

Course Catalog

2025-2026

HILLSDALE



HILLSDALE COLLEGE

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About

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 1,600 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.

Hillsdale College Founding Articles of Association

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 1,600 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 16 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 and Information

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.

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
- Applied Mathematics
- Art
- Biochemistry
- Biology
- Chemistry
- Classics
- Economics
- English
- Exercise Science
- Financial Management
- French

- German
- Greek
- History
- Latin
- Marketing
- Mathematics
- Music
- Philosophy
- Philosophy and Theology
- Physical Education
- Physics
- Politics
- Psychology
- Rhetoric and Media
- Spanish
- Sport Management
- Theatre
- Theology

Interdisciplinary Major Fields of Concentration

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

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

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
- American Studies
- Art
- Art History
- Biochemistry
- Biology
- Chemistry
- Classical Education
- Classics
- Computer Science
- Dance
- Early Childhood Education
- Economics
- English
- Entrepreneurship
- Financial Management

- French
- General Business
- German
- Graphic Design
- Greek
- History
- Journalism
- Latin
- Marketing
- Mathematics
- Military History and Strategy
- Military Leadership
- Music
- Philosophy
- Physical Education
- Physics
- Politics
- Psychology
- Rhetoric & Media
- Sociology
- Spanish
- Theatre
- Theology

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 27 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, computer science, 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 field of concentration qualify for a Bachelor of Science degree without the requirement of an additional minor. Courses for this major 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 followup 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
- Center for Constructive Alternative Seminars (CCA)
- Collegiate Scholars Program seminars and theses
- Dance 210
- Interdisciplinary Studies 391
- Journalism 180, 380, 381 and Pulliam seminars
- Music 180, 190, 196, 199, music ensembles, and music lessons for beginning students
- Rhetoric and Media 241, 251, 261
- Theatre 205

CLASS REGISTRATION GENERAL RULES

Students register for classes by seniority, according to their official Hillsdale start term; that is, their first regular semester of enrollment as a full-time, degree-seeking student of Hillsdale College. Students with greater seniority register first.

For the purpose of this policy, coursework taken prior to high school graduation, even if such coursework is intended to or may contribute to an eventual degree, will not be considered when determining registration priority.

Transfer students' number of completed, full-time, regular semesters as a degree-seeking student at prior, accredited colleges will be counted for the purpose of determining their Hillsdale registration start term.

Non-degree-seeking students will register after all regular, degree-seeking students.

If a student experiences a break in enrollment of two or more regular semesters, their registration start term will be adjusted accordingly.

Students register for Summer and Fall semester classes during April of the preceding Spring term. Registration for Spring semester classes occurs during November of the preceding Fall term.

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 always required. Freshmen students must obtain the signature of their academic advisor on any add/drop card. For other students, the advisor's signature is needed only if the course is 3 or more credits.

Once a course section has reached its maximum enrollment, a student may request special consideration from the instructor. If approved, the instructor will direct the Registrar's Office to register the student.

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

Credit Hours	Classification
1-25 hours	Freshman
26-55 hours	Sophomore
56-89 hours	Junior
90-124 hours	Senior

Please note: The above Classification of Students is not used to determine academic probation status or registration priority status.

Grading System

Letter grades are used to evaluate academic achievement.

Grade	Meaning
A	Excellent
B	Good
C	Satisfactory
D	Poor
F	Failed
I	Incomplete
W	Withdrawn
WF	Withdrawn Failing
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:

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

INCOMPLETE GRADES

Incomplete grades are temporary grades used to record a student's deficiency in completing course requirements for reasons that the instructor deems legitimate, for research and thesis coursework where the delay in completing course requirements is planned, and/or for instances when an instructor needs additional time to compute a final grade.

Incomplete grades have no credit hour or grade-point impact. Once resolved, an Incomplete grade is replaced with a new, final grade and no longer appears on the student transcript.

Incomplete grades must be resolved by the close of the next, regular semester. At that time, the instructor must supply a final grade based on work satisfactorily completed, otherwise the Registrar will record an "F" (Failing) grade. Instructors may later request to amend the grade through the normal grade change procedure.

No student will be permitted to graduate with an Incomplete grade.

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:

Student Credits*	Accumulative Grade-Point Average Required
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](#).

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 term in which the student completed 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.

Academic regalia—the gown, mortar board, tassel—signify one’s initiation into the “guild” of the learned. Their clerical character hails from the religious origins of higher education, and it continues to signify the highest purposes to which education aspires and the noblest uses that learning may serve.

As the “uniform” of the learned, regalia are strictly reserved for certain official occasions and uses, and they remain unornamented beyond duly academic markings. To wear regalia is to bear the insignia of one’s ordination to wisdom and one’s responsibility for truth.

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.

TRANSFER OF CREDIT

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

Hillsdale College will not grant transfer credit for coursework in a subject or discipline that it does not teach.

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: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, Higher Learning Commission, New England Commission of Higher Education, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools Commission on Colleges, and WASC Senior College and University Commission.

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.

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).

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.

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.

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.

The Collegiate Scholars Program

Hillsdale College seeks to enrich the academic experience of high-performing students by providing opportunities to become more thoroughly acquainted with 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.

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.

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.

CSP 101: The Liberal Arts Tradition 1 hour

An introduction to the history and ideals of liberal learning in the Western tradition, from the civilizations of ancient Greece and Rome to the present. Open to all students but required of Collegiate Scholars by the end of the fall semester of their sophomore year. Freshmen who express an interest in the Collegiate Scholars program will be encouraged to take this seminar during the spring semester of their first year. Offered fall and spring.

CSP 250-263: Collegiate Scholars Seminars 1 hour

Seminars generally build on Hillsdale College's core curriculum by focusing attention on one work, author, or theme from the core. Preference will be given to faculty proposals that focus on complete works covered only selectively in the core curriculum; a single author represented by only one work in the core; or a single thread or theme that unifies the core. Examples include Homer's *Iliad*, Plato's *Republic*, Aristotle's *Ethics*, or Tocqueville's *Democracy in America*; Galileo, Francis Bacon, or Milton; the epic, political tyranny, or What is Reason? Seminars will reinforce the College's core and also exemplify the interdisciplinary pursuit of the life of the mind in which no author or book belongs exclusively to one department or major. Four seminars required by end of senior year. Offered fall and spring. Open to all students. Exempt from tuition overload charges.

CSP 301: The Life of the Mind 1 hour

A seminar dedicated to 1) readings on the calling of the scholar, 2) training in research methods appropriate to the distinctive features of the senior thesis, and 3) preparation of an approved prospectus for the senior thesis, along with the establishment of a thesis committee. Fall or spring of junior year. Exempt from tuition overload charges.

CSP 401-402: Senior Thesis 1 hour

A year-long sequence of courses that guide the student in the final research, writing, and public defense of the senior thesis. The thesis will maintain focus on the interdisciplinary nature of liberal learning while also benefiting from the particular disciplinary knowledge and skills the student has acquired. Enroll for one credit each semester, senior year. Exempt from tuition overload charges.

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.

George Washington Fellowship Program

Along with the Washington-Hillsdale Internship Program (WHIP), the George Washington and Winston Churchill Fellowships Program is the chief component of Hillsdale's undergraduate educational programs based at Hillsdale College's Washington, D.C. campus. Launched in 2008, the fellowships 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 and Anglo-American civilization. In addition to the student's major, the George Washington Fellowship requires courses on American political thought and constitutional history. The Winston Churchill Fellowship requires courses on history and political thought, with an emphasis on international politics and military history. The program has four components: additional curriculum; 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 Fellowships Program ought to 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, George Washington and Winston Churchill Fellows will take additional courses from a list of options. Students can find more details and apply at dc.hillsdale.edu.

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 Curt Schilling; 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. Exempt from tuition overload charges.

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 Kimnach 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 32-40 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](#) and Career Services' Pathway to Professionalism are prerequisites for the program. The following courses are available to students participating in WHIP:

ECO 493: Contemporary Economics Issues in American Public Policy

This three-credit course examines the federal institutions that make economic policy in the United States. It does so by looking through the lens of recent public policy debates. The topics covered include economic growth, income inequality, monetary policy, tax policy, trade, health policy, and financial regulation. The goal is to provide students with a healthy mixture of theory and practice.

ENG 201: Great Books in Continental Literature

HST 303: Sectionalism and the American Civil War

IDS 393-11: American National Security Studies

This one-credit course provides a general overview of the key concepts and issues in the study of war, strategy, and national security policy. This course specifically aims to familiarize students with the analytical tools necessary to continue the study of national security issues beyond this class.

IDS 393-12: Constitutional Conflicts in the Early American Republic

This three-credit course will study the political and constitutional history of the early republic by exploring the debates and arguments of the era, first between the colonists and the British, and then among the Americans themselves. It will explore the contested meaning of the American Revolution, the debates about constitution writing and the meaning of republican government. It will also explore the controversy over the process of founding a republic, and then carrying new constitutions into effect, including controversies and debates about internal improvements, the national bank, expansion, and slavery, among other subjects.

IDS 597: Law and Constitution

This one-credit course focuses on the legal and constitutional thinking that should be at the center of a legal career in American constitutional jurisprudence. The course will include talks by legal experts and guest jurists, as well as a behind-the-scenes visit to the Supreme Court. A J.D./Ph.D. expert in constitutional law will oversee the course.

JRN 393: Narrative and Propaganda in American Journalism

This one-credit course will seek to understand the principles of unbiased, detailed, and ethical investigative journalism, by which full information is conveyed, and to learn the practical tools of the trade. The course is designed to educate and prepare the student and would-be investigative journalist to practice this art of liberty at the heart of a just and thriving free press. The course will be informed by historical and contemporary readings as well as assignments that will hone pragmatic skills.

