

HILLSDALE COLLEGE

2020-2021



HILLSDALE COLLEGE



HILLSDALE COLLEGE

PURSuing TRUTH · DEFENDING LIBERTY SINCE 1844

33 EAST COLLEGE STREET
HILLSDALE, MICHIGAN 49242

HILLSDALE.EDU

HILLSDALE COLLEGE
2020 - 2021 CATALOG



WELCOME TO HILLSDALE COLLEGE

An independent, four-year college in south-central Michigan, Hillsdale College offers the rigorous and lively academic experience one expects of a tier-one liberal arts college, and it stands out for its commitment to the enduring principles of the Western tradition. Its core curriculum embodies this commitment through required courses in disciplines such as history, literature, science and politics in order to develop in students the “philosophical habit of mind” essential to sound education. Likewise, majors at Hillsdale are a rigorous and searching extension of these commitments. Ranging from classics or music to chemistry or business, academic fields of concentration build upon the core curriculum, deepening and specifying students’ appreciation for and understanding of the liberal arts.

Hillsdale College is dedicated to intellectual inquiry and to learning, and it recognizes essential human dignity. Ordered liberty, personal responsibility, limited government, free enterprise and man’s moral, intellectual and spiritual nature illuminate this dignity and identify the service of the College to its students, the nation, and the Western intellectual and religious tradition.

Far-ranging by design and incisive by method, study at Hillsdale College is intellectually demanding. Students work closely with faculty who guide them in their studies, helping students to prepare for a lifetime of accomplishment, leadership, and learning. For more information about Hillsdale College or to arrange a visit, call the Admissions Office at (517) 607-2327, or e-mail admissions@hillsdale.edu.



Hillsdale College, founded in 1844, is an independent, coeducational, residential, nonsectarian college for about 1,460 students. Its four-year curriculum leads to the degree of bachelor of arts or bachelor of science. It is accredited by the Higher Learning Commission, located at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. Hillsdale is included on the approved lists of leading universities for transfer and graduate studies and holds membership in the American Association of Colleges for Teacher Education.

Located just off M-99 in the southern Michigan city of Hillsdale, it lies between Detroit and Chicago and is easily accessible via the interstate highway system. Those approaching from the west on the Indiana Tollway should use Interchange 144 (Angola). Those approaching from the east on the Ohio Turnpike should use Exit 13 (Bryan-Montpelier). Over half of Hillsdale’s students come from other states and countries. Hillsdale has traditionally upheld two concepts: academic excellence and institutional independence. The College does not accept federal or state taxpayer subsidies for its operations. This has set it free to offer a unique kind of education. Hillsdale College proudly adheres to the non-discriminatory policy regarding race, religion, sex and national or ethnic origin that it has maintained since long before governments found it necessary to regulate such matters.

Hillsdale College is located in the northern part of the city of Hillsdale, with its various grounds and facilities covering some 400 acres. The main quadrangle of the campus is principally devoted to academic and administrative facilities. It has many beautiful oaks, maples and pines and is located atop the highest hill in the city.

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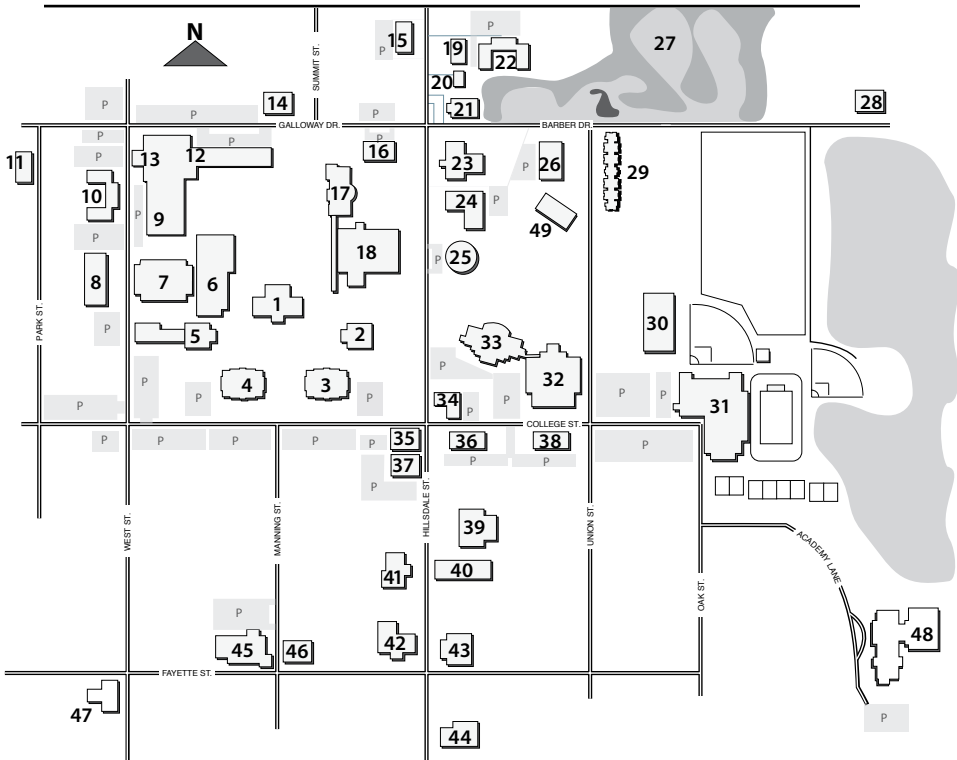
The provisions in this and other Hillsdale College publications do not create a contract between Hillsdale College and a student for enrollment for a fixed period of time or other contractual relationship. Only the President of Hillsdale College has the authority to enter into such a contract which must be directed to the student personally and signed by the President of Hillsdale College and the student. The College reserves the right to change any provision or requirement at any time.

THE CAMPUS

“A lot of us consider Hillsdale to be a beacon of enduring values that stands out amidst the foggy mists that sometimes enshroud higher education in this country.”

— EDWIN MEESE III, FORMER U.S. ATTORNEY GENERAL





1. Central Hall
2. Delp Hall
3. Robert M. Lane Hall
 - Jitters Café
4. Harry and Marguerite Kendall Hall
5. Joe and Nena Moss Hall
6. Strosacker Science Center
 - The Joseph H. Moss Family Laboratory Wing
7. Herbert Henry Dow Science Building
8. F. LaMar "Tony" Fowler Maintenance Building
9. Fred A. Knorr Memorial Student Center
10. Simpson Hall (Residence)
11. Park Residence
12. Dow Hotel and Conference Center
 - Plaster Auditorium
13. Searle Center
14. Security and Safety Office
15. Pi Beta Phi Sorority
16. Edgar B. Galloway Hall (Residence)
17. William L. and Berniece E. Grewcock Student Union
 - Bookstore
 - Knorr Family Dining Room (Bon Appétit Food Service)
 - AJ's Cafe
18. Michael Alex Mossey Library
19. Mabel W. Waterman Residence
20. Barber House/Slayton Arboretum Visitor Center
21. Metta W. Olds Residence
22. McIntyre Hall (Residence)
23. Chi Omega Sorority
24. Mauck Hall (Residence)
25. Mary Proctor Randall Preschool
26. E. Christopher Benzing Women's Residence
27. Slayton Arboretum
28. Hayden Park
 - Clubhouse
 - Greenhouse
29. The Suites Residence
30. Margot V. Biermann Athletic Center
31. George Roche Health Education and Sports Complex
32. Fine Arts Building
 - Markel Auditorium
 - Daughtrey Gallery
33. John and Dede Howard Music Hall
 - McNamara Rehearsal Hall
 - Conrad Recital Hall
34. Kappa Kappa Gamma Sorority
35. Ezra L. Koon Residence
36. Lois Whitley Student Residence
37. Mu Alpha Residence
38. L.A. "Red" and Phyllis Niedfeldt Student Residence
39. Broadlawn (President's Home)
40. Ambler House Health Service
41. Dow Residence
42. Sigma Chi Fraternity
43. Alpha Tau Omega Fraternity and Annex
44. Delta Sigma Phi
45. College Baptist Church
46. Delta Tau Delta Fraternity
47. Fayette Storage Buildings
48. Hillsdale Academy
49. New Women's Residence

THE ADMISSIONS OFFICE, which is located on the second floor of Central Hall, is open weekdays, Saturday mornings and by special appointment.

THE AMBLER HOUSE HEALTH AND WELLNESS CENTER, open to all regularly enrolled students, is staffed by a registered nurse who maintains regular hours for consultation and treatment. A health care professional (doctor, physician's assistant, or nurse practitioner) is available five days a week and is available for walk-in appointments between 8:00 a.m. and 10:00 a.m. (on Monday, Tuesday, and Friday) and between 1:00 p.m. and 3:00 p.m. (Wednesday and Thursday). Students may be referred to other professionals for specialized care and/or follow-up. Medical attention is also available at the Hillsdale Hospital in the city of Hillsdale.

Counseling services are also offered as a part of the Health and Wellness Services for various mental health and substance abuse concerns. These services are by appointment (call Health and Wellness Center for information) and are provided free of charge for students.

THE MARGOT V. BIERMANN ATHLETIC CENTER was completed in February 2013. The primary features of the over 70,000-square-foot facility are a state-of-the-art six-lane, 200-meter running track along with throw and jump areas, and four competition tennis courts. The building also has coaches' offices and locker rooms for the varsity track and field, cross-country, and tennis teams.

BROADLAWN, one block from the main campus, is the handsome, Georgian home of the College president.

CENTRAL HALL and its magnificent clock tower dominate the landscape from all directions. Constructed in 1875, it is used primarily for administrative offices. The offices of Administrative Affairs, Financial Affairs, Admissions, Financial Aid, Registrar, Dean of Men and Dean of Women are located here.

THE COLLEGE BOOKSTORE is the source for textbooks, supplies and general books. The bookstore also carries a large variety of gift items, including college emblematic clothing for students, parents, alumni and friends. The store is located in the Grewcock Student Union.

DELP HALL, completed in 2000, houses faculty offices in the English, German, French, Spanish, Christian studies, philosophy and religion, history, and politics departments.

THE DOW HOTEL AND CONFERENCE CENTER is located on campus and services the hospitality needs of the College administration, students, alumni, faculty, staff, parents, and the Hillsdale community. The Dow Center operation includes 36 hotel rooms; nine conference rooms (available to campus groups as well as the business community); and The Rockwell Lake Lodge, a 16,000-square-foot lodge with ten guest suites located on the G.H. Gordon Biological Station in Luther, Michigan.

THE FINE ARTS BUILDING houses the Departments of Art, Theatre, and Dance. Opened in 1992, the distinctive, multipurpose building was designed to be the artistic center of the campus. In addition to classrooms and faculty offices, the 47,000-square-foot building provides three large studios for painting, sculpture and drawing, as well as a computer graphics lab serving the digital graphics and photography programs. It includes the latest in computers, software and color printers. Art facilities also include a framing center, visual resources center, and photo portrait studio. The heart of the building is Markel Auditorium, a 353-seat amphitheater complete with a 40-foot thrust stage and an orchestra pit that can be raised or lowered. Productions here are supported by a theatre design studio, a scene shop, prop storage facilities, a costume shop, makeup and dressing rooms, lighting catwalks and a fully computerized control center for sound and lighting. The drama and dance programs are further supported by the Quilhot Black Box Theatre and its neighboring Performance Studio. The John E.N. and Dede Howard Department of Music, housed in the adjacent Howard Music Hall, presents numerous performances in Markel Auditorium as well. The Fine Arts Building also contains the Daughtrey Gallery, which has been host to a long series of professional exhibits as well as shows of work by Hillsdale faculty and students. A performance studio, completed in 2003 by Theatre Department faculty and students, provides 600 square feet for dance classes, as well as other performance classes within the department. Throughout the building, special measures have been taken to ensure safety in studio, lab and shop practices. Ventilation, workspace lighting and dust collection plus eye wash stations provide protection for faculty and students alike.

FRATERNITY HOUSES for all four of Hillsdale's national fraternities have a traditional architectural style. Alpha Tau Omega, Delta Sigma Phi, Delta Tau Delta, and Sigma Chi all have residence facilities for their members.

G.H. GORDON BIOLOGICAL STATION is a 685-acre teaching and research facility located near the village of Luther in northern Lower Michigan. It is the largest research station among private colleges in Michigan. The property contains a private lake and trout stream, as well as upland and lowland forest, prairie, meadow, and several distinct types of wetland. Many unique organisms exist at the Biostation, including the endangered Blanding's and Eastern box turtles, and several species of insect found nowhere else in the state. Facilities include four cabins for housing up to 48 students, two faculty apartments, a classroom, and a research lab. The research lab contains simulated lake and stream environments, precision computer-controlled environmental chambers, research-grade microscopes, water physicochemical testing equipment, and a variety of field sampling and organism collecting devices. A large pontoon boat and several smaller boats are used for lake sampling. Classes offered at the Biostation include general ecology, field methods, stream ecology, and Michigan flora. Select students also conduct field research at the station every summer. In addition, scientific meetings at the Rockwell Lake Lodge conference facility have attracted biologists from throughout the north-central United States.



THE WILLIAM L. AND BERNIE CEE. GREWCOCK STUDENT UNION is a 52,000-square-foot building that features the Richardson Commons, the Knorr Family Dining Room, the College Bookstore, student publication offices and all student mailboxes. The main floor provides a variety of spaces for students to gather and study with three conference rooms, recreational spaces featuring ping pong and pool tables, Xbox gaming stations, a media room for movie nights and the elegant formal lounge for quiet nights of studying and formal social gatherings as well as lounge areas nestled around a stone fireplace. A.J.'s Café 1844 provides students with a place to grab a bite to eat and socialize. The Student Activities Office is located in the

southwest corner of the main floor and oversees the reservations and event coordination for the union in addition to working with student life and activities campus-wide. Volunteer Services is located in the Student Activities Office. Contact Allison Deckert at adeckert@hillsdale.edu for more information concerning our volunteer service programs.

THE HERBERT HENRY DOW SCIENCE BUILDING, completed in 1996, is a 32,500-square-foot, state-of-the-art science facility that houses five classrooms, a mathematics computer lab, a file-server room, two seminar rooms, two physics laboratories, five biology laboratories, five chemistry laboratories, 15 faculty offices, a divisional secretary office, an animal suite, walk-in cold and warm rooms, the College herbarium, and the College insect collection. Laboratories are equipped with electronically controlled chemical fume hoods. The building is connected to the campus computer network via fiber-optic cable, with computer connections that provide access to the Internet in every classroom, faculty office, and laboratory. The computer lab contains 21 Dell workstations and several laser printers. LCD computer projection systems are ceiling-mounted in all of the classrooms. The building also contains in-house deionized water, gas, air, and nitrogen. The animal facility contains six small-animal rooms and two environmental chambers with adjustable light, humidity, and temperature controls. Biology instrumentation includes a scanning electron microscope, refrigerated centrifuges, cell culturing incubators, imaging systems, a virology lab that includes facilities to do cell cultures, and many types of dissecting and compound microscopes. Chemistry/Biochemistry instrumentation includes Fourier-Transform infrared absorption (FTIR), diode-array and scanning ultraviolet and visible (UV-Vis) absorption, thermal analysis, flame atomic absorption (AA), gas-chromatograph mass spectrometers (GC-MS), liquid chromatograph-mass spectrometer (LC-MS), electrochemical analyzer, Raman spectrometer, capillary electrophoresis instrumentation, ion chromatograph, inert atmosphere glove box, and additional high-performance liquid chromatography (HPLC) equipment. Physics instrumentation includes an 8-Tesla superconducting magnet, 3.8K low-temperature cryostat, helium vacuum leak detector, an ultrasensitive microbalance, and a quantum optics lab.

HILLSDALE ACADEMY, founded in 1990, serves as a model kindergarten-through-twelfth-grade school. Under the auspices of Hillsdale College, the Academy bases its curriculum on a solid grounding in fundamental academic skills, an exploration of the arts and sciences, and an understanding of the foundational tenets of our Judeo-Christian and Greco-Roman heritage.

HILLSDALE COLLEGE WASHINGTON, D.C., CAMPUS Located in the nation's capital, the Allan P. Kirby, Jr., Center for Constitutional Studies and Citizenship and the Steve and Amy Van Andel Graduate School of Government are the primary educational endeavors of the Hillsdale College campus in Washington, D.C. In addition to hosting the Washington-Hillsdale Internship Program (WHIP), the Kirby Center offers a variety of programs to students, citizens, policymakers, and lawmakers. The Van Andel Graduate School of Government offers a Master of Arts in Government to graduate students in Washington, D.C., focused on political thought and culture, American politics, and statecraft. Both of these programs are dedicated to pursuing the thought and actions required to restore and maintain constitutional self-government in the United States. For more information, see the Hillsdale in D.C. website.

THE JOHN AND DEDE HOWARD MUSIC HALL, dedicated in 2003, houses the John E.N. and Dede Howard Department of Music. This 32,809-square-foot building contains practice rooms, classrooms, faculty offices, the Joseph S. McNamara Rehearsal Hall, the Conrad Recital Hall and the Hillsdale Community Rotunda.

HARRY AND MARGUERITE KENDALL HALL was dedicated in 2005. This 34,600-square-foot building houses 16 classrooms and 15 faculty offices in the psychology, sociology, classical studies and journalism departments.

KNORR FAMILY DINING ROOM, which services all on-campus students, offers a variety of choices on a daily basis. Bon Appétit provides cook-to-order food along with 11 buffet-style stations. In addition to the pizzas, burgers, traditional line, salad deli and other selections, the students enjoy weekly upscale meals, Sunday brunch, Saturday steak night and special monthly theme meals. Bon Appétit periodically surveys the students and offers contests as well.

THE KNORR STUDENT CENTER is open daily from 6:00 a.m. to 2:00 a.m. The Knorr Center holds the Wiegand Computer Lab, Information Technology Services, Career Services, and the Douglas H. Hawkins Center for Academic Services. Information Technology Services facilities in the Knorr Center provide students and faculty with access to existing and emerging computer technology. These services include the Collegiate Purchase Plan, through which students may obtain significant discounts on hardware and service. Student monitors are employed to assist with hardware and software operation.

ROBERT M. LANE HALL was dedicated in 2005. This 34,600-square-foot building houses 19 classrooms, a computer center and 16 faculty offices in the economics, business, accounting and teacher education departments.

JOE AND NENA MOSS HALL, dedicated in 2000, provides administrative offices and conference rooms. It houses the offices of the President, Provost, External Affairs, Institutional Advancement and the Copy Center/Production Mail.

THE MICHAEL ALEX MOSSEY LIBRARY provides a variety of collections and services to support the learning, teaching, and research activities of Hillsdale College students, faculty, and staff in an inviting setting. The main section of the library building opened in 1971, and the Leighton/Taylor Wing in 1994. The 43,000-square-foot library houses a collection of approximately 300,000 items, most of which are available for circulation, and numerous special collections, including the College's archives. The library's Ludwig von Mises Room houses the Ludwig von Mises Collection, and the Richardson Heritage Room provides elegant display space for items from the Carus Coin Collection and for additional rare volumes. Computers, wi-fi, printing, and group and individual study spaces for approximately 400 students are available.

The library provides access to an extensive collection of electronic books, journals, musical scores, and recordings, and maintains subscriptions to essential scholarly research databases such as JSTOR and Project MUSE. Access to collections at other libraries is provided to all faculty, staff, and students via interlibrary loan, and the College is an active participant in the Michigan eLibrary Catalog (MeLCat) state-wide resource sharing program. Hillsdale College faculty, staff, and students have access to all of the library's electronic holdings via the OpenAthens authentication system.

Assistance in using the collections and services is readily available in the library and online from six professional librarians, five support staff, and more than 30 student assistants, all dedicated to helping students, faculty, staff, and other library users access the information they need in their work of fulfilling the College's mission.

MARY PROCTOR RANDALL PRESCHOOL is a tuition school which has been in operation since 1929. Experts in the field have designated the preschool "a model for the nation." It has study rooms, playrooms, a kitchen, an observation balcony and an outdoor playhouse. Children are taught by members of Hillsdale College's Education Department. Qualified college students can obtain course credit for supervised instruction at the preschool.

THE GEORGE ROCHE SPORTS COMPLEX is Hillsdale's primary athletic facility. The 60,000-square-foot Dawn Tibbetts Potter Arena within the Sports Complex includes the following features:

- Three regulation wood floor basketball courts that also hold four regulation volleyball courts
- The game venue for the basketball and volleyball teams, which seats 2,100 and includes the President's Suite and Hall of Fame Room
- Team meeting/video room
- Locker rooms for women's volleyball and basketball, and men's basketball
- Offices for women's volleyball and basketball, men's basketball, and men's golf
- Golf simulator room
- The Fitness Center with the following amenities:

- Cardio equipment: 10 treadmills, eight ellipticals, four stationary bicycles, two rowers
- Complete circuit of individual station selectorized strength training equipment
- Free weights and free exercise space
- Eight station rock climbing wall
- 3,200-square-foot wood floor, mirror-lined Exercise Studio with advanced video capabilities
- Spin cycling room with instructor platform and 24 cycles

In addition, the Sports Complex houses the John “Jack” McAvoy Natatorium with a combination pool and diving area, a sports medicine facility, four racquetball courts, extensive locker room facilities, a varsity strength training room, and coaching and administrative offices. The stadium, with a seating capacity of 6,500, includes “Muddy” Waters Field and Herrick Track, with an artificial (Pro Grass) football field and all-weather Mondo eight-lane running track. The College also has eight outdoor tennis courts and an outdoor basketball/soccer sports court.

THE ROCKWELL LAKE LODGE is located on the well-preserved 685 acres of Hillsdale College’s G. H. Gordon Biological Station, in Luther, Michigan, offering a year-round welcome to guests for the perfect escape destination. Whether a family vacation, corporate retreat, business meeting, family reunion or an educational program, the Lodge will delight you, no matter what your individual style.

Each of the Lodge’s ten non-smoking guest suites (five king rooms with sleeper sofas and five double rooms) has a view of nature’s palette. All suites offer elegant furnishings and amenities, stacked limestone fireplace, executive-style work desks, iPod clock radios, DVD players, kitchenette with microwave and refrigerator, private balcony, flat-screen TV and complimentary full breakfast. In addition, the Lodge boasts a sumptuous Great Room with wooden beams, hardwood floors, plush leather seating and a native stone fireplace. Adjacent to the Great Room is a small conference room equipped with a large display that can be connected to your computer. From the Lake View Dining Room, guests can enjoy the spectacular view of the woods and Rockwell Lake.

Recreation abounds. Some choices include fishing, kayaking, swimming, canoeing, cross-country skiing, or snowshoeing. For reservations, contact the Dow Hotel and Conference Center at (517) 437-3311. E-mail: rockwelllakeridge@hillsdale.edu.

THE SEARLE CENTER is a modern renovation and expansion of the former student dining hall. Adjoining the Dow Hotel and Conference Center, the Searle Center, with its dining hall and auditorium, is the primary location for the College’s renowned seminars, Distinguished Visiting Fellows Lecture Series, and numerous campus events. Opened in 2015, the Searle Center’s attractive portico borders West Street and opens into the spacious lobby. The two-level facility provides an additional 20,850 square feet of space to the dining area, with ample seating for 800 dinner guests. Other features include an area dedicated to staff offices, as well as an escalator, elevator, and upgraded stairwells. The Searle Center’s exterior design complements the campus architecture, featuring a new raised roof, cupola, and brick façade.

SLAYTON ARBORETUM was established in 1922 when Mr. and Mrs. George A. Slayton donated 14 acres to Hillsdale College. The land was developed into a 48-acre natural area directly adjacent to the campus featuring gardens and woody and herbaceous plants from temperate latitudes. For nearly 100 years, relationships between people and place have flourished at Slayton Arboretum. It is an integral part of campus life and the surrounding community. The Arboretum provides the College an outdoor laboratory for faculty and student research. Wedding ceremonies, receptions, reunions, and photography are very popular at the Arboretum. Its grounds include fieldstone buildings, two stone gazebos, a Children’s Garden, nature trails, a waterfall, and two ponds. The Arboretum office and a horticultural library are located in the Barber House.

SORORITY HOUSES for all three of Hillsdale’s national sororities are within a short walking distance of the main campus and have residence and dining facilities for their members. The sorority houses at Hillsdale are Chi Omega, Kappa Kappa Gamma and Pi Beta Phi.

STROSACKER SCIENCE CENTER AND JOSEPH H. MOSS FAMILY LABORATORY WING has well-equipped facilities for the Departments of Biology, Chemistry/Biochemistry, and Physics. The Moss Wing, which opened in January 2008, is a state-of-the-art facility with large, open laboratories and modern air-handling equipment. It includes a general/organic chemistry lab, along with a large preparation room; a microbiology/cell biology lab; an anatomy/physiology lab with cadavers obtained annually; a specialized conservation genetics lab; a water lab housing simulated lake and stream environments, a greenhouse for the botanical collections needed for classes and student research programs, 14 faculty offices, two staff offices, and the D.M. Fisk Museum of Natural History, which features two dinosaur skeletons. Biology instrumentation includes a genetic analyzer, Real Time purified PCR enclosure with thermal cycler, electrophoresis and gel documenting equipment, Steris autoclave, NanoDrop spectrophotometer, high-speed and ultracentrifuges, bio-tek plate reader, computer-based digital sound-analysis apparatus, cryostat and microtomes, chromatographs, research-grade microscopes with digital imaging capabilities, and a variety of vivaria, incubators and culture chambers. Chemistry/Biochemistry instrumentation includes high-performance liquid chromatograph, gas chromatograph/mass spectrometer with auto-sampler, FTIR spectrophotometer, diode array UV-Vis absorbance, thermal cycler, DNA and protein electrophoresis/gel documenting equipment, laser lab/Raman spectrometer, and 60 MHz and 400 MHz Nuclear Magnetic Resonance spectrophotometers. Physics instrumentation includes a multimode atomic force microscope, melt-spinner, powder X-ray diffractometer, high purity Germanium detector for particle detection, sophisticated analysis software, and a machine shop. The Radio Telescope Remote Command Center (RTRCC) is also located in the Physics Department and connects students to two of the largest radio telescopes in the world: The Green Bank Telescope in West Virginia, and the Arecibo Observatory in Puerto Rico. By operating these telescopes remotely from the Hillsdale campus, students observe pulsars (rapidly rotating neutron stars) across the galaxy for the purpose of gravitational wave detection. The RTRCC is also used as a laboratory for post-observation data analysis, and for the construction of small radio telescopes for use on campus.

STUDENT RESIDENCES include the Simpson Hall for men, Edgar B. Galloway Hall for men, the L.A. "Red" and Phyllis Niedfeldt Residence for men, Ezra L. Koon Residence for men, Lois Whitley Student Residence for men, Benzing Residence for women, Mabel W. Waterman Residence for women, Mauck Hall for women, McIntyre Hall for women, Metta W. Olds Residence for women, Dow Residence for women, The Suites for women, and The Suites for men.

THE ACADEMIC PROGRAM

“Hillsdale is committed to what it describes as traditional values of freedom, individual dignity, free enterprise and limited government.”

—CHRISTIAN SCIENCE MONITOR



2020 - 2021 ACADEMIC YEAR CALENDAR

First Semester

Sunday, August 23, New Student Orientation Begins, Freshman Convocation—3:30 p.m.

Tuesday, August 25, Validation for New and Returning Students

Wednesday, August 26, Classes Begin—8:00 a.m.

Monday, September 7, Labor Day—Classes **will** be in session

Friday, Saturday and Sunday, September 11-13, Alumni Reunion and Homecoming Weekend

Sunday through Wednesday, September 20-23, Center for Constructive Alternatives I

Thursday and Friday, October 8-9, Mid-Semester Recess

Friday, Saturday and Sunday, October 16-18, Fall Parents Weekend

Sunday through Wednesday, November 8-11, Center for Constructive Alternatives II

Thursday, November 12, All-College Convocation—11:00 a.m.

Tuesday, November 24, Thanksgiving Recess Begins After Last Class

Monday, November 30, Thanksgiving Recess Ends—8:00 a.m.

Friday, December 4, Last Day of Classes

Monday, December 7, Semester Examinations Begin

Saturday, December 12, Semester Ends

Second Semester

Monday, January 11, Orientation for New Students

Tuesday, January 12, Validation for New and Returning Students

Wednesday, January 13, Classes Begin—8:00 a.m.

Sunday through Wednesday, January 31-February 3, Center for Constructive Alternatives III

Friday, Saturday and Sunday, February 26-28, Spring Parents Weekend

Sunday through Thursday, March 7-11, Center for Constructive Alternatives IV

Friday, March 12, Spring Recess Begins—5:00 p.m.

Monday, March 22, Classes Resume—8:00 a.m.

Friday, April 2, Good Friday—Classes End at 12:00 p.m.

Monday, April 5, Post-Easter Travel Day, No Classes

Thursday, April 15, All-College Convocation—11:00 a.m.

Tuesday, April 27, Last Day of Classes

Thursday, April 29, Semester Examinations Begin

Wednesday, May 5, Semester Ends

Saturday, May 8, Commencement—2:00 p.m.

Monday through Friday, May 10-28, First Three-Week Summer Session

Monday, May 31, Memorial Day, No Classes

Monday through Friday, June 1-18, Second Three-Week Summer Session

Hillsdale College Founding Articles of Association *(excerpted)*

WHEREAS the denomination of Christians, known as Free-Will-Baptists, with other friends of education, grateful to God for the inestimable blessings resulting from the prevalence of civil and religious liberty and intelligent piety in the land, and believing that the diffusion of sound learning is essential to the perpetuity of these blessings, [have] founded and endowed . . . Hillsdale College. . . . NOW THEREFORE . . . we, the undersigned Trustees, do hereby . . . adopt the foregoing preamble and the following constitution. . . .

The object of this institution is and shall be to furnish to all persons who wish, irrespective of nationality, color, or sex, a literary, scientific or theological education as comprehensive and thorough as is usually pursued in other colleges or theological schools in this country, and to combine with this, such moral, social and artistic instruction and culture as will best develop the minds and improve the hearts of the students. . . .

Religious culture in particular shall be conserved by the College, and by the selection of instructors and other practicable expedients, it shall be a conspicuous aim to teach by precept and example the essentials of the Christian faith and religion.

Mission Statement

HILLSDALE COLLEGE is an independent institution of higher learning founded in 1844 by men and women “grateful to God for the inestimable blessings” resulting from civil and religious liberty and “believing that the diffusion of learning is essential to the perpetuity of these blessings.” It pursues the stated object of the founders: “to furnish all persons who wish, irrespective of nation, color, or sex, a literary, scientific [and] theological education” outstanding among American colleges “and to combine with this such moral and social instruction as will best develop the minds and improve the hearts of its pupils.” As a nonsectarian Christian institution, Hillsdale College maintains “by precept and example” the immemorial teachings and practices of the Christian faith.

The College considers itself a trustee of our Western philosophical and theological inheritance tracing to Athens and Jerusalem, a heritage finding its clearest expression in the American experiment of self-government under law.

By training the young in the liberal arts, Hillsdale College prepares students to become leaders worthy of that legacy. By encouraging the scholarship of its faculty, it contributes to the preservation of that legacy for future generations. By publicly defending that legacy, it enlists the aid of other friends of free civilization and thus secures the conditions of its own survival and independence.

Identity

HILLSDALE is a selective, coeducational college of liberal arts for approximately 1,460 students. Fully accredited, it graduates students with the degree of bachelor of arts or bachelor of science and prepares them for graduate study, for professional schools, for teaching and for many vocational and cultural pursuits.

Hillsdale’s founders opened the doors to all, regardless of race or religion, in 1844. It was the first college in Michigan, and the second in the United States, to admit women on a par with men. Its cosmopolitan student body is assembled from homes in 50 states and 12 foreign countries.

Aims

Hillsdale College maintains its defense of the traditional liberal arts curriculum, convinced that it is the best preparation for meeting the challenges of modern life and that it offers to all people of all backgrounds not only an important body of knowledge, but also timeless truths about the human condition. The liberal arts are dedicated to stimulating students’ intellectual curiosity, to encouraging the critical, well-disciplined mind, and to fostering personal growth through academic challenge. They are a window on the past and a gateway to the future.

The College values the merit of each unique individual, rather than succumbing to the dehumanizing, discriminatory trend of so-called “social justice” and “multicultural diversity,” which judges individuals not as individuals, but as members of a group and which pits one group against other competing groups in divisive power struggles.

HILLSDALE COLLEGE FACULTY STATEMENT ON ACADEMIC FREEDOM

ADOPTED MARCH 2, 1995

Drafted originally for the Hillsdale College faculty by Dr. Russell Amos Kirk

There is a species of freedom peculiar to the academy: it is commonly called academic freedom, and has historically been linked with tenure and various forms of due process designed to ameliorate conditions of implacable dispute. Ideally, academic freedom is that freedom to examine, dissect, describe, and explore the validity, utility, and consequences of ideas, beliefs, and institutions. Hillsdale subscribes to the ideal, but recognizes that it takes meaning only in the complex of principles which govern the entire College community and its several constituencies. The College suggests, then, the following summary statement, which may very well serve as a summary for all its principles:

Every right is joined to a corresponding duty. So it is with the principles of academic freedom to which Hillsdale College subscribes.

Hillsdale College, an independent educational institution governed by its Board of Trustees, affirms its freedom from direction by public political authority. Correspondingly, Hillsdale College recognizes its duties toward American society and toward the civilization of which we are a part.

Hillsdale College, as an independent institution, affirms its freedom from interference by interests or associations not related to the College by law or custom. Correspondingly, Hillsdale College recognizes its duties toward persons rightfully associated with the College—alumni, members of faculty and staff, and students.

Hillsdale College, as dedicated to ordered liberty in private and public concerns, affirms its concern for the intellectual freedom of members of its faculty and staff. Correspondingly, Hillsdale recognizes its duties of ensuring thorough competence and good character in its faculty and staff, as such competence and character relate to the canons of their profession.

Hillsdale College, in keeping with its commitment to principles of ordered liberty, affirms its desire to develop responsible freedom of thought and choice among its students. Correspondingly, Hillsdale College recognizes its duties of imparting to students habits of mind and conduct which develop an understanding of private and public order.

Hillsdale College affirms that academic freedom is bound up with a valuable legacy of other freedoms and duties. Among these are the following aspects of ordered liberty to be considered with their related moral and social obligations: freedom of worship; freedom in work; freedom in politics; freedom in the economy.

Hillsdale College affirms that all these freedoms are dependent upon the maintenance of a moral order; and that academic freedom in particular requires attachment to a body of truth, made known through the order and integration of knowledge. Of such truths the College is the conservator and renewer, and the primary function of the College is to transmit, through these truths, some measure of wisdom and virtue.



ACADEMIC REQUIREMENTS

Students are responsible for understanding their academic requirements and for tracking their own progress toward completing those requirements.

Though academic requirements of the College may change while a student is enrolled, it is expected that each student will meet the requirements outlined in the Catalog that is in effect at the time of matriculation to Hillsdale College as a degree-seeking student. The “Catalog of Entry” is considered applicable for students who leave the College and whose interrupted course of study is not longer than five years.

Changes in the general requirements for the baccalaureate degrees will not be applied so as to necessitate that currently enrolled students, or those absent for no more than a year, take additional courses beyond the number required for the degree sought.

CATALOG CHANGES

The Catalog is a general summary of programs, rules, policies, and procedures for academic and student life, and is provided for the guidance of students. However, the Catalog is not a complete statement of all programs, rules, policies, and procedures in effect at the College. In addition, Hillsdale College reserves the right to change without notice any programs, rules, policies, and procedures that appear in the Catalog. An updated edition of the Catalog is published each academic year. Anyone seeking clarification on any of this information should consult with the Registrar.



CORE CURRICULUM

The sound liberal arts education includes study in the humanities, the natural sciences and the social sciences. To prepare its students adequately in the liberal arts, then, Hillsdale College asks that they fulfill certain academic requirements in these areas.

There are 14 specific courses that every Hillsdale student must complete: BIO 101, Core Principles in Biology; CHM 101, Great Principles of Chemistry; COR 150, Classical Logic and Rhetoric; ENG 104, Great Books in the Western Tradition; ENG 105, Great Books in the British and American Traditions; HST 104, The Western Heritage to 1600; HST 105, The American Heritage; MTH 105, Mathematics and Deductive Reasoning; POL 101, The U.S. Constitution; PHL 105, The Western Philosophical Tradition; PHY 100, Great Principles of Physics; REL 105, The Western Theological Tradition; and SSD 180, Physical Wellness Dynamics. Students also complete the Liberal Arts capstone course COR 450 during their senior year.

In addition, a student will complete at least one course in Fine Arts, one in Western Literature, one in the Social Sciences, and one Center for Constructive Alternatives seminar. Within these broad requirements, however, students are free to choose courses that correspond to their interests and abilities.

Also during the first two years, the student pursuing the Bachelor of Arts degree (BA) will meet a requirement in foreign language. The Bachelor of Science (BS) degree candidate will place a heavy emphasis on laboratory science and mathematics courses.

Students who do not fulfill these requirements before the senior year should not expect departments to make special arrangements if scheduling conflicts occur in their last year.

Each student is assigned an academic advisor. During the freshman-sophomore years, the advisor assists the student in understanding and integrating the liberal arts core curriculum, assimilating the College experience, course scheduling, and general academic counseling. Once a student has declared a major field of concentration, he or she will typically change to an advisor within that discipline. The major advisor offers guidance related to the upper-level curriculum in the discipline, as well as graduate school and vocational planning. To change academic advisors, a student completes the process as directed by the Registrar's Office.

Hillsdale College Core Curriculum

COURSE OPTIONS AND REQUIREMENTS

The Humanities

RHETORIC, ENGLISH, PHILOSOPHY, THEOLOGY (*Students complete all five courses*)

COR	150	Classical Logic and Rhetoric
ENG	104	Great Books in the Western Tradition (Required spring semester, freshman year)
ENG	105	Great Books in the British and American Traditions (Must be completed by end of sophomore year)
PHL	105	The Western Philosophical Tradition
REL	105	The Western Theological Tradition

FINE ARTS (*Students choose one course*)

ART	203	History of Art: Prehistoric through Medieval
ART	204	History of Art: Renaissance through Modern
MUS	204	Understanding of Music
MUS	206	Advanced Understanding Music
THE	200	Understanding Theatre

WESTERN LITERATURE (*Students choose one course*)

ENG 201	Great Books in Continental Literature: Renaissance to Modern
CLS 200	Greco-Roman Literature and Culture
THE 215	Theatre in History II

Literature courses (numbered 400) taught in the Departments of French, German and Spanish

LIBERAL ARTS CAPSTONE (*Required of all students*)

COR 450	Capstone (senior year)
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The Natural Sciences and Mathematics

BIOLOGY

BIO 101	Core Principles in Biology
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Students may substitute any upper-level biology course of 3 or 4 credits (except BIO 340) to satisfy this requirement.

CHEMISTRY

CHM 101	Great Principles of Chemistry
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Students may substitute CHM 201 to satisfy this requirement.

MATHEMATICS

MTH 105	Mathematics and Deductive Reasoning
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Students may substitute a higher level 3-4 credit mathematics course to satisfy this requirement.

PHYSICS

PHY 100	Great Principles of Physics
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Students may substitute PHY 101 or PHY 201 to satisfy this requirement.

The Social Sciences

HISTORY

HST 104	The Western Heritage to 1600 (Required, fall semester, freshman year)
HST 105	The American Heritage (Must be completed by the end of sophomore year)

POLITICS

POL 101	The U.S. Constitution (Recommended to be completed by end of sophomore year.)
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Students choose one course from the following:

ECONOMICS

ECO 105	Introduction to Political Economy
ECO 202	Principles of Microeconomics

PSYCHOLOGY

PSY 101	Introduction to Psychology
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SOCIOLOGY AND SOCIAL THOUGHT

SOC 101	Understanding Society and Culture
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Modern and Classical Languages

Hillsdale College offers students the opportunity to study both modern languages (French, German and Spanish) and classical languages (Greek and Latin). Students are encouraged to study more than one language.

In order to satisfy requirements for the Bachelor of Arts degree, students must demonstrate competency in at least one of the modern or classical languages.

See page 22 for more information about the Bachelor of Arts degree language competency requirement.

Sport Studies

Completion of Physical Wellness Dynamics (SSD 180) is required of all students. No more than four of the 124 hours required for graduation are to be taken in physical education activity courses. SSD 180 is not counted toward this limit.

Center for Constructive Alternatives Seminars (CCA)

Students are required to complete one CCA seminar during their undergraduate years. Additional CCA seminars may be taken for credit.

FIELD OF CONCENTRATION REQUIREMENTS

Before completion of the junior year, a student declares a field of concentration in which to begin intensive study. While only one major is required to graduate, students may declare more than one major. A student may also elect to complete a minor field of concentration, although a minor is not required except as specified under the Bachelor of Science Degree requirements.

Hillsdale's academic departments list requirements within each field of concentration; however, students are usually allowed flexibility in developing a comprehensive plan of study. While following departmental guidelines, students are also encouraged to enrich their program with courses in related fields, according to individual needs, interests, and talents. (Departmental requirements and suggested electives within each field of concentration are listed under Courses of Instruction.)

DECLARING A MAJOR OR MINOR FIELD OF CONCENTRATION Students are required to declare a major field of concentration by the end of the junior year (sixth semester). Declaration is a formal process, completed as directed by the Registrar's Office. A student completing a minor field of concentration must formally declare the minor, following the same procedure.

Upon graduation, recognition of declared majors and minors will be recorded on a student's final transcript, provided all requirements for each field of concentration have been satisfied.

A student who wishes to change a declared major or minor must complete the procedure as prescribed by the Registrar's Office.

MAJOR AND MINOR FIELD OF CONCENTRATION REQUIREMENTS From time to time, in its discretion, the College may amend requirements for completion of a major or minor field of concentration, or may add or eliminate courses or programs of study.

Students are expected to follow the major and minor requirements described in the Catalog in effect at the time of their matriculation to Hillsdale College as a degree-seeking student. Students are responsible for understanding their academic requirements and for tracking their own progress toward completing those requirements.

SHARING CREDITS BETWEEN MAJORS AND/OR MINORS Students will not be allowed to double-count courses and credit hours toward multiple fields of concentration (major and/or minor). In other words, each course required for a major or minor is allowed to fulfill only that one requirement. However, courses that are counted toward fulfillment of core curriculum requirements may be counted toward fulfillment of any one major or minor.

MINIMUM GRADE FOR MAJOR AND MINOR REQUIREMENTS A grade of "C-" or higher must be obtained in each course counted toward a major or minor field of concentration, and an overall "C" average must be obtained within those major and minor courses. A grade of "D-" or higher must be obtained in cognate courses that are required for a major or minor field of concentration.

Standard Major Fields of Concentration

One or more major fields of concentration may be selected by a student. The requirements of each major field of concentration are defined by the respective academic department. Following are the standard major fields of concentration available at Hillsdale College:

Accounting	French	Physics
Applied Mathematics	German	Politics
Art	Greek	Psychology
Biochemistry	History	Religion
Biology	Latin	Rhetoric and Public Address
Chemistry	Marketing/Management	Spanish
Classics	Mathematics	Sport Management
Economics	Music	Sport Psychology
English	Philosophy	Theatre
Exercise Science	Philosophy and Religion	
Financial Management	Physical Education	

Interdisciplinary Major Fields of Concentration

A student may opt to pursue an interdisciplinary major field of concentration, including:

American Studies	Political Economy
Christian Studies	Sociology and Social Thought
International Studies in Business and Foreign Language	

For more detailed information on interdisciplinary fields of concentration, see pp. 169-178.

Minor Fields of Concentration

One or more minor fields of concentration may be selected by a student. The requirements of each minor field of concentration are defined by the respective academic department.

Minor fields of concentration are offered in:

Accounting	English	Music
American Studies	Financial Management	Organizational Communication
Art	French	Philosophy
Art History	General Business	Philosophy and Religion
Biochemistry	German	Physical Education
Biology	Graphic Design	Physics
Chemistry	Greek	Politics
Christian Studies	History	Psychology
Classical Education	Journalism	Religion
Classics	Latin	Rhetoric
Dance	Marketing/Management	Sociology
Early Childhood Education	Mass Communication	Spanish
Economics	Mathematics	Theatre

Preprofessional Programs

A student planning advanced study in graduate or professional school (especially in the health-science fields) is encouraged to consult his or her academic advisor regarding a recommended program of study. Consideration should be given to the admission requirements of the institution at which the student intends to continue academic work.

For more detailed information on preprofessional programs, see pp. 179-182.

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

The College offers two baccalaureate degrees, each based on the completion of four years of study in the liberal arts. These differ in emphasis. The Bachelor of Arts degree stresses language, literature and the arts. The Bachelor of Science degree stresses mathematics and the natural sciences.

TOTAL HOURS AND ACCUMULATIVE GRADE-POINT AVERAGE REQUIRED Completion of the baccalaureate degree requires 124 semester hours of college work with an accumulative grade-point average of 2.000 ("C").

TRANSFER STUDENT GRADE-POINT AVERAGE Students transferring to Hillsdale must earn an accumulative grade-point average of 2.000 ("C") in all work taken at Hillsdale.

MAXIMUM HOURS IN ONE DISCIPLINE Not more than 48 hours may be presented from any one discipline for the purpose of satisfying the 124-hour graduation requirement.

PHYSICAL ACTIVITY COURSE LIMITS No more than four of the 124 hours required for graduation are to be taken in physical education activity courses. SSD 180, Physical Wellness Dynamics, is not counted toward this limit.

ENGLISH LITERACY A satisfactory command of English must be consistently demonstrated.

GRADUATION RESIDENCY REQUIREMENT It is required that the senior year be completed in residence on the Hillsdale campus or in an approved, Hillsdale study-abroad or off-campus program. However, a student may transfer up to six semester hours of work toward meeting the residency requirement without making special appeal. To transfer more than six hours of work, the student must obtain the approval of the Educational Policies Committee. The senior year may be taken in specified professional schools.

Bachelor of Arts

Special Requirements

For native speakers of English, competency in French, German, Spanish, Greek, or Latin is required for the Bachelor of Arts degree. Students demonstrate competency only by successful completion of 201 (or a higher level, three-credit course) in one of these languages, taken on the Hillsdale campus.

Students who arrive with prior competency in any of the above languages are required to take the Hillsdale College placement test in that language. A student's competency, as determined exclusively by the Hillsdale College placement test, determines the level at which they are permitted to begin study. Students are not permitted to begin study beyond the 101 level without having first taken the placement test, or having obtained Departmental approval. A student who places at or above the 201 level must still take 201 or a higher three-credit course on the Hillsdale campus to satisfy the Bachelor of Arts degree language requirement. No student may fulfill the language requirement by means of the placement exam alone.

If a student has more than four hours of Advanced Placement credit in French, German, or Spanish, or if a student has transferred or is expected to transfer more than four hours of French, German, or Spanish credit from another institution, said student is NOT eligible to take the CLEP exam in the corresponding language for credit. (See page 28 for more information.)

Satisfactory completion of two semesters of the Great Books sequence (English 104 and 105) fulfills the Bachelor of Arts requirement for students from non-English-speaking cultures who possess literary competence in their native tongue. All international students must enroll in English 104 and English 105 as prescribed by the Catalog. No international student will be permitted to delay the English 104-105 sequence.

Bachelor of Science

Special Requirements

Candidates must complete no fewer than 36 semester hours in mathematics and the sciences (biology, biochemistry, chemistry, physics, and psychology) and at least a minor in the aforementioned sciences or mathematics. Mathematics and science courses taken as part of the core curriculum count toward the 36 credit hour requirement.

Students may be permitted, after consultation with the dean of natural sciences, to include a maximum of three courses from other specified areas toward the 36 credit hour requirement.

Students having declared an exercise science or sport psychology field of concentration qualify for a Bachelor of Science degree without the requirement of an additional minor. Courses for these majors that are taught within the disciplines listed above may be counted toward the 36 hour requirement.

ACADEMIC INFORMATION AND REGULATIONS

ACADEMIC YEAR The regular academic year consists of two, 16-week semesters (fall and spring), and two, 3-week summer sessions. The fall semester begins the academic year. The 16th week of the fall and spring semesters is intended for final examinations. As needed, the College may schedule a winter interim term between the fall and spring semesters, and a summer interim term in August.

CREDITS AND CREDIT HOURS At Hillsdale College, a credit hour requires a minimum of fifteen (15) hours of direct instruction (a contact hour), plus two hours of preparatory or follow-up work, for each hour of course credit awarded. For condensed-schedule courses (e.g., summer and/or interim terms, special seminars), the amount of work and study will be the same as that of a regular semester course, condensed over the shorter period of time.

Credit is most often awarded for traditional lecture courses as described above, but can be awarded for other types of courses or formats, such as laboratories, off-campus study, special projects, independent study, or internships. Credit for such experiences is determined considering contact hours, duration, and learning objectives as compared to a typical one-credit course.

ACADEMIC LOAD A minimum of 12 hours of credit is required for full-time enrollment. Normally, a student registers for five academic courses each semester, plus co-curricular courses, for a schedule of 15 to 17 credit hours of study; however, a student may register for more than 17 credit hours if he has demonstrated an above-average academic record. Most freshmen will take four academic courses each semester, plus co-curricular courses, in a typical schedule of 12 to 16 hours of credit.

Credit hours associated with an audited course do not count toward the 12 credit hour minimum for full-time status.

COURSE OVERLOAD TUITION CHARGES Beginning with the 18th credit hour, an additional per-credit tuition overload charge is required. Courses exempt from the tuition overload charge are: Biology 590, 591, 592, 593, and 594; Chemistry 475, 570, 575; Dance 210; Music 180, 190, 199, music ensembles, and music lessons for beginning students; Rhetoric and Public Address 241, 251, and 261; Theatre 205; CCA; Collegiate Scholars Program seminars and thesis; Journalism 380 and 381; and IDS 391.

CLASS REGISTRATION GENERAL RULES Students pre-register for Summer and Fall semester classes during the preceding Spring term. Pre-registration for Spring semester classes occurs during the preceding Fall term.

Priority for pre-registration is based on class level (seniors first, then juniors, and so on). For students matriculating before Fall 2019, transfer credits and credits derived from Hillsdale courses are included in determining registration priority. For students matriculating Fall 2019 and after, only credits derived from Hillsdale courses are included in determining registration priority.

Pre-registration is completed through computer software made available to students, and the software remains accessible for making schedule changes until the week before classes actually

begin. Once classes begin, students must use Add and Drop cards to make schedule changes.

Add and Drop cards have a seven (7) day expiration from the time of pick-up in the Registrar's Office. To be considered complete, an Add or Drop card must include the student's ID number, name, signature, and relevant course information. The signature of the instructor is required. For classes of more than two credits, the signature of the student's advisor is also required. Cards must be returned to the Registrar's Office for processing.

ADDING A COURSE Once classes begin, a student may add a course to their schedule by completing the prescribed procedure, that is, by submitting a completed Add card.

There is no specific deadline for adding a course; such is at the discretion of the instructor. Generally, after two weeks of classes, it becomes too difficult for a student to catch up on missed work, so the instructor may prohibit enrollment.

DROPPING A COURSE Once classes begin, a student may officially withdraw from (i.e., "drop") a course, provided he initiates such action in the Registrar's Office and completes the prescribed procedure.

Fall and Spring Semesters: A course dropped before the beginning of the fourth week of the semester will not appear on the student's permanent record. A course dropped after the start of the fourth week but before the beginning of the seventh week of the semester will be assigned a "W" (Withdrawn) grade. After the beginning of the seventh week, a dropped course will be assigned an "F" (Failing) grade.

Three-Week Summer Terms: A course dropped within the first three class days of a summer term will not appear on the student's permanent record. A course dropped on the fourth day but before the seventh day will be assigned a "W" (Withdrawn) grade. After the sixth class day, a dropped course will be assigned an "F" (Failing) grade.

Special Seminars and Courses: For special seminars or courses, deadlines to withdraw from classes will be pro-rated according to the guidelines set for the regular semesters.

The above rules are independent from the course tuition and fee refund policy.

AUDITING A COURSE Degree-seeking students may audit most Hillsdale College courses on a no-credit basis. Space in the course must be available and students taking the course for credit will be given first priority. Generally, only two students will be permitted to audit any individual course, and exceptions must be approved by the division dean.

Instructors have discretion in terms of expectations of work required of a student auditor, with regular attendance and participation being minimal requirements. If a degree-seeking student satisfies the instructor's requirements, a final grade of "Y" (Audit) will be recorded on the transcript. The "Y" grade does not award credit or impact grade-point averages. If a student fails to meet the instructor's requirements, the course will not appear on the transcript. A student has four weeks from the beginning of the semester to convert an audit to credit or, conversely, to convert from credit to audit, and such decision is final.

Non-degree seeking students may audit two courses per semester, but may not audit music lessons or ensembles, dance activity courses, or sports studies activity courses. Permission of the instructor and the division dean is required, space in the course must be available, and degree-seeking students will be given first priority. Non-degree seeking students are not permitted to convert from audit to credit.

Students (and guests) must officially register for an audited class by completing the prescribed procedure in the Registrar's Office. Course fees, if any, will be charged.

REPEATING COURSES Students may repeat only a course in which a grade below "C" was earned. When this is done, credit hours and grade-point average, both semester and cumulative, will be computed on the basis of the *last attempt* regardless of the grade earned. Both grades will appear on the student's permanent record, the second being designated as a repetition.

Because transfer course grades never apply toward a student's Hillsdale grade-point average, replacing a poor grade earned can only be done by retaking the same course through Hillsdale College.

STUDENT ATTENDANCE Students are expected to attend classes regularly, and to arrive promptly. At the instructor's discretion, excessive absences may be grounds for lowering a

student's grade in the course, failing the student in the course, or canceling, by formal notice to the Registrar, the student's registration in the course.

FINAL EXAMINATIONS Students are expected to be available during the entire final exam period and to take final examinations when scheduled. Travel plans should be made accordingly. Having two final examinations scheduled on the same day is a normal occurrence, and students should prepare for that eventuality. However, a student who has three or more final examinations scheduled on the same day may request an accommodation from his/her instructors. A student who needs assistance with this procedure should see the Registrar.

CLASSIFICATION OF STUDENTS	1 – 25	hours	Freshman
	26 – 55	hours	Sophomore
	56 – 89	hours	Junior
	90 – 124	hours	Senior

Please note: Classification of students is not to be confused with academic probationary limits.

GRADING SYSTEM Letter grades are used to evaluate academic achievement.

A = Excellent	C = Satisfactory	F = Failed
B = Good	D = Poor	WF = Withdrawn Failing
DG = Deferred	I = Incomplete	
W = Withdrawn	WP = Withdrawn Passing	

GRADE VALUES In order to make grade computations as accurate as possible, all grades, including plus and minus designations, are given point values:

A = 4.0 points	B- = 2.7 points	D+ = 1.3 points
A- = 3.7 points	C+ = 2.3 points	D = 1.0 points
B+ = 3.3 points	C = 2.0 points	D- = 0.7 points
B = 3.0 points	C- = 1.7 points	F = 0.0 points

DEFERRED GRADES A Deferred Grade (“DG”) is a temporary, place-holder grade issued until a final grade can be submitted.

A Deferred Grade is appropriate for research, thesis and special project coursework where the delay in completing course requirements, beyond the end of the semester, is normal and planned or when a final grade has not yet been computed.

A Deferred Grade has no credit hour or grade-point impact. Once resolved, a Deferred Grade is replaced with the final, assigned grade and no longer appears on the student transcript.

INCOMPLETE GRADES Incomplete (“I”) grades are intended to record a student's deficiency in completing course requirements. That is, when a student fails to complete expected course requirements, for a reason that the instructor deems legitimate, the instructor may assign an Incomplete grade, thereby granting the student additional time to complete those requirements. Incomplete grades calculate as “F” (Failing) grades for grade-point purposes.

The deficiency of Incomplete must be resolved within six (6) weeks of the close of the semester in which the course was taken, otherwise the grade becomes “F” (Failing). However, the instructor may grant the student additional time to complete the work by notifying the registrar.

If resolved, an Incomplete grade is replaced with the final new grade, and no longer appears on the student transcript.

WITHDRAWAL PASSING OR FAILING GRADES Withdraw-Passing (“WP”) grades do not involve a grade-point penalty. Withdraw-Failing (“WF”) grades are treated as Failing (“F”) grades for the purpose of calculating and assigning a grade-point penalty.

GRADES WHEN WITHDRAWING FROM COLLEGE Any course dropped as a result of withdrawal from the College for approved medical reasons is recorded as “W” (Withdrawn).

Any course dropped as a result of withdrawal from the College for other than medical reasons is recorded as “W” (Withdrawn) until the beginning of the seventh week of the semester, after which a dropped course is recorded as either “WP” (Withdraw-Passing) or “WF” (Withdraw-Failing).

ACADEMIC PROBATION AND SUSPENSION Accumulative grade-point averages required for satisfactory academic standing are as follows:

<u>Student Credits*</u>	<u>Accumulative Grade-Point Average Required</u>
1 – 34 hours	— 1.75
35 – 64 hours	— 1.9
65 – 124 hours	— 2.0

*Attempted institutional credits plus non-course and transfer credits.

Any student who, at the end of any given semester, fails to reach the required accumulative grade-point average is placed on academic probation. Students placed on academic probation, or admitted on academic probation, will automatically be suspended unless they achieve the required average within one semester. Students admitted to Hillsdale College as special non-degree seeking students who have not reached a 1.750 accumulative grade-point average at the end of 12 hours will not be allowed to continue.

Any student transferring from another institution must establish a satisfactory grade-point average as determined by the category into which the total amount of his transfer credit has placed him (complete transfer and non-course credit plus attempted institutional credit).

The normal duration of academic suspension is one year (12 months), after which a student is eligible to apply for readmission. Such readmission is not automatic and will be dependent upon demonstration of significant productive activity during the period of suspension. In unusual circumstances, supported by exceptional achievement, a student may appeal to the Academic Status Committee for readmission after an academic suspension of less than one year. The academic suspension encompasses all terms during the 12-month duration, including the summer and interim sessions. Eligibility to enroll in any summer or interim session is granted just as it is for any regular semester.

ACADEMIC HONESTY In their academic endeavors, students are expected to comport themselves in accordance with the Academic Honor Policy. See page 50 for more information.

SOCIAL SUSPENSION OR DISMISSAL Any social suspension or dismissal during the regular semester will result in the recording of “W” grades for all courses, if the suspension or dismissal occurs prior to the seventh week of the semester. After the seventh week, grades of “WF” or “WP” will be assigned for all courses. See the section on Procedure for Student Discipline for more information.

APPLYING FOR GRADUATION AND CONFERRING DEGREES Degree candidates must inform the registrar of their intention to graduate by submitting a graduation application. Applications for graduation at the close of the fall semester are due by the preceding May 1st. Applications for graduation at the close of the spring and summer terms are due by the preceding December 1st.

Hillsdale College confers degrees at the conclusion of its regular academic terms (fall semester, spring semester, first summer session, second summer session). A student’s “date of graduation” is the last day of the academic term in which the student completes all academic requirements.

Diplomas may be withheld for students who have past due accounts.

COMMENCEMENT Commencement ceremonies are held at the conclusion of the spring semester, and students completing degree requirements at that time are eligible and encouraged to participate. Students completing degree requirements at the close of a fall semester are eligible to participate in the Commencement ceremony held at the conclusion of the following spring semester.

To be eligible to participate in Commencement ceremonies, a student must have no more than six (6) credit hours of work left to complete their degree and a plan to complete those remaining requirements during the summer immediately following Commencement, although a degree will not be conferred until all work is completed.

SUMMER COLLEGE Hillsdale College offers two consecutive three-week summer sessions. The first three-week session extends from the middle of May through the first week of June. The second three-week session begins immediately following the first session and continues through the month

of June. Pre-registration for summer college takes place at the same time as pre-registration for the fall semester. Students will be expected to have paid their summer school tuition in full prior to the first day of summer classes.

Generally, students are limited to taking no more than four credit hours of coursework in each three-week session. Students wishing to take more than four credit hours of coursework must receive prior approval from the Registrar.

Non-degree seeking and/or guest students should contact the Admissions' Office about applying for summer school. Enrollment in summer school is not available to students through the College's dual-enrollment program.

See page 66 for information regarding tuition and fees for summer school.

TRANSFER OF CREDIT Except as specifically noted below, transfer of college credit to Hillsdale College can be made only on an official transcript from another regionally accredited American collegiate institution. Regional accreditation must be through one of the following accrediting bodies in order to be recognized: Middle States Association, New England Association, Higher Learning Commission, Northwest Association, Southern Association, and Western Association.

Students who wish to transfer college credit to Hillsdale College must receive approval from the Registrar's Office, which is responsible for ensuring the evaluation of each transfer course.

When coursework has been completed at an institution outside the United States, the institution must be an officially recognized tertiary institution, chartered and authorized by its national government. Consideration of such coursework for transfer requires prior approval of the Registrar and the Educational Policies Committee. However, transfer credit will be accepted from institutions that participate in Hillsdale College's approved foreign study programs without the necessity of Committee review.

Students are responsible for submitting transcripts with English translation from international institutions. If this service is not available at that institution, evaluations may be performed by one of the approved credential evaluation agencies, such as World Education Services (WES) or Educational Credentials Evaluators, Inc. (ECE). Other reputable agencies can be found on the NACES website (naces.org). This policy also applies to international students intending to transfer to Hillsdale College.

Courses for which a grade below "C-" was earned will not be transferred for credit. Grades for



courses transferred from other institutions are not factored into a student's cumulative grade-point average at Hillsdale College.

Credit for transfer courses taken at a college or university that follows a quarter system calendar will be reduced by one-third, in recognition of their shorter semester and fewer contact hours of instruction, relative to Hillsdale College courses. For example, a course worth 5.0 academic credits at such an institution is considered equivalent to 3.33 academic credits at Hillsdale College.

Credits taken under ECTS (European Credit Transfer and Accumulation System) will receive 0.5 transfer credits for every 1.0 ECTS credit.

College credits earned at Hillsdale College are generally accepted at other colleges and universities, subject to official evaluation. Requests for an official transcript should be made to the Registrar's Office.

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROGRAMS

Hillsdale College recognizes the Advanced Placement (AP) Program of the College Entrance Examination Board (CEEB). Students taking college-level courses in secondary school and performing at a satisfactory level (4 or 5) on the Advanced Placement Examinations will be granted advanced placement and college credit. Hillsdale College will also accept for college credit the Higher Level (HL) Examinations given as part of the International Baccalaureate Diploma Program.

CREDIT BY EXAMINATION Hillsdale College recognizes the College Level Examination Program (CLEP) of CEEB. CLEP is available to students seeking credit on the basis of experience rather than formal study. Not all available CLEP tests are accepted for credit by Hillsdale College.

If a student has more than four hours of Advanced Placement credit in French, German or Spanish, or if a student has transferred and is expected to transfer more than four hours of French, German or Spanish credit from another institution, said student is NOT eligible to take the CLEP exam in the corresponding language for credit.

INTERNSHIPS AND PRACTICA Student internships and practica are supervised, planned learning experiences intended for academic enrichment and professional development. To be formally recognized by the College, such experiences must be taken for academic credit and include an academic component. The College does not award credit simply for hours worked by a student.

Academic credit for an approved internship or practicum is like that of any academic course, and all related rules and regulations apply, including grades, tuition, and fees.

To be eligible, students must meet the qualifying academic department's expectations of "readiness" before being approved for an internship or practicum. Such may include course prerequisites, knowledge and/or skill proficiencies, or other standards set by the department.

Internships and practica must be formally registered with the Registrar prior to the start of the internship/practicum. The College will not register or grant credit for an internship or practicum, retroactively. Students registering for an internship or practicum must complete required documentation as prescribed by the Registrar. The academic department qualifying the internship may require additional documentation from the student.

An academic department may have a specific course number within its curriculum under which internships and practica are to be registered. If not, it is customary that the Registrar assign a 597 course number when registering the experience.

An internship has the characteristics of a real job in that a student is placed in a worksite under the supervision of on-site professionals, performs duties of substantial worth that often require independent application of skills and knowledge, and works hours much like employees of the internship site. An approved internship can last for several weeks, for a semester, or for a year.

Practica place more emphasis on the academic component of the experience as opposed to the work hour component. In a practicum, a student typically observes and records the work of a professional rather than being responsible for performing the work, although completion of some related tasks may be expected. A practicum is a field experience, the intent of which is to provide a student with an opportunity to correlate classroom work to the practices of the field. Job-shadowing activity is usually combined with assigned readings or other academic assignments. Finally, practica may only be for a few hours per school week and usually last no longer than a semester.

In every case, an internship or practicum must have an assigned faculty sponsor; he/she being associated with the academic department qualifying the experience. The faculty sponsor is responsible for designing or validating the academic component of the internship or practicum, which should be in excess of the normal work responsibilities of the student. Expectations are to be agreed upon prior to the start of the experience, including credit to be earned. The faculty sponsor will be the College's point of contact with the internship/practicum site, will monitor the student's activities and progress, and may visit the internship/practicum site. Finally, the faculty sponsor is responsible for insuring compliance with established procedures, and final assessment and grading of the experience.

To earn one academic credit, a student must work a minimum of 45 hours in their internship or practicum, in a semester. To earn two academic credits, the student must work a minimum of 90 hours. To earn three academic credits, the student must work a minimum of 135 hours. Generally, an internship or practicum must be for a minimum of three weeks of documented work, irrespective of credits earned, so that academic requirements and learning objectives can be fulfilled.

No student may earn more than three credits for a single internship or practicum experience, except students involved in the College's Washington-Hillsdale Internship Program, the Sports Studies internship SSD 494, and the International Business and Foreign Language internship IDS 584. Moreover, students are limited to a total of six hours of internship and practicum credit during their time at Hillsdale College. A student may repeat an internship with the same employer, as long as the nature and the duties of the second experience are significantly different than the first.

Whether internship or practicum credits apply toward a major or minor field of concentration or any other specific program of study is determined by the academic department under which the experience is registered. Whether a student intern is or is not compensated by the internship site has no bearing on the experience's eligibility for academic credit. Finally, the College does not award academic credit for an internship that involves direct, political campaigning.

A student who has questions about internships or practica should see the Registrar.

CREDIT FOR SPECIAL PROJECTS (597 SPECIAL PROBLEMS COURSES) The 597 course is used for special study or research in areas not covered in other courses in the department. The credit hours granted should not exceed six in any one area of study, although each department may limit the credits awarded to less than six.

The subject of the 597 course should originate with the special interest of the individual student. The student is responsible for preparation of a proposal for the study and for filing an application for its approval. Applications are available from the Registrar's Office.

Applications will be considered approved when signed by the appropriate division dean, the faculty member supervising the study, and the Registrar. Courses will not be registered until the signed application is submitted to the Registrar's Office. Special projects that are to be done off campus must have the approval of the Provost. Ordinarily, such arrangements should allow for some on-site supervision by the faculty advisor for the study.

RECOGNIZED FOREIGN STUDY PROGRAMS Hillsdale College offers students the opportunity to complete academic studies through established programs with international colleges and universities. Students generally study abroad during a single semester or the summer period; however, a student may receive approval to study abroad for longer than a single semester. Participation in a Hillsdale study-abroad program requires prior, formal application and registration with the Registrar.

Each program has a director whose role is to guide students through the College's application and registration process, and well as to oversee completion of administrative processes required by the program entity. The director serves as the liaison between the College and the program.

When a student participates in one of the College's approved study-abroad programs, credit earned within the scope of the program is considered institutional credit and grades earned apply toward the student's Hillsdale grade-point average. Whether specific courses or credits completed apply toward a major or minor field of concentration or any other specific program of study is determined by the appropriate academic department, not by the program director.

It is strongly advised that students have coursework approved before beginning the experience.

Information about fees and costs associated with participation in an approved Hillsdale study- abroad program can be obtained from the Business Office.

For more information about the foreign study programs offered by the College, including requirements to participate, turn to page 32.

ASSESSMENT PARTICIPATION In order to evaluate the effectiveness of the education Hillsdale offers, and to satisfy “Assessment” requirements of our accrediting agency, students may from time to time be required to complete assessment exams, essays or surveys, or participate otherwise in the assessment effort.

ACADEMIC ENRICHMENT

The Collegiate Scholars Program

Hillsdale College seeks to enrich the academic experience of high-performing students by providing opportunities to become broadly and deeply versed in the contents and methods of inquiry of the liberal arts, preeminently of the Western intellectual tradition of humanistic and scientific learning, in a manner consonant with the aims of the College’s Core Curriculum. This goal is met through a combination of special seminars, campus lectures and discussions, retreats, subsidized foreign travel to a destination relevant to the Program’s purpose, and the completion of an interdisciplinary senior thesis. Students meeting the minimum GPA requirement of 3.4 are encouraged to apply during the second semester of their freshman year.

ADMISSION AND RETENTION A maximum of 30 rising sophomores and transfer students may be admitted to the Collegiate Scholars Program each year. In some rare cases, it may be feasible for rising juniors to apply. All applications will be reviewed by the Collegiate Scholars Committee, which is tasked with making decisions of admission to the Program. Interested candidates should have a minimum GPA of 3.4, though exceptions are possible at the discretion of the selection committee.

All students in the Collegiate Scholars Program must maintain a minimum GPA of 3.4 and must exhibit character and behavior consistent with the goals and purposes of the Program. Students whose GPA falls below 3.4 but who are otherwise successfully completing the requirements of the Program will be placed on probation and given one semester to attain the required standard. Failure to do so will normally result in dismissal from the Program. A failing grade in any course at the College is grounds for dismissal from the Program.

THE CURRICULUM The curriculum of the Collegiate Scholars Program is intended to be complementary to the Core Curriculum common to the student body as a whole. Students in the Program are required to take a one-hour seminar (CSP 101) on the tradition of liberal learning in the West. In addition, each semester a number of one-hour Collegiate Scholars Seminars (CSP 250-269) are offered to broaden and deepen students’ familiarity with the *res publica litterarum* spanning from antiquity to the present. Students must take a total of four such seminars during the sophomore and junior years. In the second semester of the junior year, students must take a one-hour course on the calling of the scholar and research methods in preparation for the senior thesis (CSP 301), at the end of which the student will have a polished proposal. The senior year is devoted to researching and writing the thesis (CSP 401 and 402; one credit per semester), followed by a public defense. The seminars and thesis constitute the curricular portion of the Collegiate Scholars Program.

EXTRACURRICULAR OPPORTUNITIES The Collegiate Scholars Program offers a wealth of extracurricular opportunities to its members. These include retreats during the summer and each semester at a location in the region, at which previously assigned books are discussed with peers and professors in a community of learning, as well as frequent events on campus and open to the public, which generally feature presentations from faculty members of the College on topics of interest to the budding scholar and in service to the Program’s mission. Trips to regional museums and cultural events are a further possibility for academic enrichment.

Finally, the Program offers heavily subsidized foreign travel after the junior year to a location whose sites and heritage are of direct relevance to the goals of the Program and the College's Core Curriculum.

The current director of the Collegiate Scholars Program is Dr. Eric Hutchinson; further information about the Program—admission, curriculum, and opportunities—may be obtained from him.

George Washington Fellowship Program

Along with the Washington-Hillsdale Internship Program (WHIP), the George Washington Fellowship is the chief component of Hillsdale's undergraduate education programs based at Hillsdale College's Washington, D.C., campus. Launched in 2008, the program prepares outstanding students for a career in the public square by focusing their studies on America's founding documents and on leading statesmen and thinkers who have upheld the enduring principles of American constitutionalism. It has four components: additional curriculum regularly focusing on American political thought and constitutional history; frequent discussions with visiting scholars; rotating research and writing projects that serve as preparation for civic deliberation; and participation in WHIP during one academic semester. The Fellowship includes a generous scholarship of \$5,000 per semester beginning in the spring of the fellow's sophomore year.

ADMISSION, RETENTION, AND CURRICULUM Students interested in the Fellowship may apply during the fall semester of their sophomore year. Selection is based on three criteria: outstanding academic achievement and dedication to scholarly excellence; initiative and leadership in extracurricular activities relating to civic life; and demonstrated interest in public affairs and public service. Students considering majors in any field of study may apply for the program, and applications are evaluated by a faculty selection committee. Applicants should have a freshman GPA of 3.5 or higher; a cumulative GPA of 3.5 or greater is required for maintenance of the scholarship. All Hillsdale College students are required to take three core courses in history and politics: HST 104, Western Heritage; HST 105, American Heritage; and POL 101, The U.S. Constitution. In addition to these, Washington Fellows will take additional courses from a list of options. Students can find more details and apply on the Hillsdale in DC website.

The Center for Constructive Alternatives

Hillsdale's Center for Constructive Alternatives (CCA) is the sponsor of one of the largest college lecture series in America. Over 1,400 speakers have participated in CCA seminars since 1972, including statesmen like Ronald Reagan and Margaret Thatcher; political scientists like Harry V. Jaffa and Harvey C. Mansfield Jr.; historians like Stephen Ambrose and Martin Gilbert; novelists like Madeleine L'Engle and Tom Wolfe; journalists like Brit Hume and Kimberley Strassel; scientists like Edward Teller; filmmakers like Peter Bogdanovich; economists like Nobel Laureate James Buchanan and Walter Williams; foreign policy experts like Jeane J. Kirkpatrick; theologians like Malcolm Muggeridge and Michael Novak; athletes like Peggy Fleming; and businessmen like Steve Forbes and Dave Thomas.

CCA seminars are held four times each year. Students are required to complete one CCA seminar during their undergraduate years. They may elect to enroll in more. For further information, see the Center for Constructive Alternatives Seminars on page 167.

Faith in Life Lecture Series

Each year the Faith in Life lectures bring to campus a distinguished speaker to focus the community's attention upon the mutual importance of scholarship and personal faith. Past lecturers have included J.P. Moreland, Jason Peters, Ken Myers, Kevin J. Vanhoozer, John W. Montgomery, Peter J. Leithart, James R. Edwards, R. Albert Mohler Jr., Ray Ortlund Jr., Gerald McDermott, Donald Kraybill, Samuel Moffett, John Piper, Keith Yandell, James Sire, Wilson Kinnach and Helen Westra.

Professional Artists Series

The Professional Artists Series at Hillsdale College brings to the campus cultural events of professional quality in all artistic areas, including musical concerts, dance groups, theatre companies and art exhibits. The series, designed to complement the established fine arts curricula at Hillsdale College, illustrates and reinforces the concepts and themes presented in actual classroom teaching. The events embrace both traditional and nontraditional types of performances. Several artists and performers of international renown have been presented in past years, often conducting master classes for Hillsdale students. Hillsdale College, committed to excellence in community cultural life, charges no admission fee for Professional Artists Series events.

Off-Campus Study

JAMES C. QUAYLE JOURNALISM INTERN PROGRAM This internship program places students from Hillsdale's Herbert H. Dow II Program in American Journalism in summer internships with a stipend provided by the College. Past internships have been at the *Washington Times* and the *Washington Examiner* in Washington, D.C., as well as *The Tennessean* in Nashville.

WASHINGTON-HILLSDALE INTERNSHIP PROGRAM (WHIP) This internship program affords students the opportunity to combine serious academic study with practical professional experience. WHIP is a semester-long program, offered in both the fall and spring semesters. Students participating in WHIP earn 12-15 hours of credit for the semester, which allows them to maintain their full-time status. Students enroll in one-hour or three-hour academic courses taught by Hillsdale College faculty or adjunct faculty while working in Washington, D.C., in an internship in the public, private, or non-profit sector. Students may also opt to participate in a teacher's apprenticeship in tandem with the Education Department. Student interns normally work 28-40 hours per week. Students earn one grade per course and one grade for the six hours of WHIP credit (WHP 385). The grade for WHP 385 is determined by Hillsdale faculty based on evaluation and successful completion of the internship and participation in scheduled lectures, programs, and visits to historical sites throughout the semester; the grade for WHP 385 counts toward the student's general elective credits. WHIP is open to all students in all majors. POL 101: The U.S. Constitution is the only prerequisite for the program. Students are encouraged to participate in the program during their junior or senior years. Only in exceptional cases will sophomores be admitted to the program. Freshmen are ineligible for WHIP. Tuition for WHIP is the same as a regular full-semester class load at Hillsdale College. Scholarships are transferable to study in Washington, and WHIP housing scholarships are available. Students can find more details and apply on the Hillsdale in D.C. website.

HILLSDALE IN SEVILLE, SPAIN Hillsdale College, in cooperation with the Center for Cross-Cultural Study, offers qualified students the opportunity to study in Seville, Spain. The core of this program is a choice of special courses in Spanish language and culture. These include literature, history, art history, social structures, economics, education, politics and Spanish dance. The core offers classes in teaching foreign language skills, particularly Spanish, and also teaching English to Spanish speakers.

