometallic chemistry, experimental methods, conductivity, and superconductivity in inorganic solids are topics typically studied. In addition, the origin, discovery, isolation, and chemistry of selected elements are examined. No laboratory. **Prerequisite:** CHM 214.
332. Glassworking

Variable credit course, 2-3 credits.
Instruction and practice in the elementary operations of glassblowing and their application to the construction of scientific apparatus and art objects. An introduction to glassworking in art and science is included. Studio emphasis may be either in scientific apparatus or art or a combination. Lectures, demonstrations, field trips, and studio. See ART 132. Does not fulfill the First Year Explorations Requirement in the Natural Sciences. Prerequisite: consent of the instructor.

333. Physical Chemistry: Quantum Mechanics, Spectroscopy, and Statistical Thermodynamics

Scanlon

Five credits.
An introduction to quantum mechanics with applications in spectroscopy. Bonding theory, atomic and molecular structure determinations, and quantum chemistry calculations are included. Laboratories are in the area of chemical quantum calculations, spectroscopy, and structure determination. Prerequisites: MTH 201 and 202; and PHY 151 and 152 or 171 and 172 or consent of the instructor.

334. Physical Chemistry: Chemical Thermodynamics and Kinetics

Scanlon

Five credits.
The study of chemical thermodynamics and its applications to chemistry and biochemistry. Kinetics of reactions, reaction mechanisms, and reaction rate theory are also covered. Laboratories illustrate and test established principles and provide basic experience with measurements yielding quantitative results. Prerequisites: MTH 201 and 202 and PHY 151 and 152 or 171 and 172, or consent of the instructor.

342. Advanced Laboratory

Katahira/Willoughby

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 either inorganic or organic systems. The quantitative aspects of separation and characterization will be emphasized. 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

Four credits.
Designed to promote an understanding of instruments used for chemical and biochemical characterization. Atomic and molecular spectrophotometry, fluorometry, laser spectroscopy, mass spectrometry, nuclear magnetic resonance, electrochemistry and
chromatography are studied in detail. Flexible laboratory exercises explore instrument optimization and chemical characteristics that influence instrumental design. Prerequisite: CHM 211.

415. Advanced Inorganic Chemistry

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, particularly proteins, found in living cells and on the energetics and dynamics of biochemical reactions. 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.

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.

541, 542. Independent Study

Staff

Variable credit course, 1-5 credits each semester.

Supervised investigation of special problems in chemistry either as a laboratory or library research problem. A paper summarizing the semester’s work is required. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

Chemistry-Biology

(Co-Directors)

Proffers Colleen M. Byron, Robert L. Wallace
Assistant Professors Barbara E. Sisson, Patrick H. Willoughby

The chemistry-biology 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 chemistry-biology majors must take a basic core of courses in science and math. Beyond this basic core, they must elect a course of study that emphasizes either a molecular-biochemical or an environmental concentration. Students who elect the chemistry-biology major may not elect a major or minor in either chemistry or biology.
Core requirements for a major in chemistry-biology: The basic core of required courses includes BIO 121; CHM 111, 112, and 211; PHY 151 and 152 or 171 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 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 333, 334, 342, or 414, or another course approved by the instructor.

Molecular-biochemical emphasis: BIO 219 and three courses in biology selected from the following: BIO 211, 216, 226, 312, 314, 327, 328, and 329. Two of the following courses: CHM 214, 321, and 333 or 334. Students who plan to attend graduate school in biochemistry are advised to take both CHM 333 and 334, and CHM 422.

Environmental emphasis: ENV 120; BIO 247 and two additional courses in biology including one of the following: BIO 314, 337, 338, 339 and 450. Two of the following courses: CHM 214, 321, and 333 or 334.

Classical Studies
See Romance and Classical Languages

Communication
Professor Jody M. Roy; Associate Professor Steven E. Martin (Chair)

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 public discourse.

Communicating Plus - Communication: Students majoring in communication develop written communication, oral communication, problem solving, and critical thinking skills as they progress through courses in the department. Students write formally and give both formal and informal oral presentations in virtually all classes in the communication department. Additionally, students develop skills of critical thinking and problem-solving as they learn to analyze, create, and support arguments in such areas as policy-making, theory-building, and critical evaluation of communication.

Requirements for a major in communication: Thirty-six credit hours in communication, including CMM 115, 200, 223, 326, 370, 392, 500, and 510, and twelve credit hours from CMM 210, 212, 215, 228, 248, 310, 315, 323, 336, 352, 401, 402, 410, 412, and 440.

Requirements for a minor in communication: Nineteen credit hours in communication, including CMM 115, 223, and 326.

Requirements for a minor in applied communication: Nineteen credit hours including CMM 115, 215 or 223; one of the following: CMM 336, 352, 370, 440; plus four additional credits in communication courses, excluding internship credits. No more than four credits of CMM 440 and two credits of CMM 315 may be counted toward the applied communication minor. Students majoring or minoring in communication may not also minor in applied communication.

Requirements for a teaching major in communication: Thirty-seven credits including CMM 115, 223, 248, 326, 401, 402, 500, 510 plus six credit hours from the following: CMM 352, 370, 392.

Requirements for a teaching minor in communication: Twenty-four credits including CMM 115, 326, 401, 402 plus six credit hours from the following: CMM 223, 248, 352, 370.
Communication majors are strongly encouraged to plan an internship in some area of communication during their junior or senior year at the College. Some recent internships have included the areas of advertising, sales, personnel management, news broadcasting, public relations, and journal editing.

115. Public Speaking

Martin

Three credits.
Principles and practice of formal, public communication. Attention will be paid to the role of speakers and critical listeners. Emphasis will be placed on research, evidence, organization, motivation, and persuasion. Includes formal oral presentations and analysis of speeches as well as consideration of communicator responsibility.

200. Technical Writing For Communication Majors

Martin

One credit.
Open only to declared majors in communication. Attention will be given to writing conventions in the field of communication, citation formats, and basic argument/evidence constructs. Communication majors must earn a grade of at least C- in CMM 200 prior to completion of the junior year. Note: Communication majors may be exempted from the requirement to complete CMM 200 by passing a writing test offered by the department each semester. The exemption is without academic credit. Please consult the department chair for additional information. Prerequisite: ENG 110.

210. Intermediate Communication Skills

Staff

Two credits.
Students develop particular communication skills both by learning theories relevant to the skills and by participating in extensive practice. Classes are offered in a variety of skill areas, including: listening skills; audience analysis; and speech composition. Prerequisite: some sections of CMM 210 may require CMM 115 as a prerequisite.

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 be exposed to basic concepts of communication analysis as they investigate such topics as: Freedom of Expression; Intercultural Communication; Gender and Communication; The Impact of New Technologies on Communication; and Communication and the Family.

215. 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’ 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.

223. Organizational and Business Communication

Martin

Four credits.
Theory and practice of communication within organizations. Covers various topics including communication channels, organizational structure, leadership as a function of communication, and interviewing. Students will participate in interviews, decision-making groups, and formal presentations.
228. Principles of Debate

Four credits.
Theory and practice of debate. Students will encounter theories of burdens, stock issues, justification and warrants; rules of evidence; paradigm standards; etc. Theory will be put into intensive practice in a series of in-class debates.

248. Persuasion and Mass Media

Four credits.
Theories of persuasion in human interaction. Emphasis on the role of communication media and technologies in contemporary persuasion. Attention will be paid to the impact of media on speech-making, advertising, and creating/maintaining ideology.

310. Empirical Studies in Communication

Four credits.
Students will research, design, and apply various methods of empirical analysis to actual communication events, in particular within interpersonal and small group environments. Students will examine communication theory and methodology as they survey and review literature within a variety of topic areas, which may include mass media, gender, intercultural, and theories of the public. In addition, students will analyze and critique existing research theory and methods.

315. Speech Practicum

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 advanced 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. Prerequisites: CMM 115 and 215.

323. Argumentation Theory

Four credits.
Theory and application of contemporary argumentation theory. Attention will be paid to historical development of argumentation theory and the concepts of justification, reasonability, evidence, fields of argument, argument and audience, and argument types. Students will apply various theories to historical and contemporary case studies.

326. Historical Development of Rhetorical and Communication Theory

Four credits.
Survey of the evolution of rhetorical and communication theory from the classical to the contemporary period. Emphasis on traditional and current understandings of the field.

336. The Rhetoric of Social Movements

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 counter-movements.
352. Political Communication

The role of communication in contemporary politics. Emphasis on social movement, political advertising, political campaigns, political journalism, and presidential and congressional rhetoric.

370. American Public Address

Analysis of significant American rhetors within the context of American history. Emphasis on the role of rhetoric in the evolution of American historical and ideological development.

392. Rhetorical Criticism

Theories and methods of rhetorical criticism. Detailed critical analysis of historical and contemporary rhetoric. Students will apply theory through written and oral projects. Writing Intensive.

401. Teaching of Speech

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

A theory and practice course involving organization and administration of competitive speech and debate programs at both the high school and college level. 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.

410. Topics in Communication Studies

Variable credit course, 3-4 credits each semester. Exploration in depth of major interest areas in the field of communication studies. Topics will vary from year to year, but will include such issues as intercultural communication, gender and communication, and cognitive and attitudinal responses to persuasion. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. Prerequisite: consent of the instructor.

412. Topics in Rhetorical Theory and Criticism

Exploration in depth of major interest areas in the field of rhetorical theory and criticism. Topics will vary from year to year, but will include such issues as rhetoric and ideology studies, non-discursive rhetorical forms, European critical schools and rhetoric as epistemology. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. Prerequisite: consent of the instructor.
440. Applied Communication Roy

Four credits.
Student teams analyze communication problems in the local community and develop solution strategies. Students learn to evaluate competing solutions on grounds of feasibility, cost-benefit analysis, and short-term/long-term implications. Students devise implementation plans and, where applicable, train community members to carry out implementation. May be repeated for credit. Prerequisites: consent of the instructor, major or minor standing, and at least 12 credits in communication completed.

441. Communication Campaign Management Roy

Two credits.
Communication Campaign Management is an intensive practicum in which individual students and/or small groups of students working as a team implement elements of an actual public communication campaign on behalf of a non-profit organization. Students apply theories of public persuasion to develop effective campaign strategies in service of a non-profit’s mission and goals; students then use written, oral, and organizational communication skills to implement (and, in some cases, supervise implementation of) the strategies as tactical elements within a public communication campaign. In addition to their work on the campaign projects, students will write a paper analyzing the campaign from various theoretical perspectives and will present the paper to the department. Prerequisite: CMM 440.

500. Senior Thesis Roy

Three credits.
Preparation of a significant individual research project which is critiqued by class members as well as presented orally for the seminar and invited guests. Must be taken concurrently with CMM 510.

510. Senior Seminar Roy

Four credits.
The Senior Seminar in communication serves as a capstone experience, providing students with opportunities to apply skills and knowledge derived from all course work in the major in unique formats that help prepare students for their educational and work lives beyond the undergraduate level. Seminar participants sit for written and oral comprehensive exams of core content areas of the field: American Public Address, Rhetorical Theory, and Rhetorical Criticism. Seminar participants plan and execute an educational conference for high school students on a great speech in American history. Finally, seminar participants regularly share their on-going research with their peers and faculty, culminating in formal final research presentations. Prerequisites: CMM 392 and at least one of CMM 326 or 370; or consent of the instructor. Must be taken concurrently with CMM 500.

540. Independent Study Staff

Variable credit course, 2-4 credits each semester.
A creative research or production project in the student’s chosen area of concentration. Students contemplating enrollment in independent study must submit a written proposal covering the work to be done to the chair of the department at least three weeks before the beginning of the semester in which the work is to be done. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.
Criminal Justice

Associate Professor Jacqueline Clark (Coordinator)

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: Twenty credits, including SOC 110, 205 and 306. Eight additional credits to be selected from CMM 212, HIS 220, EXS 221, PSC 221, PSC 242, and POL 312. Internship is strongly recommended.

Economics

Professors Paul J. Schoofs, Soren Hauge;
Associate Professors Peng Huang (Chair);
Assistant Professor Anne-Christine Barthel

Departmental Mission Statement: The Ripon College Department of Economics engages and supports students in critically evaluating economic theories, data and policies and solving problems of resource use that arise in life, work, and citizenship at home and abroad.

Communicating Plus - Economics: Students completing a major in economics develop skills in the four Communicating Plus areas — written communication, oral communication, critical thinking and problem solving. All courses in the curriculum address the central issue of economics—the scarcity of resources relative to unlimited material wants. Critical thinking is essential as students consider the problems emanating from the scarcity of resources. Students practice problem solving by working through both quantitative and qualitative problems reflecting difficult choices among options. Written and oral communication are also staples in the economics curriculum. Students encounter an array of writing assignments ranging from essay exams to formal research projects. Similarly, students engage in oral communication activities such as small group discussions, dialogs with guest speakers, and more formal group and individual presentations. Capstone courses require students to demonstrate their deepening understanding of the central concepts, frameworks, and analytic tools of economics, as well as competence in the Communicating Plus skills areas.

Requirements for a major in economics: ECO 211 and 212, 350, 311 or 352, and 481 or 482; MTH 120; six more credits of economics courses numbered above 400; and seven more credits of economics courses numbered 300 or above, not including ECO 313. Students may include either ECO 361 or 461, but not both.
Students anticipating graduate study for masters or doctoral degrees in economics, business, public policy, health administration, and many other professional fields should take additional courses in statistics, calculus, and linear algebra.

**Requirements for a teaching major in economics:** BSA 131; ECO 211 and 212, 311, 350, 352, 452, and 481; one of the following: ECO 332, 341, 361, 412, 461, 471, 482 or 502; and HIS 401.

**Requirements for an economics minor:** at least 19 credits. ECO 211 and 212; 350 or 352; seven additional credits of economic courses numbered 300 or above, not including ECO 313.

**Requirements for a teaching minor in economics:** ECO 211 and 212, and 14 additional credit hours chosen from 311, 332, 341, 350, 352, 361, 412, 452, 461, 471, 481, 482, or 502; and HIS 401.

**Broad Field Social Studies Teacher Licensure Options:** Students seeking licensure at the Early Adolescence/Adolescence (Grades 6-12) levels in the social science disciplines (economics, history, politics and government, psychology, and sociology) may choose one of the options listed below to add endorsements in fields outside their major. Students may complete a minor in a discipline outside the social sciences or the broad field licensure program outlined below. Broad field licensure prepares teachers to teach in general social studies classes in grades 6-9. They will also be licensed to teach the specific discipline of their two concentrations at the high school level. Given the very difficult job market for social studies teachers, students should consider one of these options to strengthen their employment options.

**Option 1 – Major/Minor Program** - The first option open to student majoring in a social studies discipline is to complete a minor in another social studies discipline or a subject outside the social sciences. Recent examples of programs designed on this model are a history major with an English minor and a politics and government major with an English minor. In this case, the student would student teach and be fully licensed to teach both subjects.

**Option 2 – Social Studies Major with Broad Field Social Studies Licensure** - As part of their program of study, students must complete the following:

1. A major in a social science discipline,
2. Concentrations, as defined in the chart below, in two other social science disciplines, only one of which may be in history,
3. At least one course in each of the following disciplines: economics, history, politics and government, psychology, and sociology.
4. One of the courses that address geography as a factor that influences human interactions and society from the following list: HIS 281, HIS 282, ECO 332 or 361, or POL 112. This course may also count toward fulfillment of criteria 1-3.

Students are encouraged to extend the breadth of their social science background.

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<tr>
<th>Economics</th>
<th>US History</th>
<th>World History</th>
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<td>ECO 211 and 212</td>
<td>2 of the following 5 history classes: 241, 242, 262, 263, or 264</td>
<td>HIS 281 and 282</td>
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<td>One 300-level course other than 313</td>
<td>One 300-level course</td>
<td>2 area studies courses, one at the 200-level, one at the 300-level, selected with a history advisor</td>
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<th>Politics and Government</th>
<th>Psychology</th>
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<td>POL 112, 220</td>
<td>PSY 110</td>
<td>SOC 110</td>
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<tr>
<td>One 300-level course</td>
<td>Two 200-level topics courses</td>
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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.

211, 212. Principles of Economics

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 which begins each course is extensive in ECO 211 and only briefly reviewed in ECO 212.

300. Departmental Studies

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. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: consent of the instructor.

311. Money and Banking

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

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 completion of the non-statistical mathematics requirement for the business management major. Prerequisite or corequisite: BSA 131.

321. Economics of Professional Sports

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 2015-16 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.

342. Introduction to Econometrics  
Hauge  
Four credits. Offered in 2016-17 and alternate years. An introduction to the statistical methods for empirically testing economic relations. Results are derived in an intuitive manner and applied to estimation problems in several areas of economics. Topics include simple and multiple linear regression with cross-sectional data; use of qualitative data; problems in selection of variables and functional forms, heteroskedasticity, and identification; instrumental variables and two-stage least squares; and fundamentals of regression with time-series data. Prerequisites: ECO 211 and 212 and MTH 120 or consent of the instructor.

346. Game Theory for Business and Economics  
Barthel  
Four credits. Offered in 2016-17 and alternate years. 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. Prerequisites: ECO 212 and MTH 120.

350. Price Theory  
Staff  
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 either completion of the non-statistical mathematics course requirement for the business management major or consent of the instructor.

352. Intermediate Macroeconomic Theory  
Huang  
Four credits. 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. Prerequisite: ECO 211.

354. Managerial Economics  
Schoofs  
Four credits. Principles and cases of management decision making and policy formulation within the business firm, including applications in the areas of marketing and finance. Aspects of price theory are applied to questions regarding risk and profitability, forecasting demand and costs, pricing strategies, capital budgeting and investment decisions, advertising and other non-price competition, employment practices, and inventory management. Prerequisite: ECO 350.
361. Development Economics I

Four credits. Offered in 2016-17 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. Meets with ECO 461. Prerequisite: ECO 211 or consent of the instructor.

364. Business Strategy and Economic Policy in Latin America

Hauge

Three credits.
A survey of economic conditions and policies, social issues and historical trends shaping international business strategies in Latin America. Topics include free trade agreements and changing export and import opportunities; privatization, direct investment and outsourcing; dollarization and portfolio investment; and immigrant workers and cultural diversity. We explore ethical decisions regarding treatment of workers and the environment, government influence, corruption and regulatory compliance. Students choose a country, an industry, and a form of international connection for research. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as BSA 364. Prerequisite: ECO 211 or 212.

412. Investment Analysis

Huang

Four credits.
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 313 (same as BSA 313).

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 2016-17 and alternate years.
Theoretical foundations of development policy. Meets with ECO 361 and for additional sessions. (See ECO 361.) Prerequisite or corequisite: ECO 350.

472. Industrial Organization Economics

Barthel

Four credits. Offered in 2015-16 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. Prerequisite: ECO 350.
481, 482. History of Economic Thought  
Schoofs  
Three credits.  
The development of economic inquiry up to the present, from the mercantilists through Smith, Ricardo, Mill, Marx, Marshall, Keynes, the Chicago School, and others. Prerequisites for ECO 481: ECO 211 and 212. Prerequisite for ECO 482: ECO 481.

502. Senior Seminar  
Barthel  
Variable credit course, 2-4 credits.  
A capstone course intended to allow students to apply the knowledge developed in other classes and acquire more advanced economic research tools and techniques to analyze real-life and simulated situations. A semester-long group project integrates knowledge from previous courses across different aspects of a simulated business environment. In an individual written project, students develop advanced methods and apply them to a topic approved by the instructor. The group project is presented orally in stages with group discussion; the individual project culminates in a written report and a brief oral presentation. Credits depend on the extent to which economic or business research methods are used in the individual project: if only economic methods, 4 credits; if only business methods, 2 credits; if a mixture of methods, 3 credits. Students concurrently enrolled in BSA 452, with which this class meets, complete extra weekly projects in economics. Prerequisite: senior standing or consent of the instructor.

541, 542. Independent Study  
Staff  
Variable credit course, 1-4 credits each semester.  
Supervised investigation of problems in economics of special interest to the student. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

551, 552. Independent Study: Internship  
Staff  
Variable credit course, 1-4 credits each semester.  
Supervised work off campus in an area of economics of special interest to the student. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

Educational Studies  
Professor Jeanne F. Williams (Chair);  
Associate Professor, Hervé Somé;  
Assistant Professors Kathleen Nichols;  
Visiting Instructor and Clinical Coordinator 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 is also dedicated to the preparation of knowledgeable, effective, and reflective teachers for Pre K-12 classrooms in public and private schools in the United States and around the globe.

Overview of Departmental Programs: Courses in the educational studies department are offered for students pursuing teaching licensure and students who have an academic interest in education. The educational studies department offers students several options: course work to earn teacher licensure, an educational studies major or minor, or
a combination of licensure and a major or minor. Students may also take some courses in educational studies to meet the College’s explorations or breadth requirements or as electives. Student teaching and clinical block are restricted to students who are completing licensure programs.

**Communicating Plus - Educational Studies:** The Communicating Plus Program at Ripon College emphasizes students’ development of skills in four areas: written communication, oral communication, critical thinking and problem solving. The major and minor in educational studies treat education as a social, political, and intellectual process. To varying degrees, all the courses in educational studies address the development of skills and abilities in written and oral communication, critical thinking, and problem solving. However, the core set of courses taken by all students completing a major or minor in educational studies include special emphases on instruction and assessment in these areas, and students document mastery of these skills in their professional development portfolios. Departmental faculty regularly review this cluster of courses to insure that the Communicating Plus student learning goals are substantially addressed in them.

**Educational Studies Major or Minor:** The educational studies department and the Ripon College faculty have reasoned that education is a field of study independent of other disciplines. However, because of the liberal arts emphasis of the College and the philosophy of the department, it is argued that the social phenomenon of education is best understood in its relationship to another discipline. Therefore, each departmental program requires students to complete a major in a discipline outside education. Since some students’ interest in education may lie outside the scope of PK-12 classroom teaching (e.g., preparation for careers in preschool education, museum education, or community education), student teaching is not a requirement for the educational studies major or minor.

**Early Childhood Education Minor:** This minor is designed for students who want to work in child care centers, preschool programs, and early childhood education programs. The minor, alone, does not qualify individuals for licensure through the Wisconsin Department of Public Instruction (WI-DPI) or for teaching in most early childhood programs offered through public school districts.

**Teacher Licensure:** Ripon College offers programs leading to licensure at these levels: early childhood through middle childhood (EC/MC-ages birth-11 years); middle childhood through early adolescence (MC/EA-ages 6-12/13); and early adolescence through late adolescence (EA/A-ages 11-21). Programs leading to PK-12 licensure in Spanish, art, music, physical education, physical education and health, and theatre are also available. Licensure in English as a Second Language can be added to any teacher licensure program.

Students seeking licensure will complete: 1) the College’s exploration and breadth requirements (including specific requirements for teacher licensure); 2) a subject area major; 3) optional subject area minor and/or broad field program (science and social studies only); and 4) a sequence of educational studies courses and clinical experiences, including a full semester of student teaching. 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 an initial Wisconsin teaching license. Most other states accept the Wisconsin teaching license, and faculty advisors are prepared to help students identify and plan to meet requirements for states outside Wisconsin.

**Professional Development Portfolio:** All teacher candidates at Ripon College are required to develop and present 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: 1) *The Ripon College Program Perspectives*; and 2) *The 10 Wisconsin Teaching Standards*. Course work in the depart-
ment requires that students also develop abilities to plan instruction that addresses *The Wisconsin K-12 Model Academic Standards* and the *Common Core Standards* for the subject area/s and level/s of licensure being sought.

**Teacher Performance Assessment:** Students obtaining teacher licensure after August 31, 2016 must complete and receive a passing score in an appropriate content area of the Teacher Performance Assessment (edTPA). This performance-based assessment of teaching skills will be completed during the student teaching semester. A modified version of the edTPA will be completed during the clinical block experience to prepare students for the assessment during student teaching.

**Basic Skills:** Students must document basic skills proficiency by either presenting scores of 23 composite with a minimum score of 20 on all subtests on the ACT or passing scores on the Praxis Core tests offered by the Educational Testing Service.

**Content Area Tests:** Students must earn passing scores on the appropriate content area exam for their licensure level/s and subject/s. Information concerning these exams is available from educational studies advisors and on-line at the Educational Testing Service web site (ets.org).

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

**World Language Proficiency Tests:** Students seeking licensure to teach Spanish must earn ratings of intermediate-high on the appropriate ACTFL Oral Proficiency interview (OPI) and Written Proficiency Test (WPT). Information concerning these exams is available from educational studies advisors and through Language Testing International (languagetesting.com).

**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. Notices of advising assignments are sent out prior to the advising period each semester.

**Requirements for Admission to the Teacher Education Program:** Formal admission to the educational studies program is required of all certifiers and should be completed prior to enrollment in EDU 320. To be approved for admission to the department, students must: 1) have a cumulative GPA of 2.5 or better; 2) earn passing scores on the ACT or Praxis Core Test; 3) have taken and earned a grade of C or better in two of the department’s core courses (EDU 190, 250, 260, and 270); 4) file an application for admission to the program with all the required endorsements.

**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) passing scores on the appropriate Praxis II and/or other designated content area exam/s; 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 may also be required to complete separate applications for student teaching by the schools and districts in which they are being placed.

**Background Checks:** Prior to their placement for the pre-student teaching clinical block course (EDU 320) and student teaching, students must give permission for the department to conduct a criminal background check using state and federal law enforcement databases. Some schools and preschool programs may request permission to do their own background checks and may also require students to have a TB test prior to beginning a clinical or student teaching experience.
Requirements for Approval for a Teaching License: Upon successful completion of student teaching, students may submit an application for licensure. Approval of these applications requires a full review of the student’s file, successful completion of the edTPA (effective Fall 2016), final review of the professional development portfolio, and receipt of all forms documenting the successful completion of all student teaching placements.

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 educational studies department 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 chairs of the educational studies department and the department of the teaching major. 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 passing scores on the ACT or Praxis Core Test 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 Professor 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. Special fees are required to student teach through this program. Further information about this program is available from Professor Hervé Somé.

Urban Student Teaching: Ripon College allows students to complete their student teaching through the Teach Chicago! Program of the Chicago Center for Urban Life and Culture, or the ACM Urban Education Program. Special fees are required to student teach through this program. Information about this program is available from Professor Jeanne Williams.

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 Educational Studies Department (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.

Program Changes: The requirements for teacher licensure specified in this catalog, the Teacher Education Handbook, the Student Teaching Handbook and other Col-
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 are able to advise students about the implications of such changes for their individual programs.

Requirements for a major in educational studies (Early Childhood through Middle Childhood - EC/MC - ages birth-11): In addition to an approved major in a liberal arts discipline outside of educational studies and general education requirements for licensure, each student must complete EDU 190, 235, 245, 250, 260, 270, 281, 315, 338, 348. EDU 320 and student teaching (EDU 435, 441*, and 471) must be completed to qualify for teacher licensure. PSC 235 is recommended as a supporting course for this major.

Requirements for a major in educational studies (Middle Childhood through Early Adolescence - MC/EA - ages 6-11/12): In addition to an approved major in a liberal arts discipline outside of educational studies and general education requirements for licensure, each student must complete EDU 190, 245, 250, 260, 270, 281, 316, 338, 348. EDU 320 and student teaching (EDU 441, 451*, and 471) must be completed to qualify for teacher licensure. PSC 235 is recommended as a supporting course for this major.

Requirements for a minor in educational studies (EA-A - grades 6-12 and PK-12 in Spanish or Theatre): In addition to an approved major and general education requirements for licensure, each student must complete EDU 190, 250, 260, 270, 316, 344, and the instructional methods course/s in their teaching major/s and minor/s. EDU 320 and student teaching (EDU 451, 461*, and 471) must be completed to qualify for teacher licensure. PSC 242 is recommended as a supporting course for this program. EDU 242: Arts Integration is recommended as a supporting course for the Theatre education program.

Requirements for a minor in early childhood (non-licensure): Each student must complete EDU 235, 250, 270, 315, and a 7-8 credit emphasis in a content area. EDU 425: Early Childhood Practicum and PSC 235 are recommended as a supporting courses for this minor.

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 course work (ART 354 and 356) 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 (491* and 471) 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.

Requirements for PK-12 licensure in music education: Students must complete general education requirements for licensure, the requirements for a teaching major in music (Choral, Instrumental, or General), and the following: EDU 190, 250, 260, 270. In addition, each student must qualify for and satisfactorily complete EDU 320 and a semester of student teaching (EDU 421* and 471). Students seeking licensure in music may complete the Educational Studies minor by adding EDU 316 and EDU 344 to their programs.

Requirements for PK-12 licensure in physical education and health (optional): Students must complete general education requirements for licensure, the requirements for a teaching major in exercise science-school-based physical education, and the following: EDU 190, 250, 260, and 270. In addition, each student must satisfactorily complete EXS 320 and a semester of student teaching (EDU 431* and 471). Completion of a teaching minor in health is recommended. Students seeking licensure in physical education and health may complete the Educational Studies minor by adding EDU 316 and EDU 344 to their programs.

* Students may substitute EDU 481 for 6 credits/nine weeks of their student teaching placement.
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.

Broad Field Programs in science and social studies are available for students certifying at the early adolescence through adolescence level in a related field. The requirements for these programs are listed in the catalog section for each major.

150. Structures of Mathematics  
Rigden
Four credits.
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.

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  
Williams
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 U.S. Students will engage in a substantial research project as part of this course.

235. Foundations of Early Childhood Education  
Staff
Three credits. Offered spring semester.
An introduction to the field of early childhood education. The course examines different theories of child development and learning, historical approaches to the education of young children, the development of early childhood education as a profession, and contemporary early childhood education programs in the United States and other countries. Field trips to child care facilities are a regular feature of this course.

242. Integrated Arts Education  
Staff
Four credits. Offered in the spring semester.
A study of the theory and practice of working with classroom teachers to integrate music, art, theatre, and dance into teaching throughout the K-12 curriculum. Students will study various theories of arts integration and develop multiple lessons and projects that apply these concepts to teaching in curriculum areas such as reading, math, science, social studies and health. Prerequisite or corequisite: EDU 250.

245. Children’s Literature  
Rachuba
Four credits. Offered in the 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. Required for students seeking elementary teacher licensure through the EC/MC or MC/EA educational studies majors.
250. Psychological Foundations of Education
Nichols

Three 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
Some

Three credits. Offered both semesters.
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
Nichols

Three credits. Offered both semesters.
An introduction to special education for classroom teachers. Students will study the professionally defined categories of exceptional learners, discuss policies and procedures for identifying and serving special needs children and youth, and practice strategies for adapting instruction to meet the needs of diverse learners. This course includes a clinical experience. Prerequisite: EDU 250.

281. Teaching Content in Elementary Classrooms
Williams

Four Credits. Offered spring semester.
A study of theories and practices associated with a variety of pedagogical methods (e.g., inquiry, direct instruction, project/problem-based learning, simulations, active learning strategies, and discussion) that can be used to teach social studies, science, fine arts, physical education and health in elementary classrooms. An emphasis on integration of learning experiences across disciplinary boundaries is a feature of the course. Students will engage in a variety of hands-on learning experiences, standards-based instructional and assessment planning, and microteaching. Prerequisite EDU 270.

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. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: consent of the instructor.

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.
315. Curriculum, Assessment and Methods for EC Education  Williams

Four credits. Offered fall semester.
Based on the concept of developmentally appropriate practice, this course examines the curricula, materials, assessments, and teaching-learning methods used in child care settings and early childhood classrooms. Students will engage in standards-based instructional planning for a variety of types of learning situations. They will also complete a clinical experience in which they use a standardized instrument to assess an early childhood program. Prerequisites: EDU 235 and 270.

316. Middle School Education  Williams

Two credits. Offered spring 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. Visits to area middle school programs are a feature of this course. Prerequisite: EDU 270.

320. Clinical Block: Student Practicum in Teaching  Rigden

Two credits. Offered both semesters.
Observe classroom instruction, review materials, methods, and planning for instruction and prepare and teach a variety of lessons. Students will spend approximately four 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 twice during the semester. In preparation for student teaching, students will complete a modified edTPA during this experience. Enrollment is limited to students seeking teacher licensure. Grading is Pass-Fail. Prerequisites: junior status, admission to the teacher education program, successful review of the professional development portfolio, and criminal background check.

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. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. 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 will also 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

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

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.

338. EC/MC Teaching: Mathematics

Four credits. Offered fall semester.

Students will hone their own mathematical knowledge and skills as they learn how the EC/MC 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 or permission of the instructor. Corequisites: EDU 320 and EDU 348.

344. Theory and Practice of Secondary School Teaching

Four 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. Special emphasis is given to the development of learning experiences that promote the development of critical literacy skills along with content knowledge and skills. Prerequisite: EDU 270. Corequisite EDU 320.

348. Integrated Approaches to Reading and Language Arts Instruction

Four credits. Offered fall semester.

A study of theories and pedagogical practices related to teaching an integrated reading/language arts curriculum in grades Pre K-8. 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. 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 195 or permission of the instructor.

425. **Teaching Practicum: Early Childhood Education**

Williams

Variable credit course, 1-6 credits.

A capstone experience for the early childhood minor. This course is a supervised clinical experience in an early childhood educational setting. Working under the supervision of experienced staff, the student will assume responsibilities for teaching and program administration as agreed to by the agency and the supervising staff member at Ripon College. Prerequisites: completion of course work and clinical experiences in the early childhood minor and approval by the faculty of the educational studies department. ENROLLMENT IN STUDENT TEACHING IS LIMITED TO THOSE STUDENTS WHO HAVE BEEN APPROVED FOR STUDENT TEACHING BY THE FACULTY OF THE EDUCATIONAL STUDIES DEPARTMENT.

421. **Student Teaching: Music**

Six or twelve credits.

431. **Student Teaching: Physical Education/Health**

Six or twelve credits.

435. **Student Teaching: Early Childhood**

Six 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 credits.

491. **Student Teaching: Art**

Six or twelve 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 twelve credits of student teaching during the student teaching semester. Students must complete the edTPA during the first student teaching placement. Grading is Pass-Fail. Corequisite: enrollment in EDU 471.
471. Student Teaching Seminar
Nichols

Two credit.
A seminar devoted to discussion and analysis of student teaching experiences and guidance in completion of the edTPA 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.

480. 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.

540. Independent Study
Staff

Variable credit course, 1-4 credits.
Individual investigation of a topic or problem in education. Students are encouraged to pursue research that bridges education and their academic major. This course requires regular consultation with the instructor and the development of a research plan that includes the submission of a formal paper at the culmination of the study. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

551, 552. Internship
Staff

Two credits.
A supervised internship in a local, informal education setting. Students will create curriculum and curriculum materials based on organizational needs and WI Model Academic Standards, develop assessment measures for activities, and report on the efficacy of their work in a real-world setting. Internships may be repeated for no more than eight total credits at the discretion of college faculty and on-site supervisor. Open by competitive application only to educational studies majors and minors with junior or senior standing. Interested students must consult with the instructor prior to registration. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

English

Professors David M. Graham, Robin Woods (Chair);
Assistant Professors Megan Gannon,
Ann Pleiss Morris (on leave fall 2015), Mary I. Unger;
Visiting Professor Thomas C.M. Truesdell

Departmental Mission Statement: The mission of the English department 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.
Communicating Plus - English: The Communicating Plus Program at Ripon College emphasizes students’ development of skills in four areas: written communication, oral communication, critical thinking and problem solving. The English department focuses each course and the department offerings overall on developing the student’s abilities to analyze critically, to respond sensitively, to understand broadly, and to express oneself effectively in oral and written forms. The regular or core courses for the major or minor give extended attention to the development of these skills through instruction, practice, and assessment by self, peers, and faculty. Each graduating class reviews with the faculty their individual development and the strengths of the major in the senior portfolio course.

Requirements for a major in English: Thirty-three credits beyond ENG 110 including: ENG 230, 251, 340, 430, 500. English majors will also be required to use one elective slot to take a course with significant attention to American literature. Students should consult with their advisors to determine which courses will fulfill that requirement. One course outside the English department, if approved by the chair, may substitute for up to four credit hours of electives. Off-campus programs (such as the Newberry Library, London-Florence, or Bonn Study Program) provide significant opportunities for work relevant to the English major. The chair of the English department will determine how the off-campus courses will substitute in the major. Grades earned in all English courses except 110 and 402 are counted in computing departmental honors.

Requirements for a minor in English: Twenty credits beyond ENG 110 including: ENG 230, 251, 340.

Requirements for a teaching major in English: Thirty-seven credits including: ENG 230, 246, 251, 340 (Shakespeare), 430, 500; one of the following: ENG 211, 213, 310, 312; a course that includes a representative sample of world literature, including western and non-western texts (students should consult with their English advisor in selecting this course).

The following courses are required for teacher licensure but do not count toward the major: ENG 110 or equivalent, ENG 402 and one of the following: CMM 115, 248, 326; THE 248.

Requirements for a teaching minor in English: Twenty-four credits including ENG 230, 246, 251, 340 (Shakespeare); one of the following: ENG 211, 213, 310, 312, and a four-credit course that includes a representative sample of world literature, including western and non-western texts (students should consult with their English advisor in selecting this course).

The following courses are required for teacher licensure but do not count toward the minor: ENG 110 or equivalent; ENG 402.

Note: Students completing licensure programs in Early Childhood/Middle Childhood (Ages 0-11; Birth - Grade 5) or Middle Childhood/Early Adolescence (Ages 6-12/13; Grades 1-8) are exempt from ENG 402.

Note: ENG 110 or its equivalent is a prerequisite for all other English courses.

110. Literature and Composition

Four credits.

An introduction to literature and to college-level writing. An emphasis on reading and analyzing imaginative literature is integrated with the study of the writing process. Frequent writing is required. Enrollment limited to 20 students per section.
200. Topics in Literature

Four credits.
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 curriculum. 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

211. Creative Writing: Poetry

Graham/Gannon

Four Credits. Offered in 2015-16 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

Graham/Gannon

Four Credits. Offered in 2016-17 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.

220. Poetry Aloud

Graham

Four credits.
This course emphasizes poetry as part of a living oral tradition, along with some of poetry’s many connections to music. Numerous kinds of poetic expression are covered, such as William Blake’s “Songs of Innocence and Experience,” Langston Hughes’ blues and jazz poems, Beat Generation performances, and more recent phenomena such as stand-up poetry, rap, and poetry slams. Particular attention to the many contexts in which poetry is presented to an audience. Readings (on and off the page) supplemented by audio and video recordings and author visits.

230. Literary Criticism

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. Frequent writing develops the students’ analytical skills and writing abilities.

243. Women’s Literature

Staff

Four credits. Offered in 2016-17 and alternate years.
Works in various genres by women writers. Attention to issues surrounding women’s writing, possibly including the following: how and why has women’s writing been marginalized? Is there a style of writing that is essentially female? How do women’s texts handle the issue of oppression? To what extent is feminist criticism a useful tool for studying literature? For comparison, the course may include writings by men, but the main focus will be the work of women. Same as WOM 243.

246. The American Experience

Graham/Unger

Four credits.
An examination of what is characteristic of the American tradition. Three topics are of special importance: American nature, the relationship between the individual and the larger society, and the American multicultural experience as different from the white European experience. Readings cover an historical range from Puritan to modern times, with an emphasis on texts written before 1900.
251. Foundations of English Literature

Four credits.

Major works from *Beowulf* to *Paradise Lost*. The course will give attention to the development of lyric poetry, the transition from romance to epic, and the emergence of drama. Works studied will be viewed in relation to the historical and social contexts, the major literary movements that characterize each age, and the development of the language from Old to Middle to Modern English.

260. Topics in Cultural Identity

Four credits.

Different courses under this number may be repeated for credit. 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

300. Departmental Studies

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

310. Advanced Creative Writing: Poetry

Four credits. Offered in 2015-16 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

Four credits. Offered in 2016-17 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.

322. Period Studies: Romanticism

Four credits. Offered in 2015-16 and alternate years.

A study of the changes in literature that took place as Neoclassical ideas evolved to the Romantic viewpoint. Not necessarily an historical survey, but a study of change, its causes and effects. This course will be an attempt to come to terms with Romanticism both as an historical event in literature and as an ongoing attitude. Authors and texts may vary, though there will be some attempt to: present Neoclassical texts as a contrast, convey the internationality of Romanticism, and ground the texts in their fullest historical contexts.

324. Period Studies: Modernism

Four credits. Offered in 2016-17 and alternate years.

This course covers American and British literature from 1880-1945, what’s commonly referred to as modernism. But what exactly is modernism, or literary modernism, and how are these related to the onset of modernity in Anglo-American culture in the late nineteenth and early twentieth centuries? This class is devoted to exploring such questions
through the poetry, prose, and drama of this era, while also considering major historical events (World War I, the Harlem Renaissance, and the Great Depression) and other artistic mediums (music, film, and the visual arts) that shape the creation of modernist literature.

340. **Major Author**

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. Offerings will vary, but Shakespeare will be offered each year. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

402. **English Teaching Methods**

Two credits.

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

430. **Senior Seminar**

Four credits. Offered each term.

A sustained exploration of a literary topic such as a period or a genre. Students will undertake an independent research project and develop it into a major paper through a collaborative writing process. **Prerequisites:** senior standing and permission of the chair of the department.

500. **Senior Portfolio**

One credit. Offered each term.

A course in which seniors review their careers as English majors, polish a piece of work, and publish an anthology containing one piece of writing by each student. Grading is S-U. **Prerequisite:** senior standing.

541, 542. **Independent Study**

Variable credit course, 1-4 credits.

Independent study involving substantial critical, scholarly, or creative writing. For exceptional students. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. **Prerequisites:** junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

551, 552. **Independent Study: Internship**

Variable credit course, 2-4 credits each semester.

Supervised field work in an area related to the study of literature or language of special interest to the student. A formal written proposal is required at the time of pre-registration. At the conclusion of the internship, participants are expected to produce a narrative in which they reflect upon their experience. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. **Prerequisites:** junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.
The environmental studies major 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 a range of courses in natural science and mathematics, social science, art, and humanities. Environmental studies majors do a senior project, and either off-campus field work or an internship. The core provides the necessary scientific and economic background for environmental decision-making. The additional courses provide exposure to methodologies and provide a knowledge base important to environmental studies.

Requirements for a major in environmental studies: All students must take ENV 120, 243, 247, 332, 500; CHM 100 or 111/112 or 175; MTH 120 (or PSC 211), plus 11 elective credits. Besides environmental studies courses, the following courses may be counted:

I: Natural Science and Mathematics — BIO 337, 338, 339, 450; CHM 211; MTH 146, 246;

II: Social Sciences — ECO 361 or 461; ANT 222, 318; PSC 251/252;

III: Arts and Humanities — PHL 353, 355; ART 153 (with permission of the Coordinator).

A minimum of 3 credits from at least two of these categories must be included in the electives. The above lists are not exhaustive: departmental studies or special topics courses that have a significant environmental component may also be counted in any of these areas.