POL 493: Contemporary American Political Thought

This three-credit course analyzes the main ideological fault lines that divide the Right and Left in America today and that cut through them as well. The course will cover major issues in contemporary politics and relate them to foundational concepts in American political thought. The course will include topics such as nationalism, populism, identity politics, democratic socialism, neoliberalism, globalization, environmentalism, or so-called woke capitalism.

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 at dc.hillsdale.edu.

FOREIGN ACADEMIC STUDY

For the purpose of this policy, foreign academic study is either:

1. Being enrolled in a Hillsdale College for-credit, foreign academic study course, taught by Hillsdale faculty; or
2. Being enrolled in the course(s) of an international college or university, either as a guest student of that institution or through the study abroad program of another collegiate institution, for the purpose of earning academic credit.

FOREIGN ACADEMIC STUDY WITH HILLSDALE COLLEGE

Hillsdale College's for-credit, foreign academic study is intended for degree-seeking students. Given the nature of these experiences, students may not participate as auditors. Participation requires course registration, paying of tuition and fees, completion of academic work, and final grading. An internal application is required.

Following are the for-credit foreign academic study courses Hillsdale offers. Other foreign academic study courses and experiences may be offered by Hillsdale College and its faculty from time to time, and such will be governed by the policies and procedures outlined above.

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

FRN 350	Travel in a French-Speaking Country	1-3 hours
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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.

GRM 350	Study in a German-Speaking Country	1-5 hours
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Supervised and/or evaluated by a faculty member. This course may be repeated for credit if topic or study location is different.

HST 518	History Study Travel Programs	1-3 hours
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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.

IDS 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.

SPN 350 Study Travel in a Spanish-Speaking Country

1-3 hours

Travel during summer, spring break, or winter interterm in a Spanish-speaking country. Accompanied and evaluated by a member of the Hillsdale College Spanish faculty.

FOREIGN ACADEMIC STUDY OUTSIDE OF HILLSDALE COLLEGE

Students are welcome to study at international colleges/universities of their own choosing or through the programs offered by other collegiate institutions, although such study must be pre-approved by the Registrar if transfer of credit is expected. See the rules on Transfer of Credit for all applicable rules and procedures.

Students are wholly responsible for all aspects of the relationship with the host institution/program, including the application process, registration, costs, billing, transcripts, etc., just as they would in any U.S. college credit transfer arrangement.

While students are responsible for identifying and managing their own outside foreign study, Hillsdale College may have experience with certain foreign colleges, universities, or programs that students can consider. Such programs are not Hillsdale programs; that is, courses, credits, and grades do not inherently apply toward a student's Hillsdale academic record.

Following are some of those programs:

Study at Oxford University, Oxford, United Kingdom

Through the Oxford Study Abroad Program (OSAP) agency, students may apply to study abroad at venerable Oxford University during the fall, spring, and/or summer terms. While open to students from every academic discipline, OSAP generally gives preference to those with senior or junior standing who have demonstrated superior academic performance and promise, as evidenced in part by a grade-point average of at least 3.500. If accepted, students are accorded status as an associate member 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. See Dr. Ken Calvert for more information.

Study at Regent's College, London, United Kingdom

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. See Dr. David Basterfield for more information.

Study at St. Andrews University, 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. Students have the opportunity of study subject areas from ancient history to theoretical physics. See Dr. Kevin Portteus for more information.

Study at Institut de Touraine, Tours, France

The Institut de Touraine, located in the center of Tours in the Loire Castles region, provides 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 during the fall, spring or summer terms. According to their level of competency, students take between 19 and 24 hours of coursework per week. Students are lodged with French families. Excursions are organized by the Institut and are available to students. See Dr. Sherri Rose for more information.

Study at Sarlandes University, Saarbrücken, Germany

Students may enroll at this very reputable German university as non-degree student. Participants choose from some 40 fields of concentration including German language and literature. Students are strongly encouraged to enroll in the pre-semester preparatory language and culture courses offered by the Office of International Studies (September or March). See the German Department for more information.

Study in Spain and Argentina

Through the Center for Cross-Cultural Study agency, qualified students have the opportunity to study in Spain (Seville, Alicante, Barcelona) or Argentina (Córdoba). The core of the program in Spain 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, as well as 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 a local university, 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. Qualified students also have 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. The semester program comprises courses in Argentine literature, history, and popular culture, as well as courses in the Spanish language. Students may 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. Admission to the above programs is normally restricted to students who have completed two years of college Spanish and hold an overall grade-point average of 3.0. See the Spanish Department for more information.

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 SCHOLASTIC 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: three semesters of college German or its equivalent, intent to continue study of German, 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 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. Lambda Pi Eta members regularly lend their service to Hillsdale Academy in a variety of capacities and support the BCSJ read-aloud project.

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 and have completed at least two semesters in philosophy, with at least a "B" average in these classes.

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. 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 homeschool forensics and debate tournaments, both on and off campus. 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 team participates 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.

PSICHI

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 majoring in psychology or sport psychology 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 language, literature, and culture of Spain and Latin America. Requirements: at least a B- in a literature or a civilization and culture course offered by the Hillsdale College Spanish Department 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 or her 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.

The Campus

The Admissions Office

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

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 healthcare professional (doctor, physician's assistant, or nurse practitioner) is available five days a week and is available for walk-in appointments from 12:30–3:30 p.m. Monday through Friday. 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

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

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

Central Hall

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

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

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

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-squarefoot lodge with ten guest suites located on the G.H. Gordon Biological Station in Luther, Michigan.

The Fine Arts Building

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

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

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 Berniece E. Grewcock Student Union

THE WILLIAM L. AND BERNIECE E. GREWCOCK STUDENT UNION is a 52,000-squarefoot 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.

Hayden Park

A multi-purpose outdoor athletic complex that serves a variety of needs on the Hillsdale College campus, Hayden Park is home to the Chargers' Outdoor Track and its cross country course, as well as a turf intramural field lined for both soccer and lacrosse, sand volleyball courts, a golf driving range, a disc golf course and trails for biking and cross country skiing, serving the fitness and competitive needs of both athletes and the general college populace. Hayden Park is also home to the Salmans Golf Performance Center, which includes four indoor hitting bays, an indoor putting green, a PuttView virtual putting green platform, a Trackman launch monitor, a FullSwing launch monitor, as well as locker rooms and a lounge area for the team.

The Herbert Henry Dow Science Building

THE HERBERT HENRY DOW SCIENCE BUILDING, completed in 1996, is a 32,500-squarefoot, 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

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

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 Washington, D.C. campus. In addition to hosting our longstanding undergraduate semester program, the Washington-Hillsdale Internship Program (WHIP), the D.C. campus offers a variety of programs to students, citizens, policymakers, and lawmakers. All of Hillsdale in D.C.'s programs are dedicated to pursuing the thought and actions required to restore and maintain constitutional self-government in the United States. For more information, visit dc.hillsdale.edu.

The John and Dede Howard Music Hall

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

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

Knorr Family Dining Room

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

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

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

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

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. An additional wing is expected to open in 2027. 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 Richardson Heritage Room, with volumes of importance to Western heritage and displays from collections such as the Carus Coin Collection, is regularly available for use by students for quiet study. 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.

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 remote 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, seven library technicians, and approximately 50 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

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

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 2,500 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, the J.A.M. Varsity Weight Room for Hillsdale's 14 athletic teams, and coaching and administrative offices. The stadium, with a seating capacity of 6,500, includes "Muddy" Waters Field, with an artificial (Maumee Bay) football field. The College also has eight outdoor tennis courts and an outdoor basketball/soccer sports court, as well as two pickleball courts. Also attached to the Sports Complex are Lenda and Glenda Hill Stadium and TFO Partners Field, Hillsdale's 750-seat capacity baseball stadium; and Johnny Williams Field, Hillsdale's 150-seat capacity softball stadium.

The Rockwell Lake Lodge

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, 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. A luxury four-bedroom

cottage is also available for rental on the grounds of the Lodge. This lovely cottage boasts a private back yard, laundry, full kitchen, fully furnished dining room, living room, two restrooms, and a deck with a beautiful lake view. The Luxury Cottage can accommodate up to 10 guests and is the ideal location in which to stay with your family or close friends. Two-night minimum stay required.

Recreation abounds. Some choices include fishing, kayaking, swimming, canoeing, cross country skiing, or snowshoeing. For reservations, contact Kris Healy at (517) 917-6914. E-mail: khealy@hillsdale.edu.

Sajak Visual Media Center

The Sajak Visual Media Center offers a professional, state-of-the-art studio for filming productions such as the College's online courses, K-12 educational videos, and podcast episodes.

The Searle Center

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

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 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

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.

Stanton Center for American Classical Education

Formerly Joseph W. Mauck Elementary School, the building was purchased by the College in 2018. The Stanton Center houses the K-12 Education, National Donor Outreach, Marketing, and Public Relations Departments, as well as Radio Free Hillsdale and the Hillsdale College Podcast Network. Founders Gym, located in the basement of the Stanton Center, is available for students, faculty, and staff, complete with Rogue squat racks, free weights, jump boxes, and elliptical and rowing machines.

Strosacker Science Center and Joseph H. Moss Family Laboratory Wing

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

STUDENT RESIDENCES include Simpson Hall for men, Edgar B. Galloway Hall for men, the L.A. "Red" and Phyllis Niedfeldt Residence for men, The Suites for men, Lois Whitley Student Residence for men, Ezra L. Koon Residence for women, 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, Kirn Residence for women, Sohn Residence for women, and the Townhomes for women.