Students can make up their entire program from the above courses. Or, if qualified by Spanish language proficiency and preparation in the specific area of study, they may also attend appropriate courses at the University of Seville, with support from faculty tutors at the Center for Cross-Cultural Study. While in Seville, student lodging is with families or in small student residences throughout the city.

An internship is available to students pursuing a major in International Studies in Business and Foreign Language. This involves carrying out substantial responsibilities in a work situation, usually about 20 hours a week, in a Spanish environment. It is highly recommended that students consider undertaking the internship after spending their first semester in Spain.

Admission to the semester or academic-year program is normally restricted to students who have completed two years of Spanish at the college level. A grade-point average of "B" (3.000) or above is required, but exceptions may be made because of strong recommendations from professors or deans. Students interested in this program must apply directly to the Spanish Department for admission.

HILLSDALE IN CÓRDOBA, ARGENTINA Hillsdale College, in cooperation with the Center for Cross-Cultural Study, offers qualified students the opportunity to study in Córdoba, Argentina, for a summer or semester program at the Universidad Blas Pascal. The summer program runs in July and provides students with an intensive introduction to the Spanish language and Argentine culture. It earns students four credits. The semester program comprises courses in Argentine literature, history and popular culture, as well as courses in the Spanish language. Students should also take one to three integrated courses from a variety of academic disciplines at the UBP, including business administration, environmental studies, graphic design and computer engineering. The typical semester program earns students 16-20 credits. Both summer and semester programs include a homestay, horseback riding and tango lessons, as well as a visit to Buenos Aires and other cultural excursions.

Admission to the summer or semester program is normally restricted to students who have completed two years of college Spanish and hold an overall grade-point average of 3.0. Interested students should apply to the Spanish Department for admission.

HILLSDALE/OXFORD SCHOLARS PROGRAM Through its affiliations with the Center for Medieval and Renaissance Studies and the Oxford Study Abroad Program, Hillsdale College offers the opportunity for highly qualified students to study abroad each semester at venerable Oxford University.

Preference is given to those students of senior or junior standing who demonstrate superior academic performance and promise, as evidenced in part by a grade-point average of at least 3.500.

Applications are available from the program director, Dr. Ken Calvert. Students from every academic discipline are urged to apply.

Hillsdale/Oxford scholars are accorded university status as associate members of one of 39 different colleges in the University and are extended the right to participate fully in the entire spectrum of academic and social programs offered by their college. Each college offers excellent facilities for soccer, hockey, cricket, squash, rugby and rowing. Various college societies flourish and offer scope for participation in orchestral and choral music, drama and film study. Field trips to London and the historically rich Thames Valley surrounding Oxford are a regular feature of each program.

Students interested in becoming Hillsdale/Oxford scholars are urged to consult early with their academic advisors and to review financial arrangements with the Financial Aid Office.

Students unable to attend during the academic year are encouraged to apply for the Oxford summer school. In most instances, students in good academic standing at Hillsdale College will be accepted for the Oxford summer program.

HILLSDALE COLLEGE/SAARLAND UNIVERSITÄT EXCHANGE PROGRAM This overseas program affords Hillsdale students the opportunity to study at a very reputable German university as non-degree students while remaining officially enrolled at Hillsdale College and pursuing a B.A. or B.S. degree.

Students may elect to study at Saarland Universität for the entire academic year or for one semester only. Participants may choose from some 40 fields of concentration any course of study for which enrollment limits have not been reached and for which they are eligible. It is, however, highly recommended that Saarland Universität participants devote at least one-third of their course work to German language and literature. Saarland students are strongly encouraged to participate in the pre-semester preparatory language and culture courses offered by the Office of International Studies (September or March).

Eligibility: Hillsdale College at Saarland Universität requires junior standing, sufficient fluency in German to enter into German university courses, a 3.5 grade-point average in German at Hillsdale and a high degree of social maturity. Students will be admitted upon the recommendation of the German Department.

Tuition and fees are paid directly to Hillsdale College, where students register full time under the designation UoS 300. Saarland Universität will procure a dormitory room. Meals can be purchased at various cafeteria locations on campus. Each student is responsible for his own transportation to the host institution. Local transportation is provided through the *Semesterticket*, available at Saarland University.

All other information may be obtained from the German Department at Hillsdale College.

HILLSDALE COLLEGE INTENSIVE LANGUAGE SUMMER SCHOOL IN TOURS (FRANCE) The Institut de Touraine, located in the center of Tours in the Loire Castles region, provides Hillsdale College students with a unique opportunity to increase their knowledge and understanding of French language and culture. Qualified students (three semesters of French at college level or equivalent) may participate in this four-week-long summer program. A Hillsdale faculty member will meet the students in Paris for a three-day stay and accompany them to Tours. They will be lodged with French families.

According to their level of competency, students will take between 19 and 24 hours of coursework per week and will receive four credit hours at the 300 level or above. Excursions are organized by the Institut and are available to students for a fee.

HILLSDALE COLLEGE INTENSIVE LANGUAGE AND CULTURE SUMMER PROGRAM IN WÜRZBURG (GERMANY) This four-week-long intensive language and culture course is conducted in July/August in Würzburg, Germany, by Hillsdale College faculty. Participating students live in accommodations at the Kilianum Youth Homes. Classes meet four hours per day. Numerous excursions and cultural activities are provided. Prerequisite: completion of GRM 201 with a grade of “B” or better. The German Department will provide interested students with further information.

HILLSDALE COLLEGE AT REGENT’S COLLEGE, LONDON Through an affiliation with Regent’s College, Hillsdale College offers an opportunity for summer study in London for students in economics, business, accounting and international studies in business and foreign language. Regent’s College, set amid the trees and gardens of Regent’s Park in the heart of London, is a private, coeducational college providing a range of international academic opportunities. As a British-American center of international education, Regent’s College American School of Liberal Arts draws upon the academic traditions and resources of both countries and attracts students from many parts of the world. Students earn full Hillsdale academic credit for the courses taken at Regent’s College. The courses are open to students following their sophomore, junior or senior year, providing they have completed more than 45 credit hours. Each student may enroll for one or two courses during the summer. Applications and course information are available from the program coordinator, Dr. David Basterfield.

HILLSDALE COLLEGE AT THE UNIVERSITY OF ST. ANDREWS, ST. ANDREWS, SCOTLAND Founded in 1410, St. Andrews is Scotland’s oldest university. Over the past five-and-a-half centuries, St. Andrews has proudly upheld the Scottish tradition of academic excellence, attracting scholars of international reputation and students from all over the world. St. Andrews continues to offer the latest in teaching and research, all within a superbly picturesque medieval setting. Students in good academic standing who are interested in either a semester or a full year of study are eligible to apply. Courses reflect the Scottish education system, broader based than the English and closer to the American system. Progress is monitored at both the individual and class level, with small group discussion reinforced by lectures and lab work. Hillsdale College students who matriculate to St. Andrews have the opportunity of studying subject areas from ancient history to theoretical physics. Applications and course information are available from the Director of the Program in American Studies, Dr. Kevin Portteus.

Any student planning a semester abroad should first contact the Office of Student Financial Aid in order to determine if financial aid may be received for the semester abroad.

RECOGNITION FOR ACADEMIC ACHIEVEMENT

THE DEAN'S LIST Soon after the close of each semester, the College publishes the names of those full-time students who earned a semester average of 3.400 or better.

Graduation Honors

HONORS PROGRAM DIPLOMA Honors Program members who have completed the full program and met all requirements established by the Honors Committee graduate with a special Honors Program Diploma at Commencement.

SENIOR HONORS Candidates for scholastic honors at the end of the senior year are recognized at Commencement. To be eligible for graduation with scholastic honors, a student must have completed at least 60 semester hours of work at Hillsdale College.

A student obtaining a grade-point average of 3.800 in at least 124 hours of work is eligible to receive a diploma summa cum laude.

A student obtaining a grade-point average of 3.600 in at least 124 hours of work is eligible to receive a diploma magna cum laude.

A student obtaining a grade-point average of 3.400 in at least 124 hours of work is eligible to receive a diploma cum laude.

Honorary Societies

ALPHA MU ALPHA This national marketing honorary selects for membership senior marketing/management majors holding a minimum overall grade-point average of 3.25. The Alpha Mu Alpha faculty coordinator nominates marketing students who meet the academic standards approved by the American Marketing Association board of directors.

ALPHA PSI OMEGA This national dramatics honorary recognizes students for their contributions to the College theatre program. Members have demonstrated their dedication to the creation of theatre of the highest quality in a number of productions sponsored by the Tower Players.

ALPHA RHO TAU provides an environment for artists seeking to develop their skills, diligence, and creativity. The honorary's goal is to strengthen Hillsdale's art community and motivate students in their work by running events and contests including the Alpha Rho Tau art show, Artist of the Month competitions, faculty panel discussions, open drawing sessions with live models, and other workshops. Applicants must have taken or be currently enrolled in one art studio or art history class at the time of initiation (beginning of spring semester). Members must maintain a cumulative GPA of at least 3.0 and consistently meet the honorary requirements pertaining to personal art production and attendance of Art Department/Alpha Rho Tau events.

BETA BETA BETA This national biological society, particularly for undergraduates, is dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. Its program is threefold: stimulation of scholarship, dissemination of scientific knowledge and promotion of biological research. Qualifications for regular membership will include a biology major with 12 hours of biology credit above the 100 level and a 3.0 grade-point average or above in all biology courses. Undergraduates eligible for associate membership include students with a declared biology major and a grade-point average of 2.5-3.0 in all biology courses; students with 12 hours of biology credit and a grade-point average of 3.0 or above in all biology courses who have not declared a major; and students with a biology minor and a grade-point average of 2.5 or above in all biology courses.

DELTA PHI ALPHA The national German honorary, Delta Phi Alpha, recognizes excellence in the study of German. Membership requirements include: two years of college German or its equivalent, sophomore standing, registration in an advanced course, B+ average in all German courses taken, and a 3.0 overall grade-point average.

DELTA PI NU This local honorary is the American Studies honorary. Founded in 1992 for American Studies majors and minors, Delta Pi Nu encourages campus involvement to promote American

ideals. Membership requirements include completion of two “Gateway” core courses (Politics 101 and IDS 300) and an overall grade-point average of 3.0.

ETA SIGMA PHI is the national classical languages honorary. Founded in 1914 by students at the University of Chicago and united with a similar organization at Northwestern University, in 1924 the society became national, and chapters were organized at leading colleges and universities. Hillsdale’s Eta Delta chapter was founded in 1996. The honorary promotes interest in and understanding of the Greco-Roman tradition through Latin teaching at a local charter school, reading marathons, invited lecturers, spoken Greek and Latin tables, and more. Students must have taken language courses in either Greek or Latin and must have at least a 3.0 in their classical languages coursework.

IOTA SIGMA PI This is a national honorary society for women majoring in chemistry or a closely related field. The goal of this honorary is to encourage the advancement of women and their interest in the field of chemistry. Students must achieve a grade-point average of a 3.5 in four semesters or an average of a 3.0 in six semesters of chemistry with an overall academic grade-point average of 3.0 or above on a 4.0 system.

KAPPA MU EPSILON Founded in 1931, Kappa Mu Epsilon is a national mathematics honor society for undergraduates. Kappa Mu Epsilon seeks to further the interests of mathematics and help undergraduates and society at large understand the importance and beauty of mathematics. Membership in the Michigan Delta chapter of Kappa Mu Epsilon is restricted to students who have completed three semesters of college mathematics at the level of calculus or higher, have achieved at least a “B” average in all college mathematics courses and are ranked in the top 35 percent of their class.

LAMBDA PI ETA This national speech and communication honorary was established under the auspices of the National Communication Association in 1984. It recognizes academic excellence in communication at the undergraduate level. Its mission is fourfold: recognition and fostering of scholastic achievement; stimulation of interest in communication as an academic discipline; provision of a forum to exchange ideas; and the establishment and maintenance of relationships between faculty and students. Membership qualifications include the completion of 60 credit hours at the undergraduate level, including completion of 12 credits in rhetoric and public address, journalism, or a related discipline (as approved by the faculty), an overall grade-point average of 3.0, a minimum grade-point average of 3.25 in all rhetoric/communication courses and status in the top 35 percent of the junior academic class.



LAMPLIGHTERS Organized in 1949 at Hillsdale College, Lamplighters honors eight senior women who have distinguished themselves through high standards of scholarship, character, leadership, and service to the College and community. Lamplighters recognizes women whose academic work through the sophomore year is meritorious of Latin honors at an annual tea and presents the sophomore woman obtaining the highest grade-point average with an accolade at the annual Honors Assembly in the spring semester.

MU ALPHA This men's music fraternity, an independent organization unique to Hillsdale College, aims to further the musical development and virtue of its members, and to provide Hillsdale College and the community with music. Its members perform at several events throughout the school year.

OMICRON DELTA KAPPA The Beta Rho Circle of Omicron Delta Kappa is the Hillsdale College chapter of the national leadership and service honorary that recognizes and encourages a well-rounded combination of superior scholarship, leadership, and exemplary character. Ten outstanding rising seniors are tapped and inducted each year. These students carry out service projects during their senior year, both at the College and in the community at large. At the spring honors convocation, a member of the Senior Circle is publicly recognized as the David S. Nicholson Omicron Delta Kappa Leadership Scholarship in recognition of achievement that is outstanding even among his or her Omicron Delta Kappa peers.

PHI ALPHA THETA Founded in 1921, this international history honorary has as its purpose the recognition and encouragement of excellence in the study of history. To be eligible for election to membership, a student must have completed 12 semester hours in history with a grade-point average of 3.4 or better, and must have a grade-point average of 3.3 in the remainder of his or her academic work.

PHI KAPPA PHI is the nation's oldest, largest, and most selective all-discipline honor society. The Society's mission is to recognize and promote academic excellence in all fields of higher education and to engage the community of scholars in service to others. Juniors in the top 7.5 percent of their class, and seniors and graduate students in the top 10 percent, are invited annually.

PHI MU ALPHA SINFONIA, founded in 1898, is the world's oldest and largest fraternal society in music. The object of the fraternity is the development of the best and truest fraternal spirit, the mutual welfare and brotherhood of musical students, the advancement of music in America, and a loyalty to the alma mater. Since its founding in 1965, the Nu Upsilon chapter has worked to advance this mission on Hillsdale's campus and in the surrounding community by hosting musical events, putting on musical performances, and supporting the Music Department. Phi Mu Alpha's activities include hosting Battle of the Bands, where student bands compete for an annual charity prize awarded by faculty judges and audience vote, and Coffeehouse, casual performance nights open to the general student body. Sinfonians also hold semesterly concerts, serenade the women's dormitories, sing to residents at a local retirement home, and hold various charity fundraisers throughout the year.

PHI SIGMA TAU philosophy honorary serves to award distinction to students having high scholarship and personal interest in philosophy; to promote student interest in research and advanced study in this field; to provide opportunities for the publication of student research papers of merit; to encourage a professional spirit and friendship among those who have displayed marked ability in this field; and to popularize interest in philosophy among the general collegiate public. Students are eligible for membership if they have an overall grade-point average of 3.0 or higher, have the recommendation of a faculty member in the Philosophy and Religion Department, and have completed at least two semesters in philosophy, one of which must have been in a 200 level course or above, with at least a "B" average in philosophy.

PI DELTA PHI A national French honorary, Pi Delta Phi seeks to promote excellence in the study of French literature, language, and culture. Membership requirements include at least second-semester sophomore status, attainment of a 3.0 grade-point average in French courses and a 2.75 overall grade-point average, and enrollment in a course equivalent to the fourth semester of French at Hillsdale (300, 302, or an upper-level class).

PI KAPPA DELTA is an honorary consisting of educators, students, and alumni that cultivates articulate citizenship; supports comprehensive approaches to forensics pedagogy and practice; encourages the creation of professional development opportunities for forensic educators; and seeks to expand access to intercollegiate speech and debate activities. Pi Kappa Delta supports all speech and debate events, forms, and formats, and works to nurture the institutional and financial capacity of the entire forensic community. The honorary is affiliated with its high school counterpart, the National Forensics League, further supporting its educational and community service endeavors. Pi Kappa Delta is founded to forward “the Art of Persuasion, Beautiful and Just.” Locally, members volunteer with poetry recitations at Hillsdale Academy, assist with the Academy’s all-school public speaking competition, The Edward Everett Prize in Oratory, and have served as judges for an on-campus homeschool forensics and debate tournament. Students who participate in one semester of collegiate debate, forensics, or mock trial are invited to join and continue to maintain standards of excellence in the art of rhetoric. The debate and forensics teams participate in the Pi Kappa Delta national tournament regularly.

PI SIGMA ALPHA was founded in 1920 by the American Political Science Association. The honorary brings together students and faculty interested in the study of government and politics and to stimulate scholarship and intelligent interest in political matters. The honorary does so through panels, events, speakers, and other means of stimulating discussion and interest in the perpetual questions of politics. Requirements are ten semester hours of work in politics, placement in the top 25 percent of one’s class (by matriculation), and a 3.7 grade-point average in courses within the Politics Department.

PSI CHI This International Honor Society in Psychology was founded in 1929 with a mission to encourage excellence in scholarship and advance the science of psychology. Membership is open to all students who are either majoring or minoring in psychology. Requirements include at least nine completed semester hours in psychology over at least three semesters with a minimum 3.0 grade-point average for psychology courses and a cumulative grade-point average that is in the top 35 percent of their class (e.g., sophomore, junior, or senior).

SIGMA ALPHA IOTA is an international music fraternity for women founded in 1903 at the University of Michigan. Its membership is open to both Greek and independent collegiate women. Hillsdale’s Sigma Mu chapter was founded in 1925. Its mission is to encourage, nurture and support the art of music. Its purposes are to foster interest in music and to promote interaction among people who share a commitment to music. In addition to personal encouragement and support, members may receive scholarships, loans and awards in many areas and at all levels of music-related study. Members are required to attend weekly chapter meetings, serve on a committee, and must either perform in the SAI concert or perform a musicale at a chapter meeting. Members also assist with fundraisers and service projects, such as the annual Charity Ball, and the upkeep of the SAI house. Qualifications for membership include: (1) completion of one or more academic semesters, including one or more music courses (first-semester freshmen and first-semester transfer students are required to wait one semester to join); (2) a cumulative grade-point average of at least 2.8, and a music grade-point average of 3.0.

SIGMA BETA DELTA The purposes of this society shall be to encourage and recognize scholarship and accomplishment among students of business, management and administration; and to encourage and promote aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. It is organized exclusively for charitable and educational purposes (this is a faculty-driven honorary).

SIGMA DELTA PI This national Spanish honorary recognizes those who seek to attain excellence in the study of the Spanish language and the literature and culture of the Spanish-speaking people. Requirements: at least a B- in a class in literature or civilization and culture, and a minimum grade-point average of 3.0 in all Spanish courses taken. The candidate must also rank in the top 35 percent of his class (or have a 3.2 minimum grade-point average) and must have completed at least three semesters of college work.

SIGMA PI SIGMA This national honor society for physics has more than 400 active chapters. One purpose of Sigma Pi Sigma is to encourage and recognize high scholarship and achievement in physics. Sigma Pi Sigma uses common interests in physics to build fellowship among members. Another goal is that of service, so that members will help others who are striving to learn physics. Qualifications for membership are (1) a standing in the top third of the applicant's college class; (2) 36 or more hours of college credit; (3) completion of three physics classes required for the major; and (4) a grade-point average of 3.0 or greater in physics classes. Sigma Pi Sigma is the honor society part of the more general organization, Student Physics Society (SPS).

SIGMA ZETA Founded in 1925, Sigma Zeta is a national science and mathematics honorary. The purposes of the society are (1) to encourage and foster the attainment of a knowledge of the sciences, and (2) to recognize the attainment of high scholarship among members. To be eligible for election to membership in the Alpha Psi chapter, a student must have completed 25 semester hours with an average of at least 3.0, have completed a minimum of 15 semester hours in the sciences with at least a 3.0 grade-point average, and have a science or mathematics major (including pre-med).

THETA ALPHA KAPPA This is the national honor society for academic studies in religion and/or theology, and it exists to encourage, recognize and maintain excellence in such studies within baccalaureate and post-baccalaureate degree programs and within the broader academic profession.

Achievement Awards

AMBLER LITERARY PRIZE Mrs. Margaret Ambler left a sum to the College to endow an annual literary prize as a memorial to her daughter.

AMERICAN CHEMICAL SOCIETY POLYMER EDUCATION COMMITTEE UNDERGRADUATE AWARD FOR ACHIEVEMENT IN ORGANIC CHEMISTRY This award recognizes students with outstanding achievements in the organic chemistry classroom and laboratory.

AMERICAN INSTITUTE OF CHEMISTS FOUNDATION AWARD This award honors the outstanding senior majoring in chemistry. It is given in recognition of the student's demonstrated record of leadership ability, character and scholastic achievement.

BARNES AWARD FOR EXCELLENCE IN POETRY This award was established by Dr. Gerald W. Barnes through an endowment at the Arkansas Community Foundation. The "fundamental criterion is excellence in creating a traditional rhyming poem," determined through juried selection. The award is presented annually at the Spring Honors Assembly.

BOSTWICK PRIZES The Kate King Bostwick Prizes are awarded each year to outstanding students in French language and literature.

LORRAINE KING CAMPBELL MOST OUTSTANDING STUDENT ENDOWED AWARD This award is presented and granted during the Spring Honors Assembly to the most outstanding student in the Department of Classics, Department of Art, or Department of Theatre as rotated among the departments annually.

CHI OMEGA PRIZE In accordance with the national policy of Chi Omega sorority, the Hillsdale chapter offers an annual award to be given to the woman student excelling in the Sociology, Psychology or Economics Department.

CORONA CLASSICA is awarded to the outstanding graduating senior in classical studies.

THE DEPARTMENTAL AWARD IN COMPUTER SCIENCE A student membership in the Association for Computing Machinery will be given to the member of each graduating class who has obtained the highest grade-point average in the computer science classes in the minor, provided that grade-point average is 3.5 or higher.

EDWARD EVERETT PRIZE IN ORATORY Cash prizes honor the top three students in an annual oratorical contest. Contestants must emphasize rhetorical skills, critical thinking and American values in persuasive speeches on a topic chosen each year by a committee comprised of faculty and

administrative staff. Contestants' speeches are judged at the preliminary levels by panels comprised primarily of faculty and administrative staff, and at the final level by invited experts and community leaders. Prizes range from \$1,000 to \$3,000. The remaining finalists receive small stipends.

ALVIN A. AND CARLOTTA BAILEY EWING ENGLISH AWARD An annual award presented at the Spring Honors Assembly to a selected student who has demonstrated distinguished talent in the area of creative writing as determined by the faculty members of the English Department.

ARLAN K. GILBERT AWARD Established by Arlan K. Gilbert, professor emeritus of history, this annual award is given to the outstanding senior history major.

HERBERT HALE JOURNALISM PRIZE An annual award is given to a student who has a distinguished record of at least two years of significant work with campus publications. Recipients are selected by the director of the Dow Journalism Program.

THE HELENA "LEE" HOZIAN ART EXCELLENCE AWARD An annual award is presented by the Art Department to a student with artistic talent and exemplary character.

ANN BAKER JENKINS MERIT SCHOLARSHIP FOR LEADERSHIP FUND awards one Merit Prize annually in the spring to a Hillsdale College junior who has shown active leadership ability in college life. The recipient must have achieved superior academic performance and demonstrated service to the mission of Hillsdale College.

KIMBALL MEDALS Funds left by Ora C. Kimball (1904) annually provide gold medals to a selected man and woman in recognition of athletic achievement.

EDWIN T. KOCH PRIZE is awarded to an outstanding senior.

LAROCCA AWARD is given in memory of Sue Larocca by the Athletic Department.

S.S. & I.M.F. MARSDEN PRIZE IN BOTANY The prize recipient must demonstrate initiative, creativity, effort, technical skills, well-planned experimentation, record-keeping, and clear communication skills in the area of botany as determined by the Dean of Natural Sciences, the chair of the Biology Department, and the Biology Department's resident botanist.

S.S. AND I.M.F. MARSDEN PRIZE IN CHEMISTRY Established by Dr. Sullivan Marsden in honor of his parents, this award recognizes outstanding chemistry majors who demonstrate exceptional research skills. Two cash awards are made each year; one to a junior and one to a senior.

MARK MASON AWARD This prize has been established in memory of Mark Mason, a biology and English major from the class of 1987, by his family, friends and classmates. It is awarded annually to that student who has rendered the most distinguished performance in the study of both biology and literature. In years in which no student has studied both biology and literature, the award will be given to that student of biology or literature who has the most distinguished total academic record.

MELENDY-DOW PRIZE This prize in Spanish is named for Capt. Richmond W. Melendy and Lorenzo E. Dow (1887). It is awarded each year to the outstanding student in Spanish language and literature.

THE MERIT PRIZE FOR LEADERSHIP, established in memory of Dr. James W. Jenkins, is awarded annually to a junior who has shown active leadership ability, achieved superior academic performance, and demonstrated service to the principles and mission of Hillsdale College.

DAVID S. NICHOLSON ODK LEADERSHIP/SCHOLARSHIP AWARD provides a half-tuition scholarship to a senior student in good standing who is a member of Omicron Delta Kappa leadership honorary.

GRACE NICHOLS PRIZES IN SPANISH Several awards in honor of Dr. Grace Nichols, late professor emerita of Spanish, are presented for outstanding achievement by Spanish students.

THE KRZYSZTOF M. OSTASZEWSKI ACTUARIAL EXAM AWARD is a restricted fund for Hillsdale students electing to take the actuarial exam. Students are awarded with half of the exam fee upon application to the exam. The second half of the exam fee will be awarded to the student upon successful passage of the exam. If a student requires multiple exams before successful completion, he or she will be awarded for the initial application and the final passage only.

MARION CRAIG PREDIGER AWARD FOR JOURNALISM An annual award, in memory of the mother of Craig Prediger, '69, is given to a student who has a distinguished record of at least two years of significant work with campus publications. Selection is made by the Journalism Department.

OUTSTANDING PHYSICS SENIOR AWARD is given each year to the senior physics major who achieves the highest grade-point average, above 3.5, in all of his or her physics classes.

PSICHI AWARD is awarded annually by the campus chapter of the psychology honorary.

WINDSOR H. ROBERTS AWARD An annual award is given to the outstanding student in American history by the children of Dr. and Mrs. George W. Crane, in memory of Windsor H. Roberts, for many years the Merrill Professor of History.

DANA AND ELINOR ROSE WRITING AWARD This award is to be presented to a junior planning on a professional writing career in freelance, the media or a business field. Demonstrated originality and talent will be the main criteria, with preference given to candidates whose work has been accepted for publication.

RUTH L. SCHULZ MEMORIAL MATHEMATICS PRIZE is awarded to one or two outstanding mathematics majors annually.

CURTIS A. SEICHTER ENDOWED HISTORY AWARD is presented each fall to a senior history major and to a faculty member in the History Department.

TAYLOR MATHEMATICAL PRIZE An award for proficiency in mathematics, established by R. E. Taylor (1885), is awarded to the member of each graduating class who has obtained the highest grade in the full course of mathematics, provided that grade is 3.5 or higher.

TOWER PLAYERS CHARLOTTE FARQUHARSON SCHOLARSHIP AWARD A substantial scholarship may be awarded annually by the Theatre Department to the student or students who show exceptional dedication to theatre production while maintaining academic excellence.

DAVID M. AND CHARLOTTE W. TROUT MEMORIAL AWARD This award is presented each spring at the Senior Dinner to an outstanding U.S. or foreign graduating senior to assist him or her in pursuing advanced studies at the graduate level or national/foreign volunteer service within the first year after graduation.

TROUT-VERVILLE AWARD IN PSYCHOLOGY is presented annually to an outstanding senior psychology major who shows promise of making a contribution to the field and who intends to pursue graduate studies. This award is made possible by a generous gift from Elinor Trout-Verville, daughter of Dr. David Trout who taught at Hillsdale College for 15 years and was the founder of the Psychology Department.

The **TWARDZIK ENTREPRENEURSHIP ENDOWMENT SCHOLARSHIP** is awarded to students who attend the December Family Business Seminar and who plan to pursue an entrepreneurial venture after graduation.

WILLISFORD PRIZE The Reverend Edwin Hellaby Willisford (1898) provided an annual award for the student showing the greatest proficiency in the study of the New Testament. Although the original funds have been expended, the Philosophy and Religion Department continues to honor his name and intention by making a monetary award in his name. The award is given each spring to the student showing the most promising work in a course centered on New Testament studies during the past academic year.

CAMPUS LIFE

“All America is not covered with asphalt. Here at least we have a blade of grass.”

—WILLIAM F. BUCKLEY JR., FOUNDER, *NATIONAL REVIEW*



RESIDENTIAL LIVING

At a residential college such as Hillsdale, the events taking place outside of the classroom are an integral part of a college student's educational experience. The following paragraphs give the prospective student an overview of residential life and of the many co-curricular and extracurricular activities available to Hillsdale's students.

RESIDENTIAL LIVING FOR WOMEN Women at Hillsdale College occupy several attractive residences: Mauck Hall of traditional design; Olds Residence in contemporary architecture; Waterman Residence and Dow Residence, home-like smaller residences; The Suites for Women, apartment-style quads; McIntyre Hall, a large, modern suite-type residence; Benzing Residence, with traditional design; and the New Dorm with modern style and community bathrooms.

Upperclass women who have joined sororities live in their respective houses, which are owned by the College.

Resident assistants and house directors staff all housing units except Benzing Residence, Mauck Hall, Dow Residence, Waterman Residence, and The Suites, in which mature, responsible women selected by the dean of women are granted the special privilege of living under the supervision of a student resident director. Rooms are planned almost entirely for double occupancy, except for Mauck Hall and Benzing Residence, which have a mix of single and double rooms.

RESIDENTIAL LIVING FOR MEN Men at Hillsdale College are housed in the modern, suite-type Simpson Hall; the traditionally styled Niedfeldt Student Residence; modern-style Koon Hall; The Suites for Men, apartment-style quads; Lois Whitley Student Residence; and Galloway Residence with modern style and community bathrooms. Resident assistants and house directors staff all men's units except The Suites, in which mature, responsible men selected by the dean of men are granted the special privilege of living under the supervision of a student resident director.

Upperclassmen who are fraternity members may live in their respective houses, upon approval of the dean of men. Fraternity houses are owned by the College.

RESIDENCE HALL POLICIES Hillsdale College prides itself on being a residential college. Students reside in residence halls, Greek houses or in College-owned houses. These residences are staffed by house directors and resident assistants who maintain an atmosphere conducive to community pleasantries and academic study as well as safety and privacy. Smoking is not allowed in any of the residence halls. If the need arises (because of student population) for off-campus placement of students, the offices of the dean of men and dean of women determine which students qualify. (See policy on page 44.)

In making room assignments, considerable attention is devoted to the selection of roommates who are likely to be congenial; friends who ask to room together are given this privilege, when possible. Necessarily, though, the College reserves the right to make final assignments for newly enrolled students and to assign any current student to College-owned facilities. The College reserves the right to assign students rooms in various residences and/or charge them for single rooms when agreement on accommodations between the College and the student is not forthcoming.

Students' personal property is not covered by College insurance, and the College assumes no responsibility for the property's damage or loss.

Limited visitation privileges exist for both men and women in College residences, except during vacation periods. All College housing units are closed during Thanksgiving, Christmas, winter and spring vacation periods.

All students are expected to reside in campus housing during their four full-time years at Hillsdale College. Exemptions to this policy are fifth-year seniors; students taking fewer than seven academic credits; married students; single students age 24 or older on the day of registration; commuting students (recognized only if within a 25-mile radius and residing with their immediate family); students living with dean-approved local families who will provide free room to student; and/or students residing within a private home purchased solely by the immediate family (the College recognizes only one-family ownership). Above exemptions must be approved by the dean of men/dean of women prior to registration for the semester. Students who do not meet the above criteria may apply for the few allowances of off-campus living as outlined on the next page.

OFF-CAMPUS HOUSING POLICY

All students reside in college housing during their time at Hillsdale College unless residence hall capacities are exceeded. Any students wishing to be considered for permission to reside off campus for the upcoming academic year should apply in the appropriate dean's office in January of the current academic year. Students will be notified if permission has been granted and provided an off-campus agreement to sign in order to secure the off-campus spot. Off-campus permission is granted on a rolling basis beginning in the end of February and may be awarded at any time based on campus-housing occupancy needs. All students given permission for off-campus living are required to purchase a limited meal plan on campus.

The number of off-campus permissions available each year are determined by the following factors:

- A. The number of returning students (on and off campus).
- B. The number of new incoming students.
- C. The number of available beds on campus.

Criteria for determining off-campus permission:

1. High school graduation year
2. Total Hillsdale College credits; this includes credits accumulated by the end of the current academic year
 - Summer school credits immediately following the current spring semester do not count for off-campus as most permissions are already granted prior to summer school
 - Transfer credits including AP, IB, dual enrollments, etc. do not count

This criteria was established to ensure that older students have priority over younger students who often matriculate to Hillsdale with AP or other transfer credits.

Fraternity and Sorority Housing

Fraternity and sorority houses are considered on-campus housing; therefore, when a member ceases to live in a fraternity or sorority mid-year, that individual should expect to return to another on-campus residence.

Members are responsible for fulfilling their specific chapter-housing commitment prior to seeking off-campus permission, or have written confirmation from both the chapter leadership and the appropriate dean's office waiving the chapter housing commitment, only for exceptional circumstances.

WHIP, Study Abroad, and Semesters Away from Campus

Students planning to be away from campus during fall semester who wish to remain living off campus when they return to Hillsdale for the ensuing spring semester need to sign up for off campus and obtain off-campus permission in the previous spring semester.

Exemptions to Campus Housing Requirement:

- A. Married students
- B. Fifth-year seniors
- C. Students age 24 years or older by day of registration
- D. Students enrolled in six or fewer Hillsdale College credits
- E. Commuting students; recognized only if within a 25-mile radius and residing with their immediate family or in a home owned solely by the student or immediate family.
- F. Students residing and/or boarding with approved local families who have consented to provide free room to the student. Please consult with the dean's office regarding this possible exemption.

The College reserves the right to reverse off-campus permissions if a student living off-campus is in violation of the Hillsdale College Social Policy, placed on social probation, or if the student's best academic interests would be served by returning to on-campus housing, e.g., academic probationary status or a major decline in academic performance.

CAREER SERVICES

At Hillsdale College, we believe that a traditional liberal arts background prepares our graduates for both a life well lived and success in the workplace. In pursuit of these aims, the Career Services Office provides professional development services available to all students and alumni. The five full-time staff and a team of Student Affairs Mentors coach students on career-related matters; conduct professional development workshops and networking events; execute the annual Job and Internship and Classical School Job Fairs; and host employers and graduate school representatives on campus.

Over the past five years, 97 percent of Hillsdale graduates started a career or were continuing their education within six months of graduation. They are working in major corporations, teaching, and attending top graduate and professional schools in addition to making a difference in their communities and the lives of others. For more information, contact Career Services by e-mail at careerservices@hillsdale.edu or by phone at (517) 607-2468.

ACADEMIC SERVICES

Academic Services works to give students the resources they need not only to succeed academically but also to flourish within a rigorous intellectual community. As such, Academic Services seeks to cultivate relationships between students and their professors, to provide a central source for information on departmental study centers and tutors, to support classroom writing instruction through the Writing Center, and to facilitate a lecture series for freshmen and upperclassmen providing practical suggestions on topics such as time management, effective research, and critical reading. Academic Services operates from the Hawkins Academic Services office in the lower level of the Knorr Center.

DISABILITY ACCOMMODATIONS

Hillsdale College is dedicated to the sound learning of all its students. In this spirit, the College assists students who may have a disability to gain appropriate access to the curriculum and the campus community. When a student requests accommodations for a documented disability, the College works with that student to determine and coordinate reasonable accommodations designed to facilitate learning and participation with campus life. Please contact the Student Affairs Office or visit the College's website for additional information.



HEALTH AND WELLNESS SERVICES

Recognizing that education involves the whole person, Hillsdale College strives to be genuinely responsive not only to a student's academic concerns, but also to his personal, social, and vocational needs.

One of the primary advantages of a school such as Hillsdale is the possibility for close relationships between students and faculty. Faculty devote their time generously to personal conferences with students. Furthermore, there are opportunities for consultation and mentoring with the provost, the faculty advisor assigned to each newly enrolled student, the registrar, the dean of men and the dean of women (and their associate deans), and other staff. Referrals are made to appropriate clinical staff (psychological and/or medical) when needed.

COUNSELING SERVICES There are several experienced and licensed mental health professionals who are able to assess, diagnose, and treat students who may have a substance abuse and/or mental health diagnosis. Common presenting problems may be (but are not limited to): anxiety disorders, mood disorders, stress management, grief and loss issues, family concerns, and/or other college adjustment issues. There is no charge for these sessions. Students can contact the College Health and Wellness Center to set up an appointment or contact one of the providers listed on the website.

MEDICAL SERVICES The College provides medical care during the week from 8:00 a.m. to 4:00 p.m. at the Ambler House. A registered nurse is available for walk-in appointments during that time at no charge. A health care professional is also available for two hours each day and offers a full complement of medical care. There is a charge for doctor's appointments.

STUDENT POLICIES

Hillsdale College Honor Code

A Hillsdale College student is honorable in conduct, honest in word and deed, dutiful in study and service and respectful of the rights of others. Through education the student rises to self-government.

Understanding the Code

Hillsdale College was founded in 1844 out of gratitude to God "for the inestimable blessings resulting from the prevalence of civil and religious liberty and intelligent piety in the land . . ." Its original and abiding mission is "to furnish all persons who wish, irrespective of nation, color, or sex, a literary, scientific or theological education. . . and to combine with this, such moral, social and artistic instruction and culture as will best develop the minds and improve the hearts of the students."

True education of the mind and heart teaches and requires self-government. Self-government calls for the active cultivation of intellectual and moral excellence and humility before our Creator. It commands courage in pursuit of justice and diligence in performing the duties of scholarship. Self-government instructs each person to hold honor sacred.

Life, liberty and the pursuit of happiness are every person's natural rights. Mindful of these gifts from God, Hillsdale College students uphold their rights with care for the common good.

Self-government is a challenge with the promise of a rich reward: liberty of the soul. A soul enjoys liberty when it is ordered—when its passions are ruled by reason and its habit is virtue. Hillsdale College exists for the improvement and ultimate happiness of its students. This great and enduring happiness is its highest purpose.

Guided by faculty, staff and their parents, Hillsdale College students learn to cherish the liberty of the soul; to defend, as the College founders declared, the "civil and religious liberty" of the American order; and to live with "intelligent piety" as self-governing citizens and scholars.

Virtus tentamine gaudet. Strength rejoices in the challenge. This truth, the motto of Hillsdale College, means that to be strong in virtue, one must welcome a challenge. In offering its students the challenge of self-government, Hillsdale College asks its students to act at all times worthy of the blessings of liberty.

Regulations for Proper Student Conduct

College is a partnership. By agreeing to abide by the Honor Code, a Hillsdale College student is responsible for partnering with the College and with fellow students in pursuit of the stated mission of the College, which is to “furnish to all persons who wish...a literary, scientific, [and] theological education...and to combine with this, such moral, social, and artistic instruction and culture as will best develop the minds and improve the hearts of its pupils.”

A partnership requires trust. The College (i.e., faculty, administration, and staff) trusts its students to be honorable and to inspire one another toward excellence. The College also trusts them to seek its help when they observe or suspect significant violations of the partnership, and to trust the College to help guide and instruct its students appropriately. When students have serious concerns, they are to approach the College in friendship and partner with the administration to jointly reason through the concerns.

The following regulations express the basic requirements of our partnership. A violation of these regulations is a break in the Honor Code and one’s partnership with the College. The College will follow the Procedure for Student Discipline for any of the following offenses, and other offenses not specifically described in these regulations that violate the spirit of the partnership, as well as the Honor Code. Violations may result in disciplinary actions up to and including suspension or expulsion.

1. Dishonesty. This includes all offenses covered in the Policy on Academic Honor as well as the furnishing of false information to the College, forgery, alteration or misuse of official documents, records or identification.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures or other College activities, including its public service functions, or of other authorized activities on College premises. This includes interference with or failure to comply with the directions of faculty, staff, administrators, or their designees, e.g. house directors, resident advisors, parking enforcement and security personnel, preventing them from carrying out their duties.
3. Physical or verbal abuse of any person on College-owned or -controlled property, at College-sponsored or -supervised functions, or at off-campus locations; sexual or non-sexual assault, violence, harassment, or hazing; or any other conduct that threatens or endangers the health, safety or overall well-being of any such person, barring no one.
4. Theft of, damage to, or misuse of property of the College or of a member of the College community or campus visitor; or possession of stolen property. Property includes intellectual property, including trademarks and copyrights (e.g., course work) as covered in the Policy on Academic Honor, and other creative content, including print and digital formats.
5. Violation of College policies or of campus regulations concerning the registration of student organizations, the use of College facilities, or the time, place, and manner of public expression. College facilities are authorized for use only by student organizations acknowledged by the Office of the Vice President for Student Affairs and listed by the Student Federation as official Hillsdale College student organizations.
6. Behavior that—on the part of individuals or student organizations—violates the bounds of common decency and civility or the high moral standards entailed in the College Mission; interferes with the open dialogue fostered by the partnership between the College and its students; or that disrupts the climate of academic reflection and discourse proper to serious study.
7. Unauthorized entry to College facilities or use of College facilities or properties for personal, commercial, or illegal purposes or activities contrary to Hillsdale’s mission. This includes but is not limited to: on-campus solicitation; distributing or posting unapproved materials around campus; and illegally attending a College-sponsored or College-supervised function.
8. Disorderly, lewd, indecent, or obscene conduct or expression, including the inordinate display of affection. This extends to movies and other entertainment shown on campus or sponsored by student organizations. There is significant latitude in understanding this requisite decency, especially in light of thematic or aesthetic criteria. Nevertheless, the

College has the responsibility to avoid sponsoring or otherwise promoting pornographic or otherwise dehumanizing films or media.

9. Improper, offensive, abusive, disparaging, threatening, lewd, indecent, pornographic, or obscene conduct, communication or material on an online social network or third-party website, cell phone, email, Twitter, Facebook, blog, or other social media.
10. Use of bullhorns, loud speakers, radio, audio equipment or print media to encourage assembly for purposes of demonstrations, riots, destruction of property or any other unauthorized use of College property. The flying of drones or other such devices (with or without recording capabilities) are prohibited on campus-owned properties, without explicit permission from the College.
11. Use, possession, distribution or being in the presence of any amount of an unauthorized substance (including legal and illegal drugs that cause impairment or drug paraphernalia, such as pipes and water bongs), except as expressly permitted by both state and federal law, as well as the College. Parents will be notified in all instances.
12. Violation of the Michigan State Law requiring persons to be 21 years of age before consuming alcohol; illegal or unauthorized possession and/or consumption of alcohol; and being in the presence of, or having containers formerly or presently holding alcoholic beverages found within campus residences. This applies to Greek houses, as defined by their national regulations and alumni governing groups, and in honorary housing as well. Students should be familiar with the Hillsdale College Social Guidelines and the state laws of Michigan.
13. Illegal or unauthorized possession or use of firearms, knives, explosives, fireworks, dangerous chemicals and/or other weapons including pellet guns, BB guns, paint guns, airsoft guns, bows and arrows.
14. Violation of rules governing College-owned or College-controlled residences (See Residence Hall Guidelines and guidelines for specific Greek residences).
15. Violation of social policies, residence hall policies, off-campus housing policies, vehicle and parking policies, Information Technology Acceptable Use Policy, and Academic Honor Policy.
16. Conduct that adversely affects any student's ability to participate as a member of the academic community.
17. Failure or refusal to cooperate in any College investigation; this includes any obstruction or attempted obstruction of an investigation, as well as interfering with the College's right to search property it owns or property under its auspices.

Hillsdale College reserves the right to take any disciplinary action, up to and including expulsion, against any student who has matriculated to Hillsdale College who has been cited, arrested and/or convicted of violating local, state or federal law.

Failure to uphold the Hillsdale College Honor Code and the policies, procedures, regulations, and guidelines set forth by the College may result in disciplinary action ranging from a minimum of a warning to a maximum of expulsion. Many times, the severity of the consequence will be at a level between the minimum and maximum, and the Dean of Men and Women reserve the right to impose appropriate discipline, including fines, community service, counseling, social probation, as they deem appropriate. In all cases, an incident report will be filed in the deans' offices.

In order for students, including summer school students, to be approved for graduation and to receive a Hillsdale College degree, they must resolve any outstanding charges of misconduct and must have complied with the terms of any penalties imposed as a result of misconduct. Hillsdale College does not guarantee the award of a degree. The awarding of a degree is conditioned upon compliance with College regulations as well as meeting the expectations of the faculty. Therefore, grades, transcripts and diplomas may be withheld until all outstanding concerns are resolved.

DAMAGE COSTS The administration reserves the right to prorate damage costs incurred as a result of vandalism or damage to College property. Students living in residence halls will sign room condition papers before occupying a room and will sign after occupancy has ended. Any damage not present upon occupancy but evident after occupancy will result in damage costs.

Students are required to return furniture to original positions upon the ending of occupancy as well. Failure to return furniture to original position and/or to leave the room reasonably clean will result in a \$10 fine.

Procedure for Student Discipline

The following Disciplinary Procedure is designed to preserve the Mission of Hillsdale College and the health and safety of its students. This policy outlines the basic structure of the Procedure for Student Discipline. The deans may use discretion in applying these procedures to unique situations, and may seek input from the president of the College, the Office of General Counsel, or outside counsel at any time. The president of the College may choose to effect any disciplinary decision, at his discretion, including immediate removal of any student in appropriate circumstances.

1. NOTIFICATION OF STUDENT VIOLATION: Disciplinary procedures are initiated when the Office of the Dean of Men or Dean of Women receives a report of an alleged violation of school policy. Reports of student violations are generated by, among others, resident assistants, house directors, security personnel, public safety officials, and other staff and students. The College will investigate each such report to determine whether there is a factual basis to support the allegation of a violation of College rules. The College reserves the right to include outside counsel as a neutral, third-party investigator in any investigation. The appropriate dean will notify a student of the violation and its consequences. The Deans' Offices will share information regarding disciplinary matters with appropriate College personnel.



2. CONSEQUENCES: Upon a finding that a College rule or policy has been violated, the administration reserves the right both to determine the severity of the violation and to choose the appropriate consequences. Such options include, but are not limited to, any combination of fines, counseling, training, revocation of off-campus housing permission, letters of apology, probation, and/or community service. More serious or repeat violations may result in suspension or expulsion.

3. APPEAL PROCESS: Students subject to disciplinary action may formally appeal that action by obtaining an appeal form from the Dean of Men/Dean of Women and completing that form, which must present all relevant evidence. The deans, at their discretion, may request additional information or materials in addition to interviewing other individuals. The appeal includes a new review of the evidence as well as a review of the severity of the violation and the consequences. The severity and consequences may be: 1) reaffirmed; 2) reduced, completely or partially; or 3) increased. The appropriate dean will notify students of the administrative decision following the appeal.

In instances of suspension or expulsion, within five business days of the disciplinary action, the student may file an appeal with the administrative office that supervises the dean who made the initial disciplinary decision. Any reversed decisions will result in a refund of any originally paid fines.

4. SOCIAL PROBATION: Students may be placed on social probation when their behavior demonstrates a significant break in commitment to the Honor Code. Such instances may include, but are not limited to, the students having been cited, arrested, and/or convicted of violating a local, state or federal law, or having committed serious infractions of the Regulations for Proper Student Conduct and other College regulations and policies. Social probation typically requires students to remain free of violations for the remainder of the semester and possibly ensuing semesters, to pay fines, and to complete service hours. Violating the agreement of social probation may result in suspension or expulsion.

5. SUSPENSION AND EXPULSION: Suspension means students will be removed indefinitely from enrollment as a student at Hillsdale College. The length of suspension depends upon the violation and the discretion of the appropriate dean. Expulsion means students will be removed permanently from enrollment as a student at Hillsdale College and their matriculation is terminated. The College reserves the right to deny readmission to any former student based on a suspension, withdrawal, or expulsion, or for any other reason.

6. PARENT NOTIFICATION: Hillsdale College reserves the right to notify the parents of a student's violation, regardless of the age of the student.

Academic Honor Policy

The virtues of honesty, accountability, and wisdom—goods of the highest order—being an aim of a liberal education, it is necessarily the policy of Hillsdale College to act firmly and decisively to promote academic integrity and honor. Honesty in academics, as in all walks of life, is a matter of personal honor for which each individual must ultimately take responsibility. It is the primary purpose of this policy to promote and ensure academic honesty within the Hillsdale College community.

A. This Policy on Academic Honor places upon the students, individually and collectively, the following responsibilities:

1. That they will do their share to ensure that they, as well as others, will uphold the spirit and letter of the policy;
2. That they will not, for example, give or receive unpermitted aid in examinations or any other work that is to be used by the instructor as a basis for grading; that they will not copy or paraphrase without proper acknowledgment; and that they will not forge any data, information, or signature;

3. That they will familiarize themselves with, and adhere to, the standards for proper acknowledgment of sources set out in recognized academic guidebooks such as the *MLA Handbook for Writers of Research Papers*; K. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*; *The Chicago Manual of Style*; *American Psychological Association Publication Manual*; or others appropriate for a given field;
4. That they will not submit the same academic work (e.g. research paper or project) in whole or in part for two separate classes unless the current professor(s) grant prior written permission for doing so.

B. The Faculty on its part hereby manifests its confidence in the honor of its students, but recognizing that honor, like all other virtues, must be learned and nurtured, commits to assist in educating and strengthening the students in their growth as honorable men and women.

C. The Faculty alone has the right and obligation to set academic requirements; however, the students and instructors will work together to establish optimal conditions for honorable academic work.

NOTE: Violations of academic honor carry sanctions by the institution as well as by the individual instructor. The details of these sanctions are contained in the complete policy statement available in the Registrar's Office.

Vehicle Use/Parking Policy

PURPOSE OF VEHICLE POLICY: The purpose of this policy is to establish uniform and consistent guidelines for the registration, parking and enforcement of motor vehicles owned, possessed and/or used by students, faculty, staff, and visitors on the Hillsdale College campus.

VEHICLE REGISTRATION: All Hillsdale College students are required to register any vehicle they bring to Hillsdale with the Security Department. The registration of motor vehicles assists the Security Department with accurate identification of vehicles parked on or nearby campus, providing better service and safety for students, faculty and staff. The yearly fee for registering a student vehicle, whether the student lives on campus or off campus, is \$50. Students are required to register their vehicles before classes begin. In the event that a student must bring his or her vehicle to campus later in the semester, he or she is to register the vehicle immediately by going to the Security Office or by registering online at parking.hillsdale.edu.

PARKING STICKER: A vehicle is not properly registered until an issued sticker is permanently attached, as prescribed. The issued sticker will be adhered to the driver's-side front window above the Vehicle Identification Number and must be clearly visible from the outside. Note: All student parking stickers expire at the end of June each year, and re-registration begins before each fall semester.

CHARGES FOR UNREGISTERED AND IMPROPERLY PARKED VEHICLES: Students will be assessed a \$75 charge for an unregistered vehicle on campus property. Parking violations are \$25. So, if a student parked his unregistered vehicle in an improper lot, the charges would be \$100. The College reserves the right to immobilize or to tow vehicles on its property.



ON-CAMPUS PARKING STATUS: Students residing in residence halls, all Greek houses, and honorary houses are considered “On Campus.” All students residing in College-owned houses or students renting, living at home or in a hostel are considered to be “Off Campus.”

SIMPSON PARKING STATUS: Residents of Simpson Dormitory may park behind the building (not on grass), and in Lot 15 (Searle Parking Lot) in designated areas and on the south side of Simpson (excluding a space designated for the house director and Maintenance/Fowler Building spaces).

KOON/MU ALPHA: Koon and Mu Alpha residents may park on the east and south side of Lot 39 (west side reserved for Faculty/Staff Monday-Friday, 7:00 a.m.-5:00 p.m.).

STUDENT PARKING LOTS:

- Lot #5 Northwest corner of Galloway and N. West Streets
- Lot #7 Northwest corner of Galloway and Hillsdale Streets
- Lot #10 Southwest corner of Galloway and N. West Streets
- Lot #15 North side of Simpson Dormitory (Simpson residents in designated areas, Park Place residents as designated and for Faculty and Staff. During special events, all those listed may be asked to move to a different parking area as is appropriate until the event in Searle/Phillips Auditorium has concluded.)
- Lot #19 North side of Biermann Athletic Center
- Lot #25 Northwest corner of College and N. West Streets
- Lot #29 KKG residence in designated spaces only
- Lot #31 North of College Street and on the southwest side of Biermann
- Lot #35 Southwest of College St. and N. West St.
- Lot #39 South of College St. and West of Koon Dormitory (Koon/Mu Alpha east side, Faculty and Staff, west side)

FRATERNITY AND SORORITY PARKING: All fraternities and sororities have designated parking for each house. Members of each house are permitted to park in those designated areas with permission from the governing body of that specific organization. Visitors (non-students) may park in those lots, specific to each organization, with permission from a member of the house. All members of the respective fraternity or sorority are required to register their vehicle brought to and parked on campus, or at the fraternity or sorority.

OPEN STUDENT PARKING 5:00 P.M.-7:30 A.M. DAILY, ALL DAY SATURDAY AND SUNDAY:

- Lot #26 Moss Hall
 - Lot #27 Kendall Hall
 - Lot #28 Lane Hall
 - Lot #31 Athletic Complex lot – west of faculty/staff lot, south and west of Biermann Center
 - Lot #36 Southeast corner of N. West and College Streets
 - Lot #37 West corner of N. Manning and College Streets
 - Lot #38 East corner of N. Manning and College Streets
- (All other lots as specified under STUDENT PARKING LOTS)

RESTRICTED PARKING AREAS:

Both Dow Center parking lots located on Galloway Drive are restricted at **all times** and are clearly marked “Dow Hotel/Conference Center, Guests, Faculty/Staff Only.” Students wishing to use the Bookstore or Student Union must park in Lot #7. The Bookstore spaces are reserved for outside patrons.

- Lot #6 Dow Center Parking Lot – Restricted at all times
- Lot #11 Dow Center Parking Lot – Restricted as needed and BAMCO employees
- Lot #16 Faculty/Staff Only – Restricted at all times
- Lot #17 Maintenance, Faculty/Staff, and Simpson Residents
- Lot MR Mary Randall Preschool – Restricted at all times

Lot #25	Northwest corner of College and N. West Streets
Lot #32	Sports Complex Faculty/Staff lot – Restricted at all times
Lot #39	Koon/Mu Alpha – Residents (east and south side) and Faculty/Staff (west side only)

FACULTY/STAFF PARKING: Faculty and Staff will be issued parking stickers for their personally owned motor vehicles.

REGULAR BUSINESS HOURS: Monday through Friday (7:00 a.m. – 5:00 p.m.), faculty/staff/administrators may park in all lots specifically designated for faculty and staff, particularly Lots 6, 11, 16, 26, 27, 28, 29, 30, 32, 36, 37, 38, 39 and in any other lot that is appropriately signed. Faculty and Staff may also park in other lots at times outside of the regular business hours. Lot #39 is Faculty/Staff parking on the west side only.

TEMPORARY/HANDICAPPED/VISITOR PARKING TAGS: (rearview mirror placards)

- **CAMPUS VISITORS:** Official visitors to the campus will be issued a special visitor parking tag and will be directed to appropriate visitors' parking areas. Visitors' parking tags may be acquired at the Security Office and will be displayed from the inside rearview mirror of the vehicle. All parking lots signed "Registered Vehicles and Visitors" are available for use by campus guests and visitors.
- **FACULTY/STAFF/STUDENT INJURY OR SPECIAL NEEDS:** Any member of the faculty, staff or a student in need of a special circumstance/injury tag requiring crutches or curtailed walking may apply for a handicapped parking permit at the Security Office (a doctor's note must accompany the request or the obvious sign of need be noted). The handicapped tag/placard will be displayed from the inside rearview mirror of the vehicle. This tag/placard does not entitle the user to park in an ADA handicapped parking space, but in any other space as would have been designated for faculty, staff, visitor, or student.
- **TEMPORARY OR CONTRACT EMPLOYEES:** Any temporary employee, vendor, or person conducting business with Hillsdale College may obtain a temporary parking tag/placard from the Security Office, upon application, and as with other temporary tags, will be displayed from the inside rearview mirror of the vehicle.

HEALTH SERVICE: Students utilizing the Health Service may park in the Health Service parking lot during the time of visit only.

PARKING VIOLATIONS/VACATION PROCEDURES:

- **PARKING CHARGES:** Parking violation charges are \$25.00 per violation.
- **FINES: UNREGISTERED STUDENT VEHICLES:** Students will be assessed a \$75.00 charge for an unregistered vehicle. Parking charges for infractions other than those pertaining to an unregistered vehicle may be assessed.
- **FRAUDULENT USE OF A PARKING STICKER:** Student infractions for fraudulent use (loaning a sticker, application of an unregistered sticker, alteration of a sticker) will be reviewed by the Director of Security and sent to the Dean of Men's Office for disposition.
- **IMMOBILIZED OR TOWED VEHICLES:** Vehicles may be immobilized ("booted") or towed at the expense of the driver/owner for repeated parking infractions or for a vehicle parked in a manner that limits ingress or egress from any area on campus. Associated parking charges may be assessed in addition to the booting and/or towing charge.
- **CARS LEFT OVER BREAK:** Students wishing to leave their cars on campus between semesters and during breaks must complete an authorization/approval form, which can be obtained at the Shuttle Services Office (276 N. West St.). A lot will be designated by Shuttle Services and the vehicle's keys will be left with Shuttle Services in case of an emergency or if the vehicle will need to be moved.
- **NO PARKING ON GRASS OR IN SERVICE DRIVES:** Entryways to all parking lots are to remain clear, and as such, a vehicle is subject to being towed. Parking on the grass or in areas not designated for parking may result in the issuance of a ticket. Parking on the grass within the City of Hillsdale is also a violation of local ordinance and may subject the driver/owner to citation and/or charge.

APPEAL PROCESS FOR PARKING VIOLATIONS:

Appeals must be filed within seven (business) days of receipt of ticket. Appeal forms are available in the Security Office and online via the Hillsdale College portal. After the appeal form is completed and submitted to Security, Security will make written recommendations to the Dean of Men's Office for disposition. The decision of the Dean of Men's Office is final.

BICYCLE REGISTRATION: All students, faculty, and staff bringing bicycles to campus are encouraged to register that bicycle. Registration is designed to provide an easy method of identifying a bicycle and determining the bicycle's owner. The registration process is free and completed at the Security Office. Each bicycle is issued a sticker to be attached at the lowest portion of the down tube. A registration information sheet is completed and includes the registrant's name, address, make of bicycle, model, size, color, serial number, and sticker number. In the event of the loss or theft of a bicycle, the registration document will also assist in complete information being provided to area law enforcement and the registrant's insurance company. A bicycle is required to be registered only once while the registrant and bicycle are on campus.

Student Health Services Requirements

Hillsdale College requires that each student be covered under a health insurance plan. At August registration (January registration if incoming then), each student must be ready to provide proof of health insurance coverage; failure to do so will prevent the student from registering. Students may provide proof of insurance through Web Advisor on the Hillsdale College Student Portal. Students should log into their Hillsdale account and choose the insurance information link within the student drop-down box located near the top of the page. The proof may also be in the form of a photocopied insurance card (both sides if pertinent information on both sides) or a signed letter from the parent(s) stating name of insurance company and attesting to coverage. This copy for proof may be sent to the deans' offices no later than two weeks prior to registration, or it may be presented at the registration table by the registering student. The copy for proof will be filed in the deans' offices. Any student not covered by health insurance cannot register unless proof of coverage is provided or parents choose to sign a waiver prior to registration; the waiver form is available by writing to the office of the dean of men or dean of women before registration. Students with out-of-state Medicaid either need to purchase the student health plan or sign a waiver. If 30 days after registration a student has failed to comply with the health insurance requirement, that student will be removed from Hillsdale College classes and residence and will be officially withdrawn as a Hillsdale College student with monies forfeited.

Hillsdale College will not assume liability for any student not covered by a health insurance plan.

When receiving medical services on campus at the Ambler Health and Wellness Center, it is important to note that insurance will not be billed for these services, but credit and HSA debit cards can be used.

All students entering Hillsdale College for the first time shall complete an online medical history questionnaire. Dates of immunizations are important to include on this health form. Requirements include:

- Diphtheria-Tetanus-Pertussis (DTaP) or Tetanus-Diphtheria (TD)—within last 10 years)
- Hepatitis A—two doses required
- Hepatitis B—three doses required
- Meningitis B—two or three doses required
- Meningococcal—initial and booster after 5 years
- Measles, Mumps, Rubella (MMR)—two doses required
- Polio
- Varicella (Chicken Pox)—history of disease OR two doses of vaccine
- Tuberculin (TB)—skin test, blood test, or chest X-ray within the last three years (yearly if from high incidence region)

Considering the increased number of cases of tuberculosis worldwide, a TB test is required prior to admission. An acceptable TB test is one given within the last three years or a medical report indicating that the student recently had a negative chest X-ray. The Ambler Health and Wellness Center requires a copy of the student's immunization record or a signed waiver. The

waiver can be found online at the following address: hillsdale.edu/campus-life/student-support/health-services/. This information should be returned to the Ambler Health and Wellness Center prior to registration.

Co-Curricular Programs

MUSIC The doors of the John E.N. & Dede Howard Department of Music are open to all students on campus. The Hillsdale College Symphony Orchestra performs major orchestral repertoire and features faculty, guest, and student soloists throughout the season. The Hillsdale College Choir is open to all students and performs standard choral repertoire with a focus on major oratorios. The Chamber Choir is an a cappella auditioned group of 28 singers that performs at numerous College functions on and off campus. Every four years, the orchestra and choirs join forces to present Handel's *Messiah*, featuring faculty, guest, and student soloists. The Jazz Program includes a Big Band and numerous student combos. Student musicians participate in numerous chamber ensembles with faculty coaching including percussion ensemble, flute choir, string quartets, string trios, brass quintet, woodwind quintet, saxophone quartet and others based on student interest. Every year, advanced students studying private voice present an Opera Workshop performance ranging from individual scenes to complete staged productions. Typically every other year, the Music Department joins forces with the Theatre and Dance Department to present musical productions. The Hillsdale Community Wind Symphony rehearses in the Howard Music Building and is open to students for credit. Attendance at all music performances on campus is free of charge and open to the public.

Private lessons are available for credit on all instruments of the orchestra and band as well as voice, piano, organ, guitar, harp and music composition. There is an \$85 per credit/per semester fee for private lessons; however, the fee is waived for students who either major or minor in music. Class group instruction is available for credit in voice, guitar and percussion at no additional fee.

THEATRE Students interested in any of the arts and crafts of theatre production will find participating in the Tower Players' season to be a uniquely valuable extracurricular opportunity. Each year, the Tower Players present at least three, more often four, faculty-directed productions. These productions are carefully chosen to reflect the breadth of Western theatre tradition, with a concentration on the classics while at the same time providing opportunities to work in musicals, contemporary dramas, and world premieres. Recent productions have included Anton Chekhov's *The Seagull*, Shakespeare's *Merchant of Venice*, and Arthur Miller's *Death of a Salesman*. Production opportunities also exist for student playwrights and directors, and students are encouraged to design or work on lighting, sets, costumes, and sound under the guidance of experienced staff professionals.

DANCE Students can choose to participate in dance at the College in several ways. Besides the regular dance classes offered through the Theatre and Dance Department, there are also two annual faculty-directed dance concerts featuring student dancers performing choreography by visiting and resident choreographers. Students can participate in these dance concerts either on stage or back stage. There are also numerous student dance clubs, including a Swing Dance Club and the Tulloch Ard Highland Scottish Dancers.

FORENSIC SPEAKING—DEBATE AND INDIVIDUAL EVENTS Students interested in honing their public speaking skills will find a number of opportunities to do so on Hillsdale College's two competitive speaking teams. Both teams are open to students from all disciplines, and each student may enroll for academic credit for being an active member of the team.

On the Individual Events Team, students have the opportunity to work with three primary speaking styles: prepared, limited preparation and interpretation. Prepared speeches are ten-minute speeches that are researched, written and memorized by the student. Limited preparation speeches allow the student to think on his feet and learn to organize and use information quickly. Interpretation events are ten-minute performances of great works of literature that are performed "script in hand." There are a total of 11 events that students can compete in, the rules of which are governed by the American Forensics Association and the National Forensics Association.

On the nationally recognized Debate Team, students have the opportunity to work with a number of styles of debate. In the past, our students have competed across a wide range

of debate styles and organizations, including NPDA (Parliamentary Debate), NEDA, CEDA (Cross-Examination), NDT and Lincoln-Douglas (Individual) Debate. Students may compete in a number of styles during any semester.

Both teams travel extensively each semester, and will coordinate their efforts from time to time. Each team also has scholarship opportunities available for qualified students.

STUDENT PUBLICATIONS Students from any academic discipline may join the staffs of the College's weekly newspaper, the *Collegian*; the campus radio station, WRFH 101.7 FM; the yearbook, the *Winona*; and the literary magazine, *Tower Light*. All students, by payment of the general fees, are automatic subscribers to these publications.

The individual specifically interested in communications should refer to the Herbert H. Dow II Program in American Journalism on pages 172-175 or the rhetoric and public address minors on page 122.

SOCIAL AND RECREATIONAL ACTIVITIES

STUDENT FEDERATION The organization known as the Hillsdale College Student Federation exists to allocate student fees for the purpose of improving campus life; to approve of and regulate student clubs, organizations, and honoraries; to act as a Federation in which students can participate in self-government; and to support the College in its mission of calling students toward the active cultivation of intellectual and moral excellence, humility before our Creator, courage in pursuit of justice, and diligence in performing the duties of scholarship. Its authority is derived from the College's Board of Trustees.

Social Life

The Student Activities Board serves the Hillsdale College student community by providing fun, safe social events and opportunities that encourage the growth and development of friendships on campus. These include all-campus events such as the Welcome Party, Homecoming competitions, Garden Party, President's Ball, Centralhallapalooza, and a variety of smaller events like Color Run, Fall Fest, Day of Thanks, Gingerbread Wars, and more.

The campus also hosts a wide variety of other social activities, such as visiting artists, plays, faculty and guest lectures, choral and orchestral concerts, intramural, club, and NCAA sporting events, film viewings, and other engagements.

STUDENT CLUBS Hillsdale's student clubs offer diverse opportunities for individual involvement from club athletics, intramurals, student-led club and honorary societies, fraternities and sororities, publications, spiritual groups, debate and forensics. The College believes that the social collaborations and contributions of its students are vital to a complete liberal arts educational experience, and that developing student leadership is integral to campus life. A small sample of student clubs includes soccer, equestrian, shooting sports, Pep Band, Jazz Combo, Tower Dancers, Enactus, Fairfield Society, American Chemical Society, Catholic Society, and Hillsdale Christian Fellowship, to name a few.

VOLUNTEER SERVICE The GOAL program seeks to connect Hillsdale College students with meaningful opportunities to serve the local community with their time and talents. GOAL strives to invest in the local community by developing sustainable programs that address unmet needs and connecting student volunteers where they can have the greatest impact, ultimately preparing citizens willing and excited to serve. The 21 individual programs under GOAL function as student-run entities from the administrative level of director and coordinator through the individual program leaders and the student volunteers who contribute over 9,000 hours per semester to the community. Programs include Adopt-a-Grandparent, Hospital Volunteering, Salvation Army, and the Humane Society, to name a few.

FRATERNITIES AND SORORITIES Greek organizations are a vibrant part of Hillsdale College life. Four fraternities and three sororities have a presence on Hillsdale's campus. In

fact, over 30 percent of students are members of Greek organizations. As a group, they're among the College's highest achievers. Hillsdale fraternities and sororities stress the importance of academics, character, leadership, and service to the community and the mission of the College.

Through their affiliation with Greek organizations, students have the opportunity to take on leadership positions and gain knowledge and confidence in leading their peers and developing healthy group environments. They volunteer in the community, plan educational programs, host faculty dinners, organize annual social events, and learn to balance their time and their commitments.

By living with each other in the Greek houses, they discover how to work together toward common goals and how to undertake governing and fiscal responsibilities. Because of the hard work and sacrifices the members make together as they serve the College and their chapters' high-minded purposes, they build community and form friendships that last well beyond the college years.

The Panhellenic Council and the Interfraternity Council (or IFC) help to govern the sororities and fraternities. These two councils are composed of elected student leaders whose responsibilities include setting standards of excellence, creating guidelines, and developing academic, philanthropic and social programs.

VARSITY AND RECREATIONAL SPORTS Hillsdale College is a member of the National Collegiate Athletic Association (NCAA), Division II, and the Great Midwest Athletic Conference. Members of the conference include Alderson Broaddus University, Cedarville University, Davis & Elkins College, Kentucky Wesleyan College, Lake Erie College, Malone University, Ohio Dominican University, Ohio Valley University, Trevecca Nazarene University, University of Findlay, Tiffin University, Ursuline College, and Walsh University.

Hillsdale College sponsors varsity basketball, cross-country, swimming and diving, softball, tennis, indoor and outdoor track and field, and volleyball for women, and varsity baseball, basketball, cross-country, golf, football, tennis, and indoor and outdoor track and field for men. The College also sponsors a competitive shotgun team.

Hillsdale enthusiastically supports men's and women's intramural sports programs, which include flag football, volleyball, basketball, table tennis, racquetball, dodge ball, sand volleyball, special events like Intramural Games, and an ever-growing number of additional activities. Hillsdale also encourages and supports club sports, and currently has 14 recognized club sports—men's rugby, men's soccer, women's soccer, firearms club, men's golf, women's volleyball, men's volleyball, equestrian, cheerleading, co-ed tennis, baseball, co-ed crew, archery, and men's swimming.



ADMISSION TO HILLSDALE

“I always enjoy visiting Hillsdale: one meets the very best sort of people there!”

—MIMI KRAMER, THEATRE CRITIC, *THE NEW YORKER*



THE EVALUATION PROCESS

Admission to Hillsdale College is a privilege extended to students who are able to benefit by, and contribute to, the academic, social, and spiritual environments of the College. Important determinants for admission are intellectual ability, ambition, and upstanding character. Accordingly, grade-point average, test scores, strength of curriculum, extracurricular activities, interviews, volunteerism and leadership, work experience, essays, and recommendations are all reviewed carefully and are important in the evaluation process.

College Preparatory Requirements

The single most important criterion for admission is the secondary school record of college preparatory work and the grades achieved therein. Students should have superior grades in the college preparatory program of an accredited high school, private preparatory school, or homeschool.

It is assumed that students will complete four years of English at a level that promises facility in reading, writing, and verbal self-expression. Four years of math are strongly recommended, as students entering Hillsdale will need to meet a math proficiency before they graduate. Success in the liberal arts curriculum at Hillsdale requires a strong foundation in foreign language, history, and biological and physical science. Lack of preparation in one of these areas may be overlooked if achievement or talent of superior quality is noted in another.

If enriched or honors classes in any subject have been completed, this fact should be emphasized on the application, for it may have a bearing on the decision of the Admissions Committee. Similarly, Advanced Placement and International Baccalaureate Program courses are given special attention in the selection process.

Furthermore, the Committee takes into account academic trends. For instance, steady improvement in a continued program of challenging coursework may be viewed favorably by the Committee despite a marginal grade-point average. Conversely, declining academic performance and/or a progressively weakening curriculum may be viewed with alarm despite an acceptable accumulative grade-point average.

Simply stated, the best intellectual preparation is provided by strong performance in a challenging series of college preparatory courses that maintains rigor through the senior year. A higher grade-point average is expected of an applicant who supplies only a minimal number of college preparatory subjects; and, since the grade-point average and the resultant class rank do not necessarily reflect the degree of difficulty of the academic program, they cannot, in themselves, be the determining criteria for acceptance.

Entrance Examinations

Another important measure of intellectual preparedness is standardized testing, as grading procedures and the competitive environments of high schools inevitably vary. Hillsdale, therefore, requires the submission of the results of either the Scholastic Aptitude Test (SAT), the American College Test (ACT), or the Classic Learning Test (CLT), although exceptions are occasionally made for transfer candidates and non-traditional students. Equal preference is given to each test. The SAT Subject Tests of the College Board are not required except in special circumstances, but will be reviewed if submitted.

It is suggested that these tests be taken toward the end of the junior year in order to avoid unnecessary delay in processing a student's application. Senior-year test scores are also accepted and should be submitted as soon as test results are available.

While it is the practice of many institutions to mix and match highest subscores from multiple tests, Hillsdale College does not. Hillsdale will consider combined (SAT) or composite (ACT or CLT) scores taken during a single sitting.

Hillsdale recognizes the Advanced Placement Program of the College Entrance Examination Board. In most cases, candidates taking college-level courses in secondary school and performing at a satisfactory level (4 or 5) on the Advanced Placement Examinations will be granted advanced placement and college credit. Hillsdale College will accept for college credit most High Level (HL) Examinations given as a part of the International Baccalaureate Diploma

Program. In most cases, performance at a satisfactory level (4, 5, 6, 7) will be granted college credit. Hillsdale College also accepts certain College Level Examination Program (CLEP) tests for credit (see page 28 for details on CLEP).

Recommendations

Two letters of recommendation are required to complete an application for admission. The Admissions Committee strongly recommends that these letters be completed by someone who can comment on the applicant's academic ability to complete successfully a program of rigorous study at Hillsdale. The letters of recommendation should also provide insight into the applicant's character and preparedness to take full advantage of the academic, social, and spiritual dimensions that distinguish Hillsdale College.

Essay and Resume

During the application process, students are required to submit responses to essay and short answer questions. These responses demonstrate the ability to reason and write effectively and give students an opportunity to share their goals, passions, and principles with the Admissions Committee.

A resume is also recommended to complete an application, as it illustrates the student's desire to be involved in the social environment of the College. Resumes should include all extracurricular activities in which the student participated during their high school career, whether related to their school, community, or work. It is important to list the years in which the student participated, as well as any leadership positions held or awards earned.

Campus Visits and Interviews

Visits at Hillsdale are tailored to meet the needs of guests, and hospitality is a hallmark of a campus visit. Prospective students have the opportunity to tour campus, attend classes, meet current students and faculty, dine in the Grewcock Student Union, and stay overnight in a residence hall. Students may also interview with a member of the Admissions staff. Interviews are not required to complete the admissions process, but are highly encouraged and may help strengthen a student's application.

Campus tours and admissions interviews are scheduled year-round, Monday through Friday. During the academic year, the Admissions Office is also open on Saturday mornings. To arrange a visit, please contact the Admissions Office at (517) 607-2327, or online at hillsdale.edu/visit.

APPLICATION PROCEDURE

When to Apply

Prospective students may apply to Hillsdale College any time after the completion of their junior year of high school. Students may apply under one of the following application deadline plans:

Early Decision—The application deadline is November 1, and candidate notification is in early December. Early Decision is a binding application deadline plan. Once an applicant is admitted to Hillsdale College, he must withdraw all applications submitted to other institutions. Early Decision students are required to submit a \$300 admission deposit by January 15.

Regular Decision—The application deadline is April 1. Applications will be reviewed on a rolling basis with first notification on December 15. Students submitting applications after November 15 will be notified within four weeks following the completion of their application file. To secure their place in the incoming class, admitted students must submit the admission deposit of \$300 by May 1. After June 1, any application submitted by the published deadline

will be considered for admission and reviewed with those materials that have been received by the Admissions Office.

Spring Admission—The application deadline is December 15. Priority consideration is given to applications completed by November 1. Admissions decisions are generally mailed within two weeks of completing an application file, beginning November 15. Admitted students are required to submit the \$300 admissions deposit by December 18 to secure their place in the incoming spring class.

Scholarship Consideration—All applicants are given academic scholarship consideration; no additional paperwork is required. Applications submitted before January 1 will receive priority consideration.

How to Apply

A formal application to Hillsdale College includes (1) a completed application using Hillsdale's online application at hillsdale.edu/apply or The Common Application, (2) the scores from the Scholastic Aptitude Test (SAT), the American College Test (ACT), or the Classic Learning Test (CLT), (3) an official transcript of high school grades (and post-secondary grades, if available), (4) one written essay and two short answer responses, (5) two academic letters of recommendation, and (6) a resume of extracurricular activities, volunteerism, leadership, work experience, and awards earned.

Students may either (1) request that official transcripts and letters of recommendation be gathered and mailed by your high school counselor, or (2) request sealed copies of your transcript and letters of recommendation be given to you for mailing. Application materials may be mailed to the Admissions Office at Hillsdale College, 33 E. College Street, Hillsdale, MI 49242.