Students must complete a capstone project. The student must write a substantial paper on the project, under the supervision of their advisor, and give a public presentation about the project as part of their enrollment in ENV 500. The project can be done as independent study or be based on a project undertaken during the student’s off-campus experience or for some course outside the major. The project must be approved by the coordinator and should normally be completed prior to enrollment in ENV 500.

Students must develop a portfolio consisting of samples of their work from all courses counted for the major. The portfolio will be refined and presented for approval in ENV 500.

Students must complete an internship (ENV 550) or an off-campus field experience. Some programs that may fulfill the field experience include Woods Hole, the SEA Semester, and Oak Ridge. Many ACM study-abroad programs may also be used including those in Costa Rica, Tanzania, Brazil, Botswana, India, and Italy. Other programs are available, consult with the Coordinator of Environmental Studies. Students may count an appropriate In Focus course as their off-campus experience. However, no course can be counted both as the internship or off-campus experience and as one of the elective courses.

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

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.

150. **Geographic Information Systems (GIS)**

Four credits.
Theory and methods of computer-based Geographic Information Systems (GIS), primarily using ArcMap © software. Applications will emphasize environmental topics, but students will work on individual projects that may apply GIS to any discipline. Readings, projects, papers, field trips.

200. **Topics**

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.

220. **Case Studies in Conservation**

Four credits.
The conservation of biodiversity involves a complex interplay of social, political, and economic considerations, as well as an understanding of ecosystem dynamics. This course will analyze examples of contemporary conservation strategies from various continents. Drawing on examples across the globe, attention will be given to the complexity of interrelationships among population, water, energy, and land use. Readings, discussions, papers, presentations, field trips. **Prerequisite:** ENV 120 or ENV 175, or consent of the instructor.

243. **Philosophy and the Environment**

Jeffries
Four credits. Offered in 2014-15 and alternate years.
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**

Wallace
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.

300. **Departmental Studies**

Staff
Variable credit course, 2-4 credits.
Special subjects in environmental 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.
332. Resource and Environmental Economics

Four credits. Offered in 2014-15 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 ECO 332. Prerequisite: ECO 212 or consent of the instructor.

500. Senior Studies

Two credits. A senior capstone experience. Students in this senior seminar will: 1) meet weekly for focused discussion on topics of current environmental concern; 2) prepare their environmental studies portfolio for approval; 3) prepare and present a public talk about their senior project. The seminar will discuss current environmental issues, track the students’ progress in refining their portfolios, and prepare the students for the public presentation of their capstone project. Readings, short papers, oral reports and possible field trips. Normally, students will have completed their capstone project for environmental studies prior to enrolling in ENV 500. Prerequisites: senior standing and declared environmental studies major, or consent of the instructor or Coordinator of Environmental Studies.

540. Independent Study

Variable credit course, 1-4 credits. Individual investigation of some aspect of environmental studies of special interest to the student. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

550. Internship

Variable credit course, 2-4 credits. Supervised field study combined with scholarly achievement and practical experience with an industry, government agency, or other institution. A paper is required. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

Exercise Science

Professors Richard H. Coles (Chair), Ronald Ernst; Associate Professor John P. Dinegan; Assistant Professor Catherine E. Astrauskas; Instructor Jennifer Mueller; Athletic Trainers Brian Azinger, Alyssa Buuck Freeman

Departmental Mission Statement: The Department of Exercise Science develops students’ physical, social, personal, and intellectual capacities for application toward lifetime professional activities. The close interaction of faculty and students challenges the development of a rich base of knowledge and skills that are ethically applied in a variety of practical settings.

Communicating Plus - Exercise Science: The student learning goals of the Communicating Plus Program are emphasized across the classroom portion of the exercise science major’s curriculum. However, two classes have been designed specifically to begin and conclude the major with emphasis on the Communicating Plus skills areas. All
exercise science majors begin their course work with EXS 201 which emphasizes the skills of writing, speaking, critical thinking, and problem solving. Students conclude the major with EXS 500 where they demonstrate their mastery of the exercise science education knowledge base and competence in the Communicating Plus student learning goals through completion of a semester long, faculty directed research project.

**Requirements for a major in exercise science - School Based Physical Education Licensure:** Thirty-eight credits in the department, including EXS 201, 211, 220, 241, 251, 253, 260, 270, 271, 333, 340, 426, 432, 450, (and 500 if not student teaching). BIO 210 or 211 is a prerequisite for EXS 333 and 432. Courses at the 100 level may be counted toward the major by prior consent from the department chair.

**Requirements for a major in exercise science - Community and Recreation Physical Education:** Thirty-four credits including: EXS 201, 211, 232, 281, 291, 333, 340, 432, 441, 450, 500; plus six credits from the following: EXS 232, 251, 253, 260, 270, 271, 321, 322, 324, 352. BIO 210 or 211 is a prerequisite for EXS 333 and 432.

**Requirements for a major in exercise science - Athletic Training:** Forty-one credits including: EXS 201, 211, 232, 333, 361, 362, 412, 432, (2) 441 (2 different practicum courses), 451, 501; BIO 211, 312. In addition, a student majoring in exercise science with an emphasis in athletic training would need to complete 800 hours of clinical work under the direct supervision of a certified trainer. Applicants for the athletic training program should contact Brian Azinger at the Storzer Center.

**Requirements for a major in exercise science - Sports Management:** Thirty-seven credits including: EXS 201, 220, 281, 421, (2) 441 (2 different practicum courses), 450, 500; ECO 212, plus four courses from the following at least two of which must be from the 300 level or higher: BSA 131, 208, 225, 310, 315, 325, 413; ECO 211, 321.

**Requirements for a minor in Health:** the following courses are required for a health minor: EXS 221, 231, 232, 342, 344; BIO 210 or 211; plus one of the following (both if getting teaching certification) PSC 110, SOC 110.

The wellness requirement for graduation may be fulfilled by one credit selected from the following courses: EXS 111, 112, 113, and 114. No more than four credits in EXS 111 and 112 may be counted toward graduation. No activity which has been passed may be repeated for credit.

Medical excuses used for exemption must be approved by the department chair. As stated in the Academic Policy section of this catalog, students who participate in two seasons of varsity sports or receive credit for a ROTC course with a physical training component are exempt from the wellness requirement.

**Explore curriculum goals for exercise science:** exercise science strives to develop skills in physical activities and knowledge of the relationships among lifetime physical activity, physical fitness, and healthy lifestyles. Therefore, courses fulfilling the wellness requirement have the following learning goals:

1. engage in physical activities for lifetime health and recreation;
2. acquire knowledge about physical activities, including rules and regulations, for lifetime health and recreation.

**111, 112. Wellness Activities**

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.
113, 114. Adapted Physical Education  
Staff  
One credit each semester. 
Restricted and modified activities for students who are physically unable to participate in the regular required program. 

201. Communication in Exercise Science  
Dinegan  
Two credits. Offered fall semester. 
Emphasis on the development and improvement of oral and written communication, critical thinking, and problem-solving skills. In addition, time will be spent on technological communication skills and their role in physical education. 

211. Athletic Training  
Azinger  
Three credits. Offered fall semester. 
Introduction of 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 Physical Education  
Dinegan  
Three credits. Offered spring semester. 
Survey of the historical, psychological, and sociological bases of modern physical education. Additional emphasis is placed on career and professional opportunities. 

221. Drugs, Alcohol, and Tobacco  
Astrauskas  
Two credits. Offered fall semester. 
Drugs, alcohol, and tobacco and their impact on the user as well as society as a whole. Emphasis is given to both the immediate as well as long-range effects of these drugs. 

231. Health and the Consumer  
Astrauskas  
Two credits. Offered spring 2016 and alternate years. 
Health services and products and their impact on the consumer. Emphasis is given to medical care, health insurance, quackery, and consumer protection. 

232. Personal and Community Health Problems  
Astrauskas  
Four credits. Offered spring 2017 and alternate years. 
Major health problems in the community; personal hygiene and the means of promoting healthful living. 

251. Fundamental Sports Skills I  
Dinegan  
Two credits. Offered fall 2016 and alternate years. 
Analysis of the basic skill techniques used in basketball, baseball, softball, and track and field. Methods of presenting the various skills and drills for practicing them are included. 

252. Fundamental Sports Skills II  
Coles  
Two credits. 
Analysis of the essential skills used in football and wrestling. Specific teaching techniques and drills are included. 

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253. Rhythms and Dance
Dinegan
Two credits. Offered each spring semester.
Consideration of a variety of types of dance including folk, social, modern, and aerobic. Emphasis will be given to theory and technique development.

260. Methods and Techniques in Soccer, Badminton, and Tennis
Dinegan
Two credits. Offered in fall 2015 and alternate years.
Study of teaching methods, skill techniques, and evaluation procedures for each activity.

270. Methods and Techniques in Golf and Volleyball
Kane/Astrauskas
Two credits. Offered in spring 2016 and alternate years.
Consideration of the major aspects of both sports from the standpoints of the learner, the teacher, and the coach.

271. Fundamental Skills in Gymnastics and Swimming
Mueller/Wahle
Two credits. Offered in fall 2016 and alternate years.
Study and application of the skill techniques, teaching methods, and scientific principles related to gymnastics, tumbling, swimming, and diving. One-half of the semester will be devoted to gymnastics and tumbling and one-half to swimming and diving.

281. Exercise Testing and Prescription
Dinegan
Two credits. Offered in spring 2017 and alternate years.
Introduction to testing for physical fitness and programming. There is additional emphasis on appropriate fitness prescription for exercise and rehabilitation through individual assessment.

285. Selected Court Games
Staff
Two credits.
Introduction to handball, paddleball, paddle tennis, aerial tennis, and deck tennis. Techniques, drills, and methods of adapting the games to a variety of situations are included.

291. Community Recreation
Mueller
Two credits. Offered in fall 2015 and alternate years.
Theoretical framework for analysis of orderly and consistent planning of community park and recreation services. The course examines techniques used to acquire, develop, and administer park and recreation resources, facilities, and programs.

300. Departmental Studies
Staff
Two 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.

315. Advanced Concepts of Personal Training
Astrauskas
Two Credits. Offered spring 2017 and alternate years.
The course successfully bridges the gap between exercise theory and practical hands-on instruction. Course subject matter includes: anatomy, physiology, nutrition and weight management, assessment, exercise programming components, working
with special populations, and ethics and professional behavior. The course prepares a student to take the National Council on Strength and Fitness certifying examination and also provides students with the skill set for capable job performance in the expanding personal training market. A student could enter the workforce as a qualified and competent nationally certified practitioner after passing the certification exam. Prerequisite: BIO 210 or 211.

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.

324. Theories of Coaching  
Mueller  
Two credits. Offered in spring 2017 and alternate years.  
Study of coaching theory including skill development, strategies, rules and regulations, conditioning, scouting, practice and game organization and management, safety, and evaluation of program and personnel. Special emphasis will be given to the differences in coaching team and individual sports.

333. Physiology of Exercise  
Coles  
Three credits. Offered spring semester.  
The physiological changes which occur during physical activity. Analysis of systems commonly used for the improvement of physical work capacity is included. Prerequisite: BIO 210 or 211.

340. Adapted Physical Education  
Dinegan  
Three credits. Offered fall semester.  
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.

342. School Health Program  
Dinegan  
Two credits. Offered fall semester.  
The school health program and health education. Emphasis is given to the organization of school health education, curriculum, evaluation, and services.

344. Health Education Methods and Materials  
Dinegan  
Two credits. Offered spring semester.  
A study of the methods, instructional strategies, and materials used in the teaching of health. Corequisite: EXS 342.
352. **Sports Psychology**

Two credits.
A study of the psychology of sport and coaching including the psychological characteristics of both athletes and coaches, psychological and physical performance enhancement, aggression and violence, officiating, youth sports, and ethical issues.

361. **Therapeutic Modalities in Athletic Training**

Three credits. Offered in spring 2016 and alternate years.
Application of anatomy and physiology to the phenomenon of rehabilitation. Emphasis will be given to the use of therapeutic modalities and physical agents in the healing and treatment process of athletic injuries. **Prerequisite:** EXS 211.

362. **Therapeutic Rehabilitation in Athletic Training**

Three credits. Offered in spring 2017 and alternate years.
Application of anatomy and physiology to the phenomenon of rehabilitation. Emphasis will be given to the use of therapeutic exercise in the healing, treatment and return to play of athletic injuries. **Prerequisites:** EXS 211 and BIO 211 or junior status.

412. **Advanced Athletic Training**

Three credits. Offered in spring 2016 and alternate years.
A continuation of sports medicine with emphasis given to injuries occurring to the back, abdominal region, shoulder, arm, and head. Time is also spent discussing preventative as well as rehabilitative training techniques. **Prerequisites:** EXS 211 and BIO 211 or junior status.

421. **Sports Law**

Two credits. Offered in spring 2017 and alternate years.
Introduction to law and its relationship to high school, college, and professional sports and sports business. Emphasis will be given to teams and their relationships to their governing bodies (conferences, NCAA, etc.).

426. **Motor Learning**

Two credits. Offered in fall 2015 and alternate years.
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).

432. **Kinesiology**

Four credits. Offered fall semester.
Analysis of human motion; mechanical and neuromuscular aspects of movement. **Prerequisites:** junior standing and BIO 210 or 211.

441. **Student Practicum**

Two credits. Offered both semesters.
A minimum of 60 hours observing and assisting in a carefully supervised teaching, coaching, or administrative situation connected with some aspect of the Ripon College exercise science program. Each student will present their experiences at an exercise science symposium at the end of the semester. Repeatable for credit. Grading is S-U. **Prerequisite:** consent of the department chair.
450. Administration in Physical Education, Athletics, and Recreation  
Ernst  
Two credits. Offered in spring 2016 and alternate years.  
Overview of problems in the administration of athletic, intramural, and physical education programs. Among topics included are budget, schedules, curriculum liability, evaluation, and grading. Prerequisite: junior status.

451. Athletic Training Administration  
Azinger  
Two credits. Offered in spring 2017 and alternate years.  
The study and discussion of management strategies specific to program administration in the athletic training setting. Emphasis to be given to budgeting and program development of an athletic training program.

500. Senior Seminar in Exercise Science  
Coles/Dinegan  
Two credits. Offered spring semester.  
Extensive study of research in physical education and sport. Each student will conduct a research project to be written and presented at an exercise science symposium at the end of the semester. This course is designed to enhance the students’ understanding of research and the research process.

501. Senior Seminar in Athletic Training  
Coles/Dinegan  
Two credits. Offered spring semester.  
Extensive study of research in athletic training and physical therapy. Each student will conduct a research project relating to athletic training to be written and presented at an Exercise Science symposium at the end of the semester. This course is designed to enhance the students’ understanding of research and the research process and its application to injury prevention and rehabilitation.

540. Independent Study  
Staff  
Variable credit course, 1-4 credits.  
Extended study and research culminating in a substantial paper. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

First-Year Studies Program  
Paul F. Jeffries (Coordinator)  
Participating Faculty for 2015-16:  
Professors Colleen Byron (Chemistry), Linda Clemente (French), Kenneth L. Hill (Theatre), Barbara A. McGowan (History);  
Associate Professor Paul F. Jeffries (Philosophy);  
Assistant Professors Sarah Frohardt-Lane (History), Jean-Blaise Samou (French), Leah E. Simon (Physics);  
Visiting Professor Thomas C.M. Truesdell (English)

Goals: The First-Year Studies (FYS) program has two key educational goals. First, FYS will introduce students to the teaching/learning environment at Ripon College. Second, it will prepare students to succeed and thrive at Ripon. FYS emphasizes the nature and benefits of a liberal education, and so provides a firm foundation for students as they choose their majors and build their college careers. FYS will also help students understand Ripon’s goals and expectations. Those goals include: introducing students to the
Courses of Study

concept of a liberal education in a concrete way; helping students see that a liberal education will prepare them to deal with the complexity of issues that they will meet throughout their lives; demonstrating to students that learning is not confined to the classroom, and that they, as active learners, are ultimately responsible for the quality of their education; helping to establish student understanding of the expectations faculty have for student performance; and allowing students to experience the community of scholarship and of scholars. Typically, FYS courses will be composed of two or more courses; these courses will periodically meet together to share their findings, discoveries, and ideas. All FYS courses will be interdisciplinary in order to help students see how their liberal education will bring different fields of knowledge together.

Grading and Credits: The FYS program offers a variety of four-credit, graded courses every fall semester. Every new, first-year student will enroll in an FYS course (e.g., THE 175, HIS 175). Completion of FYS will fulfill the first-year explorations requirement in Fine Arts, Humanities, Natural Sciences, or Social and Behavioral Sciences, as indicated in the course descriptions. Some courses will count toward other requirements (e.g., ENG 110 or Global and Cultural Studies), and those credits will also be indicated in the course descriptions.

Alien Worlds in Science and Literature: Strangers in Strange Lands
175.01 English Truesdell
Four credits.
This course will examine works of short fiction, poetry, and drama from a broad array of sources. These works explore alien worlds by writers of the past century and earlier. Authors may include Wells, Stapledon, Cummings, Clarke, Asimov, LeGuin and Gaiman. This course is designed as an introduction to literature and to college-level writing. An emphasis on reading and analyzing imaginative literature is integrated with the study of the writing process and work on reading aloud and oral presentation of argument. Short fiction, poetry, theater and film provide variety and direct experience. The integration of this course with “Exoplanets: Exploring Alien Worlds” means that, while the focus of the readings is on literature dealing with the nature of imagined alien worlds, we will spend at least as much time on other sorts of literature in order to examine various literary styles, periods, and places of origin. Completes the ENG 110 requirement. Seminar linkage with PHY 175.01.

Alien Worlds in Science and Literature: Exoplanets: Exploring Alien Worlds
175.01 Physics Simon
Four Credits
Exoplanets are planets orbiting stars other than our Sun. Exoplanet detection techniques, along with the physics of planet formation are investigated in this course. Evaluations of conditions required for life and comparisons between exoplanets and planetary bodies in our solar system are also explored. Use of the scientific method is emphasized along with the tools used for planet detection and investigation, including telescopes and travel through space. Completes the explorations requirement in natural sciences. Seminar linkage with ENG 175.01.

Critical Perspectives from Africa and its Diaspora
175.01 French Clemente
Four credits.
Immigration in the 21st century, worldwide, continues as a serious and life-changing issue. Headlines in the U.S. and in Western Europe affirm immigration as a hot topic, and its conflicts offer no easy resolution, especially for “second-generation” immigrants, people of your own age born in the host country. What are their values, torn as they are between home/tradition and the street/school/modernity? In this class we will study the portrayal of immigration from North and West Africa into France – with some attention
to Islam – through literature and film. All readings, assignments, and class discussions in English. Completes the explorations requirement in humanities. Seminar linkage with GLB 175.01.

Critical Perspectives from Africa and its Diaspora
175.01 Global Studies
Samou

Four credits.
This course will equip students with a holistic understanding of Africa, using culture, literature, and education as the stepping stone. It is hoped that at the end of the course, students will debunk the misperceptions, misrepresentations, partial truths and omissions that prosper about Africa. At the same time that they will depart from the notion that Africa is a dark continent; students will also steer clear of the view of an idealized Africa: Africa is not a relic of the Garden of Eden. Students will meet the real Africa-- beginning from pre-colonial days to our modern era-- through the study of “English” and “French” literary canon produced by Africans. Culture is central in people’s identities and literature is a great site for the manifestation of this culture. This cultural understanding will be beefed up by educational films. Individual participation and written reflections, large group discussions, and small group discussions will form the core approach to this class. Completes the explorations requirement in behavioral and social sciences OR can be used towards the requirement in global and cultural studies. Seminar linkage with FRE 175.01.

Modern American Culture and Society: College, Consumers, Community and Cops
175.01 History
Frohardt-Lane

Four credits
This course will cover selected topics in recent American history to teach students critical reading and thinking skills and introduce them to the study of history at the college level. Topics will include: the history of college in America, from the purposes of higher education to how the experience of going to college has changed over time; the rise of consumer culture and advertising; and community-police relations. Throughout the course we will pay particular attention to issues of race, gender, and social class and strive to connect the history we are studying with current debates in American society on these topics. Completes the explorations requirement in humanities. Seminar linkage with WOM 175.01.

Modern American Culture and Society: Gender Matters
175.01 Women’s and Gender Studies
McGowan

Four credits.
This course will deal with gender-related issues (matters) in modern American culture and society. Topics will include: debates surrounding the development and uses of contraceptives, the role of gender and sexuality in youth culture, the sometimes differing ways in which men and women approach political life. The course will also consider the question: does gender matter in the twenty-first century or have we achieved a state of perfect equality in public and private life? The course will use books, films, articles, and web sources and emphasize critical reading skills and essay writing. Completes the explorations requirement in humanities. Seminar linkage with HIS 175.01.

Our Changing Planet: Global Chemistry
175.01 Chemistry
Byron

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 envi-
ronmental 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.

**Vices Virtues and Creating Characters: On the Construction & Deconstruction of Characters**

175.01  Philosophy  
Jeffries  
Four credits.  
Explores the nature of vices and virtues, especially as they relate to the formation of character. Through a primarily philosophical analysis of the concepts surrounding vices and virtues, we will examine their moral significance, how they have evolved over time, and how they manifest themselves in a variety of settings, such as literature, film, philosophy, history, and everyday life. Some topics covered include: defining vices and virtues, looking at historical typologies of vice and virtue, can virtues be vice-like, can vices be virtues (e.g., can greed be good?). Readings, book/film responses, personal reflections, essays, and group projects on particular vices/virtues are among the course requirements. Completes the explorations requirement in the humanities. Seminar linkage with THE 175.01.

**Vices, Virtues and Creating Characters: Experiencing Theatre: Illusion and Reality**

175.01  Theatre  
Hill  
Four credits.  
Experience all the facets of the theatre from creating a character to designing a show to directing and playwriting. The course will use major dramatic scripts to explore the art form. Students will also be exposed to live theatre performance on campus and via field trips. Field trip range: $0 - $25. Completes the explorations requirement in the fine and performing arts. Seminar linkage with PHL 175.01.

**Foreign Languages**

The foreign language major enables a student to compare the structure and function of three different languages. With a focus on a breadth of applied skills and linguistic analysis, it differs from the traditional major in a single language where textual analysis, literary history, and cultural contexts are studied in considerable depth.

**Requirements for a major in foreign languages:** At the core are advanced courses in two languages, and an intermediate proficiency in a third language. A minimum of 32 credits is required.

Two of the following eight-credit groupings of advanced courses must be selected for 16 of the 32 required credits: FRE 307 and 308; GER 314 and 315; LAT 320 or higher (or GRK 320 or higher), taken for eight credits as course content changes; SPA 280 and at least one course from the following offerings: SPA 321, 322, 331, or 332.

The intermediate proficiency required for the third language is normally demonstrated by completing the fourth semester of the language, that is, the 212 or 222 course offered in the language sequence at Ripon. However, a student may request an equivalency examination approved both by the major advisor and by a language department chair with the two stipulations that the tested language be an instructed or acquired language other than the student’s home or heritage language and other than English. Successful completion of a fourth-semester course in the third language will provide credit hours for the major; passing an equivalency examination fulfills a requirement for the major but offers no credits.
Also required are LIN 332 and a three- or four-credit literature course in any foreign language. Students are urged to complete this option in conjunction with a second major.

Electives to total at least 32 hours are approved by the student’s advisor in the major. They may consist of additional course work in foreign languages, independent study and research on language or linguistics, or courses relevant to language study such as PHL 308 or CLA 260. Study abroad in an area relevant to one of the core languages is highly recommended. This major is not available to majors in Spanish. For further information consult the chair of the Department of German or the chair of the Department of Global Studies and Languages.

**French**
See Global Studies and Languages

**German**

*Associate Professor Lorna Sopcak (Chair, on leave spring 2016)*

**Departmental Mission Statement:** The Department of German develops students’ understanding and appreciation of the world through the study of German language and literature in cultural and historical contexts. Students acquire linguistic skills enabling them to communicate with native speakers, learn theoretical and analytical approaches to texts, and develop perspectives for interpreting and evaluating global issues and cultural environments other than their own.

**Foreign Language Placement:** Placement in language courses (French, German, Spanish) is determined by an online evaluation which may be taken at any time, preferably before registration. Contact the German department or the Office of the Registrar for information.

**Foreign Language Retroactive Credit:** Students whose high school or other background permits them to enroll in a language course beyond 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. The credits will not carry a grade, but count toward the degree.

**Study Abroad:** For information on Ripon College’s Bonn Program, see the program’s description in the Off-Campus Study section of this catalog.

**111, 112. Introductory German I and II**

*Staff*

Four credits each semester.

Acquisition of the essentials needed to use the German language, including oral communication, reading, and writing. Since the 111, 112 sequence is a yearlong course, it is highly inadvisable to continue into the 112 level without having received a C- or better in 111. GER 112 may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

**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.
211, 222. Intermediate German I and II

Sopcak

Four credits each semester

Instruction is content- and task-based, focusing on contemporary politics, the environment, history, film, music, fine art, literature, and technology. Each chapter features a different city in Germany, Austria or Switzerland. Authentic texts, video blogs and internet activities allow students to practice their skills by discussing cultural issues. Grammar is integrated and contextualized, sensitizing students to aspects of genre and style. Students learn to communicate in interpersonal, interpretive and presentational modes and are encouraged to compare and contrast information, analyze structures and content, and predict outcomes. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite for GER 211: GER 112 or consent of instructor. Prerequisite for GER 222: GER 211 or consent of instructor.

300. Departmental Studies

Sopcak/Staff

Four credits.

Special subjects in German 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: GER 222 or consent of instructor.

310. Bonn and Berlin: Cultural and Political Centers

Sopcak

of Germany, Past and Present

Variable credit course, 2-4 credits. An In Focus course in Germany. This course offers students an intense immersion experience in contemporary German culture and language. Students meet during spring semester in Ripon for an introduction to the history and culture of Bonn and Berlin through literature, film, discussion, and internet research. Students define a specific photo-essay project to conduct during the two-week stay in Germany. Possible projects include a study of regional art, architecture, monuments, music, theater, advertising, tourism, economy or environmental issues. Students also record their experiences in a journal and complete a reflective essay upon their return to the United States. Offered as registration permits. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: parallel enrollment in GER 222 (4th semester) or higher or consent of instructor.

314. Conversation and Composition

Sopcak

Four credits. Offered fall semester.

Students improve and refine their speaking and writing skills through the study of a variety of written texts, discussion based on those readings, advanced grammar exercises, and systematic vocabulary building. The primary work of the course involves composing (in multiple drafts) texts that fall into diverse genre categories, including descriptive, argumentative and persuasive essays. In preparation for upper-level literature and culture courses, this course pays special attention to the style, language and techniques used in writing textual and cultural analysis for specific audiences. Prerequisite: GER 222 or consent of instructor.

315. Reading Texts and Contexts

Sopcak

Four credits. Offered spring semester.

This course serves as a transition from the language sequence to courses in German literature and culture. It stresses the central role literature plays in fostering an understanding of German society, while it provides students with an introduction to the tools and theories of literary and cultural analysis. Because context is central to any “close read-
ing,” texts are chosen from various genres but remain focused on a single theme. Focus is on class discussion and the practice of critical and comparative writing. Prerequisite: GER 314 or consent of instructor.

316. German Theater Workshop

Variable credit course, 1-2 credits. Offered spring semester. Introduction to the basics of acting through dramatic readings in German. Final project is the preparation and performance of a German play. Prerequisite: GER 315 or consent of instructor.

318. German Theater Workshop

Variable credit course, 1-2 credits. Offered spring semester. Same as GER 316 but designed for students wishing to repeat the theater experience. Prerequisite: GER 316.

320. Culture of Business in Germany

Two credits. This course is designed for students wanting to combine their interest in German with the study of international business. Students learn about the culture of the German business world through texts and class discussion which focus particularly on differences between German and American business traditions and perspectives. The course also offers students an opportunity to practice the language skills needed to communicate effectively in German in a business setting. Prerequisite: GER 315 or consent of instructor.

330. Munich-Vienna: Music, Museums, Memorials

Variable credit course, 2-4 credits. An In Focus course in Germany and Austria. This course employs a German studies approach focusing on the city as text. The study of Vienna’s and Munich’s history, politics, art, music, and architecture is combined with literary and filmic representations. Students gain an understanding of the crises, challenges, triumphs and key roles these cities have played in Austrian and German history. Offered as registration permits. Taught in English.

344. Film in Germany

Four credits. This course offers an overview of 100 years of German filmmaking -- from the early days of silent film to contemporary works by some of the world’s most influential directors. Germans produced films with a wide range of aesthetic and political perspectives, ranging from expressionism to Nazi propaganda and from escapist comedies to avant-garde art. Learning how to “read” German films equips students with the skills for critically viewing and “reading” today’s Hollywood and independent movies as well. The course comprises a tour of German cultural and political history through the medium of film. Prerequisite: GER 315 or consent of instructor.

345. German History through Film

Four credits. Employed as a medium for remembering, film has the capacity to document, distort, romanticize, and trivialize historical events. In some instances, the visual images of a film will stand in for and replace real historical events. From the anxieties portrayed in early silent films to Nazi propaganda to taboo-breaking contemporary works portraying the victimization of Germans during World War II, this course selects representative films with a wide range of political perspectives from some 90 years of filmmaking in Germany. Students will develop critical viewing skills and be challenged to “read” films for historical authenticity. Prerequisite: GER 315 or consent of instructor.
347. Fairy Tales: Critical Approaches Sopcak

Four credits.
Did Disney get it wrong? After examining the cultural context that inspired Jakob and Wilhelm Grimm to begin recording folk tales in the early 19th century, this course focuses on how the Grimm brothers’ fairy tales can be read and interpreted today. Through an exploration of various critical approaches to the texts, including historical, feminist, and psychoanalytic interpretations, students gain insight into the array of meanings that fairy tales still generate for modern audiences. Prerequisite: GER 315 or consent of instructor.

354. Representations of the Holocaust Sopcak

Four credits.
The course provides an historical context of the Holocaust and examines primarily literary and filmic but also musical and artistic representations of the Holocaust from the immediate postwar period to the present day. The starting point is a discussion of the difficulty - and necessity - of representing the Holocaust in art and literature. Other topics include the depiction of victims and oppressors, the role of the Holocaust in the narrative construction of Jewish identity, and the impact of the Holocaust on postwar German culture. Prerequisite: GER 315 or consent of instructor.

360. Studies in 18th- and 19th-Century Literature and Culture Sopcak

Four credits.
Germany’s tumultuous political history produced parallel developments in literature and culture. Important milestones include the secularization of society that culminated in the Enlightenment, the Romantic revolt against the philosophical and literary limits of rationalism, the rise of the novel as a quintessential bourgeois genre, the development of politically engaged literary forms that coincided with the Revolution of 1848, and the struggle to define and practice realistic representation, which foreshadowed literary modernism. Although topics vary, they remain situated in the context of cultural and social change. Prerequisite: GER 315 or consent of instructor.

361. Studies in Early 20th-Century Literature and Culture Sopcak
(1900-1944)

Four credits.
The course explores various cultural themes in the first half of the 20th century, most importantly the impact of modernity on the German cultural imagination. Additional topics include avant-garde artistic movements such as Expressionism and Dada, the Weimar Republic and the rise of popular culture, and Nazi aesthetics. Prerequisite: GER 315 or consent of instructor.

362. Studies in Contemporary Literature and Culture Sopcak
(1945-present)

Four credits.
The course centers around themes related to post WWII cultural, economic, political and social issues in Germany, Switzerland, and Austria, including art and politics in the 1950’s and 60’s, the literatures of a divided Germany, the ongoing process of German unification, reckoning with the Nazi past, the situation of women and minorities, and the European Union. Prerequisite: GER 315 or consent of instructor.

400. Senior Seminar Sopcak

One credit.
In conjunction with a 300- or 400-level course, the seminar serves as a capstone experience for graduating German majors. Students undertake a research project and develop it into a major paper through a collaborative writing process. Prerequisite: GER 315 or consent of instructor.
402. The Teaching of Modern Languages

Variable credit course, 2-4 credits. Offered spring 2015 and alternate years.
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, German, or Spanish and does not count toward the major. Lectures, readings, and demonstration teaching. Open to second-semester juniors and seniors. Same as SPA 402 and FRE 402. Taught in English. Prerequisites or Corequisites: EDU 250 and 344 or permission of the instructor.

424. “Woman” and Women Writers

Four credits.
This course examines changing gender roles in texts authored by both male and female writers. Using feminist literary theory as a point of departure, students examine selected works in terms of the images and myths of woman they either reflect or subvert. The study of the works of women writers facilitates discussion of what constitutes “great” literature, how literary canons are constructed, and whether or not “women’s writing” can or should exist as a literary genre. Prerequisite: GER 315 or consent of instructor.

434. The Devil’s Pact

Four credits.
Goethe’s Faust remains the centerpiece in this examination of the Faust legend, but the context of Goethe’s masterpiece includes both his predecessors and more recent versions of the Faust story in literature, music, and film. The course pays particular attention to the decade-long development of Goethe’s text and the place his Faust occupies in German culture. Prerequisite: GER 315 or consent of instructor.

541, 542. Independent Study

Variable credit course, 1-4 credits each semester.
Supervised reading or research projects on selected aspects of German literature and culture. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

Global Studies and Languages

Professors Linda M. Clemente (French);
Eddie R. Lowry, Jr., (Classical Studies, on leave spring 2016),
Dominique Poncelet (French);
Associate Professors Geoff Guevara-Geer (Spanish), Michael R. Mahoney (Global Studies, Co-chair, on leave spring 2016), Timothy P. Reed (Spanish, Co-chair)
Assistant Professors Emily J. Margaretten (Anthropology, on leave spring 2016), Jean-Blaise Samou (French);
Language Assistant María Luz Jaureguy (Spanish)

The Global Studies and Languages Department houses a variety of academic disciplines including Anthropology, Foreign Languages and Global Studies. Descriptions of courses, minors, and majors available may be found below for the fields of study.
Anthropology

Anthropology studies the human experience in a broad framework of time, space, biology and culture. The global, comparative, and holistic approach equips the student with intellectual and practical tools for understanding the past and contemporary world systems.

Anthropology emphasizes the study of human biological and cultural evolution and uses a holistic and comparative approach in the study of cultural diversity. Regardless of your career goals, a demonstrated anthropological emphasis indicates a commitment to diversity and intercultural communication. Anthropology and archaeology offer exciting career opportunities for the student interested in travel, social justice and working with people. Anthropology courses are also fundamental to a well-rounded teaching degree in broad social studies certification. Please speak with the Education Department for further details.

Communicating Plus - Anthropology: Students completing a program in anthropology develop skills in the four Communicating Plus areas — written communication, oral communication, critical thinking and problem solving — in required and elective course work in the discipline. The anthropology program is based on a sequence of courses that emphasize the staged development of skills and abilities. As students complete required course work in 100 and 200 level courses, they are developing skills that will be used for more sophisticated analysis, problem-solving, and presentation of information and theoretical perspectives in 300 level elective courses and the senior seminar research project. Graduates of this program will have had many and varied opportunities to present their ideas in written and oral forms. They will also have had many opportunities to engage in the kinds of discussions, debates, hands-on-learning activities, data analysis, and research through which anthropologists attempt to integrate humanistic, scientific and social scientific perspectives to address human problems.

110. The Human Experience: 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. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

118. Collaborative Research

Variable credit course, 1-4 credits.
An opportunity for students to collaborate on a project of interest with a faculty member. No more than four credits may count toward major. Prerequisite: consent of the department chair and the faculty advisor.

200. Departmental Studies

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.
210. Introduction to Museum Studies  
Staff  
Four credits.  
Students will be introduced to museum studies through a range of lectures by scholars relevant to the field. The course touches on the following topics: museum display, conservation, and ethics of representation, history (local and global), non-profit and small business administration and economics, volunteering, careers in museum studies, vertebrate biology, and arts management. Students will be asked to participate in lectures and seminar discussions, and complete a small project.

213. Human Origins  
Staff  
Four credits.  
The study of human evolution and the development of the capacity for culture. The course covers evolutionary principles, the fossil record of human evolution, primate behavior, human variation, and the question of race. Prerequisite: ANT 110 or consent of the instructor.

214. Dust, Pots, and Empires: How to do Archaeology  
Staff  
Four credits.  
Students are introduced to the content and methods of modern archaeological analysis. Topics include the development of cultural chronologies and archaeological cultures and thematic analyses of the many material and cultural components of archaeological investigation. Students watch films, experience hands-on workshops in material culture analysis, and examine world prehistory. Lectures and laboratory work. Prerequisite: ANT 110 or consent of the instructor.

215. Ethnographic Field Methods  
Margaretten  
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. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: ANT 110 or consent of the instructor.

216. Archaeological Field Methods  
Staff  
Three credits. An In Focus Course.  
A hands-on introduction to archaeological field research methods including mapping, surveying, excavation, artifact and material analysis, and model building. ANT 216 and ANT 218 together constitute Field School credit necessary for employment in the field.

218. Archaeological Laboratory Techniques  
Staff  
Three credits. An In Focus Course.  
A hands-on instruction to the laboratory analysis in archaeology, including cataloging, illustration, analysis, and conservation of archaeological artifacts in the laboratory. ANT 216 and ANT 218 together constitute Field School credit necessary for employment in the field.

222. Anthropology and Contemporary Global Issues  
Margaretten  
Four credits.  
An analysis of the impact of global changes on societies in Africa, Asia, Latin America, and the Pacific Islands. The course will address the following issues: the spread of global capitalism, modernization, urbanization, poverty, detribalization, terrorism, disease,
cultural survival, and immigration. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: ANT 110 or consent of the instructor.

224. Gender, Sex and Sexuality: Cross-Cultural Views  Margaretten

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 androgyne - including that of hetero-normativity, transgendered practices and identities, and same-sex relations. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as WOM 224. Prerequisite: ANT 110 or consent of the instructor.

232. Medical Anthropology  Margaretten

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. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: ANT 110 or consent of the instructor.

241. Societies of Africa  Margaretten

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. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: ANT 110 or consent of the instructor.

300. Departmental Studies:  Staff

Four credits.
Special subjects in anthropology not covered by regular courses. Topics are announced as courses are offered. This course may be repeated for credit when topics change. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: ANT 110 or consent of the instructor.

313. The Anthropology of Death  Staff

Four credits.
An exploration of the diverse ways that cultures approach and commemorate death, dying, and the afterlife. The relationship between funerary practices and gender roles, economics, socio-political structure, and ideological concerns are emphasized. Topics discussed include the notion of good and bad death, taboos surrounding the corpse, death as a rite of passage, and the association of mortality with fertility. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: ANT 110 or consent of the instructor.
314. Religion, Magic, and Witchcraft
Margaretten

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. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: two courses in anthropology or consent of the instructor.

315. Advanced Archaeological Case Studies
Staff

Four credits.
An overview of current debates in the field conducted in a seminar format. Topics can include the definition of culture in anthropology and archaeology, the rise of complex societies, the public and political relevance of the field, and the application of multidisciplinary methods in archaeological analysis. Students will lead discussion, present a paper, and explore the connection between archaeological methods, data, and evidence in the field in collaboration with the instructor. Students will also hone their abilities to read complex texts and write academic papers. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: ANT 110 or consent of the instructor.

318. Ecological Anthropology
Staff

Four credits.
An overview of anthropological approaches to human and cultural ecology, as well as the varied means by which human groups adapt to and modify their environments. Selected topics include the adaptations of foraging groups, horticultural and agricultural peoples, and pastoralists; the problems of defining nature (and what is ’natural’); and the relationship between ideology and human adaptations. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: ANT 110 or consent of the instructor.

321. Activist Anthropology
Staff

Four credits.
This course explores the use of anthropology to respond to activist questions. Students will write an analytical paper that looks at a social issue from an anthropological perspective. The class will also discuss effective oral presentation methods and explore the ethical ramifications of social science research. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: ANT 110 or consent of the instructor.

323. Topics in Archaeology
Staff

Four credits.
Special subjects in archaeology 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: ANT 110 or consent of the instructor.
325. Advanced Museum Studies  
Four credits.  
This course provides students with an advanced grounding in the theoretical, ethical, and practical concerns of Museum Studies. In particular, it provides students with an introduction to conservation methods and the politics of display. Students will be asked to participate in the conservation and reorganization of various Ripon College archaeological and historical collections, write short research papers, and develop ideas for future displays on campus. There will be an additional service learning option in the areas of education or public promotion of local history. Prerequisite: sophomore standing or higher.

327. Global Youth Cultures  
Margaretten  
Four credits.  
This course explores the social worlds and experiences of youth 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 youth to current intellectual thought, particularly in relation to theories of marginality, personhood, popular cultural, globalization, and modernity. This is a reading and writing intensive course with occasional film viewings. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisites: two anthropology courses or consent of the instructor.

335. Urban Anthropology  
Margaretten  
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. Required field trip. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisites: two anthropology courses or consent of the instructor.

402. Seminar in Anthropological Method and Theory  
Margaretten  
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. Required of all anthropology majors, this course may be repeated for credit when topics differ. Prerequisite: open to junior and senior anthropology majors and minors. Other juniors and seniors may be admitted with the consent of the instructor.

541, 542. Independent Study  
Staff  
Variable credit course, 2-4 credits each semester.  
Supervised investigation related to the student’s area of advanced concentration. The course is designed to promote independent scholarship. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

551, 552. Independent Study: Internship  
Staff  
Variable credit course, 1-5 credits each semester.  
Supervised field or laboratory work in an area of anthropology of special interest to the student. Participants are expected to produce a narrative or exhibit in which they reflect on their activities. No more than twelve credit hours of independent study or in-
ternship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

**Foreign Languages**

The language programs develop students’ understanding of and 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.

**Language Placement:** Placement in French and Spanish courses is determined by an online evaluation which may be taken at any time, preferably before registration. Contact the Department of Global Studies and Languages 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:** College credit will be granted on the basis of a score of four or better on the CEEB Advanced Placement Examinations in a second language. A score of 630 or higher on the reading test in any foreign language offered by SAT II will fulfill the Global and Cultural Studies requirement.

**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 count toward the AB degree but do not carry a grade and do not count toward a language major or minor.

**Study Abroad:** See the Off-Campus Study: Programs Abroad section of this Catalog for information on Ripon programs in Paris, Montpellier, Madrid, Toledo, Seville, Alicante, Costa Rica and Córdoba, Argentina.

**Communicating Plus- Foreign Languages:** In order to enhance our students’ understanding of themselves as world citizens, our department anchors its language and literature courses within different cultural perspectives. Students studying foreign languages practice the four Communicating Plus skills areas- written communication, oral communication, critical thinking, and problem-solving- embedded within cultural contexts from the earliest levels of language study. Studying a foreign language necessarily deals with all aspects of communication and with the analysis of culture and civilization and thus provides students with opportunities to think and communicate differently. Analyzing how language functions from linguistic and cultural points of view also helps students improve their communication and thinking skills in their native language. We encourage our students to study abroad during their undergraduate career and to consider their foreign language studies as complementary to a second major in another area.

**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. Comprised of the study of three languages of the student’s choosing, it is described in the Courses of Study (Foreign Languages) section of this catalog.