Campus Life

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; McIntyre Hall, a large, modern suite-type residence; Benzing Residence, with traditional design; Kirn Residence with modern style and community bathrooms; the Townhomes with modern style and private bathrooms; Sohn Residence, hotel-style rooms with en suite bathrooms; and modern-style Koon Hall with 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, Kirn Residence, Waterman Residence, and the Townhomes, 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, Benzing Residence, and Sohn Residence, which have a mix of single and double rooms. The Townhomes have single rooms.

RESIDENTIAL LIVING FOR MEN

Men at Hillsdale College are housed in the modern, suite-type Simpson Hall; the traditionally styled Niedfeldt Student Residence; 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 help supervise the men's residences.

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 typically staffed by house directors and resident assistants who maintain an atmosphere conducive to community pleasantries and academic study as well as safety and privacy. The College separates its residence halls by sex, and requires forthright, respectful, and honorable conduct between the sexes at all times. To help encourage this, there are limits or specified hours during which the students may spend time in the residence halls of the opposite sex. Furthermore, in keeping with its Mission and founding principles, the College understands a student's sex to be the sex discernible at birth as either male or female. 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.

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 room assignments for all enrolled students and to assign students 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.

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 below.

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 December 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 mid-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 housing 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.
- G. Students who have completed two years of active military duty and received an honorable discharge.

The College reserves the right to reverse a student's permission to live off campus, at his or her cost, if the student is in violation of Hillsdale College policies while living off campus, such as the Regulations for Proper Student Conduct or the 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 education prepares our graduates for a well-lived life and workplace success. To pursue these aims, the Career Services Office offers professional development services to all students and alumni. The seven full-time staff members and a team of student Career Coaches provide one-on-one consultations, conduct workshops and networking events, coordinate annual job and internship fairs, and host numerous graduate schools and employers on campus. Students can schedule appointments and view upcoming events on Handshake.

Within six months of graduation, 98 percent of Hillsdale students are starting their careers, attending graduate school, volunteering, or serving in the military. Hillsdale graduates work for major corporations, teach, and attend top graduate and professional schools, while also making a difference in their communities and the lives of others—a true testimony to the education and professional support they receive at Hillsdale College. For more information, contact Career Services by e-mail at careerservices@hillsdale.edu or by phone at (517) 607-2468.

Academic Services

Academic Services helps all students achieve their academic goals. Support comes in three main forms.

First, we partner with campus groups to offer events showing the habits and strategies of successful students. Second, the Writing Center offers peer coaching to help students become stronger writers. Finally, one-on-one coaching is available to any student wanting improved academic performance. The Hawkins Academic Services Center is located in the lower level of the Knorr Center, with an additional Writing Center satellite located in Mossey Library.

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 Health and Wellness Center. A registered nurse is available for walk-in appointments during that time at no charge. A health care professional is also available for four hours each day and offers a full complement of medical care. There is a charge for doctor's appointments. It is recommended that students call ahead for an appointment with the doctor.

Co-Curricular Programs

MUSIC

The John E.N. & Dede Howard Department of Music welcomes participation by majors and non-majors alike and offers a rich array of concerts each year as part of the cultural life of the campus. About a third of Hillsdale students study and perform music in some capacity, focusing especially on traditions growing out of the classical canon and sacred repertoire, as well as jazz and music theatre. Student ensembles include both auditioned groups and those open to general participation, while individual lessons are available for credit in a variety of instruments with a small activity fee (the fee is waived for music majors and minors). In addition to student performances, members of the faculty and guest musicians perform on campus throughout the year, and the Professional Artists Series brings celebrated soloists and ensembles to Hillsdale for performances and masterclass sessions. Musical performances on campus are always free of charge and open to the public.

THEATRE

Students interested in any aspect of theatre production will find participating in the Tower Players' season to be a rewarding extracurricular opportunity. Each year, the Tower Players present three or four faculty-directed plays of high production value. These productions are chosen to reflect not only the breadth of the classical theatrical tradition, but also musicals, contemporary plays, and world premieres. Recent productions include Shakespeare's *Hamlet* and *Henry V*, Thornton Wilder's *Our Town*, as well as the musical *Bright Star* by Steve Martin and Edie Brickell, among many others. Production opportunities also abound for student directors, playwrights, and those interested in lighting, scenic, costume, or sound design.

DANCE

Students can participate in dance at the College in many ways. Besides the robust dance curriculum offered through the Department of Theatre and Dance, the Tower Dancers produce a dance concert every year, featuring choreography by seasoned visiting and resident choreographers. There are opportunities for student-choreographed works, as well as numerous dance clubs, such as a Swing Dance Club and the Tulloch Ard Highland Scottish Dancers.

COMPETITIVE SPEAKING (FORENSICS)–DEBATE AND MOCK TRIAL

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 as an active member of the team. Both teams travel extensively throughout the academic year. Each team also has scholarship opportunities available for qualified students following the first year of participation, generally beginning in the sophomore year.

On the nationally recognized Debate Team, students have the opportunity to work with a number of styles of debate. The team is centered in team policy debate, and is associated with CARD (Collegiate Advocacy Research Debate). In the past, our students have competed across a wide range of debate styles and organizations, including NPDA (Parliamentary Debate), NEDA (Policy and Value Debate), CEDA (Cross-Examination), NDT and Lincoln-Douglas (Individual) Debate. Students may compete in a number of styles throughout their time at Hillsdale.

Currently, Hillsdale College Mock Trial is among the elite teams in the nation, currently seated at number 3. Mock Trial, as sanctioned by the American Mock Trial Association (AMTA), 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, over 7300 students comprising 700 teams from over 400 universities and colleges compete in AMTA-sponsored tournaments. At competition, a mock trial team consists of as many as ten students, including three attorneys and three witnesses on each side of the case (plaintiff/prosecution and defense). Attorneys are responsible for delivering an opening statement, conducting directs and cross examinations of witnesses, and delivering closing arguments. Witnesses include both experts as well as lay people. Tournament judges are usually attorneys or coaches, and on some occasions, practicing judges. Significant academic engagement is expected from students, including but not limited to: expanding their knowledge and practical application of logic; engaging in the composition and delivery of speeches, arguments, and testimony; learning and applying Rules of Evidence; preparing and delivering dramatic testimony.

Individual Events are not offered presently through our competitive speaking program.

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 or the rhetoric and public address minors.

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 Week, Garden Party, Day of Thanks, Thanksgiving Dinner, President's Ball, Centralhallapalooza, and a variety of smaller events like Concert on the Quad, Fall Fest, Gingerbread Wars, Ski Trip, bowling nights, Last Class Bash 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 Club Soccer, Club Rugby, Club Wrestling, Creative Writing Club, Swing Club, Pep Band, Jazz Combo, Tower Dancers, Federalist Society, American Chemical Society, Catholic Society, and InterVarsity Christian Fellowship, to name a few.

VOLUNTEER SERVICE

The GOAL program seeks to create opportunities for Hillsdale College students to know, love, and serve the members of our surrounding Hillsdale community. Through sacrificing for the good of others, students will develop and pursue a stronger faith and greater character. The 26 student-led GOAL Programs are broken into four teams for ease of involvement: Education, Mentorship, Ministry, and Community Partners. Programs include Adopt-a-Grandparent, Buddy Reading, Community Sports Outreach, Hospital Volunteering, and Young Life, 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 20 percent of students are members of Greek organizations. As a group, they are 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, experience, 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 INTERCOLLEGIATE CLUB 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 Ashland University, Cedarville University, Kentucky Wesleyan College, Lake Erie College, Malone University, Northwood University, Ohio Dominican University, Thomas More 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 and an action shooting team.

Hillsdale enthusiastically supports intercollegiate club sports and currently has 10 recognized teams—cycling, equestrian, frisbee, sailing, men's soccer, women's soccer, spikeball, men's rugby, tennis, and men's wrestling. Hillsdale also encourages and supports intramural sports programs, which include flag football, beach volleyball, basketball, soccer, indoor volleyball, and special events like Naval Battle, El Clasico, Chariot Races, and an ever-growing number of additional activities.

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 nonsexual assault, violence, harassment, mistreatment, or hazing; or any misconduct 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; disrupts the climate of academic reflection and discourse proper to serious study; or that attempts to undermine or disrupt the academic, religious, or moral commitments entailed in the Mission of the College or the policies pursuant to those commitments.
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.
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, and comply with, the Hillsdale College Social Policy 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, [Technology Use and Access 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.

Social Policy

As stated in the College's mission, Hillsdale College strives to provide social and moral instruction that will best "develop the minds and improve the hearts of the students." Hillsdale College expects responsible and upright behavior at social gatherings and parties that is consistent with the College's mission, Honor Code, policies, and is in keeping with local and state laws.

The College allows some room for the appropriate and legal consumption of alcohol. Typically this allowance is managed by the College where students 21 years and older are permitted to consume alcohol on campus at an organized function where the

alcohol is provided by a state-licensed vendor. Official student organizations such as the Student Activities Office may request permission to host a party with alcohol, when all proper policies and laws are followed. Such events or parties are typically reserved for the weekends so as not to interfere with the academic aims outlined in the College's mission.

Students who live off campus in non-College-owned residences do not have to request permission to host a gathering or a party; however, off-campus students are expected to uphold the mission and policies of the College as well as local and state laws regarding alcohol and hosting responsibilities.

The following expectations are established to encourage the appropriate use of alcohol and to protect the well-being of Hillsdale College students. Failure to follow these expectations violates Item 12 of the Regulations for Proper Student Conduct and may result in disciplinary actions.

The following are not permitted:

1. All common or open sources of alcohol, such as kegs, punch bowls, and gelatin or other dessert shots.
2. Games or activities that facilitate or encourage the rapid consumption or overconsumption of alcohol.
3. Selling alcohol; this includes the selling of tickets or tokens and pooling funds for purchasing alcohol.
4. Providing alcohol to a minor.
5. Spiking or tampering with another person's drink.
6. Use of alcohol that harms or disrupts the pursuits of the College's shared purposes or the well-being of an individual or group.