Paper applications may be downloaded from the College's website. A non-refundable \$35 application fee must accompany all applications submitted via postal service.

Homeschooled Students: Homeschooled students are required to submit all materials listed above. An official transcript from a homeschooling guild or association is acceptable or, in its place, a detailed course description with proficiency level and textbooks used (usually 2-3 pages in length). The lack of a traditional high school diploma should not be seen as a deterrent.

Archiving Official Documents: All application and supporting materials submitted during the admissions process become the property of Hillsdale College and will not be returned. If a student does not enroll in the term for which he applied, the supporting documents will remain in the Admissions Office's files for one academic year following the term for which they were submitted. To be considered for admission to subsequent terms, a new application and writing supplement must be submitted.

Additional Information: The Admissions Committee may require additional information or documentation deemed necessary in evaluating applications for admission.

INTERNATIONAL STUDENTS

Application Process

Candidates for admission from other countries follow the customary entrance procedures, except that they are responsible for submitting all transcripts with English translation from their international preparatory schools or universities at the time of application. If this service is not available at their school or university, evaluations may be performed by one of the approved credential evaluation agencies, such as World Education Services (WES) or Educational Credentials Evaluators, Inc. (ECE). Other reputable agencies can be found on the NACES website (naces.org).

Policy on English Proficiency

Students who come from a non-English-speaking culture must show proficiency in the English language. Proficiency adequate to enroll at Hillsdale is demonstrated in the following ways:

Required: Completion of the American College Test (ACT), Scholastic Aptitude Test (SAT), or Classic Learning Test (CLT)

Optional:

- Complete level 108 at an English as a Second Language (ESL) Language Center with a proficiency score of at least 15 and a motivational score of at least 15.
- Score at least 560 (paper), 220 (computer), or 83 (Internet) on the Test of English as a Foreign Language (TOEFL).
- Score at least 83 on the Michigan English Language Assessment Battery (MELAB).

All international students must enroll in English 104 during the second semester of the freshman year. English 105 will be taken the first semester of the sophomore year. No international student will be permitted to delay the 104-105 sequence.

Satisfactory completion of the English 104-105 sequence fulfills the bachelor of arts requirements in foreign languages for students from non-English-speaking cultures who possess literary competence in their native tongue.

NON-TRADITIONAL ADMISSIONS

Early Admission

Candidates earning a diploma before the completion of a full four years of secondary school will be considered for admission on the same basis as others. Only candidates of unusual qualifications will be granted admission before receiving a diploma, and then only with the written recommendation and consent of the secondary school concerned. Some high schools permit highly qualified students to earn the high school diploma by substituting all or part of the first year at an accredited college for the high school senior year.

Transfer Candidates

Students who wish to transfer to Hillsdale College from another college or university must submit the Regular Decision application, including their high school record and SAT, ACT, or CLT scores, and forward transcripts from any and all colleges previously attended. In addition, they must submit the Dean of Students Transfer Form, completed by the dean of students at their current school. Applications of transfer candidates are evaluated, for fall and spring semesters, in a manner similar to the process of non-transfers, with no specific criterion assuring acceptance or rejection. Attention is given to the strength of the academic program and to the length and degree of success at the previous college.

Once admitted to Hillsdale, a transfer student can expect to receive an evaluation of transfer credits as determined by the registrar. Credits must be earned at a regionally accredited American collegiate institution in order to be transferrable to Hillsdale. Regional accreditation must be through one of the following accrediting bodies in order to be recognized: Middle States Association, New England Association, Higher Learning Commission of the North Central Association, Northwest Association, Southern Association and Western Association. Courses with a grade below C- and courses not considered liberal arts in nature are not transferrable.

It is not the usual practice of the College to accept for transfer a candidate who has been asked to withdraw from another institution. Withholding this information by the candidate is considered improper and grounds for dismissal. Likewise, the transfer candidate is expected to indicate any and all colleges previously attended.

Guest Students

Students in good standing at another institution who plan to return to that institution may enroll briefly at Hillsdale as guest students after submitting a guest application with the Admissions Office. A guest application can be secured by emailing the Admissions Office at admissions@hillsdale.edu.

Veteran and Adult Students

The usual criteria for admission may be modified in the case of veterans or returning adults, provided there is evidence to indicate that these applicants are otherwise qualified to pursue rigorous studies at the college level. USAFI credits are accepted. The College Level Examination Program (CLEP) of CEEB is suggested for students seeking credit and placement on the basis of experience rather than formal study. (See page 28 for details on CLEP.) Veteran and adult applicants must complete the Regular Decision application. In addition to the two academic letters of recommendation, veterans are required to submit the (1) Commanding Officer Endorsement, and (2) last two performance evaluations.

Non-Degree Seeking Students

Permission is granted to a limited number of students, usually adults not in residence, to enroll for fewer than the minimum number of credit hours carried by a regular student. These students pay the per-credit-hour tuition fee and enroll for no more than 11 hours of coursework each semester. Non-degree seeking applicants must complete the Regular Decision application.



EXPENSES AND FINANCIAL AID

“*A pioneer in independent education.*”

—READER'S DIGEST



EXPENSES

Basic annual undergraduate expenses at Hillsdale are as follows:	FULL YEAR
Tuition (12-17 credit hours/semester)	\$28,170
Room	5,900
Board (Knorr Family Dining Room)	6,010
General Student Usage Fee	316
Technology Fee	280
Student Center and HESC Fee	716
TOTAL	\$41,392

The tuition expense for each additional credit hour over 17 hours is \$790; for fewer than 12 credit hours, the charge is \$1,120 per credit hour. Refer to page 23 for information regarding the waiver of an 18th-hour charge.

The room charge is based on double occupancy. The additional charge for a single room is \$310 per semester upon availability. The additional expense for a double room requested for single use will be one-and-one-half times the usual double room rate. The additional cost for a suite room is \$800 per semester.

There are six meal plan choices available to students. Two of these plans provide a fixed number of meals per week. Four of these plans include "Liberty Bucks," a credit that can be used at any on-campus food service.

NAME	MEALS ALLOWED	LIBERTY BUCKS/ SEMESTER	COST/SEMESTER
All inclusive	19/week	\$25	\$3,005
15 meal plan	15/week	-0-	\$2,775
Block 200	200/semester	\$200	\$3,005
Block 150	150/semester	\$75	\$2,775

Only available to off-campus and Suite residents:

10 MEAL PLAN	10/week	-0-	\$2,060
BLOCK 100	100/semester	\$25	\$2,060

A student may change from one meal plan to the other only until August 27, 2020, at 4:00 p.m. for the fall semester, and January 14, 2021, at 4:00 p.m. for the spring semester.

The general student service fee of \$158 paid at the beginning of each semester includes dues to the Student Federation and makes available a subscription to the *Collegian*, the weekly student newspaper; the *Winona*, the College yearbook; a subscription to *Tower Light*, the literary magazine; recreational sports; admission to athletic events; access to Health Service; identification card; laundry service; and graduation cap and gown.

The computer fee of \$140 per semester is to support general student computer services.

The general facilities fee of \$358 per semester is a building usage fee that includes the Knorr Memorial Student Center, the Grewcock Student Union, the Health Education and Sports Complex, the Margot V. Biermann Athletic Center, and other general campus buildings.

In addition, each new student pays a fee of \$25 to help defray the cost of orientation. Students transferring from another institution are included.

Exceptions to fees above are (1) members of the Hillsdale College staff; (2) any student carrying fewer than seven hours; (3) WHIP students; or (4) current high school students attending college part time.

The College must necessarily reserve the right to make changes in costs without notice as circumstances may require.

Out-of-State Students

Because Hillsdale is a private college, there are no extra charges to students from outside Michigan.

Van Andel Graduate School of Statesmanship Students

Basic annual graduate expenses at Hillsdale are as follows:

	FULL YEAR
Tuition (full-time)	\$24,860
General Student Services Fee	210
Technology Fee	170
General Facilities Fee	180
TOTAL	25,420

The general student services fee of \$105 paid at the beginning of each semester includes dues to the Student Federation and to the Graduate Student Society. The general student services fee also makes available a subscription to the *Collegian*, the weekly student newspaper; the *Winona*, the College yearbook; a subscription to *Tower Light*, the literary magazine; admission to athletic events; access to Health Service; identification card, and graduation cap and gown.

The technology fee of \$85 per semester is to support general student computer services.

The general facilities fee of \$90 per semester is a building usage fee that includes the Knorr Memorial Student Center, the Grewcock Student Union, the Health Education and Sport Complex, the Margot V. Biermann Athletic Center, and other general campus buildings.

In addition, each new graduate student pays a fee of \$25 to help defray the cost of orientation. Students transferring from another institution are included.

The College must necessarily reserve the right to make changes in costs without notice as circumstances may require.

Summer School Tuition and Room

Tuition (per three-week session per credit)	\$580
Room (per three-week session)	465

Deposits

New Students

After acceptance is granted by the Admissions Committee, a deposit of \$300 is required as assurance that the student intends to enroll. After May 1st, this deposit is non-refundable. It is understood that this sum, which will be applied toward academic fees at the time of registration, will also guarantee an immediate reservation in one of the campus residences.

Payment of Student Accounts

All semester expenses, including room, board, tuition and fees, must be paid in United States funds on or before the time of registration. Students are billed for semester charges based upon their pre-registration schedule. Students who have not pre-registered should be prepared to pay their bills based upon the above list of expenses. Registration will not be completed until payment is received.

Students who have an unadjusted indebtedness to the College may be withdrawn from classes or refused permission to take semester examinations. Pre-registration for the following semester may not be allowed with a past-due balance on the student's account. Also, no degree is conferred upon, nor credits given to, nor transcripts issued for, nor letters of honorable dismissal or recommendations written for such students. **In addition, the College may charge any overdue accounts a fee each month to cover a portion of processing costs.** Finally, past-due accounts may be given to a collection agency.

Payments by Installments

Like many other educational institutions in the country, Hillsdale College offers students and their parents or guardians the benefit of a special online payment plan service permitting college costs to be spread over each semester.

An informational sheet is sent each July explaining the details for the Hillsdale College Payment Plan (HCPP). You may also contact the Business Office.

Special Fees

Application fee (payable once and not refunded; no fee for online application)	\$35
Late semester registration fee	100
Transcript fee (the first two issued free of charge)	2
Late fee—past due student account	50 per month
Payment plan enrollment fee per semester	50

Academic Course Fees

Art: 302, 333, 334, 335, \$20; 206, 311, 313, 414, \$40; 120, 321, 322, 323, 420, \$45; and 353, 354, 355, 361, 362, 453, \$50; 207, 312, \$60

Biology: 316, \$15; 101, \$30; 201, 202, 302, 303, 304, 305, 309, 317, 320, 340, 360, 364, 365, 370, 380, 430, \$45; 308, 408, \$65; 368, \$100, enrollment in Marine Biology requires a non-refundable deposit of \$250.

Chemistry: \$30 for each course requiring laboratory work

History: 104 and 105, \$30 for each (covers required primary source reader)

Music: 131, 141, 151, 161, 171, 181, 191, \$85; 132, 142, 152, 162, 172, 182, 192, \$170

Physics: 100, 101, 102, 201, 202, 310, 311, 410, 471, 480, \$30

Psychology: 342, \$15; 210, \$25

Sport Studies: 190, \$20; 155 and 200, \$40; 118, \$50; 112, \$65; 110 and 111, \$90; 150, 151, \$150, and Scuba requires a swimsuit, mask, fins, snorkel boots, and mouthpiece; Intro to Shooting Sports, \$30; Wilderness Survival, \$30; Lifeguard Training, \$40; Search and Rescue, \$90; Archery, \$70; Basic Rifle/Pistol, \$90; Indoor Pistol/Rifle, \$90; Western and English Riding, \$280; additional fees may be charged for Tae Kwon Do.

The academic course fees are refundable only during the first two weeks of classes.

Music Fees

Hillsdale College students not majoring or minoring in music who wish to take private music lessons will be charged a non-refundable fee of \$85 per semester credit hour. Students are not considered majors or minors until they are enrolled in Music Theory (MUS 221-321). Also see page 23 (Academic Information and Regulations).

Auditing Fees

Instructor's permission is required to audit a course. A student will not be charged for auditing a class.

Mary Proctor Randall Preschool Tuition for Children

One semester, half-day session, morning or afternoon \$660

Note: No refund will be considered for an absence of less than six weeks. Refunds, when granted, will be prorated.

Dining Hall Policy

All full-time College students must take their meals at the Knorr Family Dining Room on a semester basis.

Recognized exceptions to this policy:

1. Members of a fraternity or sorority on an approved board plan through their organization.
2. Students registered for six or fewer hours.
3. Fifth-year seniors, based upon completion of eight full-time semesters.
4. Married students.
5. Commuting students who reside with their immediate families (defined as Hillsdale County resident or residing within 25 miles of Hillsdale College).
6. Students residing and/or boarding with dean-approved local families who have consented to provide free board and/or room to the student.
7. Students age 24 and over on the day of registration.
8. Students residing in a private home purchased solely by the immediate family.

9. Students who have completed two years of active military duty and received an honorable discharge. Exceptions #2 through #9 must be applied for by completing an "Application for Board Excuse" each semester. Decisions may be appealed in writing to the controller.

A student may modify his or her meal plan until the first Thursday of a semester at 4:00 p.m.

If a student withdraws from school or drops courses, this will affect the student's account. Room is not refundable once the semester begins. Board will be prorated based upon the return of the student's identification card. Refunds for tuition, general fees, and student center fees are calculated based on the number of calendar days from the beginning of the semester according to the table below:

<u>Days from Beginning of Semester</u>	<u>Percent Refunded</u>
17	100 percent
24	60 percent
31	40 percent
38	20 percent
39 and thereafter	0 percent

Written requests along with appropriate documentation for refund consideration must be made to the controller within **30 days** of departure. Such requests will be considered only under extenuating and reasonable circumstances.

No refund will be made in cases of dishonorable dismissal or of withdrawal without proper notification as required by College regulations.

Course fees will be refunded only during the first two weeks of classes.

All financial aid awards are based on full-time enrollment. Any student dropping below, or any student registering for less than full time, will experience a proportionate aid reduction. For purposes of such reduction in the case of dropping to less than full time, the date used will be the stamped date that the student returns the signed drop card to the Registrar's Office.

FINANCIAL AID

Hillsdale College does not accept nor do we permit our students to receive any federal or state financial aid, either directly or indirectly. Through the support of private donors, Hillsdale provides alternate grants and loans to eligible students in lieu of the Pell Grant, the Supplemental Educational Opportunity Grant, the Perkins Loan, and the subsidized Stafford Loan, as well as the Michigan Competitive Scholarship and Michigan Tuition Grant programs. Hillsdale students are also not permitted to receive assistance through the GI Bill, Social Security Education Assistance, or Vocational Rehabilitation Grant programs; however, students may be awarded other sources of aid from Hillsdale not available at other institutions.

Financial aid from Hillsdale College is available in many forms. These are most easily understood when discussed in terms of need-based assistance and assistance without regard to financial need. Scholarships awarded without regard to financial need are determined by the scholarship committee. All students receiving need-based financial aid from Hillsdale College are required to meet published standards of progress and to exhibit good citizenship and sound moral character. Scholarships require a minimum 3.0 accumulative grade-point average. Students placed on academic or scholarship probation may continue to receive institutional financial assistance until the end of the probationary semester. At the conclusion of the probationary term, students on academic probation must have attained the required minimum grade-point average set forth for maintaining satisfactory academic standing. Students on scholarship probation must attain the minimum 3.0 accumulative grade-point average and/or other requirements set forth in the scholarship agreement. Students placed on social probation may be allowed to continue receiving institutional financial aid at the discretion of the financial aid director.

Financial aid from Hillsdale College is awarded without regard to race, color, religion, gender, or national or ethnic origin. Financial aid, including scholarships, is granted for four years (eight semesters) as long as criteria continue to be met. **Hillsdale College scholarships and grants may**

not be used to pay for off-campus room or board; however, loans may be used to cover these expenses. Additionally, institutional scholarships and grants may not be used to cover the cost of a private or “single” room, fraternity/sorority fees, course fees, or any other discretionary expense not included in the student budget and not assessed to all students. Scholarships and grants may only be used toward books when specified for such. Financial aid is awarded based on full-time enrollment. Financial aid awarded to students who then register as part-time and/or drop below full-time will be prorated on a percentage basis. Aid awarded to students attending less than half-time (six hours) may be cancelled.

Citizenship

All Hillsdale students are expected to conduct themselves with integrity, dignity and moderation in accordance with the Hillsdale College Honor Code. Each of us possesses moral and intellectual qualities demanding our closest attention and best effort. We should all develop personal virtues and dedicate ourselves to the pursuit of truth and honor in every aspect of our lives.

There are consequences to one’s standing in the community when virtue is compromised; at Hillsdale College, good citizenship and sound character are requirements of all financial aid awards. Scholarships, grants and loans may be revoked if a student’s conduct constitutes an affront to the accepted community and College standard as determined by the Financial Aid Committee. In the event of dishonorable dismissal, all institutional scholarships, grants and loans will be revoked.

Need-Based Financial Aid

How need is determined: To be considered for need-based assistance, a student must first complete an accepted needs analysis. Students should complete a Hillsdale College Confidential Family Financial Statement. Students may also submit the College Scholarship Service or CSS Profile through the College Board. Both of these forms are designed to determine the financial contribution a family should be able to make each year toward the candidate’s educational expenses. Need is then determined according to the following simple formula:

$$\text{Need} = \text{college cost} - \text{family contribution}$$

Consequently, a family’s so-called “need factor” will necessarily vary from college to college as the cost of each institution varies.

By drawing from a number of sources, including scholarships, grants, and loans, Hillsdale endeavors to offer a comprehensive financial aid “package” that will help to defray educational costs as described in detail below:

Scholarships and Grants are outright gifts that need not be repaid.

Loans are extended at low interest rates to be repaid after departure from Hillsdale.



Educational Grants

HILLSDALE COLLEGE INDEPENDENCE and NAMED GRANTS A limited number of grants are awarded each year to students showing promise and exceptional need. Award amounts are based on the calculated family contribution and other qualifications of the applicant.

Hillsdale College routinely transfers students from budgeted scholarships to special restricted scholarships in order to honor and recognize academic excellence and leadership qualities.

Statement of Loan Policy

Due to our independence from government assistance, federal loans are not made available to Hillsdale College students. Some students may qualify for institutional loans. To help bridge the gap between the actual cost of your Hillsdale College education and the limited amount of institutional financial aid offered by the College, alternative student loans, also known as private loans, may be an option. Students are permitted to pursue any privately funded student loan as long as the loan amount is within institutional budgetary limits. However, since many lenders will not process student loans for students attending an institution without a federal school code, we provide information on quality alternative lenders with whom we have an established relationship. **Hillsdale College students are not limited to these lenders when seeking an outside loan.**

The Hillsdale College Office of Student Financial Aid is aware of predatory lending practices by some such lenders. Because many deceptive marketing tactics are not illegal in the world of alternative student loans, parents and students are cautioned to be wary of unsolicited offers from any outside loan provider and are advised to read and understand the terms and conditions of any loan they may be considering.



Student Employment

Campus employment is yet another means of meeting college costs. Each year, students find employment not only on campus but also in the local community.

An average student job will require a commitment of at least eight to ten hours per week, which should not interfere with study or other activities. Several types of employment are available. Bon Appétit Dining Service employs many students each semester to work during mealtimes and to help in catering and serving special dinners and luncheons on campus. Other students work in the library, bookstore, student union or as part-time office help for professors or departments of the College. Others are employed by the College Maintenance Department and help with grounds work. Some are employed as chauffeurs and escorts for guests on campus. Students are paid an hourly wage.

Employment opportunities are available and help in meeting college costs for many students.

Service Opportunities and Rewards (SOAR) Program

Hillsdale College, with cooperation from selected community-service organizations, has established the SOAR Program to assist Hillsdale College students in meeting their educational expenses.

FINANCIAL AID WITHOUT REGARD TO NEED

Each year, Hillsdale College makes available to incoming freshmen a number of scholarships awarded on the basis of outstanding achievement and satisfactory citizenship in secondary school. All applicants to Hillsdale College are automatically considered for these awards upon acceptance. No formal application is necessary, nor is need a factor in the determination of awards. **Due to the competitive nature of the awards, which considers the overall strength of an Admissions application, not everyone who qualifies can receive an award.**

Academic Merit Awards

Hillsdale College has established a comprehensive scholarship program, without regard to financial need, for outstanding high school citizens. These scholarships are renewable each semester during the four years of attendance at Hillsdale, provided the holder is enrolled as a full-time student and has maintained an accumulative scholastic grade-point average of 3.000, to be computed at the end of the first two semesters and each semester thereafter. If a student should lose his scholarship through failure to maintain the required grade-point average, he may apply to be reinstated as a scholarship holder if, at the end of a subsequent semester, his accumulative grade-point average has reached the 3.000 standard.

Other Opportunities

INTERNATIONAL SCHOLARSHIPS A limited number of tuition scholarships are available for foreign students. Awards are based on academic achievement and financial need. These scholarships may cover up to the cost of tuition.

COURSES OF INSTRUCTION

“For people who support a free-enterprise approach to the nation’s problems, Hillsdale is something of a temple.”

—THE DETROIT NEWS



GUIDE TO COURSE DESCRIPTIONS

Courses numbered 100 are planned primarily for freshmen, 200 for sophomores, 400 for juniors and 500 for seniors. Courses numbered 300 are open to sophomores who have appropriate preparation but otherwise are limited to juniors and seniors. Courses numbered 600 and above are limited to graduate students.

Freshmen ordinarily will register only for courses numbered 100. However, if previous preparation shows them to be ready for more advanced work, they may be permitted to enter courses at the 200 level.

The number of hours listed opposite the title of each course refers to the amount of credit granted each semester for the successful completion of the course. In general, each hour of credit implies one hour of classroom work per week throughout the semester. The College reserves the right to cancel or postpone any course for which the enrollment is insufficient.

Unless otherwise noted, courses are offered at least once each academic year. For courses offered in alternate years, both the semester and the year in which the semester falls are indicated.

CORE CURRICULUM

NATURAL SCIENCES: Dean, Matthew Young

- Biology
- Chemistry/Biochemistry
- Mathematics
- Physics

HUMANITIES: Dean, Stephen Smith

- Art
- Classics
- English
- French
- German
- Music
- Philosophy and Religion
- Rhetoric and Public Address
- Spanish
- Theatre and Dance

SOCIAL SCIENCES: Dean, Paul Moreno

- Economics, Business, and Accounting
- History
- Politics
- Psychology
- Education

SPORT STUDIES: Chairman and Athletic Director, Don Brubacher

INTERDISCIPLINARY STUDIES

- American Studies: Director, Kevin Portteus
- Christian Studies
- Herbert H. Dow II Program in American Journalism: Director, John J. Miller
- International Studies in Business and Foreign Language
- Political Economy
- Sociology and Social Thought: Director, Peter Blum

PREPROFESSIONAL PROGRAMS

A complete, cross-referenced index will be found at the back of the catalog.

Core Curriculum

COR 150 Classical Logic and Rhetoric

3 hours

As logic and rhetoric are classically viewed as sister arts, fundamental to the studies of the Trivium as well as the more generally conceived liberal arts, their inclusion in the core curriculum at Hillsdale College is of inherent import. The study of logic, both formal and practical, underlies the study of any field, engaging the student in the preparation and analysis of argument, the practice of decision-making, and the development of critical thinking about matters of certainty as well as probability. Logic is of particular importance to the practice of rhetoric. This course will situate the student's understanding of the material of logic and rhetoric within its intellectual and practical constructions, as well as provide a relational understanding of these arts within the greater scope of the liberal arts and sciences.

COR 450 Senior Capstone

1 hour

This course, required during the senior year, will entail an overview of critical concepts across the core curriculum and will explore the relations and connections between these concepts. Special attention will be dedicated to the relation of liberal learning to a life in pursuit of the good.



THE LEE AND ROLAND WITTE NATURAL SCIENCES DIVISION

Dean: MATTHEW A. YOUNG

Director of Science Laboratories: DOUGLAS DOBROZSI

Biology

Chairman and Professor: DAVID C. HOUGHTON

Professors: FRANCIS X. STEINER, ANTHONY L. SWINEHART, DANIEL S. YORK,
JEFFREY VAN ZANT

Associate Professors: SILAS F. JOHNSON, SANG-CHUL NAM

Assistant Professor: CHRISTOPHER HECKEL

Visiting Lecturer: ANGELICA J. PYTEL

The biology curriculum at Hillsdale College is aimed at providing a broad foundation in the biological sciences for subsequent specialized training in graduate or professional schools, for a career in teaching, or as a liberal arts background for a career in industry.

The Biology Department offers a diversity of courses ranging from microbiology and molecular biology to organismal biology and ecology. State-of-the-art facilities and equipment enhance coursework and student research. Additionally, the Department uses the 685-acre G.H. Gordon Biological Station in northern Michigan and the on-campus Slayton Arboretum as outdoor laboratories. Summer courses in field ecology and marine biology, and an internship for pre-veterinary students at the Henry Doorly Zoo, are also available.

A minimum of 32 hours in biology courses at or above the 200 level is required for a major in biology. Courses required for all majors include: Biology 201, 202, 250, 287, 309, 340, 590, 591, 592 and 593 or 594; and at least one from each of the following three categories: (1) advanced core in cellular biology/molecular biology/genetics, chosen from Biology 302, 306, 320, 360, 365, 430, 450, or 460; (2) advanced core in organismal biology, chosen from Biology 302, 303, 304, 305, 308, 315, 370, 383, 390, 408, or 470; (3) advanced core in evolution and ecology, chosen from Biology 307, 311, 318, 350, 364, 368, 380, or 405. Courses that appear more than once may only count toward one category. The successful completion of BIO 201 and 202 is recommended before students proceed in taking upper-level coursework.

Biology majors must register or receive credit for Mathematics 120 or 112/113, and five additional cognate courses chosen from Chemistry 201, 202, 303, or 304; Physics 101, 102, 201, or 202; or Mathematics 220, 310, or 320.

During the junior and senior years, biology majors must design, conduct, write and publicly defend a research thesis (Biology 590-593/594). Senior biology majors must also complete a comprehensive biology examination and achieve a level determined to be acceptable by the Department for graduation. Additionally, biology majors must participate as teaching assistants for one semester in biology laboratories.

A minor in biology consists of Biology 201 and 202, plus additional hours in biology to comprise a minimum of 20 hours in the discipline.

For preprofessional programs in medicine, veterinary medicine, osteopathy, nursing and other science- and health-related disciplines, please refer to pages 179-181.

Note: Students interested in the fields of concentration or preprofessional programs related to this division should take the appropriate mathematics sequence in their freshman year.

101 Core Principles in Biology

3 hours

This biology core class is a three-credit, theme-based, lecture and discussion course that covers unifying concepts in the biological sciences. Several sections of this course will be offered, with each section covering topics within a specific discipline of biology. Major themes will be consistent in each section offering, including historical aspects, principles of evolution, understanding science as "a way of knowing" and others, but most important is the connection made among man, his environment, society, and the scientific process

used to discover what we know. Each section will incorporate supplemental resources in lieu of standard textbooks to make the course a unique liberal arts experience and to establish connections with other areas of the core curriculum. Some sections may also have laboratory components, demonstrations, or field trips to complement what is being taught in the lecture.

201 Evolution and Biological Diversity **4 hours**

An introduction to the vast diversity of life from prokaryotic forms to the eukaryotic vertebrate mammals. This course introduces the beginning biology student to all the major groups of organisms and to their fundamental taxonomic relationships. Laboratory work is included. This course is required in the field of concentration.

202 Molecular Genetics and Cellular Function **4 hours**

An introduction to cellular structure and function and the biochemical basis for genetic control of cell function. Laboratory work included. Required in the field of concentration. It is strongly suggested that students taking this course have taken CHM 201.

250 General Ecology **3 hours**

This course examines the characteristics of populations, communities and ecosystems in terms of energy flow, biogeochemistry and multivariate interactions (biotic and abiotic). The course will demonstrate the role of evolution in ecosystem composition, structure and function. The nature of the major North American biomes will also be discussed with an emphasis on the importance of biodiversity and the interdependence of living things. Two weekend field trips are required. Required in the field of concentration. Also offered during the first summer session at the G.H. Gordon Biological Station. Prerequisites: BIO 101 or 201; or consent of instructor.

287 Scientific Writing Seminar **1 hour**

An introduction to the techniques and style of scientific writing. Required in the field of concentration. Must be taken before BIO 590.

297 Special Problems **1-3 hours**

An introductory elective course involving individual work on a topic selected in consultation with the faculty of the Department.

302 Developmental Biology **4 hours**

An introduction to vertebrate development, including studies of germ cells, segmentation, and growth of the principal tissues and organs. Laboratory work is included. Prerequisites: BIO 201 and 202.

303 Comparative Vertebrate Anatomy **4 hours**

The lecture will present an introduction to the major organ systems and their evolutionary history within vertebrates. The course will include a brief review of the diversity of vertebrates and their phylogenetic relationships. Emphasis will be placed on structural modifications and functional changes between vertebrate groups and how they are related to differences in environments and modes of life. The weekly two-hour laboratories will involve dissections of lamprey, sharks, cats, and observation of a prosected human cadaver. Prerequisite: BIO 201.

304 Animal Physiology **4 hours**

The principles and mechanisms of function in animals and their constituent parts from molecules to organs. The course will consist of three lecture hours and two laboratory hours each week. Prerequisites: BIO 201 and 202.

305 Botany **4 hours**

The study of plants as living organisms through a survey of the diversity in the plant kingdom. Emphasis will be placed on plant morphology, anatomy, classification, and evolution of structure and function in response to the environment. Laboratory work with fresh and preserved materials is included. Prerequisites: BIO 201 and BIO 202.

306 Plant Physiology **3 hours**

The study of physiological processes in plants. Laboratory work is included. Prerequisites: BIO 201 and 202; BIO 305 is beneficial but not required.

307 Plant Ecology **3 hours**

An advanced study in the plant sciences focused on understanding the concept and theories that govern the distribution and abundance of plant populations and communities. Prerequisites: BIO 201 and 305, or consent of instructor.

308 Human Anatomy and Physiology I**4 hours**

A study of the structure and function of the human body; fundamental processes of body defense, nervous function, hormones, integument, respiration, circulation, blood and lymph, muscles, skeleton, digestion, excretion and hygiene. Laboratory work is included.

309 Genetics**4 hours**

The study of the principles of heredity, gene function and mutation, and growth and reproduction. Required in the field of concentration. Prerequisite: BIO 202.

311 Methods in Field Biology**2nd Summer Session, 3 hours**

An introduction to field biology with an emphasis on hands-on field research techniques. Very minimal lecture, and substantial time in forests, lakes, streams, and other habitats of northern Michigan. Laboratories will focus on sampling terrestrial and aquatic organisms, population estimations, community interactions, ecosystem evaluations, and proper use of field research equipment. Offered at the G.H. Gordon Biological Station during even-numbered years.

315 Michigan Flora**2nd Summer Session, 3 hours**

The study of Michigan's native plants, including trees, shrubs, wildflowers, aquatic plants and grasses. Offered at the G.H. Gordon Biological Station during odd-numbered years. Prerequisite: BIO 201.

318 Historical Geology**3 hours**

An introduction to the history of the earth from its formation to the present, including the development of the earth's interior, crust, oceans, climate, continents, mountains and glaciers. In addition to the abiotic history of our planet, prevailing scientific theories on the origins, evolution and diversity of life (from bacteria to dinosaurs) on earth will be examined. Emphasis is placed on developing skills in both spatial and temporal cognition. Lectures are enhanced by field trips. Prerequisites: BIO 101 or equivalent.

320 Advanced Cell Biology**4 hours**

A study of the infrastructure and function of cells. Topics include the study of electron micrographs, cellular respiration, enzyme kinetics, mechanisms of movement, protein synthesis and the implications of cellular function in multicellular organisms. Laboratory work is included. Prerequisites: BIO 201 and 202, CHM 201 and PHY 101.

340 Biostatistics**4 hours**

An introduction to philosophy of science, logical structure of the scientific method and principles of univariate statistics for the biological sciences. Laboratory work is included, which will require the mastering of a statistical software program. Prerequisites: MTH 105 and BIO 101 or equivalent. Required in the field of concentration. Must be taken before BIO 591.

350 Conservation**3 hours**

An overview of anthropogenic environmental degradation and solutions for achieving a sustainable planet. Topics include the history of conservation, economics and ethics, sustainable engineering and building, principles of ecology, overpopulation, world hunger, principles of soil science, agriculture, waste management, air and water pollution, climate change, habitat loss, and extinction. Course includes field trip opportunities for hands-on learning that can be applied to environmentally responsible homestead management.

360 Microbiology**4 hours**

The study of microorganisms, focusing on bacteria and viruses. General topics include morphology, growth, reproduction, metabolism, mechanisms of genetic exchange, control, pathogenic and applied microbiology. Fundamental concepts of virology and immunology are also covered. Laboratory work includes isolation and identification techniques. Prerequisite: BIO 202.

364 Freshwater Biology**4 hours**

An introduction to the ecology of inland waters, including lakes, ponds, wetlands and streams. Major topics include geologic origins, typology, geographic distribution, biota, ecological succession, ecosystem function and restoration/management. Emphasis is placed on the interaction between organisms and the environment. Laboratories include use of field equipment, field research techniques and identification of aquatic organisms, including protozoa, invertebrates, fish, herpetofauna and plants. Many laboratories will be conducted out of doors, and there is one required field trip off campus.

365 Advanced Microbiology**4 hours**

An introduction to historical microbiology, microbial physiology, environmental microbiology, microbial genomics, and current trends in microbiology. The topics will be presented in an informal lecture/discussion format three days per week. Laboratories will emphasize individual and group projects covering aspects of bacterial photosynthesis, as well as selected laboratory exercises. Prerequisites: BIO 202 and 360.

**368 Marine Biology****1st Summer Session, 4 hours**

A concentrated field study that introduces students to the ecology of shallow, subtropical, marine environments. Lectures and laboratories are complemented with boat and snorkeling trips to coral reefs and other marine habitats in the vicinity of Long Key, Florida. Additionally, students work together in groups and conduct independent research on a selected marine habitat. The course includes a survey of the marine life of the Florida Keys, as well as investigation of the autecology of the organisms. The course is designed to suit both biology majors and non-majors. Students enrolled in the course live and study on location. Prerequisites: Consent of instructor. A \$250.00 non-refundable deposit is required, in advance, to enroll in the course.

370 Entomology**4 hours**

Insects represent 80 percent of all animal species. This course examines their classification, anatomy, physiology, behavior, and ecology, as well as their positive and negative impacts on people and the effects of their control. The laboratory will encompass both indoor activities and several field trips to local environments. Prerequisites: BIO 201 or consent of instructor.

380 Animal Behavior**4 hours**

The study of empirical, theoretical and conceptual foundations of animal behavior. Laboratory experiments, emphasizing ethological methodology, as well as discussion, will reinforce these foundations. Prerequisites: BIO 201 and 202. BIO 250 and 309 are strongly recommended.

383 Mammalogy**3 hours**

The lecture will present the diversity and biology of mammals from an evolutionary perspective. It will examine the diversity of living and extinct mammals and explore the mechanisms responsible for their evolution and extinction and will include discussion of mammal origins, evolution, phylogeny, paleontology, physiology, behavior, ecology and economic importance. There are approximately 4,600 living species of mammals that are spread throughout all the earth's environments and make up 26 diverse orders, such as carnivores, whales, bats, rodents, and primates. Prerequisite: BIO 202.

390 Animal Parasitology**3 hours**

A survey of animal parasites, including their taxonomy, structure, life histories, and evolution. Emphasis is on the practical implications of medical and veterinary parasitic diseases. Prerequisites: BIO 201 or consent of instructor.

405 Population Genetics**3 hours**

The lecture will present both an introduction to theoretical studies, and discussion of actual molecular and phenotypic variation in natural populations and how processes such as mutation, recombination, and selection affect genetic variation. Topics discussed will include genetic variation, Hardy-Weinberg Equilibrium, genetic recombination, linkage and disequilibrium, basic natural selection models, molecular evolution and phylogenetics, mutation, genetic drift, inbreeding and nonrandom mating, population subdivision and gene flow, and the neutralist versus selectionist debate. Prerequisites: BIO 201 or 202.

408 Anatomy and Physiology II**4 hours**

This is primarily a course in human gross anatomy as it involves four hours of directed cadaveric dissections each week. In addition to laboratory dissections, there will be weekly lectures on advanced topics in physiology. Prerequisite: BIO 303 or BIO 308.

430 Molecular Biology**4 hours**

An introduction to the basic concepts of molecular biology: the nature, control, recombination and rearrangement of genes; gene manipulation; recombinant DNA (rDNA) techniques; and bioengineering strategies. Laboratory work is included. Prerequisites: BIO 202 and 360, CHM 303 and PHY 101.

450 Immunology**3 hours**

An advanced study of the human immune system. Lecture topics include the structure and function of the organs and cells of the immune system, immune system development, intrinsic and innate immunity, antigen recognition and presentation, adaptive immunity, immunological memory, immune system failure, autoimmunity, and allergy. Prerequisite: BIO 360.

460 Virology**3 hours**

An advanced study of the virosphere. Lecture topics include virus structure, replication cycles, categories of infection, pathogenesis, immune response and evasion, transmission, and treatment. A broad range of virus families are represented. Prerequisite: BIO 360.

470 Cognitive Neuroscience**3 hours**

An advanced study into the neurophysiology of human cognition. Topics, starting with basic neuroanatomy and neurophysiology, will build toward an understanding of cognitive functions, emphasizing sensory processing, memory formation, decision making, emotions, and brain diseases. Ultimately the course aims to help students link brain functions to modern views of consciousness. Prerequisites: BIO 202 and BIO 308 or PSY 333.

590 Junior Seminar**1 hour**

Introduction to research; group format. Required in the field of concentration. To be taken by majors in the fall semester of their junior year. Prerequisite: BIO 287.

592 Junior Research**1 hour**

Individualized literature review leading to research proposal. Required in the field of concentration. To be taken by majors in the spring semester of their junior year.

591 Senior Seminar**1 hour**

Senior research project; group format seminar. Required in the field of concentration. To be taken by majors in the fall semester of their senior year. Prerequisite: BIO 340.

593 Senior Thesis**1 hour**

Preparation and defense of senior thesis. Required in the field of concentration. To be taken by majors in the spring semester of their senior year.

594 Biology Honors Thesis**3 hours**

Preparation, presentation, and defense of senior thesis. Satisfies the thesis requirement in the field of concentration. To be taken by majors in the spring semester of their senior year. Students pursuing Departmental Honors (mandatory of all LAUREATES recipients) are required to submit a written thesis, subject to the approval of their research advisor, and an additional reader, to receive three hours of credit.

597 Special Problems**1-2 hours each**

An elective course involving individual work on a topic selected in consultation with the faculty of the department.

Chemistry and Biochemistry

Chairman and Professor: MATTHEW A. YOUNG

Professors: LEE ANN FISHER BARON, CHRISTOPHER S. HAMILTON, MARK A. NUSSBAUM, CHRISTOPHER A. VANORMAN

Associate Professors: KELLI N. KAZMIER, COURTNEY E. MEYET

Assistant Professor: MARDI BILLMAN

Chemistry is the study of the physical world around us on a molecular and atomic level. It is the “central science” in that it bridges the foundational principles of physics with the large-scale structures and mechanisms of biological or geological processes. An understanding of chemical principles, appreciation of experimental methodology, and associated critical thinking skills are fundamental to a liberal education for all students, regardless of field of concentration. For those who intend to pursue scientific endeavors as a vocation, the Chemistry Department provides a rigorous and personal preparation for graduate studies, medical school, industrial employment, or teaching. The Chemistry Department offers a major or minor in chemistry and in biochemistry. Within each major, students may pursue either a standard or American Chemical Society (ACS)-certified degree.

Requirements for a major in chemistry include the following mandatory courses: Chemistry 303, 304, 406, 415, 452, 470, 475, 502, 503, 522, and 570. Note also that Chemistry 201 and 202, or the equivalent, are required as prerequisites for 303. In addition, Biology 202, Mathematics 220, and Physics 201-202 (or 101-102) or their equivalents are required for the chemistry major and should be completed prior to the junior year in order to meet prerequisites for upper-level courses. All chemistry majors must also pass a standardized comprehensive chemistry examination prior to graduation.

Requirements for an ACS-certified degree include all of the above, although Physics 101-102 may not be substituted for 201-202. Additionally, Chemistry 454 is required as well as one of the following four advanced courses: Chemistry 403, 419, 453, or 504. Also, students are required to complete an extensive research project culminating in a senior presentation and thesis, which requires completion of Chemistry 575.

A minor in chemistry consists of Chemistry 201-202, 303-304, and 415 (20 credit hours).

Biochemistry Major and Minor

The chemistry of biomolecules is the essence of biochemistry: a study of the structure, function, and role in biology of proteins, nucleic acids, carbohydrates, and lipids. The biochemistry curriculum at Hillsdale College seeks to provide students with a strong background in chemistry and the cellular/molecular branch of biology. This curriculum provides the foundation necessary to understand the important advances that have occurred at the interface of chemistry and biology.

The biochemistry major at Hillsdale is designed to prepare students for careers in biochemical and biotechnical research, graduate study in biochemistry, and for further education in professional schools of medicine, dentistry, and allied health fields. The courses for the major draw from both the Chemistry and Biology Departments. The required courses follow the recommendations of the American Society of Biochemistry and Molecular Biology. Requirements for a major in biochemistry include the following mandatory courses: Chemistry 303, 304, 415, 452, 453, 454, 470, 475, 501 (or 502 and 503), and 570. In addition, students must take at least two of the following courses: Biology 302, 306, 309, 320, 360, or 430. Students must also complete the following cognates: Biology 202, Mathematics 220, and Physics 101-102 (or 201-202), or their equivalents. All biochemistry majors must also pass a standardized comprehensive biochemistry examination prior to graduation.

Requirements for an ACS-certified biochemistry degree include all of the above with the addition of Chemistry 406 and one of the following advanced courses: Chemistry 403, 419, 503, 504, or 522. In addition, students are required to complete an extensive research project culminating in a senior presentation and thesis, which requires completion of Chemistry 575. Students should confer with the department chair or biochemistry faculty to ensure that sufficient laboratory hours are completed for the ACS certification.

A minor in biochemistry consists of the following courses: Chemistry 201-202, 303-304, 452-453, and 454 (23 credit hours).

Departmental Honors:

Students who elect to do a thesis research project along with associated oral and written presentations (Chemistry 575) are eligible for departmental honors consideration, even if they elect the non-ACS degree option. A student who attains a cumulative grade-point average of at least 3.50 in the chemistry or biochemistry major and a 90 percent grade or higher on the senior thesis will receive departmental honors. Consideration may also be given to a student with a major grade-point average between 3.00 and 3.50 who submits an extraordinary thesis.

101 Great Principles of Chemistry**3 hours**

This introductory chemistry course is designed for the non-science major. The student will explore and consider the implications of the "big ideas" of chemistry, why they are important, and the evidence for them. These great principles include the atomic nature of matter, bonding, intermolecular forces, structure and shape, chemical reactions, and transfer of energy. The nature of empirical scientific methodology and the strengths and limitations of science as a way of knowing will be discussed in the context of a liberal education. The course will make use of primary or secondary sources that shed light on the process and context through which key advances have occurred. In addition, the relationship of fundamental principles of chemistry to current and emerging global issues will be explored. Lecture, discussion, and laboratory.

201-202 General Chemistry I and II**4 hours each**

Two four-hour courses in introductory chemistry. These courses cover fundamental laws and theories: the atom and its construction, the nature of the chemical bond, stoichiometry, phases of matter, solution chemistry, thermodynamics, kinetics, equilibria, electrochemistry, and an introduction to organic chemistry. Three lectures plus one two-hour laboratory per week in the fall, and three lectures plus one three-hour laboratory per week in the spring. Prerequisites: two years of high school mathematics plus high school chemistry are recommended. CHM 201 is a prerequisite for 202.

303-304 Organic Chemistry I and II**4 hours each**

Two four-hour courses in the general field of organic chemistry including reaction and preparations of both aliphatic and aromatic compounds, functional group approach to reactions, and the theoretical relationship of electronic structure to mechanisms. The laboratory will emphasize preparative methods. Designed for preprofessional students in allied health fields, as well as for students working in this field of concentration. Three lectures plus one laboratory period per week. Prerequisite: CHM 202. CHM 303 is a prerequisite for CHM 304.

403 Advanced Organic Chemistry**3 hours**

A course devoted to the study of stereochemistry, mechanisms, multi-step syntheses and newer synthetic methods. Characterization of compounds will utilize spectroscopic methods. Emphasis is placed on recent and current developments in organic chemistry. Periodical literature is employed in addition to textbooks. Three lectures per week; some laboratory work may be required. Prerequisite: CHM 304..... Spring.

406 Inorganic Chemistry**3 hours**

An in-depth study of the structure and properties of atoms, ions and molecules. Topics include coordination chemistry, ligand field theory, organometallic compounds and descriptive chemistry. Lecture with lab. Fall.

415 Analytical Chemistry**4 hours**

The theory, principles and practices of analytical chemistry involving statistical analysis, equilibria, acid-base chemistry, complexation, oxidation-reduction, spectroscopy, and electrochemistry. Quantitative determinations using gravimetric analysis, titrations (acid-base and compleximetric), and spectrophotometry are a part of the laboratory portion of this course. Three lectures plus one four-hour laboratory per week. Prerequisite: CHM 202..... Fall.

419 Analytical Separation Science**3 hours**

An in-depth examination of techniques used to separate and analyze mixtures. Topics examined include gas and liquid chromatography, solid-phase extraction, dialysis and electrophoresis. Particular emphasis will be placed on liquid chromatography (ion chromatography, size exclusion, reversed-phase, normal-phase, affinity and chiral separations) and capillary electrophoresis (free solutions, gels, micellar and isoelectric focusing). Lecture with lab. Prerequisite: CHM 415..... Spring, even-numbered years.

452 Biochemistry**3 hours**

Introduces an integrated analysis of the chemical structure, dynamic mechanisms, and cellular functions of proteins, nucleic acids, lipids, and carbohydrates. Topics will include enzymology, molecular biology, metabolism, and methodological theory. Prerequisites: CHM 304 and BIO 202. Fall and Spring.

453 Advanced Biochemistry**3 hours**

Detailed study of advanced topics in cellular signaling and metabolism. This course will focus on hormonal control mechanisms, signal transduction pathways, and enzyme mechanisms related to the citric acid cycle, oxidative phosphorylation, and the degradation and biosynthesis of sugars, fatty acids, amino acids and nucleotides. There will be an emphasis on understanding the primary literature and recent advances in the field of biochemistry. Three lectures per week. Prerequisite: CHM 452. Spring.

454 Laboratory Techniques in Biochemistry**1 hour**

In this laboratory course, students will engage with methods and instrumentation common to research in biochemistry. Students will learn to modify protein sequences, express and purify proteins, and assess the function of proteins through kinetic and thermodynamic assays. Students will also design and implement an independent research project culminating in a primary literature-style paper based on their findings. Pre- or co-requisite: CHM 452.....Fall and Spring

470 Junior Seminar**1 hour**

As a pre-professional course, students will learn about various career paths associated with degrees in chemistry and biochemistry. They will receive instruction on developing application materials for internships, graduate and professional schools, and jobs. Graduate school and career opportunities will also be presented, in part by invited speakers from both industry and academia. Opportunities for laboratory research at Hillsdale and elsewhere will be explained, and students will decide on a faculty research mentor. Students will also be introduced to the scientific literature, including the peer review process, skills for searching within scientific research databases, and the use of citation management software. They will be taught the processes of reading scientific literature, using discursive reasoning for evaluation, and writing a scientific paper. To be taken by the fall of the junior year by all biochemistry and chemistry majors. Fall.

475 Junior Research**1 hour**

Students will meet in small groups with their faculty research mentors. Students will give presentations on background information, lab techniques, and previous research relevant to their research interests. They will formulate and write a research proposal with the aid of their faculty mentor and peer group, and will serve as critical reviewers of their peers' presentations and/or proposals. They will also attend several senior thesis presentations (CHM 575) and presentations by invited speakers from industry and academia. To be taken in the spring of the junior year by all biochemistry and chemistry majors. Prerequisite: CHM 470. Spring.

501 Physical Chemistry for Life Sciences**3 hours**

A study of thermodynamics, kinetics, molecular structure and spectroscopy, with an emphasis on biological applications. The concepts of energy, enthalpy, entropy, chemical equilibrium, kinetics of complex reactions, dynamics of microscopic systems, chemical bonding, non-covalent interactions, optical spectroscopy and magnetic resonance will be covered in some detail, and the discussion will center on the importance of these concepts in the life sciences. Three lectures per week. Prerequisites: CHM 452 and MTH 120.... Fall.

502 Physical Chemistry I**4 hours**

An advanced treatment of chemical principles. Topics include quantum mechanics, atomic and molecular structure, origin of spectra, molecular orbital theory, computational chemistry, laser spectroscopy, and magnetic resonance. Three lectures plus one four-hour laboratory period per week. Prerequisites: PHY 102 or 202, CHM 304 and MTH 220. Fall.

503 Physical Chemistry II**4 hours**

A continuation of CHM 502. Topics include statistical thermodynamics, first, second, and third laws of thermodynamics, thermochemistry, phase equilibria, chemical equilibria, molecular motion, chemical kinetics, photochemistry, and reaction dynamics. Three lectures plus one four-hour laboratory period per week. Prerequisite: CHM 502. Spring.

504 Advanced Topics in Physical Chemistry**3 hours**

This course will expand on topics introduced in CHM 502 and 503. Course content will vary with each offering and will depend on the interests of enrolled students. Possible topics to be covered include computational chemistry, surface chemistry, advanced group theory and crystallography, advanced spectroscopy and nuclear chemistry. Three lectures per week; some laboratory work may be required. Pre- or co-requisite: CHM 503..... Spring, odd-numbered years.

522 Instrumental Methods of Analysis**4 hours**

A course that includes lecture and laboratory work in basic electronics, flame atomic emission and absorption spectroscopy, UV-Vis and IR molecular absorption, luminescence methods, NMR spectroscopy, mass spectrometry, electrochemical analysis, and liquid and gas chromatography. Three lectures and one four-hour laboratory per week. Prerequisite: CHM 415 and 501 or 502. Spring.

570 Senior Seminar**1 hour**

Students will be provided information and guidance about writing and editing a successful senior thesis and giving an effective oral presentation on their research. More broadly, through readings, presentations, and discussions, students will be expected to reflect on their scientific knowledge and experience in the context of ethical, social, and philosophical considerations and implications. A variety of topics may be covered, including attributes of good science, ethics in science, faith and science, responsibilities of scientists in society, and the limitations of science. Students will submit an essay on a theme from the course (e.g., the place of science within the traditional liberal arts). They will also attend presentations by invited speakers from industry and academia. Students seeking Departmental Honors or an ACS-certified degree will compose an initial draft of their senior thesis. To be taken in the fall of the senior year by all biochemistry and chemistry majors. Prerequisite: CHM 475..... Fall.

575 Senior Thesis**1 hour**

Each student will critically review the thesis of another member of the class (peer review). They will make necessary revisions to their own senior theses after peer review and review by their faculty research mentors. They will also give a formal oral presentation of their research to the department, and attend presentations by invited speakers from industry and academia. Each student will also serve as a mentor to a junior who is preparing a presentation for CHM 475. To be taken in the spring of the senior year by biochemistry and chemistry majors who are seeking Departmental Honors or an ACS-certified degree. Prerequisite: CHM 570. Spring.

590 Chemical Research**1-3 hours**

Laboratory and/or literature research in advanced chemistry, designed to develop independent research skills through the guidance of a research mentor on a specific chemical problem. Prerequisite: CHM 304.

597 Special Problems**1-3 hours**

Investigation of special problems under faculty supervision. Prerequisite: Permission of the instructor.

598 Laboratory Assistantship**1-2 hours**

Practical experience in setting up experiments and supervising laboratory work. Time requirement: three hours per week of laboratory work for each credit hour. Total limit: two hours of credit.

599 Assistantship Honors**2 hours**

Mathematics

Chairman and Professor: THOMAS I. TRELOAR

Associate Professors: DAVID GAEBLER, RYAN HUTCHINSON, DAVID C. MURPHY,
SAMUEL G. WEBSTER

Assistant Professors: KEVIN GERSTLE, PAULINA VOLOSOV

Lecturer: JONATHAN R. GREGG

The Department of Mathematics offers majors in mathematics and applied mathematics and a minor in mathematics.

Not only is mathematics, with its logical approach and precision, an important part of our culture in its own right, but it is also important for its numerous applications. For these reasons, courses are offered for those interested in the cultural values of the subject as well as for those who are interested in its applications.

All entering students are advised to take the core mathematics requirement in their first year. Whenever possible, students are placed in mathematics courses on the basis of their secondary school backgrounds and, when available, ACT or SAT scores in mathematics.

A field of concentration in mathematics requires a minimum of 29 semester hours. Mathematics 220, 310, 320, 403 and 410 are required. The remaining 12 hours are to be selected from three-hour mathematics courses at the 300 level or higher, at least three hours of which are selected from the 400 level or higher. Mathematics courses of one hour do not count toward the 12 hours of electives. Also, students majoring in mathematics are required to take the ETS mathematics major assessment test.

A minor in mathematics requires a minimum of 19 semester hours. Mathematics 120 (or

113), 220, and four elective courses (12 or 13 hours) selected from three-hour or four-hour mathematics courses numbered 300 or higher are required. Mathematics courses of one hour do not count toward the 12 hours of electives.

A field of concentration in applied mathematics requires a minimum of 29 semester hours. Mathematics 220, 310, 320, 370, 380, 406, and either 403 or 410 are required. The remaining six hours are to be selected from three-hour mathematics courses at the 300 level or higher, at least three hours of which are selected from the 400 level or higher. Mathematics courses of one hour do not count toward the 12 hours of electives. Also, students majoring in applied mathematics are required to take the ETS mathematics major assessment test.

A student majoring in mathematics may not major in applied mathematics. A student majoring in applied mathematics may not minor in mathematics.

Students majoring in mathematics or applied mathematics may select an honors thesis option. Students who successfully complete this option will graduate with the designation of honors in mathematics or honors in applied mathematics. This option requires that a student have a 3.250 grade-point average in their mathematics major or applied mathematics major at the time of graduation. Also, beginning no later than the first semester of their senior year, the student must enroll in a Mathematics 575 honors thesis course for one or two hours (this course may be repeated once for a maximum of three hours in Mathematics 575 courses) and, in conjunction with this course, write a thesis in a mathematical field acceptable to the course instructor. In order to receive the honors designation, the student must receive a grade of "B" or better in each Mathematics 575 course and must give an oral presentation of his or her thesis to the Department.

For a pre-professional program in engineering, please consult pages 180-182.

TYPICAL SEQUENCE OF CLASSES FOR MATH MAJORS

<u>YEAR</u>	<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
1	Calculus I	Calculus II
2	Multivariable Calculus	Linear Algebra
3		Real Analysis
4	Abstract Algebra	

TYPICAL OFFERINGS OF MATHEMATICS ELECTIVES

<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>
Non-Euclidean Geometry	Differential Equations and Dynamical Systems
Theory of Probability	Mathematical Logic
Complex Analysis	Theory of Numbers
History of Mathematics	Mathematical Modeling
Numerical Analysis	Game Theory
	Mathematical Statistics
	Topology
	Topics in Mathematics (either semester)
	Topics in Applied Mathematics (either semester)

Mathematics

105 Mathematics and Deductive Reasoning 3 hours

This course is designed to explore the nature of mathematics and give the student an introduction to logic and mathematical reasoning as a means for that investigation. The content may include Aristotelian logic and deductive reasoning, mathematical arguments and proof, and the study of axiomatic systems such as Euclidean geometry. Prerequisites: none.....Fall and spring, every year.

112 Integrated Calculus I-A 3 hours

The first of a two-semester sequence designed to introduce the ideas and applications of the Differential Calculus. This course focuses on the concepts of functions, limits, continuity and differentiation, exploring them in the context of algebraic functions. Prerequisites: none.Fall, every year.

- 113 Integrated Calculus I-B** **3 hours**
The second of a two-semester sequence designed to introduce the ideas and applications of the Differential Calculus. This course focuses on the Differential Calculus of transcendental functions, including exponential, logarithmic and trigonometric functions. The course will introduce integration including the Fundamental Theorem of Calculus. The successful completion of MTH 113 is equivalent to successful completion of Calculus I. Prerequisites: MTH 112 with a grade of C- or better.Spring, every year.
- 120 Calculus I** **4 hours**
A comprehensive study of limits, continuity and differentiation of functions of one real variable and their applications. Introduction to integrals. Credit will not be granted for both MTH 113 and MTH 120. Prerequisites: For students in their first two years of college and an ACT mathematics score of 27 or higher... Fall and spring, every year.
- 220 Calculus II** **4 hours**
A continuation of MTH 120. Techniques and applications of integration. Infinite sequences and series. Prerequisite: MTH 113 or 120 with a grade of C- or better.Fall and spring, every year.
- 303 Mathematical Logic** **3 hours**
A thorough treatment of the techniques of formal reasoning. Topics include truth-functional logic, quantification logic and construction of correct deductions. Prerequisite: MTH 105 or higher mathematics course... Spring, even-numbered years.
- 310 Linear Algebra** **3 hours**
The theory and applications of vector spaces, matrix algebra, linear transformations and eigenvalues. Prerequisite: MTH 220..... Fall and spring, every year.
- 320 Multivariable Calculus** **4 hours**
A third-semester calculus course. Topics will include vectors and three-dimensional coordinate systems, partial differentiation with applications, multiple integrals, and vector calculus. Prerequisite: MTH 220... Fall and spring, every year.
- 330 Theory of Numbers** **3 hours**
Properties of the integers, the Euclidean Algorithm, divisibility, Diophantine equations, prime numbers, congruences and residues. Prerequisite: MTH 220. Spring, odd-numbered years.
- 340 Differential Equations and Dynamical Systems** **3 hours**
A study of the techniques and theory of solving ordinary and partial differential equations. Topics may include series solutions, numerical methods, Fourier and Laplace transforms, linearization, stability theory, periodic orbits, and bifurcations and chaos. Prerequisite: MTH 310 or PHY 304..... Spring, typically odd-numbered years.
- 360 Non-Euclidean Geometry** **3 hours**
A college-level approach to Euclidean and non-Euclidean geometries. The course will pursue an in-depth investigation into the following topics: Hilbert's postulates for Euclidean geometry, the parallel postulates, neutral geometry and non-Euclidean geometry. Prerequisite: MTH 220.....Fall, odd-numbered years.
- 370 Theory of Probability** **3 hours**
Introduction to the mathematical theory of probability. Discrete probability spaces, conditional probability, discrete and continuous random variables, expectations and distributions. Prerequisite: MTH 320 Fall, every year.
- 375 Game Theory** **3 hours**
Game theory is the study of the interaction of rational decision makers. This course uses game theory to study incentives and strategic behavior in practical situations of inter-dependent decision making and negotiations. The course will develop basic theoretical concepts in tandem with applications from a variety of areas, including bargaining, competition, and strategic voting. Prerequisite: MTH 310 or MTH 320.Spring, typically even-numbered years.
- 380 Mathematical Modeling** **3 hours**
This course serves as an introduction to the formulation, analysis and interpretation of mathematical models in the study of problems in the natural, management and social sciences. Topics may include optimization, dimensional analysis, Markov chains and autonomous systems. The course will require the use of the Eaton Corporation Computer Laboratory and the software packages Minitab, Mathematica, and Matlab. Prerequisite: MTH 310.....Spring, every year.

- 385 Financial Mathematics** **3 hours**
 A course on mathematical interest theory. Topics discussed will include the time value of money, annuities and cash flows, loans, bonds, the yield rate of an investment, the term structure of interest rates, duration, and immunization. The course may also include topics from financial economics. Prerequisite: MTH 220 with a grade of C- or better..... Offered as needed.
- 390 History of Mathematics** **3 hours**
 A study of the historical development of various branches of mathematics from antiquity through the end of the nineteenth century. Topics include mathematics prior to classical antiquity, mathematics in ancient Greece, Islamic mathematics, the development of symbolic algebra, the invention of the calculus, and the nineteenth century evolution of algebra, geometry, and analysis. The course will emphasize primary source materials. Prerequisites: MTH 310 and 320. Fall, even-numbered years.
- 393 Seminar** **1-3 hours**
 An introduction to proof writing, oral presentations, literature research, and computer software applied to mathematics. Prerequisite: MTH 220. Offered as needed.
- 403 Real Analysis** **3 hours**
 A rigorous treatment of the calculus of one variable, including limits, continuity, sequences, differentiation and Riemann integrals. This course should be taken in the junior or senior year. Prerequisite: MTH 320 or permission of the instructor. Spring, every year.
- 405 Complex Analysis** **3 hours**
 The theory of functions of a single complex variable. Complex numbers, elementary complex functions, differentiation and integration of complex functions, complex series and residue theory. Prerequisite: MTH 320. Fall, even-numbered years.
- 406 Numerical Analysis** **3 hours**
 Numerical methods for approximation of roots, systems of linear equations, interpolation and curve fitting, numerical integration and differentiation, and differential equations. Problems are generally approached through structured algorithms. Prerequisite: MTH 310 and 320. Fall, every year.
- 410 Abstract Algebra** **3 hours**
 An introduction to the theory of algebraic structures, including the elementary properties of groups, rings and fields. This course should be taken in the junior or senior year. Prerequisite: MTH 310. Fall, every year.
- 415 Advanced Topics in Mathematics** **3 hours**
 Further study of upper-level mathematics in areas including algebra, analysis, geometry, and dynamical systems. Please consult the Mathematics Department for course descriptions. Prerequisite: Consult instructor..... Offered as needed.
- 420 Mathematical Statistics** **3 hours**
 This course serves as a sequel to MTH 370 (Theory of Probability), focusing on the application of concepts introduced in MTH 370 to the theory and practice of statistical inference. Emphasis will be placed both on the mathematical theory underlying the definition and evaluation of various estimators and statistical tests, as well as the application of this theory to the analysis of real-world data sets. Prerequisite: MTH 370. Spring, odd-numbered years.
- 425 Advanced Topics in Applied Mathematics** **3 hours**
 Further study of upper-level mathematics in areas of applied mathematics. Please consult the Mathematics Department for course descriptions. Prerequisite: Consult instructor..... Offered as needed.
- 430 Topology** **3 hours**
 An introductory course in the fundamental concepts of general topology, including metric spaces, topological spaces, connectedness and compactness. Prerequisite: MTH 310. Spring, even-numbered years.
- 458 The Teaching of Elementary Mathematics** **1 hour**
 A content-based course for the teaching of mathematics at the elementary level..... As needed.
- 459 The Teaching of Secondary Mathematics** **1 hour**
 A content-based course for the teaching of mathematics at the secondary level..... As needed.
- 575 Honors Thesis** **1-2 hours**
 Investigation of a mathematical topic, under faculty supervision, leading to the honors thesis option in mathematics or applied mathematics. Prerequisite: permission of the instructor. Offered as needed.

597 Special Problems**1-2 hours**

Investigation of special problems under faculty supervision. Prerequisite: permission of the instructor.

..... Offered as needed.

Physics

Chairman and Associate Professor: PAUL HOSMER*Professors:* KENNETH G. HAYES, JAMES J. PETERS*Assistant Professors:* TIMOTHY DOLCH, STEPHANIE LAUBACK

Physics provides the fundamental understanding of all things in the natural world, from the smallest subatomic particles to the largest astronomical objects in the universe. Students of physics develop strong problem-solving and analytical skills. The knowledge and skills obtained from the study of physics are a fundamental part of a liberal arts education. Physics is also the most basic science and provides the foundation of understanding on which all the sciences are built. Consequently, physics knowledge and skills are essential for future work in any area of science. Physics is both an experimental and a mathematical science. The application of mathematics to physics has been extremely successful. Thus, physics courses provide a rich source of examples and valuable techniques for those interested in mathematics.

Physics 201-202, University Physics, is the introductory survey course required for physics majors, pre-engineers and chemists. It is also recommended for mathematicians, biologists, pre-medical students and, in general, anyone who has taken high school physics and is taking calculus. Physics 101-102, College Physics, is similar to the above but has broader and less deep coverage, and uses mathematics only at the pre-calculus level. It is recommended for the general student and for science students who will not take calculus.

A physics major prepares the student for (1) graduate study in physics or most engineering disciplines; (2) a technical career in industry, government or the military; (3) a career in many fields in which problem-solving and analytical skills are needed; and (4) a teaching career in secondary school physics or middle school science after completing Teacher Education courses and certification requirements.

The physics major has three levels of courses: 200 level, 300 level, and 400 and 500 level. It is recommended that physics majors take the 200-level courses (Physics 201 and 202) in their freshman year, the 300-level courses in their sophomore year (Physics 303 and 310 in the fall, Physics 304 and 311 in the spring), and the 400- and 500-level courses in their junior and senior years. However, it is also possible to obtain a physics major starting in the sophomore year. Students starting the major in the sophomore year would take Physics 201 and 202 in their sophomore year and then take the 300-level and 400- and 500-level courses in their junior and senior years. The physics course prerequisites and course schedule have been designed to allow starting the physics major in either the freshman or the sophomore year. The 400- and 500-level courses required for the physics major average to five hours per semester during the junior and senior year if the student starts the major in their freshman year. If the physics major is started in the sophomore year, the average physics course load increases by two hours per semester (from five to seven) during the junior and senior years. A physics major consists, at a minimum, of the following required courses: Physics 201, 202, 303, 304, 310, 311, 410, 421, 451, 460, 490, one course chosen from 470, 471, 472, or 480, one course chosen from 507, 509, 511, or 520, and 575; Chemistry 101 and 102; and Mathematics 120, 220, and 320. At least 36 hours of physics courses and 20 hours of cognate courses are required. The Graduate Record Exam (GRE) comprehensive physics test and the ETS Physics Assessment Test are also required. An acceptable score on the GRE physics test must be received by April 15 of the senior year. The ETS Physics Assessment Test will be given by the Department during the major's senior year. Physics seniors also complete the Senior Survey. Physics course times are usually scheduled or arranged to allow interested physics majors to complete a second major.

The senior thesis topic should be determined and submitted to the Department for approval by the end of the junior year preferably or earlier. Physics 480 or discussions with faculty members will help in the choice of a topic. During the first semester of the senior year, the student should take Physics 597 and carry out the proposed research. Physics 575 should then be taken during the second semester of the senior year for defending the research results and the actual writing of the thesis.

The Outstanding Physics Senior Award is given each year to the senior physics major who achieves the highest grade-point average, above 3.500, in all of his or her physics classes.

A physics minor is a highly desirable addition to the course of study for all other majors. The physics minor will augment the coursework taken by mathematics, chemistry and biology majors because of the close relationship of physics to these subjects. A physics minor requires 21 hours, including Physics 201*, 202, 303, 304, 310 and 311. The remaining five hours will be taken from courses required for the physics major.

* Or PHY 101 with department approval.

100 Great Principles of Physics

3 hours

This physics core class is a three-credit lecture and laboratory course that provides an introduction to some of the great principles of physics. In addition, some major themes will include discussion of the power and limitations of science, the application of physics to everyday life, and various topics in astronomy. Topics in astronomy will include observing the night sky, historical models of the solar system, and the operation of the sun and stars. The course will alternate between a three-lecture week and a two-lecture week with a lab.

101-102 College Physics

4 hours each

An introduction to mechanics and waves is taught in 101. Thermodynamics, electricity, magnetism, light, and optics are taught in 102. The class has three hours of lecture, two hours of laboratory investigation, and one hour of recitation per week. Recommended for the general student, those who have not taken high school physics, and science students who do not take calculus. Prerequisites: competence in algebra, geometry and trigonometry. MTH 112 is a recommended but not required co-requisite. PHY 101 with at least a C-, or PHY 201 with at least a C-, or permission of the instructor, is a prerequisite for PHY 102. (Physics and chemistry majors, see PHY 201-202.)

110 Meteorology

3 hours

The behavior of the atmosphere, the factors which influence its behavior, including solar radiation and the earth's rotation, and the effects which this behavior produces. Some topics include atmospheric stability, cloud types and cloud formation, types of precipitation, air masses and fronts, hurricanes and tornados, weather forecasting, weather satellites, and space weather. Students will also become more familiar with issues concerning climate change. Prerequisite: any introductory college physics or chemistry course or good high school background. Offered on demand.

120 Astronomy

3 hours

A study of the source of our information about the universe and our concepts of the solar system, the galaxy and the cosmos; the use of light in learning about distant objects. Offered on demand.

130 Physics of Sound and Music

3 hours

Beginning with a study of the nature of sound and the vibrating systems which produce sound, the course proceeds to a study of musical instruments, loudspeakers, electronic amplifiers and microphones. Prerequisite: a college physics or chemistry course or high school physics. Offered on demand.

140 Cosmology

3 hours

An introduction to modern theories of the structure of matter and energy in the universe, and its evolution from the Big Bang to the present. The course presents an overview of current cosmological theories, the observational evidence relevant to current theories, and emphasizes recent data and observational techniques. The topics covered include a brief history of cosmological ideas, the electromagnetic spectrum, thermal radiation, elementary particles and interactions, the theory of general relativity and evidence supporting it, modern observational techniques, observational evidence for the expansion of the universe, the cosmic microwave background radiation and nucleosynthesis in the early universe. The course stresses concepts and uses no mathematics beyond algebra. Offered on demand.

201-202 University Physics

4 hours each

An introduction to mechanics and waves is taught in 201. Introductions to thermodynamics, electricity, magnetism, light and optics are taught in 202. There are two hours of laboratory investigation, three hours of lecture, and one recitation per week. Recommended for science and mathematics majors. Corequisites: calculus, i.e., MTH 120 or MTH 113 (for PHY 201), and MTH 220 (for PHY 202). Prerequisite: high school physics (or PHY 101-102). These courses must be taken in sequence. A grade of at least C- in PHY 201 is required for enrollment in PHY 202. Required in the field of concentration.

303 Theoretical Physics I**3 hours**

An introduction to oscillations, waves, light, and Einstein's relativity, one of the two major advances in physics in the 20th century. Topics include: simple harmonic motion, damped oscillations, forced oscillations and resonance, coupled oscillations and normal modes, standing waves and traveling waves, Fourier analysis, sound, dispersion, electromagnetic waves, polarization, Poynting vector, radiation pressure, the generation of electromagnetic waves, scattering, reflection and refraction, geometrical optics, waveguides, interference, and diffraction. Topics in relativity include the postulates of special relativity; consequences for simultaneity, time dilation, and length contraction; Lorentz transformations; relativistic paradoxes; Minkowski diagrams; invariants and four vectors; relativistic momentum and energy; particle collisions; relativity and electromagnetisms. Required in the field of concentration. Prerequisite: PHY 202. Corequisites: PHY 310, MTH 320.Fall semester.

304 Theoretical Physics II**3 hours**

An introduction to modern physics, including the second major advance in physics in the 20th century: Quantum Mechanics. Quantum Mechanics is discussed using the Schrodinger Equation. Solutions will give the wave function and energy level quantization of example systems: particles in potential wells, tunneling through barriers, harmonic oscillators, and the hydrogen atom. Discussion will progress to the properties of multi-electron atoms, the periodic table, X-ray spectra, and entanglement. Solids and molecules are discussed including bonding, molecular spectra, crystal structure, energy bands, the nature of metals, semiconductors and insulators, and how semiconductor devices work. We will then proceed to the basics of nuclear physics such as nuclear binding, models of the nucleus, nuclear spin, NMR and MRI, nuclear stability and radiation, radioactive dating, biological effects of radiation, and nuclear fission and fusion. Particle physics discussions will lead to elementary particle properties, particle accelerators, the standard model and the history of the universe. Mathematical tools needed in upper-level classes are introduced. Prerequisite: PHY 303, 310 and MTH 320. Corequisite: PHY 311. Spring semester.

310 Experimental Physics I**1 hour**

Modern physics lab emphasizing experimental techniques. Experiments focus on modern physics and will include blackbody radiation, the photoelectric effect, atomic spectra, Michelson interferometer, properties of laser light, single-photon detection, double-slit experiment done with single photons, Franck-Hertz experiment, etc. Experimental skills will be emphasized including error analysis, error propagation, least squares curve fitting, and hypothesis testing using the chi-square statistic. Required in the field of concentration. Prerequisite: PHY 202. Corequisite: PHY 303. Fall semester.

311 Experimental Physics II**1 hour**

This course will continue work on statistical concepts in data and error analysis, scientific report writing, and measurement procedures. Experiments are chosen from various areas of classical, atomic, and solid-state physics, e.g., superconductivity, strength of materials, X-ray diffraction, electrical resistivity, magnetic potential energy, magnetic susceptibility, statics, dynamics, interference, diffraction, and spectrometry. Required in the field of concentration. Prerequisite: PHY 303, 310. Corequisite: PHY 304. Spring semester.

350 Introduction to Computational Physics**2 hours**

Computer techniques and methods to solve physical problems are taught. Students will be introduced to Linux-based computing using the Python programming language. These tools will be employed in the study of problems such as ordinary differential equations, image manipulation, the statistical characterization of large datasets, and signal processing. The Python skills acquired will be applicable to scientific computing in any natural science. Examples chosen will reflect the student's background and interests. Prerequisite: MTH 220. Offered on demand.

410 Electronics**3 hours**

Lectures deal with the understanding, design and use of basic electronic circuits, including passive networks, transducers, current and voltage amplifiers. The fundamentals of transistors, operational amplifiers, digital logic and scientific instrumentation circuits are described. Experimental work covers transistors, current and voltage sources, operational amplifier applications, timers, transducers, digital logic and computer circuits. Emphasis is on using integrated circuits. The course includes two hours of lecture and four hours of laboratory work per week. Prerequisite: PHY 202 (PHY 304 and 311 are recommended). Required in the field of concentration. Fall, even-numbered years.

421-422 Mechanics**3 hours each**

Two three-hour courses basic to advanced work in physics, chemistry and mathematics. Dealing with both statics and dynamics, Newtonian, Lagrangian, and Hamiltonian formalisms are examined, and concepts necessary to relativity and quantum mechanics are included. Some topics covered are motion with viscous forces and applications of mathematics (i.e., vector analysis and differential equations)

to the solution of physical problems. Prerequisite for PHY 421 is PHY 201 (PHY 303 is recommended.) Prerequisite for PHY 422 is PHY 421. Physics 421 is required in the field of concentration..... 421, Fall, odd-numbered years; 422, offered on demand.

451 Thermal Physics

3 hours

A study of thermal and statistical physics incorporating a survey of classical thermodynamics. Topics include a statistical treatment of entropy, temperature, thermal radiation, chemical potential, and Helmholtz and Gibbs free energy. The Boltzmann, Planck and Gibbs distributions as well as ideal, Bose and Fermi gases are considered. Applications are made to metals, semiconductors, superconductors and astrophysics. Prerequisite: PHY 202 (PHY 304 and 311 are recommended). Required in the field of concentration..... Spring, even-numbered years.

459 Teaching of Secondary Physics

1 hour

The course will discuss the basic components of a physics high school course: lecture, demonstrations, laboratories. It will do this amid higher level discussions of what physics actually IS, how physics fits, or can and should fit, into a classical curriculum or curriculum taught at many Barney Charter Schools, and how effectively to make connections to the broader curriculum. Through this course, students will also acquire a set of tools such as lecture outlines, demonstrations, lab equipment lists, reading lists, etc. that they can take and use as a foundation for their future physics course. This course would be for any student who is considering going into science teaching in secondary education. This course fulfills one of the elective requirements for the Classical Education minor. Offered on demand.

460 Electricity and Magnetism

3 hours

An essential study of electric and magnetic phenomena, with emphasis on the fields in vacuo and in materials. Vector calculus is introduced and then applied throughout. Electrostatics and magnetostatics are developed, with emphasis on Gauss' and Ampere's laws. Induced EMF's and Maxwell's equations conclude this basic course. Required in the field of concentration. Prerequisite: PHY 202 (PHY 303 is recommended.) Spring, odd-numbered years.

470 Advanced Experimental Physics: Mechanics and Light

1 hour

Advanced laboratory experiments on topics from mechanics and light. Typical experiments include the speed of light, electron spin resonance, charge on the electron (Millikan experiment), driven harmonic motion, measurement of g (reversible pendulum), measurement of G (Cavendish torsional pendulum), Frank-Hertz experiment, optical interference effects in single and multiple slits, Michelson interferometer, Fabry-Perot interferometer, optical filter transmission characteristics, electron diffraction on graphite crystals, photoelectric effect, Schlierens optical system, and optical properties of prisms. (One course chosen from PHY 470, 471, 472 or 480 is required for the major.) Prerequisites: PHY 304 and 311. Fall, odd-numbered years.