**Classical Studies**

Classical studies courses require no prior study of Latin or Greek, and all primary texts are read in English translation.

Dual-numbered courses (i.e. CLA 110/310) offer qualified students an opportunity for study of the course topic in greater depth and breadth. In selecting the higher-level course a student will follow the basic syllabus but will enlarge it with supplementary readings leading to occasional essays and class presentations. The higher-level option is
Courses of Study

Courses of Study recommended for students who have already had courses in Latin, Greek, or classical studies, and especially for those students undertaking a major or minor in the field.

Requirements for a minor in classical studies: Twenty credits in course work distributed as follows: HIS 214; four credits of Greek or Latin at the 112 or higher level; two classical studies courses, of which one must be at the 300-level; one course selected from ART 171, HIS 210, THE 231, REL 121 or 122, LIN 332.

Students who desire a major centered upon the classical languages or the ancient world may define such a course of study according to their needs and interests under the college’s option for self-designed majors described in the Academic Policies section of this catalog.

110/310. Foundations of the Western World

Lowry

Four credits.
A chronological study of the art, literature, religion, and statecraft of the civilizations that formed Western culture and values: Mesopotamia, Egypt, Israel, Greece, and Rome. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

200. Topics in Classical Studies

Lowry

Variable credit course, 2-4 credits.
Special subjects in classical 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

220/320. Greek and Roman Mythology

Lowry

Four credits.
An introduction to the principal myths of the Greeks and Romans, approaches to their interpretation, and their influence on the art and literature of the Western world. Some treatment of myths from the Ancient Near East for comparative purposes.

248/348. Mediterranean Adventures: Heroes in Their Epics

Lowry

Four credits.
Careful readings of Homer’s Iliad and Odyssey, Apollonius’ Argonautica, and Vergil’s Aeneid. The historical and cultural context of each epic – Archaic Greece, Hellenistic Alexandria, and Augustan Rome – will be considered for an understanding of changes in the concept of heroism according to time and place. This course may count toward the Global and Cultural Studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

250/450 Rome’s Rise to World Power

Lowry

Four credits.
A survey of the history, literature, art, and architecture of Rome from the beginnings to the second century C.E. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

252/352. Emperors, Entertainments, and Edifices

Lowry

Four credits.
This course will examine the history of the ancient Roman Empire beginning with its first emperor, Augustus, in the first century B.C. through the so-called “period of crisis” in the third century A.D. Topics to be covered include the lives of the emperors, literature pro-
duced under the Empire such as Vergil’s epic poem the Aeneid, imperial entertainment such as gladiators and chariot-racing, Greece under Rome, fine art such as mosaics, and the imperial building program with a survey of archaeological remains. The course will also consider the place of this period of Roman history in the modern imagination. This course may count toward the Global and Cultural Studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

260/360. Words and Ideas: English Etymology

Four credits.
A study of Greek and Latin elements in the English language designed to improve students’ abilities to comprehend derivatives from the classical languages in bioscientific writings and traditional literature. Special emphasis is placed on words that illuminate the culture and values of ancient Greece and Rome and on elements found in words likely to be tested on such standardized examinations as the GRE, MCAT, and LSAT.

300. Departmental Studies in the Classics

Variable credit course, 1-4 credits. Offered on demand. Special subjects in classical 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

430. Variable Topic Seminar

Variable credit course, 2-4 credits. Offered on demand. Thorough study of a topic in classical studies with a substantial amount of independent writing and research.

French

Study Abroad: See the Off-Campus Study: Programs Abroad section of this Catalog for information on Ripon programs in Paris and Montpellier.

111. Elementary French I

Four credits.
Elements of grammar, composition, oral communication, and reading within cultural frameworks. Companion website and cultural activities supplement in-class learning. Conducted in French.

112. Elementary French II

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. Companion website and cultural activities supplement in-class learning. Conducted in French. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: FRE 111 or permission of the instructor.

211. Intermediate French I

Four credits.
Extensive work in grammar, conversation, and composition while studying aspects of contemporary life in a French-speaking world. Completes the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: FRE 112 or permission of the instructor.
222. Intermediate French II  Poncelet

Four credits.
Special emphasis on building reading skills and expanding vocabulary for better written and oral communication. Completes the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: FRE 211 or permission of the instructor.

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. Please see the pertinent Schedule of Courses for the listing of topics courses. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: FRE 307 or 308.

307. Advanced Composition and Conversation  Samou

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 permission of the instructor.

308. Introduction to French and Francophone Literature  Poncelet/
Samou

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 that may include poetry, short story, novel, theatre, and film. Prerequisite: FRE 307 or the consent of the instructor.

310. Introduction to Arabic: In Focus in Morocco  Clemente/Samou

Two or three credits.
In Focus in Tetouan, Morocco. Formal instruction in Arabic at an international school and excursions around Morocco; home stays include breakfast and dinner with area families in the thriving city of Tetouan. The spring semester prior to our mid-May departure, in English, students will meet weekly for an hour to learn more about Morocco, Arabic and Islam through discussion, readings and film. During our two weeks in Morocco, students will study Arabic for four hours a day, five days a week. They will keep a journal to hand in; those taking the In Focus for three credits will submit, after their return to the U.S., their journal and a photo-essay on a pertinent topic of interest. Prerequisite: prior foreign language study a plus.

315. French Theatre Workshop  Poncelet

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 307 or its equivalent or recommendation of the instructor.

317. French Theatre Workshop  Poncelet

Variable credit course, 1-2 credits.
Same as FRE 315 but designed for the student who wants to repeat the theatre experience. Prerequisite: FRE 315 or recommendation of the instructor.
322. Business French
Clemente/Poncelet
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 307 or consent of the instructor.

323. Literature and Louis XIV
Clemente
Four credits.
Selected readings from the literature of the 17th century with attention to the representation and critique of the cultural and political milieu in which the works were written. Emphasis on the theatre of Corneille, Molière, and Racine. All readings, discussion, and written work in French. Prerequisite: FRE 307 or consent of the instructor.

324. La Mise en Question
Poncelet
Four credits.
Introduction to the thought and literature of 18th-century France. Emphasis will be placed on social and political criticism as well as on the evolving narrative structure as it reflects the revolutionary mood in 18th-century France. All readings, discussion, and written work in French. Prerequisite: FRE 307 or permission of the instructor.

327. French and Francophone Poetry
Poncelet
Four credits.
Introduction to the reading and analysis of selected works of French poets from the Middle Ages to the present. Emphasis on textual explication. Prerequisite: FRE 307 or permission of the instructor.

328. Genre Studies: The Novel
Clemente
Four credits.
Selected readings that portray the significant developments in the novel form from its roots in the medieval roman courtois through and including the 20th-century nouveau roman. Emphasis on textual explication and literary analysis. Lectures and student presentations. Prerequisite: FRE 307 or permission of the instructor.

329. Contemporary French Issues
Poncelet
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 and Francophone Film
Poncelet
Four credits.
Introduction to the specificity of films produced in France and in the French-speaking world, mainly Francophone Africa and the Caribbean. Films from different time periods will be examined from various perspectives: narrative differences in films from Europe, Africa 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, chiefly in postcolonial Africa; how films address social and political problems and reflect the structure and values of a particular society. May be taught in English. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.
351. Fairy Tales  
Clemente  

Four credits. Survey of French folk tales (Charles Perrault) and aristocratic tales (Mme d’Aulnoy) written down for the first time in the 1690s. “Once upon a time” puts everyone in a receptive mood, and along with “Fractured Fairy Tales” and a Harry Potter fantasy, these stories convey the dreams and fears of their times. Students will apply selected literary theories to explore these tales more in depth. Readings, discussions, papers in French with some consideration of story variants in English. Prerequisite: FRE 308 or permission of the instructor.

362. L’écriture féminine  
Clemente  

Four credits. Literary depictions of women by women from the Middle Ages to the 20th century, from Canada to France to North and West Africa. The theme of love ties these disparate portraits together. The question, however, is not so much one of romance as it is a tableau of different societies and their cultural and historical particularities that influence human behavior. Prerequisite: FRE 308 or permission of the instructor.

365. Les écrivains engagés  
Poncelet  

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 (Hugo), women’s equality (Beauvoir, Maalouf), modern architecture (Barthes), the Second World War (General de Gaulle), immigration (Begag, Charef), etc. Prerequisite: FRE 308.

370. Dis-moi ce que tu manges..  
Poncelet  

Four 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/or studied in its historical contexts. This course will also debate cultural habits, problems or disorders related to food, the evolution of the “ideal” diet, and how typical dishes can become cultural icons. Prerequisite: FRE 308 or permission of the instructor.

402. The Teaching of Modern Languages  
Poncelet  

Variable credit course, 2-4 credits. Offered as needed. 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, German, or Spanish and does not count toward the major. Lectures, readings, and demonstration teaching. Open to second-semester juniors and seniors. Same as SPA 402 and GER 402. Taught in English. Prerequisites or corequisites: EDU 250 and 344 or permission of the instructor.

420. Studies in French Culture and Literature  
Staff  

Four credits. Intensive study of various topics in French literature. The course may be repeated for credit when the title and content change. Possible titles: Novel and Film, French and Francophone Autobiography, Surrealism, Literature and the Visual Arts. Prerequisite: Permission of the instructor.
431. Medieval French Literature  
Clemente  
Four credits.  
Introduction to the earliest literature written in Old French across the twelfth century, from its beginnings with the epic, La Chanson de Roland, to courtly love and early precursors of the modern novel. All readings in modern French. Prerequisite: Course above 322 or permission of the instructor.

442. Beur Literature  
Clemente  
Four credits.  
Window into life in the shanty towns and in the high-rise projects that later replaced them in Parisian suburbs or banlieues. This course studies novels and film by second-generation North African immigrants and their individual responses to daily life as they “migrate” between the secular culture of France and the Islamic traditions their parents and their home countries embody. Prerequisite: FRE 308 or literature course beyond 322 required.

461, 462. Senior Seminar  
Clemente/Poncelet/Samou  
Variable credit course, 1-4 credits.  
In-depth study of a French or Francophone author, genre, literary topic or cultural issue along with independent research, making full use of bibliographic databases. Students will refine and apply critical theory and their extensive research into a major paper while working collaboratively with their professor.

541, 542. Independent Study  
Staff  
Variable credit course, 1-4 credits each semester.  
Supervised research in special topics, authors, and periods in French literature. The course may not be used as a substitute for any course in French literature or civilization offered by the department. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director.

Greek

111. Elementary Greek I  
Lowry  
Four credits. Offered on demand.  
development of a foundation for reading classical Greek.

112. Elementary Greek II  
Lowry  
Four credits. Offered on demand.  
a continuation of GRK 111. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: GRK 111 or the equivalent.

211. Intermediate Greek I  
Lowry  
Four credits. Offered on demand.  
Systematic review of grammar; exercises in vocabulary development; readings from adapted and authentic Classical Greek texts chosen for their insights into Greek literature and culture. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: GRK 112 or the equivalent.
212. Intermediate Greek II
Lowry
Four credits. Offered on demand.
A continuation of GRK 211. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: GRK 211 or the equivalent.

320. Readings in Greek Literature
Lowry
Four credits. Offered on demand.
Advanced readings organized by theme, author, or genre. Repeatable when subtitle and content change. Prerequisite: GRK 212.

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. Elementary Latin II
Poncelet
Four credits.
A continuation of LAT 111. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: LAT 111 or the equivalent.

211. Intermediate Latin I
Lowry
Four credits.
Systematic review of grammar; exercises in vocabulary development; readings from adapted and authentic Latin texts chosen for their insights into Latin literature and Roman civilization. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: LAT 112 or the equivalent.

212. Intermediate Latin II
Lowry
Four credits.
A continuation of LAT 211. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: LAT 211 or the equivalent.

320. Readings in Latin Literature
Lowry
Four credits.
Advanced readings in a particular author or genre (epic, drama, history, philosophy). Repeatable when subtitle and content change. Prerequisite: Latin 212, the equivalent in secondary school, or permission of the instructor.

430. Variable Topic Seminar
Lowry
Four credits. Offered on demand.
Thorough study of a period, author, genre, or topic in linguistics with a substantial amount of independent writing and research.
Spanish

**Study Abroad:** See the Off-Campus Study: Programs Abroad section of this Catalog for information on Ripon programs in Spain (Sevilla, Alicante, Madrid, and Toledo), Argentina (Córdoba), and Costa Rica (San José).

**Requirements for a major in Spanish:** Thirty-two credits in course work beyond SPA 222 including SPA 280; LIN 332; at least two courses from the following offerings: 321, 322, 331, or 332; and a 400-level seminar during their senior year. All majors are required to study abroad for at least one semester in an approved program. Those programs are Academic Year Abroad (AYA) in Madrid (Spain), the University of Minnesota program in Toledo (Spain), the CC-CS program in Seville (Spain), Alicante (Spain), or Córdoba (Argentina), or the ACM Costa Rica program (designed primarily for field research). Courses taken abroad may fulfill part of this requirement contingent upon approval by the chair of the department in consultation with members of the Spanish program. 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. Spanish majors should also consider taking courses in art history, history, politics and government, anthropology, and Latin American studies.

Those seeking teacher licensure must complete thirty-two credits in course work beyond SPA 211 including SPA 280 and LIN 332. An approved study abroad program is required. SPA 402 is also required but no credit is given toward the major.

**Requirements for a minor in Spanish:** Twenty credits in Spanish beyond 211 including SPA 280; and at least one course from the following offerings: SPA 321, 322, 331, or 332. At least one semester of study abroad in an approved program is highly recommended. Those programs are Academic Year Abroad (AYA) in Madrid (Spain), the University of Minnesota program in Toledo (Spain), the CC-CS program in Seville (Spain), Alicante (Spain), or Córdoba (Argentina), or the ACM Costa Rica program (designed primarily for field research). Students who choose to study abroad may substitute 10 credits of approved course work for classes above SPA 280.

Those seeking teacher licensure must complete 20 credits in course work beyond SPA 211 including SPA 280 and LIN 332. An approved study abroad program is required. SPA 402 is also required but no credit is given toward the minor.

111. **Elementary Spanish I**

Four credits.

An introduction to elements of Spanish grammar, oral communication, pronunciation, and reading. Conducted in Spanish.

112. **Elementary Spanish II**

Four credits.

A continuation of the introduction to elements of grammar, composition, oral communication, and reading. Topics/vocabulary depend upon textbook adopted. This course begins where Spanish 111 finishes. Conducted in Spanish. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: SPA 111, placement into 112 or above, or permission of the instructor.

211. **Intermediate Spanish**

Four credits each semester.

Extensive work in grammar, conversation, and composition while studying aspects of contemporary life in the Spanish-speaking world. Completes the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: SPA 112, placement into 211 or above, or permission of the instructor.
222. **El mundo hispano**  
Staff  
Four credits.  
Emphasis on speaking and improving reading skills with grammar review and developing writing skills. Cultural units include the contemporary Hispanic world as well as global issues of strong human interest (women in society, human rights, cultural differences, etc.). May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. **Prerequisite:** SPA 211, placement above 211, or permission of the instructor.

280. **Advanced Composition and Conversation**  
Staff  
Four credits.  
Intensive practice in reading, writing and speaking. Also development of vocabulary, perfection of advanced grammar, and presentation of oral discussion topics in preparation for survey courses. Current topics from Peninsular and Latin American writings (short stories, selections from novels, journals, newspapers, etc.) Conducted in Spanish. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. **Prerequisite:** SPA 211, placement above 211, or permission of the instructor.

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. Please see the pertinent Schedule of Courses for the listing of topics courses. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. **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.
315. Hispanic Theatre Workshop
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 prepa-
ration and performance of a Hispanic play or short one-act plays. Prerequisite: SPA 280
or recommendation of the instructor.

317. Hispanic Theatre Workshop
Variable credit course, 1-2 credits.
Same as Spanish 315 but designed for the student who wants to repeat the theatre ex-
perience. Possibilities include acting, student directing, stage managing, etc. Prerequi-
site: SPA 315 or recommendation of the instructor.

321, 322. Voces españolas I and II
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 litera-
ture to the 21st century. All genres are included. Class readings, discussions and assign-
ments are conducted entirely in Spanish. Prerequisite: SPA 280.

331, 332. Voces hispanoamericanas I and II
Four credits.
Literary history of Spanish-America from the Colonial period to 19th century, introduc-
tion 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
Variable credit course, 2-4 credits. Offered spring 2015 and alternate
years.
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.

410. El cuento hispanoamericano
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 read-
ing some masterly examples, we will elaborate a rough 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. Lectures in Span-
ish. Prerequisite: literature course beyond SPA 280.
415. 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 321, 322, 331, or 332 or consent of the instructor.

420. El realismo mágico y otros realisms 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: literature course beyond SPA 280.

425. 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 the following questions: 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 321, 322, 331, or 332 or consent of the instructor.

435. 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 321, 322, 331, or 332 or consent of the instructor.

440. 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; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: SPA 321 or consent of the instructor.
450. Variable Topic Seminar

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. **Prerequisite:** literature course beyond SPA 280 or consent of the instructor.

455. 19th- and 20th-Century Peninsular Literature

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:** literature course beyond SPA 280 or consent of the instructor.

465. Literature and Film of the Spanish Civil War

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:** literature course beyond SPA 280 or consent of the instructor.

470. Post-Franco, Post-Modern: the Literature of Democratic Spain

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:** literature course beyond SPA 280 or consent of the instructor.

541, 542. Independent Study

Variable credit course, 1-4 credits each semester.
Supervised research in special topics, authors, and periods in Spanish and Spanish-American literature. The course may not be used as a substitute for any course in Spanish literature or civilization offered by the department. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. **Prerequisites:** junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

551, 552. Internship

Variable credit course, 2-8 credits.
Supervised work off-campus in a Spanish-speaking country or with a Spanish-speaking U.S. agency or community, including an individually designed written research paper or report on the project as approved by the professor. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. **Prerequisites:** junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.
Global Studies

The interdisciplinary major in global studies provides an understanding and appreciation of the full breadth of challenges and opportunities offered by the accelerating interdependence of nations and peoples in today’s world. Students are encouraged to begin with the two-semester core course sequence in their first year at the College. They gain depth of understanding through foreign language study, study abroad, the completion of a coherent concentration within the major, and the preparation and defense of a senior thesis. Graduates will possess the knowledge and skills needed to function effectively in foreign lands as well as to serve as responsible and effective global citizens and as leaders in our increasingly interdependent world.

Communicating Plus - Global Studies: global studies majors address many of the Communicating Plus student learning goals through course work in other departments. Nevertheless, these goals have also been integrated into all global studies courses. Close, critical analysis of global studies texts is a major part of every classroom course. A multistage writing process is emphasized, so that student essays—from short pieces to a required senior thesis—are planned, written, and revised with instructor guidance. Students make use of on-line databases and other technological resources in their research and writing. Oral communication skills are addressed through a variety of active/critical listening activities, group discussions, and presentations. Throughout the program, students think critically about a wide variety of approaches and perspectives on globalization and consider the various types of problems that must be addressed by the international community. Students work to define and consider solutions to these problems in a variety of individual and group projects.

Requirements for a major in global studies: core courses: GLB 111 and 112. Foreign Language: completed course work or demonstrated competence through the fifth semester of college work. All language courses must be passed with a grade of C- or better. Those studying a foreign language other than their primary foreign language as part of a study-abroad program may count that experience as their fifth semester of foreign language work. Study Abroad: at least one semester in a study-abroad program endorsed by Ripon College or approved by the Coordinator of Global Studies. Senior Seminar: GLB 501 and 502. Electives: completion of at least four courses chosen from one of the following concentrations (note that some of these courses have departmental prerequisites):

Cultures and Civilizations
- ANT 213: Human Origins
- ANT 214: Dust, Pots and Empires: How to Do Archaeology
- ANT 232: Medical Anthropology
- ANT 224: Gender, Sex and Sexuality: Cross-Cultural Views
- ANT 241: Societies of Africa
- ANT 313: Anthropology of Death
- ANT 314: Religion, Magic and Witchcraft
- ANT 327: Global Youth Cultures
- ANT 335: Urban Anthropology
- ART: All art history courses numbered 200 and above
- EDU 260: Diversiy in American Education
- EDU 327: Education in Developing Countries
- EDU 329: Meeting the Needs of English as a Second Language Students
- EDU 350: Seminar on Intercultural Teaching
- HIS 264: Immigration and Ethnicity in American History
- HIS 269: How Latin America Fell Behind
- HIS 270: Modernizing Latin America
- HIS 281: World History I (same as GLB 281)
- HIS 282: World History II (same as GLB 282)
HIS 330: Women and Family in Medieval and Early Modern Europe
HIS 334: Topics in Western Spirituality (same as ART 334 and REL 334)
HIS 335: The Renaissance in Western Europe
HIS 360: Topics in African American History
MUS 112: Selected Topics in Music: World Music
MUS 331: History of Baroque and Classical Musical Styles
MUS 332: History of Romantic Musical Styles
MUS 333: History of 20th Century Musical Styles
PHL 222: Religion, Different Religions, and the Truth
PHL 241: Ethics
PHL 290: Reality and Knowledge
PHL 342: Chinese Philosophical Traditions
PHL 344: Indian Philosophical Traditions
REL 221: Comparative World Religions
REL 222: Introduction to Major Religious Traditions: Buddhism
REL 240: Introduction to Eastern Religions
REL 332: Comparative Religious Ethics
REL 344: Religious Responses to Globalization (same as GLB 334 and POL 384)
REL 442: The Problem of God in Comparative Perspective

Language and Literature
CLA: All classical studies courses numbered 200 and above
ENG 243: Women’s Literature (same as WOM 243)
ENG 251: Foundations of English Literature
ENG 260: Topics in Cultural Identity
ENG 324: Period Studies: Modernism
FRE: All French literature courses numbered 300 and above
GER: All German literature courses numbered 300 and above
GLB 180: Survey of World Cinema (same as POL 180)
GLB 321: Contemporary World Cinema (same as POL 390)
HIS 276: Latin America at the Movies: History and Film
POL 390: Politics of World Cinema (same as GLB 321)
SPA: All Spanish literature courses numbered 300 and above
THE 231: Theatre and Drama I: Ancient and Medieval Europe
THE 232: Theatre and Drama II: Renaissance through Romantic
THE 234: Asian Theatre and Drama
THE 333: Theatre and Drama III: Modern and Contemporary

Global Political Economy
ANT 222: Anthropology and Contemporary Global Issues
ANT 321: Activist Anthropology
BSA 330: International Marketing
ECO 321: Economics of Professional Sports
ECO 346: Game Theory for Business and Economics
ECO 361: Development Economics I
ECO 364: Business Strategy and Economic Policy in Latin America
   (same as BSA 364)
ECO 452: International Economics
ECO 461: Development Economics II
ECO 481, 482: History of Economic Thought
POL 372: Development and Change in Latin America
POL 373: China in Transition
POL 376: Politics of Contemporary Europe

War, Peace and Diplomacy
CMM 248: Persuasion and Mass Media
CMM 336: The Rhetoric of Social Movements
CMM 352: Political Communication
HIS 236: Europe in the Contemporary World
HIS 262: American Race Relations
HIS 264: Immigration and Ethnicity in American History
HIS 269: How Latin America Fell Behind
HIS 270: Modernizing Latin America
HIS 351: World War I: Causes, Conduct and Consequences
HIS 353: British Empire After 1783
HIS 354: Modern Germany
HIS 360: Topics in African American History
HIS 362: Topics in History of the Modern Middle East
HIS 375: United States and Latin America
HIS 377: Dirty Wars in Latin America
MIL 305: U.S. Army Campaign History 1840 to Present
PHL 353: Human Rights
POL 280: Introduction to International Relations
POL 343: U.S. National Security Policy
POL 373: China in Transition
POL 380: Topics in International Politics
POL 381: United States Foreign Policy
POL 385: Terrorism and Intelligence
POL 388: International Law
REL 321, Ethics and International Affairs (same as IDS 321 and POL 383)
REL 322, Religion and Politics in Comparative Perspective
(same as IDS 322 and POL 375)
REL 342: The Ethics of Zionism
SOC 315: Sociological Theories
Science, Technology and Environment
BIO 247: General Ecology
BIO 304: Immunology
BIO 314: Microbiology
BIO 337: Terrestrial Ecology
BIO 338: Aquatic Ecology
BIO 339: Behavioral Ecology
CHM 100: Global Chemistry
ECO 332: Resource and Environmental Economics
ENV 120: Environmental Studies
ENV 243: Philosophy and the Environment (same as PHL 243)
ENV 300: Departmental Studies: GIS/GPS**
ENV 332: Resource and Environmental Economics (same as ECO 332)
MTH 146: Computer Modeling*
MTH 246: Mathematical Modeling*
PHL 355: The Philosophy of Evolution

Please note that a student may not use the same study-abroad experience to satisfy requirements for both the global studies major with a concentration in science, technology and the environment and the environmental studies major.

*For credit toward the global studies major individual student projects in these courses must deal with global or trans-national phenomena, as determined by the course instructor in consultation with the global studies program coordinator.
**Other courses offered under this number may or may not count toward the Global Studies concentration, depending on the content of the course. The decision will be made by the coordinator of the global studies program in consultation with the coordinator of the environmental studies program.

111. Global Political Culture  
Farrell  
Four credits. First half of the required core course for the global studies major.  
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. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as POL 111. Open to first-year and sophomore students only, except by permission of instructor.

112. Global Political Economy  
Farrell  
Four credits. Second half of the required core course for the global studies major.  
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. Same as POL 112. Open to first-year and sophomore students only, except by permission of instructor.

180. Survey of World Cinema  
Farrell/Katahira  
Two credits.  
An introduction to contemporary trends in international feature films. The craft of film criticism will also be studied and practiced. Requirements include viewing all films in the International Film Series, attending weekly 50-minute discussion sessions, and writing a critique of each film. May be repeated for credit. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as POL 180.

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.

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; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as HIS 281.
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, education, imperialism, and decolonization. Students seeking a history teaching major will be given preference in enrollment. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as HIS 282.

300. **Departmental Studies**  
Staff  
Variable credit course.  
Special subjects in global 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

321. **Contemporary Global Cinema**  
Farrell  
Four credits.  
Uses recent and classic international films to explore a variety of political, social and cultural issues as well as the unique characteristics of film as a medium of expression and communication. Students produce film critiques after consulting professional film criticism. A major independent research project is also required. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as POL 390.

344. **Religious Responses to Globalization**  
Scott  
Four credits.  
Globalization has been hailed in the popular press as one of the most significant transformative processes of our times and often dismissed in the academy for being a vague and worthless term. It has also been lauded by its supporters as a new opportunity for spreading wealth and prosperity and decried by its opponents as the source of a whole host of social, economic, political, and environmental problems. Since good leaders must understand the world in which they lead, a careful examination of this much-debated topic can promote effective servant leadership. This course will examine globalization from a variety of religious perspectives (Christian, Islamic, Buddhist, Hindu) for the sake of promoting informed servant leadership. It will discuss what globalization is, explore various aspects of globalization, analyze the ways in which globalization and religion shape each other, and critique aspects of globalization from a number of religious traditions. Counts toward the Global and Cultural Studies requirement. Same as REL 344 and POL 384.

501, 502. **Senior Seminar**  
Staff  
Three credits each semester.  
A yearlong capstone seminar. Students will make presentations on readings and other materials designed to integrate their work in global studies. They will also develop, research, write, and present orally a senior thesis on a contemporary issue in Global Studies chosen by them with the approval of the instructor.

541, 542. **Independent Study**  
Staff  
Variable credit course, 2-4 credits each semester.  
Supervised investigation of global topics of particular interest to the student and not covered in regular course offerings. Must be congruent with student’s chosen
concentration(s) in the global studies major. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the global studies coordinator and a department project director, and 12 credits toward the major.

551, 552. Independent Study: Internship

Variable credit course, 2-5 credits each semester.
Supervised field study combining scholarly research and participant-observation in a firm, office, or agency operating internationally. Grading is Pass-Fail. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the global studies coordinator and a department project director, and 12 credits toward the major.

Health
See Exercise Science

History
Profsessors Russell L. Blake, Barbara A. McGowan (Chair fall 2015, on leave spring 2016), Diane L. Mockridge (Chair spring 2016);
Associate Professors Brian Bockelman (on leave 2015-16), Rebecca Berens Matzke;
Assistant Professor Sarah Frohardt-Lane

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.

Communicating Plus - History: Students completing a history major develop skills in the four Communicating Plus skills areas—written communication, oral communication, critical thinking and problem solving—in required and elective course work in the discipline. Most of the Communicating Plus student learning goals are addressed in all courses offered by the department. The history department emphasizes critical analysis of significant aspects of the past (which entails solving important historical problems) using a variety of primary and secondary sources. Historical interpretation does not occur apart from communicating one’s ideas to others. Thus, teaching students to articulate and communicate their interpretations in written and oral forms is central to the teaching of history. During the senior seminar, assessment of students’ growth toward mastery of the central concepts, interpretive frameworks, and analytical tools of history as a discipline takes place, along with assessment of their competence with respect to the Communicating Plus student learning goals.

Requirements for a major in history: Thirty-two credits in history. At least twelve credits from courses numbered in the 300s, HIS 299, and senior seminar (HIS 480 and 490) are required. (HIS 401 does not count toward the major.) 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: Twenty-two credits in history. At least eight credits from courses numbered in the 300s. 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.

Requirements for students majoring in history and seeking teaching licensure in history for middle childhood through early adolescent or early adolescence through adolescence level ("Teaching Major in History"): Thirty-two credits in history. At least twelve credits from courses numbered in the 300s, HIS 299, and senior seminar (HIS 480 and 490) are required. Among the courses counting toward the history major the following are required: HIS 281, 282, and 490. In addition, students must take any two of the following courses: HIS 241, 242, 262, 263, or 264. (Also required for licensure are ENV 120 and HIS 401; but those courses do not count toward the 32 credits needed for a history major.)

Requirements for students minoring in history and seeking teaching licensure in history for middle childhood through early adolescence or early adolescence through adolescence level ("Teaching Minor in History"): Twenty-four credit hours including HIS 281 or 282 and any one of the following: HIS 241, 242, 262, 263, or 264; at least eight credits from courses numbering in the 300s. (HIS 101 or 175 is recommended but not required.) (ENV 120 and HIS 401 are also required but do not count toward the 24 credits for the minor.)

Broad Field Social Studies Teacher Licensure Options: Students seeking licensure at the Early Adolescence/Adolescence (Grades 6-12) levels in the social science disciplines (economics, history, politics and government, psychology, and sociology) may choose one of the options listed below to add endorsements in fields outside their major. Students may complete a minor in a discipline outside the social sciences or the broad field licensure program outlined below. Broad field licensure prepares teachers to teach in general social studies classes in grades 6-9. They will also be licensed to teach the specific discipline of their two concentrations at the high school level. Given the very difficult job market for social studies teachers, students should consider one of these options to strengthen their employment options.

Option 1 – Major/Minor Program - The first option open to student majoring in a social studies discipline is to complete a minor in another social studies discipline or a subject outside the social sciences. Recent examples of programs designed on this model are a history major with an English minor and a politics and government major with an English minor. In this case, the student would student teach and be fully licensed to teach both subjects.

Option 2 – Social Studies Major with Broad Field Social Studies Licensure - As part of their program of study, students must complete the following:
1. A major in a social science discipline,
2. Concentrations, as defined in the chart below, in two other social science disciplines, only one of which may be in history.

<table>
<thead>
<tr>
<th>Economics</th>
<th>US History</th>
<th>World History</th>
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<tr>
<td>ECO 211 and 212</td>
<td>2 of the following 5 history classes: 241, 242, 262, 263, or 264</td>
<td>HIS 281 and 282</td>
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<tr>
<td>One 300-level course other than 313</td>
<td>One 300-level course</td>
<td>2 area studies courses, one at the 200-level, one at the 300-level, selected with a history advisor</td>
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<tr>
<th>Politics and Government</th>
<th>Psychology</th>
<th>Sociology</th>
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<tr>
<td>POL 112, 220</td>
<td>PSC 110</td>
<td>SOC 110</td>
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<tr>
<td>One 300-level course</td>
<td>Two 200-level topics courses</td>
<td>One 200-level course</td>
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<td></td>
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<td>One 300-level course</td>
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</table>
3. At least one course in each of the following disciplines: economics, history, politics and government, psychology, and sociology.

4. One of the courses that address geography as a factor that influences human interactions and society from the following list: HIS 281, HIS 282, ECO 332 or 361, or POL 112. This course may also count toward fulfillment of criteria 1-3. 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.

Open to first-year students only.

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 will also be introduced to the skills involved in the analysis of historical works (such as biography, essays, and texts) and of historical sources (such as personal letters, contemporary fiction, political tracts, and film). HIS 101 is open only to first-year students.

Open to second-semester first-year students, sophomores, juniors, seniors:

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

210. Introduction to Ancient, Renaissance, and Medieval Studies  Mockridge

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, Romance and Classical languages, and Theater) approach these eras. Through this multi-disciplinary approach, students will gain an understanding of the key ideas and developments that shaped western civilization and culture. Course open to all students.

214. Greek and Roman Society  Mockridge

Four credits. Normally offered every other year.

A topical approach to ancient Greek and Roman society. Particular attention will be paid to classical ideals and institutions that have made a significant impact on the formation of Western society and values. The course will be organized thematically, and topics include: ancient religions, classical philosophy and the idea of rationality, political and judicial systems, social classes, and the role of women. Artifacts from the Ripon College Classical Antiquities Collection will be used in class projects.
220. Nonconformity and Deviance in Medieval and Early Modern Europe

Mockridge

Four credits. Normally offered every other year.
Participation in medieval and early modern European society was often mediated by membership in a group — a town, a guild, a religious order. Those nonconformists who fell outside the dominant groups, whether by conviction, occupation, or circumstance, often constituted communities of their own. This course explores the social and cultural dynamics of Europe in the medieval and early modern period by examining the ways people perceived as deviants were excluded from power, and the consequences of that exclusion and marginalization. The course will also examine what kinds of groups and people were marginalized, and to what extent and how those groups created and sustained their own communities. Some of the groups examined include: lepers, prostitutes, transvestites, heretics, and witches.

221. The Medieval World: Faith, Power, Order

Mockridge

Four credits. Normally offered every other year.
A topical introduction to the European Middle Ages. This course focuses on medieval society and its key institutions and structures of power. In particular, emphasis will be placed on understanding the role of religion, the military, and the hierarchical social class system in shaping the medieval world. While exploring the importance of faith, power, and social order during this time period, this course will also look at the role that gender played in creating this unique medieval world view. The course will cover a range of texts including saints’ lives, twelfth-century romance, and films like Kingdom of Heaven.

222. The Uses of Arthurian Legend

Mockridge

Four credits. Normally offered every other year.
A topical and chronological approach to the legends of King Arthur from the sixth to the twenty-first century. This course will explore not just the legends of King Arthur, but the ways in which these legends reflect and articulate the changing historical values and ideas of the cultures that have produced and continue to produce them. Why have these stories continued to appeal to writers and audiences over the centuries? What does King Arthur mean to us, and what do we use him to say? This course will cover a range of texts including twelfth-century romance, Malory’s Morte D’Arthur, Tennyson’s Idylls of the King, modern novels like White’s Once and Future King, and films like Antoine Fuqua’s King Arthur and Edel’s Mists of Avalon.

236. Europe in the Contemporary World

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 will all 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.

241. The United States, 1776-1876

Blake

Four credits.
Introduction to the historical analysis of American social and political developments from the Revolution through Reconstruction. Emphasis will be on the impact of social change; changes in political and social values and institutions; and to competing ideas for how to solve the problems that diversity of geography, ideas and beliefs, and social position posed for the new nation.
242. The United States, 1877-1980
Frohardt-Lane
Four credits.
This course will center on political and social developments in American life from the Gilded Age to the election of Ronald Reagan. Special attention will be paid to such topics as: the rise of corporate America and its impact on politics, family, and popular culture; the development of a Progressive tradition in politics and society; and the increasing involvement of America in international politics.

253. Modern Africa
Mahoney
Four credits.
An introduction to all aspects of African history since 1800. We will examine African history before, during, and after the era of European colonial rule over Africa. Political, economic, religious, and cultural issues will be discussed. We will also look at the historic roots of current problems in Africa, as well as African success stories.

262. American Race Relations
Blake
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 will also be given to race relations in post-Civil Rights era, including the meaning of the election of an African American president.

263. Women in American History
McGowan
Four credits.
The relationship between women and American history is one that has undergone many changes, especially in the forty years since the sexual and gender revolution of the 1960s. 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 WOM 202.

264. Immigration and Ethnicity in American History
Blake
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 U.S.; 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.

268. Colonial Latin America:
Bockelman
Conquerors, Rebels & Slaves, 1400-1700
Four credits.
A survey of Latin American history from the expansion of the Aztec and Incan empires in the fifteenth century to the height of Spanish and Portuguese rule in the early eighteenth century. Major topics will include: the dynamics of conquest and colonization; the clash of European, native, and African cultures in the New World; the impact of colonialism and slavery on economic, social, and cultural life; the visual culture of empire; and the changing nature of colonial riots and rebellions. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.
269. How Latin America Fell Behind: War & 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 nineteenth century; and the cultural dimensions of Latin America’s unique experience of modernity. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

270. Modernizing Latin America: Revolution & 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; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

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. Reading and writing intensive. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

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; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as GLB 281.

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, education, imperialism, and decolonization. Students
seeking a history teaching major will be given preference in enrollment. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as GLB 282.

299. History and Historians

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 will also 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

Variable credit.

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Open only to sophomores, juniors and seniors.

330. Women and Family in Medieval and Early Modern Europe

Mockridge

Four credits. Normally offered every other year.

This course will focus on gender roles in European history, from the late Middle Ages through the Early Modern era. The course will explore the different roles women and men played within the family as that institution evolved during this time period. The course will also explore the opportunities and restrictions placed on women by the major religious, cultural, and social institutions of the time. The course will examine the impact of class on women’s opportunities as well. Different times and places will be highlighted, including 12th century France, 15th century Venice, 16th century Nuremberg, and 17th century Belgium. Same as WOM 330.

334. Topics in Western Spirituality

Mockridge

Four credits.

Focusing on Christianity from its early days through the early modern era, this course will explore various topics in western spirituality. Topics include various beliefs and practices, including Gnosticism, mysticism, asceticism, monasticism, pilgrimage, and eucharistic devotion. The lives of various men and women will also be explored, including saints, anchorites and mendicants. Also central to the course is an examination of the use of material objects and artistic images in religious devotion. The course has no prerequisites, but students will find it helpful to have had some background in medieval history and/or Christianity. Same as REL 334 and ART 334.

335. Renaissance Florence: Politics, Art, and Intellectual Life

Mockridge

Four credits.

An in-depth study of the Italian Renaissance, focusing on the political, intellectual, and artistic achievements of the city that witnessed the flowering of the Renaissance: Florence, Italy. Among the topics examined will be the political power of the Medici family,
key thinkers such as Dante, Petrarch, and Machiavelli, and important works of art such as the Michelangelo’s David. Central to this course is the idea that intellectual endeavors and artistic works are a product of the times and reflect the issues and concerns of their political milieu. In exploring these issues, this course will examine both the documents of the time (primary source) as well as recent historical interpretations (secondary sources) of the period. Same as ART 335.

340. Public History

Four credits.

“Public history” involves history done in public spaces (like national parks, museums, 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.

346. Settlement to Revolution: America, 1600-1783

Four credits.

Topics in American Colonial and Revolutionary Period History. The course examines first, the settlement of the colonies and development within them of economic, political, social, and religious institutions and ideas; second, the development of resistance to British rule culminating in the War for Independence. Lectures and discussion of primary source documents and interpretative studies of early America. Open to sophomores, juniors, and seniors.

347. Slavery and Civil War

Four credits.

An in-depth look at slavery in 19th-century America and at the controversies over slavery which led to the Civil War. We will also look at the Civil War experience itself, particularly as it reflects a continuation of prewar social and political issues. We will use primary source documents as well as the work of historians who have interpreted these issues. Open to sophomores, juniors, and seniors.

351. World War I: Causes, Conduct, and Consequences

Four credits.

The First World War 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. Usually offered spring semester.  
At the height of its power, Great Britain ruled one quarter 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 twentieth 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 will also 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; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

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 will also 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 prerequisites, 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**  
Blake  
Variable credit.  
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 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. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. First-year students with permission of instructor only.
370. Topics in American Social and Cultural History: Film  McGowan

Four credits.
This course will employ a number of approaches to the subject of film and history. Some of the more important emphases will be: 1) history of film as an entertainment medium and cultural phenomenon; 2) exploration of the relationship between social realities and cinema messages; and 3) the significance of specific genres e.g. musical, westerns, screwball comedies, film noir, war films. Throughout we will consider ways to view films, read about films and evaluate films for content of interest to historians.

371. American Lives: Biographical and Autobiographical Approaches to American History  McGowan

Four credits.
From the Puritan era to the present, Americans have been self-conscious about their own personal identities and experiences and concerned about the relationship between individual lives and the national identity. This course will use autobiography, biography, literature, film, and journalism to explore the connection between particular life stories and larger themes in American history such as: the definition and importance of success for Americans; the relative importance of the public and private in American life; the role gender, race, ethnicity and region have played in shaping individual stories and perceptions; and the mythic qualities often attributed to the life stories of Presidents. This course carries a heavy reading list and is discussion-based.

372. Topics in Twentieth Century American History  McGowan

Four credits.
This course will focus intensively on a particular time period in twentieth 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 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; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

377. Dirty Wars in Latin America  Bockelman

Four credits.
This course will explore the origins, process, and aftermath of military rule in twentieth-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; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.
401. The Teaching of the Social Studies  
Staff  
Two credits.  
Methods of teaching courses in the social studies in the secondary schools. The course does not count toward the major. Required for teacher licensure in history and the social studies.

480. Preparation for Senior Seminar  
Staff  
One credit. Fall term.  
A preparation for HIS 490. Students and instructors will: 1) open a discussion about the purposes and goals of historical study; 2) discuss goals for senior seminar; 3) select topics and main sources for the senior seminar paper; 4) begin discussion of the larger historical and intellectual framework of seminar topics. There will be some meetings of the whole class, but much of the work will be done in individual meetings. This course is required for the history major. (This requirement may be waived with permission of the department if a student is on an off-campus program when the course is offered.) Open only to senior history majors intending to take HIS 490 the following semester.

490. Senior Seminar: Historical Research and Writing  
Staff  
Four credits.  
Students will select and work on individual research projects and complete a paper by semester’s end. Required of all history majors. Open only to senior majors.

540. Independent Study in History  
Staff  
Variable credit.  
For exceptional students. Students with individual study and research interests may request credit for projects of their own design. They must first submit an outline of their program of studies to a member of the department faculty who will act as a guide. Approval of the project must be obtained prior to registration for the credit. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 20 hours of study in history completed.

550. Internship  
Staff  
Variable credit. May be repeated for credit to a maximum of eight credits.  
Professionally supervised work with an organization engaged in historical research, the organization of archives, or the preservation or restoration of artifacts. Students will work with a faculty member to find an appropriate organization and arrange for the internship and for its evaluation. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

570. Classroom Presentation of Undergraduate Research  
Staff  
Variable credit.  
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  
Variable credit.
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.