BRIEF SUMMARY OF MICHIGAN LAW REGARDING ALCOHOL

1. It is illegal to purchase, consume or possess alcoholic beverages unless one has attained the age of 21.
2. It is illegal to furnish alcoholic beverages to or to provide false identification for a person under the age of 21.
3. It is illegal to serve alcoholic beverages to individuals who are visibly intoxicated.
4. It is each student's responsibility to review and refer to Michigan laws regarding alcohol. For further information, one can visit www.legislature.mi.gov/ and review the various laws, for example [MCL Section 436.1703](#).

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 10 (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 is now the construction lay-down lot for the new Classical Education building.
- Lot #7 Northwest corner of Galloway and Hillsdale Streets
- Lot #10 Southwest corner of Galloway and N. West Streets, 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/Plaster Auditorium has concluded.)
- Lot #19 North side of Biermann Athletic Center
- Lot #25 Northwest corner of College and N. West Streets (faculty and staff only, Monday-Friday, 7:00 a.m.-5:00 p.m.). Graduate students on south end of lot only.
- Lot #29 KKG residence in designated spaces only, to the north of the residence. Graduate parking only for the north side of the parking lot.
- Lot #31 North of College Street and on the southwest side of Biermann
- Lot #35 is designated for Townhomes residents only.
- Lot #39 South of College St. and West of Koon Dormitory (Koon/Mu Alpha east side; faculty and staff, west side)
- Lot #40 South side of College St. and in between Union and Oak Streets
- Lot north of Stanton Building: student parking for Founders Gym

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 #25 Fowler Maintenance
- Lot #26 Moss Hall
- Lot #27 Kendall Hall
- Lot #28 Lane Hall
- Lot #29 Howard Music Hall
- 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
- Lot #42 Next to College Baptist Church; no parking next to the church
- (All other lots as specified under STUDENT PARKING LOTS)

RESTRICTED PARKING AREA

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 to Dow guests only
- 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 (Dow guests only), 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 spot that is closer to the building, but it is not guaranteed at the Security Office (a doctor’s note must accompany the request or the obvious sign of need be noted).

(Handicapped placards are only available via the DMV or Secretary of State's Office and doctor's prescription.) The placard will be displayed from the inside rearview mirror of the vehicle. This 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. Before coming to campus, 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 located at the left of the page under Applications. Any student not covered by health insurance cannot attend classes 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. 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.

Admission to Hillsdale

The Evaluation Process

Admission to Hillsdale College is a privilege extended to students who demonstrate the ability to benefit from, 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, leadership, work experience, essays, and letters of recommendation are all reviewed carefully and are important in the evaluation process to determine the strength of an application.

College Preparatory Requirements

The single most important criterion for admission is the secondary school record of college preparatory work and the grades earned 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 mathematics are strongly recommended, as students entering Hillsdale will need to meet a mathematics 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 others.

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 (AP), International Baccalaureate (IB), and college or university dual enrollment 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 weaker 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 superior grade-point average is expected of an applicant who supplies only a minimal number of college preparatory subjects; and, since the grade-point average does not necessarily reflect the degree of difficulty of the academic program, they cannot, in themselves, be the determining criteria for acceptance.

Entrance Examinations

Another measure of intellectual preparedness is standardized testing, as grading procedures and the competitive environments of high schools inevitably vary. Hillsdale accepts, but does not require, the results of the American College Test (ACT), the Classic Learning Test (CLT), or the Scholastic Aptitude Test (SAT). Equal preference is given to each test. For students choosing not to submit a standardized test, the Admissions Committee will more heavily consider the applicant's grade-point average, rigor of coursework, and writing.

It is suggested that, if a student plans to submit standardized test scores, these tests be taken toward the end of the junior year in order to avoid unnecessary delay in processing a student's application.

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, and does not require the writing portion of any standardized test or the science section of the ACT. The Admissions Committee will not accept single section retakes of a standardized test.

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 (AP) 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 (IB) 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.

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 Short Answers

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.

Resume

An activity resume is also required to complete an application, as it illustrates the student's desire to be involved in the social and spiritual 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, church, 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, and dine in the Grewcock Student Union. Students may also meet with a member of the Admissions staff for an information session or an admissions interview. Interviews are not required to complete the admissions process, but are strongly recommended and may help strengthen a student's application for admission and scholarship.

Campus tours and admissions interviews are scheduled year-round, Monday through Friday. During the academic year, the Admissions Office is also open on select 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. Hillsdale's application opens on June 1, and the Common Application opens on August 1. 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 **February 1**.

Regular Decision—The application deadline is **March 15**. Applications will be reviewed on a rolling basis with first notification in **early January**. Students submitting applications will be notified within 5-6 weeks following all required materials being submitted. To secure their place in the incoming class, admitted students must submit the enrollment deposit of \$300 by **May 1**. All applications and supplemental application materials should be received prior to the March 15 final deadline, at which time all files will be reviewed as submitted.

Spring Admission—The application deadline is **November 1**. Admissions decisions are generally mailed in mid-November. Admitted students are required to submit the \$300 enrollment deposit by **December 15** to secure their place in the incoming spring class.

Scholarship Consideration—All applicants are given scholarship consideration based on the strength of their application. Applications submitted by **November 15** will be considered for **Leadership Scholarship** (based on the strength of the activity resume); applications submitted by **December 15** will receive priority **academic scholarship** consideration. No additional paperwork is required for either deadline. Hillsdale also partners with RaiseMe, a website and mobile app that allows high school students to earn "micro-scholarships" beginning as early as ninth grade. A completed profile should be submitted to RaiseMe and a submitted application to Hillsdale College by December 15 of the senior year of high school to receive scholarship consideration. Should an application be admitted, any RaiseMe scholarships are included in Hillsdale's merit scholarship offer.

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) an official transcript of high school grades (and post-secondary grades, if available), (3) one written essay and three short answer responses, (4) two academic letters of recommendation, and (5) a resume of extracurricular

activities, volunteerism, leadership, work experience, and awards. An admissions interview, while not required, is strongly encouraged and may help strengthen a student's application. Applicants may also submit the scores from the American College Test (ACT), the Classic Learning Test (CLT), or the Scholastic Aptitude Test (SAT).

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.

Homeschooled Students: Homeschooled students are required to submit all materials previously listed. Letters of recommendation should be written by individuals not related to the student. If the primary educator is a parent, a third letter should be submitted from him. An official transcript from a homeschooling guild or association is acceptable if applicable, or, in its place, a list of high school courses taken with grades and course descriptions with proficiency levels and textbooks used (usually 2-3 pages in length). The lack of a traditional high school diploma will 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 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 should follow the application process outlined above, 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 College is demonstrated in one of the following ways:

- Successful completion of the American College Test (ACT), Classic Learning Test (CLT), or Scholastic Aptitude Test (SAT)
- 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 high school 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 exceptional qualifications will be granted admission before receiving a high school diploma, and then only with the written recommendation and consent of the secondary school concerned. Students must be at least sixteen (16) years of age by the time they enroll at Hillsdale College.

Transfer Candidates

Students who wish to transfer to Hillsdale College from another college or university must submit the application and all supporting documents. In addition, they must also submit (1) the Dean of Students Transfer Form, completed by the dean of students (or comparable officer) at their current school, and (2) all official transcripts from any and all colleges previously attended. Applications of transfer candidates for fall and spring semesters are evaluated 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 success in the student's coursework.

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 college or university who plan to return to that institution may enroll at Hillsdale College as a guest student after submitting a guest application with the Admissions Office. Guest students may enroll for a full-time course load for no more than two consecutive semesters. Access to the guest student 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. 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. 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. For scholarship consideration, a veteran must interview with an admissions representative and Hillsdale College veteran staff/faculty.

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 for two consecutive semesters. Non-degree-seeking applicants are ineligible for academic scholarship and/or need-based financial assistance. Access to the non-degree seeking application can be secured by emailing the Admissions Office at admissions@hillsdale.edu.

Auditing Students

Permission is granted to a limited number of students to audit courses without earning credit. These students are eligible to audit two courses per semester for no more than two consecutive semesters. Access to the audit application can be secured by emailing the Admissions Office at admissions@hillsdale.edu.

Expenses and Financial Aid

Undergraduate Expenses

Basic annual undergraduate expenses at Hillsdale are as follows:	FULL YEAR
Tuition (12-17 credit hours/semester)	\$32,730
Room	6,820
Board (Knorr Family Dining Room)	7,200
General Student Services Fee	314
Technology Fee	280
General Facilities Fee	866
TOTAL	\$48,210

The tuition expense for each additional credit hour over 17 hours is \$920; for fewer than 12 credit hours, the charge is \$1,300 per credit hour. For information regarding the waiver of an 18th-hour charge, please refer to [Academic Information and Regulations](#).

The room charge is based on double occupancy. The additional charge for a single room is \$365 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 \$625 per semester. The additional charge for a townhouse room is \$915.

There are six meal plan choices available to students. Three of these plans provide a fixed number of meals per week. Four of these plans include “Charger Change,” a credit that can be used at any on-campus food service.

NAME	MEALS ALLOWED	CHARGER CHANGE/SEMESTER	COST/SEMESTER
All inclusive	19/week	\$25	\$3,600
15 meal plan	15/week	-0-	\$3,325
Block 200	200/semester	\$200	\$3,600
Block 150	150/semester	\$75	\$3,325
Only available to off-campus and Suite residents:			
10 Meal Plan	10/week	-0-	\$2,475
Block 100	100/semester	\$25	\$2,475

A student may change from one meal plan to the other only until August 28, 2025, at 4:00 p.m. for the fall semester, and January 15, 2026, at 4:00 p.m. for the spring semester.