471 Advanced Experimental Physics: X-Ray and Nuclear Physics

1 hour

A state-of-the-art X-ray diffractometer will be used to teach crystallography. The course stresses principles and measurement of atomic crystalline arrangements. Identification and physical properties of metals, inorganics, minerals, etc., will be considered. The second part of the laboratory will use gamma ray spectrometry to measure and identify nuclear isotopes. Principles of nuclear radiation and its detection will be taught. Both the X-ray and nuclear equipment use computer data collection and analysis. Radiation measurement may be studied to a greater extent as an option for those with corresponding career interests. (One course chosen from Physics 470, 471, 472, or 480 is required for the major.) Corequisite: PHY 507. Prerequisites: PHY 304 and 311. Fall, even-numbered years.

472 Advanced Experimental Physics: Electricity and Magnetism

1 hour

Advanced laboratory experiments: electrostatic measurements, magnetic hysteresis, Hall effect, inductance, A.C. circuits, etc. (One course chosen from PHY 470, 471, 472 or 480 is required for the major.) Prerequisites: PHY 304 and 311. Offered on demand.

480, 481, 482, 483 Research in Magnetism

1 hour each

This course involves an introduction to the magnetism of metals and alloys and magnetic impurities in these systems. In the first semester, 480, theoretical and experimental ideas will be discussed and demonstrated. The class will then carry out an experimental procedure for one alloy. In 481-483 the student will begin a series of his own measurements to contribute to the ongoing faculty-student research project. Four semesters of this work are possible. In addition, this work or a related area may be chosen as the subject for the senior thesis. This research is supported by an 8-Tesla superconducting magnet, a microbalance (0.1 micrograms), a low-temperature cryostat (3.8-300K), a helium leak detector and high-vacuum equipment. A machine shop and other departmental equipment support the research. (One course chosen from PHY 470, 471, 472 or 480 is required for the major.)

Prerequisite: PHY 304 (or equivalent). Prerequisites for PHY 481-483: PHY 480 and permission of the instructor. PHY 480 offered spring, odd-numbered years.

490 Quantum Mechanics I

3 hours

The probabilistic theory of particles and their interactions has been very successful since its early forms treated quantization of radiation, electron photon interactions and atomic energies (Planck 1901, Einstein 1905 and Bohr 1913). Modern quantum mechanics deal with particles described as wave packets having a range of positions and momenta. This explains both the particle and wave effects observed. These wave packets are solutions of the Schrodinger wave equation and involve both space and time. The formal theory involves finding wave function solutions for harmonic oscillators, the hydrogen atom and other systems. Physical properties of these systems are extracted from these wave functions through the use of mathematical operators. This course is essential for those wishing to pursue graduate study in physics or related areas. Required in the field of concentration. Prerequisites: PHY 304 and PHY 311..... Offered each fall.

506 Electrodynamics

3 hours

Applications of Maxwell's equations to numerous practical situations in electrodynamics, including electromagnetic waves and radiation. The theory of relativity and its relation to classical electricity and magnetism are usually included. Strongly recommended for students who will go on to graduate studies in physics or engineering or who will study undergraduate electrical or electronic engineering. Prerequisite: PHY 460. Offered on demand.

507 Nuclear and Atomic Physics

3 hours

An advanced study of nuclear and atomic physics. Topics will include: relativistic treatment of energy and momentum in nuclear reactions and Compton scattering, nuclear and atomic structure, the nucleon-nucleon interaction, nuclear decay, particle accelerators, and nuclear particle detection. Quantum mechanics will be used when appropriate. Prerequisites: PHY 304 and PHY 490 (or senior standing in physics with instructor's permission.) (One course chosen from PHY 507, 509, 511 or PHY 520 is required for the major.) Fall, even-numbered years.

509 Light

3 hours

Background and theory necessary to understand modern optical devices, instruments, techniques and phenomena. The course begins with a study of the mathematics of waves and important aspects of Maxwell's electromagnetic theory. The course uses geometrical optics to understand thin and thick lenses and systems of lenses such as telescopes and microscopes. The wave theory of light is used to study polarization, interference and diffraction. Various types of interferometers are examined, as well as diffraction of multiple slits and gratings. (One course chosen from PHY 507, 509, 511, or PHY 520 is required for the major.) Prerequisite: PHY 303 and PHY 310 (PHY 304 and PHY 311 are recommended.) Spring, odd-numbered years.



511 Quantum Mechanics II**3 hours**

This course continues the study of Quantum Mechanics, building upon the foundations presented in PHY 490, Quantum Mechanics. Topics covered typically include identical particles, degenerate and non-degenerate time independent perturbation theory, the variational principle, the WKB approximation, time dependent perturbation theory, the emission and absorption of radiation, spontaneous emission, and scattering and partial wave analysis. These theories are applied to the fine structure of hydrogen, the Zeeman effect, hyperfine splitting, the ground state of helium, the hydrogen molecule ion and other systems. (One course chosen from PHY 507, 509, 511, or PHY 520 is required for the major.) Prerequisite: PHY 490. Spring, even-numbered years.

520 Solid State Physics**3 hours**

A study of the properties and physical processes taking place in the solid. This subject draws on all the areas of physics and thus tends to unify knowledge from other courses. The course begins by laying groundwork in crystal structure, crystal binding energies, crystal diffraction and the reciprocal lattice. We will then consider thermal properties of crystals, the free electron gas in metals, Fermi surfaces, energy bands in solids, electron transport, and semiconductor devices. Strongly recommended for those considering graduate school in physics, chemistry or engineering, or seeking an industrial position in physics. (One course chosen from PHY 507, 509, 511, or PHY 520 is required for the major.) Prerequisite: PHY 490 and PHY 304. (PHY 421 and 451 are recommended.) Spring, odd-numbered years.

575 Writing the Senior Thesis**1 hour**

The defense and writing of the senior thesis based on research work carried on in earlier courses. A senior thesis should examine a narrow area of physics that the student investigates under the supervision of a physics professor. The topic is chosen in the second semester of the junior year, and a proposal is written in consultation with a thesis advisor. PHY 480 or any of the physics professors will help to suggest thesis topics. In the first semester of the senior year, the research is carried out under the course numbers PHY 597 or PHY 481-483. In the second semester of the senior year, the actual writing of the thesis is carried out under PHY 575. Required in the field of concentration after the first semester of the senior year. A public presentation of the thesis is required.

597 Student Research or Special Problems**1-3 hours**

An area of study jointly chosen by the student and professor in an area of the student's interest.

599 Teaching Assistantship**2 hours**

Teaching an introductory laboratory section—e.g., to prepare for a teaching assistantship in graduate school. Prerequisite: Permission of instructor.



HUMANITIES

Dean: STEPHEN SMITH

Art

Chairwoman and Professor: BARBARA BUSHEY

Professor Emeritus: SAMUEL J. KNECHT

Associate Professor: ANTHONY FRUDAKIS

Assistant Professor: JULIO C. SUAREZ

Visiting Assistant Professor: ROXANNE KAUFMAN

Lecturer: DOUGLAS COON

The art curriculum is a foundation program for both studio art and art history. It provides training for students with professional promise in addition to students who desire art as an avocation. All of the faculty members are flourishing professional artists whose career insights enrich their teaching. The department maintains an active program of professional art exhibits and student exhibits throughout each academic year. Off-campus experiences include field trips to art museums and other artistic destinations in the region. The art curriculum involves balance between art history and art studio; in the latter, there is strength in both traditional hand media (drawing, sculpture, and painting) and in digital coursework (photography and graphics). A field of concentration in art consists of at least 36 semester hours and must include Art 101, 104, 120 and 353; art history requirements include Art 203 and 204 plus one additional art history course (308, 309, 310, 410, 411 or 412). Art 500 Senior Exhibit and Portfolio is required of all art majors and is to be taken during the senior year. Art majors must achieve a total of 18 hours in art courses numbering 300 and above. Theatre 336 (Design for the Theatre) may be counted for credit toward the field of concentration in art.

The department has a process to follow when applying to the major. Students are expected to consult with the department chairman when considering declaring a major in art to learn about admission requirements. Once formal admission to the major is attained, the student should plan course schedules with the chairman or other art faculty. Students are encouraged to take 101, 104, and 120 in the freshman year. Majors should work with faculty to determine a studio track within the curriculum that best matches their talents. These tracks include: drawing/painting; drawing/sculpture; and digital domain (photography and graphics). Art history is not incidental but rather integral within the art curriculum. It both inspires and informs the student with study of artistic triumphs and disasters of the past.

A minor in art shall consist of a minimum of 21 hours of credit and shall include Art 101, Drawing I; Art 120, Sculpture; and two of the following art history courses: 203, 204, 308, 309, 310, 410, 411 or 412.

A minor in art history shall consist of a minimum of 21 hours of courses in art and shall include at least five of the following art history courses: 203, 204, 308, 309, 310, 410, 411, 412; plus 101; and either 120 or 206.

A minor in graphic design shall consist of a minimum of 21 hours of credit and shall include Art 101, 104, 353, 354, 355 and 361, plus at least one additional three-credit art course (either studio or art history).

The Daughtrey Gallery of the Fine Arts Building presents at least four art exhibits of professional caliber each year. Near the end of each semester, there is also a juried student art competition. Student artwork is juried by an artist/educator from outside the Hillsdale College faculty. Cash awards are involved. Eligibility involves being enrolled in art courses during the current academic year.

101 Drawing I

3 hours

A course for beginners as well as students with prior art background. Black-and-white art media (charcoal, pencil, markers) are employed. Emphasis on traditional approaches to drawing from observation balanced with concerns for design and personal expression.

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- 104 Basic Design** **3 hours**
A course in visual communication offering experience in using fundamental elements of design: line, space, texture, value, form, pattern and color. Students make projects solving design problems using visual elements with respect to design principles. Media used include ink, charcoal, collage, pencil and assorted black-and-white and color media.
- 120 Sculpture I** **3 hours**
An introduction to sculpting the figure in clay with an emphasis on the portrait bust. Techniques in plaster casting will be taught. Human anatomy for artists will be emphasized.
- 203 History of Art: Prehistoric through Medieval** **3 hours**
A survey of the visual arts of architecture, painting and sculpture in their developments from Paleolithic art through the ancient civilizations of the Mediterranean and the Christian Middle Ages.
- 204 History of Art: Renaissance through Modern** **3 hours**
A follow-up to ART 203, this course surveys Renaissance, Baroque and the parade of changing styles of the 18th, 19th and 20th centuries.
- 206 Oil Painting I** **3 hours**
Introduction to various techniques in oil painting. Prerequisite: ART 101 and 104 or permission of the instructor.
- 207 Watercolor Painting I** **3 hours**
Introduction to various techniques in watercolor painting. Prerequisite: ART 101 and 104 or permission of the instructor.
- 302 Drawing II** **3 hours**
Intermediate-level problems in objective drawing techniques. Prerequisite: ART 101.
- 308 History of Renaissance Art** **3 hours**
A study of both sacred and secular art in Europe from about 1300 to 1550, the development of an individualistic spirit, the beginnings of scientific naturalism and classic revival during an age which laid the foundations of the modern world.
- 309 History of Baroque Art** **3 hours**
An examination of the principal developments in Italian and northern European art of the 17th century.
- 310 Survey of Non-Western Art** **3 hours**
This course studies art created outside the Western tradition, including China, India, Japan, Africa, and native American cultures. Additionally, the course considers issues ranging from the influence of Christianity on the development of art to the anthropologic understanding of the importance of art-making.
- 311 Oil Painting II** **3 hours**
Intermediate-level approaches in oil painting. Studio problems will provide opportunities for more personal development. Prerequisite: ART 206.
- 312 Watercolor Painting II** **3 hours**
Intermediate-level approaches in watercolor painting. Studio problems will provide opportunities for more personal development. Prerequisite: ART 207.
- 313 Oil Painting III** **3 hours**
Further work with still life and the figure as subjects, with possibilities for landscape. Exploration of more sophisticated preparation of canvases, priming, preparation of paints. More individual expression will be encouraged, yet tested against tradition. Prerequisite: ART 311.
- 321 Sculpture II** **3 hours**
Further work in sculpting the complete figure in clay, along with experiencing other techniques and materials in sculpture. More human anatomy for artists will be emphasized beyond what is taught in ART 120. Prerequisite: ART 120.
- 322 Sculpture III** **3 hours**
Exploring the subtractive method using various media and encouraging the student's individual expression. Prerequisite: ART 321.
- 323 Artistic Anatomy** **3 hours**
Exploration of human anatomy for the emerging artist. Skeletal and muscular structure will be studied in the clay medium. Prerequisite: ART 120.

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- 333 Drawing III** **3 hours**
Additional experience in figure drawing with an emphasis on anatomy and development of graphic proficiency. Prerequisite: ART 302.
- 334 Drawing IV** **3 hours**
Continued mastery of figure drawing. Prerequisite: ART 333.
- 335 Drawing V** **3 hours**
Continued mastery of figure drawing. Prerequisite: ART 334.
- 350 Art Internship** **1-3 hours**
The student may arrange credit for art-intensive work experience in an organization such as an art museum, art gallery or publication office. The student applying for the internship must already have completed collegiate art coursework providing prerequisite skills appropriate to the work experience (e.g. having completed ART 361, Photography, if applying to work as a photojournalist for a newspaper). The student must see the Art Department chairman for details on the application process. At the end of the internship period, the student and the student's work supervisor should submit a report to the Art Department chairman, who will be responsible for determining the final grade.
- 353 Graphic Design I** **3 hours**
A course involving visual design in computer applications. Involves Adobe Photoshop software and Macintosh hardware. Prerequisite: ART 104.
- 354 Introduction to Typography** **3 hours**
This course examines the fundamentals of typographic form and history. Students study the characteristics of letterforms and explore the relationship between illustration and typographic design. Projects integrate type and image utilizing hierarchal principles and spatial organization to produce effective typographic communication. Digital and hand lettering techniques will be explored.
- 355 Color Theory and Design** **3 hours**
Explores principles, terminology and theories of color perception from Chevreul through Albers. Taught with computer applications. Prerequisites: ART 101 or 104 or permission of the instructor.
- 361 Digital Photography** **3 hours**
Introduction to the techniques and aesthetics of digital photography. Emphasis will be placed on understanding photographic principles and digital imagery workflow. Prerequisite: ART 101 or 104 or permission of the instructor. Also required: digital single lens reflex camera.
- 362 Intermediate Digital Photography** **3 hours**
Continued exploration of technical processes in shooting and printing digital photographs. Students are challenged to develop greater artistic expression and impact in creating original images. Prerequisite: ART 361.
- 410 History of Graphic Design and Photography** **3 hours**
A course exploring the roots and development of these two areas, from Gutenberg to webpages, and daguerreotype to digital, and the interrelationship between them and the world of fine arts.
- 411 History of Modern Art** **3 hours**
An examination of both revolutionary and traditional styles of art and architecture during the 19th and 20th centuries.
- 412 History of American Art** **3 hours**
A study of art and architecture of the geographic region of the United States from older Indian cultures through European colonial to modern American art.
- 413 Portraiture** **3 hours**
Developing competent likenesses and personal style in both drawing and painting media. Concerns range from anatomical structure to characterization through lighting, pose and media handling. Prerequisites: ART 101 and 206.
- 414 Oil Painting IV** **3 hours**
Emphasis on developing multi-figured composition. Prerequisite: ART 313.
- 420 Sculpture IV** **3 hours**
Emphasis on developing multi-figured composition. Prerequisite: ART 321.

453 Graphic Design II	3 hours
This course addresses the designer's role in the strategic development of brand identity and visualization of complex graphic systems utilizing the Adobe Creative Suite software and other visual media.	
500 Senior Exhibit and Portfolio	3 hours
Preparation and installation of an exhibit featuring one's best studio artwork from the undergraduate period. Preparation of a photographic portfolio featuring such artwork..... Fall, every year.	
597 Special Problems	1-3 hours
An independent work course with individual instruction for the advanced art major in selected problems. Prerequisite: permission of the instructor..... Offered on demand.	
599 Assistantship Honors	2 hours

Classics

Chairman and Professor: JOSEPH GARNJOBST

Professors: DAVID A. JONES, GAVIN WEAIRE

Associate Professors: ERIC HUTCHINSON, LAURY WARD

Assistant Professors: JOSHUA FINCHER, CARL YOUNG III

Visiting Assistant Professor: PATRICK OWENS

The study of the languages and civilization of Greece and Rome gives the student a unique insight into the Western heritage. Basic knowledge of classical antiquity is virtually indispensable for any in-depth study in politics, religion, philosophy or literature. The analytical training of classics, moreover, gives the student excellent and widely recognized preparation for a broad variety of professions.

Proficiency in Latin or Greek, as demonstrated by successful completion of Classics 101, 102, and 201 (Latin) or Classics 103, 104, and 202 (Greek) will satisfy the foreign language requirement for the Bachelor of Arts degree. Students may satisfy the language requirement in part by demonstrating the necessary level of proficiency on the placement exam given by the Classics Department at the beginning of the fall semester.

The Classics Department offers three majors. All three majors consist of a component of classes in one or both of the original languages of Latin and Greek and a component of Classical Civilization classes in which the sources are taught in English translation. The requirements for the three majors are as follows:

The Classics major, which includes elements of both the Greek and Roman traditions, consists of the following: 14 credit hours in language courses beyond the level of Classics (CLS) 201-202 and 10 hours from among the courses listed below under "Classical Civilization." Students concentrating in one classical language may substitute up to 12 credit hours of coursework in the other for the language component of these requirements, with elementary courses in the second language also counting toward the major. The required 10 hours of Classical Civilization courses must include CLS 401 and 402, and also must include one of the following: CLS 200, 301, or 302.

The Latin major, which concentrates on the Latin language and the Roman tradition, consists of the following: 15 credit hours of Latin language courses beyond the 201 level and eight hours from among the courses listed below under "Classical Civilization." The required eight hours of Classical Civilization courses must include CLS 402, and also must include one of the following: CLS 200 or 302.

The Greek major, which concentrates on classical and koine Greek and the Greek tradition, consists of the following: 15 credit hours of Greek language courses beyond the 202 level and eight hours from among the courses listed below under "Classical Civilization." The required eight hours of Classical Civilization courses must include CLS 401, and also must include one of the following: CLS 200 or 301.

Courses offered by other departments that are centered on the Greco-Roman tradition and that are appropriate for one of the majors may be counted toward that major with approval of the



Chairman of Classics. Students may double-major with the Latin major and Greek major, but may not double-major with the Classics major and one of the other majors.

Students who major in any one of the three majors offered by Classics will have to pass a comprehensive examination in the last semester of the senior year. Students who have at least a 3.5 grade-point average in their major, who perform at an honors level on their comprehensive examination, and who pass a departmental review of their academic work will graduate with honors in Classics.

The Classics Department offers three minors. All three minors consist of a component of classes in one or both of the original languages of Latin and Greek and a component of at least one classical civilization class in which the sources are taught in English translation. The requirements for the three minors are as follows:

The Classics minor, which consists of the following: 12 credit hours of Greek or Latin language courses, and also nine credit hours of either language or Classical Civilization courses. The second component, the nine credit hours of either language or Classical Civilization courses, must include one of the following: CLS 200, 301 or 302.

The Latin minor, which consists of 15 credit hours of Latin language courses, and either CLS 200 or 302.

The Greek minor, which consists of 15 credit hours of Greek language courses, and either CLS 200 or 301.

Latin Language and Literature

101 Beginning Latin I **4 hours**
An elementary course concentrating on the grammar, reading and translation of Classical Latin.

102 Beginning Latin II **4 hours**
The continuation of CLS 101. Students will complete their study of basic grammar in the first half of the term and spend the balance of the semester reading selections from Latin authors.

201 Intermediate Latin **4 hours**
Selections of Latin prose and poetry from major classical authors.

320 Introduction to Vergil's *Aeneid* **3 hours**
The class will read in Latin several books of Vergil's epic.

321 Literature of the Roman Republic **3 hours**
Selections from Plautus, Terence, Lucretius, Caesar, Cicero and Sallust.

322 Literature of the Augustan Age **3 hours**
Horace, Vergil, Livy, Propertius, Tibullus and Ovid.

400 Methods and Materials of Latin Language Instruction	1 hour
A methods and materials course for seniors in Latin Teacher Education.	
403 Latin Epic and Lyric	3 hours
A study of the epic and lyric genres of Latin poetry. Epic authors include Ennius and Vergil; lyric authors include Propertius, Tibullus, Catullus, Horace and Ovid.	
404 Roman Historians	3 hours
Livy and Tacitus.	
405 Roman Drama and Satire	3 hours
Plautus, Terence, Seneca, Horace and Juvenal.	
406 The Latin Vulgate	3 hours
A textual study of the Latin Vulgate Bible.	
407 Medieval Latin	1-2 hours
Intensive reading of medieval Latin, with particular attention to medieval innovation in morphology and syntax. This course may be repeated if the reading list is different. Permission of instructor is required for enrollment.	
411 Latin Prose Composition I	1-2 hours
Intensive work in composing Latin prose. The course devotes special attention to Latin syntax and prose style and may also include treatment of Latin pragmatics and comparative grammar. Permission of instructor is required for enrollment.	
412 Latin Prose Composition II	1-2 hours
The continuation of CLS 411. Like CLS 411, the course devotes special attention to Latin syntax and prose style, and may also include treatment of Latin pragmatics and comparative grammar. Permission of the instructor is required for enrollment.	
493 Seminar in Latin Literature	3 hours
A seminar dealing in depth with one or more Latin authors or a particular genre or period. Latin prose composition will occasionally be offered as the seminar topic. This course may be repeated for credit if the topic is different.	
Greek Language and Literature	
103 Beginning Greek I	4 hours
An elementary course concentrating on the grammar, reading and translation of Classical Greek.	
104 Beginning Greek II	4 hours
The continuation of CLS 103. The study of basic grammar will be complete by the middle of the semester, after which the class will turn to the reading of Plato.	
202 Introduction to Greek Prose	4 hours
Readings from Plato and the New Testament.	
214 Readings in Koine Greek	1 hour
Selections from the Greek New Testament.	
314 Readings in Patristic Greek	1-2 hours
A study of the syntax, style, and content of Christian texts of the second through the sixth centuries (e.g., works by Athanasius, Basil of Caesarea, John Chrysostom). This course may be repeated for credit if the reading is different. Prerequisite: CLS 214 or CLS 220.	
350 Greek Literature from Homer through Herodotus	3 hours
Readings from Homer, Hesiod and Herodotus.	
351 Greek Literature of the Golden Age	3 hours
Readings from Aeschylus, Sophocles, Euripides and Thucydides.	
352 Introduction to Homeric Greek	3 hours
A study of the meter, dialect and genre of Homer's epic, with attention to critical approaches to the <i>Iliad</i> as a whole.	
423 Greek Historical Writing	3 hours
A close study of Herodotus, Thucydides and Xenophon.	
424 Greek Drama	3 hours
Selections from Attic tragedy and comedy.	

425 Greek Epic and Lyric **3 hours**
Homer, archaic lyric, Pindar.

494 Seminar in Greek Literature **3 hours**
A seminar dealing in depth with one or more Greek authors or a particular genre or period. Greek prose composition will occasionally be offered as the seminar topic. This course may be repeated for credit if the topic is different.

Classical Civilization (sources in English translation)

200 Greek and Roman Literature and Culture **3 hours**
A study of Greek and Roman literature and culture and its influences on the Western tradition.

301 Greek Civilization **3 hours**
An in-depth study of Greek culture from Homer to Aristotle and its legacy in the West.

302 Roman Civilization **3 hours**
An in-depth study of Roman culture from the founding of Rome through the Empire and its legacy in the West.

310 Greek Mythology **3 hours**
A study of the myths and legends concerning the gods and heroes of Greek and Roman antiquity as they appear in literature and art.

311 Rhetoric and Persuasion in the Ancient World **3 hours**
A close reading in English translation of speeches and other rhetorical Greek and Roman literature, leading to an understanding of the nature of the art of persuasion, ancient and modern.

313 The Ancient Epic **3 hours**
An intensive study of ancient epic from Gilgamesh through the Roman poet Lucan, with the goal of understanding the nature of the genre.

315 Justice and the Law in the Greco-Roman World **3 hours**
A study of the evolution of the concepts of justice and of the legal systems of the Greeks and Romans and their legacy to the Western tradition.

316 Pagans and Christians in the Greco-Roman World **3 hours**
A study of the various interrelationships of the non-Christian and Christian in the ancient world, with readings from primary sources.

380 The Antiquities of Rome **3 hours**
A study-abroad course that investigates the antiquities of Rome in Italy.

401 Greek Literature in Translation **2 hours**
An intensive reading course of the important authors and genres of Greek literature in translation. Required for majors.

402 Roman Literature in Translation **2 hours**
An intensive reading course of the important authors and genres of Roman literature in translation. Required for majors.

English

Chairman and Professor: JUSTIN A. JACKSON

Professors: CHRISTOPHER S. BUSCH, MICHAEL M. JORDAN, STEPHEN SMITH,
JOHN N. SOMERVILLE JR., DAVID M. WHALEN

Associate Professors: PATRICIA BART, KELLY FRANKLIN, DUTTON KEARNEY,
DWIGHT LINDLEY, LORRAINE MURPHY, BENEDICT WHALEN

Assistant Professor: ELIZABETH FREDERICKS

Visiting Assistant Professor: MICHAEL CHAMBERS

English 104-105 is a two-semester sequence that is foundational to the liberal arts curriculum. Major literary works of the Judeo-Christian, Greco-Roman heritage and the British and American traditions serve as the basis for instruction in thinking, writing and rhetoric. Students take English 104 (Great Books in the Western Tradition: Ancient to Medieval) the spring semester of

the freshman year, and English 105 (Great Books in the British and American Traditions) the fall semester of the sophomore year.

All students choosing English as their field of concentration should consult with the chair of the Department as soon as possible and choose a major advisor.

The English major consists of at least 27 hours of English beyond 104-105. For the major, students must take any three of the four British Literature period courses:

English 310	Anglo-Saxon and Medieval British Literature: 600-1500	3 hours
English 320	Renaissance British Literature: 1500-1660	3 hours
English 330	Restoration and Romantic British Literature: 1660-1830	3 hours
English 340	Victorian and Modern British Literature: 1830-present	3 hours

Likewise, majors must take any two of the three American Literature courses:

English 350	American Literature: Colonial-1820	3 hours
English 360	American Literature: 1820-1890	3 hours
English 370	American Literature: 1890-present	3 hours

As these courses together comprise the core of the major, students are encouraged to take as many as possible before venturing into the more specialized courses at the 400 level.

In addition to the 15-hour minimum in 300-level period courses, students must also take at least 12 hours (four courses) at the 400 level. Students must take one course from each category below, and one additional 400-level course of their choosing.

English 401	Special Studies in British Literature	3 hours
English 402	Special Studies in American Literature	3 hours
English 403	Special Studies in Literature	3 hours

At the instructor's discretion, prerequisites among the 300-level courses may apply to a specific course at the 400 level. Courses at the 400 level may be repeated as long as the specific topic for the course is not the same. Each semester, the Department will issue a bulletin detailing the topics, instructors, and any prerequisites for its 400-level courses. These bulletins will be available from the Department chairman, faculty aide, and/or website.

With the permission of the English Department chair, a maximum three hours of credit from courses taken outside English may count toward the 400-level requirement in the major. With departmental approval, you may transfer either one Hillsdale-approved study-abroad class, or one upper-level class from an approved department at Hillsdale, but not both. Upper-level offerings in Theatre, Rhetoric and Public Address, Classics, French, German, and Spanish are examples of courses that may qualify for this credit. Be sure to consult with the chair well before the semester begins to secure approval for any transfer credit request. If approved, the credits may not be used to count toward requirements in another major or minor; they may only be used for English. In short, no more than three hours of English credit, including Hillsdale-approved study-abroad credit, may be transferred in for the English major. Credit toward the major or minor in English is not granted for hours earned by Advanced Placement (AP) work.

These requirements for the English major are a minimum, and many students will find it helpful to take additional English courses. This is particularly the case if students wish to pursue graduate study in English.

Those who wish to seek Departmental Honors in English must meet the highest standards of excellence, in terms of both departmental GPA and the quality of the thesis. No matter which of the two options below the student chooses, the successful Honors thesis needs to integrate secondary scholarship into the main argument of the essay. An excellent honors thesis situates one's own close reading within the wider scholarly conversation and demonstrates how one's work contributes to it. The student working toward Honors must also have the support of the Department generally, as well as the help of a particular faculty member as a thesis advisor. The Honors thesis may be completed in one of two ways: either a) as an original work of research and writing, completed over the course of the one's senior year; or b) as a revision of a previously-written seminar paper, written during the junior or senior year. For the first option, the student

must have a departmental GPA of 3.6 or higher at the time of application. In the spring semester of junior year, the student must secure an advisor and submit a formal thesis application and proposal (see the chair for detailed instructions) no later than April 15. If the department approves the proposal, the student may register for English 575 in the fall semester of senior year. Completed by the end of the fall semester, the successful thesis must be 25 pages long and demonstrate proficient understanding of the relevant scholarly work in the field. If the advisor and a second reader determine that the essay earns an A minus or better, and the student is projected to maintain a 3.6 departmental GPA until graduation, the final step will be to give a public lecture on the thesis, sometime early in the spring semester.

The second way to earn departmental honors requires the major to improve upon a successful seminar paper from a 400-level course, according to the following guidelines. The student must have a departmental GPA of approximately 3.6 at the time of graduation. The student must be nominated by an English faculty member on the basis of outstanding performance on a 400-level research paper, written for a class that takes place no later than fall semester, senior year. Should the student accept the nomination, be willing to do the work of revision, and have an excellent chance of achieving a 3.6 departmental GPA come graduation, the nominating professor will immediately submit the seminar paper to a three-member faculty committee for consideration. By the beginning of the following semester, the committee (not including the nominating professor) will read the essay and give one of four judgments: rejected; revise and resubmit; accepted but with revisions; or accepted as is. Should the student be asked to revise, he or she will have six weeks to make the necessary revisions. When the final, revised draft has been turned in, the thesis will be judged once again. On successful completion of the revision process, the student will give an honorary public lecture on the topic of the thesis, as soon as possible after its acceptance. Should the student retain a 3.6 departmental GPA until graduation, he or she will be awarded departmental honors in English.

A minor in English consists of 18 hours of credit in English (beyond 104-105) and/or journalism courses. Of the 18 hours required for a minor, the following courses are mandatory: one English period course (310, 320, 330, 340), one American period course (350, 360, 370) and two advanced literature courses (400 level). The remaining required hours may be satisfied by taking other courses taught within the department. No more than three hours of journalism internship credit may be applied toward the minor. The internships must be pre-approved by the department and Registrar, according to the College internship policy.

104 Great Books in the Western Tradition: Ancient to Medieval **3 hours**

This course will introduce the student to representative Great Books of the Western World from Antiquity to the Middle Ages. Selections may include the Bible and works by authors such as Homer, Aeschylus, Sophocles, Plato, Aristotle, Vergil, Ovid, Augustine, and Dante. The writing content includes a variety of writing exercises that incorporate traditional compositional and rhetorical skills.

105 Great Books in the British and American Traditions **3 hours**

A continuation of English 104 but with a focus on Great Books in the British and American traditions. English authors may include Chaucer, Shakespeare, Milton, Swift, Wordsworth, Dickens, Yeats, Eliot; American authors may include Thoreau, Hawthorne, Melville, Whitman, Dickinson, Twain, Frost, Hemingway, Faulkner, and O'Connor. The writing emphasis continues with a variety of writing exercises that incorporate traditional compositional and rhetorical skills.

201 Great Books in Continental Literature: Renaissance to Modern **3 hours**

This course will introduce the student to Great Books of European literature from the Renaissance to modern times. Some emphasis will be placed on the literature in the context of general historical and artistic periods and movements: Renaissance humanism, Enlightenment, Romanticism, Realism, Naturalism, and Modernism. When appropriate, the function and form of literary works (for instance, the lyric, the novel, the short story) will be discussed. Authors studied may include Petrarch, Erasmus, Montaigne, Cervantes, Voltaire, Goethe, Rousseau, Flaubert, Tolstoy, Dostoevsky, Kafka, Camus, Sartre, and Solzhenitsyn.

310 Anglo-Saxon and Medieval British Literature: 600-1500 **3 hours**

A literary survey of Anglo-Saxon and Medieval literature in the context of its age. Authors may include Bede, the anonymous poets of *Beowulf* and *Sir Gawain*, the medieval dramatists, Chaucer, Langland and Malory.

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- 320 Renaissance British Literature: 1500-1660** **3 hours**
A literary survey of English Renaissance literature in the context of its age. Authors may include More, Wyatt, Sidney, Spenser, Marlowe, Shakespeare, the Metaphysical poets and Milton.
- 330 Restoration and Romantic British Literature: 1660-1830** **3 hours**
A literary survey of Restoration and Romantic literature in the context of its age. Authors may include Dryden, Pope, Swift, Johnson, Blake, Wordsworth, Coleridge, Shelley, Keats and Austen.
- 340 Victorian and Modern British Literature: 1830-present** **3 hours**
A literary survey of Victorian and Modern literature in the context of its age. Authors may include Dickens, Tennyson, Browning, Newman, Eliot, Yeats, Woolf, Joyce, the Inklings and Heaney.
- 350 Colonial and Early American Literature: 1620-1820** **3 hours**
A literary survey of Colonial and Early American Literature in the context of its age. Authors may include Smith, Bradford, Bradstreet, Taylor, Edwards, Franklin, Jefferson and Irving.
- 360 Romanticism, American Renaissance and Realism: 1820-1890** **3 hours**
A literary survey of American Romanticism, the American Renaissance and Realism in the context of the age. Authors may include Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, Dickinson, Twain, Howells and James.
- 370 Naturalism and Modernism: 1890-present** **3 hours**
A literary survey of late 19th-century and 20th-century literature in the context of the age. Authors may include Pound, Eliot, Frost, Williams, Hemingway, Fitzgerald, Faulkner and O'Connor.
- 401 Special Studies in British Literature** **3 hours**
ENG 401 provides an upper-division study of the particular authors, themes and periods initiated in the 300-level courses. Regular offerings include courses on major authors such as Chaucer, Spenser, Milton and Shakespeare, or special studies on subjects such as Anglo-Saxon literature, Elizabethan and Jacobean drama, 18th-century literature, Romantic poetry, Victorian literature, 19th-century novel or 20th-century literature. Please consult the Departmental Bulletin for details.
- 402 Special Studies in American Literature** **3 hours**
ENG 402 provides an upper-division study of the particular authors, themes and periods initiated in the 300-level courses. It includes the traditional array of American literature courses from Colonial and Early National American literature, to 20th-century American literature and the American novel. ENG 402 also offers the opportunity to relate American literature to British and Continental literatures for parallels and contrasts. Please consult the Departmental Bulletin for details.
- 403 Special Studies in Literature** **3 hours**
ENG 403 provides an upper-division study of one of the following areas: the Western literary tradition (including courses on major authors from Italian, French, Spanish, German, and Russian traditions); one or more of the traditional genres (epic, lyric, tragedy, comedy, essay, novel, short story); literary criticism and theory; or advanced writing (creative, research, expository). Please consult the Departmental Bulletin for details.
- 453 The Teaching of English** **3 hours**
Topics in language, literature and composition designed to assist the prospective elementary and/or secondary school teacher to understand new approaches and to meet curricular problems in the teaching of English at the elementary and secondary levels. It does not count toward an English field of concentration.
- 575 Senior Thesis** **3 hours**
Students wishing to graduate with honors in English must write a substantial thesis under the direction of a Department member. The thesis must address some narrowly defined topic proposed by the student in the spring semester of the junior year and be approved by the Department.
- 597 Special Topics** **1-3 hours**
An independent study course designed for work on a topic not covered in other courses in the Department.

French

Associate Professors: SHERRI ROSE, ANNE THEOBALD

Assistant Professor: JAN STARCZEWSKI

The study of French contributes to the education of the student in the following ways: (1) it stimulates and directs the acquisition of a national and international understanding by developing knowledge of the civilization, literature and language of one or more of the modern nations, which is a part of a cultural and liberal education; (2) it develops accuracy and precision in the use of language as an instrument for the comprehension and communication of ideas; (3) it offers training in the reading knowledge of a foreign language essential to advanced study in most fields of learning; (4) it is of practical value in diplomatic service, business and industry or foreign trade; and (5) it prepares the student to qualify for secondary or elementary school instruction or, after graduate study, for instruction at the college level in French.

Bachelor of Arts Language Requirement

For the bachelor of arts degree, a student must demonstrate a level of proficiency in the language achieved by three semesters of college study (through at least the 201 level). This requirement may be satisfied only by successful completion of French 201, or a higher-level three-credit course, on the Hillsdale campus.

Satisfactory completion of two semesters of Freshman Rhetoric and the Great Books fulfills the bachelor of arts requirement in foreign language for students from non-English-speaking cultures who demonstrate possession of literary competence in their native tongue.

Students who arrive with a 12-semester-hour competency in French, as determined exclusively by the Hillsdale College placement test, must take at least one course at Hillsdale College at or above the 201 level in French in order to satisfy the B.A. requirement. No student may fulfill the B.A. requirement by means of the placement exam alone.

The CLEP Examination

Any student qualifying on the basis of the departmental placement test to enter a French course numbered 102 or higher may receive a maximum of four hours of credit by successfully taking the CLEP examination in French. This test may be taken only once and must be taken during the first semester of enrollment at Hillsdale. If a student has more than four hours of Advanced Placement credit in French, or if a student has transferred or is expected to transfer more than four hours of French credit from another institution, said student is NOT eligible to take the CLEP exam in French for credit.

Credit is given for the completion of the first semester of the introductory French course (101), whether or not the second semester is completed.



The French Major

For a field of concentration in French, the student must complete 26 hours of French beyond the 201 level, including French 300; French 301 or 302; the two language courses: 410, 411, and/or 412; four of the following six literature courses: 421, 422, 423, 424, 425 or 426; and two additional credits of French at the 400 level. With permission of the Department, French 493 may be substituted for one or more of these courses. Any student beginning French studies at a higher level than French 300 must replace the 300 requirement for the major with one higher-level, three-credit course in French.

History 415, History of France Since 1815, is suggested as a worthwhile elective. This cognate will not, however, count toward a field of concentration in French. Prerequisite for any of the courses numbered 300 or above: a minimum grade of "B-" in 201 or permission of the instructor. Students choosing French as a field of concentration are advised, but not required, to elect a second language of at least 18 semester hours, including 101 and 102. French majors are required to complete satisfactorily a comprehensive examination during the senior year.

The French Minor

A minor in French shall consist of 20 semester hours of coursework, beyond the beginning (101) level and must include 300; 301 or 302; French 410, 411, and/or 412; and at least one literature course at the 400 level taken on the Hillsdale campus. Any student beginning French studies at a higher level than French 300 must replace the 300 requirement for the minor with one higher-level three-credit course in French.

If the French placement test allows the student to begin study beyond the 102 and/or 201 level, as many as eight hours may be assumed completed for the purpose of the minor requirement. However, this does not apply to those students in the Education Department.

Study in France is highly recommended for all students pursuing a French or international business major.

For requirements of the bachelor of arts degree in international studies in business and foreign language, see pages 175-176.

101-102 Beginning French

4 hours each

Two four-hour elementary courses stressing conversation as well as pronunciation, reading and grammar.

201 Intermediate French

4 hours

A review of grammar, idioms and vocabulary; practice in speaking and writing French; reading of modern French prose.

300 Introduction to Literary Texts

3 hours

Reading and discussion of representative works of French literature, with special attention to compositional skills. Prerequisite: minimum grade of "B-" in 201 or permission of the instructor.

301 French Civilization and Culture I

3 hours

A study of French life and culture from the Middle Ages to the Revolution of 1789. Conducted in French. Prerequisite: A minimum grade of "B-" in FRN 201 or permission of the instructor.

302 French Civilization and Culture II

3 hours

A study of French life and culture from the Revolution of 1789 to the 20th century. Conducted in French. Prerequisite: A minimum grade of "B-" in FRN 201 or permission of the instructor.

350 Travel in a French-Speaking Country

1-3 hours

Travel during summer, spring break or January interterm in a French-speaking country. Supervised and evaluated by a member of the Hillsdale College French faculty.

410 Speaking and Writing French

3 hours

A course designed to increase the student's range of self-expression in the speaking and writing of French. Grammar study is included. Prerequisite: FRN 302 or permission of the instructor. Fall, every year.

411 Conversation and Composition

3 hours

Practice in oral and written expression, with study of grammar to develop an acceptable prose style. Prerequisite: FRN 302 or permission of the instructor. Spring, every year.

412 French for International Business

3 hours

French using international business usage and terminology as points of departure. Conducted in French. Offered on demand.

- 414-17 French Discussion I, II, III, or IV** **1 hour each**
A weekly discussion class in French with topics drawn from current events in France, relationships between the French and American cultures, the French film and television media, *l'informatique*, etc.Offered on demand.
- 418-19 Phonetics I and II** **1 hour each**
A study of the phonetic alphabet along with practice of individual sounds and prosody in order to improve students' pronunciation and listening skills in French.
- 421 Survey of French Literature From the Middle Ages through the Eighteenth Century** **3 hours**
The major themes and movements of each period are examined through representative works from the *chanson de geste* to the *conte philosophique* of Voltaire.
- 422 The Modern Novel** **3 hours**
A study of novels representing the literary currents of Realism, Naturalism and Existentialism in the 19th and 20th centuries.
- 423 Classical French Literature** **3 hours**
A close reading of major works of the 17th-century Golden Age. Special attention is given to the plays of Corneille, Racine and Moliere.
- 424 The Age of Enlightenment** **3 hours**
Major concerns and themes of 18th-century literature will be studied through representative works. Special attention will be paid to the theatre, the philosophies and the beginnings of Romanticism.
- 425 Nineteenth-Century French Literature** **3 hours**
A survey of the principal writers and literary movements of the 19th century from Romanticism to Symbolism, focusing primarily on the novel, short story and poetry.
- 426 Contemporary Drama** **3 hours**
A study of representative plays from the French theatre of the 20th century.
- 452 French Masterworks in English Translation** **1-3 hours**
A study of complete versions of French masterpieces in English translation. This course will NOT count toward any of the requirements of the French major or minor.
- 460 Foreign Internship** **3 hours**
Work in a foreign country outside the borders of the United States.
- 465 The Teaching of Modern Languages** **1 hour**
A methods and materials course for the teaching of French, German and Spanish at the elementary and secondary levels. Taught in English.Offered spring semester of even-numbered years.
- 493 Seminar** **3 hours**
A seminar dealing with a major theme, literary movement, genre, author or comparison of two or more authors. This course may be repeated for credit if the topic is different.Offered on demand.
- 597 Special Problems** **2 or 3 hours**
Supervised independent study of a limited field, with a summarization in French of the results of the study. Prerequisite: a field of concentration in French, with three years of college French or permission of the instructor. Offered on demand.

German

Chairman and Associate Professor: FRED R. YANIGA

Associate Professor: STEPHEN P. NAUMANN

Assistant Professor: JEFFREY A. HERTEL

The study of German provides the student access to a rich cultural, literary and scholarly tradition. It enhances linguistic acumen, international literacy, and opens doors to commerce, industry and government. Hillsdale College's German Department offers a curriculum, both on campus and abroad, that appeals to and supports a broad range of interests. Hillsdale German majors pursue careers in business, education, engineering, finance, law, journalism and intelligence services, as well as in art, literature, philosophy, film and music.

A 12-semester-hour competency (through third-semester 201) level in German is required for the bachelor of arts degree and for certain preprofessional programs. This requirement may be satisfied only by successful completion of 201, or a higher level course, on the Hillsdale campus.

Students who arrive with a 12-semester-hour competency, as determined exclusively by the Hillsdale College placement test, must take at least one course at Hillsdale College above the 201 level in German in order to satisfy the requirement.

No student may fulfill the B.A. degree language requirement by means of the placement exam alone.

If a student has more than four hours of Advanced Placement credit in German, or if a student has transferred or is expected to transfer more than four hours of German credit from another institution, said student is NOT eligible to take the CLEP exam in German for credit.

For a major in German, students may pursue a Literature (A) or a Language (B) track:
 (A) Literature Track: A major degree in German (Literature Track) requires a minimum of 24 credit hours beyond the 201 level and shall comprise 202, a minimum of nine hours from 303, 304, 399, 400 and 350, and at least four of the following literature courses: 412, 413, 414, 420 or 493, for a minimum of 12 credit hours.

(B) Language Track: A major degree in German (Language Track) requires a minimum of 24 credit hours beyond the 201 level and shall comprise 202, a minimum of nine hours from 412, 413, 414, 420 or 493, and at least four of the following language courses: 303, 304, 350, 399, and 400 for a minimum of 12 credit hours.

A minor in German shall consist of a minimum of nine credit hours beyond the 201 B.A. requirement level and must include 202, one course from 303, 304, 350, 399, 400, and one 400-level literature course.

Students pursuing German certification in elementary or secondary education are subject to catalog language of their year of entry.

The German Department offers to its students two study-abroad programs in Germany. Participation in the Würzburg summer program or Saarland University exchange program is strongly recommended to all students seeking a degree in German. Students majoring in international studies in business and foreign language must either participate in the Würzburg summer program, Saarbrücken exchange program, or another international study option approved by the German Department.

For requirements of the bachelor of arts degree in international studies in business and foreign language, see pages 175-176.

101-102 Beginning German **4 hours each**
 Introductory language courses, emphasizing conversation, grammar, reading and pronunciation.

201 Intermediate German **4 hours**
 A review of grammar, expansion of vocabulary, practice of spoken and written German, and the study of a novel or other prose texts.

202 Intensive Intermediate German **3 hours**
 An intensive language course whose reading segments place emphasis on themes in German culture and civilization. Prerequisite: "B-" in 201 or permission of the instructor.

303 German Composition, Conversation and Grammar I **2 or 3 hours**
 An intermediate intensive language course seeking to further the student's writing skills, oral competence and knowledge of grammar.

304 German Composition, Conversation and Grammar II **2 or 3 hours**
 A continuation of German 303.

350 Study in a German-Speaking Country **2-6 hours**
 Supervised and/or evaluated by a faculty member. This course may be repeated for credit if topic or study location is different. (Study location and topic noted on transcript, i.e. GRM 350 Advanced Grammar in Würzburg, Germany.)

399 Advanced Written and Spoken German I **2 or 3 hours**
 A study and practice of idiomatic language through presentations, debate, essay writing, reading and grammar.



- 400 Advanced Written and Spoken German II** **2 or 3 hours**
A continuation of German 399.
- 401 Business German** **2 hours**
An applied study of communication skills, terminology, rhetorical devices and the culture of German business..... Offered on demand.
- 402 Contemporary Topics** **1 hour**
A conversation course focusing on media, film, trans-Atlantic relations, etc. Offered on demand.
- 412 Classical German Literature (The Age of Goethe)** **3 hours**
A survey of Classical German literature through the study of major works by Lessing, Goethe and Schiller.
- 413 Nineteenth-Century German Literature** **3 hours**
A study of representative works of German Romanticism, Biedermeier, Realism and Naturalism.
- 414 Twentieth-Century German Literature** **3 hours**
A study of representative literary works of the 20th century, including the modern classical authors Franz Kafka, Thomas Mann, Robert Musil and Stefan Zweig.
- 420 German Literature and Culture from the Middle Ages to the 18th Century** **3 hours**
German culture and civilization reflected in great literary, philosophical and religious writings.
- 452 German Literature in English Translation** **1-3 hours**
This course is open to all students and does not satisfy the German major or minor requirements.
- 460 Foreign Internship** **3 hours**
Departmentally approved foreign internship.
- 465 The Teaching of Modern Languages** **1 hour**
A methods and materials course for the teaching of French, German and Spanish at the elementary and secondary levels. Taught in English.
- 493 Seminar in German** **3 hours**
A seminar dealing with a specific aspect of German language, literature or culture, such as a literary period, genre, an author, history or linguistics. This course may be repeated for credit if the topic is different.
- 597 Special Problems** **1-3 hours**
Supervised independent study of a limited field. Prerequisite: a field of concentration in German, with three years of college German or permission of the instructor.

The John E.N. and Dede Howard Department of Music

Chairman and Professor: JAMES A. HOLLEMAN

Professor: MELISSA GERBER KNECHT

Associate Professor: DANIEL TACKE

Assistant Professor: DEREK STAUFF

Artists/Teachers: BRAD BLACKHAM, STACEY JONES-GARRISON,
CHRISTOPHER McCOURRY, DEBRA WYSE

Adjunct Instructors: LUKE BAHR, JOSH COOK, ASHLEY DANEMAN, EMILY DOUGLASS, CYNTHIA DUDA PANT, JONATHON GEWIRTZ, JACQUELINE HANSON, ROBERT HENTHORNE, HANK HORTON, AARON JOHNSON, ROBERT KILLIPS, AMY LEY, ROBERT LIVINGSTON, KRISTI MATSON, ARLENE MCDANIEL, LAWRENCE OCHILTREE, DANIEL PALMER, DAVID PESHAKAI, KATHERINE RICK, KARL SCHMIDT, LINDA SMITH, ANDREW SPRUNG, ALAN TAPLIN, KAYCEE THOMAS, JAIMIE WAGNER, RANDY WESTMORELAND, KATRINA WILSON

The Department of Music pursues a two-fold mission: 1) to allow students to choose music as a field of concentration toward the completion of a bachelor of arts or science degree by undertaking a comprehensive program of music study and performance, and 2) to allow students of any discipline to study music and participate in performing ensembles.

Music Concentration Requirements

The concentration in music requires a minimum of 40 credit hours, which includes the fine arts core requirement. After completion of MUS 206 (ideally fall semester freshman year), students must complete: 12 hours of Music Theory (MUS 201, 201 L, 221, 221 L, 321 and 321 L); six hours of Music History (six credits from MUS 322, 323, or 325) and three credits selected from any 400-level music history or theory course; 12 hours of Applied Music (four hours of a primary ensemble, four hours of 300-level lessons and four hours of 400-level lessons); and four hours of music electives at the 300 or 400 level excluding private instrument/voice study. Prior to registration for 300-level lessons, all students declaring a concentration in music are required to pass a Music Department juried audition, typically taken at the end of the sophomore year. The quality of the performance and an established record of progress in studio lessons and juries at the 200 level will be determining factors for successful advancement to 300-level lessons. Every semester, students majoring in music or intending to major in music must participate in the appropriate ensemble and enroll in private study on their primary instrument/voice.

Music Concentration Requirements with an Emphasis in Education

The concentration in music with an emphasis in education requires a minimum of 47 credit hours, which includes the fine arts core requirement. The required courses are the same as the requirements for the Music Concentration EXCEPT in place of the four credits of electives (at the 300 and 400 level), students must complete: MUS 324, 417, and participate in a primary ensemble (orchestra, choir, or band) for one semester on a secondary instrument/voice. In addition, students must complete, from the Education Department, EDU 360 and EDU 401. Students must also pass a keyboard proficiency exam, which includes sight-reading, harmonization, basic improvisation, and performance.

Senior Recital/Project

During the senior year of study, as an extension of the 400 level of private study, students majoring in music are required to present a full recital on their major instrument/voice or a half recital and a project. The project may be in the areas of music theory, music history, music pedagogy, music composition or conducting. During the second jury of the 300 level of lessons, the music faculty will either approve a full recital or recommend the half recital/project option. If the second option is appropriate, then the student, with the advice of a faculty supervisor, will present a proposal for the project that will be due by the end of the first three weeks of the following semester. The project will be due no later than the end of classes during the semester in which a student will graduate.

Music Minor Requirements

The minor in music requires a minimum of 21 credit hours. After completing MUS 206, students choosing to minor in music must complete: MUS 201 and 201 L, one 300-level music history course (322, 323, or 325); and one other upper-level music theory or music history course; four semesters of lessons on an instrument or voice; and four semesters of participation in a primary ensemble.

Music Minor with an Emphasis in Education

The minor in music with an emphasis in education requires a minimum of 26 credit hours. After completing MUS 206, students choosing to minor in music must complete: MUS 201, 201 L, 417, and either MUS 324 or 310; four semesters of lessons on an instrument or voice, four semesters of participation in a primary ensemble, and one semester in a primary ensemble on a secondary instrument. From the Education Department, students must complete EDU 360 and 401. Students must also pass a keyboard proficiency exam, which includes sight-reading, harmonization, basic improvisation, and performance.

201 Music Theory I

3 hours

Introduces students to principles of diatonic function through studies of melody, harmony, voice-leading, and basic components of form. Through exercises in analysis and composition, students will gain a greater understanding of the expressive and structural significances of diatonic material as well as a greater facility with musical notation. Students will also develop their abilities in critical listening and reasoning through discussion and writing activities, leading to well-supported interpretations of musical works and excerpts. Prerequisite: MUS 206 or permission of instructor. Simultaneous enrollment in MUS 201 L required. Spring, every year.

201 L Musicianship Lab I

1 hour

Gives students constant practice in hearing, internalizing, and performing aspects of musical material, function, and structure presented in Music Theory I. Through exercises in singing, rhythmic drills, contextual listening, dictation, and basic keyboard skills, students will gain a greater familiarity with the expressive and structural qualities of diatonic harmony, as well as greater fluency with musical notation. Prerequisite: MUS 206 or permission of instructor. Simultaneous enrollment in MUS 201 required. Spring, every year.

204 The Understanding of Music

3 hours

For students with limited experience with notated music, provides guidance in basic listening skills, an introduction to the repertoire of Western music, and practice in writing about music. Fulfills the Fine Arts Core requirement. Not intended for music majors, music minors, or those with skill in reading music. Prerequisite: none.

206 Advanced Understanding Music

3 hours

Provides students with prior experience in music, including the ability to read notation, with the foundational skills in aural and written music theory, an introduction to the repertoire of Western music, and practice in writing about music. Fulfills the Fine Arts Core requirement. Prerequisite: music reading skills.

221 Music Theory II

3 hours

Extends the subjects and practices of Music Theory I to include chromatic function. Through exercises in analysis and composition, students will gain a greater understanding of the expressive and structural significances of chromatic harmony, including altered chords, tonal modulations, and larger components of form. Students will also continue to develop their abilities in critical listening and reasoning through discussion and writing activities, leading to well-supported interpretations of musical works culminating in a major analysis project. Prerequisite: MUS 201 or permission of instructor. Simultaneous enrollment in MUS 221 L required. Fall, every year.

221 L Musicianship Lab II

1 hour

Gives students constant practice in hearing, internalizing, and performing aspects of musical material, function, and structure presented in Music Theory II. Through exercises in singing, rhythmic drills, contextual listening, dictation, and basic keyboard skills, students will gain a greater familiarity with the expressive and structural qualities of chromatic harmony, as well as greater fluency with musical notation. Prerequisite: MUS 201 L or permission of instructor. Simultaneous enrollment in MUS 221 required. Fall, every year.

320 Fundamentals of Musical Composition

2 hours

An elective course dedicated to studies in the art and craft of musical composition, with a particular focus on melodic writing, texture, and development. Students will also learn how to write idiomatically for instruments, develop good notational practices, and gain significant experience preparing readings and performances of their compositions. Prerequisite: MUS 201 and MUS 201 L, or instructor permission.

321 Music Theory III **3 hours**
 A study of large-scale musical form, including elemental building blocks of material, long-term structural relationships, and a survey of formal paradigms. This is the final course in the basic music theory sequence, with a focus on independent research, writing, presentation, and the cultivation of critical reasoning, listening, and discussion skills in forming creative, rigorous, and well-designed interpretations of complete works. Prerequisite: MUS 221 or permission of instructor. Simultaneous enrollment in MUS 321 L required. Spring, every year.

321 L Musicianship Lab III **1 hour**
 Gives students constant practice in hearing, internalizing, and performing aspects of musical material, function, and structure. Through exercises in singing, rhythmic drills, contextual listening, dictation, and basic keyboard skills, students will continue to practice and refine skills developed in Labs I & II while extended their abilities to include large-scale trajectories, greater nuance and detail, and atypical methods of pitch and rhythmic organization. Prerequisite: MUS 221 L or permission of instructor. Simultaneous enrollment in MUS 321 required. Spring, every year.

322 History and Literature of Music I **3 hours**
 The history of Western music from its beginnings in ancient Greece to about 1600. An introduction to the main styles, genres, composers, and musical concepts situated in historical context. Prerequisite: MUS 206, 201.

323 History and Literature of Music II **3 hours**
 The history of Western music from about 1600 to 1800. An introduction to the main styles, genres, composers, and musical concepts situated in historical context. Prerequisite: MUS 206, 201.

324 Beginning Conducting **2 hours**
 Technique of the Baton; a workshop course in the fundamental theory and practice of conducting for students with little or no experience. Prerequisite: MUS 201 or permission of instructor. Fall, every year.

325 History and Literature of Music III **3 hours**
 The history of Western music from about 1800 to the present. An introduction to the main styles, genres, composers, and musical concepts situated in historical context. Prerequisite: MUS 206, 201.

408 Advanced Topics in Music History **3 hours**
 A capstone music course focusing on a specialized topic within musicology. Students will develop several key skills: working with primary sources, music analysis, and engaging with notable scholarship and issues in musicology. Prerequisite: at least one 300-level music history course or current enrollment with permission of the instructor.

409 Advanced Topics in Music Theory **3 hours**
 Extends the essential foundation of the music theory sequence by pursuing detailed studies in a designated topic. The purpose of the course is to acquire theoretical experience with a specific selection of musical repertoire, a particular aspect of musical material and form, and/or methodologies of musical analysis, but also to develop students' technical and expressive vocabularies in ways that reinforce and enrich their music-making more broadly. The course may draw from a fixed collection of topics, including counterpoint, orchestration, and post-tonal theory, but additional topics may be introduced on an individual or recurring basis. Prerequisites: MUS 321 and MUS 321 L or permission of instructor.

424 Advanced Conducting **1 hour**
 A detailed course in baton technique, score reading, rehearsal technique, and conducting larger ensembles. Prerequisite: MUS 324. Spring, every year.

Music Education Courses

These practical methods courses, added to other applied and theoretical music courses, are intended for students who wish to teach music in the public schools. A teaching certificate from the Michigan State Department of Education will be issued after satisfactory completion of the requirements.

310 Music Pedagogy **2 hours**
 Students wishing to teach private studio instruction on their primary instrument or voice will study the methods, materials and techniques of private instrument instruction. Students may be supervised in the teaching of local community students.

313 Woodwind Methods **1 hour**

314 Brass Methods	1 hour
315 Percussion Methods	1 hour
316 String Methods	1 hour
417 The Teaching of Music in the Classroom	3 hours

This course is intended to develop a detailed understanding of music teaching, organization, and administration procedures at the combined elementary and secondary school levels.

Applied Music Courses

Ensembles

160-01 Pep Band **1 hour**
Open to any student who plays a wind, brass or percussion instrument. The pep band performs at football and basketball games.

160-02 Big Band **1 hour**
Standard jazz big band instrumentation. Performing standard jazz literature through new compositions.

160-03 Wind Symphony **1 hour**
Open to any student that plays a wind, brass or percussion instrument. Standard and modern repertoire is performed.

160-04 Little Big Band **1 hour**
Reduced big band instrumentation. Performing standard jazz literature through new compositions.

170 Chamber Music Ensembles **1 hour**
An opportunity for students to study chamber music for string, brass, woodwind or percussion ensembles. Two hours of rehearsal weekly.

170J Jazz Combos **1 hour**
Small jazz combos focusing on the study of improvisation through scales, chord changes and jazz forms.

170Z Opera Workshop **1 hour**
Opera Workshop focuses on either a full production or individual scenes. Offered once a year, either in the fall or spring semester.

180 Orchestra **1 hour**
A full instrumentation college symphony orchestra performing advanced standard repertoire. Any student with sufficient performing skill may become a member by audition or recommendation of the studio teachers. Public performances.

180-01 String Orchestra **1 hour**
Open to all string players. This ensemble focuses on repertoire for string ensemble. Students who are not able to make the time commitment to the large orchestra or seek to improve their ensemble skills are encouraged to participate.

190 College Choir **1 hour**
Open to all students desiring a choral ensemble experience. Music of various historical periods is performed both on and off campus and is sung in the original languages. Promoting musical excellence is the choir's chief purpose.

199 Chamber Choir **1 hour**
An auditioned group of 28 voices that focuses on challenging a cappella repertoire. Multiple performances in various venues are presented on and off campus each year.

Class Lessons

120 A, B, C Guitar Class **1 hour**
Emphasis on posture and procedures in holding the instrument and fundamentals of reading various forms of tablature and notation. Students are grouped into sections of: A - Beginning, B - Intermediate and C - Advanced.

130 Voice Class **1 hour**
Emphasis on finding the student's true voice, establishing proper resonance and singing effectively with an evenly placed melodic line, with stress on the projection and delivery of the text and foreign language reading. Posture, breathing, diction, stage poise and physical makeup of the vocal apparatus are some of the principles covered. Open to all students.

135 Class Instrument Instruction**1 hour**

Students wishing to learn an instrument at the beginning level will either sign up for private instruction or class instruction. The number of beginners registered on a single instrument per semester will determine whether the student will receive private or small group lessons. Permission of instructor required.

Private Lessons

There is an \$85 per credit/per semester fee for private music lessons. If a student chooses either to major or minor in music, the lesson fee is waived.

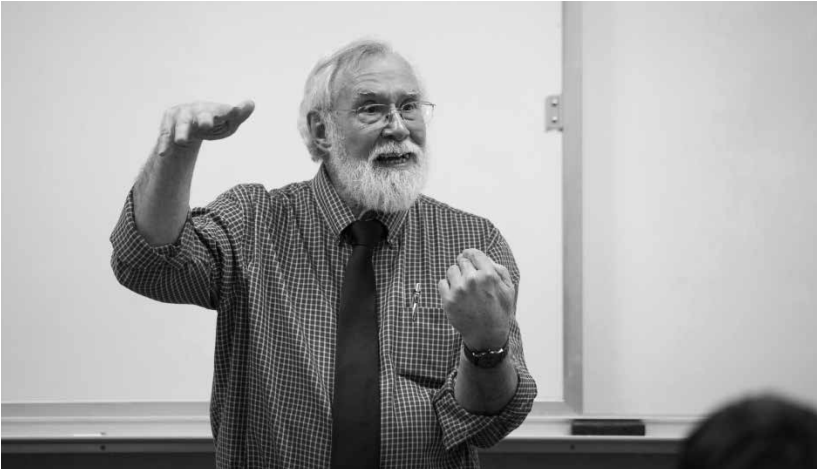
030-040 Applied Instruction in Musical Composition**1-2 hours**

The student pursues individual projects through weekly private instruction focused on the development of compositional imagination and technique. With the supervision of the instructor, students will reinforce and extend their technical and expressive facility with all aspects of composition, as well as engaging practical and aesthetical issues of musical performance and reception Prerequisite: 320 or instructor permission.

033-043 Private Conducting**1 hour**

Students who have completed MUS 324, Beginning Conducting, and MUS 424, Advanced Conducting, and who wish to continue the study of conducting may sign up for private conducting lessons. Permission of instructor required.

131/231	Voice	1 hour
131J/231J	Jazz Voice	1 hour
132/232	Voice	2 hours
332/432	Voice	2 hours
141/241	Piano	1 hour
142/242	Piano	2 hours
241H	Harpsichord	1 hour
242H	Harpsichord	2 hours
342/442	Piano	2 hours
141J/241J	Jazz Piano	1 hour
142J/242J	Jazz Piano	2 hours
151/251	Woodwinds	1 hour
152/252	Woodwinds	2 hours
352/452	Woodwinds	2 hours
Sections: F (Flute), S (Saxophone), C (Clarinet), O (Oboe), B (Bassoon)		
161/261	Strings	1 hour
162/262	Strings	2 hours
362/462	Strings	2 hours
Sections: V (Violin/Viola), C (Cello), B (String Bass), G (Guitar), H (Harp)		
171/271	Brass	1 hour
172/272	Brass	2 hours
372/472	Brass	2 hours
Sections: T (Trumpet), H (French Horn), R (Trombone), U (Tuba/Euphonium)		
181/281	Organ	1 hour
182/282	Organ	2 hours
382/482	Organ	2 hours
191/291-01	Percussion	1 hour
192/292-01	Percussion	2 hours
392/492-01	Percussion	2 hours
191/291-02	Drum Set	1 hour
192/292-02	Drum Set	2 hours



Philosophy and Religion

Chairman and Professor: THOMAS J. BURKE JR.

Professors: PETER C. BLUM, NATHAN SCHLUETER, JAMES STEPHENS

Associate Professors: LEE COLE, JORDAN WALES

Assistant Professors: IAN CHURCH, BLAKE MCALLISTER, DONALD J. WESTBLADE

Visiting Assistant Professor: CODY STRECKER

Lecturers: ALLISON POSTELL, ADAM RICK, ROBERT SNYDER, JOHN STUDEBAKER

The courses in philosophy are designed to present students with historical and contemporary attempts to think critically and reflectively about fundamental questions of knowledge and value. The study of such philosophical problems in a spirit of free inquiry encourages the student to learn to think clearly and critically and to examine and develop his or her own views.

The courses in religion are designed to ground students in the history, philosophy, theology and ethics of the Judeo-Christian tradition and to expose them to non-Christian religious thought. Ultimately, they aim to provide the intellectual tools necessary to study, interpret, and critically evaluate religious beliefs and then to integrate these both intellectually and personally.

The major in philosophy and religion secures foundational knowledge in the respective movements, arguments, theories, and figures of these disciplines while equipping students to think synthetically within and between them.

The Department offers a concentration in philosophy, a concentration in religion and a combined emphasis in philosophy and religion. Requirements for a major in philosophy: a minimum of 27 semester hours (not including Philosophy 105 or Religion 105), including Philosophy 211, 212, 213, either Philosophy 107 or Mathematics 303 (Mathematical Logic) and 15 hours of electives. Electives must include the following: (a) either Philosophy 312 or 313, (b) an elective from among Philosophy 340, 341, 342, 343, 410, 420 and 451, and (c) one philosophy seminar. Majors must also pass a written comprehensive exam. Students who take Philosophy 575, complete an "A-level" thesis and comprehensive exam, and have at least a 3.400 grade-point average in their philosophy major will graduate with honors in philosophy. Students planning to attend graduate school are urged to try for honors.

Requirements for a major in religion: 27 semester hours (not including Religion 105 or Philosophy 105), including Religion 101, 211, 212, 213 and 214, and 12 hours of electives. Majors must also pass a written comprehensive exam. Students who take Religion 575, complete an "A-level" thesis and comprehensive exam, and have at least a 3.400 grade-point average in their religion major will graduate with honors in religion. Students planning to attend graduate school are urged to try for honors.

Requirements for a major in philosophy and religion: 36 semester hours (not including Religion 105 or Philosophy 105), including (1) Philosophy 211, 212, 213 and 420, and six elective credits in Philosophy, and (2) Religion 212, 213, 214 and nine elective credits in Religion. Majors must also pass a written comprehensive exam. For this major, the optional thesis must be on a

topic that integrates philosophy and religion. Students writing a thesis may enroll in PHL 575 or REL 575 for 1–3 credits. Students may apply these credits to fulfill elective requirements in either philosophy (if enrolled in PHL 575) or religion (if enrolled in REL 575). Students who take Philosophy or Religion 575, complete an “A-level” thesis and comprehensive exam, and have at least a 3.400 grade-point average in their philosophy and religion major will graduate with honors in philosophy and religion. Students planning to attend graduate school are urged to try for honors.

A minor in philosophy requires 18 semester hours (not including Philosophy 105), including either Philosophy 107 or Mathematics 303, Philosophy 211 and 213, either Philosophy 312 or 313, and at least one elective from among Philosophy 340, 341, 342, 343, 405, 410 and 451. A minor in religion requires 18 semester hours (not including Religion 105), including Religion 101, two of Religion 211, 212, 213 and 214, and nine hours of electives. There is no minor in philosophy and religion. Substitution of courses from other departments for any of the above required courses or electives is at the discretion of the Department chairman.

Each year, accomplished and notable philosophers, theologians and biblical scholars are brought to campus through the Visiting Philosopher and Theologian Series and the annual Faith in Life Lectures. In addition, the Department administers the annual Willisford Prize in New Testament studies.

Philosophy

105 The Western Philosophical Tradition

3 hours

A general overview of the history of philosophical development in the West from its inception with the Pre-Socratic philosophers of ancient Greece to the 20th century Anglo-American and Continental traditions. The contributions of seminal thinkers and innovators such as Socrates, Plato, Aristotle, Augustine, Aquinas, Descartes, Locke, Hume, Kant, Mill, and Nietzsche are studied. Major works by these and other important philosophers are read, analyzed, and discussed with the aim of understanding what they argued for and against in regard to metaphysical, epistemological, and ethical issues. The course investigates to what extent they influenced their own and subsequent societies, how these philosophical systems create varying views of the world and human life, and how they address the perennial questions humans universally ask, existential questions such as, “Is there purpose and meaning in life?”; epistemological questions such as, “What are the limits of human knowledge?”; metaphysical questions such as, “What is the ultimate nature of the reality in which we live?”; “Is there life after death?”; “Are humans identical to their brains?”; and ethical questions such as, “What is the fundamental criterion of right and wrong human action?” In short, the course examines the main Western philosophical thinkers and traditions in an effort to understand what they have taught, why they have so taught, and how they have helped form and shape Western civilization.

107 Introduction to Logic

3 hours

An introduction to the principles of valid reasoning designed to develop analytical skills and abilities. Emphasis is placed on the evaluation of arguments through both informal and formal methods. Topics covered include informal fallacies, syllogisms, inductive logic and probability. No prerequisites.

211 Ancient Philosophy

3 hours

A historical survey of ancient philosophy from Thales to St. Augustine. Attention will be given to the pre-Socratics, the Sophists, Socrates, Plato, Aristotle, the Stoics and Epicureans, Plotinus, the early Church Fathers and St. Augustine.

212 Medieval Philosophy

3 hours

A historical survey of medieval philosophy from St. Augustine to the late Scholastics. St. Augustine, the later Church Fathers, Boethius, John Scotus Erigena, Anselm, Abelard, Bonaventura, Aquinas, Ockham, Scotus and other medieval thinkers are studied.

213 Modern Philosophy

3 hours

A historical survey of modern philosophy from Bacon to Kant. Major emphasis is placed upon the Rationalists (Descartes, Leibniz and Spinoza), Empiricists (Locke, Berkeley and Hume) and Kant’s synthesis of those two traditions.

217 Nineteenth-Century Philosophy

3 hours

A survey of major figures in 19th century philosophy, focusing on German Idealism (especially Hegel), and reactions to it by Marx, Kierkegaard, Schopenhauer, and Nietzsche. The focus will be on their enduring significance, especially as fundamental to what became known as “Continental” philosophy in the early 20th century. Some attention will also be given to the survival of empiricist emphases (e.g., Mill and Comte) and possibly to British idealism (e.g., Bradley). The course will conclude with a look

at the pragmatism of Peirce and James, which provides a major bridge between Hegelian tendencies and analytic philosophy in the late 20th century.

310 Classical Metaphysics

3 hours

A study of “first philosophy,” this course inquires into the nature of being, considered as such. It addresses such concerns as the legitimacy of metaphysics and its distinction from natural philosophy, the nature of substance and of causality, and the possibility of knowing the first cause of all things. A careful examination of Aristotle’s *Metaphysics* will be central to this endeavor, and after such examination Aristotle will be brought into dialogue with his medieval interpreters (e.g., Aquinas) and his more contemporary readers (e.g., Heidegger).

312 Ethical Theory

3 hours

A critical review of recent developments in ethical and value theory. Topics covered may include the dispute between utilitarianism and deontological theories, the nature of justification in ethics, the distinction between facts and values, and meta-ethical theories.

313 Social and Political Philosophy

3 hours

A philosophical examination of major social and political concepts such as authority, justice, law, obligation and rights. Special attention will be given to the use of these concepts in such ideologies as communism, fascism and democracy.

314 Aesthetic Theory

3 hours

An introduction to the most influential philosophical positions on the nature of the beautiful, both in art and in the natural world. The figures covered will include such philosophers as Plato, Aristotle, Kant, Schiller, Tolstoy, and Heidegger; the theories examined will include art as representation, as expression, as form, and as aesthetic experience.

320 American Philosophy

3 hours

A survey of American philosophical thought. Emphasis is placed on the views of the major Pragmatists of the late 19th and early 20th centuries, Peirce, James and Dewey. Attention is also given to contemporary American philosophers who have incorporated aspects of Pragmatism in their thought, as, for example, Quine, Putnam and Rorty.

340 Twentieth-Century Continental Philosophy

3 hours

This course will survey the main developments in Continental (primarily German and French) philosophy from the beginning of the 20th century to the 1960s. Movements considered will include phenomenology, existentialism, Saussure and early structuralism, and the critical theory of the early Frankfurt School. The course will combine a general overview of these developments with some careful reading of primary works by selected major figures, which could include Husserl, Scheler, Heidegger, Marcel, Sartre, de Beauvoir, Merleau-Ponty, early Ricoeur, early Lacan, Levi-Strauss, Benjamin, Horkheimer and Adorno, among others.

341 Twentieth-Century Analytic Philosophy

3 hours

A survey of the development of analytic philosophy from Frege and Russell to Quine and other contemporary analytic philosophers. Emphasis is placed upon Russell, the Positivists, the early and later Wittgenstein, Austin and the “ordinary language” school, Sellars and Quine.

342 Issues in Contemporary Epistemology

3 hours

Readings in contemporary theories and disputes in epistemology. Topics will vary from offering to offering, so students will be able to take the course for credit more than once.

343 Issues in Contemporary Metaphysics

3 hours

Readings in contemporary theories and disputes in metaphysics. Topics will vary from offering to offering, so students will be able to take the course for credit more than once.

345 Contemporary Continental Philosophy

3 hours

This course will survey the developments in Continental philosophy from the political upheaval and philosophical ferment of the 1960s to the early 21st century. Post-structuralist thought will be central, but ongoing developments in phenomenology, hermeneutics, and critical theory will also be considered. Themes will likely include (1) increased “blurring” of boundaries between philosophical and other modes of writing, (2) the influence of Marx, Nietzsche, and Freud, and (3) how and why “Continental” differs from “analytic” philosophical work. Depth will be given to the survey via careful reading from selected figures, such as Gadamer, Ricoeur, Levinas, Lacan, Foucault, Derrida, Deleuze, Kristeva, Irigaray, Butler, Habermas, Marion, and Agamben, among others. PHL 340 is recommended background, but not required.

350 Philosophy of Law

3 hours

An analysis of key issues in legal philosophy. Special emphasis is placed on such questions as the proper role and the justification of punishment, the relationship between law and morality, and the objectives and requirements of the rule of law.

360 Philosophy of Education**3 hours**

Through close study of writers such as Plato, Aristotle, Augustine, Rousseau, Freud, Dewey, and C.S. Lewis, students learn to identify the conceptions of human nature and the good life that inform educational practice while examining the relationship between education and establishment of the just regime. During this investigation of the philosophical dimensions of educational theory and the educational dimensions of political theory, the course explores such vital questions as the nature of justification, the role of character education in addressing the problem of preservation, and the adequacy of a naturalistic conception of man and the universe.

405 Philosophy of Language**3 hours**

An examination of the nature of language through the study of such topics as truth, reference, meaning, linguistic structure, how language differs from other symbol systems, relations between thought and language and language and the world, the use of language (e.g. in literature), and the relevance of these topics to selected philosophical issues. Special attention will be given to topics that (i) are most central to recent philosophical work on language and (ii) have far-reaching consequences beyond philosophy.

410 Philosophy of Mind**3 hours**

A study of contemporary issues in the philosophy of mind, including the concept of personhood, knowledge of other minds and the relation between mind and body.

420 Philosophy of Religion**3 hours**

A philosophical examination of the nature of religious belief, experience and activity. The course will also include an examination of such concepts as God, freedom and immortality.

451 Philosophy of Science**3 hours**

A survey of the major views on the nature and methods of science. Included will be a brief historical introduction to the philosophy of science in the 19th century, the development of logical positivism and recent criticisms of it, and proposed alternatives to the traditional view. The positions of Hempel, Carnap, Popper, Kuhn, Hanson, Toulmin, Hesse, Quine and Van Fraassen will be considered.

493 Seminar in Philosophy**3 hours**

A seminar for advanced students in philosophy. Topics may include the philosophy of a historical figure such as Plato, Aristotle, Kant or Wittgenstein, or the study of a major philosophical topic in epistemology, metaphysics or ethics. May be repeated for credit.