Interdisciplinary Studies

020. Student Success and Academic Integrity  
Truesdell
Zero credit.
This course reinforces the principles and practices of academic integrity so that students may apply and employ them accurately and correctly and thus advance their overall success at the College. Students will review the rationale for the structures of academic integrity, the ways in which this applies to their work, and the current issues which sometimes make it more difficult for them to determine the proper application of the principles to that work. Success will be demonstrated by their ability to articulate appropriate academic conduct and succeed in their research and other academic assignments. Grading is Pass-Fail.

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

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.

150. Fisk: Race and Diversity in the 21st Century  
Mahoney
Two credit.
Through common readings, screenings, and discussions, this course will consider some of the problems of race and diversity in the coming century. In particular, it aims to prepare students for participation in the annual Fisk University-Ripon College Conference. Not repeatable for credit.
170. Forensics

Staff

One credit each semester. Offered on demand. Participation on Ripon College forensics team, including at least nine rounds of intercollegiate competition earned at two tournaments, or its equivalent, during the semester. A maximum of eight credits of IDS 170 may count toward the degree. Grading is Pass-Fail.

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

M. Avery

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. Not offered in 2015-16.

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. Not offered in 2015-16.

A continuation of Journalism I, with emphasis on advanced writing and editing, management, public policy, and political reporting.

225. Mentorship

Truesdell

One credit.

Basic principles and practices for mentors at Communicating Plus. Grading is Pass-Fail.

300. Departmental Studies

Staff

Two credit.

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

321. Ethics and International Affairs

Smith

Four credits.

The central question addressed in this course is whether or not ethically motivated action in international affairs is possible. Do the absence of global consensus on moral values and the lack of a world government to impose sanctions mean that nations and
trans-national organizations will engage in pursuit of political and economic interests without ethical restraints? The first part of the course will deal with contrasting arguments by political theorists on the role of morality in international relations. The second part focuses on specific issues in contemporary international relations that have moral implications - 1) new forms of international warfare; 2) international intervention inside nation states to stop genocide; 3) the protection of human rights; 4) the legitimacy of international tribunals to punish crimes against humanity; and 5) economic justice for developing countries. Same as REL 321 and POL 383. Prerequisites: junior or senior standing, and POL 111 or 112 or 280.

322. Religion and Politics in Comparative Perspective

Four credits. Offered in spring 2016 and alternate years. An analysis of the interaction between religious beliefs and practices (Christian, Jewish, Islamic, Hindu, and Buddhist), with political dynamics in various countries in the 20th century. Regional areas will include Central and South America, Sub-Saharan Africa, the Middle East, Southern Asia, and the United States. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as POL 375 and REL 322. Prerequisite: POL 111 or 112 or 280, or REL 221.

330. Community Engagement and Service Learning

Four credits. Engaging with a community can mean many things and is not always simple. Students study how their own background and ideas form the basis for interactions with community organizations and entities and those they serve. This course focuses on the role of individuals in community organizing and service. Students will also explore service learning in various educational and non-educational contexts as well as identify new approaches to experiential learning and service. Students will complete a comprehensive service project that incorporates components of service learning with a community partner.

340. Community Program Development and Evaluation

Three credits. Community-based programs are a vital part of the work of society in general. Using real examples and topical situations this course examines how these programs are structured, their relevance to private, public and nonprofit sectors and how they are assessed and evaluated in formal and informal ways. Students will examine local, national and international program standards and models and the effect of these programs through a variety of contexts. Students will complete a community-based assessment by working closely with a community partner.

400. Senior Study Groups

One credit. Topics vary each semester. Enrollment limited to 12 students.

541, 542. Independent Study

Variable credit course, 2-4 credits each semester. Independent study and research culminating in a substantial paper. Limited to students with self-designed majors approved by the associate dean of faculty. An outline of the project must be submitted in writing for approval by the dean and by the student’s advisor. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, 12 credits in a field of study from which the consent of the department chair and a faculty director will be drawn.
551, 552. Independent Study: Internship

Variable credit course, 2-5 credits each semester. Supervised internship in area not directly linked to a major field, e.g., media or human resource development. The student will participate in a closely supervised internship experience and will write a paper describing and critically analyzing the internship experience. The course may be repeated up to a total of eight credits. The internship must be approved, overseen, and evaluated by a faculty member in a field of study in which the student has already earned 12 credits. The credits for the internship may or may not count toward a major depending on the nature of the internship. Interested students should consult the Office of Constituent Engagement and Career Services to find out where internships are available. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, 12 credits in a field of study from which the consent of the department chair and a faculty director will be drawn.

Latin

See Global Studies and Languages

Latin American and Caribbean Studies

Professors Linda M. Clemente, Martin F. Farrell, Soren Hauge, Brian H. Smith; Associate Professors Brian Bockelman (on leave), Geoff Guevara-Geer (Co-Coordinator), Assistant Professor Travis E. Nygard (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.

For majors and minors, this interdisciplinary program allows for a variety of research, professional, or academic specializations after graduation. The major in particular prepares students for careers in the non-profit sector, with government agencies, or with private businesses that have interests in the region, as well as for continued study at the graduate level. 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 major or minor with another in a related subject area such as anthropology, economics, history, religion, romance and classical languages, or politics and government.

Requirements for a major in Latin American and Caribbean Studies:
1) Proficiency in a language spoken in Latin America or the Caribbean, excluding English, is a prerequisite for the major. It can be demonstrated by the successful completion of SPA 320 (or higher), FRE 307 (or higher), or an approved study abroad program in the region. The language prerequisite need not be met before declaring the major.
2) LAC 201.
3) Six upper-division courses on Latin America and/or the Caribbean chosen from the list below or approved by the coordinator, including no more than three courses in
Courses of Study

any single department.

4) LAC 401. An independent study project approved by the coordinator and completed under the supervision of a faculty member who teaches in the program.

Requirements for a minor in Latin American and Caribbean Studies:

1) Knowledge of a language spoken in Latin America or the Caribbean, excluding English, is a prerequisite for the minor. It can be demonstrated by the successful completion of SPA 222 (or higher), FRE 222 (or higher), or an approved study abroad program in the region. The language prerequisite need not be met before declaring the minor.

2) LAC 201.

3) Four upper-division courses on Latin America and/or the Caribbean chosen from the list below or approved by the coordinator, including no more than two courses in any single department.

Off-Campus Study: Ripon College offers a variety of interesting study abroad opportunities in Central America, South America, and the Caribbean. Ranging from In Focus course to summer, semester, and year-long programs, these valuable research and study experiences are strongly recommended for students planning to major or minor in Latin American and Caribbean Studies. Current ACM programs include the Language, Society, & the Environment (fall) and Field Research in the Environment, Humanities, & Social Sciences (spring) programs in Costa Rica; two semester exchange programs in Brazil, one in environmental studies and the other in liberal studies; and the Service Learning and Language Immersion (Summer) program in Mexico. Students may also earn credit toward the Latin American and Caribbean Studies major or minor through affiliated CCSC programs in Argentina and Spain. Former courses and collaborative student-faculty summer research trips have been offered in Jamaica, Peru, Chile, Mexico, Guadeloupe, and Costa Rica.

These and other study abroad options should be explored in close consultation with the coordinator in order to discuss how courses taken off campus can be used to satisfy the requirements for the major or minor. In addition, students should seek out one of the many campus study abroad advisors to help them locate the programs that best match their academic goals. Lastly, to prepare themselves for the invaluable experience of studying in a foreign country, students are advised to begin the appropriate language courses in their first year at Ripon.

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; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

401. Independent Study in Latin American and Caribbean Studies Staff

Four credits.

A significant interdisciplinary research project. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the program coordinator and a faculty project director (a faculty member who teaches in Latin American and Caribbean Studies), and 12 credits toward
the major.

Other Courses Counting Toward the Major or Minor in Latin American and Caribbean Studies:

- ART 278: Indigenous Art of the Americas
- ECO 361: Development Economics I
- ECO 364: Economic Policy and Business Strategy in Latin America
  (same as BSA 364)
- HIS 268: Colonial Latin America: Conquerors, Rebels, and Slaves
- HIS 269: Modern Latin America: The Struggle for Reform
- HIS 270: Modernizing Latin America: Revolution & Reaction Since 1900
- HIS 276: Latin America at the Movies: History & Film
- HIS 375: United States and Latin America, 1776 to the Present
- HIS 377: Dirty Wars in Latin America
- POL 372: Development and Change in Latin America
- REL 322: Religion and Politics in Comparative Perspective
  (same as IDS 322 and POL 375)
- SPA 331: Voces Latinoamericanas I
- SPA 332: Voces Latinoamericanas 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

Additional topical courses and seminars related to Latin America and the Caribbean are routinely offered by the program faculty. Check the departmental course listings each semester for more information.

**Law and Society**

*Coordinator Steven Sorenson*

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 structure in a human community. Law is a primary means of ordering conduct and resolving social conflicts. The minor seeks to help the student understand the function, nature, and limits of law.

The minor is not intended as a pre-professional curriculum for the student interested in a career in law. Rather, it is designed for a wider audience interested in the entire question of the role of law and legal structures in a human community. Students interested in pre-professional preparation for a career in law should see the prelaw advisor.

**Requirements for a minor in law and society:** POL 312; 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
- GLB 112: Global Political Economy (same as POL 112)
- HIS 262: American Race Relations
- PHL 241: Ethics
- PHL 353: Human Rights
- 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.
A survey of the major aspects of theoretical and applied linguistics. Emphasis is placed on the study of language structure and patterns of language use. Recommended for students seeking teacher licensure in English. Required for students seeking teacher licensure in a foreign language. Required for majors in Foreign Languages and Spanish. Prerequisite: open to sophomores, juniors and seniors or permission of the instructor.

Mathematical Sciences

Associate Professors McKenzie R. Lamb (on leave fall 2015; Chair, spring 2016),
David W. Scott;
Assistant Professors Chester I. Ismay, Andrea N. Young (Chair, fall 2015)

Communicating Plus - Mathematical Sciences: Students completing a mathematics major will develop skills in the four Communicating Plus skills areas—written communication, oral communication, critical thinking, and problem solving—throughout all of their courses. Problem solving is central to the study of mathematics, but it is not enough to solve problems; one must be able to explain one’s work. Consequently, critical thinking about mathematical processes and communication are also central in the mathematics curriculum. The senior capstone experience requires groups of students to work together to learn something in mathematics new to them. The group organizes presentations to teach the new concept to others in the seminar, and each individual prepares a paper addressing the same material in an expository manner. Thus, problem solving and communication are at the heart of this capstone experience.

Requirements for a major in mathematics: Either CSC 101 or 211, MTH 206, 224, either 248 or 331, 501-502, and at least four additional mathematics courses numbered above 206 (excluding 401). At least two of the additional mathematics courses must be 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: Eighteen credits in mathematics courses numbered 201 or higher (excluding MTH 390 and 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 secondary teaching licensure with a major in mathematics must take: MTH 261, either 120 or 220 or 432, 401, either 405 or 412 or 422, and CSC 101.

Students seeking secondary teaching licensure with a minor in mathematics must take: MTH 201-202, 224, either 261 or 422, 401; and CSC 101.

The department conducts a colloquium series. These meetings are open to all students; majors are expected to attend.
Many courses are offered on an alternate-year basis. Consult with the department to ascertain the current scheduling.
Departmental assistants are available to help students taking mathematics courses.
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. Normally offered in alternate years.

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.

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.

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. **Discrete Mathematics**

Four credits.
Topics chosen from set theory, combinatorics, recurrence relations, graph theory, Boolean algebra, applications. Familiarity with a programming language is desirable. Same as CSC 248. Prerequisite: Any mathematics course numbered above 120, or consent of the department.

261. **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.

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.

323. **Number Theory**

Four credits.
An introduction to classical number theory, with computer applications. Some experience in programming is helpful. Normally offered in alternate years. Prerequisite: Consent of the department.

331. **Probability**

Four credits.
Probability as a mathematical system, combinatorics, random variables and their distributions, limit theorems, and applications. Normally offered in alternate years. 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.

390. **Student Research**
   Two credits.
   Supervised investigation of research problems in mathematics. This course may be repeated for credit (8 credit maximum). Does not count toward major. **Prerequisites:** Agreement of a department member to act as supervisor and consent of the department chair.

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. Normally offered in alternate years. **Prerequisites:** MTH 206 and 331.

501. **Senior Seminar I**
   Fall semester. Two credits.
   Selected topics presented by students. Expected of senior majors; open to others by consent of the department. Same as CSC 501. **Prerequisite:** senior standing and one course in the department at the 300 level or higher, or consent of the department.
502. Senior Seminar II

Spring semester. Two credits.
Continuation of Senior Seminar I. Required of senior majors; open to others by consent of the department. Same as CSC 502. Prerequisite: MTH 501 or consent of the department.

540. Independent Study

Variable credit course, 1-4 credits.
Supervised investigation of problems in mathematics of special interest to the student. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

550. Independent Study: Internship

Variable credit course, 1-5 credits.
Supervised work, normally while employed by a business, industry, government agency, or other institution. The employment must be arranged by the student. A paper or presentation is required. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

Computer Science

101. Introduction to Programming

Four credits.
Development and implementation of algorithms; structured program design; array manipulation; searching and sorting algorithms; sequential files.

211, 212. Computer Science I and II

Four credits each semester.
Overview of computer science; development and implementation of elementary data structures; linked lists, queues, stacks, trees; data abstraction; searching and sorting algorithms; algorithm complexity; object oriented programming; software development. Prerequisite: CSC 101 or its equivalent.

248. Discrete Mathematics

Four credits.
Topics chosen from set theory, combinatorics, recurrence relations, graph theory, Boolean algebra, applications. Familiarity with a programming language is desirable. Same as MTH 248. Prerequisite: any mathematics course numbered above 120 or consent of the department.

251. Systems Analysis and Design

Four credits.
Methods used in analyzing and designing information systems. Functional decomposition, data dictionary, process specification, structure chart, coupling, cohesion, transform analysis, transaction analysis, objected-oriented techniques. Offered in response to students’ needs and interests. Prerequisites: CSC 211 and 248.
Programming Languages

Two credits.
The programming languages courses will concentrate on those features of the lan-
guage that differ from C++. With permission of the instructor, programming languages
courses can be repeated for credit at the 300 and 400 levels. Prerequisite: CSC 211.

281. Visual BASIC
282. C+
284. Java. Prerequisite: CSC 212.
285. FORTRAN
286. Python
287. LISP
288. LOGO

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 department.

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 department.

313. Computer Organization and Architecture

Four credits.
An introduction to machine organization, machine language, and assembly language
programming. Normally offered in alternate years. Prerequisites: CSC 211 and 248, or the
consent of the department.

336. Data Structures and Algorithms

Four credits
Study of algorithms and their complexity; advanced data structures such as trees,
graphs, hash tables; recursion; searching and sorting algorithms; NP-completeness. Nor-
mally offered in alternate years. Prerequisites: CSC 212 and 248.

353. File and Database Systems

Four credits.
Techniques for organizing, storing, accessing, and processing data, ranging from simple
file handling to the use of complete database management systems. Offered in re-
sponse to students’ needs and interests. Prerequisites: CSC 211 and 248.

371. Artificial Intelligence

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. Offered in
response to students’ needs and interests. Prerequisites: CSC 211 and 248.
421. Principles of Programming Languages

Four credits.
Principles of design and implementation of contemporary programming languages. Language syntax (lexical properties, BNF, and parsing), processors (compilers and interpreters), representations (data structures, control structures, and binding), and styles (procedural, functional programming, logic programming, modular programming). Offered in response to students’ needs and interests. Prerequisite: CSC 336 or consent of the department.

436. Algorithms

Four credits.
Further study of algorithms with emphasis on creation, understanding, and analysis of algorithms, rather than on their implementation. Offered in response to students’ needs and interests. Prerequisite: CSC 336.

452. Operating Systems

Four credits.
An introduction to operating systems, emphasizing the interrelationships between the subsystems that manage system resources and the cooperative interactions between the operating system and hardware. Normally offered in alternate years. Prerequisite: CSC 313.

501. Senior Seminar I

Fall semester. Two credits.
Selected topics presented by students. Expected of senior majors; open to others by consent of the department. Same as MTH 501. Prerequisites: senior standing and one course in the department at the 300 level or higher, or consent of the department.

502. Senior Seminar II

Spring semester. Two credits.
Continuation of Senior Seminar I. Required of senior majors; open to others by consent of the department. Same as MTH 502. Prerequisite: CSC 501 or consent of the department.

540. Independent Study

Variable credit course, 1-4 credits.
Supervised investigation of problems in computer science of special interest to the student. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

550. Independent Study: Internship

Variable credit course, 1-5 credits.
Supervised field work involving part-time employment as a computer programmer. The employment must be arranged by the student. A paper or presentation is required. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.
Military Science
Professor LTC Kevin Beattie;
Instructor MSG Chad Nimmer (Chair)

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. The first phase 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 the 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 Troop Leadership Training Course (CTLT - a twenty-eight day, four-credit leadership camp attended between the sophomore and junior year), Basic Training and Advance Individual Training, or are currently in either the Army Reserve or National Guard. Advanced phase and ROTC scholarship students are paid $350/400/450/500 (freshman through senior) each month of the school year and participate in leadership laboratories and activities to include a field training exercise each semester and the thirty-two day Cadet Summer Training Program (CST) attended between the junior and senior year. All scholarship cadets receive full tuition, book allowance, and room and board remittance once contracted. Benefits continue through graduation. In order 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 Cadet Troop Leadership Training Course (CTLT) 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. Students attending CTLT prior to the two-year program also receive pay for this camp. 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:** Twenty-one 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 115; one of the following courses: HIS 242, HIS 282, HIS 347, HIS 351, MIL 304, MIL 305, or another history course with department approval; one of the following courses: ANT 110, SOC 110, ECO 211, GLB 112, POL 280, PSC 110, or a third semester foreign languages course; one of the following courses: HIS 362, POL 331, POL 343, or POL 385.

### 151. Leadership and Personal Development

Two credits.

MLS 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, officer role, 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 Ft. McCoy, WI.

### 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 in order 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 battlefield, 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.

### 541, 542. Independent Study

One credit each semester.

Study includes supervised research and application in military leadership. The student will assist the department in instructing lower level students in military science and will be required to research and produce a paper on the practical application of leadership in the military. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. **Prerequisites:** junior or senior standing, successful completion of MIL 301, 302, 401 and 402, consent of the department chair and a department project director, and 12 credits toward the major.

### Music

*Professors Kurt R. Dietrich, Sarah Mahler Kraaz (Chair); Assistant Professor John C. Hughes, Adjunct Instructors Joyce Andrews, Maria K. Dietrich, Adam Hardt, Michelle Henslin, Matthew S. Miller, William Nelson, Sandra J. Polcyn, Charles Stephan*

**Departmental Mission Statement:** The Ripon College Department of Music works with students as individuals and in groups to develop their performance skills and knowledge of music theory, history, and literature. Music students share a personal relationship with faculty whose work as teachers, performers, and scholars keeps them and their students in touch with the realities of today’s musical world. As a result of their learning in classes, individual lessons, and ensembles, graduates of the program are well-prepared for graduate study in music, teaching in K-12 schools, or continued avocational participation in music as members of ensembles or as individual performers.

**Communicating Plus - Music:** Studies in music embrace many ways of learning and communicating. Music theory courses primarily are concerned with how music works. Students in these courses learn appropriate terminology and techniques and use them to analyze and compose music. Music history courses involve direct experience with the music of different historical periods and styles. Also important to this study are the
composers who created the music and the cultures in which they worked. Thus, in music history courses students write about and discuss the techniques, stylistic features, and historical contexts of western music. In conducting courses students learn to communicate and interpret a composer’s musical ideas to performers and audiences. This is accomplished by means of gestures and verbal directions. Music education classes are concerned with how to teach music - performance, style, history and social aspects - in public schools. Applied music, as taught individually in lessons or in ensembles of a wide variety of sizes, teaches students to communicate directly through music in a language that is beyond either the written or spoken word. The multiplicity of learning and teaching strategies and experiences in music courses reflects the diverse nature of music as an art and discipline.

Requirements for a major in music: Forty-two credits in music, including MUS 121 and 122, 300 (Form and Analysis or Counterpoint), and three of the following (MUS 330, 331, 332, 333), MUS 440 (students who can demonstrate adequate proficiency in music theory may be excused from MUS 121); seven credits in performance (MUS 150 or 190); and additional credits (with no more than six in MUS 250) from courses numbered 200 or higher. All music majors must pass a proficiency examination in piano. The examination may be taken any time before the second semester of the senior year. If the examination is not passed upon entrance into the program, the student will take either MUS 050, section 8, or MUS 160 (at the discretion of the music department faculty), until the required proficiency is achieved. Music majors must pass five semesters of MUS 010 as well. Students intending to major in music should complete MUS 122 by the end of the sophomore year.

Students wishing to be licensed by the Wisconsin Department of Public Instruction to teach music in the public schools must have at least 50 credits in music, with an appropriate methods course (MUS 302, 304, or 306) in place of MUS 440. Courses for music education students must be carefully worked out with an advisor to ensure that standards established by the Wisconsin Department of Public Instruction are met. Contact the education department for additional licensure requirements. The three basic course outlines for music education licensure are the following:

**Instrumental licensure:** MUS 121 and 122, 300, 302, 334, 335, 336, three of the following: (MUS 330, 331, 332, 333), MUS 150 (four credits minimum), MUS 260 sections 1, 3, and 5, and MUS 190 sections 5, 6, and 7 (eight credits total).

**Choral licensure:** MUS 121 and 122, 300, 304, 334, 335, 336, three of the following: (MUS 330, 331, 332, 333), MUS 190 sections 3 and 4 (six credits total), MUS 260 sections 2 and 4, and 150 sections 8 (two credits minimum) and 16 (four credits minimum).

**General music licensure:** MUS 121 and 122, 300, 306, 334, 335, 336, three of the following: (MUS 330, 331, 332, 333), MUS 150 sections 8 (two credits minimum) and 16 (four credits minimum), MUS 190 sections 3, 4, and 7 (six credits total), and MUS 260 sections 2 and 4.

Requirements for a minor in music: Twenty-two credits in music, including eight credits in music theory (MUS 121 and 122), eight credits from musical styles courses (MUS 330, 331, 332, 333), three credits in performance (MUS 150 or 190), and three credits freely chosen from MUS 300, 304, 334, 335, 336, or a styles course not previously taken. Music minors must pass three semesters of MUS 010.

**010. Performance Seminar**

Kraaz

No credit.

Attendance as auditor and/or participant at six music department concerts including one student recital. Duplications for concert attendance required for certain courses will be granted with permission of the instructor. Five semesters with pass grade are required for the music major and three for the music minor. Grading is Pass-Fail.
103. **Group Jazz Improvisation**  
   Dietrich  
   One credit.  
   Exploration of the traditional elements of improvising (chords, scales, rhythm, etc.)  
   in various jazz styles. The class will work on improvising in the context of standard jazz  
   compositions and chord progressions, with a "live" rhythm section. Students must have  
   some proficiency on an instrument. Intended primarily for students in MUS 190.05 (Jazz  
   Ensemble). May be repeated, but only four credits may be counted toward graduation.  
   Grading is S-U.

111. **Foundations in Music**  
   Hughes  
   Three credits.  
   The basic elements of the music (melody, harmony, rhythm) introduced by means of  
   lectures and workbook exercises. The development of reading and listening skills is  
   also emphasized. Designed as a gateway course for both majors and non-majors, this  
   course is a prerequisite for MUS 121 in the spring and for non-majors who wish to take  
   music styles courses (MUS 330-332) at the 200 level.

112. **Selected Topics in Music**  
   Dietrich/Kraaz  
   Variable credit course, 3-4 credits. May be repeated.  
   Studies in music not covered by regular courses. Designed for the non-major. MUS 111  
   or some musical experience desirable. Please see the pertinent Schedule of Courses for  
   the listing of topics courses and possible prerequisites. Some topics may count toward  
   the global and cultural studies requirement; refer to the Academic Policies: Global and  
   Cultural Studies Requirement section for more information.

121, 122. **Music Theory I and II**  
   Kraaz/Dietrich  
   Four 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. Sight singing, dictation, keyboard harmony, and part writing are studied,  
   and formal structural principles, such as counterpoint, and sonata form are introduced.  
   Designed for prospective music majors and minors.

200. **Topics in Music**  
   Staff  
   Variable credit course, 2-4 credits. May be repeated.  
   Special subjects in music not covered by regular courses. Sometimes taught in conjunc-  
   tion with MUS 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. Some topics may count toward the global and cultural studies require-  
   ment; refer to the Academic Policies: Global and Cultural Studies Requirement section  
   for more information.

230/330. **History of Medieval and Renaissance Musical Styles**  
   Kraaz  
   Four credits. Offered in 2016-17 and alternate years.  
   The history of Western music from the early Christian era to 1600. Non-majors may enroll  
   in MUS 230. Majors and minors must take MUS 330. Prerequisite: MUS 111.

231/331. **History of Baroque and Classical Musical Styles**  
   Kraaz  
   Four credits. Offered in 2015-16 and alternate years.  
   The history of Western music from 1600 until 1827. Non-majors may enroll in MUS 231.  
   Majors and minors must take MUS 331. Prerequisite: MUS 111.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>232/323.</td>
<td>History of Romantic Musical Styles (Dietrich)</td>
<td>4</td>
<td>MUS 111</td>
<td>The history of Western music from the 1820s through the turn of the twentieth century. Non-majors may enroll in MUS 232. Majors and minors must take MUS 332. Prerequisite: MUS 111.</td>
</tr>
<tr>
<td>300.</td>
<td>Departmental Studies (Staff)</td>
<td>4</td>
<td></td>
<td>Special subjects in music 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Designed for music majors and minors.</td>
</tr>
<tr>
<td>302.</td>
<td>Instrumental Methods (Polcyn)</td>
<td>4</td>
<td></td>
<td>Methods, administration, curriculum planning, marching band procedures, and instrument repair, grades K-12. Recommended for sophomore or junior year.</td>
</tr>
<tr>
<td>304.</td>
<td>Choral Methods (Hughes)</td>
<td>4</td>
<td></td>
<td>Methods, administration, and curriculum planning for those who plan to teach choral music in the public schools, grades 7-12. Recommended for sophomore or junior year.</td>
</tr>
<tr>
<td>306.</td>
<td>General Music Methods (Staff)</td>
<td>4</td>
<td></td>
<td>Materials, methods, and curriculum planning for those planning to teach general music in the public schools, grades K-12. Recommended for sophomore or junior year.</td>
</tr>
<tr>
<td>333.</td>
<td>History of Twentieth-Century Musical Styles (Staff)</td>
<td>4</td>
<td>MUS 111</td>
<td>The history of Western art music from the end of Romanticism through the present. Prerequisite: MUS 111.</td>
</tr>
<tr>
<td>334.</td>
<td>Conducting I (Hughes)</td>
<td>2</td>
<td>MUS 122</td>
<td>Basic baton technique, orientation to rehearsal techniques, and development of proficiency in typical public school-level music. Recommended for sophomore or junior year. Prerequisite: MUS 122.</td>
</tr>
<tr>
<td>335.</td>
<td>Conducting II (Hughes)</td>
<td>2</td>
<td>MUS 334</td>
<td>Literature, score study, and advanced rehearsal techniques. Applied conducting with college instrumental ensembles. Recommended for sophomore or junior year. Prerequisite: MUS 334.</td>
</tr>
<tr>
<td>336.</td>
<td>Orchestration (Staff)</td>
<td>2</td>
<td>MUS 122</td>
<td>Techniques of arranging music from a variety of sources for choral and instrumental ensembles. Prerequisite: MUS 122.</td>
</tr>
</tbody>
</table>
440. **Senior Project**

Two credits.

A culminating effort such as a full recital or research project for music majors only.

540. **Independent Study**

Staff

Variable credit course, 1-4 credits.

Supervised study and research culminating in a paper. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

**Applied Music**

*Tutorial Instruction:* Not all of the areas will be given 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.

For students who are not music majors or minors, there is a fee of $260 per semester for a half-hour lesson weekly. 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.

The sections below are offered as MUS 050, 150, or 250.

050. **Private Lessons**

No credit.

Weekly half-hour lessons for students without previous training in a given area. 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.

150. **Private Lessons**

One credit.

Weekly half-hour lessons for students with previous training. 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. Hearings are required at the end of each semester as described in the Music Department Handbook. May be repeated.
250. Private Lessons

Two credits.
Weekly hour lessons for music majors intending to present a senior recital as their capstone experience. The semester of the senior recital, students will register for MUS 440 in place of MUS 250. May be repeated. Prerequisites: two semesters of MUS 150 and a special audition before the music department faculty.

Section

1. Trumpet. Dietrich
2. French Horn. Dietrich
3. Trombone. Dietrich
4. Euphonium. Dietrich
5. Tuba. Dietrich
6. Guitar. Miller
7. Improvisation. Dietrich
10. Organ. Kraaz
11. Percussion. Hardt
12. Violin. Staff
13. Viola. Staff
14. Cello. Stephan
15. String Bass. Stephan
17. Flute. Henslin
18. Oboe. Polcyn
20. Saxophone. Nelson
22. Composition. Kraaz

Improvisation prerequisite: MUS 150 in another section. Organ prerequisite: MUS 150, section 8 or permission of instructor. Composition prerequisites: MUS 121 and 122.

Class Instruction: Not all of the areas of instruction will be given in any semester. The offerings will be dependent upon student interest and the availability of staff.

160. Keyboard Proficiency

One credit.
For music majors who have not passed keyboard proficiency requirements. Instruction is based on scales, arpeggios, melody harmonization, score reading, and sight reading at the keyboard. May be repeated. Grading is Pass-Fail.

190. Performance Organizations

One credit.
Membership in the following music organizations is open to all students on the basis of audition. Instruments are available on loan. May be repeated, but only eight credits may be counted toward graduation. Grading is Pass-Fail.

Section 1. Chamber Music Ensemble Staff
Section 2. Choral Union Hughes
Section 3. Chamber Singers Hughes
Section 4. Jazz Ensemble Dietrich
Section 5. Orchestra Staff
Section 6. Symphonic Wind Ensemble Dietrich

260. Techniques

Three credits. Sections 1, 3, and 5. Two credits. Sections 2 and 4.
Primarily for music majors seeking certification as public school music teachers. Some of these courses are required for the various types of certification.

Section 1. Brass and Percussion Techniques Dietrich
Section 2. Guitar Techniques Miller
Section 3. String Techniques Staff
Section 4. Vocal Techniques Hughes
Section 5. Woodwind Techniques Polcyn
National Security Studies
Associate Professor Lamont Colucci (Coordinator)

The minor in national security studies provides 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 will also 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 in a topic concerning contemporary national security conducted in an appropriate department such as politics and government, philosophy, religion, history or economics. This project will normally consist of a twenty to twenty-five page paper and a 20-minute oral presentation approved by the national security studies advisor. Students electing a major in politics and government may count no more than eight credits hours from the Department of Politics and Government toward a national security studies minor.

Required Courses for all:
- POL 343: U.S. National Security Policy
- POL 550: National Security Capstone

Required: 8 credits chosen from the following:
- POL 381: United States Foreign Policy
- POL 385: Terrorism and Intelligence
- REL 321: Ethics and International Affairs (same as IDS 321 and POL 383)

Elective: 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 (same as GLB 282)
- HIS 351: World War I: Causes, Conduct, and Consequences (additional offerings in history dealing with diplomacy, war and politics will also be considered)
- HIS 362: Topics in History of the Modern Middle East
- PHL 353: Human Rights
- POL 372: Development and Change in Latin America
- POL 373: China in Transition
- POL 376: Politics of Contemporary Europe
- POL 380: Topics in International Politics: International Relations
- REL 322: Religion and Politics in Comparative Perspective
  (same as IDS 322 and POL 375)

Any two Military Science courses depending on offering with consent of the National Security Studies Advisor and ROTC Commander. Courses must deal with military policy, history, organization or roles. Examples of such a course is:
- MIL 308: U.S. Army Campaign History

Other courses related to national security and security studies as approved by the program coordinator.
Philosophy
Associate Professor Paul F. Jeffries (Chair); Assistant Professor Joshua Filler

**Departmental Mission Statement:** The Department of Philosophy enables 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. They will be encouraged to see the relevance of these ideas and practices so that they engage conceptual and social 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 respond to new problems that may emerge as they continue on their own lifelong pursuit of wisdom.

**Communicating Plus - Philosophy:** Philosophy majors develop skills in the four Communicating Plus skills areas - written communication, oral communication, critical thinking, and problem solving. The central activity of doing philosophy is solving philosophical problems - problems occurring when things don’t make sense because conflicting ideas seem equally reasonable. Developing an understanding of philosophy as a problem solving activity is the main thrust of the introductory course, with other courses concentrating on particular domains of philosophical issues. Writing is given major attention in all classes, because it is especially valuable for describing problems and showing how creative ideas might be applied to solve them. Since the structure of philosophical problems is the same as a dialogue, participation in dialogues is relied on and cultivated in the discussion format of virtually all classes. The philosophy program culminates in a capstone experience in which students develop their own philosophy and dialogue with others in a public presentation of part of that philosophy.

**Requirements for a major in philosophy:** PHL 324 and 326; PHL 342 or 344 or equivalent; PHL 491 and 492, and other courses for a total of 32 credits in philosophy.

**Requirements for a minor in philosophy:** PHL 324 or 326; at least one additional course in philosophy at the 300 level; and other courses for a total of 20 credits in philosophy.

120. **Introduction to Philosophy**  
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.

175. **Introduction to Philosophy: Variable Topics**  
Four credits.  
A slightly abridged version of PHL 120 when taught as part of the First-Year Studies program. Please see the pertinent Schedule of Courses for the listing of topics courses and possible prerequisites. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.
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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

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**  
Staff  
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 tradition, 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/Filler  
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 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.

251. Introduction to Philosophy of Science

Four credits.
This course explores the philosophical elements involved in the study of science. Through the examination of historical and contemporary examples, a variety of philosophical concepts will be explored including issues such as the definition of a “science,” the difference between science and pseudo-sciences, the nature of scientific theories, the processes of explanation and justification of scientific theories. The course will also consider how philosophy can illuminate debates about central questions in some of the sciences such as what is a natural law and what is a species. While there is no official prerequisite for the course, it may be helpful to have at least one course in philosophy and/or in a scientific discipline broadly construed. Prerequisite: one course in philosophy and/or one course in the natural sciences or instructor’s consent.

281. Human Nature

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 will also 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.

284. Aesthetics

Four credits.
An exploration of the nature and value of beauty, primarily through the objects and experiences of the fine and performing arts (visual arts, architecture, music, dance, drama, film, and poetry). Included is an investigation of aesthetic theories relating to the maker or creator of art, the viewer or audience, the object or event, and the circumstances or context. Students need not have previous direct experience with the fine or performing arts.

290. Reality and Knowledge

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 traditions will be examined. Prerequisite: four credits in philosophy.

300. Departmental Studies

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisites: three hours of credit in philosophy and consent of the instructor.
308. Logic

Four credits.
Expansion of the logical techniques introduced in PHL 120, and an examination of philo-
osophical issues associated with the development of logic, to include the relationships
between ordinary language and logical symbolism, the development of inference rules
and proof techniques, and the nature of the problems of consistency and complete-
ness within a system of axioms. Prerequisite: four credits in philosophy.

324. History of Philosophy: From Classical Thought Through the Renaissance

Four credits. Offered in 2016-17 and alternate years.
An exploration of the history of philosophy from its currently known written beginnings
to its initial attempts to come to grips with the legacy of the Renaissance in Europe and
the beginnings of modern natural science. Some key primary texts will be studied, along
with attention to major issues, thinkers, and ideas, as well as to the question, “What does
it mean to say that philosophy has a history?”

326. History of Philosophy: From the Enlightenment to the Present

Four credits. Offered in 2014-15 and alternate years.
An examination of the history of philosophy from the beginnings of the Enlightenment’s
development of modern science and of individualism, to the present-day legacies of
Anglo-American and Continental philosophy.

342. Chinese Philosophical Traditions

Four credits.
An introduction to main currents in Chinese philosophical thought from ancient times to
the present. Particular attention will be given to how the concerns of leadership are ad-
dressed and eventually problematized from the codification of prehistoric wisdom in the
Yijing (The Book of Changes) to post-Maoist thought and “Third Wave” Confucianism.
Sunzi’s The Art of War will be examined, along with classical Confucian and Daoist texts.
The emergence of philosophy itself in Chinese culture will be considered, along with the
distinctively Chinese fusions of indigenous philosophy and Buddhism. May count toward
the global and cultural studies requirement; refer to the Academic Policies: Global and
Cultural Studies Requirement section for more information. Prerequisite: four credits in
philosophy.

344. Indian Philosophical Traditions

Four credits.
An overview of the major philosophical traditions of the Indian subcontinent and their
historical development. A comparison of these traditions and the mainstream Western
tradition in terms of ideas about reality, value, and knowledge, including logic. Particu-
lar attention will be given to thinking about the nature of the self and the meaning of
life, including contemporary Indian philosophical reflection on these matters. May count
toward the global and cultural studies requirement; refer to the Academic Policies:
Global and Cultural Studies Requirement section for more information. Prerequisite: four
credits in philosophy.

353. Human Rights

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. Prerequisite: four credits in philosophy.
355. The Philosophy of Evolution

Four credits.
An examination of the philosophical idea of evolutionary change and its particular application to the subject of the origins and development of biological species. Particular attention will be given to Darwinian and pre-Darwinian theories of species evolution, to the criticisms of evolutionary theory from within and without the scientific community, including “punctuated equilibrium” and creationism, and to other non-biological applications of evolutionary theory. Prerequisite: PHL 120 or 175, or BIO 121, or ANT 110.

388. Guided Readings in the History of Philosophy

Variable credit course, 2-4 credits.
Focusing on a topic of interest to the student, students will read works from the history of philosophy in order to gain a sense of how that topic emerges and how the thought of major thinkers is relevant to it. In the process, they should also gain a history of philosophy. Readings will be selected by or with the approval of the instructor. Prerequisite: open to all philosophy majors or minors of junior or senior standing.

390. Tutorial for Philosophy Majors and Minors

Variable credit course, 2-4 credits.
Student-selected topics. Students select a staff member under whom they wish to complete an individualized reading program and discuss weekly or biweekly papers, perhaps culminating in a large paper, on assigned readings. Prerequisite: open to all philosophy majors or minors of junior or senior standing.

391. Tutorial in Epistemology

Variable credit course, 3-4 credits.
Students are guided through readings in the history of philosophy and contemporary philosophy to learn of the major issues and major positions with respect to the nature and possibility of knowledge. Prerequisite: open to all philosophy majors or minors of junior or senior standing.

392. Tutorial in Metaphysics

Variable credit course, 3-4 credits.
Students are guided through readings in the history of philosophy and contemporary philosophy to learn of the major issues and positions with respect to the fundamental nature of reality. Prerequisite: open to all philosophy majors or minors of junior or senior standing.

491. Senior Statement I

Two credits. Fall semester.
Students work at analyzing a particular philosophical problem of interest to them (fall) and on articulating their own systematic philosophy (spring). Attention will be given to consistency and coherence, the latter in the sense of an integration of the various aspects of philosophy. Reflective critiques of alternative positions will be expected, as well as an awareness of historical roots of one’s ideas. Prerequisites: 12 credits in philosophy and senior standing.

492. Senior Statement II

Two credits. Spring semester.
Students will build upon the work begun in the fall semester, with a focus on both developing one's own philosophical commitments and developing a presentation to be delivered publicly to the Ripon College community at the end of the semester. Prerequisite: PHL 491.
540. Independent Study

Variable credit course, 2-4 credits.
Open to majors who have a 3.0 or better average in philosophy. To enroll, students must first submit an outline of a study project and research plans acceptable to the instructor with whom they intend to work. Such study normally results in a substantial research paper. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

Physical Science

(Co-Directors)
Professors Colleen Byron, Dean Katahira;
Assistant Professor Leah Simon

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 must also 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 171 and PHY 172 (preferred for all and required for anyone planning to use the physical science major as preparation for engineering study) or combinations including PHY 151 and PHY 152 or PHY 171 and PHY 152, or PHY 151 and PHY 172 (with permission of the instructor); PHY 251, and four additional credits in physics chosen from 330, 340, 360, or 412; CHM 111 and 112, 211, 214, and 334; MTH 202 or higher; two credits of seminar (PHY 500 and CHM 501). A senior thesis is required. Students majoring in physical science may not major or minor in chemistry or physics.

Requirements for a teaching major in physical science: all courses for the physical science major listed above including PHY 360, the senior thesis, plus the course Teaching of Physical Science (cross listed as PHY 401 and CHM 401) and BIO 120.

Requirements for Broad Field Sciences Teacher Licensure (Grades 6-12/EA-A Licensure): students are required to complete distribution requirements, a minor in educational studies and either the 1) chemistry-biology major plus the following courses: PHY 251, PHY 360, either BIO 219 or BIO 247 (depending on the emphasis in the major), or 2) the physical science major including PHY 360 plus the following courses: BIO 121, BIO 219, BIO 247, either BIO 211 or BIO 216, and both BIO 401 and PHY/CHM 401. Teaching methods coursework (PHY/CHM 401 and BIO 400) is required for licensure but will not count toward the major.

Physics

Associate Professor Sarah J. Desotell;
Assistant Professor Leah E. Simon (Chair)

Departmental Mission Statement: The Ripon College Physics Department engages students in the understanding of the physical world and enhances students’ awareness of the critical role of physics in modern society. The Physics 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.
Communicating Plus - Physics: Students completing a major in physics develop skills in four Communicating Plus areas: problem solving, written communication, oral communication, and critical thinking. These skills develop in all courses required for the major and are refined with experience. Solving problems systematically is a significant component of each physics course and the mathematical sophistication of problem solutions as part of written assignments and laboratory work increases from first-year work to sophomore and junior courses. Students are given opportunities to apply use of numerical methods and computer modeling as well as differential and integral calculus, algebra, and analytic geometry to the solution of problems. Error analysis is a vital part of laboratory work from the very beginning. By the time students are working in the Modern Physics or other advanced laboratory setting, they are expected to apply their understanding of error analysis to experimental design. Most written communication requires the integration of mathematical expressions, figures, tables, and other graphics into text. Students are expected to practice combining these elements not only in laboratory reports but also in problem solution papers. As students progress from first-year to more advanced courses, their reports increase in length, detail, and mathematical sophistication. More emphasis is placed on derivations as well as on literature searches for background. Critical thinking is central to effective experimental design. Oral communication in beginning courses occurs mostly among peers during group laboratory and problem-solving sessions. Some quizzes make use of group formats to encourage effective exchange of ideas. A poster session during the first-year and Power Point presentations of projects in advanced courses help develop both oral communication and graphics skills. All of these skills are brought to bear on the senior thesis project that involves both written and oral presentations of an individually designed research project that must involve literature searches and project design.