The general student service fee of \$157 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 technology fee of \$140 per semester is to support general student computer services.

The general facilities fee of \$433 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.

Summer School Tuition and Room

Tuition (per three-week session per credit)	\$670
Room (per three-week session)	\$535

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.

For details on the Hillsdale College Payment Plan (HCPP), please contact Student Accounts at studentaccounts@hillsdale.edu.

Fees

Special Fees

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

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

- Art: \$20 for drawing courses; \$45 for sculpture courses; \$50 for digital courses; \$70 for painting courses. \$10 for 101; \$50 for 421.
- Biology: \$40 for 101; \$55 for each course requiring laboratory work; \$75 for 308 and 408. \$100 for 368 plus deposit of \$250.
- Chemistry: \$40 for 101, \$55 for each course requiring laboratory work.
- History: \$30 for 104 and 105.
- Music: \$120 for half-hour lessons at the 100 level; \$240 for one-hour lessons at the 100 level.
- Physics: \$40 for 100; \$55 for 101, 102, 201, and 202; \$65 each course requiring laboratory work at or above the 300 level.
- Psychology: \$15 for 342.
- Sport Studies: \$65 for 112; \$50 for 118; \$400 for 127 and 128; \$30 for 140; \$150 for 141 and 142; \$120 for 144 and 145; \$70 for 148; \$150 for 150 and 151; \$50 for 155; \$30 for 170 and 171; \$90 for 172; \$40 for 190; \$44 for 200; \$20 for 292.

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 \$120 per semester credit hour. Students are not considered majors or minors until they are enrolled in Music Theory (MUS 221-321). Please see [Academic Information and Regulations](#) for more information.

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 - \$765

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 purchase a meal plan and take their meals at the Knorr Family Dining Room and associated facilities on a semester basis. This is a requirement of being a student at the College, with the limited exceptions outlined below. Shared meals with peers and professors are an integral part of each student's educational experience. While the College encourages and expects utilization, meal plans will not be refunded even if not used. While the College will take reasonable steps to support documented dietary needs, students that request dietary accommodations should not expect exemption from the meal plan requirement. Any exceptions to the policy will take effect the following academic semester, and no proration or refunds will apply.

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 student hiatus or withdrawal date. 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:

Days from Beginning of Semester	Percent Refunded
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.

Graduate Expenses

Van Andel Graduate School of Statesmanship Students

Basic annual graduate expenses at Hillsdale are as follows:	FULL YEAR
Tuition (full-time)	\$28,420
General Student Services Fee	210
Technology Fee	170
General Facilities Fee	180
TOTAL	\$28,920

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.

Van Andel Graduate School of Government Students

Basic annual graduate expenses are as follows:	
Tuition (per credit hour)	\$1,535
General Fees (per year)	700

The general student services fee of \$265 is paid at the beginning of each semester. The technology fee of \$85 per semester is to support general student computer services.

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

Diana Davis Spencer Graduate School of Classical Education

Basic annual graduate expenses are as follows:	FULL YEAR
Tuition (full-time)	\$ 28,420
General Student Services Fee	210
Technology Fee	170
General Facilities Fee	180
TOTAL	28,920

The general student services fee of \$105 paid at the beginning of each semester includes dues to the Student Federation and to the Masters in Classical Education. 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.

Graduate Summer School Tuition

Van Andel Graduate School of Statesmanship (per credit hour)	\$630
Diana Davis Spencer Graduate School of Classical Education (per credit hour)	\$630

Diana Davis Spencer Graduate School of Classical Education Leadership Program

Basic annual graduate expenses are as follows:	
Tuition (per credit hour)	\$ 3,070
General Fees (per year)	560

The general student services fee of \$105 paid at the beginning of each semester includes dues to the Student Federation and to the Masters in Classical Education. 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.

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, 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, other than need-based, 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 halftime (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, 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. Metz 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.

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.

Fields of Study

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.

The Humanities

Rhetoric, English, Philosophy, and Theology Required Courses

English 104 is to be taken spring semester of the freshman year.

English 105 is to be completed the fall semester of the sophomore year.

Course Code	Title	Hours
COR 150	Classical Logic and Rhetoric	3
ENG 104	Great Books in the Western Tradition	3
ENG 105	Great Books in the British and American Traditions	3
PHL 105	The Western Philosophical Tradition	3
THL 105	The Western Theological Tradition	3
Sub-Total Credits		15

Complete one of the following courses in Fine Arts.

Course Code	Title	Hours
ART 203	History of Art: Prehistoric to Medieval	3
ART 204	History of Art: Renaissance to Modern	3
MUS 204	The Understanding of Music	3
MUS 206	Advanced Understanding Music	3
THE 200	Understanding Theatre	3
	Sub-Total Credits	3

Students must complete one Western Literature course.

Course Code	Title	Hours
ENG 201	Great Books in Continental Literature	3
CLS 200	Greco-Roman Literature and Culture	3
THE 215	The Theatre in History II: Dramatic Literature, History, Theory and Criticism; 3 Renaissance to Revolution (1500-1800)	3
	1 400 Level Literature Course	3
	Sub-Total Credits	3

Liberal Arts Capstone

Required to be taken senior year.

Course Code	Title	Hours
COR 450	Liberal Arts Capstone	1
	Sub-Total Credits	1

The Natural Sciences and Mathematics

Biology

Students may substitute any upper-level biology course of 3-4 credits (except BIO 340) to satisfy this requirement.

Course Code	Title	Hours
BIO 101	Core Principles in Biology	3
	Sub-Total Credits	3

Chemistry

Students may substitute CHM 201 to satisfy this requirement.

Course Code	Title	Hours
CHM 101	Great Principles in Chemistry	3
	Sub-Total Credits	3

Mathematics

Students may substitute a higher level 3-4 credit mathematics course to satisfy this requirement.

Course Code	Title	Hours
MTH 105	Mathematics and Deductive Reasoning	3
	Sub-Total Credits	3

Physics

Students may substitute PHY 101 or PHY 201 to satisfy this requirement.

Course Code	Title	Hours
PHY 100	Great Principles of Physics	3
	Sub-Total Credits	3

The Social Studies

History

History 104 is to be taken fall of the freshman year.

History 105 must be completed by the end of the sophomore year.

Course Code	Title	Hours
HST 104	The Western Heritage to 1600	3
HST 105	The American Heritage	3
	Sub-Total Credits	6

Politics

Course Code	Title	Hours
POL 101	U.S. Constitution	3
	Sub-Total Credits	3

Complete one of the following Social Science courses.

Course Code	Title	Hours
ECO 105	Introduction to Political Economy	3
ECO 202	Principles of Microeconomics	3
PSY 101	Psychology in the Modern Era	3
SOC 101	Understanding Society and Culture	3
	Sub-Total Credits	3

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.

Sport Studies

Completion of Physical Wellness Dynamics (SSD180) 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.

Core Curriculum

Core Curriculum Course Descriptions

COR 150: Classical Logic and Rhetoric

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.

Credits 3

Session Cycle

All

Yearly Cycle

Every Year

COR 450: Liberal Arts Capstone

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Required Concurrent

Take COR-450R. (Required, Concurrent).

Natural Sciences & Mathematics

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

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 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 200, 201, 250, 287, 309, 340, 590, 591, 592, 593 or 594, and 599; 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, 325, 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 Biology 200 and 201 is recommended before students proceed in taking upper-level coursework.

Biology majors must 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 (BIO 599). Biology majors must participate as teaching assistants for one semester in biology laboratories (any laboratory with a 'T' designation). Lastly, the completion of the Senior Exit Survey must occur before the degree will be conferred.

A minor in biology consists of Biology 200 and 201, plus additional hours in biology (excluding BIO 101) to comprise a minimum of 20 hours in the discipline.

To graduate with department honors, students must obtain a biology grade-point average greater than 3.5, successfully complete BIO 594, give a research presentation at an off-campus scientific conference, receive a recommendation from their research advisor, and obtain approval from the department chair. Students should alert the department chair of their intention for department honors during their final semester and make sure that they have all of the required signatures before Commencement.

For preprofessional programs in medicine, veterinary medicine, osteopathy, nursing and other science- and health-related disciplines, please refer to pages 178-180.

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.