575 Philosophy Senior Thesis**1-3 hours**

Students wishing to graduate with honors in philosophy must write a substantial thesis under the direction of one of the members of the Department or another qualified faculty member. Upon completion, the student must defend the thesis before a committee of three faculty members.

597 Special Problems**1-3 hours**

Investigation of special philosophical problems, under direction. Prerequisite: permission of the instructor.

Religion**101 Introduction to World Religions****3 hours**

A survey of the major religious traditions of the world. Emphasis is placed upon the theologies, religious practices and ethical teachings of the faiths studied. The course will begin with an inquiry into the nature of religion and religious belief, and then survey ancient religions, primarily those of Egypt, Mesopotamia and Greece. The course will then turn to the major Eastern (Hinduism, Buddhism, Shintoism, Taoism and Confucianism) and Western (Judaism, Christianity and Islam) religions. Some time will also be spent on Jainism, Zoroastrianism, Sikhism and African religions.

105 The Western Theological Tradition**3 hours**

A survey of the history of Western theology, analyzing and exploring the teachings of the various theological traditions that have influenced Western Civilization. Given the dominant influence of Christianity on Western culture and society over the past 2000 years, the course makes clear the theological teachings of the major Christian traditions that have prospered and played a significant role in shaping Western societies. The connections between theology and notions of proper community and individual life, theology's influence on Western metaphysics and ethics, and the influence theology has had on the development of modern institutions and enterprises, such as modern science, are explored. In addition, the conceptual innovations about the nature of man and his abilities which theological disputes over the nature of God and Christ have provided are pointed out and discussed. Moreover, particular notions of the religious life and of the role of religion in life that have dominated Western thought on these matters are also explored. In short, students are instructed in the basic teachings of that faith that has dominated and, until recently, to a large extent directed the course of Western civilization in order to understand how religious belief informs

self-understanding, provides a comprehensive view of reality, and, by instilling a vision of human life, its purpose and proper comportment, shapes the larger culture. Finally, the course also examines thinkers and movements opposed to religion, focusing on intellectual disputes pitting religious faith against non-Theistic, secular understandings of reality and mankind's place therein.

211 Old Testament History and Literature **3 hours**

A study of the history and theology of the Old Testament. The Mosaic Law, the prophetic tradition and the wisdom literature are studied in the context of the historical development of Israel from the Patriarchal to the Hellenistic era.

212 New Testament History and Literature **3 hours**

A survey of the history and theology of the New Testament. A brief overview of the political, cultural and religious background of the New Testament is followed by a study of the life and teachings of Jesus as portrayed in the Gospels, the history of the early Apostolic Church, the life and thought of St. Paul and the theology of the General Epistles. Modern theories of New Testament composition and hermeneutical methods are also evaluated.

213 History of Christian Thought I **3 hours**

The development of Christian philosophical and theological thought from the close of the New Testament to 1500 A.D. Special emphasis will be placed on the development of the ecumenical creeds, the philosophy and theology of Augustine, and medieval scholasticism.....Fall, odd-numbered years.

214 History of Christian Thought II **3 hours**

A study of Christian intellectual and doctrinal history from 1500 to the present. The Reformation, Counter Reformation, the Age of Orthodoxy, the rise of biblical criticism, 19th-century Liberal theology, 20th-century Neo-orthodoxy and existential theology, the Vatican Councils and important papal encyclicals and current trends of thought will be studied Spring, even-numbered years.

302 Patristic Theology **3 hours**

A study of the form and spirit of theology in the early Church fathers, from A.D. 100 to 600, emphasizing primary source texts in translation and focusing on the development of this theology through several early Christian controversies and theological loci, including: The relationship of the Old and New Testaments; the meaning of creation; the divinity and humanity of Christ; the theology of the Holy Spirit; the Cross; Christian worship; monasticism; and the life of grace.

309 Medieval Theology **3 hours**

This course traces the development of Scholasticism as a distinct movement in theology in the medieval period. There will be a parallel focus on some distinctive Scholastic themes, but also on the diversity within that tradition.

316 Sixteenth-Century Theology: Reformation and Counter Reformation **3 hours**

A study of the theology of the major 16th-century Protestant Reformers and of the Roman Catholic Counter Reformation. Particular attention will be paid to Luther, Zwingli, Calvin, the Anabaptists and the Council of Trent.

319 Eighteenth-Century Theology: Jonathan Edwards and American Puritanism **3 hours**

An examination of Puritan theology and polity in 18th-century America and their formative influence upon subsequent American life and thought. A leading representative among Colonial Puritans and, many argue, the greatest theologian America has yet produced, Jonathan Edwards furnishes the course with its primary case study and point of orientation. Study also encompasses Puritanism from the Mathers through the demise of New England Theology.

320 Contemporary Religious Thought **3 hours**

A study of the major theological positions developed in the 20th century, including Modernism, Neoorthodoxy, Fundamentalism and Liberation Theology. Thinkers studied will include, among others, Karl Barth, Paul Tillich, Rudolf Bultmann and Wolfhart Pannenberg.

333 Theology of the Trinity **3 hours**

This course will examine the tradition of Christian reflection on the triune God, arguably the foundational doctrine of Christianity. Using primary texts in translation, students will investigate the development of Trinitarian belief and thought from the first century to the twenty-first, with special attention to historical understandings of this doctrine's implications for Christian life.

340 Studies in Biblical Interpretation **3 hours**

An in-depth, exegetical study of a particular case or problem in the interpretation of biblical texts. Topics, to vary from year to year, include Jesus and the Gospel Tradition, Luke and Other Ancient Historians, Paul and his Churches, Romans—History of Interpretation, and Literature of the Johannine Community. May be repeated for credit.

- 341 Studies in Biblical Theology** **3 hours**
A literary and historical study of a selected, classical focus of theological debate. Topics, to vary from year to year, include Gospel and Law, the Unity of the Bible, the Old Testament in the New Testament, Biblical Theologians Since 1850, and Lives of Jesus. May be repeated for credit.
- 342 Studies in the World of Ancient Christianity** **3 hours**
A close study of a particular social and textual slice of the first- and second-century Hellenistic world with which the early Church interacted. Topics, to vary from year to year, include Gnostics, Pagans and Heretics; Judaism in the Greco-Roman World; Ancient Mediterranean Mystery Religions; the Social Context of Early Christianity; and History of Ancient Christianity. May be repeated for credit.
- 352 Roman Catholic Theology** **3 hours**
A study of the major doctrines and practices of the Roman Catholic Church. The Councils, Creeds and Papal Decrees of the Church are studied in order to give students a general introduction to the theology governing the beliefs and practices of traditional and contemporary Roman Catholicism.
- 355 Introduction to Islam** **3 hours**
This course introduces the Muslim religion, its history, doctrine and practice, and sets it into its several contexts among other Western religions, among interpretive traditions of sacred literature, within varying national expressions, and, amid contemporary debates concerning its warrants for militarism, theocratic rule, or suppression of women, and its compatibility with democracy and other aspects of modern, Western culture.
- 356 Introduction to Eastern Religion** **3 hours**
An introduction to some of the major Chinese, Indian and Japanese religious traditions, including Buddhism, Confucianism, Hinduism, Taoism and Shintoism. The class will cover both the origins of these traditions and their development to the present and will include readings from the important primary texts.
- 359 Christianity and Competing Worldviews** **3 hours**
This course examines the incongruities and distinctions between the Christian faith and its contemporary rivals: Marxism, Atheism, Humanism and Post-Modernism. The aim is to develop students' abilities to engage in dialectic encounter with all worldviews which press modern humanity for consideration.... Fall.
- 373 Religion, Society and Culture** **3 hours**
Readings in the study of religion from the perspectives of social theory and social science. Specific topics may vary. Possible foci: sociology of religion, anthropology of religion, religion in modern and postmodern thought, phenomenology of religious experience, or classical (19th and early 20th century) theories of religion.
- 374 The American Religious Landscape** **3 hours**
A survey of patterns of religious thought, practice and social organization in the United States over the last few decades, as seen from a broadly sociological perspective. Attention to denominationalism and ecumenism, the interplay of liberalism, fundamentalism and evangelicalism; "new religious movements;" parachurch organizations and interest groups, contemporary forms of spirituality, church and state, religion in "the public square," etc. Students will be given opportunity to focus individually on particular issues or religious groups that are of interest.
- 390 Introductory Biblical Hebrew** **3 hours**
A beginning course introducing the elementary grammar and vocabulary of the Hebrew Bible with a view toward reading and translation.
- 393 Readings in the Septuagint** **3 hours**
An introduction to the special grammar and vocabulary of the Jewish Bible (Old Testament) in Greek, with an emphasis upon acquiring proficiency in reading selected texts. Prerequisites: CLS 103, 104.
- 394 Readings in New Testament Greek** **3 hours**
An introduction to the grammar and vocabulary of Koine Greek with emphasis upon building proficiency in reading the Greek New Testament. Prerequisites: CLS 103, 104.
- 493 Seminar in Religion** **3 hours**
A seminar on special topics or problems in the study of religion, biblical studies and Christian studies. The seminar may cover such topics as Christian ethics, individual biblical books or authors, prominent thinkers in the Judeo-Christian tradition and specific non-Christian religions or religious thinkers. May be repeated for credit.
- 575 Religion Senior Thesis** **1-3 hours**
Students wishing to graduate with honors in religion must write a substantial thesis under the direction of one of the members of the Department or another qualified faculty member. Upon completion, the student must defend the thesis before a committee of three faculty members.

597 Special Problems**1-3 hours**

Investigation of special problems, under direction. Prerequisite: permission of the instructor. Offered on demand.

Rhetoric and Public Address

Chairman, Professor, and Director of Forensics: KIRSTIN A. KILEDAL

Assistant Professor of Rhetoric and Director of Debate: MATTHEW DOGGETT

Assistant Professor of Rhetoric: ETHAN STONEMAN

Instructor in Rhetoric and Director of Mock Trial: JONATHAN CHURCH

Lecturer in Rhetoric and Public Address: BRITA STONEMAN

Lecturer in Mass Communication: CARTER SNIDER

A major in the Rhetoric and Public Address discipline requires successful completion of at least 36 hours of departmental offerings with a grade of a “C-” or better in order to graduate. All students choosing Rhetoric and Public Address as their field of concentration should consult with the department chairman as soon as possible in their academic program.

Field of Concentration in Rhetoric and Public Address

The Rhetoric and Public Address curriculum has as its main focus the history, theory, criticism, and performance of rhetoric. Public persuasion, as an area of study as well as a practiced skill, has been central to the human experience throughout the history of Western civilization. The advent of democracy in ancient Greece gave rise to the necessity of its citizens to be equipped with rhetorical understanding and ability. It seeks to convey to students a broad range of critical perspectives, both contemporary and historical, that are necessary for understanding the significance of the art of rhetoric in Western culture. The Department offers two concentration (or major) tracks. The Rhetoric track curriculum is designed to focus the student’s study upon the nature and function of rhetorical communication in a free society, while guiding them in the development of effective, ethical skills in the expression and analysis of ideas. Addressed are the forms, modes, techniques, ideas, and contexts of our civilization’s heritage of rhetorical communication, centered in the paradigm of public address. The Mass Communication track allows for the student’s focused study of the content, transmission, and consequences of mass-mediated messages as well as of the history of media technologies. Understanding how messages construct meaning, identity, relationships, and communities—and how changes in media form impact these various constructions—is central to the life of a liberally educated person and to the development of critical and creative thinking, speaking, listening, and writing.

A student may also elect to pursue the concentration in Rhetoric or the Rhetoric minor in conjunction with the Classical Education minor or the Early Childhood Education minor. The Early Childhood Education program recommends RPA 201 as an elective for all students.

RPA 303 serves as an elective in the Business Administration program.

RPA 356 serves as an elective in the Business Administration program.

RPA 455 serves as an elective in the American Studies program.

RPA 385, 445, and 453 serve as electives in the Sociology and Social Thought program.

Rhetoric and Public Address Major Core:

Students must take a “core” consisting of all the following courses: RPA 201 or 320 or 340; 210; 290#; 310; 455; and 575 (18 hours).

Students desiring to seek Departmental Honors in Rhetoric and Public Address are expected to reach the highest standards of excellence within their departmental studies and to pursue the Honors track for the senior thesis project. The Honors track requires the addition of an extra-departmental member of the thesis committee, generally a subject matter expert. This member must be approved by the department chairman and the thesis director. A successful Honors thesis situates the analysis within disciplinary theoretical, analytic, critical, or practical considerations and demonstrates the work’s contribution to the field. The support of the departmental faculty generally is required.

Requirements for the Rhetoric Concentration in Rhetoric and Public Address:

1. Each student must take the following list of required courses: RPA 291#; 201 or 320; 453 or 463 (9 hours).
2. Each student must select three electives from the following list of courses: RPA 315, 325, 385, 393*, 401; 435 or 450; 445, 453, 463, 599*; one of the following courses: RPA 285, 303, 319, 356, 370.
3. During senior year, each student must successfully complete RPA 575, the product of which will serve as a senior thesis. This project will be chosen in conjunction with the department chairman and departmental faculty. The project will combine research, analysis, and written skills. The senior project may be undertaken in any area taught within the concentration (see notation in Requirements for a Concentration in Rhetoric and Public Address).

Requirements for the Mass Communication Concentration in Rhetoric and Public Address:

1. Each student must take the following required course: RPA 360 (3 hours).
2. Each student must select five electives from the following list of courses: RPA 240, 275^, 285, 301, 315, 393*, 401, 445, 450, 453, Internship#@ RPA 440, IDS 312, 318, 320, 322, 324, or 326; RPA 599* (15 hours).
3. During senior year, each student must successfully complete RPA 575, the product of which will serve as a senior thesis. This project will be chosen in conjunction with the department chairman and departmental faculty. The project will combine research, analysis, and written skills. The senior project may be undertaken in any area taught within the concentration (See notation in Requirements for a Concentration in Rhetoric and Public Address).

+Rhetoric and Public Address courses not counted toward either concentration: RPA 241, RPA 251, RPA 261.

^May substitute THE 355 or THE 350 with permission of the department chairman.

@NOTE: No more than six credit hours may be awarded for College credit toward graduation.

#Requires permission from the department chairman.

Requirements for the Minor in Rhetoric and Public Address:

A minor in Rhetoric and Public Address consists of a minimum of 24 hours in disciplinary studies. The student wishing to minor in rhetoric has three options:

A.) A 24-hour minor in Rhetoric and Public Address—**Rhetoric**

1. Each student must take a “core” consisting of ALL the following courses: RPA 201, 290, 455, and 453 or 463 (12 hours).
2. Each student must take two of the following courses: RPA 291, 360, 445, 450 or 453 (6 hours).
3. Each student must take one of the following courses: RPA 275, 320, 340 (3 hours).
4. Each student must take one of the following courses: RPA 285, 303, 325, 401 (3 hours).

* Under special circumstances and with prior approval of the department chairman, courses designated RPA 393, 575, 597, or 599 may be counted. Additional electives from the RPA designation may be substituted at the discretion of the same.

B.) A 27-hour minor in Rhetoric and Public Address—**Mass Communication**

1. Each student must take a “core” consisting of ALL the following courses: RPA 201, 210, 290, 360 (12 hours).
2. Each student must take two of the following courses: RPA 301, 315, 450, 445; JRN 301/302 (6 hours).
3. Each student must take one# of the following courses: RPA 275, 320, 340; THE 350 or 355 (3 hours).
4. Each student must take one of the following courses: RPA 285, 303, 310, 401 (3 hours).
5. Each student must take one* of the following courses: JRN 340, IDS 312, 318, 320, 322, 324, or 326; RPA 599 (3 hours).

+Rhetoric and Public Address courses not counted toward the Mass Communication minor: RPA 241, 251, 261, 310, 356, 370, and 463.

*Internships may be taken for 1-3 hours but must equal or exceed three hours to fulfill this requirement.

#RPA 393 may be taken for three hours with the permission of the department chairman.

C.) A 24-hour minor in Rhetoric and Public Address—**Organizational Communication**

1. Each student must take a “core” consisting of ALL the following courses: RPA 201, 303, 356, 370 (12 hours).
2. Each student must take one of the following courses: RPA 290, 291, 310, 455 (3 hours).
3. Each student must take one of the following courses: RPA 319, 320, 401; BUS 315 (3 hours).
4. Each student must take one of the following courses: RPA 210, 285, 325, 401 (3 hours).
5. Each student must take one* of the following courses: IDS 312, 318, 320, 322, 324, or 326; RPA 599 (1-2 credits), RPA 393# (3 hours).

*Internships may be taken for 1-3 hours but must equal or exceed three hours to fulfill this requirement.

#RPA 393 may be taken for three hours with the permission of the department chairman.

201 Fundamentals of Speech Communication

3 hours

The theory and process of shaping ideas into an effective oral presentation. Particular attention is paid to selecting supporting materials, arranging ideas in a logical manner, and delivering the speech effectively. Emphasis is placed on an extemporaneous style of presenting informative and persuasive speeches, with opportunities provided for impromptu speaking experiences.

210 Introduction to Mass Communication

3 hours

This is a survey course investigating the various electronic communication media, as well as the print media, from historical, economic, and social viewpoints. There is a special attention to media literacy in the study of the various components of mass communications.

240 Introduction to Broadcasting

3 hours

Includes discussion of the development of the broadcast media in the U.S. and elsewhere, the regulatory function of the Federal Communications Commission, and the organization of the media, both at network and local levels. It provides some practical experience with writing and performing basic types of programming that are to be found on radio and television today.

241 Mock Trial

1 hour

Open to all students interested in learning or polishing skills in communication and advocacy. Mock Trial, as sanctioned by the American Mock Trial Association, is a co-curricular activity intended to foster the development of undergraduate students in the areas of leadership, public speaking, rhetoric, and persuasion through a legal forum. Currently, approximately 600 teams from over 350 universities and colleges compete in AMTA sponsored tournaments. Students may repeat the course for credit each semester during their four-year course of study. Students must be active members of the competitive team or have the permission of the instructor and department chairman.

251 Debate

1 hour

Open to all students interested in learning or in polishing and employing existing skills in the fundamentals of debate. The Hillsdale College Debate Team is nationally recognized as one of the finest in the country. The course includes instruction in debate technique and style, and participation in both on- and off-campus tournaments. Students may repeat the course for credit each semester during their four-year course of study. Students must be active members of the competitive team or have the permission of the instructor and department chairman.

261 Forensics

1 hour

Open to all students interested in learning the fundamentals of competitive public speaking, or in polishing and employing existing skills. The Hillsdale College Individual Events Team actively and aggressively pursues regional excellence. The course includes instruction in Individual Events techniques in the areas of informative, persuasive, extemporaneous, and impromptu speaking, as well as in the oral interpretation of prose, poetry and drama. Students participate in an active season of on- and off-campus tournaments. Students may repeat the course for credit each semester during their four-year course of study. Students must be active members of the competitive team or have the permission of the instructor and department chairman.

275 The Performing Voice

3 hours

Oral interpretation teaches the art of communicating to an audience a work of literary art in its intellectual, emotional and aesthetic entirety. The course will be tailored both to the student of acting and to the student of platform (or microphone) oratory. Students will be coached in performing selections from all genres of literature, but special emphasis will be given to storytelling and to dramatic verse.

285 Interpersonal Communication

3 hours

Provides an arena to examine the necessity of specific communicative processes and understandings particular to interpersonal interaction. Students will examine the processes of interpersonal communication

at the levels of theory, analysis and performance. Course objectives include process understanding, awareness of nonverbal patterning, improved listening (data, critical, empathetic), understanding of speech and self-disclosure issues, and the recognition and analysis of ethical dilemmas.

290 The Western Tradition of Rhetoric I**3 hours**

A survey of the major developments in the theory and practice of rhetoric in Western Civilization, beginning with the ancient Greek and Roman traditions. The course explores the historical relationship between rhetoric and truth, knowledge, and the political order. Readings and lectures are designed to encourage students to engage such enduring issues as the ethical responsibilities of the public persuader and the exercise of the rights and responsibilities of free speech in a democratic society. Students will examine the works of figures such as Plato, Aristotle, Cicero, Quintillian, and St. Augustine.

291 The Western Tradition of Rhetoric II**3 hours**

A survey of the major developments in the theory and practice of rhetoric in Western Civilization, beginning with the Renaissance. The Belles Lettres, Enlightenment and Modern Periods in the Western Tradition are explored. This course continues to explore the relationship between rhetoric and truth, knowledge and the political order that began with the Greek and Roman traditions of public persuasion. Readings and lectures are designed to encourage students to engage rhetorical theory at the levels of theory building, philosophy, application and analysis. Students will examine the works of such figures as Erasmus, Ramus, Campbell, Whately, Blair, Burke, Vico and Richards. *Note: Students who enroll in this course without taking either CLS 311 or RPA 290 must have the permission of the instructor.

301 Film History and Form**3 hours**

A historical and critical survey of the film as art in the 20th century. The course includes opportunities for analysis of dozens of important films from historical, artistic, technological, formal and musical perspectives. Students in this course will work in teams to create a short film.

303 Business Communication**3 hours**

This course allows students to examine not only the theories, but also the practical applications of those theories to communication in the business environment. Students in this course will examine the communication constraints imposed at the functional levels of group and interpersonal management in organizations. Students will engage in qualitative problem solving, address issues of written and oral communication, and prepare analytical cases as a means of application.

310 Argumentation: Theory and Practice**3 hours**

Analysis of the types of reasoning commonly employed in argumentative discourse. Students learn to apply standard argumentation issues to central propositions of fact, value and policy; to employ them in argument; and to recognize the refutations to which they are susceptible.

315 Television Criticism**3 hours**

The goal of this class is for students to begin to think of television as a site culture is created and disseminated. Television will be analyzed and studied by utilizing foundational television and media theory and practices along with studying the genre conventions and production practices found within the medium. This class will incorporate how television has moved beyond what is found on broadcast and cable networks through the analysis of television on the Internet, mobile devices, and other related video and media.

319 Public Advocacy**3 hours**

Advocacy is the art of calling a public to a shared demand. Advocates should speak for causes and broaden the scope of public argumentation and participation. The class will address several social movement theories to assess how advocacy works, while promulgating student causes throughout the semester. The course should empower the student's voice through multiple media, help the student envision leading an issue or grassroots campaign, develop key concepts of agitation (and control), and judge whether advocating is ethical and sustainable.

320 Advanced Public Speaking**3 hours**

The theory and process of preparing and delivering specialized forms of public speeches. Emphasis is placed on a variety of types of persuasive and ceremonial speeches. Students are provided the opportunity to develop a personal rhetorical style appropriate for impromptu, extemporaneous and manuscript speaking. Prerequisite: RPA 201 or permission of the instructor.

325 Speech Composition**3 hours**

A consideration of the elements necessary to effective speech writing. Through the study of rhetorical masterpieces, students learn elements of style and arrangement especially suitable for discourse written for oral communication. Emphasis is on student production of original speech manuscripts. Prerequisite: RPA 201 or permission of instructor. RPA 320 preferred.

340 Practicum in Broadcasting**3 hours**

The course requires extensive participation in the writing, performing and production of programming for radio and television. It provides practical experience in the production of news, sports and entertainment programming in a laboratory situation. Prerequisite: RPA 240 or permission from instructor or department chairman.

356 Organizational Communication**3 hours**

The theory and processes of communication in organizations. Through such techniques as role-playing, problem-solving and presentations, emphasis is placed on the communicative processes and functions of individuals in groups. Leadership, image building and the use of influence will be topics. Inventories based on business norms, as well as videotaping, will be part of the learning experience.

360 Media Theory and Criticism**3 hours**

This course offers an in-depth examination of media theory and criticism, exploring both foundational and contemporary media theories and applying these theories to contemporary media texts. In general, it samples a variety of theories and theoretical perspectives, explores several different methods of media study, and examines a variety of media. Special attention will be given to the overlapping and competing paradigms of political economic studies stressing the industrial forces structuring the media and popular culture perspectives emphasizing the power of texts and audiences.

370 Leadership in Group Dynamics**3 hours**

Examines the role of communication in the productivity of task-oriented groups. Special attention is paid to the function of communication in group development, leadership emergence, conflict and cohesion.

385 Rhetorical Archeology**3 hours**

This course continues the central investigation of rhetorical discourses and the material systems in which they are embedded through an archeological lens, examining the meaning and valuation of them as they are created, presented and represented, maintained, and, potentially, declined. Its focus is the development and practice of rhetorical, and more widely, communication genres functioning relationally with knowledge. The archaeological term "in situ" denotes an artifact found in its original resting place; such an artifact presents a richness of theoretical, practical, and critical material for discovery and analysis. Students will be engaged in deep examination of the rhetorical activity of a particular historical period or that of a particular discipline, science, or art. They will encounter traditional and non-traditional texts embedded within their historic and cultural contexts.

393 Seminar in Rhetoric and Public Address: Variable Topics**3 hours**

A seminar concerned with the interrelation of rhetorical theory and practice: questions of theory, politics, philosophy and cultural history. Offered as needed, specific topics vary, and the course may be taken for credit more than once.

401 Theories of Persuasion**3 hours**

An investigation into the theoretical bases for understanding the dynamics of persuasive communication from the interpersonal to the social level. The main focus is on major social scientific models that seek to explain the relationship between persuasive messages and attitude change. Students will study the process of persuasion in various contexts, including advertising, interpersonal communication, political communication and mass media.

435 Seminar in Political Rhetoric**3 hours**

This course is designed for upper-level students to examine rhetoric in the contemporary political setting, and to explore a range of theoretical and practical issues including campaign strategies, ethics, and the impact of campaigns on the policymaking process. While the focus will shift according to professor, the course will pay special attention to prudence or a politician's ability to apply right reasoning to action. Scholars discussing prudence, particularly Aristotle and Machiavelli, will be addressed. The central aim will be to understand prudence's theoretical and practical possibilities in contemporary American politics.

440 Internship in Broadcasting**3 hours**

Involves on-the-job experience at a commercial radio station and includes supervision by the station's personnel. The student will be exposed to the numerous support functions that make radio broadcasting possible. Prerequisite: permission of the program director.

445 Media Ecology**3 hours**

Media ecology is the study of media environments, of how technology and techniques, modes of information and codes of communication affect human perception, understanding, feeling, and value. It is a deeply historical, meta-disciplinary, and robust qualitative approach to understanding both communication and the human condition. Some core ideas within media ecology are wrapped up in aphoristic statements such as "The medium is the message" and "Media are environments, and environments are media," and "the user

is the content of any medium.” This course looks closely at canonical figures within the tradition—Marshall McLuhan, Walter Ong, and Jacques Ellul—as well as its major analytic-theoretical tributaries—orality-literacy studies, technology studies, and bias studies. Specific recent figures will vary.

450 Political Rhetoric and the Electronic Media **3 hours**

Examines the impact of the mass media on American democratic political culture. Explores the influence of television on the rise of image and style over substance and rationality in political rhetoric. Addresses changes in political communication brought about by public opinion polling, political advertising, television news reporting, and computer technology.

453 Theories of Rhetoric **3 hours**

An extensive examination of contemporary ideas about the nature and function of rhetoric. Students will conduct in-depth readings into the works of such major figures as I.A. Richards, Jean-François Lyotard, Richard Weaver, Kenneth Burke, Jürgen Habermas, Stephen Toulmin, and Michel Foucault. Emphasis will be placed on the implications of rhetorical theory for notions of truth, ethics, knowledge, rationality, and the political order. Prerequisite: RPA 290 or permission of the instructor.

455 History of American Public Address **3 hours**

The study of speeches influential in shaping public life in America, especially within the political sphere. Primary emphasis is placed upon the textual analysis of selected speeches for the purpose of discovering the rhetorical dynamics, as well as linking each speech to its historical context. Special attention is paid to the changing nature and function of oratorical culture throughout American history.

463 Methods of Rhetorical Analysis **3 hours**

An exploration of the major methodological approaches to the explanation of the persuasive dynamics of rhetoric. Students will learn to write analyses of specific instances of rhetoric from various theoretical bases, including neo-Aristotelian, ethical, dramatic, ideological, and postmodern perspectives. Prerequisite: RPA 290 or permission of the instructor.

575 Senior Thesis **3 hours**

597 Special Problems and Research **1-3 hour(s)**

Individual work on a topic or problem selected and supervised by the Rhetoric and Public Address staff. Prerequisites: second-semester junior standing and permission of the staff member selected to be in charge of the student's work. Enrollment in this course is limited to those who have chosen rhetoric as their field of concentration. Offered on demand.

599 Assistantship Honors **1-2 hours**

Spanish

Chairwoman and Professor: SANDRA J. PUVOGEL

Professors: KEVIN E. TEEGARDEN, CARMEN WYATT-HAYES

Associate Professor: TODD K. MACK

Assistant Professors: KATIA SHERMAN

Instructor: AMANDA M. STECHSCHULTE

The study of Spanish contributes to the education of the student in the following ways: (1) it stimulates and directs the acquisition of a national and international understanding by developing knowledge of the civilization, literature and language of one or more of the modern nations, which is part of a cultural and liberal education; (2) it develops accuracy and precision in the use of language as an instrument for the comprehension and communication of ideas; (3) it offers training in the reading knowledge of a foreign language essential to advanced study in most fields of learning; (4) it is of practical value in diplomatic service, business and industry, or foreign trade; and (5) it prepares the student to qualify for secondary or elementary school instruction or, after graduate study, for instruction at the college level in Spanish.

For native speakers of English, a 12-semester-hour competency (through third-semester 201) level in French, German, Spanish, Latin or Greek is required for the bachelor of arts degree and for certain preprofessional programs. This requirement may be satisfied only by successful completion of 201, or a higher level course, on the Hillsdale campus.

Students who arrive with a 12-semester-hour competency in Spanish, as determined exclusively by the Hillsdale College placement test, must take at least one three-credit course at Hillsdale College at the 201 level or above in Spanish in order to satisfy the requirement.

No student may fulfill the B.A. degree language requirement by means of the placement exam alone. Optionally, a student may elect another of the languages offered at Hillsdale to satisfy the bachelor of arts requirement by successfully completing the (third-semester) 201 course in said language on campus.

Satisfactory completion of two semesters of Freshman Rhetoric and the Great Books fulfills the bachelor of arts requirement in foreign language for students from non-English-speaking cultures who demonstrate possession of literary competence in their native tongue.

Students entering with high school Spanish credits must take an entrance language placement examination. Those demonstrating sufficient command of the language to begin study on the 102 or 201 level need complete only the remaining one or two courses (through 201).

Any student qualifying on the basis of a departmental placement test to enter a Spanish course numbered 102 or higher may receive a maximum of four hours of credit by successfully taking the CLEP examination. This test may be taken only once and must be taken during the first semester of enrollment at Hillsdale. If a student has more than four hours of Advanced Placement credit in Spanish, or if a student has transferred or is expected to transfer more than four hours of Spanish credit from another institution, said student is NOT eligible to take the CLEP exam in Spanish for credit.

Credit is given for the completion of the first semester of the introductory Spanish course (101), whether or not the second semester is completed.

Spanish Major and Minor Requirements

Requirements for a field of concentration: a minimum of 27 semester hours in Spanish, not including 101, 102 or 201. The student must complete Spanish 202, 302 or 303 (not both), 412, 413, 414, 415 (with permission of the department, 493 may be substituted for one or more of these courses), and at least three of the following: 306, 310, 406 or 408. Prerequisite for any of the courses numbered 202 or above: a minimum grade of "B-" in 201 or permission of the instructor. Students choosing Spanish as a field of concentration are advised, but not required, to elect a second language of at least 18 semester hours, including 101 and 102. History 321, History of Colonial Latin America; History 322, History of Modern Latin America; and/or History 412, History of Spain, are suggested as worthwhile electives. These cognates will not, however, count toward a field of concentration in Spanish.

A minor in Spanish shall consist of 20 semester hours of coursework beyond the beginning (101) level and must include Spanish 202, a civilization course (either 302 or 303, not both), a composition/conversation course (either 306, 310, 406, or 408), and a literature course at the 400 level. If the Spanish placement test allows the student to begin study beyond the 102 and/or 201 level, as many as eight hours may be assumed completed for the purpose of the minor requirement.

Any student beginning the study of Spanish above the 202 level must replace those three credits for the Spanish major or minor with any 300- or 400-level course.

All Spanish majors and international studies majors in Spanish are required to complete satisfactorily both a written and an oral comprehensive examination during the senior year.

Study abroad in Spain is highly recommended for those students choosing a major (or minor) in Spanish and for prospective Spanish teachers. (See page 32 for "Hillsdale in Seville, Spain.")

For requirements of the bachelor of arts degree in international studies in business and foreign language, see pages 175-176.

101-102 Beginning Spanish

4 hours each

Two four-hour elementary courses stressing conversation as well as pronunciation, reading and grammar.

201 Intermediate Spanish

4 hours

Intensive drill in conversation, supplemented with grammar review and composition. Reading of Spanish prose and poetry.

202* Intensive Intermediate Spanish I

3 hours

The reading and discussion of some representative works of Spanish literature with oral practice and composition. Conducted in Spanish. Prerequisite: minimum grade of "B-" in 201 or permission of the instructor.....Fall.

302 Spanish Civilization and Culture

3 hours

Studies of the Spanish people and contributions to world civilization. Conducted in Spanish.....Fall.

303 Iberoamerican Civilization and Culture

3 hours

A study of Latin American civilization and culture from pre-colonial times to the present. Conducted in Spanish.
..... Spring.

- 306 Composition and Grammar Review** **3 hours**
A concentrated review of grammar with the aim of developing an acceptable prose style. Conducted in Spanish. Fall, odd-numbered years.
- 310 Oral Spanish** **3 hours**
Intensive oral practice and composition on topics of current interest, based on readings from Spanish-language periodicals. Conducted in Spanish. Spring, even-numbered years.
- 350 Study Travel in a Spanish-Speaking Country** **1-3 hours**
Travel during summer, spring break or January interterm in a Spanish-speaking country. Supervised and evaluated by a member of the Hillsdale College Spanish faculty. This course is not part of the Hillsdale program in Seville, Spain.
- 406** Advanced Composition and Conversation** **3 hours**
Intensive practice in oral and written expression, with emphasis on original composition. Conducted in Spanish. Fall, even-numbered years.
- 408 Spanish for International Business** **3 hours**
Oral and written Spanish using international business usage and terminology as points of departure. Conducted in Spanish. Spring, odd-numbered years.
- 412 Spanish-American Literature** **3 hours**
The reading and discussion of representative works of Spanish-American literature from Modernism to the present. Conducted in Spanish. Spring, odd-numbered years.
- 413 Spanish Literature: 1140-1700** **3 hours**
The reading and discussion of representative works of literature from the Middle Ages to the end of the Golden Age. Conducted in Spanish. Fall, odd-numbered years.
- 414 Spanish Literature: 1700-1910** **3 hours**
The reading and discussion of representative works of Spanish literature from the Neoclassical, Romantic and Realist periods and continuing into the Generation of '98. Conducted in Spanish. Spring, even-numbered years.
- 415 Spanish Literature: 1910 to the Present** **3 hours**
The reading and discussion of representative works of Spanish literature from Post-Modernism to the contemporary period. Conducted in Spanish. Fall, even-numbered years.
- 460 Foreign Internship** **3 hours**
Work in a foreign country outside the borders of the United States.
- 465 The Teaching of Modern Languages** **1 hour**
A methods and materials course for the teaching of French, German and Spanish at the elementary and secondary levels. Taught in English. Spring, even-numbered years.
- 493 Seminar** **3 hours**
A group study of a specific field: Contemporary Drama of Spain; Drama of the Golden Age; Modern Spanish-American Drama; the Contemporary Novel of Spain; the Contemporary Spanish-American Novel; Cervantes; Unamuno; Galdos; the Short Story of Spain and Spanish-America; the Poetry of Spain; Spanish-American Poetry. Each student is assigned phases of the study and submits reports for group discussion and criticism. Prerequisite: a field of concentration in Spanish with three years of college Spanish or permission of the instructor. Conducted in Spanish. The course may be repeated for credit if the topic is different.
- 597 Special Problems** **2 or 3 hours**
Supervised independent study of a limited field with the summarization in Spanish of the results of the study. Prerequisite: a field of concentration in Spanish, with three years of college Spanish or permission of the instructor.
- 599 Assistantship Honors** **2 hours**

*A grade of "B-" or higher or permission of the instructor is required to go beyond the 201 level.

**The student must complete 202 and one 300-level course before proceeding to the 400 level.



Theatre and Dance

Chairman, Professor, and Director of Theatre: JAMES M. BRANDON

Assistant Professor of Theatre: CHRISTOPHER MATSOS

Assistant Professor and Director of Dance: HOLLY HOBBS

Production Manager and Lighting Designer: MICHAEL J. BEYER

Visiting Assistant Professor of Scenic Design and Technical Director of Theatre Arts:
DONALD FOX

Lecturers in Dance: JILLIAN HOPPER, ALISON PLEMMONS, KRISTIN SCHLEY,
DOUGLAS SPANGLER

Lecturers in Theatre: GEORGE ANGELL, CORINNE LANGFORD, TORY MATSOS

The Theatre discipline requires successful completion of at least 31 hours of the departmental offerings with a grade of “C-” or better in order to graduate.

Field of Concentration in Theatre

The art of theatre is unique in its manner of focusing and reflecting the concerns of the society in which it exists. At the same time, it is composite in its materials and means: bringing together speech and acting skills, literature, dance, music, and visual and plastic arts, as well as the technologies of lighting, recorded sound, mechanics, electronic communications media, computer technology, and acoustics. It is, in fact, a builder of bridges among many arts and crafts, and likewise between the fine arts generally and the humanities and behavioral sciences: critical and historical studies, social studies, rhetoric, and psychology. For students concentrating in theatre, the discipline is thus a flexible “home base” for a true liberal arts education. For undergraduates in general, it is a productive training field in creative and practical rhetoric, image-making, and cooperative action—useful preparation not merely for the stage but also for the law court, the legislature, the classroom, and the marketing or sales office.

Requirements for the Concentration in Theatre:

A major in Theatre consists of at least 31 hours of course credits chosen with respect to the following guidelines.

Theatre Core Courses

Every student who wishes to emphasize theatre studies within the Theatre and Dance Department must take a "Theatre Core" consisting of the following courses within the major. Although not strictly required in every case, it is strongly recommended that students complete the Theatre Core Practical Essentials classes before moving to Upper Division classes.

Theatre Core: Practical Essentials (3 courses, 9 hours)

- Theatre 200: Understanding Theatre
- Theatre 235: Acting I: Basic Performance Techniques
- Theatre 225: Basic Theatre Technology

Theatre Core: History (4 courses, 12 hours)

- Theatre 210: Theatre in History I
- Theatre 215: Theatre in History II
- Theatre 301: Theatre in History III
- Theatre 302: Theatre in History IV
- Note: With permission of the Chair, a course in the History Core may be substituted with a course from The Developing Historian (below; the course cannot be used for both sections).

The remaining 10 hours of course work toward the major should be chosen to reflect the student's particular interest and emphasis within the general study of Theatre. The student should consult with department faculty and advisors in making the best choices. The following guidelines and requirements apply. To aid in course selection, the classes have been grouped by type, rather than by strict course number.

Upper Division: The Developing Historian (1 course, 3 hours)

- Dance 215: History of Dance
- Rhetoric and Public Address 301: Movies as Medium
- Theatre 404: History of Musical Theatre
- Theatre 408: History of American Theatre
- Theatre 493: Contemporary Topics in Theatre and Film

Upper Division: The Developing Artist (1 course, 3 hours)

This course will decide the direction of and serve as a prerequisite to the Senior Project.

- Dance 220: Choreography and Improvisation I*
- Theatre 236: Design for the Theatre I
- Theatre 310: Playwriting: Sources and Methods
- Theatre 335: Acting II: Characterization for the Stage
- Theatre 340: Basic Directing for the Theatre

*Dance 220 students must take an additional one-credit course in Dance Technique.

Upper Division: The Maturing Artist (1 course, 3 hours)

This course will continue the direction of and serve as a prerequisite to the Senior Project.

- Dance 320: Choreography and Improvisation II*
- Theatre 312: Advanced Projects in Playwriting
- Theatre 336: Design for the Theatre II
- Theatre 339: Make-Up Design
- Theatre 410: Dramaturgy
- Theatre 435: Acting III: Movement for the Stage
- Theatre 440: Advanced Projects in Directing

*Dance 320 students must take an additional one-credit course in Dance Technique.

Upper Division: Capstone (1 course, 1 hour)

- Theatre 575: Senior Projects in Theatre

Other Requirements

Each student majoring in theatre must work backstage in a significant capacity on at least two Department Productions.

Requirements for the Minor in Theatre:

A student wishing to minor in theatre studies must complete all of the following courses: Theatre 200, 225 and 235; plus two courses chosen from Theatre 210, 215, 301 or 302; plus any other course taught in the Department, including up to three hours of credit in Theatre Production, or up to three hours of credit in Dance (18 hours).

200 Understanding Theatre

3 hours

Readings, lectures, discussion, live performances, video presentations and creative projects provide the student with the basic concepts and terms necessary to appreciate the theatre as an art, and its development as an expression of Western culture. Dramatic structure, style, purpose and effect are the keys to understanding the forms of communication among author, performer and audience. Special attention is paid to the interlocking functions of all the artists of the theatre: not only playwright and actor, but also director, designer, critic and architect.

205 Theatre Production

1 hour

Open to all Hillsdale College students (including freshmen) interested in working on Hillsdale College theatre productions either as actors; as members of technical crews in set construction and painting, lighting, properties, costumes or makeup; or in promotion, ticket sales and house management. Students can earn one credit each semester that they are enrolled during the four-year course of study.

210 The Theatre in History I: Dramatic Literature, History, Theory and Criticism of the Ancient World

3 hours

The history of theatre as an art, as a medium of cultural expression and communication, and as a social institution. The theatre of the past is examined both for its own artistic techniques and for the light that it may shed on the cultural patterns and values of the societies in which it has served as a forum of the public imagination. THE 210 investigates the drama and theatre of preliterary cultures, ancient Greece and Rome, medieval Europe and the traditional civilizations of the Orient.

215 The Theatre in History II: Dramatic Literature, History, Theory and Criticism; Renaissance to Revolution (1500-1800)

3 hours

The history of drama and theatre in Europe from approximately 1500 to approximately 1800. Renaissance, Neoclassical, Elizabethan, Spanish Golden Age, English Restoration, and early German Romantic periods are considered with particular emphasis on the relationship between dramatic literature and the social, political, religious, and theoretical thinking that is reflected in the plays. This course satisfies the general college core requirement for a second-tier literature course. Prerequisite: At least one of the following – THE 200, ENG 104-105, HST 104-105.

225 Basic Theatre Technology

3 hours

The theatre craftsman as technician and problem solver. Students are engaged in both practical and theoretical exercises in stage carpentry, scene painting, scenery rigging, lighting, drafting, acoustics, electronically amplified sound, scenic projection, stage properties, costume construction and the offstage handling of a whole production.

235 Acting I: Basic Performance Techniques

3 hours

Fundamental processes, structures and forms of theatrical performance are investigated experientially through theatre-games, improvisation and rehearsed events, as well as conceptually through assigned readings and discussion. The course serves as a unifying introduction to acting and direction, with emphasis on dramatic spontaneity and on the visual and kinetic dimensions of the art.

236 Design for the Theatre I

3 hours

An introduction to the various ideas and techniques of designing in the theatre. This team-taught course will explore the fundamentals of the design process in set, lighting and costume design disciplines. Stress is placed on script analysis, design research and the shared aspects of drawing for the theatre; as well as the creative handling of the elements of design and composition as they relate to all areas of theatrical design. This course is the prerequisite for THE 336, Design for the Theatre II.

301 The Theatre in History III: Dramatic Literature, History, Theory and Criticism; Early Modern Drama (1800-1918)

3 hours

A careful examination of the relationship of the development of social drama, Romanticism, Melodrama, Realism, Naturalism and the early anti-realist movements to the general trends of history and poetic theory between 1800 and the end of World War I.

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- 302 The Theatre in History IV: Dramatic Literature, History, Theory and Criticism; Contemporary Drama (1918-present)** **3 hours**
A study of contemporary drama and dramatic theory, and its development from early 20th century models, with particular emphasis on contemporary dramatic theory.
- 310 Playwriting: Sources and Methods** **3 hours**
Intensive exercises in creating short scenes and one-act plays, with the goal, first, of learning a variety of dramatic forms and structures by “hands-on” application, and second, of increasing the student’s appreciation of drama as a flexible mode of artistic expression and communication.
- 312 Advanced Projects in Playwriting** **3 hours**
Students who have completed 310 and wish to practice script-writing on larger projects or screenplays work together in a group setting.
- 335 Acting II: Characterization for the Stage** **3 hours**
Practical works, readings, rehearsed scenes and discussion supply the basics of creating a character. Students learn techniques of character analysis and the interaction of roles in scenes. Attention is given to rehearsal techniques and to considering the choices made by the actor, emphasizing the techniques of psychological realism. Prerequisite: THE 235.
- 336 Design for the Theatre II** **3 hours**
The creative design process as it relates to a specific area of theatrical design, chosen from among the following types: scenic, lighting or costume. Students will build on the material from Design for the Theatre I to focus their learning in one of the three areas listed. Both artistic and practical drawings will be emphasized. Opportunities for realized designs or assisting faculty designers will be provided when possible. May be repeated for credit in each of the three design areas. Prerequisite: THE 236.
- 339 Makeup Design** **3 hours**
Intended for the serious performer, this class will prepare students to proceed from character analysis to finished performance makeup. Topics include understanding, emphasizing and changing basic facial structure; application of wigs and hairpieces; special-effects makeup; prosthetics and plastics; aging; and historical period effects. Prerequisite: THE 225.
- 340 Basic Directing for the Theatre** **3 hours**
Provides an introduction to the techniques of directing for the theatre. Students will study the history of directing and the performance theories of several important directors. The course will provide discussion and practical experience in script analysis, conceptualization, use of the stage, derivation of ground plan, choosing and working with actors, and the development of a set design for a production. Prerequisite: THE 235.
- 350 Voice for the Stage** **3 hours**
Training in the physical and emotional techniques used in producing strong vocal characterizations for the stage. This course is equally important for students of speech.
- 355 Acting for the Camera** **3 hours**
Working in front of the camera every week with a professional film and television actor, students are trained in the specialized forms, processes, and vocabulary of this important aspect of performance.
- 393 Seminar in Theatre Studies: Variable Topics** **3 hours**
A seminar concerned with the interrelation of dramatic theory and literature with theatrical practice: questions of style, genre, period, aesthetics, politics, philosophy and cultural history. Specific topics vary each year, and the course may be taken for credit more than once.
- 404 Musical Theatre** **3 hours**
The study of the musical as a distinct form in style and content. The class will trace the development of and trends in this particular theatrical form from the mid-19th century to the present. Selected musicals, as well as composers, lyricists and librettists, will be studied in depth.
- 408 History of American Theatre** **3 hours**
American plays from the colonial period to the present will be examined in relation to changing political, social and cultural issues in the United States and to the search for—and development of—a distinctly “American” theatrical identity.
- 410 Dramaturgy** **3 hours**
This course will directly involve students in the research, conceptualization, and production of a main-stage play. Students will embark on a rigorous study of the author, the author’s other works, the theatre history and the cultural history of the time period of the play. Students will be expected to incorporate their research into

all aspects of the production and produce a substantial essay on some aspect of the play. This essay will be included in a dramaturgical pamphlet presented to each audience member. Prerequisites: THE 210 and 215.

435 Acting III: Period Styles for the Stage **3 hours**

This course explores period styles of acting from ancient Greece, the Elizabethan/Jacobean era, the Restoration, and Neoclassical Europe. Students will engage in intensive verse work, period movement and manners, and character research methods. Prerequisite: THE 335 or permission of the instructor.

436 Professional Preparation for the Stage **1 hour**

Designed for students needing to prepare for professional or summer work, or prepare for graduate school admission, this course will help students ready themselves for the demands of auditioning, interviewing and portfolio presentation. Acting students will develop audition pieces and get working headshot/resumes. Design students will work on portfolio development and on the presentation of design projects for the American College Theatre Festival regional design competition. Theatre history students will work on the development and presentation of substantial writing projects and prepare for the GRE examinations. Open to juniors and seniors only, this course should be part of every student's training package. Requires permission of the instructor.

440 Projects in Directing **3 hours**

Under faculty guidance, each student will choose, research, plan, cast and rehearse a sizable one-act play for public audiences. Throughout the projects, emphasis will be placed on the challenges of style: by period, genre or clearly projected experiment. Prerequisites: THE 340 and permission of the instructor.

493 Contemporary Theatre and Film **3 hours**

This course explores contemporary theatre and film from a cultural perspective, examining a body of film work and plays, to better understand the historical and social contexts for the themes explored in contemporary performance. Only plays and films from the past 20 years will be chosen, and the course usually centers on a particular region. Past courses have explored the plays and films of Western Europe and the plays and films of Russia.

575 Senior Project in Theatre **1 hour**

In the senior year, or, at the earliest, the second semester of the junior year, a comprehensive capstone project is required for all theatre majors. This project will be chosen in consultation with the department chair and overseen by a faculty member within the Department. The project will combine research, analysis, writing, and practical theatre skills. The senior project may be undertaken in any area taught by the Department. This project will be done in conjunction with two of the classes listed in the major under the sections "The Developing Artist" and "The Maturing Artist."

Dance Minor

The Minor in Dance provides students with further investigation into dance technique, composition, history, and performance. A student seeking a minor in Dance must complete Dance Technique courses in Ballet and Modern Dance, Choreography, Pilates, History of Dance, and Dance Repertoire.

Dance Minor Requirements

The Dance minor requires successful completion of 22 credit hours as follows:

Core Courses in Dance (17 hours total)

Ballet Courses (2 hours required)

- Dance 160 Ballet Technique I
- Dance 260 Ballet Technique II
- Dance 360 Ballet Technique III

Modern Courses (2 hours required)

- Dance 190 Modern Dance Technique I
- Dance 290 Modern Dance Technique II
- Dance 390 Modern Dance Technique III

Choreography (4 hours required)

- Dance 220 Choreography and Improvisation I
- Dance 320 Choreography and Improvisation II

History of Dance (3 hours required)

- Dance 215 History of Dance

Dance Repertoire (2 hours required)

- Dance 210 Dance Repertoire

Pilates (1 hour required)

- Dance 170 Pilates I
- Dance 270 Pilates II

**Theatre (3 hours required)*

- Dance 492 Methods for Teaching Dance

Elective Courses in Dance (Any combination adding five or more credit hours)

- Ballet/Modern Dance Technique* (DNC 160, 260, 360, 190, 290, 390) 1 hour (each)

**Courses beyond the classes required above.*

- Dance 250 Intermediate Social Dance 1 hour
- Dance 393 Special Topics in Dance 1 hour (each)
- Theatre 225 Basic Theatre Technology 3 hours
- Theatre 235 Acting I 3 hours
- Theatre 435 Acting III 3 hours
- Music Courses, TBD 1-3 hours

150 Social Dance**1 hour**

Students will learn social dances of the 19th-20th centuries. Included forms are the waltz, foxtrot, ballroom, two-step and other partner dances. Special emphasis will be placed on basic social elements of dance, patterns, music, rhythmic awareness and foot positions, as well as leading and following. Students will have the opportunity to learn basic dance and social etiquette skills.

160 Ballet I**1 hour**

Students will receive an introduction to the basic techniques and vocabulary of ballet. Students will develop strength, flexibility, core-strength and control while analyzing the principles of body alignment. Rhythm and dynamics will be emphasized.

170 Pilates I**1 hour**

Pilates exercises help to strengthen core muscles and increase flexibility, endurance, posture and body awareness. This class is designed for the beginning Pilates student. Students will begin by learning Pilates fundamentals and essential matwork exercises, then work toward mastery of these basic skills.

180 Folk Dance**1 hour**

Varying types and styles of folk dance may be the topic of any given semester of study: Scottish Highland Dance, African Dance, Contra and Square Dance are just a few examples of what the class might cover. When the course is offered, the class bulletin will indicate which type of dance will be taught.

190 Modern Dance I**1 hour**

Students will learn principles of contemporary dance such as fall and recovery, contract and release, and improvisation, as well as a basic movement vocabulary. The development of technical skill in modern dance will include rhythmic perception, kinesthetic awareness and proper alignment. The traditional modern dance techniques of Limon, Cunningham, Horton, Graham and/or Nikolais will be covered.

210 Dance Repertoire**1 hour**

This course is designed for those students who are part of the dance company for any given year. Class time will be given to choreographing and rehearsing pieces for the annual Dance Concert. Students will learn and rehearse choreographic works of both Hillsdale faculty members and guest artists, culminating in a fully produced performance. Students will also learn basic principles of dance theatrical staging and production values as related to the production of this concert. Admission to the course is by audition and permission of the instructor only.

215 History of Dance**3 hours**

Dance is a reflection of humanity: a viable and powerful form of expression and communication. Dance is used to support and/or challenge social/political views, ideas and values of individuals and of whole societies. It has even been an instrument of diplomacy: Romans found that a very detailed, exaggerated form of pantomime/dance was an excellent tool for spreading influence throughout the empire, while the court of France's Louis XIV used dance to emphasize the Sun King's power, and the New York City Ballet visited Russia during the Cold War in hopes of finding common ground through culture. Students will be

given an overview of dance forms from around the world and throughout history. The interrelatedness and impact of dance on other art forms, as well as its role in society, will be particularly emphasized. Students will gain this knowledge through lectures, readings and viewing live dance performance and films.

***220 Choreography and Improvisation I**

2 hours

This course is an introduction to improvisation and its use as a basis for dance choreography. Students will be taught the fundamentals of spontaneous movement and learn how to craft this material into set choreography. Students will explore improvisations based on the principles of Laban Movement Analysis and the effects of shape, space, rhythms, props and other stimuli upon movement. Admission to the course requires the completion of DNC 190 or permission of the instructor.

250 Intermediate Social Dance

1 hour

Building on the basics learned in Social Dance, the student will learn new dances and combinations, building confidence, rhythm and musicality. Admission to this class requires the successful completion of DNC 150 or permission of the instructor.

260 Ballet II

1 hour

Intermediate ballet sections will be for students who have had previous ballet training and who demonstrate a mastery of the basic alignment principles and vocabulary of ballet. Students will be expected to combine rhythm, dynamics, alignment, strength and flexibility while developing artistry and working with more speed and with a more advanced movement vocabulary. Placement at level two requires the permission of the instructor.

270 Pilates II

1 hour

A continuation of Pilates I, this class will focus on mastery of the essential matwork exercises learned in Pilates I, and then add new skills and intermediate matwork exercises. Admission to this class requires the completion of DNC 170 and the permission of the instructor.

290 Modern Dance II

1 hour

Students will build on basic modern dance principles to execute more advanced movement phrases and musical rhythms. Students will also increase their movement vocabulary while exploring the potential of modern dance as an expressive idiom. The traditional modern dance techniques of Limon, Cunningham, Horton, Graham, and/or Nikolais will continue to be explored. Admission to this class requires the permission of the instructor.

***320 Choreography and Improvisation II**

2 hours

Building on the skills learned in DNC 220, students will be challenged with more complex improvisations and will use improvisational material to create solo and group choreography. Students will continue to explore a variety of internal and external stimuli as the basis for their artistic expression. Admission to the course requires the completion of DNC 220 or permission of the instructor.

360 Ballet III

1 hour

Continued development of ballet vocabulary. Further turning and jumping skills will be explored in depth. Musicality, artistry and expression will be emphasized. Placement at level three requires the permission of the instructor.

370 Pilates III

1 hour

A continuation of Pilates II, this class will focus on mastery of the intermediate matwork exercises learned in Pilates II, and then add new skills and advanced matwork exercises. Admission to this class requires the completion of DNC 270 and the permission of the instructor.

390 Modern Dance III

1 hour

This course is an advanced level modern dance technique class, designed to build upon the skills learned in DNC 290. Movement dynamics and qualities, rhythmic and spatial patterns, and personal expression will be explored in depth. Traditional modern dance techniques as well as contemporary and cutting-edge dance techniques will be utilized. Admission to this class requires the completion of DNC 290 and the permission of the instructor.

492 Methods for Teaching Dance

3 hours

This course explores methods for dance pedagogy in various settings, to develop necessary skills for teaching dance. Students will foster an understanding of creating effective learning environments, approaches to dance education, styles of student learning, and curriculum development. Dance pedagogy for creative movement, modern, ballet, and jazz will be investigated. Through observing, practical teaching sessions, and responding, each student will develop a philosophy of dance education.

SOCIAL SCIENCES

Dean: PAUL MORENO

Economics, Business, and Accounting

Chairman and Associate Professor: CHARLES N. STEELE

Professors: SUSAN KING, DAVID PAAS, IVAN PONGRACIC, MICHAEL P. SWEENEY,
GARY WOLFRAM

Associate Professors: ROBERT ATRA, DAVID BASTERFIELD, ROGER BUTTERS,
MICHAEL J. CLARK, PETER JENNINGS, DOUGLAS R. JOHNSON,
CHRISTOPHER MARTIN

Assistant Professor: QIANYING ZHANG

Instructor: DEANNA MACKIE

Lecturers: CHRISTINA MAIER, CARTER SNIDER

The Department of Economics, Business, and Accounting offers majors in accounting, economics, financial management and marketing management. The Department offers a distinctly "Hillsdale" approach to economics and business administration, utilizing the methodology and context of a liberal arts college to present the nature, scope and function of economic exchange and business decision-making within a democratic, free-market society.

In keeping with the Hillsdale College Mission Statement, the Department promotes an understanding of how economic ideas and the peaceful practice of commerce have contributed to the development of our Western heritage. A consistent free-market approach to economics and business distinguishes the Department's faculty, curriculum and course content from typical college programs.

Emphasis is placed on creating well-rounded, literate entrepreneurs, business professionals and economists. The study of business is a vehicle used in obtaining a broad-based, liberal arts education. A strategic viewpoint is adopted where functional areas are interrelated and considered in a larger economic and social context. An entrepreneurial focus, emphasizing new ventures and family-owned businesses, permeates much of the required coursework. A moral philosophy of business and economics is routinely presented in the required courses.

The Department offers a major in economics for students interested in careers in research, teaching, business or public service. The majors in fields of accounting, finance and marketing management prepare students to embark upon careers in today's dynamic and global business environment. The Department strongly encourages its students to double major or minor in a foreign language, the sciences or mathematics. The Department offers a joint major with the Departments of French, German and Spanish. This major in international studies in business and foreign language is well-suited to students seeking careers in the growing global economy, allowing them to combine business coursework with study of their chosen foreign language.

Students at Hillsdale College may take courses in economics or business administration in one of three ways. First, any student at Hillsdale College may take any economics and business course so long as the student meets the prerequisites of the course. These courses may be in accounting, business administration, economics or law. Certain courses have no listed prerequisites and may be taken to enrich the student's curriculum, broaden the base of knowledge in another area of study or create a fund of knowledge for further study in other areas.

Second, students in other majors may elect a minor in economics, accounting, financial management, marketing/management, or general business. The requirements for each minor are found in the following pages.

Third, students may elect a major in economics, accounting, financial management or marketing/management. The requirements for each major are found in the following pages. Students may also elect a major in International Business and Foreign Language. The requirements for this major may be found on pages 175-176.

Economics

In addition to meeting general College requirements, the student who wishes to major in economics must complete 39 semester hours of coursework in the Department, plus four hours of Mathematics 120, Calculus I (or Mathematics 113, Integrated Calculus I-B). The courses listed below under Sophomore Year and Junior Year are required for the major. In addition, students in the economics major must take an additional 18 credit hours in upper-level economics courses (300 or above) as listed below. Students may declare a major in economics and enroll in junior- and senior-level courses only after successfully completing all sophomore-level courses listed below. Grades in all courses must be “C-” or better for successful completion.

The minor in economics consists of Economics 202, 203, 206, 303 and 304. In addition, six more credits must be taken in economics, and a grade of at least “C-” must be achieved in Mathematics 113, Integrated Calculus I-B or Mathematics 120, Calculus I.

Sophomore Year

These five courses are required for a major in economics and must be successfully completed before taking upper-level economics courses.

Economics 202	Principles of Microeconomics	3 hours
Economics 203	Principles of Macroeconomics	3 hours
Economics 206	Business and Economic Statistics	3 hours
Mathematics 113 or	Integrated Calculus I-B	3 hours
Mathematics 120	Calculus I	4 hours

Junior Year

These four courses are required for a major in economics.

Economics 303	Intermediate Microeconomics	3 hours
Economics 304	Intermediate Macroeconomics	3 hours
Economics 355	History of Economic Thought I	3 hours
Economics 356	History of Economic Thought II	3 hours

Junior/Senior Year

Eighteen additional hours of courses in economics numbered 300 and above.

105 Introduction to Political Economy 3 hours

An introduction to the study of economics and its relationship to political systems. Emphasis is on the study of markets, the role of government and constitutional law. These topics will be analyzed from a historical perspective as well as by examining current political/economic circumstances.

202 Principles of Microeconomics 3 hours

An examination of markets, prices, profits, production, costs, competition, monopoly, wages, rent, and interest.

203 Principles of Macroeconomics 3 hours

A continuation of ECO 202, including an examination of the economy as a whole based on aggregates of output, price, and employment. National income accounting and determination, private and public finance, fiscal policy, money and banking, monetary policy, and international trade will be analyzed.

206 Business and Economic Statistics 3 hours

An introduction to basic statistical concepts and methods commonly used to make data-based decisions in business applications. Topics in this course include descriptive statistics, sampling and sampling distributions, statistical inference, and hypotheses testing in the context of decision-making. Prerequisite: MTH 105 or equivalent.

303 Intermediate Microeconomics 3 hours

An advanced analysis of exchange, production, productive resource use and price theory. Prerequisites: ECO 202 and 203, MTH 113 or 120 or equivalent.

304 Intermediate Macroeconomics 3 hours

A survey of the basic conceptual tools needed for macroeconomic theorizing, along with an introduction to leading schools of macroeconomic thought. While the course centers on the traditional neoclassical-Keynesian synthesis, critiques from differing perspectives are provided as well. Prerequisites: ECO 202 and 203, MTH 113 or 120 or equivalent.

- 323 Industrial Organization** **3 hours**
A detailed examination of various theories of competition, monopoly, and oligopoly, with the goal of achieving a greater understanding of the market process in the real world. The focus is on critical engagement with concepts of market failure, collusion and regulation, culminating in a survey of antitrust laws and practices.
- 328 Labor Economics** **3 hours**
An overview of both economic theory and empirical evidence related to labor market phenomena. Topics include the determination of wages, employment levels, and working conditions; theories of worker mobility both within and between countries; discrimination; the structure of welfare programs, and theories of union behavior. Prerequisites: ECO 202 and 203.
- 330 U.S. Economic History** **3 hours**
See course description for HST 442.
- 355-356 History of Economic Thought I and II** **3 hours each**
A two-course evaluation of man's ideas about economic matters, including an examination of the relationship of economic theories to the respective historical environments in which those theories were developed. Prerequisites: ECO 202 and 203.
- 362 Econometrics** **3 hours**
An introduction to the theory and practical application of econometric techniques. The main objectives of the course are to help students develop a solid theoretical background in introductory level econometrics and to prepare them to answer empirical questions they will face in either professional or academic settings. The course includes advanced topics in simple linear regressions, multiple linear regressions, and basic time series models. The use of prevalent statistical software is especially emphasized. Prerequisite: ECO 206.
- 375 Game Theory** **3 hours**
Game theory is the study of the interaction of rational decision makers. This course uses game theory to study incentives and strategic behavior in practical situations of inter-dependent decision making and negotiations. The course will develop basic theoretical concepts in tandem with applications from a variety of areas, including bargaining, competition, and strategic voting. Prerequisite: MTH 310 or MTH 320 (spring, even-numbered years).
- 393 Special Topics** **1 to 3 hours**
By arrangement with the instructor.
- 402 Public Finance** **3 hours**
A study of the economics of government spending and taxation. Topics include a theoretical discussion of government intervention in the economy, government debt, and the economic incidence of various taxes.
- 412-413 Austrian Economics I and II** **3 hours each**
A year-long course which will present, analyze and critically assess the Austrian school of economics from its founder, Carl Menger, to present-day representatives such as Murray Rothbard and Israel Kirzner. The course will emphasize the works of Ludwig von Mises, whose personal library and papers will be utilized. Prerequisites: ECO 202 and 203.
- 415 Public Choice** **3 hours**
Application of economic theory to the political process. Topics include government intervention in the economy and the idea of social welfare maximization, analysis of various methods of voting, game theory, bureaucracy, and constitutional issues.
- 432 Environmental and Resource Economics** **3 hours**
Economics of the allocation and use of natural resources, and the impact of institutional factors on how decisions are made and implemented. Emphasis on property rights, economic rent, and impact of regulations on resources such as forests, fisheries, minerals, land, and water, as well as pollution control issues. Prerequisites: ECO 202 and MTH 112 or 120.
- 440 Money and Banking** **3 hours**
An analysis of the mechanics and objectives of the Federal Reserve System. A brief history and analysis of money and credit in modern financial markets. Prerequisites: ECO 202 and 203.
- 441 Monetary Theory** **3 hours**
Studies in the theory of money and credit. Emphasis will be placed on the role of money in a market economy and the impact which changes in the supply of and demand for money have on both the structure and level of economic activity. Prerequisites: ECO 303 and 304.

460 Theory of International Trade**3 hours**

A study of the microeconomics of international trade, with emphasis on the determinants of the direction, volume, terms and gains from international trade. Issues surrounding the impact of trade, tariffs, quotas and other factors affecting the distribution of earnings will be examined. Prerequisites: ECO 202 and 203.

461 International Monetary Economics**3 hours**

A study of the macroeconomics of international trade. A systematic analysis of the monetary and financial components of economic transactions across international boundaries. Topics covered will include various models of exchange-rate adjustments under fixed, floating and mixed-exchange regimes. Prerequisites: ECO 202 and 203.

464 Mathematical Economics**3 hours**

A mathematical treatment of the theory of the firm and household behavior, including optimization problems, implicit functions and comparative statistics. This course may be viewed as advanced microeconomics. Prerequisites: ECO 303 and MTH 220 or 310 or equivalent, or special permission from the instructor.

465 Comparative Economic Systems**3 hours**

A study of the wide range of possible institutional frameworks for economic activity. While the contrast between market and command socialist economies is foundational to the course, studies of individual countries reveal how much variation is possible within both capitalism and socialism. The performance of different economic systems is assessed along multiple dimensions. Prerequisites: ECO 202 and 203.

470 Constitutional Political Economy**3 hours**

Conventional microeconomics courses seek to understand individual decisions without regard for the institutional framework under which such decisions are made. In this course, students consider the choice of the institutional structures. Prerequisites: ECO 202 and 203.

472 Law and Economics**3 hours**

An introduction to law and legal institutions. The course uses economic analysis to examine efficiency in various types of law, including property law, tort law, contract law, and criminal law as well as the legal process, such as lawsuits.

493 Special Topics**1 to 3 hours**

By arrangement with the instructor.

575 Political Economy Senior Thesis**1 hour**

The senior thesis is a one-credit course that serves as a capstone for the Political Economy major. The purpose is to allow the student to demonstrate his or her ability to analyze a topic in political economy using the knowledge gained from their course work in history, political science and economics. The paper is expected to be approximately 25 pages in length, although this may vary according to the topic and method of analysis. It is suggested that the paper follow the general guideline of: (1) a statement of the topic and why it is of interest; (2) a review of the literature; and (3) the student's own analysis of the topic which will incorporate the literature review and the student's background knowledge.

Business Administration—**Accounting, Financial Management and Marketing/Management**

Students may elect a major in accounting, financial management or marketing/management. All three majors require the completion of a common core of business courses in addition to the general College requirements. This core consists of the following courses totaling 34 semester hours:

Sophomore Year

Economics 202	Principles of Microeconomics	3 hours
Economics 203	Principles of Macroeconomics	3 hours
Economics 206	Business and Economic Statistics	3 hours
Accounting 209	Principles of Accounting I	3 hours
Accounting 210	Principles of Accounting II	3 hours
Mathematics 112	Integrated Calculus I-A	3 hours
or		
Mathematics 120	Calculus I	4 hours

Junior Year

Business 315	Principles of Marketing	3 hours
Business 320	Quantitative Analysis	3 hours

Business 325	Management Theory and Practice	3 hours
Business 330	Financial Management	3 hours
Law 320	Business Law I	3 hours

Accounting and Business students are encouraged to take additional mathematics and computer science courses. Also, it is recommended that they learn a second language. The following courses are recommended as electives: Rhetoric 356, Organizational Communication, Philosophy 107, Introduction to Logic, and Business 302, Business Written Communication.

Accounting

A student majoring in accounting must complete a total of 55 credit hours. In addition to the core courses in economics and business administration, the accounting major must take 21 advanced hours in accounting. The advanced required courses in accounting are:

Accounting 311	Intermediate Accounting I	3 hours
Accounting 312	Intermediate Accounting II	3 hours
Accounting 316	Federal Income Tax I	3 hours
Accounting 401	Accounting Information Systems	3 hours
Accounting 405	Principles of Auditing	3 hours
Accounting 411	Advanced Accounting/Fund Accounting	3 hours
Accounting 431	Managerial and Cost Accounting	3 hours

(Intermediate Accounting I and II are to be taken in the junior year.)

Financial Management

Students choosing a major in financial management must complete a total of 49 credit hours. In addition to the core courses in economics and business administration, the financial management major must take 15 advanced semester hours in financial management. Students majoring in financial management must take Business 401, 410 and 411; Business 418 or 419; and one from among Business 431, 432, 433, 434 or Economics 362.

Business 401	Advanced Financial Management	3 hours
Business 410	Investments I	3 hours
Business 411	Futures and Options Markets	3 hours
Business 418	Readings in Power, Leadership and Responsibility	3 hours
Business 419	Business Ethics	3 hours
Business 431	Case Studies in Finance	3 hours
Business 432	International Finance	3 hours
Business 433	Investments II	3 hours
Business 434	Risk Management	3 hours
Economics 362	Econometrics	3 hours

Marketing/Management

Students choosing to major in marketing/management must complete a total of 49 credit hours. In addition to the core courses in economics and business administration, the marketing/management major must take 15 advanced semester hours in marketing/management. Students majoring in marketing/management must take Business 452, 453 and 516; one of 440, 441, or 442; and either Business 418 or 419. Students are encouraged to take other elective courses in marketing and management.

Business 353	International Business	3 hours
Business 418	Readings in Leadership, Power and Responsibility	3 hours
Business 419	Business Ethics	3 hours
Business 440	Operations Management	3 hours
Business 441	Strategic Management	3 hours
Business 442	Project Management	3 hours
Business 452	Marketing Management	3 hours
Business 516	Marketing Research	3 hours

MINORS IN BUSINESS ADMINISTRATION. There are four minors in the business administration area (for the minor in economics, see above under Economics).

Minor in General Business consists of 18 credit hours and includes the following courses: Accounting 209; Economics 202; Business 315, 325, and 330; and Law 320.

Minor in Accounting consists of 18 credit hours and includes the following courses: Accounting 209, 210, 311, and 312, plus two other courses in accounting of three credits each.

Minor in Financial Management consists of 18 credit hours and includes the following courses:

Accounting 209 and Business 330

One course from Economics 105, Economics 202 or History 442

One course from Business 401, 410, or 411

Two courses from Business 401, 410, 411, 431, 432, 433, or 434 (unless already taken above)

Minor in Marketing/Management consists of 18 credit hours and includes the following courses:

Accounting 209, Business 315, and Business 325

One course from Economics 105, Economics 202 or History 442

One course from Business 440, 441, 442, and 445

One course from Business 452 and 459

Accounting

209 Principles of Accounting I **3 hours**

The basics of financial accounting and an appreciation of the content and usefulness of accounting measurements and financial reports. Prerequisite: sophomore standing or instructor approval.

210 Principles of Accounting II **3 hours**

A study of accounting systems and controls, including job order cost and process cost systems. The development and application of managerial accounting concepts and principles. Also stressed are the organization and operation from a managerial accounting perspective. Prerequisite: ACC 209 or instructor approval.

311 Intermediate Accounting I **3 hours**

An in-depth and comprehensive study of the financial statements, with special emphasis on valuation of each class of asset. Also reviewed are the concepts and principles underlying accounting and their application in the accounting process. Prerequisite: completion of all core courses, or permission of instructor.

312 Intermediate Accounting II **3 hours**

A continuation of Intermediate Accounting I, emphasizing liability and stockholders' equity accounts. In addition, such topics as statement of cash flows and financial analysis are included.

316 Federal Income Tax I **3 hours**

A study of the taxation of individuals under the Internal Revenue Code. Emphasis will be placed on concepts of gross income, exclusions, deductions and credits available to individual taxpayers. Business income and deductions of sole proprietors will be addressed. Prerequisite: ACC 210.

317 Federal Income Tax II **3 hours**

A study of the Internal Revenue Code relating to the taxation of corporations, partnerships, trusts, estates and related entities. This course assumes a knowledge of the taxation of individuals, including sole proprietors, and is a continuation of ACC 316. Prerequisite: ACC 316.

393 Special Topics **1 to 3 hours**

By arrangement with the instructor.

401 Accounting Information Systems **3 hours**

A comprehensive survey of information systems commonly used in modern business, emphasizing the role of computer hardware/software. Prerequisite: Completion of all sophomore-year business core courses or permission of instructor.

405 Principles of Auditing **3 hours**

The basic principles of auditing, including elements of internal control, statistical sampling, financial statement and audit reports. The auditor's professional responsibilities and legal liability are also explored. Prerequisite: ACC 312 and senior status or ACC 312 and permission of instructor.

411 Advanced Accounting/Fund Accounting **3 hours**

An advanced analysis of accounting theory and practice designed to prepare the accounting major for complex problems that arise from partnerships, home office and branch relationships, consolidations and mergers, receiverships and governmental units. Also a study of the theoretical and practical approach of accounting, budgeting, reporting and auditing for governmental units, colleges and universities, hospitals and other not-for-profit organizations. Prerequisites: ACC 312.

431 Managerial and Cost Accounting **3 hours**

The accumulating and reporting of costs of operations, budgets and other tools of management for measuring profitability of a business enterprise are studied. Emphasis is given to the various cost systems—job order, process cost, standard cost and variable costing. Economics and monetary incentives are also considered. Prerequisite: ACC 210.

493 Special Topics **1 to 3 hours**

By arrangement with the instructor.

Business Administration**215 Business Topics for the Non-Business Student** **1 hour**

A series of one-credit courses in various business topic areas. Designed as a general introduction to topics studied in greater detail in other business courses. May include general discussions of personal finance, beginning investing, leadership, starting a business, as well as other topics. Not available for students who have declared a major in business (accounting, financial management, marketing/management, and international studies in business and foreign language). Not available for juniors and seniors who have taken or enrolled for more than two courses in business above the 200 level. Students who enroll for this course and violate any of these requirements will be disenrolled.

302 Business Written Communication **3 hours**

Emphasis on written communication in various business and professional contexts. Topics include report writing, business plans, professional correspondence and reports, and written communications in the employment context.

304 Entrepreneurship **3 hours**

A study of entrepreneurs and the creation of new ventures. Emphasis is on the characteristics of successful entrepreneurs, the identification and analysis of new ventures, and the traditional requirements for continued success of a venture after its founding. There is no business or economics prerequisite for this course. It is open to all Hillsdale College students with junior standing.

315 Principles of Marketing **3 hours**

An introduction to the principles and practices of marketing goods and services. The essentials of strategy, organization, marketing mix, ethical responsibilities, communication and inter-functional relationships are studied. Prerequisite: ACC 209 or permission of instructor.

320 Quantitative Analysis **3 hours**

An introduction to the quantitative tools necessary for advanced courses in business, covering such topics as regression analysis, decision-making under uncertainty, linear programming, forecasting, elementary game theory, queuing theory and inventory management. Prerequisites: ECO 206 or instructor approval.

325 Management Theory and Practice **3 hours**

A study of basic principles of management and leadership in global organizations. Emphasis is placed upon organizational structure, development and change. Professional competencies and ethical issues are outlined.

330 Financial Management **3 hours**

An introduction to business finance, covering the topics of present value, stock and bond valuation, capital budgeting, and risk and return.

353 International Business **3 hours**

Study of the political, economic and cultural environment of international business, the comparative advantages of countries, and the strategies companies may pursue to gain and sustain competitive advantage. Particular attention will be given to the features of the strategic and functional areas of management that are distinctive to international business. Prerequisite: Completion of junior-year business core courses.

393 Special Topics **1 to 3 hours**

By arrangement with the instructor.