Requirements for a major in physics: PHY 251, 330, 333, 340, two semesters of physics seminar (PHY 500), plus eight additional credits in courses numbered above 200 (excluding 401). Additionally, physics majors must complete MTH 206. Majors must also 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.

**Requirements for a teaching major in physics: PHY 251, 330, 333, 340, 360, 401; two semesters of physics seminar (PHY 500); plus four additional credits in courses numbered above 200. Teaching majors must also take at least eight credits in another science as well as ENV 120. Teaching majors must complete a substantial research project that culminates in a written thesis as well as a seminar presentation.

Requirements for a minor in physics: PHY 171 and 172 (preferred beginning sequence), but combinations such as PHY 151 and 152 or PHY 171 and PHY 152 or PHY 151 and PHY 172 (with permission of the PHY 172 instructor) are also possible; PHY 251, 500, and at least eight additional credits in physics courses numbered higher than 200 (excluding 401) chosen in consultation with the department chair. Students minoring in physics may not major in physical science.

**Requirements for a teaching minor in physics: PHY 171 and 172 (preferred beginning sequence), but combinations such as PHY 151 and 152 or PHY 171 and PHY 152 or PHY 151 and PHY 172 (with permission of the PHY 172 instructor) are also possible; 251, 360, 401, 500 and at least four additional credits in physics courses numbered above 200 chosen in consultation with the department chair.

Physics majors and minors usually begin their course of study in their first year with PHY 171 and PHY 172 unless they can demonstrate significant advanced study. Those students intending to use a physics major as a basis for work in engineering are recommended to take at least two semesters of chemistry. Those students preparing to do graduate work in physics are recommended to consider studying at the Swansea University or St. Andrews University during the second semester of their junior year. MTH
201, 202, and 206 or equivalent background are necessary prerequisite or corequisite for courses beyond PHY 172 or 152. MTH 224, 303, and 343 are highly recommended for students preparing to do graduate work in physics.

**Note:** students interested in Broad Field Sciences licensure with an emphasis in physics should refer to the information on physical science.

101. Physics: Matters of Matter Staff

Four credits.

This course explores the behaviors of solids, liquids, and gases to explain observations in our daily lives through laboratory investigations, demonstrations, current events, and problem solving. Atomic structure, nuclear reactions, and plasmas are also included in this course. This course is intended for non-science majors with little or no prior experience in physics. It does not count toward the physics major or minor.

102. Good Vibrations: Waves and Energy Staff

Four credits.

Physics phenomena in our everyday lives are explored in this course, including light, sound, electromagnetism, and motion. The course includes laboratory investigations, demonstrations, current events, and problem solving activities. This course is intended for non-science majors with little or no prior experience in physics. It does not count toward the physics major or minor.

111. Exoplanets: Discovering Alien Worlds Simon

Four credits.

Exoplanets are planets orbiting stars other than our Sun. Exoplanet detection techniques, along with the physics of planet formation are investigated in this course. Detection of conditions required for life and comparisons between exoplanets and planetary bodies in our solar system are also explored. Course components include laboratory activities, problem-solving activities, projects, demonstrations and discussion of current events and relevance to everyday lives. This course is intended for non-science majors with little or no prior experience in physics. It does not count toward the physics major or minor.

120. Astronomy Simon

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. It does not count toward the physics major or minor.

151. Introductory Physics I Desotell

Five credits. Offered fall semester yearly.

Algebra and trigonometry based. Mechanics: linear and rotational motion, forces, momentum, work. Lecture, laboratory, and problem-solving sessions. Intended for students with interest in science and/or mathematics but with little or no previous experience with physics.

152. Introductory Physics II Desotell

Five credits. Offered spring semester yearly.

Algebra and trigonometry based. Thermodynamics, electricity, electromagnetism, and light. Lecture, laboratory, and problem-solving sessions. Intended for students with interest in science and/or mathematics but with little or no previous experience with physics. 

**Prerequisite:** PHY 151 or PHY 171 or permission of the instructor.
171. General Physics I

Simon

Five credits. Offered fall semester yearly. Calculus based. Mechanics: linear and rotational motion, forces, momentum, work. Lecture, laboratory, and problem-solving sessions. Intended for students of physics, pre-engineering, chemistry, and mathematics. Prerequisite: high school physics or the equivalent. Corequisite: MTH 201.

172. General Physics II

Simon


200. Exploring, Learning and Teaching the Solar System

Staff

Two credits. Formation, structure, content, and dynamics of the solar system as discovered and explored from early times until the present. Emphasis on learning through laboratory activities such as those in the NASA Aerospace Educational Services Project (AESP) toolkits. Intended for in-service elementary teachers and Ripon College students seeking EC/MC teaching certification. Laboratory activities, group projects, classroom visits and presentations.

251. Modern Physics

Simon

Five credits. Offered fall semester yearly. Historical development of quantum physics. Introduction to quantum mechanics, structure and behavior of atoms, nuclei and solids, special and general relativity, quantum statistics. Applications of modern physics to current technology. Lecture, laboratory, and problem-solving sessions. Prerequisites: PHY 172, or PHY 152 and MTH 202, or consent of the instructor.

263. Flight and Floating

Staff

Two credits. This is an In Focus course, including theoretical and experimental studies of a variety of flight applications. Fundamental principles of buoyancy, lift, drag, and thrust will be applied to understand the flight of airplanes, kites, hot air balloons, rockets, weather balloons, and more. Topics will be covered through hands-on experiments, mathematical modeling, and field trips. The course has no prerequisites, but will contain a significant mathematical component for theory and modeling.

300. Departmental Studies

Staff

Two to four 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, or PHY 152 and consent of the instructor.

310. Aerospace Studies Seminar

Staff

One credit each semester. Can be taken more than once for credit. Enrollment for credit limited to students with NASA Wisconsin Space Grant Consortium (WSGC) undergraduate scholarship. Grading is S-U.
330. Advanced Mechanics

Four credits. Offered fall 2016 and alternate years.
Topics include kinematics and dynamics of particles and rigid bodies, oscillations, central-force motion, rockets, collisions, Lagrangian mechanics. Lecture, problem-solving sessions, and projects. Prerequisites: PHY 251 and MTH 202, or consent of the instructor.

333. Thermodynamics and Statistical Physics

Four credits. Offered spring semester yearly.
A study of the interrelationships between temperature, thermal energy, heat, work, and entropy, explored on both macroscopic and microscopic scales. Topics include applications of the laws of thermodynamics to idealized and actual physical systems (paramagnets, power plants, refrigeration), with statistical derivation and applications of entropy. Lecture, problem-solving sessions, and projects. Prerequisites: PHY 172, or PHY 152 and MTH 201, or consent of the instructor. Corequisite: MTH 202.

340. Electricity and Magnetism

Four credits. Offered spring 2016 and alternate years.
Electrostatics, DC and AC circuits, development and application of Maxwell’s equations to systems including wave optics. Lecture, problem-solving sessions, individual and group projects. Prerequisites: PHY 251 and MTH 202, or consent of the instructor.

360. Astrophysics

Four credits. Offered spring 2017 and alternate years.
This course includes an introduction to astronomical methodology and cosmology. Astronomical techniques, stellar structure and evolution, galactic structure, quasars and cosmology are emphasized. The course explores a laboratory introduction to astronomical observation. Prerequisite: PHY 251 or consent of the instructor.

401. The Teaching of Physics

Two credits.

412. Quantum Mechanics

Four credits. Offered fall 2015 and alternate years.
Solutions of the Schrödinger 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

Four credits. Offered spring 2017 and alternate years.
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. Introduction to numerical methods and application of numerical models to explore problems such as fluid dynamics, stochastic processes, and electronic structure. Prerequisite: PHY 251 or consent of the department chair.
177

500. Senior Seminar

Two credits each semester. May be taken twice for credit.

Offered on demand for senior physics majors and minors.
Student led demonstrations and problem-solving sessions. Development of senior thesis project, presentations of research results. Grading is S-U. Prerequisites: PHY 251, junior or senior standing, consent of the department chair, and 12 credits toward the major or minor.

540. Independent Study

Variable credit course, 2-4 credits. Offered on demand.
No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: PHY 251, junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

Politics and Government

Professor Martin F. Farrell;
Associate Professors Lamont C Colucci (Chair), Henrik M. Schatzinger (on leave spring 2016);
Adjunct Professor Steven R. Sorenson

Departmental Mission Statement: Politics and humanity are inseparable. There is no civilization, society, or community without politics. Politics affects our lives whether it is in the formal environment of Congress, or the informal environment of our office, student groups, or other social associations. The Politics and Government Department of Ripon College seeks to provide students with the knowledge and experience required to play an active and vital role in their local, state, national, and international communities.

Communicating Plus - Politics and Government: Politics and government majors address the four Communicating Plus skills areas - written and oral communication, problem-solving, and critical thinking - throughout the major. Politics is about the search for answers to problems affecting society; thus political science seeks to identify and propose solutions to these problems. In all politics courses, the often volatile and emotional issues of political life are subjected to rigorous rational analysis - that is, critical thinking is applied to the “stuff” of politics. Because political effectiveness depends on the ability to communicate accurately and persuasively, written and oral communication are significant components of most departmental courses. The culmination of the program is a yearlong senior seminar, in which students identify, research, and analyze a contemporary political problem and draft, revise, and publicly present and defend their conclusions. In this process, they utilize the Communicating Plus skills to demonstrate the knowledge they have gained throughout their study of politics and government.

Requirements for a major in politics and government: POL 110, 220 and 230; four elective courses meeting the following criteria: 1) at least three of the electives must be numbered 300 or higher; 2) 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; 3) at least two of the total of nine courses taken for the major must be primarily concerned with American politics and government; 4) at least two of the total of nine courses taken for the major must be primarily concerned with comparative or international politics; POL 501 and 502 is required for all majors.

Requirements for a minor in politics and government: POL 110 and 220; 12 additional credits of which 8 credits must be 300-level or higher. Students considering American
Government and Politics for graduate school should also take POL 230. Students considering a career in international relations should take POL 280.

**Requirements for a teaching major in politics and government:** POL 110, 220, 280, 321 or 331, 335, 381, 501-502; and HIS 401.

**Requirements for a teaching minor in politics and government:** POL 110, 220, 280, 333 or 334; HIS 401; and other courses agreed upon by student and advisor to total 22 hours, excluding HIS 401.

**Broad Field Social Studies Teacher Licensure (Early Adolescence/Adolescence (Grades 6-12):** Students seeking licensure at the levels in the social science disciplines (economics, history, politics and government, psychology, and sociology) may choose one of the options listed below to add endorsements in fields outside their major. Students may complete a minor in a discipline outside the social sciences or the broad field licensure program outlined below. Broad field licensure prepares teachers to teach in general social studies classes in grades 6-9. They will also be licensed to teach the specific discipline of their two concentrations at the high school level. Given the very difficult job market for social studies teachers, students should consider one of these options to strengthen their employment options.

**Option 1 – Major/Minor Program:** The first option open to student majoring in a social studies discipline is to complete a minor in another social studies discipline or a subject outside the social sciences. Recent examples of programs designed on this model are a history major with an English minor and a politics and government major with an English minor. In this case, the student would student teach and be fully licensed to teach both subjects.

**Option 2 – Social Studies Major with Broad Field Social Studies Licensure:** As part of their program of study, students must complete the following:

1. A major in a social science discipline,
2. Concentrations, as defined in the chart below, in two other social science disciplines, only one of which may be in history,
3. At least one course in each of the following disciplines: economics, history, politics and government, psychology, and sociology.
4. One of the courses that address geography as a factor that influences human interactions and society from the following list: HIS 281, HIS 282, ECO 332 or 361, or POL 112. This course may also count toward fulfillment of criteria 1-3.

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.

300 and 400 level courses are typically offered in alternate years.

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<th>Economics</th>
<th>US History</th>
<th>World History</th>
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<td>ECO 211 and 212</td>
<td>2 of the following 5 history classes: 241, 242, 262, 263, or 264</td>
<td>HIS 281 and 282</td>
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<td>One 300-level course other than 313</td>
<td>One 300-level course</td>
<td>2 area studies courses, one at the 200-level, one at the 300-level, selected with a history advisor</td>
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<th>Politics and Government</th>
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<td>POL 112, 220</td>
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<td>One 300-level course</td>
<td>Two 200-level topics courses</td>
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110. Introduction to Politics

Four credits.

Colucci

An introduction to the study of political ideas, institutions, and procedures. Provides the theoretical foundation for the discipline in the works of thinkers including Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Montesquieu, the American framers, Marx and Mill. Important contemporary applications of these ideas are also considered.

111. Global Political Culture

Four credits.

Farrell

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. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as GLB 111. Open to first-year and sophomore students only, except by permission of instructor.

112. Global Political Economy

Farrell

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. Same as GLB 112. Open to first-year and sophomore students only, except by permission of instructor.

180. Survey of World Cinema

Farrell/Katahira

Two credits.

An introduction to contemporary trends in international feature films. The craft of film criticism will also be studied and practiced. Requirements include viewing all films in the International Film Series, attending weekly 50-minute discussion sessions, and writing a critique of each film. May be repeated for credit. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as GLB 180.

200. Departmental Studies

Staff

Two credits.

Special subjects in politics and government 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

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.
230. Methods of Political Research

Schatzinger

Four credits.
Concentrates on the empirical political research methods and tools used to conduct and evaluate scholarly research. Specific issues include the art of theory building, establishing and evaluating causal relationships, concept measurement, and data analysis. Students will be enabled to understand, critique, and conduct political research and thereby be prepared for more advanced coursework at Ripon College, senior essays, and graduate school.

280. Introduction to International Relations

Colucci

Four credits.
This course will explore international relations in both theory and practice. Throughout the semester we will consider how various actors - nation states, multi-national corporations, individuals, sub-national groups, trans-national groups and international organizations - use political, military, economic, and cultural power in pursuit of their interests. This course will serve as a foundation for understanding international affairs and foreign policy for both the student who is majoring in the field as well as those who simply want a way to conduct an educated analysis of the subject.

300. Departmental Studies

Staff

Variable credit course, 1-4 credits each semester. Offered on demand. Special subjects in politics and government 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

312. Introduction to Law

Staff

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.

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Prerequisite: POL 220 or consent of the instructor.

322. 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, on groups, and on society in general in light of the major technological developments that are changing the news media scene.
323: Interest Group Politics  Schatzinger
Four credits.
Examines the ways 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, legislative and executive branch lobbying, and the impact of interest groups on legislative behavior in light of theories of representation. Prerequisite: POL 110, 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 will also 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: POL 220 or consent of the instructor.

327. Political Psychology: Citizens, Movers and Shakers  Schatzinger
Four credits.
Political psychology studies human nature so as to understand politics. We explore what psychology tells us about people as political citizens and as leaders. Specific course topics include: attitude formation, attitude change, decision biases, group decision making, personality, social identity, political leadership, voting behavior, public opinion, and media framing. The course pays special attention to the powerful roles that emotions play in all aspects of politics.

331. American Political Thought  Colucci
Four credits.
This course will explore the philosophical foundations of American politics in depth. An emphasis will be placed on over-arching themes that have shaped and continue to shape American history, politics, and society. Students will be exposed to a variety of thinkers that have influenced American political thought such as John Locke, Adam Smith, Thomas Jefferson, John Adams, and James Madison. Themes such as natural law, natural rights, American exceptionalism, manifest destiny, New Jerusalem, liberty vs. the state, political conflict, and the philosophic roots of American liberalism, libertarianism, and conservatism will be highlighted. Prerequisite: POL 110 or 220, 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 will then 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 will also 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.

343. U.S. National Security Policy

Colucci

Four credits.

Provides an overview of U.S. national security policy, with special attention to the sources of threats to U.S. national security, approaches to national security strategy, the role of conventional military force and nuclear weapons, and actors in the policy making process. In addition, we will investigate several current debates affecting national security policy making in the United States. Prerequisite: POL 280 or consent of the instructor.

346. 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 will also 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: POL 110, 220 or consent of the instructor.

362. The Arab-Israeli Conflict: Moral and Political Dimensions

Brusin

Four credits.

How can we explain the persistent and relentless antagonism between Jews/Israelis and Arabs, both in Palestine and in neighboring Arab countries, whose roots go back to medieval times—if not before? 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 a few interconnected central 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 historic and moral rights to the same land? And, if so, does this mean the conflict will never be resolved?
- Is it an ethnic conflict between competing groups reflecting constantly changing demographic patterns?
- 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?

Not all these questions can be answered. But understanding their role in events unfolding in the Middle East is crucial if we are to find a way to bring some measure of peace and stability to the region and to the Israelis and Palestinians in particular. Counts toward the Global and Cultural Study Requirement. Same as HIS 200 and REL 362.
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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

372. Development and Change in Latin America
Farrell
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 are also considered. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

373. China in Transition
Farrell
Four credits.
Begins with analysis of the traditional Chinese system and its breakdown, leading to four decades of political strife and the victory of the Communist party in 1949. The bulk of the course examines politics since the death of Mao, with specific reference to the contradictions between economic reform and political stagnation. Concludes with an assessment of the prospects for a democratic transition in the 1990s. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

375. Religion and Politics in Comparative Perspective
Smith
Four credits. Offered in spring 2014 and alternate years.
An analysis of the interaction between religious beliefs and practices (Christian, Islamic, Hindu), with political dynamics in various countries in the 20th century. Regional areas will include Central and South America, Sub-Saharan Africa, the Middle East, Southern Asia, and the United States. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as IDS 322 and REL 322. Prerequisite: POL 280 or REL 221.

376. Politics of Contemporary Europe
Farrell
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. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.
381. United States Foreign Policy

Four credits.
This course will explore the role of the United States in the world. The class will follow a historical model of diplomatic history and politics from the American Revolution to the present. Prerequisite: POL 280 or consent of the instructor.

383. Ethics and International Affairs

Four credits.
The central question addressed in this course is whether or not ethically motivated action in international affairs is possible. Do the absence of global consensus on moral values and the lack of a world government to impose sanctions mean that nations and trans-national organizations will engage in pursuit of political and economic interests without ethical restraints? The first part of the course will deal with contrasting arguments by political theorists on the role of morality in international relations. The second part focuses on specific issues in contemporary international relations that have moral implications - 1) new forms of international warfare; 2) international intervention inside nation states to stop genocide; 3) the protection of human rights; 4) the legitimacy of international tribunals to punish crimes against humanity; and 5) economic justice for developing countries. Same as IDS 321 and REL 321. Prerequisites: junior or senior standing, and POL 111, 112, or 280.

384. Religious Responses to Globalization

Four credits.
“Globalization” has been hailed in the popular press as one of the most significant transformative processes of our times and often dismissed in the academy for being a vague and worthless term. It has also been lauded by its supporters as a new opportunity for spreading wealth and prosperity and decried by its opponents as the source of a whole host of social, economic, political, and environmental problems. Since good leaders must understand the world in which they lead, a careful examination of this much-debated topic can promote effective servant leadership. This course will examine globalization from a variety of religious perspectives (Christian, Islamic, Buddhist, African religious) for the sake of promoting informed servant leadership. It will discuss what globalization is, explore various aspects of globalization, analyze the ways in which globalization and religion shape each other, and critique aspects of globalization from a number of religious traditions. Counts toward the Global and Cultural Studies requirement. Same as GLB 344 and REL 344.

385. Terrorism and Intelligence

Four credits.
Focuses on the misunderstood topic of terrorism and the neglected area of intelligence. The first half of the course deals with the issue of terrorism. This section identifies the fundamental and underlying reasons why America is a target for terrorists as it compares and contrasts various international terrorist groups and their respective ideologies. The second section will deal with intelligence, exploring the organization and functions of the U.S. Intelligence Community, its interaction with national security policy makers, key issues about its workings, and the challenges it faces in defining its future role. Prerequisite: POL 280 or consent of the instructor.

388. International Law

Four credits.
This course will examine the role of international law in international relations. We will explore issues such as sovereignty, territoriality, jurisdiction, treaties, the sanction of force, human rights and the role of international institutions. A particular focus on the United States and international law will be considered. Prerequisite: POL 280.
390. Politics of World Cinema
Farrell
Four credits.
Uses recent and classic international films to explore a variety of political, social and cultural issues as well as the unique characteristics of film as a medium of expression and communication. Students produce film critiques after consulting professional film criticism. A major independent research project is also required. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as GLB 321.

412. Constitutional Law I: Landmark Decisions
Staff
Four credits.
An introduction to the United States Constitution and issues of federal constitutional law as developed in landmark Supreme Court decisions. Major topics will be judicial review; the scope of federal legislative and presidential powers under the Constitution; and the Equal Protection and Due Process Clauses of the Fourteenth Amendment. Focus will also be placed on current cases and controversies before the Supreme Court. Prerequisite: POL 220 or 312 or consent of instructor.

413. Constitutional Law II: The Bill of Rights
Staff
Four credits.
An examination of constitution law focusing on the Bill of Rights and its interpretation as reflected in landmark decisions. Strong emphasis will be placed on the study of the freedoms contained in the First Amendment and their development throughout United States history. Significant attention will be devoted to current civil liberties cases and controversies. Prerequisite: POL 220 or 312, or consent of instructor.

501, 502. Senior Seminar
Colucci
Three credits.
Discussion of and research into selected topics. In the fall semester, in addition to general readings, students prepare a complete final draft of a senior essay, of 25-30 pages, on a topic chosen by themselves in consultation with their thesis supervisor. In the spring semester, students revise their essays into final form and present the results of their research. Required of all majors in their final year. Those on the Washington Semester or, with departmental permission, on other off-campus programs during the first semester of their final year, may present a paper incorporating substantial independent research undertaken in connection with the off-campus program as their senior essay draft, but they remain responsible for the fulfillment of the second semester requirements.

541, 542. Independent Study
Staff
Variable credit course, 2-4 credits.
Supervised investigation of problems in politics and government of special interest to the student. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and department project director, and 12 credits toward the major including POL 110, 202, and whichever of POL 220 or 280 is most appropriate to the proposed project.
550. National Security Capstone  
Two credits.  
Under the direction of the national security studies advisor, a capstone thesis will be developed on a topic concerning contemporary national security. The research will result in a paper and an oral presentation.

551, 552. Independent Study: Internship  
Variable credit course, 2-4 credits.  
Supervised field study involving participant observation of day-to-day work in a politically relevant office or agency. A brief paper which explains and analyzes the work experience will be required. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Grading is S-U. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major including POL 110, 202, and whichever of POL 220 or 280 is most appropriate to the proposed project.

Psychobiology  
(Co-Directors)  
Associate Professors Mark Kainz, Memuna Khan, Kristine Kovack-Lesh

The psychobiology major is an interdisciplinary program of study in the behavioral and biological sciences. It is designed for those students who are interested in such fields as animal behavior, behavior genetics, cognitive 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 a course 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 121, BIO 219, PSC 110, PSC 211, 212, PSC 339, CHM 111, CHM 112, one or two credits of Independent Study 541, 542 or Internship 551, 552 and either (a) BIO 501, 502 or (b) PSC 423. Beyond the core requirements, students are required to take at least two elective courses, one from each department listings below:

**Biology**
- Ecology (BIO 247)
- Animal Behavior (BIO 241)
- Behavioral Ecology (BIO 339)
- Invertebrate Zoology (BIO 215)
- Vertebrate Zoology (BIO 216)
- A&P I (BIO 211)
- A&P II (BIO 312)
- Cell Biology (BIO 327)
- Developmental Biology (BIO 329)

**Psychology**
- Infant Development (PSC 234)
- Child Development (PSC 235)
- Adolescence (PSC 242)
- Physiological Psychology (PSC 324)
- Sensation and Perception (PSC 328)
- Cognitive Neuroscience (PSC 342)

All psychobiology students are strongly urged to take course work in computer science, data science, mathematics through calculus, and PHY 151 and 152.
541, 542. Independent Study  

Variable credit course, 1-2 credits. Students will explore an area of psychobiology that interests them under the supervision of two faculty members (one each from the psychology and biology departments). The original research will result in a required final paper and a presentation at the Ripon College Research and Scholarship Symposium. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

551, 552. Internship  

Variable credit course, 1-2 credits. Supervised study combining scholarly achievement and practical experience in the field of psychobiology. Together with an academic supervisor and the Director of Career Development, the student arranges either a position of observing and assisting a professional in the field of psychobiology or a volunteer position in a relevant office or agency. Typically, students seeking a one-credit internship will receive 3-5 hours of experience per week for 12 weeks, while students seeking a two-credit internship will receive >6 hours/week. The student is required to keep a journal and submit a literature-based research paper. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

Psychology  

Professor Joe W. Hatcher;  
Associate Professor Kristine A. Kovack-Lesh (Chair)  
Visiting Professor Jason M. Cowell

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:

- assess the published literature in domains of psychology  
- articulate the seminal theories and findings of the field  
- understand the complexity of causal relations in behavior  
- apply knowledge of the field to contemporary issues  
- use statistics to test hypotheses within and area  
- relate the field of psychology to other sciences  
- propose, conduct, report, and defend independently designed ethical research  
- sustain an individualized intellectual curiosity about the field

Communicating Plus - Psychology: Psychology majors address the four Communicating Plus skills areas—written and oral communication, problem-solving, and critical thinking—throughout the major. In early classes, students study how psychologists frame, solve, and express their answers to problems. They begin to collaborate in solving problems and designing research. Students in 200-level classes develop tools to evaluate, discuss, and write about theory and research, and they learn to do several styles of background research. In 300+ level courses, students refine their methodological and laboratory skills and develop their communication skills through oral reports and research papers. Senior level students complete a capstone research project.
They collaborate in planning research; conduct it and report it, orally and on paper; and critique others' work. Seniors also critically analyze controversial texts and evaluate students' understanding of psychology as a discipline and competence in the Communicating Plus skills areas.

**Requirements for a major in psychology**: PSC 110, 211 and 212, 423, 424 and at least four other psychology courses selected from the following: classes numbered at or above 200, two of which must be selected from 310, 313, 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 prerequisite for all courses numbered at or above 300. 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**: Eighteen 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.

**Requirements for a teaching major in psychology**: Thirty-seven credits in psychology including PSC 110, 211 and 212, 232, 423 and 424; two of the following: 221, 224, 234, 235, 242; two of the following: 310, 313, 324, 328, 339, 342.

**Requirements for a teaching minor in psychology**: PSC 110, 211 and 212; three courses chosen from the following (one of which must be 313): 224, 234, 235, 242, 313, 339, and 342.

**Broad Field Social Studies Teacher Licensure Options Early Adolescence/Adolescence (Grades 6-12)**: Students seeking licensure at the levels in the social science disciplines (economics, history, politics and government, psychology, and sociology) may choose one of the options listed below to add endorsements in fields outside their major. Students may complete a minor in a discipline outside the social sciences or the broad field licensure program outlined below. Broad field licensure prepares teachers to teach in general social studies classes in grades 6-9. They will also be licensed to teach the specific discipline of their two concentrations at the high school level. Given the very difficult job market for social studies teachers, students should consider one of these options to strengthen their employment options.

**Option 1 – Major/Minor Program**: The first option open to student majoring in a social studies discipline is to complete a minor in another social studies discipline or a subject outside the social sciences. Recent examples of programs designed on this model are a history major with an English minor and a politics and government major with an English minor. In this case, the student would student teach and be fully licensed to teach both subjects.

**Option 2 – Social Studies Major with Broad Field Social Studies Licensure**: As part of their program of study, students must complete the following:
1. A major in a social science discipline,
2. Concentrations, as defined in the chart below, in two other social science disciplines, only one of which may be in history,
3. At least one course in each of the following disciplines: economics, history, politics and government, psychology, and sociology.

4. One of the courses that address geography as a factor that influences human interactions and society from the following list: HIS 281, HIS 282, ECO 332 or 361, or POL 112. This course may also count toward fulfillment of criteria 1-3.

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.

### 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 and independently designed student projects.

### 116. Advanced Tutorial

**Staff**

Variable credit course, 1-3 credits.

An opportunity for students to perform independent work on a topic of interest under the supervision of a faculty member. Counts toward the maximum number of credits allowed for independent study. Prerequisites: consent of the department chair and the faculty tutor.

### 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

**Hatcher**

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. Completion of PSC 211 is expected prior to enrollment in PSC 212. **Prerequisite:** PSC 110.

221. **Psychopathology**  
Hatcher  
Four credits.  
Description and analysis of causative factors (both psychological and biological), symptoms, and therapeutic measures taken with respect to various patterns of deviant behavior. Students learn to diagnose by examining and discussing published cases. **Prerequisite:** PSC 110.

224. **Theories of Personality and Counseling**  
Hatcher  
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.

232. **History and Systems of Psychology**  
Staff  
Four credits.  
A survey of Western psychology from its origins in Greek philosophy and biology to the present. The more significant movements, schools, and systems within psychology are considered and their interrelationships discussed. **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**  
Kovack-Lesh  
Four credits.  
Developmental processes associated with the period of adolescence. Emphasis is placed on physical, cognitive, personality, and social changes. **Prerequisite:** PSC 110.
300. Departmental Studies

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

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

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.

324. Physiological Psychology

Five 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.

328. Sensation and Perception

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

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.

342. Cognitive Neuroscience

Four credits. An introduction to the theories, methods, and findings of the interdisciplinary field known as cognitive neuroscience. Both behavioral research and studies of brain activity informs topics such as selective attention, language, cerebral lateralization, perceptual functions, motor control, executive functions and consciousness. Laboratories will focus on cognitive and perceptual processes. Lectures and laboratory. **Prerequisites:** PSC 110, 211 and 212.
401. **Teaching of Psychology**

Two credits.

An introduction to the teaching of psychology in high school. Focus will be on the development of useful pedagogical tools for the teaching of psychological principles in the classroom. A syllabus will be developed and, when possible, the student will give lectures in a high school class. **Prerequisite:** consent of the instructor.

423. **Research Seminar**

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.

424. **Senior Studies**

Four credits.

A consideration in some depth of one or more problem areas of psychology. This course typically requires the reading of several original works by major figures of the past, as well as by contemporary psychologists. **Prerequisites:** PSC 110, 211 and 212 and senior standing.

430. **Internship in Psychology**

Variable credit course, 1-3 credits.

Applications of psychology in the field. Together with an academic supervisor and the Director of Career Planning and Placement, the student arranges either a position observing and assisting a professional in the field of psychology or counseling or a volunteer position in a relevant office or agency. The internship culminates in a paper and presentation. Enrollment is limited to junior and senior psychology majors. Repeatable to a maximum total of four credits. Grading is S-U. **Prerequisites:** PSC 110, 211 and 212.

435. **Field Studies in Child Development**

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.

541, 542. **Independent Study**

Variable credit course, 1-4 credits each semester.

Experimental investigations of an original nature performed in consultation with the instructor. The experiments are reported in formally prepared papers. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. **Prerequisites:** PSC 110, 211 and 212, junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.
**Religion**

*Professor Brian H. Smith (Chair); Assistant Professor of Religion and Pieper Chair in Servant Leadership David William Scott; Adjunct Professor David F. Brusin*

**Departmental Mission Statement:** Students in the Department of Religion engage some of the major religious and moral traditions of the world so that as educated adults they understand the origins and development of human spiritual heritages and as responsible citizens better relate to the multi-religious dimensions of the contemporary world.

**Communicating Plus - Religion:** Students completing a major in religion address the four Communicating Plus skills areas - written and oral communication, problem-solving, and critical thinking - in required and elective courses in the curriculum. Every 100- and 200-level course requires short critical analyses of texts and longer papers addressing topics related to a religious tradition. In 300- and 400-level courses, students research contemporary moral or religious problems and present their analyses of the capacities of a particular religious tradition to contribute to the solution of those problems in formal papers. All classes incorporate a variety of discussion and presentation activities to build oral communication skills. The capstone experience allows majors to demonstrate mastery of the Communicating Plus skills areas in an extended research project about a moral or religious problem. The project involves definition of the problem, research, writing and revision in response to peer and professorial critiques, and presentation of a substantial final essay.

**Requirements for a major in religion:** Thirty-two credits, including REL 121, 122, 221, 442, and 450, or 451 and 452. The remaining 12 credits may be constituted from any other religion courses and/or from the following courses in other departments: ANT 313, 314; CLA 100/310, 220/320; HIS 221, 334; PHL 202, 241, 281, 324, 326, 353; SOC 309.

**Requirements for a minor in religion:** Twenty credits, including 121 or 122, and 221, and 442. The other 8 credits may be constituted from any other religion courses and/or from the following courses in other departments: HIS 221 and 334; PHL 241 and 353; SOC 309.

**115. Introduction to Ethical and Servant Leadership**

*Scott*

Four credits.

This course will introduce students to the paradigms of ethical leadership and servant leadership, emphasizing the importance of considerations of ethics and service in prominent contemporary understandings of leadership. It will examine ethical and service-related questions about leadership such as the following: What is the purpose of leadership? How should leaders and followers relate? What does it mean to serve? What do various religious and secular traditions have to say about ethics and service to others? How does context shape leadership? What are the practices of ethical and servant leadership?

**121. Introduction to the Hebrew Scriptures**

*Brusin*

Four credits.

This course is an introduction to the collection of literature known as The Hebrew Bible, or by the acronym, TANACH, standing for its three main divisions - Torah, Prophets (Nevi’im), and Writings (Ketuvium). No prior knowledge and no particular religious commitment are presumed. Actually, we will put all religious preconceptions and beliefs aside as we try to confront the biblical text on its own. One issue we face is deciding to what extent this is possible. Our central concern is not to arrive at a definitive understanding of the texts we examine; our main purpose is to appreciate the genius and timelessness of the biblical writers and of biblical themes and ideas. There is a vast and growing body of
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scholarship focused on analyzing and interpreting the Hebrew Bible from several different points of view. We will familiarize ourselves with some of these trends, and we will consider the arguments of some of these biblical scholars. Still, our central objective will remain the same: to understand and appreciate the perspectives of the biblical writers, to do our best to grasp what they were trying to say, and to allow ourselves to respond to it, each in his or her own way. The Department of Religion thanks the Jewish Chautauqua Society for its support of this course.

122. Introduction to the Christian Scriptures

Smith

Four credits.
The main foci of the course will include the major themes in Jewish culture and religion in the centuries just before and after Jesus’ life, the method and contributions of historical criticism to an understanding of the Bible, and the structure and theology of the Acts of the Apostles, the Synoptic Gospels (Matthew, Mark, and Luke), the Gospel of John, selected Pauline epistles (I Corinthians, Galatians and Romans), and Revelation.

220. Discovering the Historical Jesus

Brusin

Four credits.
It is impossible to understate the importance of the life and teaching of Jesus of Nazareth. But what do we really know about him? Do the sources (both the Gospels included in the New Testament and those not included) provide a consistent and clear picture of Jesus? What other sources can we turn to? What do we know about first century Judaism and how might that help us in describing the religion and religious experiences of Jesus? Who Jesus of Nazareth was and what he did is often inseparable from the theological convictions and literary conventions of those who write about him. Many New Testament scholars often fall back on their own theological predispositions when research allows for competing interpretations. One main objective of this course is to sort through the many issues related to discovering the historical Jesus and to stimulate critical thinking and meaningful dialogue about history, theology and faith as complementary ways of retelling and re-imagining the complicated and storied past of Jesus. Another main objective is to encourage and equip students to formulate, test, explore and defend their own historical reconstruction and understanding of Jesus.

221. Comparative World Religions

Smith

Four credits.
This course focuses on the origin and development of several world religions, including primal religions (in Africa and the United States), Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Basic texts of these religions will be analyzed as well as the historical evolution of the beliefs and practices of the respective adherents (and major subgroups) over time. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

222. Introduction to a Major Religious Tradition: Buddhism

Scott

Four credits.
This course will investigate the history of Buddhism from the life of the Buddha through contemporary times. Students will encounter major themes, figures, texts, practices, and beliefs. The course will emphasize not only the textual, philosophical, and historical traditions of the religion but also how the religion is practiced by millions around the world today. In the process, the course will examine the three main branches of Buddhism: Mahayana, Theravada, and Vajrayana (Tibetan) as well as significant traditions within Mahayana such as Zen. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.
224. A Convenient Hatred: A Study of Anti-Semitism

Three credits.
How can we explain the persistent and relentless hatred of Jews for more than 2000 years? What is certain is that anti-Semitism is as ancient as the Jewish people. This course examines some fateful, and often tragic, turning points in history that help to explain the persistence of this “convenient hatred”: the separation of Christianity from Judaism; the impact of early Islam on attitudes toward Jews; the impact of the Crusades on Jewish communities throughout Europe; the effects of the Protestant Reformation and Catholic Counter-Reformation on Jews; the impact of the Enlightenment, the Industrial Revolution and other modernizing forces on attitudes toward and treatment of Jews; the anti-Semitic conspiracy theories during and immediately following World War I, culminating in Nazi policies toward Jews prior to World War II. All this, and more, must be addressed before we can begin to understand the murder of more than six million Jews in the Holocaust, the way the world responded to the attempted genocide, and the ways anti-Semitism continues to play a role in the world today.

230. World Christianity

Four credits.
In the past two decades, there has been significant attention paid to the transformation of Christianity from a primarily Western religion to a truly global religion. In this course, students will learn about the diversity of ways in which people have believed and practiced Christianity around the world. This course will pay particular attention to Christianity in Africa, Asia, and Latin America. Students will explore what Christianity has meant and continues to mean to people around the globe through the disciplines of history, theology, biography, and the social sciences. Counts toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

231. History of Christian Theology and Ethics

Four credits.
An historical survey of the major themes in Christian religious and moral teachings from biblical times to the mid-20th century. Special attention will be given to how changes in Christian teaching have occurred in response to new intellectual developments in the Church and to new cultural and political challenges in secular society.

232. The Dead Sea Scrolls and the Bible

Four credits.
This course will explore a new (old) world revealed by the ancient Jewish literature discovered at Qumran, Israel in 1947 - known as the Dead Sea Scrolls. We will examine the contribution of these documents to our understanding of the theological motifs emerging in Second Temple times and the diversity in Judaism from the third century BCE to the first century CE. We will also attempt to understand the culture and religious climate in which Rabbinic Judaism and early Christianity arose and the relationship between the Dead Sea Scrolls, the Hebrew Bible, and the Christian Scriptures.

235. Religious Models of Servant Leadership:
Mohandas K. Gandhi & Martin Luther King Jr.

Four credits.
Mohandas K. Gandhi and Martin Luther King, Jr. have both served as inspiring models of servant leadership for many, effectively working for the betterment of their communities through nonviolent social action, even at great personal cost. This course will examine their lives, work, and thought, as well as the connections and contrasts between the two of them, since King was explicit about his indebtedness to Gandhi. The course will consider the social, religious, and political aspects of their leadership. It will also examine other nonviolent social movements they inspired. Students will thus come to a greater understanding
appreciation of how both Gandhi and King can continue to serve as models of servant leadership in our present context. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

240. Introduction Eastern Religions  
Scott  
Four credits  
This course will introduce students to the religious traditions originating in southern and eastern Asia. The course will be split into four portions: Hinduism, Sikhism, and Jainism; Buddhism; Confucianism, Taoism, and Chinese Traditional Religion; and Shintoism, Shamanism, and New Religious Movements. The course presumes no prior knowledge of any of these traditions. Students will learn about the history, beliefs, sacred texts, and practices of individual religions as well as exploring connections and influences between religions. The course aims to give students the sense of these traditions as living traditions which shape the lives and actions of billions of people around the world. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

256. Roman Religions  
Lowry  
Four credits  
A study of traditional Roman religions, both civic and personal. We will consider the other religions embraced by the Romans as they expanded into the wider Mediterranean world, especially those having origins in the Ancient Near East. Christianity is considered as it competes with and triumphs over paganism and becomes the imperial religion. This course may count toward the Global and Cultural Studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as CLA 256/356.

300. Departmental Studies  
Staff  
Variable credit course, 2-4 credits.  
Special subjects in religion not covered sufficiently 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

321. Ethics and International Affairs  
Smith  
Four credits.  
The central question addressed in this course is whether or not ethically motivated action in international affairs is possible. Do the absence of global consensus on moral values and the lack of a world government to impose sanctions mean that nations and trans-national organizations will engage in pursuit of political and economic interests without ethical restraints? The first part of the course will deal with contrasting arguments by political theorists on the role of morality in international relations. The second part focuses on specific issues in contemporary international relations that have moral implications - 1) new forms of international warfare; 2) international intervention inside nation states to stop genocide; 3) the protection of human rights; 4) the legitimacy of international tribunals to punish crimes against humanity; and 5) economic justice for developing countries. Same as IDS 321 and POL 383. Prerequisites: junior or senior standing, and POL 111 or 112 or 280.
322. Religion and Politics in Comparative Perspective

   Four credits. Offered in spring 2014 and alternate years.
   An analysis of the interaction between religious beliefs and practices (Christian, Jewish, Islamic, Hindu, and Buddhist), with political dynamics in various countries in the 20th century. Regional areas will include Central and South America, Sub-Saharan Africa, the Middle East, Southern Asia, and the United States. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as IDS 322 and POL 375. Prerequisite: POL 111 or 112 or 280, or REL 221.

330. Religion in American History

   Four credits.
   Religion has played an important role in the social, cultural, and political development of America as a nation. The American context has, in turn, tended to shape religious traditions in particular ways. This course will examine the role of religion in the social and cultural history of the United States from the colonial period through the present. The course will treat material from a variety of religious traditions. It will give special attention to the role of religion in such topics as the founding of the country, slavery, social reform movements, immigration, civil rights, political involvement, and racial, cultural, and ethnic diversity. Same as HIS 300. Prerequisite: REL 221 or 231, or one 200-level history course.

332. Comparative Religious Ethics

   Four credits.
   An outline of various moral theories and what religious faith adds to ethical reflection. The religious traditions covered are: Judaism, Christianity, Hinduism, Buddhism, and Islam. The current problems facing religious ethical reflection covered in the course include human sexuality, abortion, euthanasia, gender and racial justice, protection of the environment, and capital punishment. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

334. Topics in Western Spirituality

   Four credits.
   Focusing on Christianity from its early days through the early modern era, this course will explore various topics in western spirituality. Topics include various beliefs and practices, including Gnosticism, mysticism, asceticism, monasticism, pilgrimage, and eucharistic devotion. The lives of various men and women will also be explored, including saints, anchorites and mendicants. Also central to the course is an examination of the use of material objects and artistic images in religious devotion. The course has no prerequisites, but students will find it helpful to have had some background in medieval history and/or Christianity. Same as HIS 334 and ART 334.