Biology

Program Type

Major

Required Biology Courses

Course Code	Title	Hours
BIO 200	Cellular and Molecular Biology	4
BIO 201	Evolution and Biological Diversity	4
BIO 250	General Ecology	3
BIO 287	Scientific Writing	1
BIO 309	Genetics	4
BIO 340	Biostatistics	4
BIO 590	Junior Seminar	1
BIO 591	Senior Seminar	1
BIO 592	Junior Research	1
	BIO-593/594	1-3
	Lab Teaching Assistantship	0
BIO 599	Biology Comprehensive Exam	
	Sub-Total Credits	24-26

Choose at least one from each of the following three categories:

(1) Advanced core in cellular biology/molecular biology/genetics

Course Code	Title	Hours
BIO 302	Developmental Biology	4
BIO 306	Plant Physiology	3
BIO 320	Advanced Cell Biology	4
BIO 360	Microbiology	4
BIO 365	Advanced Microbiology	4
BIO 430	Molecular Biology	4
BIO 450	Immunology	3
BIO 460	Virology	3
	Sub-Total Credits	3-4.00

(2) Advanced core in organismal biology

Course Code	Title	Hours
BIO 302	Developmental Biology	4
BIO 303	Comparative Vertebrate Anatomy	4
BIO 304	Animal Physiology	4
BIO 305	Botany	4
BIO 308	Human Anatomy and Physiology I	4
BIO 315	Michigan Flora	3
BIO 325	Histology	3
BIO 370	Entomology	4
BIO 383	Mammalogy	3
BIO 390	Animal Parasitology	3
BIO 408	Human Anatomy and Physiology II	4
BIO 470	Cognitive Neuroscience	3
	Sub-Total Credits	3-4.00

(3) Advanced core in evolution and ecology

Course Code	Title	Hours
BIO 307	Plant Ecology	3
BIO 311	Methods in Field Biology	3
BIO 318	Historical Geology	3
BIO 350	Conservation	3
BIO 364	Freshwater Biology	4
BIO 368	Marine Biology	4
BIO 380	Animal Behavior	4
BIO 405	Population Genetics	3
	Sub-Total Credits	3-4.00

Mathematics

Course Code	Title	Hours
	MTH 120 or MTH 112/113	4-6
	Sub-Total Credits	4-6

Chemistry/Physics/Mathematics

Choose five additional cognate courses from:

Course Code	Title	Hours
CHM 201	General Chemistry I	4
CHM 202	General Chemistry II	4
CHM 303	Organic Chemistry I	4
CHM 304	Organic Chemistry II	4
PHY 101	College Physics I	4
PHY 102	College Physics II	4
PHY 201	University Physics I	4
PHY 202	University Physics II	4
MTH 220	Calculus II	4
MTH 310	Linear Algebra	3
MTH 320	Multivariable Calculus	4
	Sub-Total Credits	20

Total Credits: 32 + Cognates

Biology

Program Type

Minor

Required Courses

Course Code	Title	Hours
BIO 200	Cellular and Molecular Biology	4
BIO 201	Evolution and Biological Diversity	4
	Additional Hours in Biology	12

Biology Course Descriptions

BIO 101: Core Principles in Biology

This biology core class is a 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 people, the 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.

Does not count towards the biology major or minor.

Credits 3

Session Cycle

Both Fall and Spring

Summer Session One

Yearly Cycle

Every Year

BIO 200: Cellular and Molecular Biology

An introduction to cellular structure and function, and the biochemical basis for life and genetic control of the cell. This course covers fundamental cellular processes such as replication, transcription, translation, inheritance, gene expression, photosynthesis, and respiration. Laboratory work is included. Required in the field of concentration.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

BIO 201: Evolution and Biological Diversity

An introduction to the major taxonomic groups of organisms and their phylogenetic relationships. This course applies cellular and genetic processes to the evolutionary mechanisms within organismal populations and the resultant biological diversity of life. Laboratory work is included. Required in the field of concentration

Credits 4

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

BIO 200: Cellular and Molecular Biology

BIO 250: General Ecology

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. Also offered during the summer at the G.H. Gordon Biological Station.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Requisites

[BIO 101](#) or [BIO 201](#) or instructor permission.

BIO 287: Scientific Writing

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

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

BIO 297: Special Problems

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

Credits 1

BIO 302: Developmental Biology

An introduction to genetic, molecular, and cellular events that lead to the generation of a multicellular organism from a single cell. Laboratory work is included.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[BIO 200: Cellular and Molecular Biology](#)

[BIO 201: Evolution and Biological Diversity](#)

BIO 303: Comparative Vertebrate Anatomy

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 pro-sected human cadaver. Offered occasionally.

Credits 4

Prerequisite Courses

[BIO 201: Evolution and Biological Diversity](#)

BIO 304: Animal Physiology

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. Offered occasionally.

Credits 4

Prerequisite Courses

BIO 200: Cellular and Molecular Biology

BIO 201: Evolution and Biological Diversity

BIO 305: Botany

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.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

BIO 200: Cellular and Molecular Biology

BIO 201: Evolution and Biological Diversity

BIO 306: Plant Physiology

The study of physiological processes in plants. Laboratory work is included.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Alternating

Prerequisite Courses

BIO 200: Cellular and Molecular Biology

BIO 201: Evolution and Biological Diversity

Required Prerequisites

[BIO 305](#) is not required but is beneficial.

BIO 307: Plant Ecology

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Prerequisite Courses

BIO 201: Evolution and Biological Diversity

BIO 305: Botany

BIO 308: Human Anatomy and Physiology I

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

Credits 4

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

BIO 200: Cellular and Molecular Biology

CHM 201: General Chemistry I

CHM 202: General Chemistry II

BIO 309: Genetics

A study of the mechanisms of inheritance and gene function from the molecular to the organismic levels. It will cover Mendelian and non-Mendelian inheritance, gene and chromosome structure, gene expression, genomics, and epigenetics.

Credits 4

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

BIO 200: Cellular and Molecular Biology

BIO 311: Methods in Field Biology

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. Field experiences will focus on experimental design, 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 the 2nd summer session.

Credits 3

Session Cycle

Summer

BIO 315: Michigan Flora

The study of Michigan's native plants, including trees, shrubs, wildflowers, aquatic plants and grasses. Includes extensive field work and overnight field trips.

Credits 3

BIO 318: Historical Geology

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Required Prerequisites

[BIO 101](#) or [BIO 201](#).

BIO 320: Advanced Cell Biology

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.

Credits 4

Session Cycle

Spring Only

Yearly Cycle

Alternating Years

Prerequisite Courses

BIO 200: Cellular and Molecular Biology

BIO 201: Evolution and Biological Diversity

CHM 201: General Chemistry I

PHY 101: College Physics I

BIO 325: Histology

An introduction to the study of the microscopic features of cells, tissues, and organs, the physiology that arises from that microanatomy, and laboratory techniques for the preparation of histological specimens. The course will emphasize the major organ systems and tissue types of mammals.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Required Prerequisites

[BIO 303](#) or [BIO 308](#).

BIO 340: Biostatistics

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. Must be taken before BIO 591.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

BIO 350: Conservation

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Alternating Years

Prerequisite Courses

[BIO 201: Evolution and Biological Diversity](#)

Required Prerequisites

Instructor permission.

BIO 360: Microbiology

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.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[BIO 200: Cellular and Molecular Biology](#)

BIO 364: Freshwater Biology

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.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[BIO 201: Evolution and Biological Diversity](#)

Required Prerequisites

Or instructor permission.

BIO 365: Advanced Microbiology

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.

Credits 4

Session Cycle

Spring

Yearly Cycle

Every Year

Prerequisite Courses

BIO 200: Cellular and Molecular Biology

BIO 360: Microbiology

BIO 368: Marine Biology

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. Currently on hiatus. May be offered again in the future.

Credits 4

Session Cycle

Summer

Yearly Cycle

Every Year

BIO 370: Entomology

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 insect pest control. The laboratory will encompass both indoor activities and several field trips to local environments.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Alternating Years

Prerequisite Courses

BIO 201: Evolution and Biological Diversity

BIO 380: Animal Behavior

The study of empirical, theoretical, and conceptual foundations of animal behavior. Laboratory experiments, emphasizing ethological methodology, as well as discussion, will reinforce these foundations.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Odd Year

Prerequisite Courses

BIO 201: Evolution and Biological Diversity

BIO 383: Mammalogy

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[BIO 201: Evolution and Biological Diversity](#)

BIO 390: Animal Parasitology

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.

Credits 3

Session Cycle

Spring

Yearly Cycle

Alternating Years

Prerequisite Courses

[BIO 201: Evolution and Biological Diversity](#)

BIO 393: Topics in Biology

An elective course on special topics in biology that are not normally offered. Specific topics may vary. The course may be taken for credit more than once under different titles. Offered upon request.

Credits 1

-3

BIO 405: Population Genetics

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Required Prerequisites

[BIO 200](#) or [BIO 201](#).

BIO 408: Human Anatomy and Physiology II

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.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

BIO 308: Human Anatomy and Physiology I

BIO 430: Molecular Biology

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.

Credits 4

Session Cycle

Spring Only

Yearly Cycle

Alternating Years

Prerequisite Courses

BIO 200: Cellular and Molecular Biology

BIO 360: Microbiology

CHM 303: Organic Chemistry I

PHY 101: College Physics I

BIO 450: Immunology

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 allergies.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Alternating Years

Prerequisite Courses

BIO 360: Microbiology

BIO 459: The Teaching of Secondary Biology

Science as a way of knowing will be emphasized to understand how biology seamlessly fits within the liberal arts. This course will familiarize future secondary school teachers with the design, implementation, and evaluation of lectures, demonstrations, and laboratories. The goal is for any major to learn more about the field of biology, how best to build a foundation in biological understanding, and foster a sense of wonder about the natural world in their future students. This course may fulfill one of the elective requirements for the Classical Education minor.

Credits 2

Prerequisite Courses

BIO 200: Cellular and Molecular Biology

BIO 201: Evolution and Biological Diversity

BIO 460: Virology

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Alternating Years

Prerequisite Courses

[BIO 360: Microbiology](#)

BIO 470: Cognitive Neuroscience

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

Prerequisite Courses

[BIO 200: Cellular and Molecular Biology](#)

[BIO 308: Human Anatomy and Physiology I](#)

BIO 590: Junior Seminar

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

Exempt from tuition overload charges.

Credits 1

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[BIO 287: Scientific Writing](#)

BIO 591: Senior Seminar

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.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[BIO 340: Biostatistics](#)

BIO 592: Junior Research

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.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

BIO 593: Senior Thesis

Capstone preparation, presentation, and defense of the senior research project. Required in the field of concentration. To be taken by majors during the spring semester of their senior year.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

BIO 594: Honors Thesis

Capstone preparation, presentation, and defense of the senior research project, plus a written thesis approved by the research advisor and an additional outside reader. Required of students pursuing department honors or those who have received LAUREATES funding. Optional for all other students. To be taken by majors during the spring semester of their senior year.