401 Advanced Financial Management**3 hours**

Analysis of decision-making within the firm, emphasizing the conceptual structure of problems and the use of advanced analytic techniques. Specific topics include current asset management, financial statement analysis, capital structure, dividend policy, long-term financing, mergers and corporate planning models. Prerequisite: BUS 330.

410 Investments I**3 hours**

The course introduces mean-variance portfolio analysis stressing the core knowledge and tools used by professional portfolio managers. Topics include security markets and trading basics, fundamental security analysis, portfolio theory, mean-variance asset pricing and market efficiency. Case studies and assignments require use of Excel. Prerequisite: BUS 330.

411 Futures and Options Markets**3 hours**

This course provides an introduction to the trading, pricing and risk management applications of financial derivatives. The derivatives contracts studied include: futures on commodities, currencies, bonds and stock indices; currency forward contracts; forward rate agreements; and options on stocks, stock indices, currencies and futures. Prerequisite: BUS 330.

418 Readings in Power, Leadership and Responsibility**3 hours**

Classic and contemporary readings in organizational and human-resource management, leadership style and responsibility, ethical and social dimensions of business, and moral philosophy of business. Prerequisite: junior standing.

419 Business Ethics**3 hours**

A case course focusing on typical ethical dilemmas encountered by business managers. Students will be introduced to the context in which managers are forced to make ethical decisions and provided with various models and frameworks by which ethical problems may be analyzed. Prerequisite: junior standing.

431 Case Studies in Finance**3 hours**

Case studies covering the topics of corporate financial analysis, value creation, financing alternatives, international finance and derivative securities. Extensive case readings and class participation are required. Prerequisite: BUS 330.

432 International Finance**3 hours**

This course surveys the modern paradigms in international finance stressing the behavior and the global competitive environment facing the multinational firm. Specifically, the course examines the theory linking the world's various foreign exchange (FX), money and securities markets, emphasizing global investment and risk management. Topics include international monetary arrangements, spot and forward FX markets, FX futures and options contracts, interest rate parity, purchasing power parity, exchange rate theory, FX hedging and emerging markets. Prerequisite: BUS 330 or permission of instructor.

433 Investments II**3 hours**

A seminar in portfolio management, this course examines advanced topics in professional management of investment funds. Course topics vary, depending on the instructor, and typically focus on innovations in investment strategies and products. Specific topics may include principles of active portfolio management, performance evaluation, hedge funds and investment applications of derivative products. The course requires use of Excel and outside research resources. BUS 410 is a prerequisite.

434 Risk Management**3 hours**

This course provides an introduction to enterprise risk management, where the management of risk is integrated and coordinated across the entire organization. All categories of risk (financial, market and operational) are studied. Value-at-risk, which is the main method for measuring risk, is examined in detail. Other measures, such as earnings-at-risk and shareholder value added, are also considered. Finally, the course also examines how enterprise risk management may be implemented, and the issues that arise when one attempts to change the culture of a firm. Prerequisite: BUS 330 or permission of instructor.

440 Operations Management**3 hours**

The processes and management of the production of goods and services, the transformation of inputs into the finished product and services available to the consumer or organization are studied. Emphasis will be given to understanding operations management as a competitive force within the organization. Site visits are an integral part of the course. Prerequisite: BUS 325 or permission of the instructor.

441 Strategic Management**3 hours**

Case studies involving the formulation, analysis and implementation of corporate strategy in a global business context. Extensive readings and class participation are required. Prerequisite: BUS 325 or permission of the instructor.

- 442 Project Management** **3 hours**
Develops the student's understanding and ability to plan and organize the various components required for successful project management. Emphasis will be on the fundamental steps essential for an organization to meet goals and objectives using effective project management. Prerequisite: BUS 325 or permission of the instructor.
- 445 Sales Management** **3 hours**
Planning, employment, organization, training, evaluation and compensation in combination with trends in sales management are the integral areas of study. Additionally, emphasis will be given on developing new sales approaches for achieving organizational goals.
- 448 Small Business Management** **3 hours**
Effective processes for managing small businesses in today's global economy will be studied. Researching available resources for small businesses and effective management structures and developing a plan for managing a small business comprise the basic content of this course. Small business owners may be invited as speakers.
- 452 Marketing Management** **3 hours**
An in-depth analysis of the quantitative and qualitative factors involved in the management of the marketing function. Also, the non-quantitative tools of management will be applied to marketing. Students must develop a course project. Prerequisite: Completion of junior-year business core courses.
- 457 E-Commerce** **3 hours**
E-Commerce, through a business application, directly applies marketing strategies and concepts to a practical commerce-based website. It prepares future business decision makers for the rapidly changing world of Web business practices. Prerequisite: BUS 315; computer and Web literacy.
- 459 Advertising** **3 hours**
Focuses on communication tools in marketing management: advertising, sales promotion, personal selling, public relations and publicity, packaging and their interaction with personal selling and both externally and internally within the organization. Course culminates with the development of an integrated marketing communication plan. Prerequisite: BUS 315.
- 493 Special Topics** **1 to 3 hours**
By arrangement with the instructor.
- 516 Marketing Research** **3 hours**
A seminar outlining the essential components of marketing research. Emphasis is given to the systematic and objective analysis of market research processes. A written and oral research project is required. Prerequisite: BUS 315 and BUS 452.
- 597 Summer Intern Program** **1-3 hours**
Students may earn up to three credit hours that are applied to total hours required for graduation but may not be applied to core hours. Please see program director for program information and application forms.
- 597 How to Start and Manage a Business—A Seminar** **3 hours**
Students receive instruction in five areas, namely; Management, Marketing, Finance, Business Law, and Human Resources selection and development. A Business Plan is developed by the participants for a business of their choice.
- Law**
- 320 Business Law I** **3 hours**
An introduction to legal rights and processes as they affect business. Detailed discussion of torts, crimes, sales and contract law. Offered Fall semester only.
- 321 Business Law II** **3 hours**
A sequel to LAW 320, this course continues the exploration of basic business law. Agency, partnership, employment, corporations, negotiable instruments, secured transactions, bankruptcy, insurance and property are the substantive areas examined. Prerequisite: LAW 320 or permission of instructor.
- 322 Labor and Employment Law** **3 hours**
This course is designed for the student who is planning a career in business. All major national labor legislation is studied. In addition, the problems of union organization, collective bargaining agreements, antitrust laws, as they apply to unions, and affirmative action legislation are explored. Prerequisite: LAW 320 or permission of instructor.
- 393 Special Topics** **1 to 3 hours**
By arrangement with the instructor.

400 Real Estate Law**3 hours**

Property law is the subject of this course. The elements of real property, personal property, trusts and estates are analyzed. Prerequisite: LAW 320 or permission of instructor.

430 International Business Law**3 hours**

An introduction to the legal considerations of international business transactions. A survey of international comparative law concepts and legal and arbitral aspects of dispute settlement. Specific topics include the regulation of the multinational enterprise, the regulation of foreign investment, labor-dispute settlement and laws of international taxation and protection of intellectual property. Prerequisite: LAW 320 or permission of instructor.

493 Special Topics**1 to 3 hours**

By arrangement with the instructor.

Political Economy

A field of concentration is also offered in political economy, which combines work from the three disciplines of economics, history and politics. This approach allows students to gain a broad, well-rounded background in these inter-related areas, providing a unique perspective and preparation for law school, or for political and governmental positions. A major in political economy requires the completion of 37 credit hours, including: **ECONOMICS** (18 hours): Economics 105, 202, 203, 355 and 356, plus one additional three-hour elective from among upper-division (300 and above) Economics courses. All three-hour upper-division economics courses count as electives toward the political economy major. **POLITICS** (12 hours): Politics 101 is a required course for the political economy major. Students must choose three three-hour courses as electives. All three-hour politics courses count as electives toward the political economy major. **HISTORY** (six hours): One elective chosen from among History 304, 305, 306, or 307, and one elective chosen from among History 315 or 316, or History 442 (same as ECO 330). **SENIOR THESIS** (one hour): Economics 575. The student must select one faculty supervisor for the thesis from among faculty in economics, politics and history.

International Studies in Business and Foreign Language

For requirements of the bachelor of arts degree in international studies in business and foreign language, see pages 175-176.

History

Chairman and Professor: MARK A. KALTHOFF

Professors: LARRY ARNN, BRADLEY BIRZER, KENNETH R. CALVERT, RICHARD

GAMBLE, PAUL MORENO, PAUL A. RAHE, DAVID RANEY, DAVID STEWART

Distinguished Fellow: VICTOR DAVIS HANSON

Distinguished Associate Professor: DARRYL HART

Associate Professors: MATTHEW GAETANO, KOREY MAAS

Assistant Professors: JAMES D. STRASBURG, ANNA VINCENZI, CHARLES YOST

Visiting Assistant Professor: MILES SMITH

History

A concentration in history includes History 104, "The Western Heritage to 1600," History 105, "The American Heritage," and 27 additional hours of coursework. The student electing to major in history must complete not fewer than nine hours in Western Civilization courses, of which at least three hours must be taken from each of the two Western Civilization categories, "Ancient and Medieval History" and "Early Modern and Modern Europe." The third Western Civilization course may be History 206. The student must complete not fewer than six hours in American History, of which at least three hours must be taken from each of the two American History categories, "Early American History" and "Modern American History." The remaining 12 required hours may be elected from any History Department offerings. A minor in history consists of 18 hours beyond the College core, with at least one course selected from each of the

four core categories. Exceptionally competent students may seek to graduate with departmental honors in history by completing History 575, an independent three-hour research project under the supervision of a faculty committee. Admission to this course is at the discretion of the history faculty. The three credits required for History 575 may not be included in the 27 hours required for the field of concentration. Senior history majors must also complete a comprehensive history examination covering coursework completed while at Hillsdale and achieve an acceptable score as determined by the history faculty.

I. WESTERN CIVILIZATION

A. Ancient and Medieval History

- 310 The Ancient Worlds
- 311 Early Middle Ages
- 312 High and Late Middle Ages
- 400 Ancient Near East
- 401 Mycenaean, Archaic, and Classical Greece
- 402 Ancient Rome
- 404 Alexander the Great and Hellenism
- 406 Medieval England

B. Early Modern and Modern Europe

- 314 Europe, 1618-1798
- 315 Nineteenth-Century Europe
- 316 Europe in the Twentieth Century
- 407 Renaissance
- 416 History of England After 1485
- 452 The Reformation

II. AMERICAN HISTORY

A. Early American History

- 300 Colonial America to 1763
- 301 The Founding of the American Republic
- 302 Jacksonian America
- 303 Sectionalism and the American Civil War
- 483 Constitutional History of the United States to 1877

B. Modern American History

- 304 Gilded Age and Progressive Era America
- 305 The U.S. from the Great War to the Cold War
- 306 Cold War America
- 307 The U.S. since the Cold War
- 484 Constitutional History of the United States Since 1877

The Department generally does not accept transfer credit for core classes. Exceptions may be granted by the chairman for work in such courses already completed at another accredited institution. Credit toward the major in history is not granted for hours earned by Advanced Placement (AP) work. Finally, credit earned in the Washington-Hillsdale Internship Program (WHIP) no longer counts toward a major in history.

From time to time, selected 400-level or 500-level elective courses are offered with an "S" (Seminar) designation. Enrollment is strictly limited in size and requires permission of the instructor. Seminars are designed to be reading-, research-, and writing-intensive courses for highly motivated students working closely with the professor. Although seminars are electives and not required for the major, students seeking to graduate with departmental honors, wishing to develop their research and writing skills, and those planning to pursue graduate work in history are encouraged to enroll.



104 The Western Heritage to 1600

3 hours

The course will focus on the development of political cultures in Western Europe before 1600. It begins with a consideration of Mesopotamian and Hebrew civilizations and culminates in a survey of early modern Europe. The purpose of the course is to acquaint students with the historical roots of the Western heritage and, in particular, to explore the ways in which modern man is indebted to Greco-Roman culture and the Judeo-Christian tradition. Required course for all students in the College, and except in extraordinary circumstances, must be taken in the fall semester of the freshman year.

105 The American Heritage

3 hours

This course, a continuation of HST 104, will emphasize the history of “the American experiment of liberty under law.” It covers from the colonial heritage and the founding of the republic to the increasing involvement of the United States in a world of ideologies and war. Such themes as the constitutional tensions between liberty and order, opportunity in an enterprising society, changing ideas about the individual and equality, and the development of the ideal of global democracy will be examined. Attention will also be given to themes of continuity and comparison with the modern Western world, especially the direct Western influences (classical, Christian and English) on the American founding, the extent to which the regime was and is “revolutionary,” and the common Western experience of modernization. Required course for all students in the College. May be taken in the freshman year but must be completed by the end of the sophomore year. Prerequisite: HST 104.

206 The Western Heritage Since 1600

3 hours

Similar in format to HST 104, this course is a document-based, thematic study of Western civilization and culture that focuses on the development of European political culture since 1600. Major topics include the Scientific Revolution, the Enlightenment, the Church, revolutionary movements, imperialism, scientific naturalism, social democracy, total war, and totalitarianism. As a continuation of HST 104 and 105, the course permits students to place their understanding of the American Heritage into an international context and to comprehend more fully the development of the modern and contemporary world. Prerequisite: HST 104. May be taken as the third Western Civilization major requirement.

300 Colonial America to 1763

3 hours

British colonial America from the founding to the Treaty of Paris of 1763; emphasis on the religious, political and economic elements of colonial culture. Prerequisite: HST 105.

301 The Founding of the American Republic

3 hours

The United States from its emergence in the Revolution to the end of the War of 1812; emphasis on the thought of the Founding Fathers and their Constitution-making. Prerequisite: HST 105.

302 Jacksonian America

3 hours

From the Peace of Ghent to the era of “Manifest Destiny” and the deepening of sectional conflict. Special attention is given to the presidency of Andrew Jackson and the broadening of democracy which it brought. Prerequisite: HST 105.

- 303 Sectionalism and the American Civil War** **3 hours**
The rise of American sectionalism, the conflicting interpretations of the Constitution and state sovereignty, the approach of sectional division, Civil War and Reconstruction. Prerequisite: HST 105.
- 304 Gilded Age and Progressive Era America** **3 hours**
Surveys the history of the United States from the end of Reconstruction to the triumph of Progressive reform in domestic and foreign policy. Particular attention given to political, social, religious, and intellectual trends and to America's emergence as an economic and military world power. Prerequisite: HST 105.
- 305 The U.S. from the Great War to the Cold War** **3 hours**
Surveys the history of the United States from the outbreak of the First World War to the end of the Second World War. Particular attention given to the transformation of American life brought by economic, social, religious, and intellectual changes, and by the experience of total mobilization for global war. Prerequisite: HST 105.
- 306 Cold War America** **3 hours**
An exploration of the history of the United States in the Cold War era (1945-1991). The three principal topics of the course will be domestic policy (political economy, the welfare state); social and cultural history (demographics, race relations, the baby boom, women's rights); and foreign policy (the Cold War). Prerequisite: HST 105.
- 307 The U.S. since the Cold War** **3 hours**
American politics from Bill Clinton's "New Democrats" and George W. Bush's "compassionate conservatives" to Barack Obama's transformative progressivism and Donald Trump's neo-populism and beyond. The U.S. as the world's sole superpower to the post-9/11 War on Terror. Continuing controversy over American ethnic, cultural, and religious identity. Prerequisite: HST 105.
- 310 The Ancient Worlds** **3 hours**
Survey of the ancient polities and cultures from Mesopotamia to the collapse of the Roman Empire in the West.
- 311 Early Middle Ages** **3 hours**
Beginning with an in-depth analysis of the Roman, Germanic and Christian contributions to the emergence of a distinctive medieval culture by the time of Charlemagne, the class will then examine the development of political, social and economic structures in Western Europe, the revitalization of agriculture and trade, and the issues involved in the Investiture Controversy and the Crusades.
- 312 High and Late Middle Ages** **3 hours**
The class will begin by examining medieval civilization at its height: the development of limited monarchies and representative institutions in England, France and the Holy Roman Empire; the growth of papal monarchy; the 12th-century renaissance; the rise of universities; scholasticism; Gothic architecture; and the chivalric ideal. Students will then explore the disintegration of the medieval order as a result of factors including religious disillusionment brought on by disorder within the Church and social and economic pressures resulting from the Black Death and the Hundred Years' War.
- 314 Europe, 1618-1798** **3 hours**
Europe in the 18th century, through the French Revolution to the fall of Napoleon in France; the expansion of education, science and philosophy; the growth of the middle class and the beginnings of industrialism.
- 315 Nineteenth-Century Europe** **3 hours**
From Waterloo to World War I. Major themes include the persistence of revolution, the reaction of European society to industrialization, the development of new political ideologies and the problems of militarism and international rivalries.
- 316 Europe in the 20th Century** **3 hours**
World War I and the "lost peace," the birth of totalitarian regimes, World War II and the Cold War, European integration and the problems of the nuclear age.
- 321 History of Colonial Latin America** **3 hours**
Survey of Latin American history from pre-colonial times through the coming of independence. Indigenous civilizations, the age of European explorations, the settlement phase, the mature period of fully developed Iberian social and political institutions, and the impulses behind the independence movements of the early 19th century will all be examined. While focused primarily on Spanish and Portuguese America, this course also investigates the role of non-Iberian settlement and intervention in the Western hemisphere.

- 322 History of Modern Latin America** **3 hours**
Continuation of HST 321. Major themes include the impact of independence, the growth of national consciousness, boundary disputes and war in the 19th century, the rise of the caudillo, economic and social development, international relations and the place of Latin America in the contemporary world.
- 393 Special Topics** **3 hours**
- 400 Ancient Near East** **3 hours**
Specialized historical survey of the politics and culture of ancient Mesopotamia, Egypt, Persia and Israel.
- 401 Mycenaean, Archaic, and Classical Greece** **3 hours**
Emphasis on politics and culture from the Mycenaean Age to Philip of Macedon's conquest of Greece.
- 402 Ancient Rome** **3 hours**
Emphasis on politics and culture from the foundations of the city to the reign of the Emperor Constantine (about 750 B.C.-300 A.D.).
- 403 The Ancient Greek City** **3 hours**
Historical consideration of the ancient Greek polis as a political regime from a variety of angles. The course explores the similarities and differences between ancient and modern republics. Readings include complete works by Aristophanes, Euripides, Plato, Xenophon, Aristotle, Plutarch, Adam Ferguson, Numa Denis Fustel de Coulanges, and selected briefer texts illustrating the character of the ancient Greek economy and social life.
- 404 Alexander the Great and Hellenism** **3 hours**
Rise of Alexander, his Persian conquests, and Hellenistic culture from India in the east to Rome in the west.
- 406 Medieval England** **3 hours**
English history from the coming of the Romans through the early 16th century, with emphasis on Anglo-Saxon, Norman and Plantagenet England.
- 407 The Renaissance** **3 hours**
The course will examine the dynamic intellectual and cultural life of late medieval and early modern Europe in its political, social and economic contexts. Through readings from the works of Dante, Petrarch, Salutati, Bruni, Valla, Pico della Mirandola, Machiavelli, Castiglione, Erasmus, More and others, students will consider the emergence of new humanist methods of scholarship and their influence on the literature of political and social comment.
- 412 History of Spain** **3 hours**
Spanish history and culture from the Islamic invasion of Iberia in 711 to the Civil War and the Franco dictatorship.
- 414 The French Revolution and Napoleon** **3 hours**
This course offers an intensive investigation of the French Revolution. The ideas and events of each successive phase of the Revolution, including the reign of Napoleon, will be examined. Emphasis will be placed on studying competing political theories, the role of religious belief and practice in Revolutionary France, the impact of local identities on the course of the Revolution, and the effect of events in France throughout Europe.
- 415 History of France Since 1815** **3 hours**
Seven different regimes from Louis XVIII to Francois Mitterrand: the revolutionary legacy, the acquisition and loss of a colonial empire, the impact of war and defeat, the redefinition of France's role in the world, and the transition from Gaullism to socialism.
- 416 History of England After 1485** **3 hours**
The Tudor and Stuart dynasties, constitutional monarchy under the Hanoverians, the Industrial Revolution, characteristics of the Victorian era, British imperialism and the problems stemming from two world wars.
- 419 History of Russia to 1917** **3 hours**
Russia from earliest times to the Bolshevik Revolution of 1917: Major topics include the Kievan state and its collapse, the Mongol overlordship, Muscovite Russia, the founding of the Romanov dynasty, Imperial Russia through the Revolution of 1917 and the Bolshevik seizure of power. The political, social, economic and intellectual forces which shaped the above developments will be examined.
- 425 History of the Middle East** **3 hours**
The Middle East from the rise of Islam to the present: the Arab Caliphates; the Ottoman Empire; European imperialism and the Near Eastern question; World War I and its impact; modern Turkish, Iranian, Arab and Israeli nationalism.

- 430 History of the Far East** **3 hours**
The ancient civilizations of China, Japan, Korea and Vietnam and their subsequent changes and relations with the West.
- 440 History of the American West** **3 hours**
History of the moving frontier from early colonial times to 1890. Emphasis on the meaning of the West in American history. Special attention to the Turner Thesis and Western literature. Prerequisite: HST 105.
- 442 Economic History of the United States** **3 hours**
The economic development of the United States. The course is designed to encourage the student to develop theories and answers to questions such as these: How and why did there develop in this nation the highest level of material living ever known? Are there any lessons here which can be used to help other developing nations? Prerequisite: HST 105.
- 450 Ancient Christianity** **3 hours**
The history of the Christian Church from its origins to its rise as the dominant religion in the Roman Empire. Focusing on primary texts, the course will trace the development of Christian thought, community and politics in the first 400 years of Christian history.
- 451 Medieval Christianity** **3 hours**
Continues HST 450. Church history in Western Europe from late antiquity through the 15th century, with emphasis on trends in spirituality as well as institutional development.
- 452 The Reformation** **3 hours**
Continues HST 451. Major religious movements of the 16th century in their political, social, economic and cultural contexts, from Christian humanism through the Wars of Religion.
- 455 History of American Religion** **3 hours**
Survey of the Judeo-Christian heritage of the United States, with special attention to church histories. Prerequisite: HST 105.
- 465 Topical Studies in the History of Science** **3 hours**
This course considers several topics in the history of science, which may vary from offering to offering. Usually one of four themes will be the focus for the semester: 1) Survey of Ancient, Medieval and Early Modern Science; or 2) Survey of Science Since the 17th Century; or 3) Science in American Culture; or 4) Science and Christian Faith. The course may be repeated with different content.
- 469 European Military History to 1870** **3 hours**
Survey of major military innovations (technological and intellectual), land campaigns in Europe and colonial activity from the medieval period to the Franco-Prussian War. The interaction of war and political, economic and cultural change will be closely examined.
- 470 The Two World Wars** **3 hours**
A survey of the major military campaigns of both wars, with emphasis upon strategies, tactics and generalship. Extensive use of maps and audio-visual resources is featured.
- 475 Case Studies in the Origins of War** **3 hours**
Historical consideration of five case studies—four sets of developments that eventuated in war, and one that did not. Study of the origins of the Peloponnesian War in Pericles' day precedes consideration of the origins of World War One. The origins of the Second Punic War in the time of Hannibal are compared with those of the Second World War. The course concludes with a consideration of the Cuban Missile Crisis and the Cold War.
- 480 The History of the American Identity** **3 hours**
Formation and development of America's sense of historical mission from the Puritans to the present day. Analysis of primary documents guides students through a chronological evaluation of America's "political theology," including its sense of divine calling, national mission, and redemptive world role. Readings focus on the religious, political, ideological, and historical roots of America's understanding of its place in history, exploring how that identity has been shaped both by Americans themselves and by foreign observers. Prerequisite: HST 105.
- 481 Modern European Intellectual History** **3 hours**
Explores the contested views regarding the nature of man and his place in society beginning with John Locke, Adam Smith, and Jean-Jacques Rousseau. Continues through exploration of influential nineteenth- and twentieth-century foundations of modern economics, politics, science, psychology, and sociology. Particular attention is given to readings from Rousseau, Smith, Hegel, Marx, Mill, Tocqueville, Darwin, Nietzsche, Freud, and Weber.

482 Intellectual History of the United States**3 hours**

Studies in American thought and its social consequences from the colonial period to the present. Readings include interpretations of the American mind and selections from important thinkers in social criticism, philosophy, economics, politics and literature. Prerequisite: HST 105.

483 Constitutional History of the United States to 1877**3 hours**

The origins of American Constitutional concepts, the writing of the Constitution, American federalism in operation, and legal issues caused by sectionalism, the Civil War, and Reconstruction. Prerequisite: HST 105.

484 Constitutional History of the United States Since 1877**3 hours**

Constitutional problems of the urban and industrial revolutions, the Progressive Era, civil liberties in the world wars and Cold War, civil rights and the cultural revolution of the 1960s, the modern administrative state, and the rise of modern judicial review. Prerequisite: HST 105.

485 History of the United States Presidency**3 hours**

This course explores the history of the United States Presidency from the administration of George Washington to the present. It studies major presidencies and the increasing centralization of power in the executive branch since the mid-20th century. Prerequisite: HST 105.

487 History of American Foreign Policy**3 hours**

United States foreign policy from the American Revolution through the Cold War. Prerequisite: HST 105.

495 The Christian Humanist Historiographical Vision**3 hours**

Explores some of the most important historians and scholars of the twentieth century: Christopher Dawson, Eric Voegelin, Joseph Schumpeter, John Lukacs, Michael Oakeshott, and Owen Barfield. It considers metahistory, symbol, myth, and theology in the study of history and the philosophy of history. Explicitly and implicitly, it analyzes alternatives to progressive, Marxian, and Nietzschean visions of history, so predominant in the past century.

500 The History and Philosophy of History**3 hours**

This course considers the perennial disciplinary questions that historians have confronted since classical times. It takes up significant philosophical and theoretical approaches to history, as well as important analytical and historiographical problems within the major historical fields of study. The course places special emphasis upon the history of historical writing. The History Department faculty strongly recommends the course for all history majors intending to pursue graduate study or wishing to write a thesis for departmental honors in history.

518 History Study Travel Programs**1-3 hours**

Offers students an opportunity for intensive and focused exploration of a historically significant region under the close guidance of a member of the history faculty. Courses are offered both occasional summers and during January. May be taken more than once. Only three credit hours may be applied to the major, however.

575 Thesis for Departmental Honors**3 hours****597 Special Research****1-2 hours**

Generally, this is a directed readings course designed to enable students to explore areas not covered in scheduled courses.



Politics

Chairman and Associate Professor: JOHN GRANT

Professors: LARRY P. ARNN, MICKEY CRAIG, RONALD PESTRITTO,
KEVIN PORTTEUS, MATTHEW SPALDING, THOMAS G. WEST

Distinguished Visiting Professors: STEPHEN J. MARKMAN, DAVID P. RAWSON

Associate Professors: ADAM CARRINGTON, KHALIL HABIB, JOSEPH POSTELL,
KEVIN SLACK

Lecturer: TIMOTHY W. CASPAR

A major in politics requires 33 hours of coursework. Specifically required courses are Politics 101, 202, 211, 220 and 212 or 214. Of the additional 18 hours required, at least six hours must be taken at the 400 level and at least one elective must be chosen from the American Politics offerings. Otherwise, students may choose electives in any order or combination from the sub-fields of Political Philosophy, American Politics and World Politics. A minor in politics consists of 21 hours, with Politics 101 required as part of the total. Politics 101 is a prerequisite for all other politics courses.

Senior politics majors must also complete a comprehensive politics examination covering coursework completed while at Hillsdale and achieve an acceptable score as determined by the politics faculty. In addition, exceptionally competent students may, at the discretion of the politics faculty, write a thesis under the supervision of the politics faculty. Students writing a thesis will register for Politics 575; the three credits earned in Politics 575 may not be included in the 33 hours required for the politics major. A student must either complete the thesis project or earn an exceptional grade on the comprehensive examination, as determined by the politics faculty, in order to graduate with departmental honors.

The Politics Department does not accept transfer credit for required courses in the major. Credit toward the major or minor is not granted for hours earned by Advanced Placement (AP) work. Finally, for students who participate in the Washington-Hillsdale Internship Program, the Politics Department offers one three-hour, 300-level Politics elective each semester at the Kirby Center. Students may count that course toward the Politics major or minor.

American Politics

REQUIRED:

101 U.S. Constitution **3 hours**

This course introduces students to early American political thought and its crowning political achievement, the United States Constitution. Focusing on *The Federalist Papers* and other original source documents from the Founding period, students learn basic American political concepts such as natural rights, social compact theory, religious liberty and constitutional features such as limited government, separation of powers and the rule of law. By studying the Constitution, students will understand better the nature of political justice and the serious challenges, especially those represented by the Civil War and the rise of progressivism, in preserving “the American experiment of self-government under law.”

202 American Political Thought **3 hours**

This course focuses on the political thought of the late 19th century through today with special emphasis on the Progressive movement, New Deal, Great Society and contemporary politics.

ELECTIVES:

301 American Government **3 hours**

This course focuses on the relationship between the major institutions of American government with a special emphasis on the relationship between the Presidency and the Congress in the formation of policy and in the control of the bureaucracy.

302 The American Congress **3 hours**

This course is a study of the legislative power in the American regime. It focuses on the nature of the legislative power, and how that power was institutionalized in the Constitution. Emphasis is also placed upon the way the theory of the modern progressive administrative state has altered our conceptions of Congress and the legislative power, and how that change is manifested in the delegation of legislative power to administrative agencies. The course also introduces the student to contemporary functions and procedures of Congress.

303 The American Presidency**3 hours**

This course is an intensive study of the American presidency. It seeks to understand the structure and function of executive power in the American constitutional order. It will begin with the place of the president in the constitutionalism of the Founding Fathers, and then examine how that role has been altered by the modern progressive administrative state, along with the implications of that alteration for constitutional government.

304 Constitutional Law**3 hours**

Survey of the Constitution and leading decisions of the Supreme Court concerning the separation and distribution of power within the national government and between the national government and the state governments. Specific topics covered, among others, include judicial interpretation, federalism and the nature and scope of executive, legislative and judicial powers.

305 Civil Rights**3 hours**

A study of civil rights in the American regime, with a view to this question: what are the rights of the individual, and how does government protect them? Supreme Court and other court cases will be studied, along with other sources in the American tradition. Topics include freedom of speech and press, religious liberty, freedom of association, gun rights, rights of persons in judicial proceedings, equal protection of the laws, due process of law, and privileges and immunities of citizenship. For each topic, the current liberal and conservative approach will be contrasted with that of the Founders.

306 Political Parties and Elections**3 hours**

This course begins with an overview of the role of elections in a constitutional republic. The course then traces the development of American political parties from the founding period to the present day, with a special focus on presidential elections and the electoral college.

307 Administrative Law**3 hours**

The course focuses on the legal framework within which national policy and regulations are promulgated by administrative agencies, and on the role played by federal courts in supervising the process of making regulatory policy. A central theme of the course will be the connection between the principles of administrative law today and the original principles of the U.S. Constitution. The course will take a case-law approach.

308 Public Policy**3 hours**

Study of the principles and practice of public policy-making in America, with special attention to major controversies in contemporary public policy. Possible topics, among others, include welfare, immigration, education, campaign finance, business, religion, morality and national defense.

401 Statesmanship of Abraham Lincoln**3 hours**

This course focuses on the political thought and actions of Abraham Lincoln and his contemporaries, including Stephen Douglas, John C. Calhoun and Roger Taney, and the political controversies of the antebellum and Civil War periods.

403 American Progressivism and Liberalism**3 hours**

An examination of the Progressive political thought that was integral to the new direction undertaken in American politics in the 20th century. The course addresses the most important national Progressive thinkers and their arguments, and also aims to understand the Progressives in light of the sources in the tradition of political philosophy from which they drew their principles. The course examines how progressivism has impacted contemporary American politics, and focuses on Woodrow Wilson, Herbert Croly, Theodore Roosevelt and John Dewey, among others.

404 American Conservatism**3 hours**

This course will explore the nature and origin of American conservatism through a careful study of its principal thinkers and writers. Possible authors include, among others, Richard Weaver, Eric Voegelin, Leo Strauss, Harvey Mansfield Jr., Harry Jaffa, Russell Kirk, Irving Kristol, Robert Nisbet and F.A. Hayek. Special attention will be given to the conservative movement after 1945.

405 Readings in American Politics**3 hours**

This course focuses in greater depth on some of the political themes and statesmen covered in other courses in American politics.

406 The American Founding**3 hours**

A thorough study of the political theory of the American founding. Topics include natural law and social compact theory, the purpose and structure of national and state governments, the relation of the American revolution to the British political tradition and Enlightenment thought, foreign and domestic policy, and the character of religion in America. The doctrines of the founding will be contrasted with Progressive and later liberal and conservative views of justice.

407 *The Federalist***3 hours**

This course examines the political teaching of *The Federalist* in order to discover the distinctive features of American constitutionalism, to explore theory and practice in the American Founding, and to see how Publius meets the challenges of its critics. This course will be based upon an explication of each paper in the text and will address the argument of Publius in light of his Anti-Federalist adversaries.

Political Philosophy**REQUIRED:****211 Classical Political Philosophy****3 hours**

This course will offer an overview of major themes in classical political philosophy. The course will focus on the writings of Plato and Aristotle and selections from other writers such as Thucydides, Aristophanes, Xenophon and Cicero.

REQUIRED: Students are required to take either POL 212 or POL 214. Students are strongly encouraged to take both.

212 Modern Political Philosophy I: Social Contract Theory**3 hours**

This course will analyze the emergence of early modern political philosophy beginning with Machiavelli and developed later by Hobbes, Locke, Rousseau and other social contract theorists.

214 Modern Political Philosophy II: Idealism, Historicism, Nihilism**3 hours**

This course begins with Rousseau's philosophic critique of human nature and examines the development of that critique in the political philosophy of Kant, Hegel, Marx, Nietzsche and other late modern theorists.

ELECTIVES:**313 Christianity and Politics****3 hours**

This course explores the political tension between what Augustine called the City of God and the City of Man. It examines the interaction between Christian theology and tradition, politics, and the philosophical claims of reason. Authors studied include Augustine, Aquinas, Dante, Luther, Calvin and others.

412 Politics and Literature**3 hours**

This course takes seriously the claim that great works of literature can serve as the source for the serious study of philosophic, moral and political problems. Students will study great works of fiction, which treat the permanent political questions. Possible authors include, among others, Homer, Virgil, Shakespeare, Milton, Swift, Dostoyevsky, Twain and Orwell.

414 Readings in Classical Political Philosophy**3 hours**

An intensive study of one or more authors or works in classical political philosophy. Specific content varies at the discretion of the faculty.

415 Readings in Medieval Political Philosophy**3 hours**

An intensive study of one or more authors or works in medieval political philosophy. Specific content varies at the discretion of the faculty.

416 Readings in Modern Political Philosophy**3 hours**

An intensive study of one or more authors or works in modern political philosophy. Specific content varies at the discretion of the faculty.

World Politics**REQUIRED:****220 Introduction to American Foreign Policy****3 hours**

American statesmen have defended the principles of the regime and the rights of its citizens in a world of empires and nation-states. This course provides an overview of controversies over independence and imperialism, modern tyranny and regime change, which have marked U.S. foreign policy from the founding to the present day.

ELECTIVES:**319 World Politics: The Modern State****3 hours**

The modern state has dominated world politics for more than three-and-a-half centuries. Beginning with the philosophic origins of the modern state in Machiavelli and Hobbes, the course then moves from the political beginnings of the state system in 17th-century Europe to the beginning of the First World War. Special attention is paid to the causes influencing the formation and change of political regimes.

324 Comparative Politics: 20th Century Founders**3 hours**

The 20th century saw new, often radical challenges to the regime of commercial republicanism. The political thought of the founders of major regimes—including Lenin, Hitler, Gandhi, de Gaulle, Khomeini and Havel—will be examined in order to understand the character of those regimes.

421 International Politics: The 21st Century**3 hours**

“Globalization,” “democratization,” the “clash of civilizations,” the “war on terror”: citizens in the contemporary world confront challenges unanticipated at the end of the last century. This course highlights current themes and debates in light of the perennial questions of political life.

422 Statesmanship of Winston Churchill**3 hours**

This course examines the principles and practice of statesmanship and focuses on the writings and actions of Sir Winston Churchill. The course aims to discover what a statesman is, what sort of statesman Churchill was, and what is the place of and need for a statesman in a popularly governed nation.

431 Readings in World Politics**3 hours**

This course will focus on a particular text or set of texts crucial to the understanding of some key theme or set of themes in international politics. A classical author (e.g., Grotius, Vattel) or an important topic (e.g., Islam, nuclear deterrence, the Cold War) will frame the inquiry.

575 Thesis Research**3 hours**

Psychology

Chairman and Associate Professor: KARI McARTHUR

Associate Professor: COLLIN BARNES

Assistant Professor: BENJAMIN WINEGARD

This program provides students with breadth and depth of undergraduate education in psychology, within the context of a balanced liberal arts curriculum. The major is structured to encourage examination of basic issues in psychology from a number of theoretical and empirical perspectives and to foster an appreciation of the intellectual history of the discipline. The program emphasizes psychology’s unique positioning between the natural sciences and philosophy, seeking to develop in students the ability to critically evaluate empirical research in the field and the epistemology that gives rise to it. Completion of the major provides a firm foundation for advanced training in psychology or allied disciplines and for entrance into professions for which a background in psychology is appropriate. Psychology courses may be applied to the science requirement for the bachelor of science degree. Only elective credit will be awarded for Advanced Placement or CLEP examinations in psychology.

The requirements for a major are a minimum of 33 hours of psychology, including Psychology 101, Introduction to Psychology; Psychology 209, Statistics for Social Sciences; Psychology 210, Research Design; Psychology 340, Lifespan Developmental Psychology; Psychology 341, Social Psychology; Psychology 342, Principles of Learning and Behavior; Psychology 343, Abnormal Psychology; Psychology 344, Biological Psychology; Psychology 345, Cognitive Psychology; and Psychology 481, Pillars of Psychology. Psychology majors are also required to take one of the two following courses: Psychology 483, Psychology Practicum or Psychology 484, Psychology Research Project. A senior year comprehensive examination is also required.

PSY 101 is a prerequisite for all other psychology courses and should be taken in the freshman year. The PSY 209 and PSY 210 sequence should be completed in the sophomore year (and not later than the junior year). The six required topics courses (PSY 340 through PSY 345) may be taken after the completion of PSY 101. PSY 481, PSY 483, and PSY 484 should be taken in the junior or senior year. Students should select the PSY 483 or PSY 484 courses in consultation with their major advisor.

The requirements for the psychology minor are: PSY 101; five courses chosen from PSY 340, PSY 341, PSY 342, PSY 343, PSY 344 and PSY 345; plus one additional, three-credit psychology elective course, for a total of 21 credits of psychology.

101 Introduction to Psychology**3 hours**

A broad survey of the contemporary science of psychology. Topics covered include research design, the biological basis of mind, sensation and perception, learning and memory, social psychology, developmental psychology, personality, psychopathology and its treatment.

209 Statistics for Social Sciences**3 hours**

Students learn quantitative methods for describing empirical phenomena and testing hypothesized relationships between variables. The emphasis is on methods commonly used in psychology including correlation, regression, one- and two-sample tests, one- and two-way ANOVAs, and their repeated-measures counterparts.

210 Research Design**3 hours**

A crucial study of survey and experimental methods utilized in psychological research. Students will be introduced to ethical considerations important in psychological research, learn how to design experiments, collect and analyze data, and write and present experimental research reports utilizing APA guidelines. Prerequisite: PSY 209.

250 Psychology Internship**1-3 hours**

A supervised practical experience in a professional setting. The experience can include observing, assisting, assuming regular duties, or pursuing a special project topic. Three hours per week per semester for each credit hour earned. Permission of the department chairman is required.

340 Lifespan Developmental Psychology**3 hours**

Principles and theories of human development from conception through death and dying. Contemporary research is examined and integrated within the biosocial, cognitive, and psychological/social domains. Universal patterns and cultural variation of development are explored.

341 Social Psychology**3 hours**

Beginning with the early work of Wilhelm Wundt, students are introduced to the tradition of inquiry in social psychology as pursued by Floyd Allport, William McDougall, and Kurt Lewin as well as Edward Ross in sociology. Contemporary expressions of the discipline are considered, and the role of experimentation in shaping social intuitions is discussed.

342 Principles of Learning and Behavior**3 hours**

This course provides an in-depth introduction to classical, operant, and contemporary theories, principles, and methods used in the study of how behavior changes as a function of experience, as well as their place in the larger theoretical framework of psychology. Includes discussion of the practical implications of these principles. Attention is directed to experimental research using human and animal subjects.



- 343 Abnormal Psychology** **3 hours**
Introduction to the study of psychopathology. Focuses on theoretical models of abnormal behavior as they relate to the definition, etiology, and treatment of mental disorders. Diagnostic classification, behavioral, and biological features of the major syndromes of psychopathology are emphasized.
- 344 Biological Psychology** **3 hours**
This course provides students with a grounding in basic neuroanatomy, while addressing the biological bases of fundamental psychological processes and behavior, including sensation and perception, action, emotion, memory, language, higher-level cognition, motivational drives, and psychopathology.
- 345 Cognitive Psychology** **3 hours**
This course critically examines theory and experimental evidence contributing to the understanding of fundamental cognitive processes, including those involved in perception, attention, memory, knowledge representation, language, problem solving, judgment, and decision making.
- 350 Child Psychology** **3 hours**
Biosocial, cognitive, and psychological/social domains of human development (from conception through adolescence) are examined. Emphasis is placed on the integration of relevant theories and research, as well as cultural and individual variations of child development.
- 361 Introduction to Clinical Psychology** **3 hours**
This course introduces the primary theoretical perspectives of clinical/counseling psychologists as well as explores issues that influence the profession, including ethics, standards of practice, assessment, and working with diverse clients. Students will learn about training, job settings, issues related to credentialing, licensing, preparation standards, public policy, and membership in professional organizations.
- 365 Industrial/Organizational Psychology** **3 hours**
Survey of the basic theories and applications of psychology to the workplace including job analysis and evaluation, personnel selection, testing, performance appraisal, training, performance management, employee motivation, job satisfaction, leadership, and group processes within organizations.
- 370 Philosophy of Social Science** **3 hours**
This course examines the nature of social reality and the historical and philosophical roots of positivistic social science in the writings of August Comte and John Stuart Mill. The influences of this thought are traced through major figures in the social sciences, and criticisms of the perspective by such authors as Friedrich Hayek, Peter Winch, and Charles Taylor are studied to better understand the role of science in shaping our knowledge about human persons and societies.
- 393 Topics in Psychology** **1-3 hours**
Topical courses for advanced students.
- 410 Laboratory Assistantship** **1-2 hours**
Students will gain practical experience in setting up laboratory equipment and experiments or supervising laboratory work. Three hours per week per semester is required for each credit hour. Permission of the department chairman is required.
- 472 Psychological Tests and Measurement** **3 hours**
This course is intended to facilitate students' understanding of theories and methods underlying psychological assessment. After learning about the theory of measurement with an emphasis on reliability and validity, students will evaluate, administer, and interpret widely accepted measurement instruments including intelligence, personality, and aptitude tests. Prerequisite: PSY 209.
- 481 Pillars of Psychology** **3 hours**
Students will consider the aspirations, subject matter, and methods of psychology through careful study of texts written by the pioneering representatives of the field's former schools, including structuralism, functionalism, Gestalt psychology, psychoanalysis, behaviorism, and humanistic psychology. The class provides the fundamentals for further historical investigations in psychology and for the understanding of contemporary research in context. Course must be taken in the senior year.
- 483 Psychology Practicum** **3 hours**
The practicum is intended to provide students with hands-on experience in a particular area within the field of psychology, while also completing in-depth academic study in that area. Students are encouraged to work in an area related to personal or professional career goals. Open only to junior or senior psychology majors. Application and permission of the department chairman is required.

484 Psychology Research Project**4 hours**

This course will culminate in the writing and presentation of a research thesis. Students will identify an area of interest, review the literature, determine the hypothesis to be tested and the experimental method to be used, develop the necessary materials, and gather and analyze data. This course should be taken in the junior or senior year. Prerequisite: PSY 210.

597 Special Topics in Psychology**1-3 hours**

Special study of topics in psychology. Supervised independent studies require permission of the department chairman.

Education

Chairman and Professor: DANIEL B. COUPLAND

Associate Professor: BENJAMIN V. BEIER

Instructors: SONJA BINDUS, JONATHAN GREGG, JEAN NOLAN, SUSAN PUTNAM,
MARY JANE RUMLER

The Education Program specializes in the preparation of teachers for classical and other schools not requiring State certification. To facilitate this end, the Department offers an elementary- or secondary-level apprenticeship that generally qualifies students to teach in private and charter schools not requiring certification. Students wishing to follow this path may apply to the Hillsdale College Liberal Arts Teacher Apprenticeship.

Minor in Classical Education

Rather than enforcing ever-changing “standards” of the teaching profession, this minor is grounded in the rich heritage of the liberal arts tradition. Using the seven classical liberal arts—the trivium (the three language arts) and quadrivium (the four mathematical arts)—as its foundation, the classical education minor enables students to develop a clear picture of what it means to be classically educated. Through the teacher apprenticeship, the minor provides opportunities for students who would like classroom teaching experience in reputable classical schools. The minor also provides an alternative path for students who either do not need pedagogical experience to be effective teachers or have no interest in teaching. A student wishing to minor in Classical Education must complete 18 credit hours, as outlined below.

Course Requirements for the Minor in Classical Education

REQUIRED (12 credit hours):

Education 101	English Grammar	3 hours
Education 201	Classical Quadrivium	3 hours
Education 360	Philosophy of Education	3 hours
Core 150	Classical Logic and Rhetoric	3 hours

ELECTIVES (6 credit hours):

A minimum of 6 additional credit hours at the 300 and 400 levels. Any courses other than those listed below must be approved by the Chairman of the Education Department.

Education Department:

Education 393	Special Topics	1-3 hours
Education 401	Liberal Arts Teacher Apprenticeship	1, 2, 3 or 6 hours
Education 402	Master Teachers in the Western Tradition	3 hours
Education 403	Explicit Phonics Reading Instruction	3 hours
Education 404	Classic Children's Literature	3 hours

Other Departments:

Mathematics 458	The Teaching of Elementary Mathematics	1 hour
Mathematics 459	The Teaching of Secondary Mathematics	1 hour

Physics 459	Teaching of Secondary Physics	1 hour
Classics 393	Latin Teaching Apprenticeship	1 hour
French/German/Spanish 465	The Teaching of Modern Languages	1 hour
Music 417	The Teaching of Music in the Classroom	3 hours
Sport Studies 320	Methods of Teaching Physical Education	3 hours

Minor in Early Childhood Education

Educating young children for the liberal arts has been a tradition at Hillsdale College for 90 years. Mary Proctor Randall Preschool, an award-winning facility, sits at the heart of campus. Within the Preschool, students can pursue educational experiences and interact with young children in a laboratory setting. Seeking to benefit both its young pupils and college students, Mary Randall Preschool represents a rich blend of educational heritage and innovation.

Early Childhood Education begins at birth and continues through age eight (normally, third grade). Coursework within this minor develops an understanding of teaching in preschool through the early elementary grades and provides a thorough acquaintance with the curriculum used therein. Students who minor in Early Childhood Education have an opportunity to complete this course and the ECE minor with a semester of preschool teaching at Mary Randall Preschool, a semester-long K-3 elementary classroom assignment, or a combination of the two. Such preparation gives students a clear career-path advantage in today's competitive marketplace.

REQUIRED (20 credit hours):

Education 106*	Introduction to Early Childhood Education	1 hour
Education 206*	Child Development and Early Childhood Education	3 hours
Education 306*	Early Childhood Education Instructional Program	3 hours
Education 403^	Explicit Phonics Reading Instruction	3 hours
Education 404^	Classic Children's Literature	3 hours
Education 476#	Assessment and Screening in Early Childhood Education	3 hours
Education 506	Early Childhood Directed Teaching	7 hours

RECOMMENDED:

Psychology 101	Introduction to Psychology	3 hours
Rhetoric 201	Fundamentals of Speech Communication	3 hours
Education 599	Assistantship	1-3 hours

*Prerequisites for Education 476

#Prerequisite for Education 506

^Students will choose one of these two courses (EDU 403 or EDU 404).

101 English Grammar

3 hours

This course covers the elements of English grammar. Students will study the eight parts of speech, sentence construction, and punctuation. Students will also learn about the role of grammar in a liberal arts education and develop some basic pedagogical strategies – including sentence diagramming – for teaching grammar. There are no prerequisites.

106 Introduction to Early Childhood Education

1 hour

An overview of the Mary Randall Preschool program and a survey of general considerations such as instructional strategies, cognitive development, classroom management, and discipline.

201 Classical Quadrivium

3 hours

This course focuses on the four mathematical arts known as the quadrivium: arithmetic, geometry, music, and astronomy. Students will read classic works in each of the four arts and discover the role that these mathematical arts have in a liberal education.

206 Child Development and Early Childhood Education

3 hours

An overview of the development of children in three developmental stages: infancy, toddlerhood, and preschool. Prerequisite: PSY 101.

295 Technology for the Classroom **2 hours**

The course is designed to combine practical experience in the classroom with ideas for the integration of computers, computer software and multimedia. Students will review, modify and design teacher-created instructional materials that meet their specific curricular needs.

299 Educational Psychology **3 hours**

The application of psychological principles to such problems as understanding of mental and social growth, individual differences and their measurement, the learning process, and the guidance and adjustment of the school child. Prerequisite: PSY 101.

306 Early Childhood Education Instructional Programs **3 hours**

A comparative study of the curriculum and philosophy of various early childhood education programs. Students learn accepted methods of teaching and guiding children in preschool and early elementary years. Prerequisite: EDU 206.

333 Contemporary Issues in Education **3 hours**

Students will deepen their understanding of educational policy and institutional practices by engaging in a thorough and systematic examination of contemporary issues in education.

360 Philosophy of Education **3 hours**

Through close study of key thinkers in the history of philosophy of education such as Plato, Augustine, and Dewey, students will examine various conceptions of human nature, society, and the good life and consider the ways in which these philosophical positions inform the content, organization, methods, and goals of educational practice.

400 Practicum **3 hours**

The placement of students in local schools specific to their anticipated certification and endorsements. The student actively participates with children, in both individual and group settings, and assists the classroom teacher as requested. The practicum requires a minimum of 44 clock hours.

401 Liberal Arts Teacher Apprenticeship **1, 2, 3, or 6 hours**

Students complete an apprenticeship that includes a weekly seminar and observation of experienced teachers in K-12 classrooms. The seminar covers various practical issues related to teaching, such as classroom management, lesson planning, and assessment, drawing on both the wisdom of classical education and an understanding of contemporary practices. The number of credit hours for the course depends upon the number of hours in the field per week. To receive credit for EDU 401, students must complete EDU 360 prior to or during the apprenticeship semester, but students may audit EDU 401 without taking EDU 360. Instructor approval is required.

402 Special Studies in Master Teachers in the Western Tradition **3 hours**

This course reflects on what it is to be a master teacher and provides an upper-division study of a particular figure or figures from the Western tradition who in their lives, writings, and/or pedagogical practices are considered exemplary teachers. Possible offerings may include a course on Biblical Masters, Homer, Euclid, Plato, Aristotle, Roman Orators, Augustine, Patristic Masters, Aquinas, Shakespeare, Renaissance and Reformation Masters, or The Inklings.

403 Explicit Phonics Reading Instruction **3 hours**

The study of how children best learn to read and print alphabetic language, and practice in explicit phonics instruction.

404 Classic Children's Literature **3 hours**

A survey of classic children's literature from preschool through secondary grades, with occasional comparisons to modern children's literature.

450 Teaching Language Arts **2 hours**

This course is designed to assist prospective teachers in their understanding of important concepts, instructional methods, and curricular issues related to the teaching of English language arts at the elementary level.

456 Teaching the Exceptional Child **3 hours**

The course is designed to assist teachers in understanding the diagnostic categories as well as the practices and methods for working with exceptional children in the regular classroom.

472 The Teaching of Reading in the Secondary Content Areas **3 hours**

This course is designed to help the prospective middle school or secondary teacher in the acquisition of understanding and skills in the area of reading.



- 476 Assessment and Screening in Early Childhood Education** **3 hours**
An examination of techniques, materials and purposes for assessing preschool children in various areas of growth and development. Specific measurement instruments, professional ethics, legal restrictions and the application of assessment results are discussed. Prerequisite: EDU 306.
- 481 The Teaching of Reading in the Elementary Content Areas** **3 hours**
This course is designed to help the prospective elementary school teacher in the acquisition of understanding and skills in the area of reading.
- 491 Teaching Methods in the Elementary School** **3 hours**
Study of the principles and methods involved in classroom instruction at the elementary level.
- 492 Teaching Methods in the Secondary School** **3 hours**
Study of the principles and methods involved in classroom instruction at the secondary level.
- 506 Early Childhood Directed Teaching** **7 hours**
Requires planning and delivering instruction for children in the early childhood grades. Students teach in an early childhood classroom during the morning or afternoon for the entire semester. The student must plan his or her program so that each morning or afternoon is free from courses that meet during the period reserved for EDU 506. Prerequisite: EDU 476.
- 555 Elementary Directed Teaching in Grades K-8** **6, 9 or 12 hours**
The full-time, full semester placement of students in local schools specific to their anticipated certification and endorsements. Prerequisites: admission to Teacher Education, an approved field experience, and EDU 403 and 491.
- 559 Secondary Directed Teaching in Grades 7-12** **6, 9 or 12 hours**
The full-time, full semester placement of students in local schools specific to their anticipated certification and endorsements. Prerequisites: admission to Teacher Education, an approved field experience, and EDU 492.
- 597 Special Problems in Education** **1-3 hours**
An elective course involving individual work on an approved topic of study in order to meet individual interests not covered by other courses. Prerequisite: permission of instructor.
- 599 Assistantship** **1-3 hours**

SPORT STUDIES

Chairman and Professor: DON BRUBACHER

Assistant Professors: KURT KIRNER, BRAD KOCHER, WILLIAM J. LUNDBERG, LYNNE NEUKOM, KEITH OTTERBEIN, JOHN THARP, NICOLE WALBRIGHT, PHILIP DAVID WALBRIGHT

Lecturers: BRIAN ANDERSON, ANDREW BACON, JESSICA BRIDENTHAL, ADAM BURLEW, JOSHUA CALVER, RYAN CHOINIÈRE, KATHLEEN CONNER, TYLER CORTRIGHT, GLENN EMRICK, JUSTIN FAWLEY, NATHAN GILCHRIST, CHRISTOPHER D. GRAVEL, STEPHANIE GRAVEL, PATRICK GIFFORD, KYLE GROSS, JORDAN HINTZ, PAT HORNAK, CELENA HUBBARD, DAN HUDSON, GRACIE HUMPHREY, RITA JENKINS, JOE KELLAM, KATIE MEISTER, MICHAEL MURRAY, LEAH NOVAK, STEVE OTTERBEIN, LAURA PETERSEN, BRANDON PRITZL, MIKE ROBERTS, ERIC THEISEN, GORDON THEISEN, ELIZABETH TRACEY, KEITH TURNER

The Sport Studies curriculum at Hillsdale College provides foundational study in physical education, allied medical fields, psychological/social sciences, and business related to sport. Preparation for graduate studies in several fields are also offered. The course to fulfill the college core requirement for understanding the importance of physical activity to wellness is included in the curriculum as well.

Four majors are available in the Sport Studies Department: Physical Education, Exercise Science, Sport Psychology, and Sport Management.

Physical Education Major

The Physical Education major offers general study in the field and specific preparation for a career in teaching.

REQUIRED (41 credit hours)

SSD 180	Physical Wellness Dynamics	2 hours
SSD 190	Safety and First Aid	2 hours
SSD 260	Athletic Training	2 hours
SSD 292	Methods of Outdoor Recreation	2 hours
SSD 300	Personal and Community Health	3 hours
SSD 310-315	One Coaching Theory Class	2 hours
SSD 320	Methods of Teaching P.E.	3 hours
SSD 325	Teaching School Health	2 hours
SSD 330	Motor Learning/Kinesiology	3 hours
SSD 335	History and Philosophy of P.E. and Sport	3 hours
SSD 340	Adapted Physical Education	2 hours
SSD 350	Measurement in Physical Education	2 hours
SSD 370	Sport Psychology	3 hours
SSD 410	Organization and Admin.	3 hours
SSD 454	Sport Law and Ethics	3 hours
BIO 308	Anatomy and Physiology	4 hours

RECOMMENDED ADDITIONAL COURSES

SSD 200	Water Safety Instructor	2 hours
SSD 305	Nutrition	3 hours
SSD 470	Advanced Sport Psychology	3 hours
SSD 430	Biomechanics/Advanced Kinesiology	3 hours
SSD 490	Exercise Physiology	4 hours

Exercise Science Major

REQUIRED (40 credit hours)

SSD 180	Physical Wellness Dynamics	2 hours
SSD 260	Athletic Training	2 hours
SSD 300	Personal and Community Health	3 hours
SSD 305	Nutrition	3 hours
SSD 330	Motor Learning/Kinesiology	3 hours
SSD 360	Advanced Athletic Training	3 hours
SSD 490	Exercise Physiology	4 hours
BIO 202	Molecular Genetics and Cellular Function	4 hours
BIO 308	Anatomy and Physiology	4 hours
BIO 340	Biostatistics	4 hours
CHM 201	General Chemistry I	4 hours
CHM 202	General Chemistry II	4 hours

RECOMMENDED ADDITIONAL COURSES that may be required for graduate programs in Physical Therapy, Occupational Therapy, Physician's Assistant, Chiropractic, and Athletic Training:

PHY 101	College Physics I	4 hours
PHY 102	College Physics II	4 hours
CHM 303	Organic Chemistry I	4 hours
CHM 304	Organic Chemistry II	4 hours
CHM 452	Biochemistry	4 hours
BIO 408	Anatomy and Physiology II	4 hours
PSY 340	Lifespan Developmental Psychology	3 hours
SSD 405	Advanced Nutrition	3 hours
SSD 430	Biomechanics and Advanced Kinesiology	3 hours
SSD 492	Functional Anatomy	3 hours

RECOMMENDED ADDITIONAL COURSES that may be required for nursing schools:

SSD 362	Health Care Ethics	2 hours
SSD 364	Medical Terminology	2 hours
SSD 405	Advanced Nutrition	3 hours
BIO 360	Microbiology	4 hours
BIO 408	Anatomy and Physiology II	4 hours

RECOMMENDED ADDITIONAL COURSES that may be required for graduate programs in Physiology of Exercise:

SSD 102	Beginning Weight Training	1 hour
SSD 103	Advanced Weight Training	1 hour
SSD 405	Advanced Nutrition	3 hours
SSD 430	Biomechanics and Advanced Kinesiology	3 hours
SSD 492	Functional Anatomy	3 hours

Sport Psychology Major

REQUIRED (46 credit hours)

SSD 180	Physical Wellness Dynamics	2 hours
SSD 300	Personal and Community Health	3 hours
SSD 335	History and Philosophy of P.E. and Sport	3 hours
SSD 370	Sport Psychology	3 hours
SSD 470	Advanced Sport Psychology	3 hours
SSD 490	Exercise Physiology	4 hours
BIO 308	Anatomy and Physiology	4 hours
PSY 101	Introduction to Psychology	3 hours
PSY 209	Statistics for Social Sciences	3 hours

PSY 210	Research Design	3 hours
PSY 340	Lifespan Development Psychology	3 hours
PSY 341	Social Psychology	3 hours
PSY 342	Principles of Learning and Behavior	3 hours
PSY 344	Biological Psychology	3 hours
PSY 345	Cognitive Psychology	3 hours

RECOMMENDED ADDITIONAL COURSES for specific interests or graduate programs:

SSD 260	Athletic Training	2 hours
SSD 330	Motor Learning/Kinesiology	3 hours
SSD 340	Adapted Physical Education	2 hours
SSD 360	Advanced Athletic Training	3 hours
SSD 492	Functional Anatomy	3 hours
SSD 494	Internship	3-6 hours
PSY 343	Abnormal Psychology	3 hours
PSY 350	Child Psychology	3 hours
PSY 393	Introduction to Counseling	3 hours

Sport Management Major

REQUIRED (46 credit hours)

SSD 180	Physical Wellness Dynamics	2 hours
SSD 332	Sport Business and Finance	2 hours
SSD 335	History and Philosophy of P.E. and Sport	3 hours
SSD 374	Principles and Practice of Sport and Athletic Management	3 hours
SSD 410	Organization and Administration	3 hours
SSD 454	Sport Law and Ethics	3 hours
ECO 202	Principles of Microeconomics	3 hours
ECO 203	Principles of Macroeconomics	3 hours
ECO 206	Business and Economic Statistics	3 hours
ACC 209	Principles of Accounting I	3 hours
BUS 302	Business Written Communication	3 hours
BUS 304	Entrepreneurship	3 hours
BUS 315	Principles of Marketing	3 hours
BUS 325	Management Theory and Practice	3 hours
BUS 330	Financial Management	3 hours
BUS 418	Readings in Power, Leadership, and Responsibility	3 hours

RECOMMENDED ADDITIONAL COURSES for specific interests or graduate programs:

SSD 292	Methods of Outdoor Recreation	2 hours
SSD 300	Personal and Community Health	3 hours
SSD 310-315	Coaching Theory and Practice Course(s)	2 hours each
SSD 330	Motor Learning/Kinesiology	3 hours
SSD 494	Internship	3-6 hours
BUS 434	Risk Management	3 hours
BUS 440	Operations Management	3 hours
BUS 448	Small Business Management	3 hours
BUS 455	Retail Management and Marketing	3 hours
BUS 459	Advertising	3 hours

All majors must also pass a written comprehensive examination and complete an exit interview during their senior year.

Theory Courses

180 Physical Wellness Dynamics

2 hours

Students engage in a basic physical wellness program through physical conditioning, strength development, diet monitoring, and/or specific wellness activities. Weekly seminar sessions offer a knowledge base of the physiological effects and adaptations of exercise, nutrition, and stress on their mind, body, and spirit while managing a fit lifestyle. Additionally, discussion focuses on health and wellness issues and recent research findings. This course of study is intended to give students better preparation to make informed lifestyle choices and patterns of behavior, as well as provide rationale and motivation to pursue the highest quality of health and wellness. This class meets a core course requirement. Lecture and laboratory sections are required.

190 Safety and First Aid

2 hours

The course covers theory and techniques of accident prevention, emergency care, and cardiopulmonary resuscitation. Red Cross certification in first aid and CPR is included in successful completion of the course.

200 Water Safety Instructor

2 hours

This course covers methods and techniques of teaching swimming. Students also perfect their own swimming strokes and skills. Upon successful completion of the course, students will receive an American Red Cross Water Safety Instructor's certificate. Prerequisite: current advanced lifesaving certificate.

220 Officiating Sports

2 hours

The techniques, methods, and science of officiating team sports. The student is required to officiate in organized athletic contests.

260 Athletic Training

2 hours

A basic athletic training class with emphasis placed on application of knowledge. This theory and practical application course is designed to provide the student with information on the prevention, assessment, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations and disabilities, treatment and rehabilitation of athletic injuries, pharmacology, and general medical considerations. Prerequisite: BIO 308.

292 Methods of Outdoor Recreation

2 hours

An outdoor experience in camping, canoeing, and cross-country skiing, plus an exposure to orienteering, shooting sports, angling, cycling and backpacking is included in the course.

300 Personal and Community Health

3 hours

This course discusses and analyzes various aspects of nutrition, including but not limited to: proper components of a healthy diet; the role of the six categories of nutrients (proteins, carbohydrates, vitamins, minerals, fats, and water); an inspection of healthy and unhealthy lifestyles and how they are impacted by an individual's overall nutritional intake; nutritional relevancy when dealing with cancer and other diseases; how the sources of our food have changed; and how to incorporate necessary aspects of nutrition that will result in an improvement of overall health for a lifetime. It will also include a description of basic concepts of fitness: muscular strength and endurance, cardio-respiratory endurance, and flexibility; how these components should be balanced and effectively implemented into the lifestyle of individuals of any age; and how to implement them cost-effectively in order to promote wellness that lasts a lifetime.

305 Nutrition

3 hours

This course is a survey of the basic principles of nutrition in health and disease. The material covers nutrient classes, their functions and sources, deficiency and toxicity symptoms, along with practical applications that reflect nutritional impact in relationship to physical activity, weight loss, and maintenance. Nutritional needs at different stages of life and consumer concerns about food are also covered.

310 Theory and Practice of Football

2 hours

Fundamentals and philosophy of coaching, with emphasis on best-known offensive and defensive systems are addressed. Modern techniques of training, game strategy, scouting and officiating are also explored.

311 Theory and Practice of Baseball

2 hours

This course discusses the philosophy and techniques in coaching individual skills, team play and strategy.

312 Theory and Practice of Basketball

2 hours

This course covers the philosophy and techniques in coaching individual skills, team play and strategy.

313 Theory and Practice of Track and Field

2 hours

This course covers the philosophy and techniques in coaching various events, administrating and managing meets, and methods of training, while considering factors that affect speed, endurance and fatigue.

314 Theory and Practice of Softball

2 hours

This course covers the philosophy and techniques in coaching individual skills, team play, and strategy.

- 315 Theory and Practice of Volleyball** **2 hours**
Coaching and advanced skills are covered, along with selection of a team, preparation, officiating, and conducting competitive events. Prerequisite: SSD 115 or permission of the instructor.
- 318 Theory of Cycling** **2 hours**
Classroom lecture and practical theory of personal and competitive cycling are covered.
- 320 Methods of Teaching Physical Education** **3 hours**
The student will examine the role and procedures of teaching Physical Education at the elementary and secondary school levels. The course will have a strong emphasis on skill development, activity promotion, and physical fitness behaviors. Students will be taught to encourage attitudes and impart skills to K-12 students that will inspire them to pursue physical fitness throughout life. The course will also include practical experience in unit lesson planning, classroom management techniques, evaluation procedures, assessments, and developing age-appropriate units.
- 325 Teaching School Health** **2 hours**
The student will study the methods of teaching health education, new directions in the field, planning a curriculum, and organization of material.
- 330 Motor Learning and Kinesiology** **3 hours**
This course is designed to help the student understand the basics of human movement and simple motor skills. The course is structured to allow the student to examine each articulation (joint) and movement characteristics. The course concludes with a look at simple, gross motor movement pattern investigation. Prerequisite: BIO 308.
- 332 Sport Business and Finance** **2 hours**
This class will examine the details of finance in the sport industry. Topics specific to business and finance in the world of sports will include management of ticketing systems as well as budgeting and generation of revenue for sport programs from the secondary level to every tier of professional sports. Financial development and management of capital projects, including mixing public and private funds, will be covered as well. The course will also discuss ongoing financial issues within sport organizations, such as revenue versus non-revenue sports, pay to play, labor relations, and sport funding.
- 335 History and Philosophy of Physical Education and Sport** **3 hours**
This three-credit-hour course is designed to teach fundamental concepts and philosophy underlying physical education, fitness, and sport, as well as historical developments and their significance.
- 340 Adapted Physical Education** **2 hours**
This course will provide students with theoretical and practical knowledge necessary to plan and implement appropriate physical education programs in integrated settings for students with disabilities. Emphasis is given to the adaptation of physical education to the needs of children with physical, intellectual, emotional, or sensory disabilities. Strategies for program planning and implementation include writing modified IEP goals, activity and equipment adaptation, case studies, and techniques of teaching.
- 350 Measurement in Physical Education** **2 hours**
A theory and methods course using statistical analysis of various physical tests in the area of health and physical education. Consideration is given to evaluating and grading the physical education student and to interpretation of the test results.
- 360 Advanced Athletic Training** **3 hours**
This is a theory and practical application course designed to provide the student with information on the prevention, assessment, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities; treatment and rehabilitation of athletic injuries; use of therapeutic modalities; pharmacology; psychological implications to injury and illness; as well as general medical considerations. Prerequisite: SSD 260.
- 362 Health Care Ethics** **2 hours**
This course presents an overview of the legal and ethical issues facing the health care industry. It provides students with a basic working knowledge of health law and ethics. It is a comprehensive and inclusive review of a wide variety of health care legal issues. Students are provided a realistic knowledge of health law and its application to the real world.
- 364 Medical Terminology** **2 hours**
This course explores medical language and reinforces information primarily from anatomy and physiology. Medical Terminology is often a prerequisite for graduate programs in health professions.

370 Sport Psychology**3 hours**

This course is designed for the undergraduate student interested in sport and exercise psychology as an academic discipline. It applies concepts derived from the study of sport to an applied setting. Topics covered are: motivation in sport and exercise, arousal attention and personality of the athlete, situational factors related to anxiety and mood, cognitive and behavioral interventions, social psychology of sport, and the psychobiology of sport and exercise.

374 Principles and Practice of Sport and Athletic Management**3 hours**

The course will provide students with specific understanding of management as it impacts the sport environment. Students will acquire knowledge, skills, and abilities relating to the basic principles of management, marketing, law, finance and ethics in sports, and how those factors interact with each other. Students will be challenged to apply knowledge of sport management situations to solve basic problems faced by sport managers. The course will also introduce and explore career opportunities in professional sports, semi-professional sport organizations, collegiate athletics, sport marketing agencies, sport broadcasting venues, and facility management in both community and commercial venues.

392 Field Experience**1-3 hours**

This study is a laboratory experience in a health, sport studies, teaching, or athletic program which includes student assistantships in teaching, intramurals, club sports, and varsity athletics. Minimum of sophomore status is required.

393 Seminar in Sport Studies**1-4 hours****405 Advanced Nutrition****3 hours**

This course is a study of the basic biological principles of human nutrition in health and disease. The course covers the chemical nature of essential nutrients, the biology of their functions in the human body, survey of nutrition in the life cycles, introduction of computer use in diet analysis and diet adequacy, and modification of diets for therapeutic use. Prerequisite: SSD 305.

410 Organization and Administration**3 hours**

This course is designed to teach a variety of key concepts in leading sports organizations. Topics will include leadership functions of an administrator including (but not limited to) fiscal management, personnel management, facilities management, community relations, fundraising, scheduling, law, policy, and planning. To culminate their experiences, students will be prompted to draw from their cumulative undergraduate knowledge to develop a personal philosophy and successfully advocate the need for athletics in education. The foundation of the class will focus on the administration of sport on a variety of levels (youth, secondary level, higher education, and professional organizations) and present the many opportunities that exist in Sport Management.

430 Biomechanics and Advanced Kinesiology**3 hours**

This course is designed to help the student further understand the basics of human movement by applying mechanical principles to biological systems. The course is structured to allow the student to examine problems of static and dynamic systems from kinematic and kinetic perspectives and analyses. The course concludes with a look at the laws of mechanics as applied to gain a greater understanding of effective athletic performance and prevention of sport injuries. Prerequisite: SSD 330 and PHY 101.

454 Sport Law and Ethics**3 hours**

This course examines the legal, financial, moral, and policy issues and disputes that arise in the world of amateur and professional sports. The casebook assignments cover some of the most current and comprehensive legal developments affecting high school, college, Olympic, and professional sports. We will discuss new landmark judicial decisions, as well as significant NCAA infractions cases and Olympic sports arbitration awards. Students are also provided an opportunity to debate complex issues related to the application of antitrust, labor, and intellectual property law to sports. We will approach the issues from the perspective of various players in the sports industry, such as the sports lawyer, corporate counselor, university administrator, team manager, various sports regulatory bodies, and, of course, the athletes and fans.

470 Advanced Sport Psychology**3 hours**

This course looks into contemporary research topics in the field of psychology in sport and exercise settings. Students will study advanced team-building, leadership literature, and specialized topics of dysfunction, such as injury coping, burn-out, slump busting, drug abuse and addiction, aggression in sports, and eating disorders. Other more practical topics such as emotional/social intelligence, character development, assertiveness and empathy, trust and respect, and behavior modification will be examined and discussed. Prerequisite: SSD 370.

482 Therapeutic Modalities**3 hours**

This course focuses on the study of current theories and applications in the use of therapeutic modalities in the athletic training and/or clinical setting. The student will gain an understanding of the underlying physics, physiological effects, indications, and contraindications of the use of physical agents. Emphasis will be placed on the proper procedures for application of thermal, electrotherapeutic and hydrotherapeutic modalities.

490 Exercise Physiology**4 hours**

This course provides a broad survey of the physiological mechanisms involved in the human response to exercise. Nutrition and its role in athletic performance will also be considered. The student is to develop his/her knowledge of cardiovascular and respiratory physiology as well as strength training and anaerobic exercise. A laboratory component is included in the course. Prerequisite: BIO 308.

492 Functional Anatomy**3 hours**

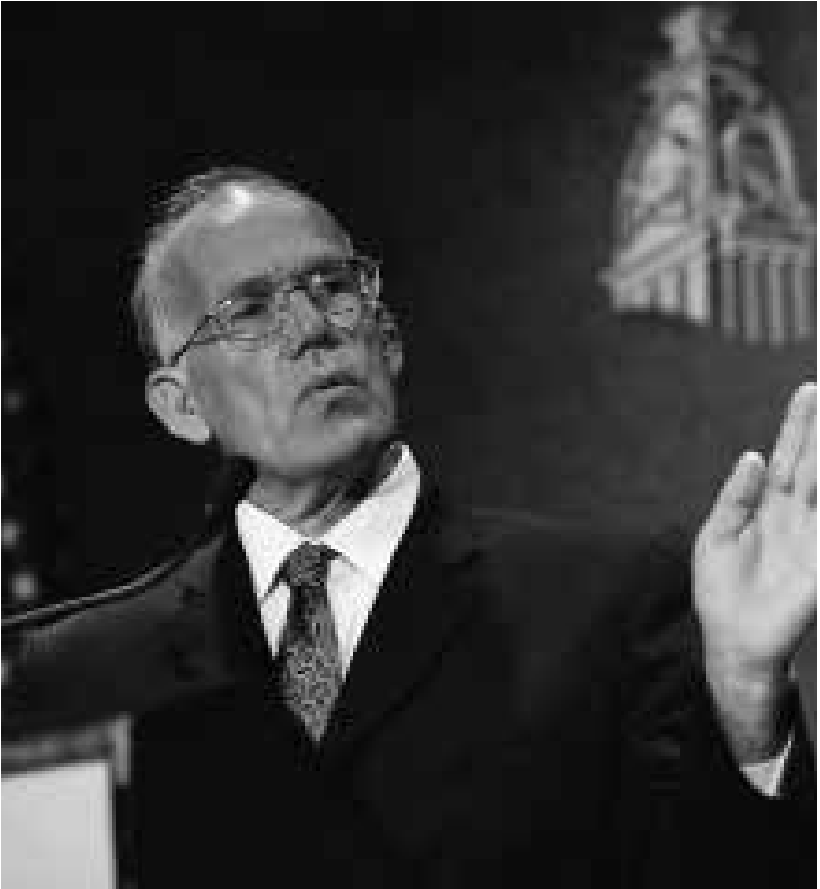
The intent of Functional Anatomy is to develop the student's ability to identify and describe human motion. This course will provide an opportunity for students to apply knowledge from anatomy and physiology courses to human movement models. Prerequisites: BIO 308 and SSD 330.

494 Internship**3-6 hours**

This course provides extended experience in a sport-related business or activity. The student may work with his/her advisor to identify the opportunity that will best accomplish the student's goals. Prerequisite: junior standing.

597 Special Studies**1-3 hours****Activity Courses for Both Men and Women**

101	Weight Training for Life	1 hour
102	Beginning Weight Training	1 hour
103	Advanced Weight Training	1 hour
104	Indoor Cycling	1 hour
105	Mat Science	1 hour
106	Core Training	1 hour
110	Yoga I	1 hour
111	Yoga II	1 hour
112	Bowling	1 hour
114	Aerobic Dance Exercise	1 hour
115	Volleyball	1 hour
116	Beach Volleyball	1 hour
118	Golf	1 hour
120	Basketball	1 hour
121	Racquetball	1 hour
124	Tae Kwon Do Beginning	1 hour
125	Tae Kwon Do Advanced	1 hour
127	Western Riding	1 hour
128	English Riding	1 hour
130	Personal Safety	1 hour
131	Advanced Personal Safety	1 hour
140	Introduction to Firearms/Shooting Sports	1 hour
141	Basic Shotgun	1 hour
142	Intermediate Shotgun	1 hour
144	Basic Rifle/Pistol	1 hour
145	Indoor Air Rifle/Pistol	1 hour
148	Introduction to Archery	1 hour
150	Scuba	1 hour
151	Advanced Scuba	1 hour
153	Swim Fitness	1 hour
154	Beginning and Intermediate Swimming	1 hour
155	Lifeguard Training	1 hour
170	Wilderness Survival	2 hours
171	Advanced Wilderness Survival	2 hours
172	Search and Rescue	2 hours



CENTER FOR CONSTRUCTIVE ALTERNATIVES SEMINARS

Center for Constructive Alternatives (CCA) seminars are held four times each year. Students are required to enroll in one CCA seminar during their undergraduate years. Additional CCA seminars may be taken for credit.