340. The Book of Genesis: Where It All Begins

   Four credits.
   The Hebrew Bible is ancient literature that has greatly influenced the development of Western civilization and its most important writers and thinkers for more than two millennia. It gave rise to three monotheistic religions: Judaism, Christianity, and Islam. This course will study Genesis, the first book of the Hebrew Bible, in depth. The approach will be primarily literary, but we will also consider some classical and medieval commentaries. Despite the fact that modern scholars hear the voices of many different authors in the text, there is a distinctly unified theme throughout Genesis: the birth of a people and a nation with a unique understanding of its role in history and its relationship with God. Our central concern is to appreciate the genius and majesty of the writer(s) and the major biblical themes and ideas.
344. Religious Responses to Globalization  
Scott  
Four credits.  
“Globalization” has been hailed in the popular press as one of the most significant transformative processes of our times and often dismissed in the academy for being a vague and worthless term. It has also been lauded by its supporters as a new opportunity for spreading wealth and prosperity and decried by its opponents as the source of a whole host of social, economic, political, and environmental problems. Since good leaders must understand the world in which they lead, a careful examination of this much-debated topic can promote effective servant leadership. This course will examine globalization from a variety of religious perspectives (Christian, Islamic, Buddhist, African religious) for the sake of promoting informed servant leadership. It will discuss what globalization is, explore various aspects of globalization, analyze the ways in which globalization and religion shape each other, and critique aspects of globalization from a number of religious traditions. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as GLB 344 and POL 384.

362. The Arab-Israeli Conflict: Moral and Political Dimensions  
Brusin  
Four credits.  
How can we explain the persistent and relentless antagonism between Jews/Israelis and Arabs, both in Palestine and in neighboring Arab countries, whose roots go back to medieval times—if not before? 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 a few interconnected central 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 historic and moral rights to the same land? And, if so, does this mean the conflict will never be resolved?  
- Is it an ethnic conflict between competing groups reflecting constantly changing demographic patterns?  
- 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?  
Not all these questions can be answered. But understanding their role in events unfolding in the Middle East is crucial if we are to find a way to bring some measure of peace and stability to the region and to the Israelis and Palestinians in particular. Counts toward the Global and Cultural Study Requirement. Same as HIS 200 and POL 362.

442. The Problem of God in Comparative Perspective  
Smith  
Four credits. Offered in spring 2015 and alternate years.  
This course will explore the meaning of transcendence/God in various religious traditions, including primal religion, Christianity, Hinduism, Buddhism, and Taoism. It will also examine the challenges to religious belief articulated by classic proponents of atheism in the modern Western world - including Hume, Feuerbach, Marx, Freud, and Darwin. It will also assess the grounds for religious faith presented by some modern Western religious scholars, such as Wiesel, Gutierrez and Bonhoeffer, and explore through film some contemporary problems of religious faith. Prerequisites: junior or senior standing and PHL 120 or REL 221.
450, 451, 452. Senior Seminar

Four credits (450), or two credits per semester (451, 452). Preparation of a research paper by religion majors on a theme or author(s) that synthesizes what the student has learned over the two or three years of concentration in religion.

541, 542. Independent Study

Variable credit course, 2-4 credits. Supervised reading course with regular meetings with the professor that normally results in one substantial research paper or several short essays. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

551, 552. Independent Study: Internship

Variable credit course, 2-4 credits. Supervised field work, normally involving part-time employment or volunteering in local church organizations (for those interested in some form of ministry), or in local professional establishments or meetings, e.g., law, business, medicine, government (for those interested in contemporary ethical challenges in these professions). No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

Socially Responsible Leadership

Professor Mary Avery; Assistant Professor David William Scott; Instructor Lindsay Blumer

The minor in socially responsible leadership provides students with the specific leadership, ethical, and technical skills necessary to effectively contribute to solving social problems in ethically responsible ways. The interdisciplinary approach recognizes that leadership is a concern in all areas of life. It also integrates moral and ethical frameworks with the analysis of communities from a variety of disciplinary perspectives and in various real-world scenarios. Two different emphases in social entrepreneurship and innovation and in community engagement and service learning allow students to specialize in particular approaches to this integration. The minor is designed for students who desire to contribute to the social good in the non-profit, educational, private, and public sectors.

Requirements for a minor in socially responsible leadership: Core requirements for a minor in socially responsible leadership: REL 115, one ethics elective, and one leadership and management elective.

Social entrepreneurship and innovation emphasis: BSA 309 and BSA 310
Community engagement and service learning emphasis: IDS 330 and IDS 340

Ethics electives:
- BSA 325: Business and Society
- CMM 336: Rhetoric of Social Movements
- ENV 120: Environmental Studies
PHL 202: Business Ethics  
PHL 241: Ethics  
PHL 243: Philosophy and the Environment  
PHL 245: Professional Ethics  
PHL 353: Human Rights  
POL 346: Morality and Public Policy  
REL 231: History of Christian Theology and Ethics  
REL 321: Ethics and International Affairs (same as IDS 321 and POL 383)  
REL 332: Comparative Religious Ethics  
REL 342: Ethics of Zionism

**Leadership and management electives (at least four credits from this list):**
- ANT 300: Topics in Anthropology: Activist Anthropology  
- ART 377: Arts Management  
- BSA 225: Human Resource Management  
- BSA 310: Nonprofit Organization Management  
- BSA 315: Strategic Management  
- BSA 413: Entrepreneurship and Small Business Management  
- CMM 352: Political Communication  
- ECO 354: Managerial Economics  
- EDU 260: Human Diversity in Education  
- IDS 150: Fisk: Race and Diversity in the 21st Century  
- IDS 201: Business Management Projects  
- IDS 300: Peace Studies in Jamaica  
- REL 235: Religious Models of Servant Leadership: Mohandas K. Gandhi and Martin Luther King Jr.  
- SOC 201: Social Problems  
- SOC 301: Social Movements  
- SOC 304: Sociology of Inequalities  
- SOC 308: Public Sociology and Activism

Notes: A course may not be used to meet the emphasis requirement and the leadership and management elective. Please be aware that some electives may have prerequisites.

**Sociology**

*Associate Professor Jacqueline Clark (Chair); Assistant Professor Marc A. Eaton*

**Departmental Mission Statement:** The mission of the sociology department is to help students learn to think sociologically so that they may understand, interpret, and analyze the social world. To this end, the department 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.

**Communicating Plus - Sociology:** All sociology courses emphasize the application of sociological concepts and knowledge to case examples and practical problems faced by society, through both written and oral communication. What is most important to gain from courses in sociology is a distinctive way of interpreting the world around us, that is, an understanding of how we may understand the reality of our social world in sociological terms that are often unfamiliar. This emphasis on the conceptual will pro-
vide the most enduring form of education, preparing students to assume their roles as citizens in a humane society, able to critically analyze the causes of problems we face, and to take an active role in discovering and working toward their solution. All sociology courses incorporate learning and teaching strategies to further achievement of these educational goals.

**Requirements for a major in sociology**: SOC 110, 315, 401, 402 and sixteen other credits in sociology, eight of which must be at the 300-level or above. MTH 120 is a corequisite for SOC 401, but is not part of the sociology major.

**Requirements for a minor in sociology**: SOC 110 and 16 other credits in sociology to be selected in consultation with the sociology advisor.

**Broad Field Social Studies Teacher Licensure Options Early Adolescence/Adolescence (Grades 6-12)**: Students seeking licensure at the levels in the social science disciplines (economics, history, politics and government, psychology, and sociology) may choose one of the options listed below to add endorsements in fields outside their major. Students may complete a minor in a discipline outside the social sciences or the broad field licensure program outlined below. Broad field licensure prepares teachers to teach in general social studies classes in grades 6-9. They will also be licensed to teach the specific discipline of their two concentrations at the high school level. Given the very difficult job market for social studies teachers, students should consider one of these options to strengthen their employment options.

**Option 1 – Major/Minor Program**: The first option open to student majoring in a social studies discipline is to complete a minor or a second major in another social studies discipline or a subject outside the social sciences. Recent examples of programs designed on this model are a history major with an English minor and a politics and government major with an English minor. In this case, the student would student teach and be fully licensed to teach both subjects.

**Option 2 – Social Studies Major with Broad Field Social Studies Licensure**: As part of their program of study, students must complete the following:

1. A major in a social science discipline (economics, history, politics and government, psychology, or sociology).
2. Concentrations, as defined in the chart below, in two other social science disciplines, only one of which may be in history. Note: students majoring in history must take their concentrations outside that discipline.

<table>
<thead>
<tr>
<th>Economics</th>
<th>US History</th>
<th>World History</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 211 and 212</td>
<td>2 of the following 5 history classes: 241, 242, 262, 263, or 264</td>
<td>HIS 281 and 282</td>
</tr>
<tr>
<td>One 300-level course other than 313</td>
<td>One 300-level course</td>
<td>2 area studies courses; one at the 200-level, one at the 300-level, selected with a history advisor</td>
</tr>
<tr>
<td>Politics and Government</td>
<td>PSY 110</td>
<td>Sociology</td>
</tr>
<tr>
<td>POL 112, 220</td>
<td>Two 200-level topics courses</td>
<td>SOC 110</td>
</tr>
<tr>
<td>One 300-level course</td>
<td></td>
<td>One 200-level course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One 300-level course</td>
</tr>
</tbody>
</table>

3. At least one course in each of the following disciplines: economics, history, politics and government, psychology, and sociology.

4. One of the courses that address geography as a factor that influences human interactions and society from the following list: HIS 281, HIS 282, ECO 332 or 361, or POL 112. This course may also count toward fulfillment of criteria 1-3.

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.

Designed for first-year students and open to upper-class students.

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, social institutions, among others. Issues related to race, class, gender, and deviance are also 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. Prerequisite: SOC 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 definitions, causes and theories of deviant behavior in the framework of social norms and institutions. Included is the examination of human agency and the collective action in protesting, supporting and defining deviance.

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.

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 social movements, with an emphasis on social movements in the United States. Topics covered include leadership, ideology, recruitment, strategy, organizational dynamics, media relations, and reasons for success or failure. Social movements to be discussed include the civil rights movement, past and current anti-war movements, and the internet-based “netroots” movement. Prerequisites: SOC 110, plus four other credits in sociology.
302. Sociology of Health and Medicine  
Clark  
Four credits.  
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 health care. Prerequisites: SOC 110, plus four or more other credits in sociology.

303. Death, Dying, and Bereavement  
Clark  
Four credits.  
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, as well as theoretical and methodical issues related to the studying of death and dying. Prerequisite: SOC 110.

304. Sociology of Inequalities  
Clark  
Four credits.  
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 this has for people’s everyday lives. Prerequisite: SOC 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 PSC 110, plus four or more other credits in sociology.

306. Criminology  
Clark  
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, plus four or more other credits in sociology.

308. Public Sociology and Activism  
Eaton  
Four credits.  
This course examines the ways that sociological knowledge can be used in the public arena, including educating lay audiences about social issues, influencing public policy, conducting evaluation research, and working for social justice organizations. It also considers how these activities can be used to instigate social change. The course will first address discussions and controversies surrounding the public, activist approach to sociology. Then, as part of the requirements for the course, students will participate in service learning at a location in which they can actively engage in public sociology. Prerequisites: SOC 110, plus eight other 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: Sociology 110, plus four other credits in sociology.

312. Sociology Through Film
Clark
Four credits.
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 sexuality, 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. Prerequisites: SOC 110, plus four or more other credits in sociology.

315. Sociological Theories
Eaton
Four credits.
This course focuses on the analysis and appraisal of important theoretical works in sociology from mid-19th century to present. Classical thinkers such as Marx, Durkheim, Simmel, Weber, and Mead are studied along with more contemporary theorists. The following schools of theory are considered: positivism, conflict theory, structural functional theory, and human ecological theories. Prerequisites: SOC 110, eight or more other credits in sociology, majors only or instructor consent.

401. Methods of Social Research
Clark
Four credits.
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 other credits in sociology; MTH 120 (should be taken concurrently or the preceding semester), majors only or instructor consent.

402. 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, MTH 120.

541, 542. Independent Study
Staff
Variable credit course, 2-4 credits each semester. Offered on request. Supervised investigation in a problem area in sociology of special interest to the student. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.
551, 552. Internship

Variable credit course, 2-5 credits each semester. A supervised field study internship in a social-service agency. Students write a paper describing and critically analyzing the field experience. Limited number of positions available, open by competitive application only; senior sociology majors given preference. Interested students must consult the instructor prior to registration. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: SOC 110 and at least eight other credits in sociology, junior or senior standing, consent of the department chair and a department project director.

Spanish

See Global Studies and Languages

Theatre

Professors Robert L. Amsden, Kenneth L. Hill; Associate Professor John G. Dalziel (Chair)

Departmental Mission Statement: The 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.

Communicating Plus - Theatre: The core courses in the theatre major address written and oral communication skills, critical thinking, and problem solving. These skills are imbedded in the course work. If these courses are taken in a normal consecutive sequence, the student works on developing and mastering skills in all areas of Communicating Plus. The courses at the 100- and 200-levels introduce students to these skills and the courses in the 300- and 400-levels help the students master these skills.

The theatre department has three distinct minor options: theatre production, teaching minor in theatre production, and dramatic literature. All minors develop skills in written and oral communication, problem-solving and critical thinking.

Requirements for a major in theatre: THE 101 or 175, 130 or 131, 231, 232, 255, 333, 412; one course selected from THE 300, 301, 352, 362, 363; English 340; a minimum of four credit hours in 200 and/or 210 and/or 212.

Requirements for a teaching major in theatre: THE 101 or 175, 130 or 131, 231, 232, 255, 301, 333, 412; a minimum of four credit hours in 200 and/or 210 and/or 212.

Requirements for a minor in dramatic literature: Select five of the following: THE 101, 231, 232, 234, 333 or ENG 340. An appropriate 300-level class may substitute for one of the above.

Requirements for a minor in theatre production: THE 101, 131, 255; two courses selected from: THE 260, 268, 270, 300, 301, 362, 363, 412; minimum of four credit hours in 200 and/or 210 and or 212.

Requirements for a teaching minor in theatre production: THE 101, 131, 255, 301, 412; minimum of four credit hours in 200 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 200 or 300 level course, or ENG 340.

Course Substitution: THE 101 or 175 can be waived for students with extensive high school course work and production experience, however, the total hours of theatre courses must be satisfied by substituting an upper level course.
101. Introduction to Theatre: Understanding & Making Theatre  K. Hill
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. Field trip fee range: $0 - $25.00.

130. Beginning Improvisation  Amsden
Four credits. Offered in fall.
Fundamental skills, guidelines and the theory of improvisation are presented in a studio atmosphere. Lively participation in theatre games and improvisations develop and challenge the imagination, the physical actor and improve skills in responding creatively and genuinely in the moment. Progressive challenges are offered in preparation for final in-class improv performances (public performance optional at instructor’s discretion). Evaluation is based on utilization of improv guidelines, improvement, participation and tests/quizzes. Live theatre attendance required. Field trip fee range: $0.00-$25.00

131. Beginning Acting  Amsden
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, psycho-physical 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 cast member of departmental production(s). Responsibilities established individually with instructor after auditions. Credits may be counted toward graduation, but not toward 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

210. Production Lab  Dalziel/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 fine arts exploration requirement. Grading is Pass-Fail. Prerequisite: consent of instructor.

212. Production Lab - Costumes  S. Hill
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 fine arts exploration requirement. Grading is Pass-Fail. Prerequisite: consent of instructor.
231. Theatre and Drama I: Ancient and Medieval Europe  Amsden
Four credits. Offered in fall 2016 and alternate years.
The dramatic literature, history and production practices of ancient Greece, Rome and medieval Europe. 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. Field trip fee range: $0 - $40.00.

232. Theatre and Drama II: Renaissance through Romantic  K. Hill
Four credits. Offered in spring 2017 and alternate years.
The course encompasses the dramatic literature, history and production practices in Europe. The styles of theatre covered are: Italian Renaissance and commedia dell’arte, Elizabethan, Spanish Golden Age, French Neoclassic, Restoration, English 18th Century, melodrama and Romanticism. 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 range: $0 - $25.00.

234. Asian Theatre and Drama  Amsden
Four credits. Offered spring 2016 and alternate years.
An introduction to the drama, history and production practices of selected Asian theatre forms from earliest practices and drama to contemporary fusions. The genres are selected from Central Asia (Indian subcontinent), North East Asia (Japanese/Korean), East Asia (China and surrounding areas) and Southeast Asia including Bali. The course content contextualizes dramatic form and performances within a region’s cultures and religions. Lectures, group discussions, videos of performances, playscript study, reader and viewer response assignments, reading in theatre history and a research project. Possible field trip fee of $25 if appropriate live performance is available. May count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

248. The Actor’s Voice for Stage and Media  K. Hill
Four credits. Offered in fall 2016 and alternate years.
Vocal and physical techniques of expression are developed as the student gains performance skills, poise, and confidence in public presentations. 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. Offered in fall.
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: $25.00.

256. Topics in Design, Technology and Management  Dalziel
Four credits. Offered on demand.
Special topics in theatre design, technology and management, such as properties design and construction, sound design, scene painting, specialized scenery construction, scenery projection techniques, stage management, computer drafting/rendering, portfolio building or other special topics. Three topics will be covered in a semester and will vary from year to year. A practical class that prepares students for greater production involvement on campus and future endeavors in theatre. Projects for staged productions, tests, skills tests. Repeatable for credit.
260. Introduction to Lighting Production and Design    Dalziel
Four credits. Offered in spring 2017 and alternate years.
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, trouble shooting, 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    S. Hill
Four credits. Offered in spring 2017 and alternate years.
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.

270. Introduction to Theatrical Design    Dalziel
Four credits. Offered in spring 2016 and alternate years.
The process of design and collaboration in the theatrical setting is the core of this course. Design projects throughout the course develop skills in script analysis, collaboration, drawing, drafting, rendering, model-making, and current technologies (computer-aided design and rendering).

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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

301. Classroom and Children’s Theatre    K. Hill
Four credits. Offered in spring 2016 and alternate years.
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. Field trip fee range: $0 - $25.00.

333. Theatre and Drama III: Modern and Contemporary    Amsden
Four credits. Offered in fall 2015 and alternate years.
The course encompasses the dramatic ideas, history and general production practices of European realism, non-realism and postmodernism from the late 19th century to the contemporary. Lectures, videotapes, group discussions, play script and theatre history readings, reader response assignments, research projects and/or papers. Field trip fee range: $0 - $25.00. Prerequisites: THE 231 or 232 or 234, or ENG 230; and junior or senior status, or consent of the instructor.
352. Acting II: Topics in Acting  
Four credits. Offered in fall 2015 and spring 2017. Special topics: mask improvisation workshop and auditioning alternate. A practical upper-level acting course that develops various acting skills. Mask improvisation develops the actor’s psycho-physical connection to the character, helping the actor physically clarify the character for the audience. Auditioning provides the actor with basic monologue and scene preparation strategies and skills for all types of auditions. Performance projects. May be repeated for credit. Prerequisite: THE 131 or 175 or 248, or consent of the instructor.

362. Scenic Design  
Four credits. Offered spring 2015 and in alternate years. 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  
Four credits. Offered in spring 2016 and alternate years. 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.

412. Senior Seminar in Directing Theories and Practices  
Four credits. Offered in spring. Theories and history of directing and practical experience through the presentation of a one-act play for the public. The means of instruction are: discussions, reports, lectures, assigned readings, in-class scene preparation. Prerequisites: THE 101, 131, junior or senior status and the approval of the theatre department’s faculty.

541, 542. Independent Study  
Variable credit course, 2-4 credits each semester. Creative research or production project in the student’s chosen area of concentration. Students contemplating enrollment in independent study must submit to the department chair a written proposal covering the work to be done at least three weeks before the beginning of the semester in which the work is to be done. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one department. A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and 12 credits toward the major.

551, 552. Independent Study: Internship  
Variable credit course, 2-5 credits each semester. Supervised field study, normally involving an internship in an outside theatre. The student will write a paper describing and critically analyzing the field experience. A limited number of positions are available and will be allocated competitively; senior theatre majors are given preference. Interested students should consult with the department chair well in advance of preregistration. No more than twelve credit hours of independent study or internship may be taken, and no more than eight credit hours may be in one depart-
Courses of Study

A registration form is required. Prerequisites: junior or senior standing, consent of the department chair and a department project director, and at least 16 credits toward the major.

Women’s and Gender Studies

Professors Barbara A. McGowan (Coordinator fall 2015, on leave spring 2016), Sarah Mahler Kraaz (Coordinator spring 2016)

Women’s and gender 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 and gender studies is resolutely interdisciplinary and trans-disciplinary, drawing on the insights of a new generation of scholars and teachers that encourages analysis of all gender roles in critical and creative ways.

Requirements for a minor in women’s and gender studies: Eighteen credits including WOM 202, 450, and at least 12 credits from WOM 204, 300 or 400. Other courses may be counted toward the minor, provided they are approved by the Coordinator of the Women’s and Gender Studies program.

202. Introduction to Women’s and Gender Studies

Variable credit course, 2-4 credits.
This course is an introduction to women’s and gender studies and will consider issues surrounding women, men, gender, and feminist theory from a variety of academic perspectives. Special attention will be paid to the development of the modern American women’s movement and the impact recent changes in education, work, marriage, politics, economics, religion, marriage and childbearing patterns have had on the lives of American women and men. Both academic and popular sources will be used to explore the lives of girls and boys, women and men.

204. Topics in Women’s and Gender Studies

Variable credit course, 2-4 credits.
Special topics in women’s and gender 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

224. Gender, Sex and Sexuality: Cross-Cultural Views

Margaretten

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; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information. Same as ANT 224. Prerequisite: ANT 110 or consent of the instructor.

243. Women’s Literature

Staff

Four credits. Offered in 2014-15 and alternate years.
Works in various genres by women writers. Attention to issues surrounding women’s writing, possibly including the following: how and why has women’s writing been marginalized? Is there a style of writing that is essentially female? How do women’s texts handle the issue of oppression? To what extent is feminist criticism a useful tool for studying literature? For comparison, the course may include writings by men, but the main focus will be the work of women. Same as ENG 243.
300. Departmental Studies

Variable credit course, 2-4 credits.

Special topics in women’s and gender 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. Some topics may count toward the global and cultural studies requirement; refer to the Academic Policies: Global and Cultural Studies Requirement section for more information.

330. Women and Family in Medieval and Early Modern Europe

Mockridge

Four credits.

This course will focus on gender roles in European history, from the late Middle Ages through the Early Modern era. The course will explore the different roles women and men played within the family as that institution evolved during this time period. The course will also explore the opportunities and restrictions placed on women by the major religious, cultural, and social institutions of the time. The course will examine the impact of class on women’s opportunities as well. Different times and places will be highlighted, including 12th century France, 15th century Venice, 16th century Nuremberg, and 17th century Belgium. Same as HIS 330.

400. Research in Women’s and Gender Studies

Staff

Variable credit course, 2-4 credits.

This course varies in subject matter and course requirements, but includes a significant research component. Possible topics vary widely and may include: Gender and Communication (CMM 410 when topic is offered), and “Woman” and Women Writers in German Literature (GER 424). See the course number in parentheses for specific course descriptions. Different courses listed under this number may be taken for credit.

450. Senior Project in Women’s and Gender Studies

Staff

Variable credit course, 2-4 credits.

Students pursue a specific topic or concern in such a way as to produce a sizable project (e.g., research paper, essay, collection of creating writing, artwork, social project, etc.), sharing ideas and problems in a seminar-like setting throughout the semester. Prerequisite: senior standing or consent of the coordinator of the program.
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 on academic credit, application dates, and other matters.

Students who are considering participation in an off-campus study program in the fall or spring semester of the 2016-17 academic year must declare their intention to participate by February 19, 2016. Failure to formally declare an intention may limit the student’s access to the Ripon College Off-Campus Study Grant. Having declared an intention to attend an off-campus study program does not obligate a student, and there is no penalty to students who have declared an intention but do not actually go on a program. Contact the Office of the Registrar regarding the process by which to declare an intention. Consult the Office of Financial Aid for information on costs and the Ripon College Off-Campus Study Grant.

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 inter-departmental 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 is next 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.
ACM and Other Approved Programs:

In order 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.

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); October 15 (for spring semester). Campus advisor: Professor Geoff Guevara-Geer.

Botswana: Development in Southern Africa (ACM program)

Centered at the University of Botswana campus in Gaborone, this interdisciplinary program addresses the challenges of educating a nation and preparing it to confront the demands of 21st century globalization. There are four components to the academic program. Students take a course in Setswana (the national language) plus elective courses at the university related to the political, cultural, or socioeconomic life of Botswana. The program director (an ACM faculty member) offers a course in his or her area of expertise. Each student plans and carries out an independent study project. The academic program is enriched by field trips to observe the country’s mixed economy, historical sites, and varied ecological zones. Students live in university dormitories.

Length of program: spring semester only: 18 weeks, early January to mid-May.

Eligibility: second semester sophomores, juniors, and seniors.

Credit: 16 credits.

Application deadlines: March 15 (early decisions for following spring); October 15 (final round, if openings exist). Campus advisor: Professor Molly Margaretten.

Brazil: Semester Exchange Program (ACM program)

The ACM Brazil Exchange program gives students the opportunity for a focused, interdisciplinary, cross-cultural educational experience at the Universidade Federal de Juiz de Fora (UFJF). The university offers rich resources in Environmental Studies and access to savannah and tropical rain forest ecosystems, as well as a broad array of courses in Brazilian history, culture, and society. The exchange program has two study tracks: Environmental Studies and Liberal Arts and Sciences. The Liberal Arts and Sciences option is especially recommended for students interested in Latin American and Caribbean Studies or the broader humanities and social sciences.

Two years of college-level Spanish is required. Classes at UFJF are taught in Portuguese, but no prior knowledge of the language is expected. Accelerated instruction in Portuguese will be provided in Brazil before and during the semester. In exceptional cases, students with two years of college-level study in another Romance language may qualify for admission.

Length of program: fall or spring semesters.
Eligibility: open to all full-time Ripon College students. Students electing to focus on Environmental Studies may be eligible to receive a scholarship of up to $5,000 from the program sponsors.

Credit: up to 16 credits.

Application deadlines: March 15 (for fall semester); October 15 (for spring semester). Campus advisor: Professor George “Skip” Wittler.

China - Shanghai: Perspectives on Contemporary China (ACM program in partnership with East China Normal University)

This program is designed for students with interests in arts, anthropology, Asian studies, business and economics, Chinese language, communication, geography, history, international relations, literature, philosophy, politics, religion, sociology, and urban studies in the context of China’s rapid urbanization and economic rise. The program is based at the historic Zhongbei campus of East China Normal University (ECNU), a highly-regarded university with a total enrollment of 28,000 students (including approximately 5,000 international students). Classes include Mandarin Chinese language (beginning to advanced levels offered), an independent study project supervised by the ACM visiting faculty director, and two elective courses taught in English that are offered through the Global Curriculum at ECNU.

During the semester-long program, students are housed in one of four international student residence halls at ECNU. The International Students Office organizes extracurricular activities, cultural events, and day trips. The office also organizes a three-day trip every term to another province, such as Nanjing in nearby Jiangsu Province.

Length of program: fall semester only - early September to late December.

Eligibility: sophomores, juniors, or seniors.

Credit: 16 credits.

Application deadlines: March 15. Campus advisor: Professor Peng “Roc” Huang.

Costa Rica: Community Engagement in Public Health, Education, and the Environment (ACM program)

Since 1974, the fall ACM Costa Rica program has prepared students to explore Central America and beyond through an intensive and extremely effective Spanish language program, as well as coursework and experiences that further develop language skills, while deepening understanding in particular fields of student interest such as Public Health, Education, and the Environment. Field trips within Costa Rica give students an appreciation for the country’s astounding biodiversity, and for the cultural and historical elements that contribute to the nation’s distinct path within Central America. A highlight of the program is a month-long rural community practicum, where students experience rural life in Costa Rica by living with campesino families, while participating in a community engagement project and making great strides in Spanish proficiency.

Throughout this fall semester program, students live with host families in San José near to the Universidad de Costa Rica and the ACM center in San Pedro. Students will make weekly visits to local sites, and are involved in activities to become more actively engaged in the local community. The program schedule offers ample opportunities for independent travel to Costa Rica’s beautiful beaches, mountains, and forests. While all ACM courses are offered in the ACM program center, a cooperation agreement with the nearby Universidad de Costa Rica gives students access to cultural and sports facilities, and provides a wealth of opportunities for interaction with local Costa Rican university students, giving students a taste of Latin American student life.

Length of program: fall semester only: late August to December.

Eligibility: sophomores, juniors, seniors, with at least two years of college-level Spanish or the equivalent.

Credit: 16 credits.
Costa Rica: Field Research in the Environment, Social Sciences, and Humanities (ACM program)

The Field Research in the Environment, Social Sciences, & Humanities program is designed for advanced work in the natural and social sciences and the humanities. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, politics and government, literature, fine arts, and sociology. Students prepare for their research work during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing project or undertaken independently under the supervision of a faculty advisor.

Length of program: spring semester only: late January to May.

Eligibility: juniors and seniors with prior course work in the proposed research discipline, plus at least one year of college Spanish or the equivalent.

Credit: 16 credits.

Application deadlines: March 15 (early); October 15 (final). Campus advisor: Professor Soren Hauge.

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: a maximum of 16 credits may be counted towards the French major, 10 credits toward the minor.

Application deadlines: April 1 (fall semester or full year); October 1 (winter/spring semester). Campus advisors: Professors Dominique Poncelet and Jean-Blaise Samou.

France - Paris (Academic Year 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.
College French; three or more years of the language in high school.

Credit: a maximum of 16 credits may be counted towards the French major, 10 credits toward the minor.

Application deadline: March 15 (fall semester or full year); October 15 (winter/spring semester). Campus advisors: Professors Dominique Poncelet and Jean-Blaise Samou.

Germany - Bonn Program

Ripon College’s Bonn Program assists students, regardless of their academic majors, in understanding Germany and its culture. Students with sufficient language skills can take courses in almost any field, while those who need more training receive intensive instruction in German. Students may enroll for either the fall or spring semesters or they may opt for a full-year program. In either case, Bonn University’s Akademisches Auslandsamt ensures that they are fully integrated into German university life. Bonn also supplements academic work with mini-internship opportunities providing insight into the everyday functioning of German society.

Each fall semester, Bonn offers a program for students interested in international politics titled, “International Organizations in Bonn.” The program combines a wide range of classes, lectures and hands-on experience from the field of politics with German language and culture courses. The program is open to beginners as well as advanced German learners from various academic backgrounds; classes are available both in German and English. Depending on their home university’s schedule, students can choose to stay in the program until Christmas or the end of the German semester in February.

Length of programs: fall semester (September to January), spring semester (March to July), or full year.

Eligibility: sophomores, juniors, seniors.

Credit: 16-18 credits.

Application deadlines: April 30 for fall semester; November 1 for spring semester. Campus advisor: Professor David Scott (Department of Mathematical Sciences).

India - Pune: Culture, Traditions, & Globalization (ACM program)

The fall ACM India program, located in Pune, is designed to provide students with an overview of these many aspects of Indian culture and society today. The program begins in mid-August, with a three-week orientation in which students begin an “Introduction to India” core course, study Marathi language intensively, and draw up a plan of research for their independent study projects. The regular term begins in early September, where students continue the core course and Marathi language, choose an elective course, and begin to carry out their independent study projects. In each of the courses, classroom learning is augmented by weekly activities outside of the classroom, and students are
encouraged to volunteer with local organizations. The program organizes several program-sponsored overnight excursions to sites in and around Pune, while a one-week break in October provides opportunities to travel further afield in India.

In Pune, students live with Indian host families, providing a window into Indian society that students might not otherwise have, and for many it is the highlight of their experience in India. Pune itself reflects the contrasts of India as a whole. A city of 3.5 million, it is an important center for the automobile and software industries of India, and is known as “the Oxford of India,” a reference to the presence of the prestigious University of Pune. Its climate is far more pleasant than that of muggy Mumbai, and it has attracted many foreigners over the years who have come to the ashram of Bhagwan Rajneesh.

Length of program: fall semester only: early August to late November.
Eligibility: any currently enrolled student (priority given to juniors and seniors).
Credit: equivalent to one extended semester of work on the home campus (18 credits).
Application deadline: March 15. Campus advisor: Professor Mary Unger.

India - Pune & Jaipur: Development Studies and Hindi Language (ACM program)
The winter/spring ACM India program, located in Pune and Jaipur, is designed to provide students with insight into Indian culture and society through a wide-ranging exploration of issues related to development. The program begins in January, and students will spend the first 11 weeks in Pune, taking classes focused on Indian culture, development issues in India, and Hindi language. Students then spend an additional month in the city of Jaipur, continuing with intensive Hindi language studies and participating in a development studies practicum with a non-governmental organization (NGO). This month in Jaipur gives students the opportunity to experience a different region of India, looking at issues related to Indian society and development from a new perspective, and gaining practical experience with a local NGO. Throughout the program, classroom learning is augmented by weekly activities outside of the classroom, and students may also get involved with local organizations in Pune. The program organizes several program-sponsored overnight excursions, and a one-week break in March provides opportunities to travel further afield in India.

In both Pune and Jaipur, students live with Indian host families, providing a window into Indian society that students might not otherwise have, and for many it is the highlight of their experience in India. Both Pune and Jaipur are medium-sized cities, offering students excellent resources for experience, exploration, and study. Pune is located in the western state of Maharashtra, and is home to more universities and colleges than any other city in the world, earning it the nickname of “The Oxford of the East.” Jaipur is located in the northwestern state of Rajasthan, and is one of the first planned cities in modern Asia, known as the “Pink City,” for the color of the buildings in the walled city.

Length of program: spring semester only: early January to late April.
Eligibility: any currently enrolled student (priority given to juniors and seniors).
Credit: equivalent to one extended semester of work on the home campus (18 credits).
Application deadlines: March 15 (early); October 15 (final). Campus advisor: Professor Mary Unger.

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, Kenya, New Zealand, Norway, Russia, Scotland, Spain, Turkey, and Wales, following the successful completion of
nine to twelve weeks of student teaching in Wisconsin.

Students intending to student teach abroad must enroll in the Seminar on Intercultural Teaching (EDU 350) in a semester prior to their student teaching semester to prepare in the study of educational systems, approaches, and expectations in other cultures.

Length of program: 6 to 9 weeks.

Eligibility: must be approved for student teaching by Educational Studies Department.

Credit: 3-6 credits.

Application deadline: semester before student teaching. Campus advisor: Professor Hervé Somé.

Italy - Coldigioco: Earth and Environment (Luther College program)

This program is particularly suited for students interested in environmental studies and 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: February 15. Campus advisor: Professor Memuna Khan.

Italy - Florence: Arts, Humanities, & Culture (ACM program)

The Florence Program provides an excellent opportunity to study Italian Medieval and Renaissance painting, sculpture, architecture, history, and culture, including literature and music. Students enroll in Italian language classes taught by native speakers and may choose a studio drawing course as an elective along with two other courses from offerings in the subjects listed above. Courses are taught by resident and visiting scholars and provide a broad perspective on Italian contributions to world civilization. Visits to museums, churches, and galleries, short field trips to Siena, Rome and Venice supplement this course work. Staying with Italian host families enriches participants’ awareness of and appreciation for modern Italian life and provides a “home away from home” experience.

Length of program: fall semester only: late August to December.

Eligibility: sophomores, juniors and seniors.

Credit: 16 credits.

Application deadline: March 15. Campus advisor: Professor Sarah Kraaz.

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 are also 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: Interested students should meet with Professor Martin Farrell before December 1. Deadline for all options is January 9. Campus advisor: Professor Martin Farrell.

Jordan - Amman: Middle East and Arabic Language Studies (ACM-AMIDEAST program)

The fall ACM Jordan program, operated in partnership with AMIDEAST, is designed to provide students with the distinctive opportunity to study the complex issues which dominate the region, such as the Arab-Israeli conflict, contemporary Islamic thought, ethnic and minority relations, Jordan’s experience during the Arab Spring, and much more. The program begins in late August, with a week-long orientation once the students arrive in the capital city of Amman. Students then begin their class work, where they have the opportunity to choose elective classes from a wide range of coursework in areas such as anthropology, Islamic art, economics, political science, religion, and sociology, along with a class relevant to the region that is taught by the visiting ACM faculty member. All students will take Arabic language coursework, where they are placed in classes appropriate to their level of proficiency (prior study of Arabic is not required). ACM students will also engage in an independent study project of their choosing, under the supervision of the visiting ACM faculty member.

Length of program: fall semester only: 17 weeks.

Eligibility: sophomores, juniors and first-term seniors.

Credit: 17 credits.

Application deadline: March 15. Campus advisor: Professor Michael Mahoney.

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 October 1 (spring semester). Campus advisor: Professor Martin Farrell.

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 are also 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 is also emergency assistance to students from the on-site staff in case of an emergency.
Length of Program: fall or spring semester.
Eligibility: second-semester sophomores, juniors, or seniors who have at least a 3.2 GPA.
Credit: minimum of 15 credits, maximum of 16 credits each semester.
Application deadlines: October 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: variable.
Applications due to campus advisor: May 15 (fall semester); October 15 (spring semester). Campus advisor: Professor Tim Reed.

Spain - Madrid (Academic Year 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 course work. 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 towards the Spanish major, 10 credits toward the minor.

Application deadlines: March 15 (fall semester or full year); October 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: variable.

Applications due to campus advisor:
May 15 (fall semester); October 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 Marañón 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: variable.

Application deadlines: See advisor for deadlines. Campus advisor: Professor Tim Reed.

Tanzania: Ecology & Human Origins (ACM program)

This program offers a unique opportunity to conduct field-work in some of the world’s greatest anthropological, archaeological, and ecological sites. Students divide their time between the University of Dar es Salaam and the northern region of Tanzania. At the University students live in campus housing and take courses in intensive Kiswahili, human evolution, and the ecology of the Maasai ecosystem, while developing a field project in conjunction with a research methods class.

Students then live for six weeks in a field camp and pursue their projects. In the field, students live in tents at established campsites. After the field camp, students experience home stays with Tanzanian families and return to the University for final work on their projects.

The program is both physically and academically demanding.

Length of program: fall semester only: 17 weeks, mid-August to mid-December.

Eligibility: juniors or seniors.

Credit: 16 credits.

Application deadline: March 15. Campus advisor: Professor Memuna Khan.

Wales - Bangor University

Two types of study-abroad programs are available at the 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 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 web site.

   Length of program: one semester, either fall or spring.

   Eligibility: second semester sophomores, juniors, or seniors (at least junior standing preferred).

2. The second is tailored specifically to the needs of students of education intending to be licensed at the elementary (Early Childhood/Middle Childhood) level. This is a first semester program only. (Second semester study cannot be done because of the timing of course offerings and in-school observations at the School of Education.) Students will take selected courses in the School of Education as well as spend time each week in local schools. Course work 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 Educational Studies Department 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: fall semester only.

   Eligibility: juniors or seniors.

   Applications for Semester 1 study (either program), including two letters of recommendation and a transcript, are due to the program advisor by May 1.

   Applications for Semester 2 study, including transcript and two letters of recommendation, are due by September 30. Pertinent background information is available on the College’s web site.

   Application forms may be obtained from the advisor. Campus advisor: Professor Kristine Kovack-Lesh.

   Note: Since Bangor University only posts official grades 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 and mathematics, as well as programs in engineering. Students in other disciplines may also 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: September 30 for spring semester, May 15 for fall semester. Campus advisor: Professor David Scott (Department of Mathematical Sciences).
Programs in the U.S.A.

Chicago, IL – Chicago Program: Arts, Entrepreneurship, & Urban Studies (ACM program)

The ACM Chicago Program engages students academically, professionally, and personally with this dynamic city. The primary areas of emphasis in the program are Arts, Entrepreneurship, and Urban Studies – students have the opportunity to explore one of these topics in depth, or participate in class work and projects across these disciplines. The program offers an innovative mix of academic work, including an internship, independent study project, common core course about the city of Chicago, and a variety of seminars focused on the arts and creativity, innovation and entrepreneurship, and urban studies and social justice. Students are able to explore the vital issues facing cities and the people who live and work in them, while digging deeper to relate these issues to their personal lives, education, and career aspirations.

Length of program: fall or spring semester: early September to mid-December, or early February to mid-May.

Eligibility: sophomores, juniors, seniors.

Credit: 16 credits.

Application deadlines: March 15 (fall); October 31 (spring). Campus advisors: Arts focus: Professor John Dalziel, Entrepreneurship focus: Professor Mary Avery, Urban Studies focus: Professor Marc Eaton.

–Chicago Program: Arts Focus

Students with interests in a broad range of the arts – music, theater, dance, film, fine arts, creative writing, and related liberal arts – are introduced to the creative process as it is expressed within the context of a major urban arena and by the individual students themselves. In addition, students are asked to consider and apply their examination of the creative process within the broader context of their experience living and working in the major urban center of Chicago. Students will attend arts-related events, interact and develop contacts with a wide variety of Chicago-based artists, and learn to recognize and express creativity in everyday life.

Possible internship placements include but are not limited to museums and galleries, artists’ studios, theatre and dance companies, recording studios and popular music venues, literary organizations and publications, film and video production companies, architecture firms, arts education and community outreach organizations, and graphic and interior designers. Not limited to arts majors, the program benefits all students who have strong career interests or graduate school aspirations in the arts and humanities.

–Chicago Program: Entrepreneurship Focus

Inventive thinking and creative problem-solving have always been deeply rooted in the fertile soil of Chicago. With a bustling downtown business district that showcases everything from Fortune 500 companies to ground-breaking startups, Chicago offers students a valuable opportunity to see how companies are built and can compete in this new era of the global marketplace.

Students interested in Entrepreneurship and Business Innovation are introduced to the central themes of entrepreneurship – creativity, innovation, and problem solving – as the fundamental tools of successful businesses and organizations of all types. Students are asked to consider and apply these themes within the broader context of their experience living and working in the major entrepreneurial center of Chicago, and to develop the skills required for developing successful innovative approaches to business dilemmas. Students will interact with a wide variety of businesses and organizations, develop contacts with Chicago-based business leaders and entrepreneurs, and learn to recognize entrepreneurial opportunities in everyday life.
–Chicago Program: Urban Studies Focus

Whether pursuing public policy concerns, community development, racial and economic justice, complex politics, education, healthcare and quality of life, or the environment, the people of Chicago have always been actively engaged in the important social issues of the day. It’s also a city of tremendous diversity, with cultures and ethnicities from around the globe, living in neighborhoods that have evolved to possess their own distinct personalities, viewpoints, and values. Chicago is the perfect laboratory for creative social change - through participation in public discourse, active involvement in civic issues, engagement with current social justice priorities, and by working shoulder-to-shoulder with those who make a difference in the lives of everyday people.

Students interested in Urban Studies and Social Justice engage in a thoughtful and challenging introduction to the complexities of life and society in Chicago. Since its inception in 1969, students have examined major sociological and political issues of the day through the personal perspectives of Chicago’s community leaders, politicians, and activists, as well as through traditional scholarship on the subjects of public policy, community development, social justice, politics, gender, race, and ethnicity in American urban societies. Students will actively engage in the life of a distinctive Chicago neighborhood – living and learning as citizens, meeting with local residents and organizations to learn about their neighborhood, and learning how their efforts impact the local and larger communities in which they live. Students will become skilled in the language and actions of social change, as they meet with experts and insiders from government, the media, social service agencies, and community groups, to observe how communities and groups shape public policy and negotiate for power and resources.