Exempt from overload tuition charges.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

BIO 597: Special Problems

An elective course involving individual work on a special topic under faculty supervision. The course may be taken for credit more than once. Requires permission of the instructor. Offered upon request.

Credits 1

-3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

BIO 599: Biology Comprehensive Exam

The comprehensive biology examination is offered twice per year, typically at the beginning of fall and spring semesters. All biology majors must pass the exam in order to graduate. It is highly recommended that students take it during their final semester at Hillsdale.

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Chemistry

Chairwoman and Associate Professor: COURTNEY E. MEYET

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.

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.

Biochemistry

Program Type

Major

Required Chemistry Courses

Course Code	Title	Hours
CHM 303	Organic Chemistry I	4
CHM 304	Organic Chemistry II	4
CHM 415	Analytical Chemistry	4
CHM 452	Biochemistry	3
CHM 453	Advanced Biochemistry	3
CHM 454	Laboratory Techniques in Biochemistry	2
CHM 470	Junior Seminar	1
CHM 475	Junior Research	1
	CHM 501 or 502 and 503	3-4
CHM 570	Senior Seminar	1
	Sub-Total Credits	24

Required Biology Courses

Students must take at least two of the following courses:

Course Code	Title	Hours
BIO 302	Developmental Biology	4
BIO 306	Plant Physiology	3
BIO 309	Genetics	4
BIO 320	Advanced Cell Biology	4
BIO 360	Microbiology	4
BIO 430	Molecular Biology	4
	Sub-Total Credits	8

Required Cognates

Course Code	Title	Hours
BIO 200	Cellular and Molecular Biology	4
MTH 220	Calculus II	4
	PHY 101-102 or 201-202	8
	Sub-Total Credits	16

Total Credits: 32 + Cognates

ACS-Certified Biochemistry Degree Requirements (Optional)

Requirements for an ACS-certified biochemistry degree include all of the above with the addition of:

Course Code	Title	Hours
CHM 406	Advanced Inorganic Chemistry	3
	CHM 403, 419, 503, 504, or 522	3-4
CHM 575	Senior Thesis	1
	Sub-Total Credits	7-8

A senior year comprehensive examination is also required.

Chemistry

Program Type

Major

Required Chemistry Courses

Course Code	Title	Hours
CHM 303	Organic Chemistry I	4
CHM 304	Organic Chemistry II	4
CHM 406	Advanced Inorganic Chemistry	3
CHM 415	Analytical Chemistry	4
CHM 452	Biochemistry	3
CHM 470	Junior Seminar	1
CHM 475	Junior Research	1
CHM 502	Physical Chemistry I	4
CHM 503	Physical Chemistry II	4
CHM 522	Instrumental Analysis	4
CHM 570	Senior Seminar	1
	Sub-Total Credits	33

Other Required Courses

Course Code	Title	Hours
BIO 200	Cellular and Molecular Biology	4
MTH 220	Calculus II	4
PHY 201	University Physics I	4
PHY 202	University Physics II	4
	Sub-Total Credits	16

[PHY 201](#) and [PHY 202](#) (or [PHY 101](#) and [PHY 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.

Total Credits: 38 + Cognates

ACS-Certified Degree Requirements (Optional)

Requirements for an ACS-certified degree include all of the above, although Physics 101-102 may not be substituted for 201-202, as well as:

Course Code	Title	Hours
CHM 454	Laboratory Techniques in Biochemistry	2
	CHM 403, 419, 453 or 504	3
CHM 575	Senior Thesis	1
	Sub-Total Credits	6

A senior year comprehensive examination is also required.

Biochemistry

Program Type

Minor

Required Courses

Course Code	Title	Hours
CHM 201	General Chemistry I	4
CHM 202	General Chemistry II	4
CHM 303	Organic Chemistry I	4
CHM 304	Organic Chemistry II	4
CHM 452	Biochemistry	3
CHM 453	Advanced Biochemistry	3
CHM 454	Laboratory Techniques in Biochemistry	2
Total Credits		24

Chemistry

Program Type

Minor

Required Courses

Course Code	Title	Hours
CHM 201	General Chemistry I	4
CHM 202	General Chemistry II	4
CHM 303	Organic Chemistry I	4
CHM 304	Organic Chemistry II	4
CHM 415	Analytical Chemistry	4
Total Credits		20

Chemistry Course Descriptions

CHM 101: Great Principles in Chemistry

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

CHM 201: General Chemistry I

The first of two, four-hour courses in introductory chemistry. This course covers: the atom and its construction, the basics of quantum theory, electron configurations, periodic trends, chemical bonding, molecular structure and function, stoichiometry, and types of chemical reactions. Three lectures plus one, two-hour laboratory per week. Prerequisites: two years of high school mathematics, and high school chemistry is recommended.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

CHM 202: General Chemistry II

The second of two, four-hour courses in introductory chemistry. This course covers: phases of matter, intermolecular forces, solution chemistry, thermodynamics, kinetics, equilibria and reversible reactions, and electrochemistry. Three lectures plus one, three-hour laboratory per week.

CHM-202 is a prerequisite for CHM-303.

Credits 4

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[CHM 201: General Chemistry I](#)

CHM 303: Organic Chemistry I

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. CHM 303 is a prerequisite for CHM 304.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[CHM 202: General Chemistry II](#)

CHM 304: Organic Chemistry II

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.

Credits 4

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[CHM 303: Organic Chemistry I](#)

CHM 393: Topics in Chemistry

An elective course on special topics in chemistry that are not normally offered. Specific topics may vary. The course may be taken for credit more than once under different titles.

Credits 1

-3

CHM 403: Advanced Organic Chemistry

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.

Credits 3

Session Cycle

Spring

Yearly Cycle

Every Year

Prerequisite Courses

CHM 304: Organic Chemistry II

CHM 406: Advanced Inorganic Chemistry

An in-depth course on coordination and organometallic complexes, designed for upper-divisional chemistry majors and biochemistry majors seeking an ACS-certified degree. Students will learn the structure, nomenclature, and reactivity of inorganic complexes, as well as how to utilize group theory in order to interpret corresponding spectroscopic data. Three lectures plus one, three-hour laboratory every other week.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

CHM 304: Organic Chemistry II

CHM 415: Analytical Chemistry

An overview of the discipline of analytical chemistry, from the fundamentals of quantitative chemical analysis to the design and function of basic chemical instrumentation. Primary topics include error and uncertainty, statistics, calibration, acid/ base and solubility equilibria, oxidation-reduction and electrochemistry, spectroscopy, and chromatographic separations. The course is designed to provide a sufficient understanding of the discipline of analytical chemistry to all students, while also providing a thorough foundation for further study in Instrumental Analysis (CHM 522) for chemistry majors. 3 lectures plus one four-hour laboratory per week.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

CHM 202: General Chemistry II

CHM 419: Analytical Separation Science

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Prerequisite Courses

CHM 415: Analytical Chemistry

CHM 452: Biochemistry

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

BIO 200: Cellular and Molecular Biology

CHM 304: Organic Chemistry II

CHM 453: Advanced Biochemistry

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

CHM 452: Biochemistry

CHM 454: Laboratory Techniques in Biochemistry

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.

Credits 2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Recommended Prerequisites

Take [CHM 452](#) previously or concurrently.

CHM 458: Topics in Pharmacology

In this course, students will be introduced to fundamental concepts in pharmacology including pharmacodynamics, pharmacokinetics, and modern and historical methods of drug discovery. These ideas will be explored while investigating the biochemical basis of disease and mechanisms of drug action for current health crises such as cancer, obesity, infectious disease, chronic pain, opiate addiction, Alzheimer's disease, and depression. Special emphasis will be placed on the development of core scientific skills including interpreting literature, effective oral communication, collaborative work, and complex problem solving.

Credits 2

Session Cycle

Spring Only

Yearly Cycle

Odd Year

Prerequisite Courses

[CHM 452: Biochemistry](#)

CHM 470: Junior Seminar

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.

Exempt from tuition overload charge.

Credits 1

Session Cycle

Fall Only

Yearly Cycle

Every Year

CHM 475: Junior Research

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.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[CHM 470: Junior Seminar](#)

CHM 501: Physical Chemistry for Life Sciences

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

CHM 452: Biochemistry

MTH 120: Calculus I

CHM 502: Physical Chemistry I

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.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

PHY 102: College Physics II

CHM 304: Organic Chemistry II

MTH 220: Calculus II

CHM 503: Physical Chemistry II

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.

Credits 4

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

CHM 502: Physical Chemistry I

CHM 504: Advanced Topics in Physical Chemistry

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

Requisites

Take CHM 503. (Required, Previous or concurrent).

CHM 522: Instrumental Analysis

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.

Credits 4

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[CHM 415: Analytical Chemistry](#)

Required Prerequisites

[CHM 501](#) or [CHM 502](#) also required

CHM 570: Senior Seminar

Students will be provided information and guidance about writing and editing a successful senior thesis and giving an effective oral presentation on their research. 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. 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, responsibilities of scientists in society, and the limitations of science. 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.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[CHM 475: Junior Research](#)

CHM 575: Senior Thesis

Each student will give a formal oral presentation of their research to the department, and attend presentations by invited speakers from industry and academia. They will make necessary revisions to their own senior theses after review by their faculty research mentors. 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.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

CHM 570: Senior Seminar

CHM 590: Chemical Research

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.

Credits 1

-3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

CHM 304: Organic Chemistry II

CHM 597: Special Problems

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

Credits 1

-3

CHM 598: Lab Assistantship

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.

Credits 1

-2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

CHM 599: Assistantship Honors

Credits 2

Mathematics and Computer Science

Chairman and Professor: DAVID GAEBLER

The Department of Mathematics and Computer Science offers majors in mathematics and applied mathematics and minors in mathematics and computer science.