101-01 CCA I American Foreign Policy

1 hour

This seminar will be held September 20-23, 2020.

102-01 CCA II Big Tech

1 hour

This seminar will be held November 8-11, 2020, and is co-sponsored by the Ludwig von Mises Lecture Series.

103-01 CCA III The Victorian Age

1 hour

This seminar will be held January 31-February 3, 2021.

104-01 CCA IV Jane Austen on Film

1 hour

This seminar will be held March 7-11, 2021.

INTERDISCIPLINARY STUDIES

Certain courses give students an opportunity to engage in study which may not be included within the regularly scheduled departmental course structure. They are suggested as electives to enrich the liberal arts curriculum. Frequently they differ in format from other courses, and they may vary according to student interest. The courses listed below are non-departmental and interdisciplinary.

300 We the People: An American Journey **3 hours**

This course is required of all students majoring and minoring in American Studies. The course is also open to all students who wish a general survey of American intellectual history. The purpose of the course is to develop an integrated understanding of our American historical, literary, and political experience from the seventeenth century to the twentieth century. The readings are extensive in both primary and secondary works.

312 Public Relations Internship **1-3 hours**

316 Foreign Travel Study **1-4 hours**

This course is designed to combine classroom presentations, when appropriate, with a study tour to a foreign country or countries where a firsthand experience of the people and their culture will be studied.

318 Media Internship **1-3 hours**

320 Advertising Internship **1-3 hours**

322 Publishing Internship **1-3 hours**

324 Video Production Internship **1-3 hours**

326 Writing Research Internship **1-3 hours**

400 Artes Liberales: The History and Literature of Liberal Education **3 hours**

This seminar examines the historical, literary, philosophical, theological and scientific perspectives that animate liberal education from its inception in classical Greece to its modern American manifestations. As such the course integrates a variety of disciplines while exploring selected texts, practices and institutions associated with liberal education. The readings are extensive, and lectures and discussions take up historically important primary works as well as scholarly studies of the subject. The purpose of the course is to develop an integrative understanding of liberal education, its seminal texts and modes of thinking (both about specific disciplines and itself), and to explore the possibilities for perpetuating the liberal arts in contemporary education.

452 French and German Masterworks in English Translation **2-3 hours**

A comparative literature course which will examine complete versions of French and German masterpieces in English translation. This course will NOT satisfy the French or German major/minor requirements.

575 Senior Thesis **1-3 hours**

Students seeking an interdisciplinary field of concentration (see page 201) shall prepare a senior thesis in their final year under the direction of a qualified advisor. Creative options are available in some fields of concentration.

584 Internship in International Business and Foreign Language **3-6 hours**

This course provides working experience with a business firm in a foreign country for the student majoring in international studies in business and foreign language. Prerequisites include completion or near-completion of the field of concentration and the permission of the Department of Economics and Business Administration and the Department of French, German or Spanish. Students who take this course do not have to take IDS 575, Senior Thesis. If a suitable internship cannot be arranged in a foreign country, an internship with a company in this country may be substituted, provided the student is placed in work dealing with international business. Such decisions will be made jointly by the chairman of the Economics and Business Administration Department and the chairman of the French, German or Spanish Department in consultation with the student and considering the student's particular abilities and preparation.

593 Humanities Seminar **2 or 3 hours**

An honors seminar requiring extensive reading and the preparation of extended papers in an area of interest that spans one or more of the humanities.

597 Special Problems **1-3 hours**

An independent study course designed for work in a special area or on a project or problem requiring an interdisciplinary approach. Application should be made to the deans of the divisions in which the study is to be made.

Interdisciplinary Fields of Concentration

At Hillsdale, any qualified student may opt for an interdepartmental field of concentration consisting of 36 semester hours of credit with no fewer than 24 hours in courses carrying 300 numbers or above. Once the student selects an interdisciplinary field of concentration, with the exceptions of international business and political economy, it must be approved by the chairmen of the departments in which the work is to be done and by the Educational Policies Committee. The student must also select an advisor in consultation with the chairmen of the departments involved in the field of concentration.

The student with an interdisciplinary field of concentration must prepare, during his last year, a senior thesis. The work must be done under the direction of a thesis committee and will carry the course number IDS 575. If completed satisfactorily, three semester hours of credit will be granted.

A comprehensive examination is also required. It is constructed by the advisor and the departments involved and is administered under the direction of the advisor.

Any student wishing to develop an interdisciplinary field of concentration other than one of those listed below is expected to secure a prospective advisor and submit his proposed program to the chairmen of the departments involved and to the Educational Policies Committee for approval.

A minor in an interdisciplinary area for which specific requirements have not been outlined shall consist of 21 hours. At least three semester hours must be taken in each of the disciplines represented in the major, and nine of the hours must be in courses numbered 300 or above. Since the same course may not be counted toward both a major and a minor, students with conflicts should see the chairman of one of the concerned departments for an appropriate substitute.

Possible areas for consideration are these:

American Studies

American Studies at Hillsdale College broadens a student's understanding of American thought and culture through three component areas: American History, American Literature, and American Politics. The aim is a disciplined synthesis of knowledge, an intellectual process whereby the student conducts intensive study with considerable flexibility.

American Studies is also not pursued in isolation from parallel influences. An interdisciplinary focus requires a concentration on the problems of diffusion, and the transmission of ideas from one culture to another. To that end, American Studies at Hillsdale College is firmly set within the context of Western civilization and the American example of self-government under law.

Students who wish to complete a major in American Studies must complete 36 semester hours of credit with no fewer than 24 hours in courses carrying 300 numbers or above.

REQUIRED (Core—3 credit hours):

IDS 300 Introduction to American Studies: "We the People": An American Journey"

This course is required of all students majoring and minoring in American Studies. The course is also open to all students who wish a general survey of American intellectual history. The purpose of the course is to develop an integrated understanding of our American historical, literary, and political experience from the seventeenth century to the twentieth century. The readings are extensive in both primary and secondary works.

REQUIRED (Thesis—3 credit hours):

IDS 575 Senior Thesis

As is the case with all interdisciplinary fields of concentration, American Studies majors must prepare a senior thesis. To complete that obligation, during the second semester of their last academic year, American Studies majors will enroll in IDS 575. A student who receives an "A" grade on the senior thesis and maintains an American Studies grade-point average of 3.5 will qualify to graduate with American Studies honors.

REQUIRED (Comprehensives):

A written comprehensive examination is required. During the second semester of a student's junior year, the director of the American Studies Program will publish a reading list and suggested guidelines. During the last semester of the final year, students will sit for their comprehensive examination. The comprehensive exam will always be at a time never to compete with final examinations. Exams will be evaluated as Honors, Pass, or Fail. To graduate with American Studies honors, students must achieve an Honors evaluation on their comprehensives. A student who fails the exam will be obliged to re-take the exam to fulfill all graduation requirements.

ELECTIVES (30 credit hours):

The American Studies curriculum is concentrated in three departmental component areas and one elective component area. The departmental areas are American History, American Literature and American Politics. The majority of the American Studies electives' curriculum is drawn from these areas.

Majors will elect nine-hour concentrations in two of the areas and a six-hour concentration in the remaining area.

The remaining curriculum area consists of two three-hour electives from Art, Journalism, Philosophy, Religion, Rhetoric, and Theatre. An IDS 393 course and an IDS 597 course titled "Special Problems" allow for independent study in more specialized areas. Academic credit for an IDS course is allowed when a proposal for study is accepted by the American Studies director.

A minor in American Studies consists of 21 hours: IDS 300 and two three-hour courses each from American History, American Literature and American Politics.

Curriculum

Art 412	History of American Art
Economics 330	U.S. Economic History (same as History 442)
English 350	Colonial and Early American Literature 1620-1820
English 360	Romanticism, American Renaissance, and Realism: 1820-1890
English 370	Naturalism and Modernism: 1890-present
English 402	Special Studies in American Literature
History 300	Colonial America to 1763
History 301	The Founding of the American Republic
History 302	Jacksonian America
History 303	Sectionalism and the American Civil War
History 304	Gilded Age and Progressive Era America
History 305	The U.S. from the Great War to the Cold War
History 306	Cold War America
History 307	The U.S. since the Cold War
History 440	History of the American West
History 442	Economic History of the United States (same as Economics 330)
History 455	History of American Religion
History 480	The History of the American Identity
History 482	Intellectual History of the United States
History 483	Constitutional History of the United States to 1877
History 484	Constitutional History of the United States since 1877
History 485	History of the United States Presidency
History 487	History of American Foreign Policy
IDS 393	Special Problems
Journalism 306	Major Figures in Journalism
Journalism 310	The History of Journalism from Gutenberg to the Muckrakers
Journalism 311	Journalism in the 20th and 21st Centuries
Journalism 318	Issues and Themes
Philosophy 320	American Philosophy
Politics 202	American Political Thought
Politics 220	Introduction to American Foreign Policy
Politics 301	American Government
Politics 302	The American Congress
Politics 303	The American Presidency
Politics 304	Constitutional Law
Politics 305	Civil Rights
Politics 306	Political Parties and Elections
Politics 307	Administrative Law

Politics 320	American National Security Studies
Politics 401	Statesmanship of Abraham Lincoln
Politics 402	Public Policy
Politics 403	American Progressivism and Liberalism
Politics 404	American Conservatism
Politics 405	Readings in American Politics
Politics 406	The American Founding
Politics 407	<i>The Federalist</i>
Religion 219	Eighteenth Century Theology: Jonathan Edwards and American Puritanism
Religion 374	The American Religious Landscape
Theatre 408	History of American Theatre
Rhetoric 455	History of American Public Address
IDS 597	Special Problems

Christian Studies

The interdisciplinary Christian Studies program at Hillsdale College strives to integrate the College's strong liberal arts curriculum from the perspective of a Christian understanding of God, man, society and the world. Building upon a core of courses in Bible and theology, students take a variety of electives in English literature, history, politics, psychology, sociology, and philosophy. As in all liberal arts majors, the Christian Studies major aims at developing students' potential for rigorous and intense analysis, rational and cogent argumentation, lucid and graceful expression, coherent and compelling communication, broad and integrative synthesis, and refined and intelligent aesthetic sensibilities. Its uniqueness lies in its stress on a thorough and appreciative knowledge of the biblical and theological elements woven into the culture and imagination of Western civilization and in its attempt to interpret man and society from the perspective of the Judeo-Christian tradition.

Requirements for a Christian Studies Major

- Core:** (1) Religion 211, Old Testament History and Literature
 (2) Religion 212, New Testament History and Literature
 (3) Religion 213, History of Christian Thought I or
 Religion 214, History of Christian Thought II
 (4) IDS 575, Senior Thesis

Elective: 24 hours

Christian Studies electives for a major include courses chosen from at least three departments other than religion. A maximum of 18 hours (including core courses) may be taken in religion.

Requirements for a Christian Studies Minor

- Core:** (1) Religion 211 or 212
 (2) Religion 213 or 214

Elective: 15 hours

Christian Studies electives for a minor includes courses chosen from at least two departments other than religion. A maximum of 12 hours may be taken in religion (including 211-214) and may be applied to the minor.

Representative Offerings

English 320	Renaissance British Literature
English 597	Special Topics
History 450	Ancient Christianity
History 451	Medieval Christianity
History 452	The Reformation
History 455	History of American Religion
English 401	Special Studies in British Literature
English 403	Special Studies in Western Literature
Philosophy 212	Medieval Philosophy

Philosophy 420	Philosophy of Religion
Philosophy 493	Seminar in Philosophy (when appropriate)
Politics 313	Christianity and Politics
Politics 212-214	Modern Political Philosophy I and II
Religion 105	Introduction to Western Religion
Religion 211	Old Testament History and Literature
Religion 212	New Testament History and Literature
Religion 213	History of Christian Thought I
Religion 214	History of Christian Thought II
Religion 316	Sixteenth-Century Theology
Religion 359	Christianity and Competing Worldviews
Religion 493	Seminar in Religion (when appropriate)

Other courses may be elected with permission of the director of the program.

Journalism

The Herbert H. Dow II Program in American Journalism

Lecturers: JOHN J. MILLER, MARIA SERVOLD, SCOT BERTRAM

Mission Statement

The Herbert H. Dow II Program in American Journalism is devoted to “the restoration of ethical, high-minded journalism standards, and to the reformation of our cultural, political, and social practices. Through academic challenge and practical application, the Program seeks to educate students to become defenders of traditional values, passing on to posterity the blessings of our American heritage and the legacy of First Principles intended by our Founding Fathers.”

Minor in Journalism

The great strength of Hillsdale College is the liberal arts, and students with an interest in journalism must major in a traditional academic discipline. The study of journalism is excellent preparation for many careers, however, and students may minor in it, combining classroom instruction with hands-on work at *The Collegian*, the weekly campus newspaper and website; WRFH 101.7 FM, the campus radio station; and internships in the professional media.

Required: 21 credits

JRN 301	Introduction to Journalism 1	3 hours
JRN 302	Introduction to Journalism 2	3 hours
JRN 380 and/or 381	<i>The Collegian</i> or WRFH Radio: six 1-credit courses	6 hours
JRN electives	Three courses from the offerings below, totaling 9 hours	

Specialization in Journalism: 8 hours

As an alternative to the 21-credit minor, students may obtain a specialization in journalism, which requires a year of intensive work both on and off campus. Students must take JRN 301 and JRN 302, plus two semesters of JRN 380 or JRN 381, for a total of eight credit hours. They also must complete an internship.

Non-Curricular Requirements

Students who pursue either a minor or a specialization in journalism must complete an internship in journalism, approved by faculty advisors. It may be taken for optional course credit as JRN 340. In addition, students must complete a portfolio of their work and submit it to the faculty advisors.

Course Offerings

Journalism courses are open to all students, though several have prerequisites or other restrictions, as described below.

301-302 Introduction to Journalism

3 hours each

This two-semester sequence focuses on journalistic writing and an ethical free press. JRN 301 offers practice in news writing and copyediting, accompanied by the study of style, punctuation, usage, and spelling. JRN 302 continues with practice in feature writing, editorial writing, and headlines. JRN 301 and JRN 302 are offered in the fall and spring semesters, respectively. ENG 104 is a prerequisite and sophomore standing is required. Students must complete JRN 301 before starting JRN 302.

306 Major Figures in Journalism**3 hours**

A close, critical study of major figures: their lives, their work, and their impact.

310 The History of Journalism from Gutenberg to the Muckrakers**3 hours**

This course combines a survey of journalistic literature with practical lessons in how to write well, in which students will aspire to bring historical subjects to life through vivid prose. Along the way, students will examine the story of journalism from the advent of the printing press in the 15th century to the birth of investigative reporting at the turn of the 20th century. Representative readings include well-known journalists such as John Milton, Daniel Defoe, Addison and Steele, Jonathan Swift, Samuel Johnson, Benjamin Franklin, James T. Callender, William Lloyd Garrison, Frederick Douglass, Mark Twain, Henry Morton Stanley, Nellie Bly, Stephen Crane, and Ida Tarbel. The course also will pay special attention to journalism at the time of the American founding and the Civil War.

311 The History of Journalism in the 20th and 21st Centuries**3 hours**

This course combines readings in modern journalism with practical lessons in how to write well. It will focus on print journalism but also cover the rise of radio, television, and the Internet. Representative readings include Ernest Hemingway, H.L. Mencken, Evelyn Waugh, George Orwell, Truman Capote, William F. Buckley Jr., Tom Wolfe, and Bob Woodward. JRN 310 is not a prerequisite for this course.

312 Editing**3 hours**

This course helps students become better editors through writing and editing their own work and the work of their peers, focusing on clarity, accuracy, style, length, content, and deadline pressure. Prerequisites: JRN 301 and 302.

315 Political Journalism**3 hours**

This course helps students improve as political reporters and commentators by writing stories on public figures and elections as well as op-eds on public-policy topics. Frequent writing assignments will receive thorough critiques from the instructor and classmates. Students will read outstanding works in political journalism from past and present, coming to know both the qualities of excellent journalism and the people who have produced it. A secondary goal of the course will be to familiarize students with recent political history.

317 Sportswriting**3 hours**

This course teaches students how to write about athletes and sporting events by covering national events on television (such as the Super Bowl) as well as games on campus. Frequent writing assignments will receive thorough critiques from the instructor as well as classmates. A major assignment will require each student to attend a professional sporting event as a credentialed member of the press, sit in the press box or at the press table, and attend post-game news conferences. Students also will read classic works of sportswriting.

318 Issues and Themes in Journalism**3 hours**

A close examination of particular topics in journalism, such as investigative reporting, freedom of the press, and ethics.

320 Radio Programming and Production**3 hours**

An overview of radio broadcasting, both from the programming and business side. Topics covered include fundamental radio terms, audio production basics, AM vs. FM vs. streaming vs. podcasts, radio formats, ratings/audience measurement, news and public affairs programming, talk radio, music radio, sports radio, the FCC, producing great radio, and conducting interviews. Includes production work and projects in the WRFH 101.7 studios.

321 Elements of a Talk Show**3 hours**

This course examines the design, planning, and execution of a successful talk show, building from show topic and mission statement to planning hours and rundowns to improving the product and air-checking. Includes discussion on producers and technical assistants with a focus on booking guests and conducting interviews. Time will be spent on how to keep listeners entertained, informed, and interested in the audio product. Students will study how to communicate ideas and stories to a mass audience.

322 Radio News**3 hours**

This course is an intensive study of the writing, editing, and production of radio news. Students learn to write news stories while integrating audio news elements. Includes an introduction to journalistic writing and reporting techniques for radio, including interviews, story selection, and research. A secondary goal is an examination of new technologies and the evolving state of journalism.



323 Issues and Themes in Radio

3 hours

A close examination of a particular topic in radio, such as advanced production techniques, long-form storytelling and drama, or sports broadcasting.

340 Internship in Journalism

1-3 hours

By working at a newspaper, magazine, media website, radio station, television channel, or other journalistic enterprise, students gain essential practical experience. Recent internship hosts include the *American Spectator*, CNN, Daily Caller, *Detroit News*, Fox News, *Humanities*, *National Review*, *Orange County Register*, *Philadelphia Inquirer*, *Santa Barbara News-Press*, *Tennessean*, *Wall Street Journal*, *Washington Examiner*, *Washington Post Express*, and *Washington Times*. Students who secure journalism internships have the option of enrolling in this course, but it is not required. It does not count as an elective for the journalism minor.

380 *The Collegian*

1 hour

This repeatable course provides students with hands-on journalism experience at *The Collegian*, the campus weekly newspaper and website.

381 WRFH Radio

1 hour

This repeatable course provides students with hands-on journalism experience at WRFH 101.7 FM, the College's radio station.

393 Special Topics in Journalism**1-3 hours**

One-credit courses listed under this number do not count as electives for the journalism minor except under special circumstances, such as participation in a fall or spring session of WHIP.

404 Advanced Writing**3 hours**

This course is for good writers who want to become great writers, and especially for students on the brink of careers in journalism, communications, and public relations. Students will read examples of excellent writing, both old and new, but primarily they will produce and examine their own work through weekly assignments. Enrollment is limited to eight students and instructor permission is required.

Note: Students may count EDU 101 (English Grammar) or ART 353 (Computer Graphics) as journalism electives, but not both.

International Studies in Business and Foreign Language

The bachelor of arts degree in international studies in business and foreign language is designed for undergraduates planning to enter a career in world business or international government and public administration. This degree provides students with academic preparation in two fields, business and foreign language, as well as a practical, on-site work and/or study experience abroad.

The major consists of: 1) 40 hours of study of business; 2) 17 hours of one modern foreign language and culture above the 201 level (French, German or Spanish); 3) three hours of an elective in international studies; and 4) three hours in French/German/Spanish 460 or in an approved foreign study program. These three hours of internship or study abroad must be in addition to the 17-hour foreign language requirement. The major will therefore total 63 hours.

- 1) Required courses in business are Economics 202, Principles of Microeconomics; Economics 203, Principles of Macroeconomics; Economics 206, Business & Economic Statistics; Economics 460, Theory of International Trade, or Economics 461, International Monetary Economics; either Mathematics 112, Integrated Calculus I-A or Mathematics 120, Calculus I; Accounting 209, Principles of Accounting I; Accounting 210, Principles of Accounting II; Business 330, Financial Management; Business 315, Principles of Marketing; Business 325, Management Theory and Practice; Business 353, International Business; Law 320, Business Law I; and Law 430, International Business Law.
- 2) Required courses in French, German or Spanish are one literature course to be taken at Hillsdale, one civilization and culture course taken at Hillsdale (GRM 202 for German students) or in an approved foreign study program, and any combination of advanced foreign language courses (in French, German or Spanish) above 201 taken at Hillsdale or in an approved foreign study program, for a total of 17 hours in one modern foreign language. (See description of study-abroad option below.) All seniors must demonstrate language and civilization proficiency on a written and an oral comprehensive exam.
- 3) One elective from the following representative list: Business 320, Quantitative Analysis; History 322, History of Modern Latin America; History 412, History of Spain; History 415, History of France Since 1815; Politics 421, International Politics; Spanish 302, Spanish Civilization and Culture; Spanish 303, Iberoamerican Civilization and Culture. The above list is representative, not exhaustive. Additional international elective options are possible with prior approval by either the chairman of the French, German or Spanish Department or the chairman of the Economics, Business, and Accounting Department.
- 4) Internship/Study-Abroad Experience: Majors gain practical knowledge of international affairs by actually working or studying in a foreign country. Students must either complete an internship abroad or participate in a foreign study program abroad as outlined below.

INTERNSHIP OPTION: If the internship option is chosen, students register for IDS 584, "Internship in International Business and Foreign Language" for three credits. Students who take this course do not have to complete IDS 575, Senior Thesis.

If a suitable internship cannot be arranged in a foreign country, an internship with a company in this country may be substituted, provided the student is placed in work dealing with international business. Such decisions will be made jointly by the chairman of the Economics, Business, and Accounting Department and the chairman of the French, German, or Spanish Department, in consultation with the student and considering the student's particular abilities and preparation.

The internship may be taken for up to six credits; however, only three of those credits may count toward the major. The remaining three will count toward credits for graduation.

See the rules on Internships and Practica on page 28 for more information about specific requirements and procedures.

STUDY-ABROAD OPTION: In addition to the 17-hour foreign language requirement, majors must either participate for a minimum of three weeks in a foreign study program in an area of the world where French, German or Spanish is spoken or attend Hillsdale College's summer study in London at Regent's College. The study-abroad program in any of the foreign languages must be pre-approved by the French, German or Spanish Department. Except for the literature requirement, which must be met on the Hillsdale College campus, all other foreign language requirements for the major (above the 201 level) may be fulfilled during study abroad provided that they are approved by the French, German or Spanish Department prior to the foreign study experience.

Political Economy

History, politics and economics. (See page 143 for specific requirements.)

Sociology and Social Thought

Director: PETER BLUM

The interdisciplinary program in sociology and social thought brings together contemporary perspectives from the social sciences with religious and philosophical perspectives in particular, and with Hillsdale's liberal arts emphasis in general. The goal of the program is to provide a broad, cross-disciplinary understanding of contemporary society and culture, organized around a core of studies in the theoretical and methodological traditions specific to sociology. It approaches sociological perspectives sympathetically, while also addressing critical questions regarding tradition, authority, and commitment from the standpoint embodied in the mission statement of Hillsdale College. Its theoretical and methodological focus is historical and interpretive, while core courses are geared toward familiarizing students with the range of contemporary approaches in the discipline. Majors in sociology and social thought will mix core courses in sociology with approved courses in philosophy and religion, and in other appropriate disciplines, in consultation with the program director.

Requirements for a Sociology and Social Thought Major

The major in sociology and social thought requires a minimum of 27 semester hours (not including SOC 101), including SOC 390 and 391, either SOC 317 or PSY 341, either SOC 306 or 319, and 15 hours of electives chosen from sociology courses, or from other courses approved by the sociology program director. Non-sociology courses which are approved as in-major electives will be specified in the course listings each semester. At least one of these electives must be at the 400 level. Seniors are required to submit a senior paper (normally one written for a major course), give a senior presentation, and take a comprehensive examination. Details on how to meet these requirements are available from the program director.

Students who meet the following additional criteria will graduate with honors in sociology and social thought:

- A minimum 3.70 GPA in major courses
- Performance at currently defined minimum level on the comprehensive exam (consult director)
- A senior paper at least 20 pages in length, not including notes or references
- A-level grades on the senior paper and the senior presentation

A course in statistics (e.g., PSY 209) is also strongly recommended as background for graduate study, but such a course may be counted for the major only if the student is not pursuing a second major or a minor which includes a statistics course.

Requirements for a Sociology Minor

The minor in sociology requires 18 semester hours (not including Sociology 101), including Sociology 390 and 391, either 306 or 319, and nine additional hours in sociology. (Students majoring in psychology

may substitute another SOC course for SOC 390.) Counting non-sociology courses for the minor will normally not be permitted, but exceptions are at the discretion of the sociology program director, and may be indicated in the course schedule each semester.

Sociology Courses

101 Understanding Society and Culture

3 hours

A broad introduction to sociocultural structure and dynamics, and to the various theoretical perspectives grouped under the name “sociology.” The perspective of the course will be historical (considering classical as well as contemporary formulations), conceptual (emphasizing grasp of theoretical outlooks over memorization of facts) and cross-disciplinary (noting connections with such allied fields as anthropology, philosophy and religion). Not counted toward the SST major or minor.

306 Cultural Anthropology

3 hours

An overview of cultural anthropology that aims to illustrate how the basic concepts, techniques, and theories developed by cultural anthropologists help us to understand human cultures of various degrees of complexity, including our own. Topics considered will include: language, kinship, gender, ethnicity, economics, politics, myth, ritual, art, and social change in a broad comparative framework.

317 Interaction and Social Definition

3 hours

Studies in the sociology of everyday interaction and meaning, usually from a broadly symbolic interactionist perspective. Specific topics may vary, but will likely include symbols and meaning, typification and definition of situation, social construction, agency and selfhood, roles, self-presentation, and interaction ritual.

319 Comparative Human Societies

3 hours

This course is an overview of the field of comparative sociology, focusing on some of the common features and differences among human societies from prehistoric times through the present. The major structural aspects of societies will be emphasized, including patterns of subsistence, political and economic systems, family structure, institutions, social stratification, inequality, religion, and social change. The emphasis will be on identifying factors that impact how societies adapt and change, and the relationship between structure and agency.

327 Deviance and Social Control

3 hours

A survey of deviance theory, and readings in the sociology of deviance and social control. Emphasis will usually be on types of deviance other than crime. Possible topics include social functions of deviance, historical shifts in the social definition of deviance, mental illness as deviance, ideological and/or religious deviance.

329 Crime and Punishment

3 hours

A general introduction to the sociological fields of criminology and criminal justice. Crime is a specific form of deviance which is officially addressed by social institutions administered by the state. This course explores the history and current state of criminological theory, the institutional apparatus of the criminal justice system, and the dominant philosophies of punishment.

390 Research Methods in Sociology

3 hours

A thorough introduction to the research methods that dominate mainstream contemporary sociology. Techniques of data gathering, multivariate analysis, and standard experimental designs are the primary foci, with more brief attention to participant observation and other forms of “fieldwork.” Limitations of scientific methods, practical problems, and ethical issues that arise in the research process will also be discussed. Required for both majors and minors.

391 Emergence of Sociological Thought

3 hours

An historical and philosophical examination of major figures in social theory during the period when sociology was emerging as a discipline (mid-1800s through early 1900s). Emphasis will be placed on philosophical influences, with special attention to the influence of Kant, Hegel, and classical European conservatism. Major figures to be considered will usually include Marx, Durkheim, Weber, George Herbert Mead, and Georg Simmel. Other possible figures could include Talcott Parsons and Pitirim Sorokin. Required for both majors and minors.

393 Sociology Topics

3 hours

A survey of a specific institutional or topical specialization within sociology. Possible offerings include aging, death and dying, medical sociology, arts and popular culture, marriage and family, collective behavior and social movements, urban sociology, or social inequality. Offerings based on instructor availability and student interest. Specific course descriptions will generally be made available by the program director. May be repeated with different content.

493 Seminar in Sociology and Social Thought**3 hours**

Advanced study of substantive topics in sociology and social thought, or of selected contemporary social theorists. Specific course descriptions will generally be made available by the program director. Prerequisite: consent of instructor; may vary with content. May be repeated for credit with different content.

597 Special Problems**1-3 hours**

Independent work, under faculty supervision, in an area within sociology not covered by other courses. Prerequisite: consent of instructor and program director.

Examples of other courses approved for credit toward the SST major

(additional approved courses may be announced each semester in the course schedule):

Philosophy 217	Nineteenth Century Philosophy
Philosophy 313	Social and Political Philosophy
Philosophy 320	American Philosophy
Philosophy 340	20th Century Continental Philosophy
Philosophy 345	Contemporary Continental Philosophy
Philosophy 350	Philosophy of Law
Psychology 340	Lifespan Developmental Psychology
Psychology 341	Social Psychology*
Religion 356	Introduction to Eastern Religion
Religion 373	Religion, Society and Culture*
Religion 374	The American Religious Landscape*
Rhetoric 210	Introduction to Mass Communication
Rhetoric 301	Film History and Form
Rhetoric 401	Theories of Persuasion
Rhetoric 453	Theories of Rhetoric

**Also approved for the Sociology minor.*



PREPROFESSIONAL PROGRAMS

Within a sound liberal arts curriculum, Hillsdale College has included basic courses preparing students for graduate study or entrance into professional schools. The student planning such specialized study should consult the advisor in his particular field of interest for an outline of required subjects and should also consult the catalog of the institution at which he intends to continue his studies. Though requirements are fairly uniform within a given field, they do vary somewhat among professional and graduate schools.

In some instances there may seem to be a conflict between the general liberal arts requirements of the freshman and sophomore years and the courses that must be completed in the preprofessional sequences. In such cases, appropriate adjustments may be made to permit the student to meet the requirements of the preprofessional area.

Preprofessional Programs in Medicine

Allopathic and osteopathic schools of medicine recommend that candidates complete at least three years of coursework for the liberal arts degree before applying for admission and must receive a baccalaureate degree prior to enrolling. Candidates should consult early with the preprofessional advisor and schools of their choice. Students can major in any field, though most students have a concentration in biology, chemistry, biochemistry, or physics. Detailed schedules of these majors are available from their departmental chairs. In addition to the required core courses, there are a number of recommended courses for premedical students working toward a bachelor of science degree. The courses listed below for freshman and sophomore year should be completed prior to taking the Medical College Admission Test (MCAT). Taking these courses later may delay the medical school application process. The courses listed for junior and senior year are strongly recommended and may be required by some medical schools. Depending on a student's major, there might be alternative courses that fulfill both the general medical school requirements and major requirements. Please direct questions to the preprofessional advisor.

General Requirements:

FRESHMAN YEAR: CHM 201-202, General Chemistry I and II (8 hours); MTH 120, Differential Calculus (4 hours)*; and BIO 202, Molecular Genetics and Cellular Function (4 hours).
*Or MTH 112 and 113, Integrated Calculus.

SOPHOMORE YEAR: CHM 303-304, Organic Chemistry I and II (8 hours); PHY 101-102 or 201-202, College or University Physics I and II (8 hours), BIO 308, Human Anatomy and Physiology (4 hours).

JUNIOR AND SENIOR YEARS: CHM 452, Biochemistry (3 hours); and PSY 101, Introductory Psychology (3 hours); Strongly Recommended courses: CHM 453, Advanced Biochemistry, (3 hours); BIO 360, Microbiology (4 hours); BIO 302, Developmental Biology (4 hours); BIO 309, Genetics (3 hours); and BIO 408, Human Anatomy and Physiology II (4 hours).

Hillsdale College has affiliation agreements with Lake Erie College of Osteopathic Medicine (LECOM). Qualified students may apply to one of the following LECOM early acceptance programs: Medicine (4+4 track), Dental (4+4 track), or Pharmacy (3+ and 4+ tracks). The requirements for each program vary, so interested students should meet with the pre-professional advisor. Selected students will be interviewed by LECOM; successful candidates will receive a provisional acceptance. LECOM will hold up to five spots in each program for Hillsdale College students.

Students interested in the 4+ tracks in Medicine, Dentistry, or Pharmacy should apply to LECOM no later than the end of their sophomore year at Hillsdale College. Students interested in the 3+ track in Pharmacy should apply no later than the end of their freshman year at Hillsdale College. If interested, please meet with the preprofessional advisor to verify you are qualified.

Preprofessional Program in Pharmacy

Schools of pharmacy recommend that applicants complete at least three years of college coursework before matriculating; however, the vast majority have completed their baccalaureate

degree prior to enrolling. Candidates may major in any area; however, due to the large number of required science courses, most students major in biology, biochemistry, or chemistry. Detailed schedules of these majors are available from their departmental chairs. In addition to the required core courses, there are a number of additional courses required and recommended for pre-pharmacy students pursuing a bachelor of science degree. Many of the required courses need to be completed prior to taking the Pharmacy College Admission Test (PCAT). Requirements for pharmacy school do vary slightly between programs, so be sure to consult with individual schools and the preprofessional advisor. Many of the Hillsdale College required core courses (e.g. ENG 104 and 105; POL 101) satisfy prerequisite courses for pharmacy schools and are not listed in the courses below.

General Requirements:

FRESHMAN YEAR: CHM 201-202, General Chemistry I and II (8 hours); MTH 120, Differential Calculus (4 hours)*; BIO 201, Evolution and Biological Diversity (4 hours); and BIO 202, Molecular Genetics and Cellular Function (4 hours). *Or MTH 112 and 113, Integrated Calculus.

SOPHOMORE YEAR: CHM 303-304, Organic Chemistry I and II (8 hours); and PHY 101-102 or 201-202, College or University Physics I and II (8 hours), and BIO 308, Human Anatomy and Physiology (4 hours).

JUNIOR AND SENIOR YEARS: CHM 452, Biochemistry (3 hours); BIO 309, Genetics (3 hours); BIO 340, Biostatistics (4 hours); BIO 360, Microbiology (4 hours); BIO 408, Human Anatomy and Physiology II (4 hours) and PSY 101, Introductory Psychology (3 hours); ECO 202 or 203, Principles of Microeconomics or Macroeconomics (3 credits). **Additional recommended courses:** RPA 201, Fundamentals of Speech Communication (3 hours); CHM 453, Advanced Biochemistry, (3 hours); and BIO 302, Developmental Biology (4 hours).

See the Preprofessional Programs in Medicine section for information on the early acceptance program in the LECOM School of Pharmacy.

Preprofessional Program in Veterinary Medicine

It is generally recommended that candidates for schools of veterinary medicine complete work for the liberal arts degree before applying for admission. The requirements for admission to schools of veterinary medicine are very similar to the requirements for schools of medicine. Most programs additionally require BIO 340, Biostatistics, and additional upper-level biology courses. Other requirements vary among veterinary schools, so the student should develop a curriculum plan in consultation with the preprofessional advisor, the pre-vet club faculty advisor, and with the schools to which the student intends to apply.

Preprofessional Program in Allied Health Sciences

The requirements for admission to the schools and colleges of optometry, physical therapy, nursing, medical technology, etc. vary. However, in all schools, emphasis is placed on biology, chemistry, and physics. Some schools require additional courses, such as psychology, social sciences, literature, speech, nutrition, and physiology. The student should check with schools of his or her choice for information on specific requirements. For further information on a career in other health sciences, and for assistance in planning a course of study, contact the preprofessional advisor.

Hillsdale College has an agreement with Life University (Chiropractic), which allows students who have a 3.00 grade-point average and complete required prerequisite courses to have preference in admissions. Please contact the preprofessional advisor for more details.

Preprofessional Programs in Engineering

The following programs are implemented in consultation with the pre-engineering advisor at Hillsdale College:

TWO/TWO PROGRAM: An engineering curriculum that includes about two years of liberal arts courses, common to the various engineering areas. Two to three years of engineering studies follow, depending on the engineering specialty and the engineering school. The common liberal arts core generally includes humanities, social sciences, English, science and mathematics courses. Thus, one may study liberal arts courses at Hillsdale College for two years before taking junior and senior courses at any college or university with an engineering program. Some schools may require a few hours of additional courses in their first two years, such as computer drawing or FORTRAN programming, that Hillsdale does not offer. However, these courses may be taken after transferring to the engineering school. Thus, a standard engineering curriculum may consist of two years of liberal arts courses at Hillsdale College replacing the equivalent at the engineering school. After these courses are transferred to the engineering school, courses may be taken there to complete the engineering degree. The advantage of this is to be able to take the science, math and liberal arts courses at Hillsdale College. In all cases, the student should consult with the Hillsdale College pre-engineering advisor and the school to which the transfer is planned to determine course selections. If a conflict between course requirements occurs, courses required by Hillsdale College will be replaced by those required by the engineering school.

THREE/TWO PROGRAM: Although the above two-year program leads to a standard engineering degree, a student may wish to stay at Hillsdale for three years. The Three/Two Program offers several advantages to students. They may further study liberal arts and sciences at Hillsdale and then receive credit toward a second degree from Hillsdale based on their engineering studies at an engineering school.

Specific Requirements for the Physics-Engineering Option:

The specific requirements for the three/two program with an emphasis in physics will consist of the following:

Freshman and sophomore core: 32 hours

Physics: 201, 202, 303, 304, 310, and 311; three of 410, 421, 451 or 460; one of 470, 471, 472, or 480. Total physics courses: 26 hours

Mathematics: 120 (or 113), 220, 320, 340. Total mathematics courses: 15 hours (or 14 hours)

Chemistry: 101, 102. Total chemistry courses: 8 hours

Hillsdale electives: 12 hours

Total Hillsdale requirements: 93 hours

It is expected that the students in this program will complete two years of physics-related studies at an accredited engineering school before receiving the Hillsdale degree.

Staying at Hillsdale College for a third year allows the student to be much better prepared in the subjects which are the basis for their desired engineering specialty: physics for most engineering areas, chemistry for chemical engineering, and biology for bioengineering. This also allows more time for the study of mathematics, which is needed for all engineering areas. However, the Three/Two Program offers an advantage even beyond the extensive science and mathematics preparation: two undergraduate degrees based on three years of study at Hillsdale, combined with two years of engineering study. This program may be completed with coursework at the engineering school of the student's choice. Thus, one may replace the standard one-degree engineering program at any school with our combined liberal arts and engineering two-degree program. This requires approximately one extra year. This is possible for two reasons: First, the liberal arts courses taken at Hillsdale satisfy requirements at both schools. Second, the courses at the engineering school may be chosen to substitute for the senior year requirements for the Hillsdale College field of concentration. To facilitate arrangements for this program, the student should choose a Hillsdale College field of concentration program early, preferably in the freshman year. During the three years at Hillsdale, the freshman-sophomore year college requirements must be completed. Also, the junior year field of concentration requirements and any special senior year requirements that may not be fulfilled at the engineering school must be taken at Hillsdale. The courses at the engineering school that are to satisfy the remaining senior year Hillsdale College field of concentration requirements should be determined in consultation

with the pre-engineering advisor. This is best done while the student is still at Hillsdale College. These courses should be approved by the corresponding department chairman at Hillsdale College, with notification to the division dean, registrar, and the pre-engineering advisor.

FOUR-YEAR GRADUATE SCHOOL PROGRAM: After successful completion of a four-year degree at Hillsdale College emphasizing science and mathematics, the graduate may apply to the engineering graduate school of choice. The graduate will then be well prepared for the corresponding graduate school studies. This is because the graduate work corresponds to engineering science. It does not depend on undergraduate engineering coursework but on science and math knowledge. Engineering graduate schools may provide a special course to introduce the science graduate to the science basics of the chosen engineering specialty. Completion of the master's or Ph.D. degree in this way leads to many professional employment opportunities.

Pre-Engineering Curriculum

FRESHMAN AND SOPHOMORE YEARS: University Physics (Physics 201 and 202), eight hours; Mathematics (120 or 113, 220, 320 and 400), 18 hours; Chemistry (101), four hours; Great Books (English 104 and 105), six hours; humanities, nine hours; social science (including economics) nine hours; rhetoric, three hours.

The above curriculum should be a strong basis for entry into any engineering program but should be adjusted to reflect specific requirements for the chosen area of study at the engineering school of choice. Some engineering fields require additional chemistry courses. Chemical engineering students would also take Chemistry 102. Students wishing to receive a degree from Hillsdale under one of the programs described above should add the college core requirements. Please refer to the Core Curriculum course options and requirements on pages 18-20.

Pre-Law Program

Hillsdale's pre-law program consists of (1) courses in law and related fields; (2) academic advice to students about legal education and the legal profession; (3) frequent guest lectures on law and the legal profession by notable speakers; and (4) membership in The Federalist Society, which functions as our pre-law club.

Hillsdale does not offer a preprofessional degree in law or a curriculum, nor do law schools favor such programs. Law schools are interested in bright, well-rounded, mature, independent, and ethical students. Hillsdale's classical liberal arts education provides this.

Recent Hillsdale students who have been admitted into top ten law schools have degrees have had a diverse number of major degrees, including economics, physics, American studies, English and history. Students interested in law school should contact the pre-law advisor, Dr. Nathan Schlueter.

Pre-Ministerial Curriculum

Students planning a career in ministry or biblical and theological studies are encouraged to choose a major and a minor in the humanities and/or social sciences or in Christian studies. Regardless of major, they should take the basic courses in such fields as history, philosophy, religion and literature. A familiarity with the methods, findings and philosophical foundations and implications of the sciences and social sciences is also highly desirable. The best preparation for seminary is a thorough and broad exposure to culture—ancient and modern—literature, the arts and the history of ideas. They also need to develop solid analytic abilities, facility in developing logically rigorous and sound arguments, and skills in written and oral expression. This is best accomplished by reading, studying, analyzing and creatively interacting with the literary and philosophical classics. It should also be mentioned that, along with the College chaplain, the Religion Department at Hillsdale has other ordained faculty members with seminary degrees and a number of years of practical experience in Christian ministry. In addition, a Pre-Seminary Forum meets several times during the school year to provide information and resources to assist students in planning and preparing for professional ministerial education.

VAN ANDEL GRADUATE SCHOOL OF STATESMANSHIP

“What spectacle can be more edifying or more seasonable, than that of Liberty and Learning, each leaning on the other for their mutual and surest support?”

—JAMES MADISON



VAN ANDEL GRADUATE SCHOOL OF STATESMANSHIP

Dean and Professor: RONALD J. PESTRITTO

Professors: LARRY P. ARNN, MICKEY CRAIG, JOHN W. GRANT, KEVIN PORTTEUS,
PAUL A. RAHE, THOMAS G. WEST

Associate Professors: ADAM CARRINGTON, KHALIL HABIB, JOSEPH POSTELL,
KEVIN SLACK

The Hillsdale College Van AnDEL Graduate School of Statesmanship offers the Doctor of Philosophy in Politics and the Master of Arts in Politics. The principal aim of the Graduate School of Statesmanship is to educate students in the language of American constitutionalism, and to place its graduates in positions of public service in politics, in journalism, in the academy, and elsewhere. This aim is grounded in the mission of the College, which seeks to perpetuate the civil and religious liberties of the United States by the “diffusion of sound learning” and the comprehension of the “American experiment of self-government under law.” The premise of the Graduate School of Statesmanship is that American politics is best understood from the perspective of its first principles. Such an approach requires both a study of those principles as they were understood by America’s founders and an examination of the fate of those principles in the development of modern American political institutions and practice. The first principles of American politics are rooted in what Jefferson called the “elementary books of public right,” beginning with the classic works of the Western tradition. The program will start with these and continue, through the Moderns, to contemporary American political thought and politics.

Admissions Requirements

Admission to the Graduate School of Statesmanship requires the completion of a bachelor’s degree from an accredited college or university. Applicants for admission are required to submit the following:

1. A completed application, normally submitted online
2. Official transcripts from all institutions where undergraduate and graduate work has been undertaken
3. Official score report from the Graduate Record Examination, taken within the last five years
4. Three letters of recommendation
5. A sample of written work
6. A concise statement of interest
7. An application fee in an amount set by the College administration
8. International students and students whose first language is not English may have additional requirements, including but not limited to an official score report from the Test of English as a Foreign Language (TOEFL), particularly if their undergraduate program was not in English

Degree Requirements – Ph.D.

1. 72 credit hours
2. Minimum of 18 hours in each of the two tracks (Political Philosophy and American Politics)
3. Maximum of 12 hours in advanced undergraduate courses cross-listed for graduate credit (only courses designated at the 500 level). This maximum may be raised in individual cases of compelling need at the discretion of the Graduate Dean.
4. POL 601-605, POL 621-625, POL 810, POL 865, 866, 870, 880
5. Completion of three hours of Doctoral Humanities Seminars (included in the 72-hour requirement). Third-year doctoral students interested in careers in college teaching may substitute POL 831 or POL 832 for the final year of the Doctoral Humanities Seminar, with the permission of the Graduate Dean.
6. Reading competence in two foreign languages, one classical and one modern

7. Successful completion of a doctoral qualifying exam (consisting of written and oral components), administered by the graduate faculty to determine students' suitability for continuing in the program, taken during the third semester of full-time coursework or its credit equivalent
8. Successful completion of a doctoral comprehensive examination (consisting of written and oral components), to be administered upon the completion of all coursework, based upon a set of core texts (see below)
9. Successful completion and defense of a doctoral dissertation

Core Texts of the Graduate School of Statesmanship

- Plato: *Republic*
- Aristotle: *Nicomachean Ethics; Politics*
- Aquinas: *Summa Theologiae*, Treatise on Law
- Machiavelli: *The Prince*
- Hobbes: *Leviathan*
- Locke: *Second Treatise of Government, Letter Concerning Toleration*
- Rousseau: *Second Discourse, Social Contract*
- Kant: *Groundwork of the Metaphysic of Morals*
- Hegel: *Philosophy of History; Philosophy of Right*
- Marx: *Communist Manifesto; Critique of Hegel's Philosophy of Right*
- Nietzsche: *Use & Disadvantage of History; Beyond Good and Evil*
- U.S. Declaration of Independence
- U.S. Constitution
- *The Federalist*
- Essential writings of Alexander Hamilton, Thomas Jefferson, James Madison, and George Washington
- Tocqueville: *Democracy in America*
- Lincoln-Douglas Debates
- Lincoln: Lyceum Speech; Temperance Address; Speech on the Kansas-Nebraska Act; Speech on the Dred Scott Decision; Cooper Institute Speech; House Divided Speech; First and Second Inaugural Addresses; Message to Congress of July 4, 1861; Gettysburg Address
- Progressive commentaries on American constitutionalism by Woodrow Wilson, John Dewey, Theodore Roosevelt, and Herbert Croly
- Franklin Roosevelt: Commonwealth Club Address; 1944 Annual Message
- Other writings on 20th and 21st century thought and politics in America, including institutions and policies, used in doctoral coursework during the student's time in the program

Degree Requirements – M.A.

1. 36 credit hours
2. Minimum of nine hours in each of the two tracks (Political Philosophy and American Politics)
3. Maximum of nine hours in advanced undergraduate courses cross-listed for graduate credit (only courses designated at the 500 level). This maximum may be raised in individual cases of compelling need at the discretion of the Graduate Dean.
4. One of the following three options:
 - Option 1: Completion of the 36-hour requirement by taking 12 standard courses and passing a master's comprehensive exam in the final semester of coursework
 - Option 2: Completion of the 36-hour requirement by taking ten standard courses, plus completion and defense of an M.A. thesis, which counts as six credit hours toward the 36-hour requirement
 - Option 3: For doctoral students only: The M.A. degree may be earned by having completed 36 hours of coursework in the program. This may be done only after the student has passed the Doctoral Qualifying Exam, thus rendering a master's comprehensive exam unnecessary.

Course Offerings—Political Philosophy

REQUIRED:

- 601 Plato** **3 hours**
Republic, Apology, and additional dialogue(s) selected by the instructor.
- 602 Aristotle** **3 hours**
Nicomachean Ethics, Politics.
- 603 Medieval Political Philosophy** **3 hours**
 Augustine, Aquinas, Alfarabi, Maimonides, and Dante.
- 604 Early Modern Political Philosophy** **3 hours**
 Machiavelli, Hobbes, Locke, Rousseau, in addition to other thinkers at the discretion of the instructor, such as Montesquieu, Grotius, and Pufendorf.
- 605 Late Modern Political Philosophy** **3 hours**
 Rousseau, Kant, Hegel, Marx, Nietzsche, in addition to other thinkers at the discretion of the instructor, such as Weber or Heidegger.

ELECTIVES:

- 701 The Natural Law** **3 hours**
 Cicero, Aquinas, Grotius, Pufendorf, and Hooker.
- 702 Twentieth and Twenty-First Century Political Thought** **3 hours**
 This course will feature the postmodern political philosophies that emerged in the twentieth century and retain their influence: existentialism, Marxist-humanism, Neo-liberalism, and the return to natural rights philosophy. Readings may include Martin Heidegger, Jean-Paul Sartre, Herbert Marcuse, Leo Strauss, Hannah Arendt, Friedrich Hayek, John Rawls, Michel Foucault, Richard Rorty, and Daniel Dennett.
- 703 Politics and Religion** **3 hours**
 Augustine, Aquinas, Calvin, Luther, Spinoza, Hobbes, Rousseau, Nietzsche, and Leo Strauss.
- 720 Machiavelli** **3 hours**
 Works such as *The Prince*, the *Discourses on Livy*, and others selected by the instructor.
- 722 Xenophon** **3 hours**
 This course explores the place of Xenophon in the history of political philosophy. Through a careful reading of Xenophon's major works, students will examine Xenophon's presentation of the way of life of Socrates as the best way of life. They will also examine Xenophon's presentation of the way of life of the political man as a serious alternative to the life of Socrates. *Memorabilia, Apology of Socrates to the Jury, Hiero or On Tyranny*, and excerpts from other works.
- 723 Thucydides** **3 hours**
 A study of Thucydides' history of the Peloponnesian War, focusing on the themes of necessity, justice, and the connections between foreign and domestic politics. Additional historical sources may include Diodorus Siculus, Xenophon, and Plutarch.
- 724 Tocqueville** **3 hours**
 Texts may include *Democracy in America* and *The Old Regime and the Revolution*, focusing on the question of whether or not modern states can sustain social equality without succumbing to bureaucratic despotism.
- 725 Nietzsche** **3 hours**
 This course will focus on the emergence of late-modern political philosophy in the writings of Friedrich Nietzsche. Readings may include *Ecce Homo, Beyond Good and Evil*, and *Genealogy of Morals*.
- 726 Hobbes** **3 hours**
 A study of selected writings of one of the founders of modern political philosophy.
- 727 Locke** **3 hours**
 Readings may include the *Second Treatise, Reasonableness of Christianity, Letter on Toleration*, as well as other selections chosen by the instructor.
- 728 Plato's Laws** **3 hours**
 Close study of Plato's *Laws*, prefaced by an examination of the institutions of the ancient Greek *poleis*, especially Athens and Sparta.

- 729 Rousseau** **3 hours**
This course covers significant works sometimes overlooked in political theory surveys, such as *Discourse on the Sciences and the Arts*, *Letter to d'Alembert on the Theatre*, *Emile*, and *Reveries of the Solitary Walker*. It will focus on citizenship, the formation of the virtuous person, and the search for the good life in accordance with nature.
- 730 Cicero** **3 hours**
This course will consider the political philosophy of Marcus Tullius Cicero through a careful reading of *De Finibus*, *De Officiis*, *De Re Publica*, and *De Legibus*.
- 731 Plato's Dialogues** **3 hours**
Advanced themes in selected dialogues of Plato other than those taught in the core Plato course.
- 732 Scottish Enlightenment** **3 hours**
A close reading of selections from the works of David Hume, Adam Smith, and Adam Ferguson prefaced by an examination of material by the third earl of Shaftesbury, Bernard Mandeville, and Montesquieu that set the stage for their debates.
- 733 Classical Political Rhetoric** **3 hours**
This course considers the nature of rhetoric, its essential elements, and its relationship to philosophy and politics through a careful reading of works by Plato, Aristotle, and Cicero.
- 734-738 Specialized courses depending upon the interest of instructors and students.** **3 hours**
- 739 Special Topics in Political Philosophy** **3 hours**
Focuses on specialized themes in Political Philosophy, with particular themes to be selected based upon mutual interest of faculty and graduate students. Students may take this course number more than once in cases where there are distinct topics.
- 740 Independent Study in Political Philosophy** **1-3 hours**

Course Offerings— American Politics and Political Thought

REQUIRED:

- 621 The American Founding** **3 hours**
Selected essays, speeches, and letters of leading founders, including (but not limited to) James Otis, Thomas Jefferson, James Madison, Alexander Hamilton, and George Washington. Public documents such as the Declaration of Independence, the Virginia Declaration of Rights, the U.S. Constitution, and the Northwest Ordinance. Sermons from the founding era.
- 622 The Federalist** **3 hours**
An in-depth study of *The Federalist*, focusing on its understanding of republicanism.
- 623 Nationalism and Sectionalism** **3 hours**
A study of American political thought from the end of the Era of Good Feelings through the Civil War. Topics include Whig and Jacksonian political thought, the nature of the Union, proslavery and abolitionist thought, popular sovereignty, and Abraham Lincoln. The course explores the divisions in American political thought from disputes over the Constitution and the Union to the more fundamental problems of the nature of liberty and of equality.
- 624 American Progressivism** **3 hours**
The Progressive critique of American constitutionalism and its influence on politics in the twentieth century. Begins with the debates over Reconstruction, industrialization, and imperialism, then focuses on the works of Woodrow Wilson, John Dewey, Herbert Croly, Theodore Roosevelt, Frank Goodnow, Franklin Roosevelt, and James Landis.
- 625 The Modern American Regime** **3 hours**
This course examines the development of American political institutions and policymaking from 1932 to the present. Emphasis is placed upon the relationship between American political thought and changes in the arrangements of institutions and offices. The course employs case studies to illustrate the impact of these forces on policymaking and policy outcomes. The ability of the modern American regime to serve the general interest of the nation is evaluated.

ELECTIVES:**741 The American Congress****3 hours**

A study of the legislative power in the American regime. It focuses on the nature of the legislative power and how that power was institutionalized in the Constitution. Emphasis is also placed upon the way the theory of the modern progressive administrative state has altered our conceptions of Congress and the legislative power, the implications of that change for Congress, and how that change is manifested in the delegation of legislative power to administrative agencies. The course also introduces the student to contemporary functions and procedures of Congress.

742 The American Presidency**3 hours**

An intensive study of the American presidency. It seeks to understand the structure and function of executive power in the American constitutional order. It will begin with the place of the President in the constitutionalism of the Founding Fathers, and then examine how that role has been altered by the modern progressive administrative state, along with the implications of that alteration for constitutional government. Consideration will also be given to the President's role in war and foreign affairs.

743 Constitutional Law I**3 hours**

Significant court cases and other writings from the founding to the present day regarding federalism, separation of powers, delegation of power, judicial review, and the scope of judicial power. Course may be taught topically or historically.

744 Constitutional Law II**3 hours**

Significant court cases and other writings from the founding to the present on civil rights and liberties, especially religious liberty and freedom of speech. Course may be taught topically or historically.

745 Administrative Law**3 hours**

A study of the way in which regulatory agencies make national policy and the legal structure of agency policymaking. Readings will include federal court cases and will examine the constitutional legitimacy of the regulatory state.

746 Parties and Elections**3 hours**

An examination of the party and electoral systems in America from both a historical and contemporary perspective. Begins with an overview of the role of elections in a constitutional republic, and then traces the development of American political parties from the founding period to the present day. Examines the role played by political parties in shaping our constitutional order, and addresses the manner in which recent elections and the contemporary operation of parties affect the character of American politics.

747 Special Topics in American Political Thought**3 hours**

Focuses on specialized themes in American Political Thought, with particular themes to be selected based upon mutual interest of faculty and graduate students. Students may take this course number more than once in cases where there are distinct topics.

751 Statesmanship of Abraham Lincoln**3 hours**

This course focuses on the political thought and actions of Abraham Lincoln and his contemporaries, including Stephen Douglas, John C. Calhoun, and Roger Taney, and the political controversies of the antebellum and Civil War periods.

752 Liberalism and New Progressivism**3 hours**

This course will focus on the rise of liberalism after 1920, and the self-styled radicals' philosophic and political break with liberalism in the 1960s. Readings will connect philosophic ideas to changes in American institutions and culture; they may include: John Dewey, Sigmund Freud, Arthur Schlesinger, Jr., Franklin Roosevelt, Lyndon Johnson, Martin Luther King, Jr., Erich Fromm, Herbert Marcuse, C. Wright Mills, Paul Goodman, Norman O. Brown, Betty Friedan, Tom Hayden, and John Rawls.

753 American Foreign Policy**3 hours**

Beginning with the Declaration of Independence, U. S. statesmen have publicly explained and defended the principles and practices of their foreign policies. Through the study of original-source documents, students will trace the course of these policies as America moved from relative weakness to great strength in the world.

754 American Geopolitics**3 hours**

By 1890, the United States had established itself as a major power; at the same time, technological advances enabled modern regimes to project military and political power more extensively and more rapidly than ever before. This course addresses the thought of American strategists who considered this new set of conditions: Mahan, Mackinder, and Spykman in the first half of the twentieth century; Fukuyama, Huntington, and others in subsequent decades.

760-779 Specialized courses depending upon the interest of instructors and students. 3 hours

780 Independent Study in American Politics 1-3 hours

OTHER COURSEWORK:

801 Doctoral Humanities Seminar I: Antiquity 1 hour

One credit hour, year-long. Focuses on the major works from antiquity in the formation of the West, and is taught from the perspective of a variety of liberal arts disciplines.

802 Doctoral Humanities Seminar II: Middle Ages 1 hour

One credit hour, year-long. Focuses on the major works from the middle ages in the formation of the West, and is taught from the perspective of a variety of liberal arts disciplines.

803 Doctoral Humanities Seminar III: Modernity 1 hour

One credit hour, year-long. Focuses on the major works from modernity in the formation of the West, and is taught from the perspective of a variety of liberal arts disciplines.

804 Independent Study 1-3 hours

805 Intensive Greek for Graduate Students 3-12 hours

Offered during occasional summers to qualify graduate students for reading competence in Greek. Credit hours do not count toward the credit requirements for graduate degrees.

806 Intensive Latin for Graduate Students 3-12 hours

Offered during occasional summers to qualify graduate students for reading competence in Latin. Credit hours do not count toward the credit requirements for graduate degrees.

807 Modern Language for Graduate Reading Knowledge 3-6 hours

Offered during occasional summers to qualify graduate students for reading competence in an approved modern language. Credit hours do not count toward the credit requirements for graduate degrees.

810 Studies in Statesmanship 3 hours

This course takes as its subject the work of a particular statesman or of a group of statesmen in a particular period. Topics will vary considerably, and the reading will vary accordingly. Subjects that might be addressed include but are not in principle limited to the following: the Persian Wars; the Peloponnesian War; Cicero's struggle to save the Roman Republic; Augustus' establishment of the Roman Principate; the Glorious Revolution, its defense during the War of the League of Augsburg and the War of the Spanish Succession, and the Hanoverian Succession; the American Constitutional Convention; the career of George Washington; Alexander Hamilton and Thomas Jefferson as rival statesmen; the statesmanship of James Madison; Napoleon as statesman and tyrant; Metternich and the Congress of Vienna; the statesmanship of Otto von Bismarck; the origins of the First World War; World War I, the Congress of Versailles, and the Aftermath; Adolf Hitler as statesman and tyrant; Josef Stalin as statesman and tyrant; the origins of World War II; World War II and the postwar settlement; the statesmanship of Charles de Gaulle; the statesmanship of Winston Churchill; and the Cold War.

821 Churchill 3 hours

An examination of the principles and practice of statesmanship, focused on the writings and actions of Sir Winston Churchill. The course aims to discover what a statesman is, what sort of statesman Churchill was, and what is the place of and need for a statesman in a popularly governed nation.

831 Teacher-Scholar Apprenticeship I 1 hour

For doctoral students with interest in teaching at the college level, this course may be taken instead of the third year of the Doctoral Humanities Seminar. Enrolled students will work individually with a member of the Graduate Faculty on developing some of the essential skills for a career in college-level teaching and scholarship. Like an Independent Study, the particular requirements and contact hours of each apprenticeship will be agreed upon by the individual student and faculty member, put in writing, and approved by the Graduate Dean prior to the beginning of the semester in which the apprenticeship is to take place. Requirements may include, but are not limited to: observing the professor as he/she teaches class, drafting sample syllabi and other course material, preparing and delivering mock classes, research (not to exceed five hours per week), and co-authorship for scholarly work.

832 Teacher-Scholar Apprenticeship II**1 hour**

As with POL 831, above, though normally taken with a different member of the graduate faculty. This course may not be substituted for any other requirement in the Ph.D. program and the hours do not count toward the minimum hours required.

833 Classical School Administrator Apprenticeship**1 hour**

This apprenticeship aims to introduce and familiarize students with many of the practical aspects of classical-school administration. Enrolled students will apprentice at the Hillsdale Academy. Under the direction of the Headmaster of Hillsdale Academy, enrolled students will spend one hour per week at the Academy, interacting with Academy staff and administration as they are exposed to various elements of classical secondary education/administration. This apprenticeship is open to both M.A. and Ph.D. students, and may not be substituted for any other requirement in either degree program.

850 Master's Thesis**6 hours****860 Doctoral Readings****0 hours**

For the doctoral student needing additional time to prepare for language-competence examinations or comprehensive examinations, or to complete the dissertation. Registration for this course indicates that the student is involved in full-time studies and is working toward the satisfaction of one of the non-coursework requirements. Registration for this course requires the approval of the Graduate Dean. Upon completion, the student must give evidence that progress has been made toward the satisfaction of a program requirement. Students may register for this course a maximum of six times.

865 Doctoral Workshop I**2 hours**

Normally taken in the fall of the fourth year. This course is designed to guide the fourth-year student in preparation for comprehensive exams and in crafting and securing approval for a dissertation proposal. It involves regular meetings with the Graduate Dean and, when appropriate, the prospective dissertation Chair. Meetings will normally be bi-weekly, and students must be in residence in the vicinity of the College while taking this course.

866 Doctoral Workshop II**1 hour**

Normally taken in the spring of the fourth year. A continuation of POL 865.

870 Dissertation Research I**3 hours**

For the doctoral student who has completed an approved dissertation proposal and has started work on the dissertation.

880 Dissertation Research II**3 hours**

For the doctoral student who is in the final semester of writing the dissertation.

In those cases where the Graduate Dean authorizes an advanced undergraduate course to be cross-listed for graduate credit, it shall be listed at the 500 level. In such courses, the professor is to require additional work from the graduate students, and is to expect a higher level of understanding and performance. Minimally, a major term paper is to be required of graduate students in such courses, and professors may also set additional requirements at their discretion. The Graduate Dean shall also determine whether such courses apply to the Political Philosophy track or the American Politics and Political Thought track. POL 525 is designated for Special Topics in Political Philosophy, and POL 526 for Special Topics in American Political Thought. Students may take POL 525 or POL 526 more than once in cases where there are distinct topics.

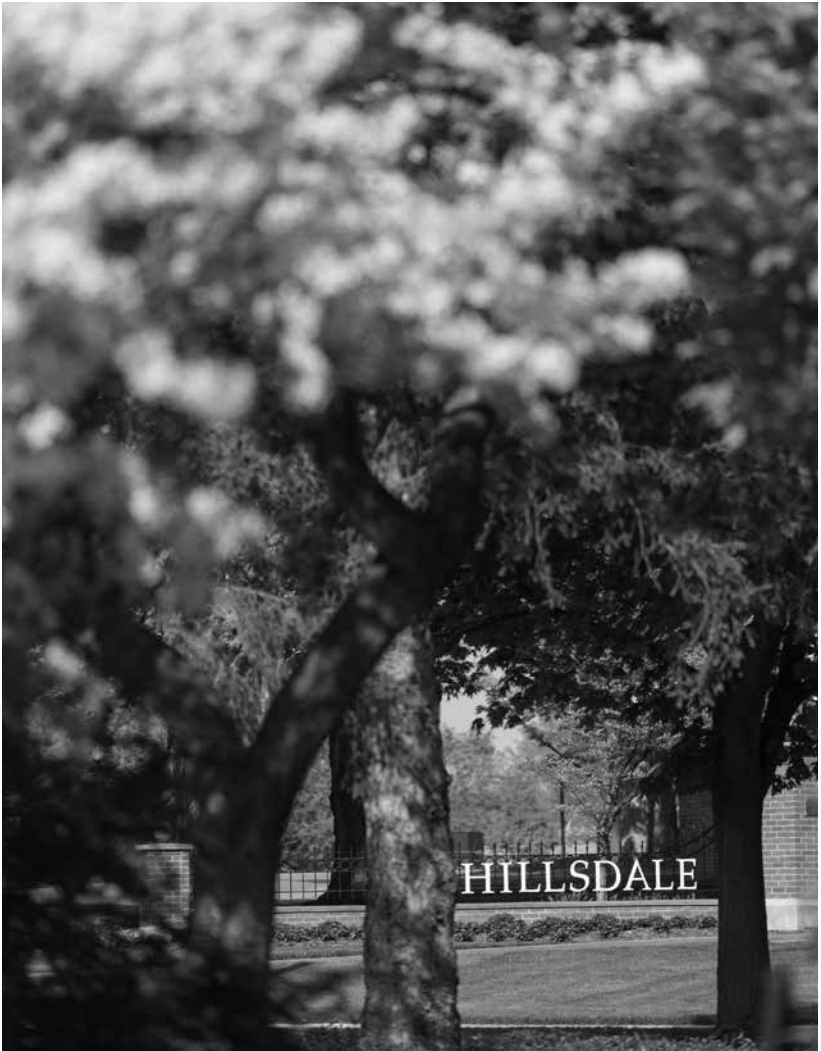
Courses offered at the 600-800 level are reserved exclusively for graduate students. Unless a waiver is granted by the Graduate Dean for an exceptional case, undergraduate students may not be invited to sit in on these courses, even if they are registered for an undergraduate independent study on the course topic. Any course which is offered for both undergraduate and graduate students must be offered at the 500 level.

The Graduate School of Statesmanship is governed by the Graduate Dean and the Graduate Committee, which exercise jurisdiction over the curriculum and academic policies of the graduate program. All policies of the graduate program are detailed in the Graduate Handbook, available online or through the Graduate Dean's office. These policies may differ in important ways from the undergraduate regulations contained in this catalog, so graduate students should be sure to consult the Handbook.

COLLEGE PERSONNEL

“The college best known as ‘the school that doesn’t take government money’... Hillsdale is famous after all as the little college that fights for rightness and independence.”

—THE DETROIT NEWS



COLLEGE PERSONNEL

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Vice President for Student Affairs.....	Diane Philipp
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Graduate Program Director of Operations.....	Bruce Wykes
Graduate Program Coordinator.....	Mariel Stauff
Registrar.....	Douglas McArthur
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Director of Curriculum for Barney Charter School Initiative.....	Rebecca Holland
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Technical Services Librarian.....	Aaron Kilgore
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Admissions Counselor.....	Alexander Green
Admissions Counselor.....	Joel Haines
Admissions Counselor.....	Benjamin Strickland
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Project Manager, Business Improvements.....	Angela Lashaway
Contact Center Assistant Director of Fundraising	Elizabeth Turner

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Assistant Athletic Director for Business Management and Director of Compliance.....	Joshua Calver
Assistant Athletic Director/Head Women's Volleyball Coach.....	Christopher Gravel
Director of Athletic Communications.....	James Gensterblum
Director of External Relations for Athletics	Jeffrey Lantis

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Operations and Hospitality Manager of Rockwell Lake Lodge	Nathan Swanson

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Trust and Investments Associate.....	Melanie Rossman
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College Physician.....	Jeffrey Toner, D.O.
College Physician.....	Scott Gutowski, D.O.
Counselor.....	Gayle Seely

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Assistant Headmaster/Athletic Director.....	Michael Roberts
History/College Counselor	Deanna Ducher
Latin	John Mark Beazley
Latin.....	Andrew Holm
Literature.....	Ellen M. Condict
Math/Physical Education.....	Katherine Huffman
Music/Orchestra/Drama.....	Ross Bonjernoor
Science/Math.....	Michael Nikkila
Science/Math.....	Heather Scharer
Science	Lisa Roberts
Kindergarten Teacher	Carie Brown
First-Grade Teacher	Stephanie Maxwell
Second-Grade Teacher.....	Kristie McArthur
Third- and Fourth-Grade Teacher	Charyl Sanford
Fifth- and Sixth-Grade Teacher	Lori Andaloro
Seventh-Grade Teacher	Brent Falke
Eighth-Grade Teacher.....	Julie Budd

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Institutional Advancement Associate.....	Nathan Lehman
Institutional Advancement Associate.....	Christopher O'Keefe

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Professor of Politics	Matthew Spalding
Worsham Teaching Fellow and Director of Academic Programs	Matthew Mehan
Executive Director of Outreach	Christopher Malagisi
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Chief Staff Officer	Michael Harner
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Assistant to the President.....	Jaelyn Case
Assistant to the President for Institutional Advancement.....	Amelia Humphrey
Research Assistant to the President	Soren Geiger

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Assistant Director of Career Services.....	Rebecca Galvan
Assistant Director of Career Services.....	Jessica Malcheff
Assistant Director of Career Services.....	John Quint
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Director of Student Activities and Director of Residence Life.....	Zane Mabry
Chaplain	Adam Rick
Academic Counselor.....	Christy Maier

COLLEGE FACULTY

“May earth be better and heaven be richer because of the life and labor of Hillsdale College.”

—PRAYER WRITTEN INSIDE THE BIBLE PLACED
IN THE CENTRAL HALL CORNERSTONE, 1853



THE FACULTY

LARRY P. ARNN, *President and Professor of History and Politics*. 2000. B.A., Arkansas State University, 1974; M.A., Claremont Graduate School, 1976; Ph.D., 1985; director of research for Martin Gilbert, Merton College, Oxford, 1977-80; editor, *Public Research, Syndicated*, 1980-85; president, The Claremont Institute, 1985-2000; founding chairman, California Civil Rights Initiative, 1996; director, Henry Salvatori Center of Claremont McKenna College, the Heritage Foundation, the Center for Individual Rights, The Claremont Institute; member, Mont Pelerin Society, International Churchill Society, Philanthropy Roundtable.

Emeriti

GEORGE W. ANGELL, *Professor Emeritus of Theatre*. B.A., Tufts University, 1973; M.F.A., University of Massachusetts, 1981; lecturer, University of Massachusetts, 1977-80; instructor, Walnut Hill School, 1981-82. Co-founder and theatre program director, Windhover Foundation for the Arts, 1985-08. Appointed 1984. Emeritus status granted 2018.

DEBRA BELT, *Professor Emerita of English*. B.A., Agnes Scott College, 1975; M.A., Vanderbilt University, 1980; M.A., The Johns Hopkins University, 1981; Ph.D., 1988. Appointed 1987. Emerita status granted 2017.

THOMAS P. BUNDT, *Professor Emeritus of Finance and Quantitative Analysis*. B.A., University of Michigan, 1980; Ph.D., Michigan State University, 1985; assistant professor, University of Notre Dame, 1985-92; assistant professor, University of Portland, 1992-97; associate director, Masters of Science in Computational Finance Program, OGI School of Science and Engineering at OHSU, 1997-00; associate professor, 2000-03. Appointed 2003. Emeritus status granted 2017.

ROBERT W. BLACKSTOCK, *Professor Emeritus of Law*. B.S., Lake Superior State College, 1974; J.D., Ohio Northern University, 1977; executive director of Gift and Estate Planning, Hillsdale College, 1983-93; vice president of Admissions, Hillsdale College, 1993-96; provost, Hillsdale College, 1996-2010; acting president, Hillsdale College, 1999-00; secretary to the board, Michigan Higher Education Authority, 1996-00; member, State Bar of Michigan, Hillsdale Bar Association. Appointed 1977. Emeritus status granted 2019.

THOMAS J. CARSTENS, *Professor Emeritus of Business and Marketing*. B.S., College of the Holy Cross, 1955; J.D., University of Michigan, 1958; M.S., Massachusetts Institute of Technology, 1966; president and chief executive officer of an industrial service company, 1980-86. Appointed 1987. Emeritus status granted 1997.

THOMAS H. CONNER, *Professor Emeritus of History*. B.A., Elizabethtown College, 1972; M.A., University of North Carolina, 1974; Ph.D., 1983; instructor, North Carolina State University, 1982-83; instructor, University of North Carolina. Appointed 1983. Emeritus status granted 2020.

MARCUS J. COUSINO, *Professor Emeritus of Spanish*. A.B., University of Toledo, 1962; M.A., Universidad de las Américas, México D.F., 1966; M.S., Ph.D., Universidad de Sevilla, España, 1979. Appointed 1966. Emeritus status granted 1997.

KAY J. COSGROVE, *Professor Emerita of English*. A.B., Western Michigan University, 1958; M.A., University of Washington, 1962; instructor, Jackson Community College, 1963-67. Appointed 1967. Emerita status granted 1998.

ROBERT EDEN, *Professor Emeritus of Politics*. B.A., University of California Berkeley, 1966; graduate study, University of Chicago, 1968; Ph.D., Harvard University, 1974; lecturer, University of California Berkeley, 1967-68; visiting assistant professor, McGill University, 1974-75; associate professor, Dalhousie University, 1975-87. Appointed 1987. Emeritus status granted 2016.

DONALD ERNST, *Professor Emeritus of Psychology*. B.S., University of Missouri-Rolla, 1983; M.A., University of Pennsylvania, 1985; Ph.D., 1990; undergraduate research supervisor, University of Pennsylvania, 1986-89; instructor, University of Pennsylvania, 1985-90. Appointed 1990. Emeritus status granted 2008.

FEBEST T. FACEY, *Professor Emerita of Accounting*. B.S.C., University of San Carlos, Philippines, 1954; CPA, Philippines, 1955; M.B.A., Stanford University, 1957; Ph.D., New York University, 1964; assistant professor, St. John's University, 1964-68; management consultant, Liggett & Myers Co., Philippines, 1968-70; assistant professor, St. John's University, 1970-73; visiting professor, Columbia Graduate School of Business, NYC, 1972; consultant, AOC International, 1984-86. Appointed 1973. Emerita status granted 1994.

JON M. FENNELL, *Professor Emeritus of Education*. B.A., M.A., University of California, Davis; Ph.D., University of Illinois, Urbana; adjunct instructor, Boise State University, 1979, 1981-84; assistant professor, Hillsdale College, 1993-95; adjunct instructor, North Central College, 2001. Appointed 2005. Emeritus status granted 2016.

BURTON W. FOLSOM JR., *Professor Emeritus of History*. B.A., Indiana University, 1970; M.A., University of Nebraska, 1973; Ph.D., University of Pittsburgh, 1976; professor, Murray State University, 1976-94; senior fellow, Mackinac Center for Public Policy, 1994-99; historian in residence, Center for the American Idea, 1999-03. Appointed 2003. Emeritus status granted 2017.

EBERHARD GEYER, *Professor Emeritus of German*. B.A., State University of New York, Albany, 1977; M.A., 1979; Ph.D., 1985; lecturer, SUNY, Albany, 1978-84. Appointed 1985. Emeritus status granted 2020.

ARLAN K. GILBERT, *Professor Emeritus of History*. A.B., Susquehanna University, 1955; M.A., University of Delaware, 1957; honorary Ph.D., Hillsdale College, 1994. Appointed 1960. Emeritus status granted 1998.

LORNA HOLMES, *Professor Emerita of Classics*. B.A., University of Washington, 1977; M.A., University of California, Santa Barbara, 1981; Ph.D., Harvard University, 1990; instructor, Harvard University, 1987-88; visiting assistant professor, University of Michigan, 1991-92. Appointed 1988. Emerita status granted 2013.

BRUCE E. IKAWA, *Professor Emeritus of Accounting*. Waseda University, Tokyo, Japan, 1972-73; B.A., Wabash College, 1974; M.M., Northwestern University, 1976; Ph.D., University of Michigan, 1989; assistant professor, University of Pittsburgh-Johnstown, 1978-81; teaching and research assistant, University of Michigan, 1981-88; assistant professor, University of Illinois-Chicago, 1989-90; assistant professor, Loyola Marymount University, 1990-95; adjunct professor, Pepperdine University, 1995-96; associate professor, LaSierra University, 1996-99. Appointed 1999. Emeritus status granted 2017.