Chicago, IL - Newberry Seminar in the Humanities (ACM program)

Newberry Seminar students have an extraordinary opportunity to do advanced independent research at one of the world’s great research libraries, the Newberry Library in Chicago, Illinois. They attend interdisciplinary seminars taught by visiting professors and work with resident scholars and library staff. During the semester-length fall seminar, students write a major research paper based on the Newberry’s collections in the humanities. The Newberry seminar is for students looking for the personal and academic challenge of intensive, self-directed archival research, and it is well-suited to those considering graduate study.

Length of program: fall semester: early September to December.
Eligibility: exceptionally qualified students who will be juniors or seniors at the time of the seminar.
Credit: 16 credits.
Application deadline: March 15. Campus advisor: Professor Ann Pleiss Morris.

Chicago, IL - 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: 13 credits.
Campus advisor: Professor Jeanne Williams.

Chicago, IL - Urban Education (ACM program)

On the ACM Urban Education Program, students engage in an urban student
teaching experience with support and guidance — both inside and outside the classroom — to foster their learning and growth as teachers. First established in the early 1960s, the ACM Urban Education Program has had a long tradition of engagement with Chicago schools and the city’s education community. Each fall and spring semester, students develop their professional skills as they work alongside mentor teachers in Chicago schools. In the weekly seminar, they connect educational theory to their experiences teaching in the classroom. The program emphasizes collaborative learning, as students conduct an ongoing and informal discussion with a network of peers who share similar situations in their teaching placements. Program participants also have extensive opportunities to enjoy the city’s tapestry of cultures and people. Program field trips include neighborhood explorations and excursions to cultural institutions such as the National Museum of Mexican Art, the DuSable Museum of African-American history, the Chicago History Museum, and the People’s Music School.

Students live with other Chicago Programs participants in furnished, shared apartments in various neighborhoods throughout the city of Chicago. The seminar class is held at the ACM Chicago Programs office on State Street, in the heart of downtown Chicago. Throughout the semester, student teachers participate in all activities at their placement schools, including faculty and parent meetings, in-service workshops, and school-related community meetings. They fulfill all requirements for the final practicum stage of their teacher certification program, along with the creation of a compelling Professional Portfolio. ACM student teachers in Chicago are among the best-equipped new professionals entering the field of education, and they join an extensive network of ACM alumni in the city’s public schools and education-related organizations.

Length of program: fall or spring semester.

Eligibility: must meet student teaching requirements as defined by Ripon College.
Credit: 13 credits.
Application deadlines: February 15 (fall semester), August 1 (spring semester).
Campus advisor: Professor Jeanne Williams.

Knoxville, TN - Oak Ridge Science Semester (ACM program)

The Oak Ridge Science Semester (ORSS) enables students to join ongoing investigations at the Oak Ridge National Laboratory in research areas as diverse as astrophysics, cell biology, DNA sequencing, genetic mutagenesis, parallel computing, robotics, toxicology, and much more. In their research, ORSS student participants use the sophisticated resources available at the laboratory, including supercomputers, state-of-the-art electron microscopes, lasers, and analytical instruments such as a fourier transform mass spectrometer and a scanning tunneling microscope. Participants in this fall semester program join one of the research groups at ORNL with a scientist from the ORNL staff serving as a mentor. This research experience, using the laboratory’s sophisticated resources, is the core of the program. Students are expected to contribute significantly to the design and methodological approach of their research activity, and often find this the most demanding and rewarding experience of their college careers.

Length of program: fall semester only: August to December.
Eligibility: juniors and seniors in biology, chemistry, computer science, environmental studies, physics, or mathematics.
Credit: 12-16 credits.
Application deadline: March 1. Campus advisor: Professor Dean Katahira.

Nashville, TN - Fisk-Ripon Exchange Program

Ripon College has established a student exchange program with Fisk University, an Historically Black College located in Nashville, Tenn. Students wishing to spend a semester in residence at Fisk University
may enroll in the full range of courses at Fisk for which they meet the prerequisites. Students should consult with their advisors to ensure that a Fisk semester will complement their academic programs. In addition to semester-long student exchanges, the two colleges conduct short-term exchanges of faculty, administrators, students, performing groups and collections, and the two institutions annually conduct a joint conference on issues of mutual interest.

Length of program: fall or spring semesters: September to December or January to May.

Eligibility: sophomores, juniors and seniors.

Credit: maximum 16 credits.

Application deadline: beginning of mid-semester break the semester prior to attendance. Campus advisor: Professor Michael Mahoney

**ROTC Cadet Troop Leadership Training (CTLT)**

A student who does not complete the basic ROTC courses (normally taken in the first-year and sophomore years) may enter the Military Science program in the junior year by completing twenty-eight 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 are generally 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 Military Science Department.

**Southwest, USA - American Indian Reservation Project (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 is usually 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 Educational Studies Department.

Credit: 13 credits.

Application deadline: Six months before student teaching. Campus Advisor: Professor Herve Some.

**Washington, DC - 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 sophomore year, juniors and first-term seniors.

Credit: maximum of 16 credits.

Application deadline: See advisor for deadlines. Campus advisor: Professor Henrik Schatzinger.

**Woods Hole, MA - SEA - Sea Education Association**

The Sea Education Association was founded in 1971. This program provides undergraduates with the opportunity to study the ocean from several perspectives and to do it both onshore and from the platform of 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.

Students of any discipline are encouraged to apply to the 12-week SEA semester program that combines both 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 the following: maritime policy; nautical science; climate change; marine biology; and oceanography. At ports of call, students learn about, and experience, the local culture. 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. Applying the knowledge that they acquired ashore, students have hands-on experience sailing a traditional sailing schooner. The goal of the SEA Program is to provide intensive course work 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.

Eligibility: sophomores, juniors and seniors.

Credit: 17 credits.

Application deadlines: May 15 (fall semester); November 1 (spring semester). Campus advisor: Professor Robert Wallace.

Woods Hole, MA - SES - Semester in Environmental Science: Marine Biology Laboratory

Founded in 1888, the Marine Biological Laboratory (MBL) at Woods Hole, MA is a world-renowned center for biological research and education with a long tradition of offering excellent hands-on research courses 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 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 with their environment and to apply the resulting knowledge to the wise management of the world’s natural resources.

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 Robert Wallace.
Preprofessional Studies

Health Professions

Careful planning of the student’s academic program is important and students must select Biology 121 and/or Chemistry 111 in their first year.

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.

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 Introductory Biology (BIO 121). Recommended courses include General Chemistry II (CHM 211), Organic Chemistry II (CHM 214), Human Anatomy and Physiology I (BIO 211), and Introductory Physics I (PHY 151). Other suggested courses include Human A&P II (BIO 312), Vertebrate Zoology (BIO 216), Genetics (BIO 219), Microbiology (BIO 314), Cell Physiology (BIO 327), Physics II (PHY 152), Introductory Psychology (PSC 110), and Introductory Sociology (SOC 110).

Dentistry

Although many dental schools specify three years of preprofessional 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 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 151-152); mathematics, at least college-level pre-calculus; English, 6-12 credit hours (ENG 110 and an additional course); psychology, 3-6 credit hours (at least PSC 110); and additional electives to total the minimum 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 premedical 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 the chemistry-biology major. 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 121); advanced biology or zoology (with lab), 4 credit hours (BIO 211, 216, or 219 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 151-152); English, 6 credit hours (ENG 110 and an additional course); mathematics, 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.

Nursing and Ripon College’s Affiliation with Rush University

Although a person with an undergraduate nursing degree will have no trouble finding employment, to advance in this field it is usually necessary to obtain a Masters 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 course 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 (ENG 110 and another English course) and statistics (MTH 120 or PSC 211-212).

Ripon College is affiliated with Rush University School of Nursing in Chicago, and Ripon graduates who meet the admission requirements can be automatically accepted into the Generalist Entry Master of Science in Nursing program. Required prerequisite courses, all completed with a grade of C or better, include chemistry (CHM 111-112), human anatomy and physiology (BIO 211-312), microbiology (BIO 314), courses in the behavioral and social sciences (PSC 110, SOC 110), and
courses in the humanities. A GPA of 3.0 or higher is required (both overall and science-specific GPA), and the GRE exam is waived if the applicant has a Ripon College GPA of 3.25 or greater.

**Optometry**

The American Optometric Association (AOA) published definition of an optometrist is as follows: “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 general zoology (BIO 121), microbiology (BIO 314), human anatomy and physiology (BIO 211), cell biology (BIO 327), and genetics (BIO 219); chemistry, including inorganic (CHM 112), organic (CHM 111), and biochemistry (CHM 422); general physics (PHY 151-152); English composition (ENG 110); psychology (PSC 110); mathematics, including calculus (MTH 201) and statistics (MTH 120); and computer science (CSC 101). 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 preprofessional 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, resume, 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 preprofessional preparation: inorganic chemistry, 8-10 credit hours (CHM 112 and 211); organic chemistry, 8-10 credit hours (CHM 111 and 214); biology, at least 12 credit hours including general biology (BIO 121) and one additional from vertebrate zoology (BIO 216), genetics (BIO 219), or botany (BIO 227); microbiology (BIO 314); general physics, 8-10 credit hours (PHY 151-152); calculus, 4-5 credit hours (MTH 201); statistics (MTH 120 or PSC 211); (ENG 110); 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);
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 is often 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 introductory biology (BIO 121), 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); biochemistry (CHM 422); a year sequence of general physics, with lab (PHY 151-152); 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: kinesiology, 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 (BIO 551 or 552). Because most physical therapy programs require hands-on experience, students are encouraged to get involved in the training program. Exercise Science 211 and 412 are recommended to prepare students to participate in more advanced activities of this sort.

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, PA’s 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 baccalaure-
ate 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), general biology (BIO 121), zoology (BIO 215 or 216), microbiology (BIO 314), human anatomy and physiology (BIO 211 and 312), general psychology (PSC 110), and additional electives to total the minimum 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 preprofessional education as a minimum requirement for admission, a baccalaureate degree is strongly recommended (over 90% of entering students have a bachelor’s degree). No specific undergraduate major is required. Most colleges of podiatric medicine require a certain level of performance on 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 121 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 151-152); English, 6 credit hours (ENG 110 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, VCAT, 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 activities, 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 121 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 151-152); statistics (MTH 120); English composition, 3-6 credit hours (ENG 110); social science or humanities, 6-10 credit hours; and additional electives to total the
minimum 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 and physics courses during their first semester of coursework at Ripon College. Consult Professor Leah Simon for further information regarding this program.

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 cooperative program between Ripon College and Duke University allows qualified students who have planned their program at Ripon carefully to enter the graduate program at Duke after three years. The student will receive the A.B. degree from Ripon at the successful completion of the first year of graduate study and the master of forestry or master of environmental management degree from Duke at the successful completion of the second year. A major in Environmental Studies would be an appropriate course of study at Ripon College. Consult Professor George Wittler.

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.

For more information consult Professor Lamont Colucci (politics and government) and the Office of Constituent Engagement and Career Services.

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 communica-
Law
Admittance into post graduate law school or legal administration programs require 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 post graduate 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 over one hundred specialties practiced today. For more information consult Professor Steven Sorenson.

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 may also 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 Military Science Department 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 is also important. Consult Professor Brian Smith.

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 that social workers typically encounter. Students interested in social work may major in economics, history, philosophy, politics and government, psychology, sociology, or may plan a self-designed major. Graduate work should be strongly considered. Consult Professor Jacqueline Clark.

**Teaching**

*Licensure:* Under the supervision of Ripon’s Educational Studies Department, 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 course work 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 most private schools and all private schools that receive funding through a voucher program hire licensed teachers.

*College and University:* A master’s degree is the usual minimum for an initial appointment, and a terminal degree (such as the Ph.D.) is often required. A strong departmental major at Ripon qualifies the student for admission to an appropriate graduate school.

Consult with the chair of the Educational Studies Department 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 students, except those who are married, have children, or who 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.

Food Service
Sodexo Food Service is the contracted campus food provider. The General Manager, Executive Chef, Catering Director, Dining Room Supervisor, and Administrative offices are located in the Pickard Commons upper level at the end of the dining room behind the kitchen. Meals served in the Common Dining Room emulate a food court style, having several food type choices at lunch and dinner; breakfast is ordered off the grill. Meals are served “all you care to eat” with a variety of healthy choices and vegetarian options, and we offer several meal plans to accommodate different life styles and eating habits.

Meal Plans are split between Board Meals and Points which are flexible spending dollars that can be used for retail items or meals. Special arrangements can be made with the chef for special dietary needs, take-out meals (i.e., student teachers), or any other special situation that curtails using standard meals or the standard meal plan.

Hours of operation in the Commons:
Monday through Friday: breakfast from 7:00 a.m. to 9:00 a.m., lunch from 11:30 a.m. to 1:30 p.m., “Simply To Go Grab & Go” from 11:00 a.m. to 1:30 p.m. and dinner from 5:00 to 7:00 p.m. Saturday hours: breakfast from 7:30 to 9:00 a.m., lunch from 11:30 a.m. to 1:00 p.m., and dinner from 5:00 to 7:00 p.m. Sunday hours: brunch from 11:00 a.m. to 1:00 p.m., and dinner from 5:00 p.m. to 7:00 p.m.

The “We Proudly Serve Starbucks” Coffee Shop is located on the first level of the Pickard Commons, next to the Ripon College Bookstore. A variety of coffee drink choices, as well as bottled beverages, candy, and in-house bakery items are served. Hours of operation are: Monday and Wednesday, 7:30 a.m. to 7:00 p.m.; Tuesday, Thursday and Friday, 7:30 a.m. to 3:00 p.m.; Saturday and Sunday, 11:00 a.m. to 2:00 p.m.

The Pub, located in Harwood Memorial Union, provides a wide variety of beverages, snacks, special meal options, and made-to-order hot and cold sandwiches. Hours of operation in the Pub are: Monday through Friday, 7:30 a.m. to 8:00 p.m. The Pub is closed on Saturday and Sunday.

The Bovay Terrace is located in the lower level of Bovay Hall. The Terrace features a large variety of snack items, beverages, freshly made hot or cold sandwiches, pizza, and salads. Hours of operation are: Sunday through Thursday 5:00 p.m. to 11:00 p.m. The Terrace is closed on Friday and Saturday.

Social Fraternities and Sororities
Four fraternities, three sororities, and one coed fraternity 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 as follows:

**Fraternities**
- Phi Delta Theta
- Phi Kappa Pi (local)
- Sigma Chi
- Theta Chi

**Sororities**
- Alpha Chi Omega
- Alpha Delta Pi
- Kappa Delta
- Coed Fraternity
- Theta Sigma Tau (local)

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**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 gender 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 a member of the Midwest Conference, an association of 11 colleges in Iowa, Illinois, and Wisconsin. The other colleges in the conference are Beloit, Carroll, Cornell, Grinnell, Illinois College, Knox, Lake Forest, Lawrence, Monmouth, and St. Norbert.

Conference competition for men includes cross country, cycling, football, and soccer in the fall; basketball, swimming, and indoor track in the winter; and track, baseball, and tennis in the spring.

Conference competition for women includes cross country, cycling, soccer, tennis, and volleyball in the fall; basketball, swimming, and indoor track in the winter; and track and softball in the 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, innertube water polo, indoor soccer, bowling, volleyball, kickball, floor hockey, and softball.

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**Counseling Services**

Personal counseling, consultation, educational programming and referral are services provided by the Counseling Services staff. Confidential individual and group counseling are available to all students. Concerns for which students seek counseling include uncertainty about one’s identity or values, anxiety, depression, low self-esteem, stress and time management, relationships, or substance abuse. Consultation is also provided when a member of the College community is concerned about a student and is unsure about how to handle the situation.

Another service provided by the Counseling Services staff is educational programming for campus organizations and residence hall groups. Programs on topics such as adjusting to college, relationships, stress management, eating disorders, sexual assault prevention, self-esteem and other topics may be arranged.

Sometimes personal and academic concerns interact with one another. In this case, on-campus referrals may be made to Student Support Services, the Office of Constituent Engagement and Career Services, the Registrar’s Office, or a student’s faculty advisor. Off-campus referrals may be made for specialized counseling services. Fees for off-campus services will be the responsibility of the student.

The Campus Assistance Program, coordinated through the Counseling Services staff, is designed to offer consultation services to employees with regard to a broad range of human relations concerns — family and marital discord, financial difficulties, alcohol and other drug abuse, emotional and behavioral discord, and a wide range of personal problems. The Counseling Services staff can assist employees in locating appropriate referrals for their specific concerns.
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 is also offered. Students meet and interact with the full-time professional Student Support Services staff, student tutors and peer contacts and also participate in a variety of off-campus cultural and educational programs including trips to Chicago, Milwaukee, Madison and Green Bay.

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.

Tutoring

Tutoring in college is oftentimes a new and unique service for students and is a valuable supplement to a student’s classroom experience and interaction with the professor. All students on the Ripon campus have the opportunity to request a tutor and several hundred students utilize the service every year. Students seek tutoring assistance in order to review material with another student who has previously done well in the course. Tutoring should be perceived as an opportunity to carry learning outside of the classroom.

The ideal situation for many students is to work with a tutor on a regularly scheduled weekly basis, beginning early in the semester. Tutors are recommended by the faculty, and tutors attend training sessions on how to assist students to improve their performance. Tutoring is facilitated by the Student Support Services office on the Ripon College campus, and students may obtain information about the tutoring services through the Student Support Services office regarding low cost or possible free tutoring.

McNair Scholars Program

In 2008, the United States Department of Education TRIO division awarded Ripon College with a five-year grant to prepare qualified sophomore and junior students for graduate school with many scholars pursuing their Ph.D. degree. Ripon College was recently awarded a new McNair grant that runs through 2016.

Students potentially qualify for the McNair Scholars Program if they are citizens, a national or permanent resident of the United States, are motivated and achieving students, are first generation (neither parent graduated from a four-year college or university) and who are income eligible based on taxable income and family size requirements set by the U.S. Department of Education, or are members of a group (African American, Hispanic-Latino, or Native American) that is traditionally underrepresented in graduate school.

In a unique collaborative model, the program will serve students from Ripon College, St. Norbert College in De Pere, WI and Lawrence University in Appleton, WI to prepare students for applying to graduate school. Students will participate in a variety of activities including research projects, mentoring from faculty, visits to graduate schools, presentation of papers at conferences, teaching opportunities, GRE preparation and assistance with applications to graduate programs. Information and workshops on financial literacy and resume workshops and editing for
graduate and professional school is also offered.

Scholars receive compensation and additional benefits for their participation in McNair.

Now in the ninth year of the McNair Scholars program, scholars have entered graduate schools at: University of Wisconsin-Madison, American University-Washington DC, Arizona State University, Bowling Green University, Bucknell University, UCLA, Cardinal Stritch University, Colorado State University, Columbia University-New York, Duke University, Illinois Institute of Technology-Chicago, Eastern Illinois University, University of Iowa, University of Minnesota, Notre Dame, University of Oregon, Penn State University, Pepperdine, Purdue University, Syracuse, Texas A&M, William and Mary, University of Chicago, Washington State University, Medical College of Wisconsin-Milwaukee, University of Wisconsin-Milwaukee, University of Wisconsin-Oshkosh, University of Wyoming with several additional graduate schools offering enrollment to our scholars for 2015.

Fine and Performing Arts

The Rodman Center for the Arts is an excellent venue for concerts, live theatre and gallery shows of painting and sculpture.

Concerts include performances by the Music Department faculty and a Chamber Music at Ripon series that brings to campus distinguished soloists and small groups of musicians. College music ensembles include the Choral Union, Chamber Singers, Jazz Ensemble, Symphonic Wind Ensemble, and Orchestra. Students also perform in departmental recitals and, as 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 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 Theatre Department presents three main stage productions each year, a student directed one-act play festival, and the student produced “24-hour theatre”. Play titles span the centuries and genres going from Greek tragedy, Shakespeare and musical theatre to 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 Student Media and Activities Committee (SMAC) presents several musicians each semester.

The Art Department 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. The Caestecker Sculpture Garden surrounds Rodman Center for the Arts.

Caestecker Fine Arts Series

The Ripon College Caestecker Fine Arts Series brings well-known music acts and art exhibits to the campus twice per 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.

The 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 to vote at faculty meetings, and students chosen by the Senate are members of many trustee, faculty, and student committees. Other important student government
bodies include the Judiciary Board, the Interfraternity Council, and the Panhellenic Council.

Each fraternity and sorority has its own officers who, among their other responsibilities, are responsible for adherence to College policies and act as liaison 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), Delta Phi Alpha (German), Eka Francian (chemistry), Lambda Alpha (anthropology), Lambda Pi Eta (communication), Laurel (local honorary society), Omicron Delta Epsilon (economics), Order of Omega (Greek leadership), Phi Sigma Iota (foreign languages), Pi Kappa Delta (forensics), Pi Lambda Theta (education), Psi Chi (psychology), Sigma Pi Sigma (physics), Sigma Tau Delta (English), and Theta Alpha Kappa (religion).

**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 Ripon College Liberal Arts Symposium.

**Music**

(See Fine Arts Activities in this section.)

**Student Media**

The College Days (the campus newspaper) appears biweekly; WRPN-FM (the campus radio station) broadcasts daily; Parallax (a literary magazine) and Crimson (the yearbook) are published every spring; and RPN-TV records events and interviews to create content for a local cable-access channel as well as the college’s website and social media accounts. Students have the opportunity to select and plan entertainment on campus by becoming involved in the College’s programming board, the Student Media and Activities Committee (SMAC).

**The Ripon Communication Consortium**

The Ripon Communication Consortium prepares students to be effective and ethical communicators in the 21st century. Among the co-curricular programs, teams, activities and student organizations coordinated by the Consortium are: Ethics Bowl (intercollegiate competition); Forensics (intercollegiate competition); The Ripon Speakers Bureau; Ripon Speech and Debate Society (intramural competition); Hawk Talks Series; College Days (newspaper); WRPN radio; RPN-TV; Parallax (literary journal); Photogenesis (photography/design); and the Ripon Alumni Audience Network.

The Consortium is coordinated by Ripon’s Department of Communication, recipient of the 2014 Rex Mix Program of Excellence Award from the National Communication Association recognizing the best undergraduate communication program in America. Students participating in one or more of the Consortium groups will benefit from: practical real world experience; opportunities outside of the classroom and off-campus; résumé-building programs; and leadership and organizational skills.

**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, and the CRU (Campus Crusade for Christ) are student organi-
zations open to all individuals interested in Christian fellowship. There is a synagogue in Oshkosh (20 miles from Ripon) and a mosque in Neenah (40 miles from Ripon). There is also an interfaith chapel open 24 hours a day for meditation or personal prayer at the First Congregational Church next to East Hall on Ransom Street which is available for use by those of all faiths. 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, to voice opinion, to espouse particular courses of action, or simply to share their interests. Examples of such groups are the Black Student Union, Campus Christian Fellowship, Circle K, Feminists, Math Club, Pep Band, Queer Straight Alliance, Ripon College Lacrosse Club (men’s and women’s teams), and the Ultimate Frisbee Club.

Theatre
(See Fine andPerforming Arts in this section.)

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, the College counselors, and the system of faculty academic advisors.

Faculty Advisors
(See Academic Advising on page 35 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 and fall, new Ripon College students are welcomed by the Orientation Committee. The Committee is comprised of 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.

Foreign Student Advisor
The foreign student advisor is available to assist international students with the many problems unique to their situation, including academic programs, personal counseling on questions of visas and government relations, campus social life, and similar concerns. Consult Professor David Scott (Mathematics and Computer Science Department).

Office of Constituent Engagement and Career Services
The Office of Constituent Engagement and Career Services helps students prepare for a successful transition from Ripon College. We provide guidance, resources, and opportunities to students as they consider post-college options. Ripon College offers support through three
stages of career development - planning, exploration, and search. Whether students are seeking full-time employment or post-graduate education, our office has programs designed to assist individuals in preparing for and initiating plans for a successful transition from Ripon College. We encourage and assist students to think about their interests, values, skills and life goals as a basis for choosing and preparing for careers. Some of the services we provide include: choosing a major/interest inventories; applying for internships, resume writing; job search strategies and databases; career counseling, “mock” interviews; employment listings; on-campus recruiters; and off-campus job fairs.

Not only does our office provide career services, we also provide ways for students to engage with alumni. Some ways we create engagement with alumni is by: class guest speakers, individualized searches, campus workshops, Senior VIP and Cap & Gown Parties, Return on Investment Alumni Panel, Alumni Career Days, Career Discovery Tours, and Regional Job Fairs & Networking Opportunities.

To view our handouts and a complete list of resources, please visit our office on the first floor of Smith Hall, or website at: http://www.ripon.edu/career-services

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.

The college is concerned for the rights and interests of all its employees, students, and campus visitors, whether they are smokers or nonsmokers.

Policy: Smoking is prohibited within 15 feet of all Ripon College campus buildings.
Awards and Honors

Every year, the College holds an Awards Convocation to recognize outstanding merit and achievement among students 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 Art: to the student who has shown the highest degree of excellence in art.

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 of Biology Emeritus.

Senior Business Management Prize: to the outstanding senior in business management.

Leone Oyster 1919 Memorial Scholarship: to the junior majoring in chemistry who best combines the qualities of scholarship and hard work which characterized Professor Oyster, a member of the chemistry department from 1920-62.

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 Communication: to the student who has done outstanding work in communication.

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.

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.

Mrs. John James Prize in Composition: to the student who has done the most outstanding work in English composition.

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.

Achievement Award in German: to the student who has achieved the best work in German.

Global Studies Achievement Award: to a student who has demonstrated superior work in Global Studies courses and effectiveness in improving campus and community understanding of global issues.

Achievement Award in History: to a student in history for distinction in the work of the history department.

Edwin W. Webster 1919 Endowed Scholarship in History: to a major in history in memory of Edwin Webster, both a student at Ripon and a member of the faculty from 1921-22, 1923-62.

Achievement Award in Computer Science: awarded to a student doing the most outstanding work in the field of computer science.

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 or computer science.
Harry A. Cody, Jr. 1933 Memorial Award in Military Science: presented to an ROTC cadet in his or her junior year who is a student in good standing, loyal to the College, of high moral character, and possesses demonstrated officership qualities.

"Sarge" Peters Award: presented 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: given to recognize outstanding achievement and interest in music by current and future students at Ripon College.

Lucile Mosling Grams Music Scholarship: given in memory of Beverly Thomann, a 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. Presented annually to a junior majoring or minoring in music. Student should have a demonstrated interest in one or more areas of the musical arts.

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 Physics: to a student in physics who has shown the most outstanding work in the department.

William Harley Barber Award in Physics: to the best student in physics for the current academic year; given in honor of William Harley Barber, Ripon Professor of Physics from 1906-46.

Achievement Award in Politics and Government: for outstanding work in politics and government.

Achievement Award in Psychology: to the outstanding senior psychology major.

Achievement Award in Religion: to the student who exhibits the most outstanding work in religion.

Achievement Award in French: to the student or students who have regularly demonstrated excellence in junior- and senior-level courses.

Achievement Award in Spanish: to the student or students who have regularly demonstrated excellence in junior- and senior-level courses.

Achievement Award in Classics: to the student doing the most outstanding work in classical studies.

Grace Gertrude Goodrich 1906 Classics Award: established in memory of an esteemed Professor of Classics (1913-39) and Dean of Women (1933-39) at her Alma Mater, the award is given to a graduating senior who has shown distinction in Classical Studies.

Achievement Award in Sociology: to the outstanding student in sociology.

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. Mr. Pickard served as a trustee of the College from 1932-73.

John Storzer Graduate Study Scholarship: to the senior athlete with the highest cumulative grade point (this athlete must have earned at least two letters); established in memory of Ripon coach, teacher, and athletic director John Storzer who served from 1958-73.

Jeff A. Thompson 1987 Athletic Award: to a student athlete who has demonstrated enthusiasm, determination, perseverance, and unselfishness in the intercollegiate wrestling and/or football program at Ripon College. In memory of Jeff A. Thompson.
The Peter Mattiacci Athletic Award: recognizes a junior or senior varsity athlete who has demonstrated superb athleticism, outstanding citizenship and superior character.

David L. Harris Memorial Award: given by the student senate to the student who has contributed most to the betterment of the College community through clubs and organizations within Ripon College.

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 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.

Center for Social Responsibility Student Servant Leadership Award: to the student whose work on behalf of others best satisfies Robert K. Greenleaf’s test of servant leadership.

Center for Social Responsibility Faculty/Staff Service Learning Award: to the faculty or staff member whose efforts over the past year have made it possible for Ripon College students to explore new and deeper forms of learning through service that is directly tied to a curricular learning objective and focuses on actively engaging in finding solutions to community/social issues.

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.

Student Support Services 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 Student Support Services staff, and who has a history of success in assisting his/her peers achieve a deeper understanding of a discipline.
Elliott-Schaffnit Award: to the WRPN staff member who has shown excellence in broadcasting and the most creativity in programming.

Howard C. Hansen Award: to the WRPN staff member in recognition of outstanding performance throughout a given year.

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.

Faculty/Staff Mentor Award: to individuals who promote in and out of classroom learning experiences.

Senior Class Award: to the outstanding faculty member as chosen by members of the senior class.

May Bumby Severy 1908 Awards: to the faculty members who have shown the highest degree of excellence in 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, room, board, 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 the 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 as well as certain music lessons.

Students who are not required to live on campus are charged only for tuition and the activity fee.

<table>
<thead>
<tr>
<th>Tuition and Fees, 2015-2016</th>
<th>Resident (on campus)</th>
<th>Non-Resident (off campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$36,214</td>
<td>$36,214</td>
</tr>
<tr>
<td>Room*</td>
<td>$4,199</td>
<td>$----</td>
</tr>
<tr>
<td>Board</td>
<td>$3,978</td>
<td>$----</td>
</tr>
<tr>
<td>Activities Fee</td>
<td>$300</td>
<td>$300</td>
</tr>
<tr>
<td>Comprehensive Fee</td>
<td>$44,691</td>
<td>$36,514</td>
</tr>
</tbody>
</table>

*Standard double room rate.

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 $1,200 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.

The College does not insure the personal belongings of its students and recommends that parents or students provide for this coverage through their home owner’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).

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 US. Proof must be submitted prior to arrival in the US. Information on 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 (August 15th and January 15th respectively). A late fee will be charged for any account not paid by the due date. Advance deposits, described later, are credited to the student’s balance due the first semester. Registration will not be completed, nor will permission to attend classes be granted, until the account is paid in full.

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 annual 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 annual enrollment fee. Automatic life insurance protection, covering your unpaid Interest-Free Monthly Payment Option balance, is provided at no additional cost. This insurance guarantees that budgeted academic expenses are paid in the event of the payer’s death.

Additional information and applications for these programs are available from Tuition Management Systems, 800-343-0911, or www.ripon.afford.com.

Advance Payments

An enrollment deposit of $200 is required for each new student upon notification of acceptance by the College. This deposit is nonrefundable in the event of withdrawal. The amount will be credited in the following manner: $100 will be applied to the comprehensive fee and $100 to the security deposit.

The security deposit of $100 is required of all students living on campus. It will be used to pay for damage to property beyond that which is considered normal wear, as well as for other incurred charges which are unpaid at the end of a semester. All or any unused part of the deposit will be refunded annually between each June 15 and July 1. Each returning student is charged a room security deposit of $100. There is a $10 charge for room deposits paid late and in addition, a $10 charge per month will be added to the comprehensive fee until the security deposit is paid.

The deposit is not refundable unless the director of housing is notified in writing prior to July 15 of the student’s decision not to return. No portion of this fee will be refunded after July 15.

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, room & board, and activity fee) 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 Hall Director or R.A. 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 last day of attendance will also be made.

If no definitive date can be determined then 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 last day attendance has been made. If no definitive date can be determined then the midpoint of the semester will be used.

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

**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, then 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. 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 must still 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 timeframe but they must also reply to the Financial Aid Office 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
- 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. If a student fails to repay grant funds, s/he may be ineligible for future federal financial aid.
<table>
<thead>
<tr>
<th>Year</th>
<th>Honorary Degree Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1881</td>
<td>Daniel Merriman, D.D.</td>
</tr>
<tr>
<td>1882</td>
<td>George H. Ide, D.D.</td>
</tr>
<tr>
<td>1885</td>
<td>Henry A. Stimson, D.D.</td>
</tr>
<tr>
<td>1886</td>
<td>George W. Andrews, D.D.</td>
</tr>
<tr>
<td>1887</td>
<td>Burdett Hart, LL.D.</td>
</tr>
<tr>
<td>1888</td>
<td>Ezra Brainerd, LL.D.</td>
</tr>
<tr>
<td>1889</td>
<td>Rev. J. Edwards, D.D.</td>
</tr>
<tr>
<td>1890</td>
<td>Brainerd Kellogg, D.D.</td>
</tr>
<tr>
<td>1892</td>
<td>Moritz Ernest Evers ‘71, D.D.</td>
</tr>
<tr>
<td>1893</td>
<td>George R. Merrill, D.D.</td>
</tr>
<tr>
<td>1894</td>
<td>Walter Eugene Howard, LL.D.</td>
</tr>
<tr>
<td>1895</td>
<td>William Sylvester Holt '70, D.D.</td>
</tr>
<tr>
<td></td>
<td>Joseph Roberts, D.D.</td>
</tr>
<tr>
<td>1896</td>
<td>John L. Atkinson, D.D.</td>
</tr>
<tr>
<td></td>
<td>David Robert Davies ‘95, D.D.</td>
</tr>
<tr>
<td>1897</td>
<td>Samuel T. Kiddet, D.D.</td>
</tr>
<tr>
<td></td>
<td>John Roberts, D.D.</td>
</tr>
<tr>
<td>1898</td>
<td>W. O. Carrier, D.D.</td>
</tr>
<tr>
<td></td>
<td>Frank N. White ‘78, D.D.</td>
</tr>
<tr>
<td>1899</td>
<td>Robert T. Roberts ‘79, D.D.</td>
</tr>
<tr>
<td>1900</td>
<td>A. M. Hyde, D.D.</td>
</tr>
<tr>
<td></td>
<td>Frank Knight Sanders ‘82, D.D.</td>
</tr>
<tr>
<td>1902</td>
<td>Stephen B. L. Penrose, D.D.</td>
</tr>
<tr>
<td></td>
<td>Henry Thorne Sell, D.D.</td>
</tr>
<tr>
<td>1904</td>
<td>Alberoni Kiddet, D.D.</td>
</tr>
<tr>
<td></td>
<td>Ernest W. Shurtleff, D.D.</td>
</tr>
<tr>
<td>1905</td>
<td>Thomas Johns, D.D. (in absentia from Wales)</td>
</tr>
<tr>
<td>1909</td>
<td>H. G. Pillsbury, D.D.</td>
</tr>
<tr>
<td>1911</td>
<td>John C. Jones, D.D.</td>
</tr>
<tr>
<td></td>
<td>Kossuth Kent Kennan ’75, LL.D.</td>
</tr>
<tr>
<td></td>
<td>James Armstrong Blanchard ‘71, L.L.D.</td>
</tr>
<tr>
<td>1913</td>
<td>John Johns, D.D.</td>
</tr>
<tr>
<td></td>
<td>Arthur Eastman Leonard ’91, D.D.</td>
</tr>
<tr>
<td></td>
<td>William Barrett Millard ’91, D.D.</td>
</tr>
<tr>
<td>1915</td>
<td>Lewis H. Keller, D.D.</td>
</tr>
<tr>
<td></td>
<td>Frederick Locratius Selden ‘94, D.D.</td>
</tr>
<tr>
<td></td>
<td>Joseph Daniel Brownell ex ’09, D.D.</td>
</tr>
<tr>
<td></td>
<td>William E. Evans, D.D.</td>
</tr>
<tr>
<td>1919</td>
<td>Theodore Rush Faville, D.D.</td>
</tr>
<tr>
<td></td>
<td>Herbert Pierepont Houghton, LL.D.</td>
</tr>
<tr>
<td></td>
<td>John W. Wilson, D.D.</td>
</tr>
<tr>
<td></td>
<td>Conrad Vandervelde ’04, D.D.</td>
</tr>
<tr>
<td>1921</td>
<td>H. A. Miner D.D.</td>
</tr>
<tr>
<td></td>
<td>Jesse Fox Taintor ’73, D.D.</td>
</tr>
<tr>
<td>1922</td>
<td>Howell Davies ’04, D.D.</td>
</tr>
<tr>
<td>1923</td>
<td>William E. Gilroy, D.D.</td>
</tr>
<tr>
<td>1925</td>
<td>Pearse Pinch ’75, D.D.</td>
</tr>
<tr>
<td>1926</td>
<td>Robbins Wolcott Barstow, D.D.</td>
</tr>
<tr>
<td></td>
<td>Henry Merritt Wriston, LL.D.</td>
</tr>
<tr>
<td>1929</td>
<td>Amelita Galli-Curci, Mus.D.</td>
</tr>
<tr>
<td></td>
<td>Harry Roberts Miles, D.D.</td>
</tr>
<tr>
<td></td>
<td>Leonard Albert Parr, D.D.</td>
</tr>
<tr>
<td>1934</td>
<td>Ella Hoes Neville, Litt.D.</td>
</tr>
<tr>
<td>1935</td>
<td>Ralph B. Hindman, D.D.</td>
</tr>
<tr>
<td></td>
<td>H. Gordon Selfridge, L.H.D.</td>
</tr>
<tr>
<td></td>
<td>H. Augustine Smith, Litt.D.</td>
</tr>
<tr>
<td></td>
<td>John Rogers Thomas ’01, D.D.</td>
</tr>
<tr>
<td>1936</td>
<td>Francis Neilson, Litt.D.</td>
</tr>
<tr>
<td>1937</td>
<td>Thomas Nichols Barrows, LL.D.</td>
</tr>
<tr>
<td></td>
<td>Herbert Elijah Hyde, Mus.D.</td>
</tr>
<tr>
<td>1938</td>
<td>George C. Sellery</td>
</tr>
<tr>
<td>1939</td>
<td>Charles Joseph Anderson, LL.D.</td>
</tr>
<tr>
<td>1940</td>
<td>Edward Jerome Roberts ’80, Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Spencer Tracy ex ’24, A.S.D.</td>
</tr>
<tr>
<td>1941</td>
<td>J. Lyle McCorison ’23, D.D.</td>
</tr>
<tr>
<td>1942</td>
<td>Conrad Arnold Elvehjem, Sc.D.</td>
</tr>
<tr>
<td>1943</td>
<td>Silas Evans ’98, L.H.D.</td>
</tr>
<tr>
<td>1944</td>
<td>Carter Davidson, LL.D.</td>
</tr>
<tr>
<td>1945</td>
<td>Gordon Keith Chalmers, L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Carey Cronels, Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Norman Coke-Jephcott, Mus.D.</td>
</tr>
<tr>
<td>1946</td>
<td>John V. Butler, Jr., D.D.</td>
</tr>
<tr>
<td></td>
<td>Sir Francis Evans, D.C.L.</td>
</tr>
<tr>
<td></td>
<td>James Scott Kemper, LL.D.</td>
</tr>
<tr>
<td></td>
<td>John Clarke Slater, Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Edward N. West, D.D.</td>
</tr>
<tr>
<td>1947</td>
<td>John Nicholas Brown, LL.D.</td>
</tr>
<tr>
<td></td>
<td>J. Clark Graham, L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Clarence J. Rodman ’13, Sc.D.</td>
</tr>
<tr>
<td>1948</td>
<td>Edward L. Ryerson, D.C.L.</td>
</tr>
<tr>
<td></td>
<td>John Charles Schroeder, S.T.D.</td>
</tr>
<tr>
<td></td>
<td>Franklyn Bliss Snyder D.C.L</td>
</tr>
<tr>
<td>1949</td>
<td>Pierre Bedard, LL.D.</td>
</tr>
<tr>
<td></td>
<td>Weimer K. Hicks, LL.D.</td>
</tr>
<tr>
<td></td>
<td>Meyer Kestnbaum, LL.D.</td>
</tr>
<tr>
<td></td>
<td>Howard Roelofs, L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Rt. Rev. &amp; Rt. Hon. J. W. C.</td>
</tr>
<tr>
<td></td>
<td>Wand, Litt.D.</td>
</tr>
<tr>
<td>1950</td>
<td>John H. Dillon ’27, Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Ernest P. Hahne, LL.D.</td>
</tr>
<tr>
<td></td>
<td>Herbert V. Prochnow, LL.D.</td>
</tr>
<tr>
<td></td>
<td>John Wild, L.H.D.</td>
</tr>
<tr>
<td>1951</td>
<td>Walter Rowe Courtenay, S.T.D.</td>
</tr>
<tr>
<td></td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>Harriet Davies ’01, L.H.D.</td>
</tr>
<tr>
<td></td>
<td>James E. Dunlap ’01, L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Arthur G. Hayden ’02, Sc.D.</td>
</tr>
<tr>
<td></td>
<td>William Frederick Meggers ’10, Sc. D.</td>
</tr>
<tr>
<td></td>
<td>Carl P. Russell ’16, LL.D.</td>
</tr>
<tr>
<td></td>
<td>Hon. Robert A. Taft, D.C.L.</td>
</tr>
</tbody>
</table>
Honorary Degree Recipients

Nov. (America’s Town Meeting):
Guy E. Snively, 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, LL.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, Lit.D.
William Harley Barber, Sc,D.

1959 Theme: “Change”
Frances Diebold, Sc.D.
Robert Hanna Felix, 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, Lit.D.
Jerald C. Brauer, S.T.D.
Clifford Dowdey, Lit.D.
Bruce Catton, D.H.L.

1962 Theme: “Social Science”
Ernest C. Colwell, S.T.D.
Helen Merrell Lynd, Lit.D.

1963 Theme: “Education”
Frank L. Boyden, LL.D.
Calvin E. Gross, LL.D.
Paul D. Woodring, Lit.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 Dillenberger, 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, L.L.D.
Walter W. Heller, L.L.D.
Warren P. Knowles, L.L.D.
Brig. Gen. Francis L. Sampson, D.D.
W. Willard Wirtz, L.L.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. Ingram, L.L.D.

1970 Theme: “Women”
Mary Ingram Bunting, L.L.D.
Maria Goepert Mayer, Sc.D.
Ariel Durant, D.H.L.
Margaret Chase Smith, L.L.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.
Kenneth Schermerhorn, Mus.D.
Maria Tallchief Paschen, D.F.A.

1974 Theme: “Reconstruction and Reconciliation”
Nikki Giovanni, Litt.D.
Dixy Lee Ray, Sc.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, L.L.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.

1981 Theme: “Law and Society”
Shirley S. Abrahamson, LL.D.
Richard D. Cudahy, LL.D.
Norman Dorson, 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.

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.

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.

1985 Theme: “Government Service”
Roderick Esquivel, M.D. ’49, LL.D.
Henry S. Reuss, LL.D.
Paul A. Volcker, LL.D.

1986 Theme: “Anglo-American Interdependence”
Anne (Tobin) Armstrong, D.H.L.
Gordon Peter McGregor, D.H.L.
Stuart Malcolm Tave, D.H.L.

1987 Theme: “The Shape of Things to Come”
Kenneth E. Boulding, L.L.D.
Robert L. Heilbroner, LL.D.
John McHale, LL.D.
Harrison Farnsworth ’18, Sc.D.

1988 Theme: “Leadership in a Democratic Society”
George F. Kennan, Litt.D.
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Lloyd B. Wescott ’29, Sc.D.

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Robin Lakoff, Litt.D.
H. Marshall McLuhan, Litt.D.
Frank Stanton, LL.D.

2000 Theme: “The Market Economy and Ethical Values”
Samuel C. Johnson, LL.D.
Alfred E. Kahn, LL.D.
Arjay Miller, LL.D.

Awards Convocation:
Richard Warch, D.H.L.
Jeremiah S. Finch, Litt.D.

1981 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.

1985 Theme: “Government Service”
Roderick Esquivel, M.D. ’49, LL.D.
Henry S. Reuss, LL.D.
Paul A. Volcker, LL.D.

1986 Theme: “Anglo-American Interdependence”
Anne (Tobin) Armstrong, D.H.L.
Gordon Peter McGregor, D.H.L.
Stuart Malcolm Tave, D.H.L.

1987 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

1990  Theme: “The Global Environment”
   Lester R. Brown, D.H.L.
   Jay D. Hair D.H.L.
   Robert W. Kasten, D.L
   Anne LaBastille, D.H.L
   Fred O. Pinkham, D.Sc

   Medal of Merit:
   John Livingston ’49

1991  Theme: “Science Education”
   Lillian C. McDermott, D.Sc.
   Barbara J. Salvo, D.Sc.
   Bassam Z. Shakhashiri, D.Sc.

   Medal of Merit:
   Kermit G. Weiske ’50

1992  Theme: “World Community”
   H. Michael Hartoornian, D.H.L.
   Lois M. Wilson, S.T.D.

   Awards Convocation:
   Waclaw Jedrziewicz, D.H.L.

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

1995  Theme: “The Information Link”
   Henry Kronekendorf, Sc.D.
   Richard C. Notebaert, Sc.D.
   Tad B. Pinkerton, Sc.D.

1996  Theme: “The Bill of Rights”
   Becky Cain, L.L.D.
   Robert Paul Carlson, L.H.D.
   Leonard W. Levy, L.L.D.

   Medal of Merit:
   Thomas C. Babcock ’51

1997  Theme: “Global Interdependence”
   Joanne Fox-Przeworski, L.L.D.
   Sharon Rae Landercott Durfka, 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, L.L.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, L.L.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)
2006 Theme: “Exploration”
Dr. Phillip A. Sharp, Sc.D.
Steve Fossett, Sc.D.
Patrick W. Arndt, 2006 (DEA)
2007 Theme: “Health and Service”
Jonathan K. Muraskas, M.D. ’78
Jolia S. Mukherjee, M.D., M.P.H.
JoAnn Marie Davis, 2007 (DEA)
2008 Theme: “Conservation, Adaptation & Sustainability”
Peter Ashton, Sc.D.
Darell Hammond ’96, L.H.D.
Susan P. Eblen, 2008 (DEA)
2009 Theme: “Democracy and the Presidency”
Robert Sean Wilentz, L.H.D.
Gwendolynne S. Moore, L.H.D.
Robin Tessereau (DEA)
2010 Theme: “Civility in the Modern World”
William A. Galson, 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”
Dr. Judith R. Shapiro, L.H.D.
Dr. Robert V. Hannaford, L.H.D.
Nancy L. Ribbeck (DEA)
2013 Theme “Data and Decisions”
Dr. Steven Brans, Sc.D.
Mr. Nate Silver, Sc.D.
Mr. Andrew P. Britton (DEA)
2014 Theme “The New Media”
Mr. David Plotz, L.H.D.
Ms. Hanna Rosin, L.H.D.
Ms. Nancy Samplawski (DEA)
2015 Theme “The Liberal Arts and Military Leadership”
Dr. Christopher B. Howard, L.H.D.
Mr. Kane Krummel (DEA)

DEA = Distinguished Educator Award
Register of the College

The Board of Trustees, 2015-16

Officers

Chair, Ronald R. Peterson ’70
Vice Chair, Doreen L. Chemerow ’73
President, Zach P. Messitte
Secretary, Thomas W. Abendroth ’81
Treasurer, Mark J. Wright ’75
Immediate Past Chair: Robert J. Kirkland ’81

Trustees

Date in parentheses is first election to the board.

Thomas W. Abendroth ’81, Partner/Attorney, Schiff Hardin LLP, Chicago, IL (1996)
Thomas H. Broman ’76, Professor of History of Science, University of Wisconsin-Madison, Madison, WI (2014)
Julie B. Carlson ’76, Alumni Board Trustee, Retired Scholarship Administrator, University of Wisconsin-Milwaukee College of Letters and Sciences, Milwaukee, WI (2013)
Doreen L. Chemerow ’73, Portland, OR (1996)
James R. Clark ’68, Attorney/Partner, Foley & Lardner LLP, Milwaukee, WI (1985)
Scott L. Dicks ’74, Managing Partner, Selling Forensics Group, Middleton, WI (2000)
Dennis G. Frahmann ’74, Retired Executive Vice President, Marketing, Sage Software, Cambria, CA (2007)
Mark J. Franzen ’83, Managing Director, Milliman IntelliScript, Brookfield, WI (2011)
Stephanie Greene ’72, Retired Vice President, Retail Change Management, JPMorganChase & Co., New York, NY (2001)
Helen E. Hansen ’66, Associate Professor Emerita, University of Minnesota School of Nursing, Saint Paul, MN (2009)

David G. Hartman ’64, Retired Senior Vice President & Chief Actuary, Chubb Group of Insurance Companies, New Providence, NJ (2006)
Guy R. Henshaw ’68, Managing Director/Partner, Henshaw & Vierra, Walnut Creek, CA (1994)
Marcus D. Hoffman ’70, Retired Director of Business Applications, Ametek, Portland, OR (2007)
William C. Jordan ’69, Dayton-Stockton Professor of History, Princeton University, Princeton, NJ (1999)
Robb B. Kahl ’94, President and Member, Construction Business Group, Madison, WI (2011)
Samantha E. Kay ’15, Special Graduate Trustee, Minneapolis, MN (2015)
Robert J. Kirkland ’81, Consultant, LETCO, Chicago, IL (1998)
Martin M. Lindsay ’87, Treasurer, The Middleby Corporation, Elgin, IL (2011)
William C. MacLeod ’73, Partner, Kelley Drye, Washington, DC (2005)
Philip K. McCullough ’69, Physician, Chicago, IL (1996)
Susan S. Meier ’79, Principal, Meier and Associates, Chevy Chase, MD (2011)
Zach P. Messitte, President, Ripon College (2012)
Connie H. Moser ’84, President and Chief Operations Officer, Rise Health, Grayslake, IL (2013)
Austin D. Oliver ’14, Special Graduate Trustee, 2nd Lieutenant, U.S. Army (2014)
Ronald R. Peterson ’70, Partner/Corporate Restructuring, Jenner & Block, Chicago, IL (2004)
Michael R. Reese ’65, Appleton, WI (1987)
Perry H. Robinson ’79, Alumni Board Trustee, Vice President & Director of Admissions, Denison University, Granville, OH (2015)
Cheryl K. Rofer ’63, CEO, Nuclear Diner, Santa Fe, NM (1992)
Joann Selleck ’73, Attorney/Partner, Cozen O’Connor, San Diego, CA (2008)
Pamela P. Smith ’68, President/Owner, Mathtyme, Fox Point, WI (1995)
Scott L. Spiller, Vice President, Chief Legal Officer and Secretary, Alliance Laundry Systems, LLC, Ripon, WI (2011)
Richard J. Srednicki ’73, Retired Chief Executive Officer, Chase Card Services, JP Morgan Chase, Steamboat Springs, CO (2006)
Peter W. Tuz ’76, President, Chase Investment Counsel, Charlottesville, VA (2012)
John H. Wolfe ’69, Professor and Director, University of Pennsylvania and Children’s Hospital of Philadelphia, Philadelphia, PA (2015)
Kimberly Woolley ’94, Assistant General Counsel and Assistant Secretary, Oracle Corporation, Redwood Shores, CA (2014)
Mark J. Wright ’75, Wright Consulting Group, Perry Hall MD (2005)

The Faculty, 2015-16
Officers
Zach P. Messitte, President

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.
Robert L. Amsden, Professor of Theatre (1991, 1999) and the Doreen L. ’73 and David I. Chemerow Chair in Theatre (2013). B.A., University of Toledo;
Register of the College

M.A., Indiana University; Ph.D., Bowling Green State University.

Catherine E. Austrauskas, Assistant Professor of Exercise Science (part-time), Athletic Administrator, and Head Coach of Volleyball (2010). A.B., St. Norbert College; M.S., Southern Illinois University-Carbondale.

Mary E. Avery, Professor (part-time) and Director of Business Management (1996, 2013). B.A., University of Wisconsin-Milwaukee; M.B.A., University of Wisconsin-Whitewater.


Colleen M. Byron, Professor of Chemistry (1991, 2005), Chair of the Department, and the L. Leone Oyster ’19 Chair in Chemistry (2013). B.A., College of St. Benedict; Ph.D., University of Minnesota-Minneapolis.

Jacqueline Clark, Associate Professor of Sociology (2005, 2012) and Chair of the Department. B.A., University of North Carolina-Asheville; M.A., Appalachian State University; Ph.D., North Carolina State University.

Linda M. Clemente, Professor of French (1985, 1999). B.A., McGill University; M.A., University of Western Ontario; M.A., University of South Florida; M.A., Ph.D., University of Oregon.

Richard H. Coles, Professor of Exercise Science (part-time) (2001, 2014), Chair of the Department, and Assistant Coach of Football. BA, Coe College; MA, University of Northern Iowa.

Lamont Colucci, Associate Professor of Politics and Government (2005, 2012) and Chair of the Department. B.A., M.A., M.S., University of Wisconsin-Madison; Ph.D., University of London.

John G. Dalziel, Associate Professor of Theatre (2011, 2015) and Chair of the Department. A.A., Sauk Valley Community College; A.B., Ripon College; M.F.A., University of Arkansas.

Sarah J. Desotell, Associate Professor of Physics (2006, 2012). B.S., University of Wisconsin-Platteville; Ph.D., University of Minnesota.


John P. Dinegan, Associate Professor of Exercise Science (part-time) and Athletic Administrator (2005, 2011). B.S., University of Wisconsin-LaCrosse; M.A., Western Michigan University.

Marc A. Eaton, Assistant Professor of Sociology (2011). B.A., Western Washington University; Ph.D., University of Colorado-Boulder.

Ronald L. Ernst, Professor of Exercise Science (part-time), Head Coach of Football, and Assistant Athletic Director (1991, 2008). B.S., Nebraska Wesleyan University; M.S., University of Northern Colorado.


Sarah K. Frohardt-Lane, Assistant Professor of History (2014). B.A., Swathmore College; Ph.D., University of Illinois-Champaign/Urbana.

Megan M. Gannon, Assistant Professor of English (2014). B.A., Vassar College; M.F.A., University of Montant; Ph.D., University of Nebraska-Lincoln.

David M. Graham, Professor of English (1987, 2001), and the Helen Swift Neilson Professor of Cultural Studies (2013). B.A., Dartmouth College; M.F.A., University of Massachusetts-Amherst.

Geoff W. Guevara-Geer, Associate Professor of Spanish (2004, 2010). A.B., Ripon College; M.A., Ph.D., Pennsylvania State University.

Joe W. Hatcher, Professor of Psychology (1986, 2000). B.A., Dartmouth College; Ph.D., Vanderbilt University.

Soren Hauge, Professor of Economics (1998, 2012), the John Barlow Murray '37 and Nellie Weiss Murray '37 Professor in Economics, Assessment Coordinator, Assistant Dean of Faculty, and the Accreditation Leadership Team Coordinator (2013). B.A., Concordia College; M.S., Ph.D., University of Wisconsin-Madison.


Peng Huang, Associate Professor of Business and Economics (2007, 2013) and Chair of the Economics Department. B.B.A., Shanghai Jiaotong University; M.A. and Ph.D., Western Michigan University-Economics.

John C. Hughes, Assistant Professor of Music and Director of Choral Activities (2014). B.A., Augustana College; M.Mus., Northern Illinois University; Ph.D. (ABD), The University of Iowa-Iowa City.

Chester I. Ismay, Assistant Professor of Mathematical Sciences (2013). B.S., South Dakota School of Mines & Technology; M.S., Northern Arizona University; Ph.D., Arizona State University.

Paul F. Jeffries, Associate Professor of Philosophy (2006, 2008), Chair of the Department, and Coordinator of the First-Year Studies Program (2014). B.A., Colorado State University; M.A.R., Yale Divinity School-Yale University; M.A., Ph.D., University of Minnesota.

Julie H. Johnson, Athletic Director (1990, 2013). B.S., Dakota State University; M.S., South Dakota State University.

Mark S. Kainz, Associate Professor of Biology (2008, 2012). B.S., University of Portland; M.S., Washington State University; Ph.D., Cornell University.

Dean A. Katahira, Professor of Chemistry (1987, 2002). B.A., Lake Forest College; Ph.D., Yale University.


Memuna Z. Khan, Associate Professor of Biology (2006, 2012) and Chair of the Department. B.A., University of Chicago; Ph.D., Virginia Polytechnic and State University.

Kristine Kovack-Lesh, Associate Professor of Psychology (2008, 2013) and Chair of the Department. B.A., Valparaiso University; M.A. and Ph.D., University of Iowa.

Sarah Mahler Kraz, Professor of Music (1989, 1995) and College Organist. B.A., Olivet College; M.Mus., University of Colorado; D.Mus.A., University of Kansas.
McKenzie R. Lamb, Associate Professor of Mathematical Sciences (2009, 2015) and Chair of the Department. B.A., Beloit College; Ph.D., University of Arizona. (On leave fall 2015.)

Eddie R. Lowry, Jr., Professor of Classical Studies and Marie Zarwell Ulhlein Chair in Classical Studies (1988, 1994). B.A., Hampden-Sydney College; M.Div., The Divinity School, Harvard University; Ph.D., Harvard University. (On leave spring 2016.)

Michael R. Mahoney, Associate Professor of Global Studies (2014) and Co-Chair of the Global Studies and Languages Department. A.B., Connecticut College; M.A., Ph.D., University of California-Los Angeles. (On leave spring 2016.)

Emily J. (Molly) Margaretten, Assistant Professor of Anthropology (2010). B.A., Colgate University; M.Phil., Ph.D., Yale University. (On leave spring 2016 - Visiting Faculty/ Director for an ACM Off-Campus Study.)

Steven E. Martin, Associate Professor of Communication (2003, 2011) and Chair of the Department. A.B. Ripon College; M.A., Colorado State University; Ph.D., Pennsylvania State University.

Rebecca R. Matzke, Associate Professor of History (2003, 2010) and Co-Director of the Center for Politics and the People. B.A., University of Nebraska-Lincoln; M.A., Ph.D., Cornell University.


Barbara A. McGowan, Professor of History (1981, 1995), Chair of the Department (fall 2015), and the Delmar D. Wensink Professor of Political Economy (2002). B.A., Catholic University of America; M.A., Ph.D., University of Michigan.


Kathleen Nichols, Assistant Professor of Educational Studies (2015). B.A., University of Wisconsin-Madison; M.S., City College of New York; Ph.D., University of North Carolina-Chapel Hill.

Travis E. Nygard, Assistant Professor of Art (2010). Chair of the Department, and Registrar of the College Art Collection. B.A., Gustavus Adolphus College; M.A., Ph.D., University of Pittsburgh.

Mollie B. Oblinger, Associate Professor of Art (2010, 2014). B.A., Syracuse University; M.F.A., University of California-Davis.

Ann Pleiss Morris, Assistant Professor of English (2011) and Chair of the Department starting January 2016. B.A. Mont Mercy University, M.Litt., Mary Baldwin College; Ph.D., University of Iowa. (On leave fall 2015.)


Amy B. Rachuba, Assistant Librarian-Resource Services (2013). A.B., Ripon College; M.S., University of Illinois at Urbana-Champaign.
Timothy P. Reed, Associate Professor of Spanish (2003, 2012) and Co-Chair of the Global Studies and Languages Department. B.A., Dickinson College; M.A., University of Delaware; Ph.D., Pennsylvania State University.


Jean-Blaise Samou, Assistant Professor of French (2014). B.A. (Licences és Lettres), University of Yaoundé I, Yaoundé, Cameroon; M.Ed. (DIPESS II), École Normale Supérieure, Yaoundé, Cameroon; M.A. (Maîtrise és Lettres), University of Yaoundé I; Ph.D., University of Calgary, AB Canada.


Henrik M. Schatzinger, Associate Professor of Politics and Government (2009, 2015). B.A., Christian-Albrechts-Universität zu Kiel; M.A., University of Kansas; Ph.D., University of Georgia. (On leave spring 2016.)

Paul J. Schoofs, Professor of Economics (1974, 1994) and the Patricia Parker Francis Professor of Economics (1992). B.A., Loras College; Ph.D., University of North Carolina-Chapel Hill.


David William Scott, Assistant Professor of Religion and the Pieper Chair in Servant Leadership (2012). B.A. Lawrence University; M.Theological Studies, Ph.D., Boston University.

Leah Eileen Simon, Assistant Professor of Physics (2012) and Chair of the Department. B.A. Macalester College; M.S., Ph.D., University of Florida.

Barbara E. Sisson, Assistant Professor of Biology (2011). B.A., Lake Forest College; Ph.D., Northwestern University.

Brian H. Smith, Professor of Religion and Charles and Joan Van Zoeren Chair in Religion, Ethics, and Values (1987, 1989), Chair of the 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.


Lorna J. Sopczak, Associate Professor of German (2002, 2008), Chair of the Department, and Director of the Bonn Program. B.A., Central College; M.A., Ph. D., University of Minnesota-Minneapolis. (On leave spring 2016.)

Mary L. Unger, Assistant Professor of English (2012). B.A, M.A., Ph.D., University of Illinois at Urbana-Champaign.

Robert L. Wallace, Professor of Biology (1977, 1991) 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, 1999) and Chair of the Department. B.S., Ohio State University; M.Ed., Ph.D., Kent State University.

Patrick H. Willoughby, Assistant Professor of Chemistry (2013). B.S., University of Northern Iowa; M.S., Ph.D., University of Minnesota.

Edward C. Wingenbach, Vice President and Dean of Faculty (2015). B.A., Lake Forest College; M.A., Ph.D., University of Notre Dame.

George H. Wittler, Professor of Biology (1984, 1997) and the William Harley Barber Distinguished Professor (2002). Coordinator of the Environmental Studies Program, and Director of the Ceresco Prairie Conservancy (1998). B.A., Carleton College; M.A., University of Montana; Ph.D., The University of Texas-Austin.


Robin Woods, Professor of English (1990, 1996) and Chair of the Department through December 2015. B.A., Ph.D., University of California-Berkeley.

Andrea N. Young, Assistant Professor of Mathematical Sciences (2011) and Chair of the Department fall 2015. B.S., Pennsylvania State University; Ph.D., University of Texas-Austin.


David F. Brusin, Adjunct Professor of Religion (2002). A.B.D., Temple University; Rabbinical Degree, Reconstructionist Rabbinical College; D. Divinity, Reconstructionist Rabbinical College.


Michelle A. Henslin, Adjunct Instructor of Music (2014). B.Mus., University of Wisconsin-Oshkosh; M.Ed. (in progress), Concordia University.


Douglas J. Jorgensen, Adjunct Professor of Business Management (2013). B.A., Quiny University; MBA, Lake Forest School of Management.

Kendall McMinimy, Adjunct Instructor of Art (2013). B.S., Kansas State University; M.F.A. (candidate), University of Wisconsin-Madison.


Other Academic Appointments:

Sandra J. Polcyn, Adjunct Instructor of Music (2006). Assoc., University of Wisconsin Center-Fox Valley; B.M., Lawrence University; M.Ed., Olivet Nazarene University.

Yue “Jo” Qian, Visiting Professor of Biology (2015). B.S., Shanghai University; Ph.D., University of Georgia-Athens.


Steven R. Sorenson, Adjunct Professor of Politics and Government (2004, 2008). B.A., Luther College; J.D., Marquette University.


William S. Brooks, Professor of Biology and the William Harley Barber Distinguished Professor of Biology (1966, 1979, 2000, 2002). A.B., Ripon College; M.S., Ph.D., University of Illinois.

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.


Vance R. Cope-Kasten, Professor of Philosophy (1970, 2013) and the Victor and Carrie Palmer Endowed Chair for Leadership
Values (2001). B.A., Lawrence University; M.A., Ph.D., University of Michigan.

Daniel L. Delakas, Professor of Romance Languages (1956, 1983). A.B., Brooklyn College; Diplome de Langue Francaise, Doctorat de l’Universite (Lettres); University of Paris.

Seale R. Doss, Professor of Philosophy and May Bumby Severy Distinguished Service Professor (1964, 1987, 1999). B.A., M.A., University of Texas; Ph.D., University of California-Berkeley.

Michelle A. Fuerch, Professor of Spanish (part-time) (1983, 2013). B.A., Oakland University; M.A., New York University (Madrid campus); Ph.D., Wayne State University.


James F. Hyde, Jr., Professor of German (1964, 1999). A.B., Princeton University; M.A., Ph.D., Indiana University.


Evelyn M. Kain, Professor of Art and the Helen Swift Neilson Professor of Cultural Studies (1983, 2011). B.A., Barnard College of Columbia University; Ph.D., University of Vienna.


Richard G. Scamahorn, Professor of Chemistry and the William Harley Barber Distinguished Professorship (1968, 2005). B.A., Hanover College; Ph.D., Northwestern University.


David B. Seligman, Professor of Philosophy (1994, 2006). A.B. University of Rochester; Ph.D., Duke University.

Margaret E. Stevens, Professor of Biology (1986, 2011). B.A., Macalester College; M.A., Ph.D., Stanford University.

William E. Tyree, Professor of Philosophy and Helen Swift Neilson Professor of Cultural Studies (1950, 1983). B.A., Illinois Wesleyan University; B.D. Garrett Theological Seminary; S.T.M., Union Theological Seminary; Ph.D., University of Edinburgh; D.H.L., Ripon College.

Ralph L. Wickstrom, Professor of Physical Education (1961, 1990). B.A., Morningside College; M.A., Ph.D., University of Iowa.

Mary E. Williams-Norton, Professor of Physics (1975, 1912), the Harrison E. Farnsworth 1918 Chair in Physics. B.S., Bates College; M.S., Ph.D., Rutgers University.


Faculty Committees
Year in parentheses indicates end of term.

Academic Standards
John Dalziel (2017)
Emily (Mollie) Margaretten (2016)
Dominique Poncelet (2017)
David William Scott (2017)
Richard Coles (alternate)
Kurt Dietrich (alternate)
Michele Witter, Registrar (ex-officio)
Soren Hauge, Assessment Coord.

Educational Policy
Robert Amsden (2018)
Marc Eaton (2017)
Mark Kainz (2016)
Andrea Young (2017)

Faculty Development
Joshua Filler (20180
Soren Hauge (2016)
Kate Moody (2018)
Barbara Sisson (2016)
Jody Roy, Faculty Development Coordinator (ex-officio)

Promotion and Tenure
Jacqueline Clark (2016)
Diane Mockridge (2018)
Timothy Reed (2017)
Rafael Salas (2018)
George Wittler (2018)

Faculty Advisory Council
Peng “Roc” Huang (2017)
Memuna Khan (2018)
Sarah Kraaz (2017)
Mary Unger (2018)

Faculty Participating Observers (Board of Trustees)
Paul Jeffries (2016)
Kurt Dietrich (2017)

Health Professions Advisory Committee
Colleen Byron, Chemistry
Richard Coles, Exercise Science
Mark Kainz, Biology
Barbara Sisson, Biology
Patrick Willoughby, Chemistry

Institutional Animal Care and Use Committee (IACUC)
(formerly 12/11/00, Service Committee Only)
Mark Kainz, Biology, Chair
Paul Jeffries, Philosophy
Victor Roeder, Community Member
Vet 1 — James Bednarek, Ripon
Vet 2 — Janet Welter, Madison
(consultant)
Ed Wingenbach, Vice President and Dean of Faculty
Margaret Schwemmer, Clerical Support

Institutional Review Board (IRB)
Jacqueline Clark
Joe Hatcher
Kristine Kovack-Lesh
Paul Nelson, M.D.
Thomas M. Ponto
Cynthia Viertel
Kathy Welch
Ed Wingenbach

The Administration 2015-16

Officers
Zach P. Messitte, President
Edward C. Wingenbach, Vice President and Dean of Faculty
Thomas M. Ponto, Vice President for Finance
Melissa K. Anderson, Interim Vice President for Advancement and Executive Director of Marketing and Communications
Christophor M. Ogle, Vice President and Dean of Students
Jennifer L. Machacek, Vice President for Enrollment
Margaret A. Carne, Special Assistant to the President and Liaison to the Board of Trustees

Members of the Administration
First date in parentheses is the date of initial appointment as a member of administration, second, if applicable, is date of present appointment.
Melissa K. Anderson, Interim Vice President for Advancement and Executive Director of Marketing and Communications (2012, 2015). A.B., Ripon College; M.A., University of Chicago.
Thomas Beatty, Associate Director of Admission (2013). A.B., Ripon College.
Melissa L. Bemus, Director of Student Activities and Orientation (2005). B.S., Valparaiso University; M.Ed., Loyola University.
Jill Cardinal, Campus Visit Coordinator/Admission Counselor (2013). B.A., University of Wisconsin-Stevens Point.
Margaret A. Carne, Special Assistant to the President and Liaison to the Board of Trustees (2014). B.A., Oberlin College; M.A., Ph.D., University of California-Berkeley.
Andrew P. Desch, Network and Systems Specialist (2014). B.S., University of Wisconsin-Oshkosh.
M M. Dietrich, Residence Hall Director for Tri Dorms, the Apartments and Johnson Hall (2015). B.A., University of Wisconsin-Platteville.
Nathaniel E. Ebert, Residence Hall Director for the Quad and Program Coordinator for Intramurals and the Fitness Center (2015). B.A., Purdue University.

Terri Fredenberg-Holzman, Director of Foundation and Government Relations (2011). B.A., University of Wisconsin, Green Bay; M.S.-Ed., California State University, Hayward.


Kelly Hanson, Assistant Director of Constituent Engagement and Career Services (2015). A.B., Ripon College; M.A., Lakeland College.


Cindy L. Hutter, Administrative Assistant to the Vice President and Dean of Students (1980, 1987).


Jill M. Kalis, Residential Hall Director for Scott Hall and Program Coordinator for Residential Life (2014). B.A., Gustavus Adolphus College

Paige G. Kane, Admission Counselor (2012). B.S., Florida Southern College.


Tara A. LaChapell, Executive Director of Information Technology (2013, 2014). A.B., Ripon College; M.S.E., Viterbo University.

Claudia M. Leistikow, Administrative Assistant to the Vice President and Dean of Faculty (1993, 2000).


Michelle Lippart, Associate Director of Development (2011, 2015). B.A., University of Wisconsin-Oshkosh; M.S. Marian University.


Jennifer L. Machacek, Vice President for Enrollment (2013). B.S., M.B.A., Marquette University.


Dana C. Moracco, Environmental Health and Safety Officer and Biology Lab Coordinator (2008). B.S., Boise State University.

Christopher M. Ogle, Vice President and Dean of Students (1980, 1988, 2000). A.B., Ripon College; M.S., University of Wisconsin-Oshkosh.

Elizabeth A. Parker, Director of the Mail Center (1992, 2014).

Thomas M. Ponto, Vice President for Finance (2014). B.A., St. Norbert College; M.B.A., Marquette University.


Christina M. Sabel, Administrative Assistant to the Vice President for Finance (1991, 1999).


Lori A. Schroeder, Assistant Director of the Annual Fund (2013). A.B., Ripon College.

Paula M. Schultz, Administrative Assistant to the Vice President for Enrollment (1993, 2013).


Carol Seeliger, Administrative Assistant to the Vice President for Advancement (1991, 2011).


Eliza Cherry Stephenson, Assistant Director of Admissions (2010, 2013). A.B., Ripon College.


Melissa A. Wege, Director of Student Accounts (2014). B.A., University of Wisconsin-Stevens Point.

Philip Welch, Assistant Director of Student Support Services/ Tutoring Coordinator (2014). B.S., Drake University, M.Ed., Loyola University.


Edward C. Wingenbach, Vice President and Dean of Faculty (2015). B.A., Lake Forest College; M.A., Ph.D., University of Notre Dame.

Kyonna Withers, Assistant Director of Student Activities and Orientation (2012). B.A., M.S.Ed., Old Dominion University.

Michele A. Wittler, Associate Dean of Faculty, Registrar, Adjunct Instructor of Mathematical Sciences, and Affirmative Action Officer (1984, 2005). A.B., Ripon College; M.B.A., University of Texas-Austin.


Other Appointments

Jessica M. Billings, Academic Support Specialist-Smith and West Halls (2011, 2014). B.S., University of Wisconsin-Whitewater; M.S., University of Wisconsin-Oshkosh.


Toni D. Hollenback, Secretary/ Technician, Admission (1973, 1982).
Peggy J. Hutchings, Secretary/Technician-Gift Processor (2010). A.A., Triton College; B.A., University of Illinois.  
Barbara Mitchell, Academic Support Specialist-Rodman Center (2014). B.S., University of Wisconsin-Stout; M.S., Northern Illinois University.  
Kimberly P. Scanlon, Secretary/Technician of the Annual Fund, Alumni Relations, and Parent Programs and Data Entry (2010). A.A.S., North Hennepin Community College.  
Amy L. Stephens, Secretary/Technician-Aquisitions/Technical Services Assistant, Lane Library (2013). B.A., B.S., Winona State University  

**Athletic Staff - incomplete information available at time of printing.**  
Catherine E. Astrauskas, Assistant Professor of Exercise Science (part-time), Athletic Administrator, and Head Coach of Volleyball (2010). A.B., St. Norbert College; M.S., Southern Illinois University-Carbondale.  
Richard H. Coles, Professor of Exercise Science (part-time) (2001, 2014), Chair of the Department, and Assistant Coach of Football. BA, Coe College; MA, University of Northern Iowa.  
Ronald L. Ernst, Professor of Exercise Science (part-time), Head Coach of Football, and Assistant Athletic Director (1991, 2008). B.S., Nebraska Wesleyan University; M.S., University of Northern Colorado.  
Ryan Goggans, Head Coach of Swimming (2014). B.S., M.S., St. Cloud State University, St. Cloud, MN.  
Stephanie N. Hawkins, Head Coach of the Dance Team (2005).
Zachary P. Hershoff, Head Coach of Men's Soccer (2014). A.B., Ripon College; M.A., Lakeland College.
Julie H. Johnson, Athletic Director (1990, 2013). B.S., Dakota State University; M.S., South Dakota State University.
Lauren A. Johnson, Head Coach of Women's Basketball (2013). B.S., Ph.D., Clarke University.
Ryan P. Kane, Head Coach of Men's Basketball (2012). B.A., St. Norbert College; M.S., Valparaiso University.
Phillip Welsh, Assistant Coach of Women’s Basketball (2015). B.S., Drake University; M.Ed., Loyola University.

Forensics
Adam J. Jacobi, Director of Forensics (2011, 2015). B.S., Carroll College; Teaching Certificate, Marquette University.

Contracted Services
Jacob A. Bell, Maintenance (2008).
Daryl A. Birkholz, Executive Chef (2015).
Mark A. Fitzwater, Assistant Director of the Physical Plant (1979, 1998).
Mark Fields, Maintenance (2013).
Anna M. Hernendez, Housekeeping (2010).
Justin W. Hoyt, Housekeeping (2005).
Debra J. Kuharski, Housekeeping (2010).
Kristine A. Murphy, Housekeeper (2012, 2013).
Alison Otto, General Manager, Food Service (2015).
Maria Y. Salem, Housekeeping (2005).
Brian Skamra, Director of Physical Plant and Campus Safety Officer (2008). B.S., Embry-Riddle Aeronautical University.
Sandra L. Toshner, Housekeeping (2005).
Carol D. Wall, Administrative Assistant, Food Service (1998).
Kathy Welch, College Nurse (2003). Practical Nursing degree, MPTC.

Administrative Offices 2015-16

Office of the President
President, Zach P. Messitte
Special Assistant to the President and Liaison to the Board of Trustees, Margaret A. Carne
Affirmative Action Officer, Michele A. Wittler

Athletic Staff
Director of Athletics, Julie H. Johnson
Athletic Trainer, Brian J. Azinger

Athletic Trainer, Alyssa Buuck Freeman
Head Coach of Baseball, Eric W. Cruise
Assistant Coach of Baseball, Mackenzie T. Shumann
Head Coach of Men’s Basketball, Ryan P. Kain
Assistant Coach of Men’s Basketball, Joshua J. Mills
Head Coach of Women’s Basketball, Lauren A. Johnson
Assistant Coach of Women’s Basketball, Amanda Guay
Assistant Coach of Women’s Basketball, Phillip Welsh
Head Coach of Cross Country and Track, Kevin J. Rengo
Assistant Coach of Cross Country and Track, Lexie Jo Schaffer
Assistant Coach of Cross Country and Track, Adam D. Sellner
Head Coach of the Dance Team, Stephanie N. Hawkins
Head Coach of Football, Ronald L. Ernst
Assistant Coach of Football, Richard H. Coles
Assistant Coach of Football, Thomas D. Chase
Assistant Coach of Football, Timothy L. Ernst
Assistant Coach of Football, William R. Kinziger
Assistant Coach of Football, Marcus Krien
Assistant Coach of Football, Daniel J. Lueck
Assistant Coach of Football, Michael A. Schmitt
Head Coach of Women’s Soccer, Sam G. Schroeder
Head Coach of Men’s Soccer, Zachary P. Hershoff
Assistant Coach of Men’s Soccer, Marco T. Rhein
Head Coach of Softball, Jennifer L. Mueller
Assistant Coach of Softball, Jessica Goudreau
Head Coach of Swimming, Ryan Goggans
Head Coach of Volleyball, Catherine Astrauskas
Assistant Coach of Volleyball, Angela Breunig
Equipment Manager-Athletics, Todd N. Pomplun
Secretary/Technician, Linda J. Jess

Office of the Vice President for Enrollment, Admission, and Financial Aid
Vice President for Enrollment, Jennifer L. Machacek.
Administrative Assistant to the Vice President for Enrollment, Paula M. Schultz
Dean of Admission, Leigh D. Mlodzik
Associate Director of Admission, Thomas Beatty
Assistant Director of Multicultural Recruitment and Program Development, James Bland
Campus Visit Coordinator/Admission Counselor, Jill Cardinal
Assistant Director of Admissions, Eliza Cherry Stephenson
Admission Counselor, John R. Ingermann
Admission Counselor, Paige G. Kane
Admission Counselor, Emily J. Sheeks
Secretary/Technician, Linda K. Brown
Secretary/Technician, Toni D. Hollenback
Campus Visit Technician (part-time), Erica Schultz

Financial Aid
Director of Financial Aid, David B. Woodward
Financial Aid Specialist, Linda Kinziger

Office of the Vice President for Advancement
Interim Vice President for Advancement and Executive Director of Marketing and Communications, Melissa Anderson
Administrative Assistant to the Vice President for Advancement, Carol Seeliger

Office of Advancement
Executive Director of Development, Larry P. Malchow
Development Associate for Major and Planned Giving, Shawn F. Karsten
Director of Foundation and Government Relations, Terri Fredenburg-Holzman
Director of Advancement Services and Prospect Management, Lisa M. Ellis
Associate Director of Development, Michelle K. Lippart
Assistant Director of Development, Tylor S. Loest
Database, Report and Stewardship Coordinator, Donna M. Bukowski

Office of Alumni Relations, Annual Fund and Parent Programs
Director of Constituent Engagement and Career Services, Amy L. Gabriel Gerretsen
Assistant Director of Constituent Engagement and Career Services, Kelly Hanson
Director of the Annual Fund and 1851 Club, Nancy L. Buck Hintz
Assistant Director of the Annual Fund, Alumni Relations and Parent Programs, Amanda R. Liethen
Assistant Director of the Annual Fund, Lori A. Schroeder
Secretary/Technician of the Annual Fund, Alumni Relations, and Parent Programs and Data Entry, Kimberly P. Scanlon
Secretary/Technician-Gift Processor, Peggy J. Hutchings

Alumni Association Board of Directors
Daniel T. McNaughton ’86, President
Joseph M. Tolan ’81, Vice President
Amy L. Gabriel Gerretsen ’04, Executive Secretary
Richard J. Lewandowski ’75, Past President
Julie B. Carlson ’76, Alumni Trustee
Kent E. Timm ’81, Alumni Trustee
Ramzi B. Baydoun ’86
JuliAnna Tamraz Cimaglio ’98
David I. Cisar ’77
Carol Pickhardt Fancher ’62
Craig T. Ferris ’65
Kevin A. Goyert ’07
Nichole Klaas Hands ’06
Office of the College

Kathleen Burrall Justic ’92
Taima M. Kern ’11
Susan Mijanovich Key ’72
Kimberly M. Larson ’97
Samuel G. Mutschelknaus ’12
Judy Hughes Phillips ’62
Richard K. Russo, Sr. ’76
Eugene A. Schneider, Jr. ’90
Thaddeus A. Uczen III ’91
Katherine S. Wade ’88
Susan B. Woods ’85
Daniel F. Yost ’95
John M. Zindar ’78

Office of Marketing and Communications
Interim Vice President for Advancement and Executive Director of Marketing and Communications Melissa Anderson
Director of Publications and Institutional Image, Richard T. Damm
Assistant Director of Publications and Marketing, Jaye M. Alderson
Director of Sports Information, Michael J. Westemeier

Bookstore
Bookstore Manager, Rose Olikiewicz

Office of the Vice President and Dean of Faculty
Vice President and Dean of Faculty, Edward C. Wingenbach
Associate Dean of Faculty, Registrar, Adjunct Instructor of Mathematical Sciences, and Affirmative Action Officer, Michele A. Wittler
Assistant Dean for Faculty Development, Jody M. Roy
Assistant Dean of Faculty, Soren Hauge
Administrative Assistant to the Vice President and Dean of Faculty, Claudia M. Leistikow
Academic Support Specialist-Rodman Center, Michael D’Agostino
Academic Support Specialist-Rodman Center, Barbara Mitchell

Academic Support Specialist-Todd Wehr and East Halls, Donna J. Marquart
Academic Support Specialist-Farr and Bartlett Halls, Margaret McHale Schwemmer
Academic Support Specialist-Smith and West Halls, Jessica M. Billings
Chemistry Stockroom Supervisor, Barbara L. Johnson
Environmental Health and Safety Officer and Biology Lab Coordinator, Dana C. Moracco

Center for Social Responsibility
Executive Director, Lindsay Blumer
Pieper Chair in Servant Leadership, David William Scott

Lane Library/Wehr Learning Resources Center
Assistant Librarian-Access Services, Katherine Moody
Associate Librarian-User Services, Andrew R. Prellwitz
Assistant Librarian-Resource Services, Amy B. Rachuba
Secretary/Technician-Acquisitions/Technical Services Assistant, Amy L. Stephens

Office of the Registrar
Associate Dean of Faculty and Registrar, Michele A. Wittler
Director Academic Services and Records, Linda M. Schneider
Coordinator for Academic Services and Records, Erik Dietrich

Forensics
Director of Forensics, Adam J. Jacobi
Assistant Director of Forensics, Joseph Scott Baker
Assistant Coach of Forensics, Samantha L. Goodwin

Office of the Vice President for Finance
Vice President for Finance, Thomas M. Ponto
Administrative Assistant to the Vice President for Finance, Christina M. Sabel
Director of Human Resources, Jennifer L. Franz
Business Office
Controller, Lori A. Schulze
Assistant Controller, Katherine M. Kussrow
Director of Student Accounts, Melissa A. Wege
Secretary/Technician-Bookkeeping, Sharon N. Kautzer

Information Technology Services
Executive Director, Information Technology, Tara A. LaChapell
Director of Enterprise Applications, Gary S. Rodman
Director of Network Operations, Brian M. Disterhaft
Network and Systems Specialist, Andrew P. Desch

Office of the Vice President and Dean of Students
Vice President and Dean of Students, Christophor M. Ogle
Administrative Assistant to the Vice President and Dean of Students, Cindy L. Hutter

Conference Services
Director of Conference Services/Student Life Assistant, Amanda M. Przybyl

Counseling Center
Director of Counseling Services, Cynthia S. Viertel
Assistant Director of Counseling Services, Emily R. Johnson

Food Service
General Manager, Alison Otto
Executive Chef, Daryl A. Birkholz
Catering Manager, TBN
Office Specialist, Edith F. Rainey
Administrative Assistant, Carol D. Wall

Health Services
College Nurse, Kathy Welch

Mail Center
Director of the Mail Center, Elizabeth A. Parker

Office of Student Activities
Director of Student Activities and Orientation, Melissa L. Bemus
Assistant Director of Student Activities and Orientation, Kyonna Withers

Plant Department
Director of Physical Plant and Campus Safety Officer, Brian Skamra
Assistant Director of the Physical Plant, Mark A. Fitzwater
Housekeeping Manager, Georjean L. Cotton
Grounds Manager, John G. Tobin
Administrative Assistant, Suzie A. Fude

Housekeeping:
Julie Y. Carr
Karen I. Clark
Jason R. Gloyd
Anna M. Hernandez
Justin W. Hoyt
Michele K. Jacobs
Debra J. Kuharski
Lynn P. Lambert
Valerie L. McCulley
Kristine A. Murphy
Maria Y. Salem
Shari S. Stigen
Roxann J. Stracy
Jacqueline K. Theune
Sandra L. Toshner
Donna M. Wianecki
Marion S. Ziembka
Antoinette Zimmerman

Maintenance:
Jacob A. Bell
Donald J. Beuthin
Cody S. Boers
Joshua R. Byrum
Thomas L. Ellenbecker, Sr.
Mark Fields
Timothy L. Halderman
Troy K. Loest
Brian K. Price
Stuart M. Thayer
Phillip P. Wepner

Residence Life
Director of Residence Life, Jessica L. Joanis
Residence Hall Director for Tri Dorms, the Apartments and Johnson Hall, M M. Dietrich
Residence Hall Director for Scott Hall, and Program Coordinator for Residence Life, Jill M. Kalis
Residence Hall Director for the
Quad and Program Coordinator
for Intramurals and the Fitness
Center, Nathaniel E. Ebert

Student Support Services
Director of Student Support Services
and McNair Scholars, Daniel J.
Krhin
Associate Director of Student Support
Services and McNair Scholars,
and Coordinator of Disability
Services, Lisa Zeman
Assistant Director of Student Support
Services/Tutoring Coordinator,
Philip Welch
Coordinator of Student Support
Services Ellen A. Plantz
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