JAMES G. JUROE, *Professor Emeritus of English*. A.B., Wayne State University, 1959; M.S., 1965; Ph.D., University of Nebraska, 1971; instructor, Wayne State University, 1968-69. Appointed 1965. Emeritus status granted 2001.

ELLEN R. JUSTICE-TEMPLETON, *Professor Emerita of French*. A.B., Hillsdale College, 1971; M.A., University of Michigan, 1972; Ph.D., 1980. Appointed 1972. Emerita status granted 2015.

SAMUEL J. KNECHT, *Professor Emeritus of Art*. B.F.A., Michigan State University, 1971; M.F.A., University of Michigan, 1976; instructor, Kendall School of Design, 1972-73; visiting assistant professor, University of Michigan academic program in Florence, Italy, 1985; adjunct professor of art, University of Michigan, 2002-04; awards in international competitions, American Society of Portrait Artists, 2001-02; awards in members-only competition, Portrait Society of America, 2008-09; Signature Status rank, Portrait Society of America, 2016; commissioned paintings in collections of Hillsdale College's Washington, D.C., campus, Michigan Supreme Court, Michigan State University. Appointed 1973. Emeritus status granted 2017.

PAUL A. LUCAS, *Professor Emeritus of Physics*. B.A., Hope College, 1963; M.S., University of Illinois, 1965; Ph.D., Johns Hopkins University, 1976; assistant professor of physics, Heidelberg College, 1968-71; assistant professor of mathematics, 1973-75; assistant professor of physics, 1975-77. Appointed 1977. Emeritus status granted 2006.

ROBERT R. MILLER JR., *Professor Emeritus of Biology*. B.S., Elmhurst College, 1975; M.S., Illinois State University, 1977; Ph.D., University of Iowa, 1989; visiting assistant professor of biology, Knox College, 1989-91; post-doctoral fellowship, National Institutes of Health, 1991-92; assistant professor of biology, Grand View College, 1992-94; associate professor of biology, 1994-97. Appointed 1997. Emeritus status granted 2018.

MARIE-CLAIRE MORELLEC, *Professor Emerita of French*. B.A., College of Saint Catherine, 1980; M.A.T., Portland State University, 1986; Ph.D., University of Oregon, 1994; teacher, Institution Saint-Joseph, Plestin-les-Grèves, France, 1972; teaching assistant, College of Saint Catherine, 1973-74, 1979-80; graduate assistant/instructor, Portland State University, 1985-87; graduate teaching fellow, University of Oregon, 1986-89, 1992-93; instructor, Oregon State University, 1994; graduate teaching fellow/instructor, University of Oregon, 1994. Appointed 1995. Emerita status granted 2020.

WILL MORRISEY, *Professor Emeritus of Politics*. Kenyon College; Ph.D., New School University, 2002; assistant editor, *Interpretation: A Journal of Political Philosophy*, 1979-present; consultant, The Jersey Shore Partnership, 1994-00; executive director, Monmouth County Historical Commission, 1996-00; teaching assistant, New School University, 1998-99. Appointed 2000. Emeritus status granted 2015.

LUCY E. MOYE, *Professor Emerita of History*. B.A., College of William and Mary, 1975; M.A., University of Toronto, 1976; Ph.D., Duke University, 1985; part-time instructor, Duke University, 1986; visiting assistant professor, North Carolina State University, 1987. Appointed 1988. Emerita status granted 2020.

TED F. PLATT, *Professor Emeritus of Biology*. B.S., Michigan State University, 1959; M.A., University of Michigan, 1964; secondary school science teacher, 1959-63; AICUM Kellogg Fellow, Western Michigan University, 1971-72; Embryo Culture Systems, Chapel Hill, North Carolina, 1982. Appointed 1964. Emeritus status granted 1995.

MARIA A. REBBERT, *Professor Emerita of French*. B.A., Georgetown University, 1975; M.A., Catholic University, 1977; Ph.D., 1983; assistant professor, University of Wyoming, 1983-84. Appointed 1984. Emerita status granted 2016.

JOHN H. REINOEHL, *Professor Emeritus of Mathematics and Computer Science*. B.S., Michigan State University, 1969; Ph.D., University of California Berkeley, 1975; instructor, University of New Orleans, 1977-82. Appointed 1982. Emeritus status granted 2014.

ROBERT V. V. RICE JR., *Professor Emeritus of English*. A.B., University of Michigan, 1960; M.A., 1961; Ph.D., 1969; instructor, University of Missouri, 1961-63; instructor, Defiance College, 1963-65. Appointed 1970. Emeritus status granted 1994.

PAUL J. SPICUZZA, *Professor Emeritus of Music*. B.Mus., University of Michigan, 1964; M.Mus., 1966; D.A., Ball State University, 1980; instructor and assistant professor, Taylor University, 1966-71; teaching fellow, Ball State University, 1971-74; assistant professor, Houghton College, 1975-77. Appointed 1977. Emeritus status granted 2002.

DANIEL J. SUNDAHL, *Professor Emeritus of English*. B.A., Gustavus Adolphus College and Northern Arizona University, 1973; M.A., University of Utah, 1977; Ph.D., 1982; assistant professor, College of the Ozarks, 1979-83. Director of the Hillsdale College program in American Studies. Appointed 1983. Emeritus status granted 2015.

ELDRED A. THIERSTEIN, *Professor Emeritus of Music*. A.B., Bethel College, 1958; M.M.E., Indiana University, 1963; Ph.D., University of Cincinnati, 1974; instructor, Kentucky State University, 1972-77. Appointed 1978. Emeritus status granted 2000.

DONALD R. TOCZEK, *Professor Emeritus of Biology*. B.S., Purdue University, 1961; M.S., North Dakota State University, 1963; Ph.D., 1967. Appointed 1967. Emeritus status granted 2005.

MARK J. WATSON, *Professor Emeritus of Mathematics*. B.S., Michigan State University, 1966; M.S., 1967. Appointed 1967. Emeritus status granted 2007.

JOHN WILLSON, *Professor Emeritus of History*. B.A., Hobart College, 1962; M.A., University of Wyoming, 1964; Ph.D., Syracuse University, 1969; instructor, assistant professor, associate professor, St. Louis University, 1967-75. Appointed 1975. Emeritus status granted 2005.

REINHARDT R. ZELLER, *Professor Emeritus of Computer Science*. B.A., Miami University, 1970; M.A., 1971; M.S., Oklahoma State University, 1978; Ph.D., Kent State University, 1994; instructor, Bowling Green State University, 1972-75; teaching and research assistant, Oklahoma State University, 1975-80; research statistician and scientific programmer, Alliance Research Center, Babcock and Wilcox Company, Alliance, Ohio, 1980-85; instructor, American Society for Quality Control, 1985-86; instructor, Mount Union College, 1986; teaching assistant, Oklahoma State University, 1986-87; teaching and research assistant, Kent State University, 1988-90; research assistant, Liquid Crystal Institute, Kent, Ohio, 1990-93. Appointed 1992. Emeritus status granted 2015.

Professors

LEE ANN FISHER BARON, *Vincent and Anneliese Savona Professor of Natural Sciences and Professor of Chemistry*, 1989. B.A., Wittenberg University, 1977; M.S., University of Michigan, 1979; Ph.D., 1984; lecturer, University of Michigan, 1984-86; post-doctoral fellowship, University of Michigan, 1986-88; assistant professor of chemistry, Adrian College, 1988.

BRADLEY J. BIRZER, *Russell Amos Kirk Chair in American Studies and Professor of History*, 1999. B.A., University of Notre Dame, 1990; M.A., Utah State University, 1992; Ph.D., Indiana University, 1998; adjunct lecturer, St. Francis College, 1995-96; assistant editor, *OAHS Magazine of History*, 1994-97; associate editor, *Montana: The Magazine of Western History*, 1997-98; adjunct lecturer, Carroll College, 1998; visiting assistant professor, University of Texas-San Antonio, 1998-99.

PETER C. BLUM, *Director of Sociology and Social Thought, Professor of Philosophy and Culture*, 1992. B.A., Goshen College, 1984; M.A. in philosophy, University of Notre Dame, 1988; Ph.D. in sociology, 1993; adjunct instructor in sociology, Indiana University, 1992; adjunct instructor in philosophy, Indiana University at South Bend, 1988; adjunct professor of sociology, Spring Arbor University, 1998-01.

JAMES M. BRANDON, *Chairman, Professor, and Director of Theatre*, 1998. B.A., Eureka College, 1994; M.A., Bowling Green State University, 1995; Ph.D., 2000; instructor, Bowling Green State University, 1994-98; instructor, Terra Community College, 1996; instructor, Adrian College, 1997-99; editor, *The Michigan Association of Speech Journal*, 1999-02; chairman of the Theatre Division of the National Communication Association, 2002-03; editorial board member, *Baylor Journal of Theatre and Performance*, 2004-present.

DON W. BRUBACHER, *Athletic Director and Professor of Sport Studies*, 2008. B.A., Tabor College, 1975; M.S., Emporia State University, 1980; Tabor College employment: head women's basketball coach, 1976-78; head men's basketball coach, 1978-95, 1999-07; head men's soccer coach, 1976-84, 1987-88; physical education instructor, 1977-94, 1998-08; athletic director, 1999-08.

THOMAS J. BURKE, *William and Berniece Grewcock Chair in the Humanities, and Chairman and Professor of Philosophy and Religion*, 1979. B.A., Baylor University, 1965; M.Div., Trinity Evangelical Divinity School, 1969; M.A., Michigan State University, 1983; Ph.D., Northwestern University, 1978; Ph.D., Michigan State University, 1989.

CHRISTOPHER S. BUSCH, *Professor of English*, 1991. B.A., University of San Diego, 1983; M.A., 1985; Ph.D., University of Notre Dame, 1993; instructor's credential, 1985; teaching credential, University of San Diego, 1986; lecturer, University of San Diego, 1985-86, 1990-91; teaching assistant, University of Notre Dame, 1986-90; academic leave of absence, 2002-04; headmaster, Marshall Academy, 2002-04.

BARBARA BUSHEY, *Chairwoman and Professor of Art*, 2001. B.S., University of Michigan, 1977; B.F.A., Eastern Michigan University, 1982; M.F.A., Eastern Michigan University, 1988; M.A., Wayne State University, 1999.

KENNETH R. CALVERT, *Professor of History*, 1996. B.A., Wheaton College, 1984; M.Div., Gordon-Conwell Theological Seminary, 1988; Th.M., Harvard University, 1991; Ph.D., Miami University (Ohio), 2000; visiting scholar, Trinity College (Bristol, U.K.), 1988; graduate assistant, Miami University, 1991-92; teaching associate, Miami University, 1992-95; part-time instructor, Miami University, 1995-96; visiting instructor, Thomas More College, 1995-96; academic leave of absence, 2002-04; interim headmaster, Hillsdale Academy, 2002-03; headmaster, Hillsdale Academy, 2003-18.

DANIEL B. COUPLAND, *Chairman and Professor of Education*, 2006. B.A., Liberty University, 1994; M.A., Oakland University, 1999; Ph.D., Michigan State University, 2003; high school teacher, 1994-99; instructor, Michigan State University, 1999-03; assistant professor, Saginaw Valley State University, 2003-06.

MICKEY CRAIG, *William and Berniece Grewcock Chair in Politics and Professor of Politics*, 1986. B.A., Arkansas State University, 1977; M.A., Claremont Graduate School, 1982; Ph.D., 1986.

RICHARD M. GAMBLE, *Anna Margaret Ross Alexander Chair in History and Political Science and Professor of History*, 2006. B.S., Bob Jones University, 1984; M.Ed., 1986; Ph.D., University of South Carolina, 1992; assistant professor, Palm Beach Atlantic University, 1994-04; associate professor, 2004-06.

JOSEPH GARNJOBST, *Chairman and Professor of Classics*, 1997. B.A., Grinnell College, 1988; Ph.D., University of California, Santa Barbara, 2006; teaching assistant and instructor, University of Cincinnati, 1991-93; teaching assistant, University of California, Santa Barbara, 1993-96.

CHRISTOPHER S. HAMILTON, *Professor of Chemistry and Preprofessional Advisor*, 2007. B.A., North Central College, 1999; Ph.D., University of Delaware, 2005; graduate instructor, University of Delaware, 1999-05; post-doctoral fellow, University of Texas at Austin, 2005-07.

VICTOR DAVIS HANSON, *Wayne and Marcia Buske Distinguished Fellow in History*, 2004. B.A., University of California at Santa Cruz, 1975; Ph.D., Stanford University, 1980; professor, California State University, Fresno, 1985-03.

KENNETH G. HAYES, *Professor of Physics*, 1989. B.S., University of California, Davis, 1975; Ph.D., Stanford University, 1980; scientific associate, EP Division, CERN, 1981-83; research associate and staff scientist, Stanford Linear Accelerator Center, 1983-89.

JAMES A. HOLLEMAN, *Chairman and Professor of Music, Choirs and Orchestra*, 1997. B.M., Michigan State University, 1986; M.Mus., 1989; music director-conductor, Michigan State University School of Music Opera Productions, 1987-89; assistant conductor/production manager, Jackson Symphony Orchestra, 1988-94; instructor of music history, music appreciation and choral music, Michigan School of the Arts, Jackson Community College, 1989-94; conductor, music director/conductor, Jackson Chorale, 1990-1999; music director/conductor, Jackson Youth Symphony Orchestra, 1992-present; MSBOA Festival conducting adjudicator.

DAVID C. HOUGHTON, *Chairman and Professor of Biology and Director, G.H. Gordon Biological Station*, 2005. B.S., University of Wisconsin—Stevens Point, 1994; M.S., University of North Texas, 1997; Ph.D., University of Minnesota, 2002; assistant professor, School of Sciences, Lynchburg College, 2002-05.

JUSTIN A. JACKSON, *Chairman and Professor of English*, 2004. B.A., California State University, Fresno, 1994; M.A., 1997; Ph.D., Purdue University, 2004; instructor, California State University, Fresno, 1994-97; instructor, Purdue University, 1997-02.

DAVID A. JONES, *Edward Reid Chair in Classics and Professor of Classics*, 1994. B.A., Kent State University, 1973; M.A., University of California, Santa Barbara, 1989; Ph.D., 1994; teaching assistant, 1986-91; teaching associate, 1991-93; lecturer, 1993-94.

MICHAEL M. JORDAN, *Professor of English*, 1991. B.A., Bryan College, 1977; M.A., International College, 1982; Ph.D., University of Georgia, 1989; preparatory school teacher, the Webb School, 1982-83; teaching assistant, University of Georgia, 1983-88; instructor, University of Georgia, 1988-91.

MARK A. KALTHOFF, *Dean of Faculty, Henry Salvatori Chair in History and Traditional Values, Chairman and Professor of History*, 1989. B.S., Hillsdale College, 1984; M.A., Indiana University, 1987; Ph.D., Indiana University, 1998.

KIRSTIN KILEDAL, *Chairwoman and Professor of Rhetoric*, 2001. B.S., Hillsdale College, 1987; M.A., Ball State University, 1988; Ph.D., Pennsylvania State University, 1995; instructor and presenter, Pennsylvania State University, 1989-95; instructor, presenter and debate coach, Henry Ford Community College, 1993-01.

SUSAN KING, *Professor of Marketing*, 2005. B.S., Miami University, 1978; M.B.A., 1980; director of marketing, Banc One, Middletown, 1984-87; Society National Bank, 1987-94; Ence Homes and Prudential Ence Realty, 1996-01; vice president, 4 Kings Marketing, Inc., 2001-05.

MELISSA GERBERKNECHT, *Professor of Music*, 1997. B.M. with high distinction, University of Michigan, 1976; M.M., Indiana University, 1979; Ph.D., University of Michigan, 1992; adjunct professor, University of Toledo, Siena Heights University, Hillsdale College, 1992-97; Director of Education and Outreach, Toledo Symphony, 1999-02; principal viola, Spoleto Festival of the Two Worlds, 1979; assistant principal viola, The Florida Orchestra, 1979-83; violin/viola section: Philharmonia de Caracas, 1981, American Chamber Orchestra, 1983-86, Concertante de Chicago, 1986, Toledo Symphony, 1992-01.

PAUL MORENO, *Dean of Social Sciences, William and Berniece Grewcock Chair in Constitutional History and Professor of History*, 1999. B.A., State University of New York, Albany, 1987; M.A., 1988; Ph.D., University of Maryland at College Park, 1994; graduate teaching assistant, SUNY, Albany, 1987-88; graduate teaching assistant, University of Maryland at College Park, 1989-94; assistant professor, St. Thomas Aquinas College, 1994-98; editor-in-chief, *The Massachusetts News*, 1998-99; John M. Olin Junior Faculty Fellow, 2001-02; Fellow, James Madison Program in American Ideals and Institutions, Princeton University, 2005-06; visiting professor, University of Paris School of Law, 2009.

MARK A. NUSSBAUM, *Joseph H. Moss Chair in Chemistry in Honor of Margaret Thatcher and Professor of Chemistry*, 2001. B.A., Taylor University, 1982; Ph.D., University of Illinois, 1987; assistant professor of chemistry, Ripon College, 1987-91; senior analytical chemist/research scientist, Eli Lilly & Co., 1991-01.

DAVID PAAS, *Ralph and Winifred Rosecrance Chair in Business and Professor of Business Law*, 1993. B.A., University of Nebraska, 1971; M.A., University of Nebraska, 1974; J.D., 1977; Ph.D., 1982; associate, Qualley, Larson and Jones, Omaha, Nebraska, 1977-79; private law practice, 1979-87; assistant professor, University of Nebraska at Omaha, 1979-87; associate professor, Texas Woman's University, 1987-93.

RONALD J. PESTRITTO, *Graduate Dean, Charles and Lucia Shipley Chair in the American Constitution and Professor of Politics*, 2006. B.A., Claremont McKenna College, 1990; M.A., Claremont Graduate University, 1992; Ph.D., 1996; assistant professor, Saint Vincent College, 1997-99; University of Dallas, 1999-02; associate professor, 2002-06.

JAMES J. PETERS, *Professor of Physics*, 1971. B.S., Indiana Institute of Technology, 1963; M.S., University of Detroit, 1965; Ph.D., University of Illinois, 1971; teaching assistant, University of Detroit, 1963-65; research assistant, University of Illinois, 1965-70; assistant professor, Tri-State University, 1970-71.

IVAN PONGRACIC JR., *William E. Hibbs/Ludwig von Mises Chair of Economics and Professor of Economics*, 2000. B.S., Purdue University, 1992; M.A., George Mason University, 1996; Ph.D., 2004; instructor, George Mason University, 1996-98; instructor, Indiana Wesleyan University, 1998-00.

KEVIN PORTEUS, *Lawrence Fertig Chair in Politics, Director of the Hillsdale College Program in American Studies, and Professor of Politics*, 2008. B.A., Ashland University, 2001; M.A., University of Dallas, 2003; Ph.D., University of Dallas, 2006; adjunct instructor, Mountain View College, 2004-06; assistant professor, Belmont Abbey College, 2006-08; visiting graduate faculty in American history and government, Ashland University, 2009-12.

SANDRA J. PUVOGEL, *Chairwoman and Professor of Spanish*, 1987. B.S., Central Michigan University, 1976; M.A., Michigan State University, 1978; Ph.D., 1986; lecturer, University of Michigan, 1982-86; part-time instructor, Eastern Michigan University, 1986-87; Michigan State University, 1987.

PAUL A. RAHE, *Charles O. Lee, Jr. and Louise K. Lee Chair in the Western Heritage and Professor of History*, 2007. B.A. Yale University, 1971; B.A. University of Oxford, 1974; Ph.D., Yale University, 1977; instructor, Yale University, 1976-77; assistant professor, Cornell University, 1977-80; assistant professor, Franklin and Marshall College, 1981-83; assistant professor, The University of Tulsa, 1983-91; associate professor, The University of Tulsa, 1991-94; professor, The University of Tulsa, 1994-07; Jay P. Walker Professor of American History, The University of Tulsa, 1994; visiting professor, Yale University, 1996-97.

DAVID A. RANEY, *John Anthony Halter Chair in American History, the Constitution, and the Second Amendment and Professor of History*, 2005. A.B., University of Chicago, 1991; A.M., University of Illinois at Urbana-Champaign, 1993; Ph.D., 2001; visiting assistant professor, Grand Valley State University, 2002-05.

DAVID P. RAWSON, *Distinguished Visiting Professor of Politics*, 1999. B.A., Malone College, 1962; M.A., American University, 1964; Ph.D., 1966; assistant professor, Malone College, 1965-71; U.S. Department of State, 1971-99; Fellow, Woodrow Wilson School, Princeton University, 1988-1989; Fellow, Center for the Study of Foreign Affairs, Washington, D.C., 1991-1992; U.S. Ambassador to Rwanda, 1993-1996; U.S. Ambassador to Mali, 1996-1999.

NATHAN W. SCHLUETER, *Professor of Philosophy*, 2005. B.A., Miami University, 1993; M.A., University of Dallas, 1995; Ph.D., 1999; Folwell Chair in Political Science and Pre-Law, St. Ambrose University, 2001-05.

STEPHEN SMITH, *Dean of Humanities, Temple Family Chair in English Literature and Professor of English*, 2001. B.A., University of Notre Dame, 1994; M.A., University of Dallas, 1999; Ph.D., 2001; adjunct instructor, University of Dallas, 1997-2000; assistant director of the Center for Thomas More Studies, University of Dallas, 2001.

JOHN N. SOMERVILLE JR., *Barbara Longway Briggs Chair in English Literature and Professor of English*, 1991. B.A., Covenant College, 1976; M.A., Appalachian State University, 1981; Ph.D., University of North Carolina, Chapel Hill, 1991.

MATTHEW SPALDING, *Dean of the Van Andel School of Government, Vice President of Washington Operations, Kirby Chair in Constitutional Government, and Professor of Politics*, 2013. B.A., Claremont McKenna College, 1986; M.A., Claremont Graduate School, 1993, Ph.D., 1995; adjunct professor, George Mason University, 1996-97; visiting assistant professor, Claremont McKenna College, 1997-01; director and vice president, The Heritage Foundation, 1994-13.

FRANCIS X. STEINER, *William and Berniece Grewcock Chair in the Natural Sciences and Professor of Biology*, 1986. B.A., Walsh College, 1975; M.S., Ohio University, 1978; Ph.D., 1981; postdoctorate, instructor, Rutgers, The State University, 1981-84; visiting assistant professor, University of Massachusetts, 1984-86.

JAMES STEPHENS, *Professor of Philosophy*, 1984. B.A., Yale University, 1971; Ph.D., Princeton University, 1978; instructor, Princeton University, 1973-75; instructor, University of New Hampshire, 1975-77; assistant professor, Purdue University, 1978-84.

DAVID STEWART, *Professor of History*, 1993. B.A., B.S., Eastern Nazarene College, 1987; M.A., Ohio State University, 1989; Ph.D., 1993; lecturer, Ohio State University, 1988-93; instructor, Otterbein College, 1991.

MICHAEL P. SWEENEY, *Evert McCabe/United Parcel Service Memorial Endowed Chair, Professor and Director of Accounting*, 1996. B.S., Aquinas College, 1974; M.B.A., University of Detroit, 1977; Ph.D., University of Kentucky, 1994; staff accountant, Nemes, Allen & Company, C.P.A.s, 1977-79; associate professor, Lawrence Technological University, 1979-88; research associate, National Association of State Auditors, Comptrollers and Treasurers, 1989; adjunct instructor and teaching/research assistant, University of Kentucky, 1988-93; visiting professor, Centre College, 1990-93; assistant professor, Lindsey Wilson College, 1993-94; assistant professor, Bellarmine College, 1994-96.

ANTHONY L. SWINEHART, *Professor of Biology and Curator, Daniel M. Fisk Museum of Natural History*, 1998. B.A., Goshen College, 1992; M.S., Central Michigan University, 1994; Ph.D., Purdue University, 1997; curator, Arthur & Kriebel Herbaria, Purdue University, 1997-98; adjunct assistant professor of civil engineering, Purdue University, 1997-98.

KEVIN E. TEEGARDEN, *Professor of Spanish and Director of the Seville Program*, 1991. B.A., Indiana University-Purdue University, Fort Wayne, 1981; M.A., Indiana University, Bloomington, 1984; Ph.D., 1994; associate instructor of Spanish, Indiana University, 1982-86, 1987-91; instructor of English, Universitat Central de Barcelona, 1986-87.

THOMAS I. TRELOAR, *Chairman and Professor of Mathematics*, 2004. B.S., Buena Vista College, 1995; Ph.D., University of Maryland, 2001; graduate teaching assistant, University of Maryland, 1996-01; instructor, University of Maryland, 2001-02; VIGRE post-doctoral fellow, University of Arizona, 2001-04.

CHRISTOPHER A. VANORMAN, *Provost, William and Berniece Grewcock Chair in Chemistry and Professor of Chemistry*, 1992. B.A., Albion College, 1987; Ph.D., Case Western Reserve University, 1992.

JEFFREY VAN ZANT, *Professor of Biology*, 2008. A.A., Gulf Coast Community College, 1994; B.S., University of Montana, 1996; Ph.D., Auburn University, 2006; adjunct professor, Valencia Community College, 2007-08.

GAVIN WEAIRE, *Professor of Classics*, 2003. B.A., Trinity College, Dublin, 1993; M.A., University of Illinois at Urbana-Champaign, 1995; Ph.D., 2000; teaching assistant, University of Illinois at Urbana-Champaign, 1993-98, 1999-00; visiting assistant professor, 2000-01; visiting assistant professor, Union College, 2001-03.

THOMAS G. WEST, *Paul Ermine Potter and Dawn Tibbetts Potter Endowed Professorship in Politics*, 2011. B.A., Cornell University, 1967; M.A., Claremont Graduate University, 1969; Ph.D., 1974; assistant, associate, and full professor, University of Dallas, 1974-2011; Salvatori Visiting Scholar, Claremont McKenna College, 1990-92.

DAVID M. WHALEN, *Associate Vice President for Curriculum and Professor of English*, 1994. B.A., University of Kansas, 1982; M.A., 1985; Ph.D., 1992; teaching assistant, University of Kansas, 1983-87, 1988-92; assistant professor, Belmont Abbey College, 1992-94.

GARY WOLFRAM, *William E. Simon Professor in Economics and Public Policy and Professor of Economics*, 1989. B.A., University of California Santa Barbara, 1972; Ph.D., University of California Berkeley, 1976; lecturer, University of California Davis, 1976; assistant professor, Mount Holyoke College, 1976-77; visiting assistant professor, Washington State University, 1979-80; assistant professor, University of Michigan-Dearborn, 1976-86; adjunct professor, 1986-89; senior economist, Michigan Senate Republican Staff, 1983-89; deputy treasurer, State of Michigan, 1991-92; chief of staff to Congressman Nick Smith, 1995-96.

CARMEN WYATT-HAYES, *Professor of Spanish*, 1989. B.A., College of Notre Dame, 1973; M.A., Stanford University, Department of Education, 1981; Ph.D., Stanford University, Department of Spanish, 1983; teaching fellow, Stanford University, 1974-75, 1976-80; lecturer, Stanford University, 1984-86; lecturer, College of Notre Dame, 1985-89.

DANIEL S. YORK, *Professor of Biology*, 1997. B.A., University of Tennessee, 1979; M.S., 1983; Ph.D., University of Michigan, 1995; research assistant, Universität Bonn, Germany, 1979-80; lecturer in physiology, University of Michigan, 1987; instructor of biology, Barry University, 1990-95; assistant professor of biology, 1995-97.

MATTHEW A. YOUNG, *Dean of Natural Sciences, Chairman and Professor of Chemistry*, 2007. B.S., Seattle Pacific University, 2002; Ph.D., Northwestern University, 2007; graduate instructor, Northwestern University, 2002-04.

Associate Professors

ROBERT ATRA, *Associate Professor of Finance*, 2018. B.A., The College of the Ozarks, 1984; M.S., Northern Illinois University, 1986; Ph.D., University of Illinois at Chicago, 1997; Certified Financial Planner Program, College of Financial Planning, 1993; Chartered Financial Analyst, CFA Institute, 2002.

COLLIN D. BARNES, *Associate Professor of Psychology*, 2012. B.S., John Brown University, 2003; M.S., University of Oklahoma, 2006, Ph.D., 2010.

PATRICIA BART, *Associate Professor of English*, 2008. B.A., University of Pittsburgh, 1986; M.A., University of Virginia, 1994; Ph.D., University of Virginia, 2007; *The Piers Plowman* Electronic Archive (associate editor, 2001-08; editorial board member, 2008-present; executive board member, 2013-present).

DAVID BASTERFIELD, *Associate Professor of Finance*, 2008. B.S., University of Birmingham, 1974; Ph.D., University of Manchester, 1984; MBA, Open University, 1994; Technology, 1999; M.S., Oregon Graduate Institute of Science & Technology, 1999.

BENJAMIN V. BEIER, *Associate Professor of Education*, 2016. B.G.S., University of Kansas, 2004; M.A., University of Dallas, 2008; Ph.D., University of Wisconsin-Madison, 2013; assistant professor, Washburn University, 2013-16.

ROGER B. BUTTERS, *Associate Professor of Economics*, 2014. B.A., Brigham Young University, 1994; M.A., Brigham Young University, 1996; M.A., University of California, Davis, 2000; Ph.D., University of California, Davis, 2003.

ADAM CARRINGTON, *Associate Professor of Politics*, 2014. B.A., Ashland University, 2007; M.A., Baylor University, 2011, Ph.D., 2014.

MICHAEL J. CLARK, *Wallace and Marion Reemelin Chair in Free-Market Economics and Associate Professor of Economics*, 2012. B.A., Hillsdale College, 2004; M.A., George Mason University, 2006; Ph.D., George Mason University, 2011; visiting assistant professor, University of Baltimore, 2008-11.

LEE COLE, *Associate Professor of Philosophy*, 2011. B.S., Hillsdale College, 2004; M.A., Villanova University, 2007, Ph.D., 2014; teaching assistant, 2005-07, instructor, 2007-08, Villanova University; research fellow, Jacques Maritain Center, Notre Dame University, 2010-11.

KELLY SCOTT FRANKLIN, *Associate Professor of English*, 2014. B.A., Franciscan University of Steubenville, 2005; M.A., Catholic University of America, 2009; M.A., Middlebury College, 2013; Ph.D., University of Iowa, 2014.

ANTHONY FRUDAKIS, *Associate Professor of Art*, 1991. M.F.A., University of Pennsylvania, 1992; Duke University, 1973; Pennsylvania Academy of the Fine Arts, 1975; National Academy of Design Daniel Chester French Award, 2001, National Academy of Design, The Artist's Fund Prize, 1991; National Sculpture Society: Gold Medal, 1982; Socrates Monument, Athens Square, Astoria, NY, 1993; Andromeda, monumental bronze, East Lansing, 2000; member and fellow of the National Academy of Design and the National Sculpture Society.

DAVID GAEBLER, *Associate Professor of Mathematics*, 2013. B.S., Harvey Mudd College, 2004; M.A., Westminster Seminary, 2006; M.A., University of California–Los Angeles, 2008; Ph.D., University of Iowa, 2013.

MATTHEW GAETANO, *Associate Professor of History*, 2011. B.A., Hillsdale College, 2005; M.A., University of Pennsylvania, 2007, Ph.D., 2013.

JOHN W. GRANT, *Chairman and Associate Professor of Politics*, 2010. B.A., Eureka College, 1994; M.A., University of Dallas, 1997; Ph.D., 2009.

KHALIL HABIB, *Associate Professor of Politics*, 2018. B.A., University of Maine, 1996; M.A., University of Toronto, 1997; Ph.D., Boston University, 2006; adjunct professor, Boston University, 2002-06; assistant and associate professor, Salve Regina University, 2005-18.

DARRYL HART, *Distinguished Associate Professor of History*, 2010. B.A., Temple University, 1979; M.A.R., Westminster Theological Seminary, 1981; M.T.S., Harvard University, 1983; M.A., Johns Hopkins University, 1985; Ph.D., Johns Hopkins University, 1988; director of the Institute for the Study of American Evangelicals and assistant professor, Wheaton College, 1989-93; library director and associate professor, Westminster Theological Seminary, 1993-00; academic dean and professor, Westminster Seminary California, 2000-03; director of Academic Projects, Intercollegiate Studies Institute, 2003-08.

PAUL T. HOSMER, *Chairman and Associate Professor of Physics*, 2012. B.A., Hillsdale College, 1999; M.S., Michigan State University, 2001; Ph.D., Michigan State University, 2005; instructor, United States Navy, 2005-10; affiliate professor, Spring Arbor University, 2010-11; assistant professor, Carson-Newman College, 2011-12.

ERIC J. HUTCHINSON, *Director of Collegiate Scholars Program and Associate Professor of Classics*, 2007. B.A., Hillsdale College, 2002; M.A., Bryn Mawr College, 2004; Ph.D., 2009.

RYAN HUTCHINSON, *Associate Professor of Mathematics*, 2008. B.S., University of Michigan, 2000; M.S., University of Notre Dame, 2004; Ph.D., University of Notre Dame, 2006; assistant professor, Bemidji State University, 2006-08.

PETER JENNINGS, *Associate Professor of Management*, 2016. B.S., Miami University, 1989; M.B.A., Michigan State University, 1996; Ph.D., Arizona State University, 2013.

DOUGLAS R. JOHNSON, *Associate Professor of Management*, 2013. B.A., Wabash College, 1985; graduate study, California Institute of Technology, Pasadena, 1986; Ph.D., Anderson Graduate School of Management at University of California–Los Angeles, 1995.

SILAS F. JOHNSON, *Associate Professor of Biology*, 2014. B.S., Hillsdale College, 2004; Ph.D., University of Michigan, 2012; post-doctoral fellow and instructor, University of Michigan, 2012-13; instructor, United States Air Force Academy, 2013-14.

KELLI KAZMIER, *Associate Professor of Chemistry*, 2016. B.S., Beloit College, 2007; Ph.D., Vanderbilt University, 2013; postdoctoral research, Vanderbilt University, 2014.

DUTTON KEARNEY, *Associate Professor of English*, 2011. B.A., University of Texas at Austin, 1991; M.T.S., University of Dallas, 1999; M.A., 2003; Ph.D., 2005; assistant professor, Aquinas College, 2005-11.

DWIGHT LINDLEY, *Associate Professor of English*, 2011. B.A., Hillsdale College, 2004; M.A., University of Dallas, 2008, Ph.D., 2011; adjunct instructor, University of Dallas, 2009-11.

KOREY D. MAAS, *Associate Professor of History*, 2012. B.A., Concordia University–River Forest, 1993; M.Div., Concordia Seminary, 1998; S.T.M., Concordia Seminary, 1999; D. Phil., St. Cross College, University of Oxford, 2006; assistant professor, Christ College, Concordia University–Irvine, 2005-12.

TODD K. MACK, *Associate Professor of Spanish*, 2017. B.A., Brigham Young University, 2005, M.A., 2007; Ph.D., Stanford University, 2012; visiting assistant professor, Brigham Young University, 2011-13; assistant professor, Southern Utah University, 2013-2017.

CHRISTOPHER MARTIN, *Associate Professor of Economics*, 2014. B.A., Yale University, 1999; M.Phil., Cambridge University, 2001; M.A., George Mason University, 2010; Ph.D., 2012.

KARI L. MCARTHUR, *Chairwoman and Associate Professor of Psychology*, 1995. B.A., Kalamazoo College, 1986; M.A., University of Notre Dame, 1990, Ph.D., 1995.

COURTNEY E. MEYET, *Associate Professor of Chemistry*, 2013. B.S., California State Polytechnic University, 1998; B.S., California State University, 2008; M.S., University of California–Riverside, 2010; Ph.D., 2013.

DAVID C. MURPHY, *Associate Professor of Mathematics*, 2007. B.A., Western Michigan University, 1996; M.S., University of Illinois at Urbana-Champaign, 1998; Ph.D., University of Illinois at Urbana-Champaign, 2004; graduate teaching assistant, University of Illinois at Urbana-Champaign, 1996-00, 2003-04; assistant professor, Kalamazoo College, 2004-07.

LORRAINE MURPHY, *Associate Professor of English*, 2011. B.A., Davidson College, 1998; M.A., Loyola University Chicago, 2004; Ph.D., 2008; visiting assistant professor, Berry College, 2009-11.

SANG-CHUL NAM, *Associate Professor of Biology*, 2018. B.S., Seoul National University, 1986; M.S., Korea Advanced Institute of Science and Technology, 1988; Ph.D., Korea Advanced Institute of Science and Technology, 2001; postdoc, Baylor College of Medicine, 2001-06; assistant professor, Baylor University, 2006-13; associate professor, Texas A&M International University, 2013-18.

STEPHEN P. NAUMANN, *Associate Professor of German*, 2013. B.A., pre-seminary studies, Martin Luther College, 2001; B.A., German, Western Michigan University, 2005; M.A., Michigan State University, 2006; Ph.D., 2012; Fulbright-Hays fellow, Poznań, Poland, and Berlin, Germany, 2009-10; Kosciuszko Foundation fellow, Poznań, Poland, 2010-11; visiting assistant professor, Pennsylvania University, 2011-13; German School Faculty, Middlebury College, summer 2014 and 2016.

JOSEPH POSTELL, *Associate Professor of Politics*, 2020. B.A., Ashland University, 2001; M.A., University of Dallas, 2005, Ph.D., 2010.

SHERRI ROSE, *Associate Professor of French*, 2015. B.A., Centre College, 2004; M.A., University of Virginia, 2006, Ph.D., 2013; visiting assistant professor, Earlham College, 2013-15.

KEVIN SLACK, *Associate Professor of Politics*, 2013. B.A., Indiana University, 1999; M.A., University of California–Davis, 2003; M.A., University of Dallas, 2006, Ph.D., 2009.

CHARLES N. STEELE, *Herman A. and Suzanne S. Dettwiler Chair in Economics, Chairman of Economics and Business Administration, and Associate Professor of Economics*, 2006. B.A., Montana State University, 1978; M.S., 1990; Ph.D., New York University, 1997; adjunct instructor, Montana State University, 1995-98, 2003-06; adjunct professor, University of Colorado-Denver,

China Agricultural University (Beijing), and Moscow State University (Russia), 1998-99; visiting professor, National University of Kyiv-Mohyla Academy (Kyiv, Ukraine), 1999-01; economic consultant, Watts and Associates, Inc., 2002-06; visiting scholar, Institute for Health, Health Care Policy and Aging Research, Rutgers, the State University of New Jersey, 2012-13.

DANIEL TACKE, *Associate Professor of Music*, 2016. B.Mus., Oberlin Conservatory of Music, 2006; M.A., University of California at San Diego, 2008; Ph.D., 2012.

ANNE THEOBALD, *Associate Professor of French*, 2015. B.A., College of St. Benedict, 2002; M.A., University of Wisconsin-Madison, 2005; Ph.D., 2011; assistant professor, Ithaca College, 2011-15.

JORDAN WALES, *Associate Professor of Theology*, 2014. B.S., Swarthmore College, 2001; M.Sc., University of Edinburgh, 2002; Postgraduate Diploma in Theology, Linacre College, Oxford University, 2003; M.T.S., University of Notre Dame, 2007; Ph.D., 2015.

LAURY WARD, *Associate Professor of Classics*, 2011. B.A., classics, B.A., philosophy, B.S., psychology, Virginia Polytechnic Institute and State University, 2003; M.A., 2004; Ph.D., Duke University, 2011; teaching assistant/instructor, Duke University, 2007-10.

SAMUEL G. WEBSTER, *Associate Professor of Mathematics*, 2004. B.S., Villanova University, 1998; M.S., University of Maryland, Baltimore County, 2001; Ph.D., 2004; graduate teaching assistant and instructor, University of Maryland, Baltimore County, 1999-04.

BENEDICT WHALEN, *Associate Professor of English*, 2014. B.A., University of Dallas, 2008; M.A. and Ph.D., University of Nevada, Las Vegas, 2010, 2013.

FRED YANIGA, *Chairman and Associate Professor of German*, 2010. B.A., Ohio University, 1991; M.A., Washington University in St. Louis, 1993; Ph.D., Washington University in St. Louis, 2007; Lecturer, Universität Tübingen, Germany, 1999-01; Fulbright Scholar, Vienna, Austria, 1993-95; Study Abroad Coordinator, Göttingen, Germany, 1995; Senior Lecturer in German and Director, Modern Language Center, Butler University, 2001-09.

Assistant Professors

MARDI BILLMAN, *Assistant Professor of Chemistry*, 2017. B.A., College of St. Benedict, 2011; Ph.D., Colorado State University, 2016.

MICHAEL CHAMBERS, *Visiting Assistant Professor of English*, 2016. B.A., University of Virginia, 2008; M.A., 2011; Ph.D. candidate, Indiana University, 2012-present; associate instructor, Indiana University, 2012-15.

IAN CHURCH, *Assistant Professor of Philosophy*, 2016. B.A., Ball State University, 2005; M.Litt., St. Andrews-Stirling Joint Programme, 2008, Ph.D., 2012.

MATTHEW DOGGETT, *Assistant Professor of Rhetoric and Director of Debate*, 2010. B.A. and B.S., Appalachian State University, 1995, M.A., 1997; Ph.D, University of Memphis, 2008.

TIMOTHY DOLCH, *Assistant Professor of Physics*, 2015. B.A., California Institute of Technology, 2003; M.A., Johns Hopkins University, 2008, Ph.D., 2012.

JOSHUA FINCHER, *Visiting Assistant Professor of Classics*, 2017. B.A., University of Washington, 2008; M.A., M. Phil., Yale University, 2012, Ph.D., 2015.

DONALD FOX, *Visiting Assistant Professor of Scenic Design and Technical Director of Theatre Arts*, 2017. B.F.A., Baylor University, 1994; M.F.A., Wayne State University, 1997.

ELIZABETH FREDERICKS, *Assistant Professor of English*, 2018. B.A., Hope College, 2005; MATS Studies, Regent College, 2009; M.A., Durham University, 2010; Ph.D., Baylor University, 2016.

KEVIN GERSTLE, *Assistant Professor of Mathematics*, 2018. B.A., Kenyon College, 2011; M.S., University of Iowa, 2013, Certificate in College Teaching, 2015, Ph.D., 2016.

CHRISTOPHER HECKEL, *Assistant Professor of Biology*, 2019. B.S., Hillsdale College, 1999; M.A., Georgia Southern University, 2004; Ph.D., University of Pittsburgh, 2015.

JEFFREY HERTEL, *Assistant Professor of German*, 2020. B.A., Indiana University Bloomington, 2012, M.A., 2014; Ph.D., Duke University, 2020.

HOLLY J. HOBBS, *Assistant Professor of Dance*, 2007. B.A., Western Michigan University, 1997; M.F.A., University of Michigan, 1999; adjunct professor, Bowling Green State University, 1999-00; instructor, Peter Sparling Dance Company/Dance Gallery Studio, 1999-07; adjunct lecturer and guest artist, Eastern Michigan University, 2002-13; lecturer in dance, Hillsdale College, 2007-13.

KURT E. KIRNER, *Head Swimming and Diving Coach and Assistant Professor of Sport Studies*, 2007. B.S., University of Wisconsin-Milwaukee, 1983; M. S., New Mexico State University, 1987; Ph.D. candidate, University of Minnesota-Twin Cities, 1989-92; head swimming coach and recreation center coordinator, Lawrence University, 1991-07.

CATHERINE SIMS KUIPER, *Collegiate Assistant Professor*, 2019. B.A., Hillsdale College, 2012; M.A., University of Notre Dame, 2014, Ph.D., 2018.

STEPHANIE LAUBACK, *Assistant Professor of Physics*, 2020. B.S., Ohio Northern University, 2012; M.S., The Ohio State University, 2015, Ph.D., 2017.

WILLIAM J. LUNDBERG, *Assistant Professor of Sport Studies and Hayden Park Fitness/Recreation Director*, 1985. B.A.E., Kansas University, 1977; M.S., Eastern Michigan University, 1984; head track coach and assistant director of admissions, Jackson Community College, 1977-81; assistant track coach, University of Michigan, 1981-83; teaching fellow, Eastern Michigan University, 1983-84; assistant cross-country and track coach, Eastern Michigan University, 1984-85, cross-country and track coach, Hillsdale College, 1985-11.

CHRISTOPHER MATSOS, *Assistant Professor of Theatre*, 2018. B.A., The College of Wooster, 2000; M.F.A., University of Florida, 2003; Ph.D., The Ohio State University, 2010.

BLAKE MCALLISTER, *Assistant Professor of Philosophy*, 2016. B.A., Pepperdine University, 2007; M.A., Baylor University, 2013, Ph.D., 2016.

KEITH E. OTTERBEIN, *Head Football Coach and Assistant Professor of Sport Studies*, 2002. B.A., Hillsdale College, 1979; M.A., Central Michigan University, 1983; linebacker coach and development officer, Hillsdale College, 1979-81; graduate assistant and tight end coach, Central Michigan University, 1982-83; defensive coordinator, Ferris State University, 1984-85; head football coach, Ferris State University, 1986-95; recruiting coordinator and running backs coach, Ball State University, 1995-01.

PATRICK OWENS, *Visiting Assistant Professor of Classics*, 2019. B.A., Fordham University, 2005; M.A., University of Kentucky, 2009; Ph.D., Salesian University, 2015.

KATIA SHERMAN, *Assistant Professor of Spanish*, 2017. B.M., Oberlin College Conservatory of Music, 1992, M.M., 1994; M.A., University of Virginia, 2010, Ph.D., 2014.

MILES SMITH, *Visiting Assistant Professor of History*, 2020. B.A., College of Charleston, 2006; M.A., College of Charleston/the Citadel, the Military College of South Carolina, 2008; Ph.D., Texas Christian University, 2013.

JAN STARCZEWSKI, *Assistant Professor of French*, 2020. B.A., University of Nice, 2004; Certificate of Completion of the Foreign Language Teaching Assistant Program, Harwick College, 2007; M.A., University of Wisconsin, 2013, Ph.D., 2018.

DEREK L. STAUFF, *Assistant Professor of Music*, 2015. B.M., Grove City College, 2003; M.M., Jacobs School of Music, Indiana University, 2006; M.A., 2006; Ph.D., 2014.

ETHAN STONEMAN, *Assistant Professor of Rhetoric and Public Address*, 2017. B.A., University of Pittsburgh, 2006; M.A., University of Colorado Boulder, 2009; Ph.D., University of Pittsburgh, 2014.

JAMES STRASBURG, *Assistant Professor of History*, 2018. B.A., Valparaiso University, 2010; Fulbright Research Scholar, 2011; M.T.S., Duke University, 2013; M.A., University of Notre Dame, 2015; Ph.D. candidate, University of Notre Dame.

CODY STRECKER, *Visiting Assistant Professor of Theology*, 2019. B.A., Hillsdale College, 2009; M.T.S., Duke University, 2014; Ph.D., Baylor University, 2019.

JULIOSUAREZ, *Assistant Professor of Art*, 2017. B.F.A., School of Visual Arts, 2013; M.F.A., Indiana University Bloomington, 2017.

ANNA VINCENZI, *Assistant Professor of History*, 2020. B.A., Università Cattolica de Sacro Cuore, 2011; M.A., University of Notre Dame, 2016, Ph.D., 2020.

PAULINA VOLOSOV, *Assistant Professor of Mathematics*, 2020. B.S., Hillsdale College, 2014; M.S., Rensselaer Polytechnic Institute, 2016, Ph.D., 2019.

DONALD J. WESTBLADE, *Assistant Professor of Religion*, 1988. B.A., Williams College, 1974; M.Div., Fuller Theological Seminary, 1978; M.A., Yale University, 1983; M.Phil., Yale University, 1987; teaching fellow, Yale Divinity School, 1982-83; teaching fellow, Yale College, 1983-85; tutor, Yale College, 1983-86; instructor, Albertus Magnus College, 1985.

BENJAMIN WINEGARD, *Assistant Professor of Psychology*, 2018. B.S., Grand Valley State University, 2009; M.A., University of Missouri, 2012, Ph.D., 2015.

CHARLES YOST, *Assistant Professor of History*, 2020. B.A., University of St. Thomas, 2010; M.A., Columbia University, 2012; Byzantine Greek Summer School, Dumbarton Oaks, 2014; M.M.S., University of Notre Dame, 2014, Ph.D., 2019.

CARL YOUNG III, *Assistant Professor of Classics*, 2017. B.A., University of New Mexico, 2007; Ph.D., Duke University, 2016.

QIANYING (JENNIE) ZHANG, *Assistant Professor of Finance and Economics*, 2018. B.S., East China Normal University, 2009; M.S., University of Illinois–Urbana-Champaign, 2010; Ph.D., Florida International University, 2017.

Instructors

SONJA BINDUS, *Director, Mary Proctor Randall Preschool*, 2000. B.A., Hillsdale College, 1992; M.A., Spring Arbor University, 2002.

BRAD W. BLACKHAM, *Artist/Teacher of Music (Piano)*, 2005. B.M., Kent State University, 1993; M.M., The Cleveland Institute of Music, 1997; D.M.A. candidate, The Ohio State University, 2005; keyboardist, the Cleveland Orchestra, Pittsburgh Symphony Orchestra, Canton Symphony Orchestra, Akron Symphony Orchestra; accompanist, Otterbein College, 1999-00; Kenyon College, 2000-01; faculty, the Conservatory of Piano, 2001-02; teaching assistant, The Ohio State University, 2002-05.

JONATHAN CHURCH, *Instructor in Rhetoric and Public Address*, 2019. B.A., Hillsdale College, 2017; M.A., Gonzaga University, 2019.

STACEY JONES-GARRISON, *Artist/Teacher of Music (Percussion)*, 2013. B.M., Michigan State University, 1999; adjunct percussion faculty, Olivet College, 2002-04, Lansing Community College, 2003-07, Albion College, 2003-11, Spring Arbor University, 2004-12; artist in residence, Michigan State University, 2002; Jackson Symphony Orchestra, 2000-present; Lansing Symphony Orchestra, 1998-present; Washington State University Artist in Residence, 2013; Oregon Coast Music Festival Orchestra and Chamber Percussion, 1996-10; Michigan State University Catherine Herrick Cobb Graduate Fellow, 2000-02.

DEANNA MACKIE, *Instructor in Accounting*, 2017. B.S., M.P. Acy., University of Nebraska–Lincoln.

CHRISTOPHER C. MCCOURRY, *Artist/Teacher of Music (Trumpet) and Director of Jazz Ensembles*, 1997. B.M., Ohio State University, 1987; M.Mus., University of North Texas, 1990; Specialist in Music Performance (trumpet), University of Michigan, 1992; instructor, Jackson Symphony Institute, 1990-91; Dexter Community Education, 1992-93; Albion College, 1993-94; member, Jackson Symphony, 1990-92; Flint Symphony, Lansing Symphony, Saginaw Symphony, 1992-95; Cleveland Pops Orchestra, 1997-98; Firelands Symphony, 1998-99.

SUSAN PUTNAM, *Head Teacher, Mary Proctor Randall Preschool*, 2005. B.A., Saginaw Valley State University, 1992; substitute teacher, 1993-94; assistant women's basketball coach, Hillsdale College, 1993-04.

ANGELICA J. PYTEL, *Visiting Lecturer of Biology*, 2003. B.S., Ohio Northern University, 1998; graduate student, Bowling Green State University, 1998-2003; teaching assistant, Bowling Green State University, 1998-2002.

MARYJANE RUMLER, *Head Teacher, Mary Proctor Randall Preschool*, 2008. B.S., Salisbury University, 1988; substitute teacher, 1989-92; child care center director, 1992-96.

AMANDA M. STECHSCHULTE, *Instructor in Spanish*, 1996. B.A., Saint Mary's College; M.A., University of Texas, Austin; Ph.D. candidate, University of Michigan; assistant instructor, University of Texas, 1992-93; teaching assistant, University of Michigan, 1993-96; Spanish instructor, Middlebury College, 1994.

DEBRA WYSE, *Artist/Teacher of Music (Piano)*, 1995, and *Assistant Choral Conductor*, 1997. B.A., Bowling Green State University, 1975; director of vocal music, Page County, Virginia, Public Schools, 1975-76; Hillsdale Arts Chorale accompanist, 1980-85; independent piano instructor, 1975-present; staff accompanist, Hillsdale College, 1981-97; piano instructor, Hillsdale College, 1997-present.

Part-Time Faculty

BRIAN ANDERSON, *Lecturer in Sport Studies*, 1977. B.A., Hillsdale College, 1979; 6th-Dan-Black-Belt-Master-Level, 1997; proprietor of Anderson's Gym, Hillsdale, 1985-present.

JOSEPH A. BANACH, *Lecturer in Business*, 2014. B.S., Loyola University of Los Angeles, 1970; M.B.A., University of Southern California, 1974; engineer and manager, TRW, Hughes Aircraft, and Raytheon Companies, 1970-05; registered investment advisor, Colorado and Nevada, 2006-13; chartered financial analyst.

SCOT BERTRAM, *General Manager WRFH Radio and Lecturer in Journalism*, 2016. B.A., North Central College, 2002.

MICHAEL J. BEYER, *Sage Center for the Arts Production Manager and Lighting Designer*, 2004. B.A., Ashland University, 2001; M.F.A., Wayne State University, 2004; lighting designer, Attic Theatre, 2001-02; Hilberry Repertory Theatre, 2002-04; Bonstelle Theatre, 2003; Ashland Summer Theatre Festival, 2003; Edinburgh Fringe Festival; Theatre by the Sea; The Performance Network; Michigan Shakespeare Festival; Jewish Ensemble Theatre; Cain Park; Ensemble Theatre.

DEDRA BIRZER, *Lecturer in History and Rhetoric*, 2000. B.A., Texas Lutheran University, 1991; M.A., University of Wisconsin-Madison, 1993; Ph.D., University of New Mexico, 2000.

TIMOTHY W. CASPAR, *Lecturer in Politics*, 2005. B.A., Hillsdale College, 1994; Ph.D., Claremont Graduate University, 2006; director of seminars, 2000-08; associate vice president for External Affairs, 2008-present; deputy editor, *Imprimis*, 2000-present.

JONATHAN CHURCH, *Lecturer in Rhetoric and Director of Mock Trial*, 2019. B.A., Hillsdale College, 2017.

ELLEN M. CONDUCT, *Lecturer in English and Collegiate Scholars Program*, 2014. B.A., Belhaven College, 1998; Ph.D., Baylor University, 2010.

KATHLEEN A. CONNOR, *Lecturer in Sport Studies*, 1988. B.L.S., Hillsdale College, 1979; M.A., Eastern Michigan University, 1992.

DOUGLAS A. COON, *Lecturer in Art*, 2005. B.S., Western Michigan University, 1986; director of creative media, Hillsdale College, 1990-20; lecturer in art, Hillsdale College, 2003.

DOUGLAS DOBROZSI, *Director of Science Laboratories*, 2020. B.S., The Ohio State University; Ph.D., University of Cincinnati College of Pharmacy.

CHRISTOPHER D. GRAVEL, *Head Volleyball Coach and Lecturer in Sport Studies*, 1996. B.S. Grand Valley State University, 1994; assistant women's volleyball coach, Wayne State University, 1992-93; instructor of physical education, assistant women's volleyball coach and men's club head volleyball coach, Grand Valley State University, 1994-96.

STEPHANIE GRAVEL, *Assistant Volleyball Coach and Lecturer in Sport Studies*, 1998. B.S., Grand Valley State University, 1995; licensed massage therapist/state certification, 1996; personal fitness program developer/sales associate, American Health Fitness Center, 1993-94; varsity and J.V. volleyball coach, Grandville High School, 1994-95; personal trainer/sales associate, Powerhouse Gym, 1995-96; permanent substitute teacher, Fowlerville Public Schools, 1996; certified massage therapist/chiropractic assistant, 1996; professional athlete, Midwest Professional Volleyball Association, 1994-97.

JONATHAN GREGG, *Lecturer in Mathematics*, 2015. B.A., Hillsdale College, 2011; M.A., University of Chicago, 2015.

JILLIAN HOPPER, *Lecturer in Dance*. B.A., Middlesex University, 2007; M.F.A., University of Michigan, 2012.

RITA A. JENKINS, *Lecturer in Sport Studies*, 1998. B.S., Asbury College, 1992; M.S., Eastern Kentucky University, 1995; teacher, Assembly Christian School, 1992-94, 1995-96; Waldron Area Schools, 1996-97.

CORINNE LANGFORD, *Lecturer in Theatre*, 2019. B.S., University of Michigan, Flint, 2013, M.F.A., University of Michigan, Flint, 2016.

CHRISTINA MAIER, *Lecturer in Business and English*, 2005. B.A., Hillsdale College, 1998; M.A., University of Michigan, 2000.

MARK MAIER, *Lecturer in English and Senior Advisor to the Provost*, 2008. B.A., Hillsdale College, 1998; M.L.I.S., University of South Carolina, 2003; director, Hillsdale Community Library, 2005-08; Public Services Librarian, Hillsdale College, 2008-11.

STEPHEN J. MARKMAN, *Distinguished Visiting Lecturer of Politics*, 1993. B.A., Duke University, 1971; J.D., University of Cincinnati Law School, 1974; legislative assistant, U.S. House of Representatives, 1975-78; chief counsel, U.S. Senate Subcommittee on the U.S. Constitution, 1978-85; deputy chief counsel, U.S. Senate Committee on Judiciary, 1984; Assistant Attorney General of the U.S., 1985-89; U.S. Attorney, Michigan, 1989-93; attorney, Miller, Canfield, Paddock & Stone, 1993-94; judge, Michigan Court of Appeals, 1995-1999; Justice, Michigan Supreme Court, 1999-present.

JOHN J. MILLER, *Director of the Herbert H. Dow II Program in American Journalism and Lecturer in Journalism*, 2011. B.A., University of Michigan, 1992.

LYNNE NEUKOM, *Athletic Training Program Director*, 2008. B.A., Hillsdale College, 1991; M.S., Western Michigan University, 1993.

TERRIL PARDEE, *Lecturer in Psychology*, 2012. B.A., Spring Arbor College, 1986; M.A., Michigan State University, 1991; Ph.D., Andrews University, 2007; professor, Spring Arbor University, 2009-present.

ADAM RICK, *College Chaplain*, 2016. B.A., Spring Arbor University, 2005; Double M.A., Gordon-Conwell Theological Seminary, 2009; Th.M., Boston College, 2012; ordained Presbyterian, Anglican Church in North America, 2012; assisting clergy, Christ the Redeemer Anglican Church, Danvers, MA, 2012-2013; rector, Christ Church Anglican on the Main Line, Wayne, PA, 2013-2016; rector, Holy Trinity Parish, Hillsdale, MI, 2016-present.

MICHAEL K. ROBERTS, *Lecturer in Sport Studies and Assistant Headmaster and Director of Athletics at Hillsdale Academy*, 2007. B.A., Hillsdale College, 1998; teacher, Sturgis Migrant Summer Education Program, 1997-98; graduate assistant, Hillsdale College, 1998-99; coach, Sturgis Middle School and Sturgis High School, 1999-00; teacher and coordinator, Sturgis High School Alternative Education, 1999-00; coach, Cheyenne Mountain Junior High and Cheyenne Mountain Senior High, 2000-02; teacher, Cheyenne Mountain Junior High School.

KRISTIN SCHLEY, *Lecturer in Theatre and Dance*. B.A., University of Colorado; M.S., Eastern Michigan University.

MARIA SERVOLD, *Assistant Director of the Herbert H. Dow II Program in American Journalism and Lecturer in Journalism*, 2011. B.A., Hillsdale College, 2010.

CARTER SNIDER, *Lecturer in Business*, 2013. B.A., West Virginia University, 1976; M.A., West Virginia University, 1977.

DOUGLAS R. SPANGLER, *Lecturer in Dance*, 2007. B.A., Hillsdale College, 1994; M.A. (piano performance), Michigan State University, 1997; M.A. (music theory), Michigan State University, 1999; private piano instructor, 1998-12; adjunct music instructor, Hillsdale College, 1999-15; pianist/organist, St. Anthony Catholic Church, Hillsdale, MI, 1999-06; music director, St. Anthony Catholic Church, Hillsdale, MI, 2006-13; liturgical composer and music director, St. Mary on the Lake Catholic Church, Manitou Beach, MI, 2016-present.

BRITA STONEMAN, *Lecturer in Rhetoric*, 2018. B.A., University of Minnesota, 2007; M.A., University of Pittsburgh, 2009, Ph.D., 2015.

JOHN STUDEBAKER, *Lecturer in Religion*, 2008. B.S., Michigan State University; M.Div., 1989, International School of Technology; Ph.D., 2003, Trinity Evangelical Divinity School.

JOHN THARP, *Head Men's Basketball Coach and Lecturer in Sport Studies*, 2007. B.A., Beloit College, 1991; M.A., Beloit College, 1993; men's basketball coach, Lawrence University, 1994-07.

Librarians

GEORGE ALLEN, *Public Services Librarian*, 2019. B.A., Hillsdale College, 2009; M.L.I.S., Wayne State University.

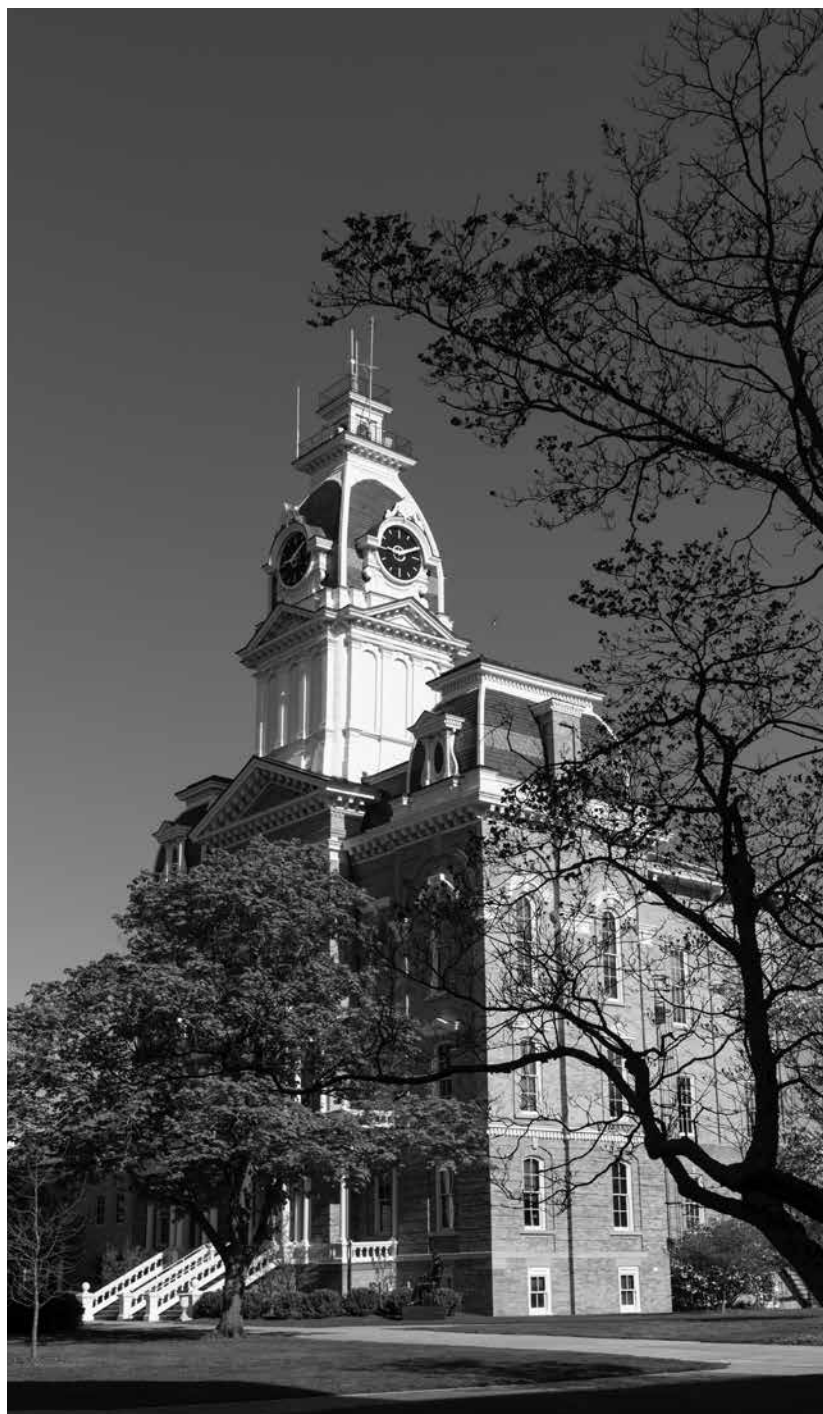
LORI CURTIS, *Archivist and Special Collections Librarian*, 2019. B.S., Pacific Union College, 1980; M.A., University of California, Riverside, 1983; M.L.S., University of California, Los Angeles, 1987.

AARON KILGORE, *Technical Services Librarian*, 2019. B.A., Hillsdale College, 2012; M.L.I.S., University of Michigan School of Information, 2017.

MAURINE W. MCCOURRY, *Library Director*, 2000. B.A., University of the South, 1988, M.I.L.S., University of Michigan, 1994; Ph.D., Dominican University, 2014; technical library assistant, University of Michigan Libraries, 1991-95; assistant librarian, Oberlin College Conservatory of Music Library, 1995-2000.

LEANNE RUMLER, *Technical Services Librarian*, 2014. B.S., Michigan State University, 1982; M.L.I.S., Wayne State University, 2013.

BRENNAN M. WADE, *Public Services Librarian*, 2011. B.A., Hillsdale College, 2008; M.L.S., Indiana University, 2011; technical services librarian, Hillsdale College, 2011-14.



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THE HILLSDALE COLLEGE ALUMNI ASSOCIATION

Established in 1865, the Hillsdale College Alumni Association resolves to promote the development and maintenance of a bond between the alumni and the College, to keep the alumni fully informed of news from the College, to reflect the views of the alumni on matters affecting the College, to help maintain and raise the standards of the College, to aid in the enrollment of new students, and to encourage all alumni to support the College tangibly on an annual basis.

All graduates and all former students who have attended Hillsdale College for a period of four semesters (two years) automatically receive membership in this non-dues-paying organization. All non-graduates will be designated as members of the class they would have graduated with had they remained at Hillsdale College. The Alumni Association holds membership in the Council for the Advancement and Support of Education (CASE). Alumni are informed about their college through *Hillsdale Magazine*, published three times each year, alumni social media accounts, and the alumni website: alumni.hillsdale.edu.

A 30-member Board functions as the advisory branch of the Alumni Association. This Board meets three times per year. Board responsibilities include planning the Alumni Awards Banquet, Homecoming activities, and student/alumni activities. As part of Homecoming Weekend, Hillsdale alumni chosen for outstanding accomplishments in their respective fields and/or their notable service on behalf of the College are honored by the College and the Alumni Association. Since 1951, more than 300 alumni have been so honored. Alumni receptions are held in cities throughout the U.S. on an annual basis.

The Alumni Board

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 Roger G. Bisschop, '59
 James R. Buck, '55
 Roger C. Davis, '56
 James E. Fetherston, '56
 Stephen S. Higley, '66
 John Lauria, '95
 Jeffrey Loehnis, '80

Charles B. Long, '71
 Thomas M. Martilotti, '67
 Normajean Thompson Rerucha, '59
 Brendan A. Ringlever, '92
 Patricia Rooney, '77
 Karin Tiettmeyer Sullivan, '88
 Edward M. Swanson, '60
 Bernard E. Tishkowsky Jr., '59
 Linda Berk Voit, '73

Honorary Members

Ronda Doane Deer, '60 Northville
 Greg McLogan, '88 Kalamazoo
 Thelma Mullin Sim, '57 Northville

Executive Director of Alumni Relations

Colleen McGinness, '04 Hillsdale



HILLSDALE ASSOCIATES

The Hillsdale College Associates are a group of volunteers who contribute their time and energy in a variety of ways to advance the College's mission. They serve as hosts for receptions and luncheons across the country, as liaisons between the College and prospective donors, and also connect prospective students and their families to the College. In general, Associates excel as ambassadors for the College and its students. They also share College materials with like-minded friends, politicians, journalists, school principals, teachers and those who share the College's commitment to independent academic excellence. Associates widen the College's circle of friends through the addition of names of friends, family, and business colleagues to the *Imprimis* subscribership list. There are 528 Hillsdale College Associates representing 41 states and two foreign countries.

THE PARENTS ASSOCIATION

The purpose of the Parents Association is to assist Hillsdale College in the service and advancement of its mission.

Founded in 1844 “to furnish all persons who wish, irrespective of nationality, color, or sex, a literary, scientific or theological education...and to combine with this such moral, social and artistic instruction and culture as will best develop the minds and improve the hearts of the students,” Hillsdale College is dedicated to challenging but noble ends. In concert with the parents of its students, the College cultivates moral, spiritual and intellectual virtues that are good in and of themselves and necessary for free and self-governing citizens.

The Parents Association advances these ends by promoting all it does to achieve them, and by soliciting parents’ support for its efforts. Through involvement in College projects and functions, fundraising and student recruitment, and effective communication with parents and others, the Association serves students by helping the College enrich students’ lives through a classical liberal arts education, what Matthew Arnold called “the best of what has been known and said in the world.”

All parents of Hillsdale College students are members of the Hillsdale College Parents Association.

Director of Parent Relations	Mary Ewers
Assistant to the Director of Parent Relations.....	Cheryl Clawson
Chairs of the Parents Association Steering Committee.....	Matt and Kati Molloy
Vice-Chairs of Parents Association Steering Committee	Andrew and Abby Odell

Members of the Parents Association Steering Committee

Lowe and Risa Billingsley.....	Colorado
Charles and Michelle Bufkin.....	Texas
Jeff and Mary Lynn Bogdanovich.....	Washington
Bob and Kirstin Cenk.....	Pennsylvania
Brad and Julie Clark.....	Michigan
Bob and Jana Daley.....	South Carolina
Will and Marla Fieser.....	California
Michael and Glee Hoonhout.....	New York
Brian and Colleen Hroncich.....	Pennsylvania
Karl and Hua Johsens.....	California
Jay (Rusty) and Renee Korhonen.....	Michigan
Rose Lykins.....	Ohio
Mike and Kelly Manocchio.....	Ohio
Mike and Amy McClure.....	Indiana
Clyde and Susan Meckel.....	Nebraska
William and Carolyn Melanson.....	California
Matthew and Kati Molloy.....	Virginia
Merrill and Jena Morey.....	Indiana
Andrew and Abby Odell.....	Pennsylvania
Greg and Maureen (Momo) Renkes.....	Wyoming
Brian and Kaye Scovil.....	Minnesota
Brandon and Kourtney Shaeffer.....	California
Richard and Angela Teska.....	Illinois
Ed and Kiki West.....	Wisconsin
Joe and Anne Wheeler.....	Illinois

THE BOARD OF WOMEN COMMISSIONERS

Officers

President	Judy Resseguie Gabriele
Vice President	Becky Potter Michaels
Secretary	Carol Morley Beck
Treasurer	Sheri Scrivens Piper
Liaison to College	Sandra Ebaugh Henry

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Barbara Barron Auseon, Hillsdale	Cynthia Ashcraft Merritt, Hillsdale
Patricia Foust Bailey, '87, Hillsdale	Rebecca Potter Michaels, Chicago, Illinois
Barbara Breeden Beach, Hillsdale	Linda Morrison Monnich, Hillsdale
Carol Morley Beck, '77, Toledo, Ohio	Michaela Herring Moore, '94, Hillsdale
Melinda Foulke Beckwith, Hillsdale	Sonya Anderson Moore, Naples, Florida
Janet Piwonka Brodbeck, '67, Hillsdale	Kerri Lynn Shepherd Nash, Hillsdale
Judy Herrit Burgee, '73, Hillsdale	Lynne Herbener Neukom, '91, Hillsdale
Ronda Doane Deer, '60, Northville	Linda Allen Pavich, '61, Bloomfield Hills
Caroline Dent, '62, Shorewood, Illinois	Ashlee Pavka, '97, Beverly Hills
Mitzi McArthur Dimmers, '59, Hillsdale	Sheri Scrivens Piper, '83, Dorrs
Maria Miceli Dotterweich, Glen Arbor	Jane Scott Potter, '50, Hillsdale
Rachel Mohning Doty, '97, Osseo	Jennifer Tesch Potter, '96, Temperance
Nichole Grash Ellis, Hillsdale	Nancy Lee Presley, Angola, Indiana
Connie Copp Erholtz, '63, Hillsdale	Janelle Franzen Radtke, Milford
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Amy Roberts Fast, Osseo	Cynthia Fowler Scoggin, '81, Birmingham
Betty VanCamp Fast, Jonesville	Thelma Mullin Sim, '57, Northville
Onalee Townsend Foulke, '50, Hillsdale	Glorie Podgorski Stonisch-Jimenez, '61, Bonita Springs, Florida
Susan MacNeal Foulke, '68, Hillsdale	Jacquelyn Zielinski Sullivan, '87, Hillsdale
Meg Lauder Fowler, Osseo	Alexandra Jenkins Sumnar, Hillsdale
Judy Resseguie Gabriele, Hillsdale	Molly O'Meara Sumnar, '62, Hillsdale
Maxine Kraft Gaffney, Hillsdale	Karen Deer Sutton, Livonia
Kathleen McClellan Gremer, Anaheim, California	Beverly Kasper Taylor, '56, Hillsdale
Georgine Bashara Hayes, '61, Farmington Hills	Nancy Gillett Tefft, '66, Hillsdale
Sue Stoner Hayes, '61, Hillsdale	Sandra Becker Tishkowski, '59, Englewood, Florida
Sandra Ebaugh Henry, Hillsdale	Leslie Moriarty Tonnies, '75, Reading
Allison Brodbeck Hill, '91, Lathrup Village	Stacy Bryan Vondra, '95, Hillsdale
Karen Fester Hill, Hillsdale	Amy Schaefer Waldvogel, '91, Hillsdale
Roberta Schlamb Hill, Hillsdale	Maribeth Blecha Watkins, '82, Hillsdale
Betty Jean Brake Holton, Hillsdale	Louise VanAken Worms, '71, Hillsdale
Shirley Semenyn Jallad-Bator, '64, Plymouth	
Elizabeth Caulkins Kneen, Hillsdale	
Laura Willson Leutheuser, '85, Hillsdale	
Nancy Fell Leutheuser, Glenview, Illinois	
Dorothy Leonard Ley, '64, Holland	
Sharen Stone Mayers, Hillsdale	
Susan Zbozen McAlpine, '86, Berkley	
Ardath Blood McCall, Grand Rapids	

Distinguished Honorary Member

Eleanor Forster Leutheuser, '51, Hillsdale

Ex-Officio Members

Penelope Houghton Arnn, Hillsdale

Diane Taylor Philipp, '82, Osseo

TOTAL ENROLLMENT FOR 2019-2020

	MEN	WOMEN	TOTAL
Full-time academic	737	694	1431
Part-time academic	20	17	37
Total head count	757	711	1468

GEOGRAPHICAL SUMMARY FOR 2019-2020

Alabama.....	9	Michigan.....	468	Vermont.....	4
Alaska.....	1	Minnesota.....	41	Virginia.....	31
Arizona.....	27	Mississippi.....	2	Washington.....	41
Arkansas.....	1	Missouri.....	16	West Virginia.....	4
California.....	70	Montana.....	7	Wisconsin.....	50
Colorado.....	46	Nebraska.....	32	Wyoming.....	2
Connecticut.....	2	Nevada.....	2	Australia.....	1
Delaware.....	1	New Hampshire.....	3	Canada.....	4
District of Columbia.....	1	New Jersey.....	9	Colombia.....	1
Florida.....	26	New Mexico.....	7	Germany.....	1
Georgia.....	21	New York.....	20	Israel.....	1
Hawaii.....	4	North Carolina.....	11	Kenya.....	4
Idaho.....	12	North Dakota.....	1	Serbia.....	1
Illinois.....	82	Ohio.....	161	South Africa.....	2
Indiana.....	78	Oklahoma.....	5	United Kingdom.....	5
Iowa.....	12	Oregon.....	13	Vietnam.....	2
Kansas.....	7	Pennsylvania.....	16		
Kentucky.....	11	South Carolina.....	5		
Louisiana.....	3	South Dakota.....	2		
Maine.....	2	Tennessee.....	10		
Maryland.....	12	Texas.....	47		
Massachusetts.....	5	Utah.....	4		



INDEX

“Taking advantage of all that Hillsdale College has to offer will allow each student here to assert...I will prepare myself, and when the time comes, I will be ready.”

—THE HONORABLE CLARENCE THOMAS,
ASSOCIATE JUSTICE OF THE U.S. SUPREME COURT



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