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 value 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 student may not major in both mathematics and applied mathematics. A student majoring in mathematics or applied mathematics may not minor in mathematics.

Please note that mathematics courses of one hour do not count toward the completion of the major in mathematics, the major in applied mathematics, and the 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 MTH 575 honors thesis course for one or two hours (this course may be repeated once for a maximum of three hours in MTH 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 MTH 575 course and must give an oral presentation of his or her thesis to the Department.

Students preparing for a Ph.D. program in any mathematical discipline should take at least 40 hours in mathematics and engage in at least one mathematical research activity (MTH 575, LAUREATES, or a research program at another institution).

- Students preparing for graduate programs in pure mathematics are strongly encouraged to take MTH 405, 430, and at least one semester of 415.
- Students preparing for graduate programs in applied mathematics are strongly encouraged to take MTH 340, 403, 405, and at least one semester of 425.
- Students preparing for graduate programs in statistics, data analytics, and related fields are strongly encouraged to take MTH 370, 420, and at least one semester of 425.

All mathematics and applied mathematics majors should complete MTH 310: Linear Algebra and MTH 320: Multivariable Calculus by end of the sophomore year. Calculus I, Calculus II, Linear Algebra, and Multivariable Calculus are offered every semester.

Applied Mathematics

Program Type

Major

Required Courses

Course Code	Title	Hours
MTH 220	Calculus II	4
MTH 310	Linear Algebra	3
MTH 320	Multivariable Calculus	4
MTH 406	Numerical Analysis	3
	Sub-Total Credits	14

Choose one course from:

Course Code	Title	Hours
MTH 330	Theory of Numbers	3
MTH 335	Discrete Mathematics	3
MTH 360	Non-Euclidean Geometry	3
	Sub-Total Credits	3

Choose two courses from:

Course Code	Title	Hours
MTH 340	Differential Equations	3
MTH 370	Theory of Probability	3
MTH 380	Mathematical Modeling	3
	Sub-Total Credits	6

Choose one course from:

Course Code	Title	Hours
MTH 403	Real Analysis	3
MTH 410	Abstract Algebra	3
	Sub-Total Credits	3

Mathematics Elective

Choose 1 400-level course from: All MTH-400 and MTH-500 courses except [MTH 406](#).

Sub-Total Credits	3
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Computer Science Cognate

Choose a 3 credit course from: All CMP courses 101 or higher.

Sub-Total Credits	3
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A senior year comprehensive examination is also required.

Total Credits	32
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Mathematics

Program Type

Major

Required Courses

Course Code	Title	Hours
MTH 220	Calculus II	4
MTH 310	Linear Algebra	3
MTH 320	Multivariable Calculus	4
MTH 403	Real Analysis	3
MTH 410	Abstract Algebra	3
	Sub-Total Credits	17

Choose one course from:

Course Code	Title	Hours
MTH 330	Theory of Numbers	3
MTH 335	Discrete Mathematics	3
MTH 360	Non-Euclidean Geometry	3
	Sub-Total Credits	3

Course Code	Title	Hours
	Three additional 3-hour mathematics courses at or above the 300-level, with 9 at least one at or above the 400-level	
	Sub-Total Credits	9

A senior year comprehensive examination is also required.

Total Credits	29
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Computer Science

Program Type

Minor

Computer science at Hillsdale begins with an experiential introduction to the discipline through the study of formal language and the crafting of computations by writing programs. The goal is for students to become confident, creative programmers capable of using computation to explore their interests, perform useful tasks for themselves and their community, and, simply, to make beautiful things.

A serious student of the discipline will develop mind and test character through the rigors of translating natural language to formal, studying in ways both mathematical and philosophical the nature of this thing we call computation, and advancing in a craft capable of changing the world.

Courses covering the four core areas of computer science are offered. Students can analyze and design algorithms in CMP 310, Algorithms; work on the nature of language and translation in CMP, 320 Models of Computation; see how computation arises from nature in CMP 330, Physical Computation; and learn to develop software in CMP 340, The Craft of Coding. Additionally, they can study the nature of mind itself in CMP 470, Artificial Intelligence; work deeply in the ways pervasive computing is entwined with so much of modern life in CMP 333, Embedded Systems; and gain historical perspective on the discipline as well as see what role it has to play in the tradition of philosophical thought in our History and Philosophy of Computer Science course.

A minor in computer science requires a minimum of 18 semester hours.

Required Courses

Course Code	Title	Hours
CMP 101	Introduction to Computer Science	3
CMP 201	Data Structures	3
	Sub-Total Credits	6

Choose one course from:

Course Code	Title	Hours
CMP 310	Algorithms	3
CMP 320	Models of Computation	3
CMP 330	Physical Computation	3
CMP 340	The Craft of Coding	3
	Sub-Total Credits	3

Course Code	Title	Hours
	Any three additional 3-hour CMP elective or approved courses (MTH 335)	9
	Sub-Total Credits	9
	Total Credits	18

Mathematics

Program Type

Minor

Required Courses

Course Code	Title	Hours
	MTH 113 or 120	3
MTH 220	Calculus II	4
	Sub-Total Credits	7

Course Code	Title	Hours
	Four 3- or 4-hour mathematics courses at or above the 300-level	12-13
	Sub-Total Credits	12-13
	Total Credits	19

Mathematics and Computer Science Course Descriptions

MTH 105: Mathematics and Deductive Reasoning

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MTH 112: Integrated Calculus IA

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

MTH 113: Integrated Calculus IB

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

MTH 112: Integrated Calculus IA

Required Prerequisites

Completed with a C- or better.

MTH 120: Calculus I

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.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MTH 220: Calculus II

A continuation of MTH 120. Techniques and applications of integration. Infinite sequences and series.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Required Prerequisites

[MTH 113](#) or [MTH 120](#).

MTH 297: Science Camp: Introductory Discrete Mathematics

Summer High School Science Camp course.

Credits 1

MTH 303: Mathematical Logic

A thorough treatment of the techniques of formal reasoning. Topics include truth-functional logic, quantification logic and construction of correct deductions.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Required Prerequisites

[MTH 105](#), [MTH 120](#) or [MTH 220](#).

MTH 310: Linear Algebra

The theory and applications of vector spaces, matrix algebra, linear transformations and eigenvalues.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[MTH 220: Calculus II](#)

MTH 320: Multivariable Calculus

A third-semester calculus course. Topics will include vectors and three-dimensional coordinate systems, partial differentiation with applications, multiple integrals, and vector calculus.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[MTH 220: Calculus II](#)

MTH 330: Theory of Numbers

Properties of the integers, the Euclidean Algorithm, divisibility, Diophantine equations, prime numbers, congruences and residues.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

Prerequisite Courses

[MTH 220: Calculus II](#)

MTH 335: Discrete Mathematics

An introduction to the theory and applications of discrete mathematics. Topics for the course include proof writing, logic, set theory, induction, recursion, combinatorics, relations, functions, and graph theory.

Credits 3

Prerequisite Courses

[MTH 220: Calculus II](#)

MTH 340: Differential Equations

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

Required Prerequisites

[MTH 310](#) or [PHY 304](#).

MTH 360: Non-Euclidean Geometry

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

Prerequisite Courses

[MTH 220: Calculus II](#)

MTH 370: Theory of Probability

Introduction to the mathematical theory of probability. Discrete probability spaces, conditional probability, discrete and continuous random variables, expectations and distributions.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[MTH 320: Multivariable Calculus](#)

MTH 375: Game Theory

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Required Prerequisites

[MTH 310](#) or [MTH 320](#).

MTH 380: Mathematical Modeling

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 R, Mathematica, and Matlab.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[MTH 310: Linear Algebra](#)

MTH 385: Financial Mathematics

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. Offered as needed.

Credits 3

Prerequisite Courses

[MTH 220: Calculus II](#)

MTH 390: History of Mathematics

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

Prerequisite Courses

[MTH 310: Linear Algebra](#)

[MTH 320: Multivariable Calculus](#)

MTH 393: Topics in Mathematics

An introduction to proof writing, oral presentations, literature research, and computer software applied to mathematics. Offered as needed.

Credits 1

-3

Prerequisite Courses

[MTH 220: Calculus II](#)

MTH 403: Real Analysis

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Required Prerequisites

[MTH 320](#) and [MTH 330](#), [MTH 335](#), or [MTH 360](#).

MTH 405: Complex Analysis

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

Prerequisite Courses

[MTH 320: Multivariable Calculus](#)

MTH 406: Numerical Analysis

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[MTH 310: Linear Algebra](#)

[MTH 320: Multivariable Calculus](#)

MTH 410: Abstract Algebra

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Required Prerequisites

[MTH 310](#) and [MTH 330](#), [MTH 335](#), or [MTH 360](#).

MTH 415: Topics in Mathematics

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.

Credits 3

MTH 420: Mathematical Statistics

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

Prerequisite Courses

[MTH 370: Theory of Probability](#)

MTH 425: Topics in Applied Mathematics

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.

Credits 3

MTH 430: Topology

An introductory course in the fundamental concepts of general topology, including metric spaces, topological spaces, connectedness and compactness.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Required Prerequisites

[MTH 310](#) and [MTH 335](#) or [MTH 360](#).

MTH 458: Teaching Elementary Mathematics

A content-based course for the teaching of mathematics at the elementary level. As needed.

Credits 1

MTH 459: Teaching Secondary Mathematics

A content-based course for the teaching of mathematics at the secondary level. As needed.

Credits 1

MTH 570: Research Seminar

Students will be introduced to contemporary mathematics literature with an emphasis on undergraduate research. Instruction will be given on how to read and write mathematics papers, how to give and receive math talks, what to do at math conferences, how to perform literature searches, and other skills related to the mathematics profession and the practice of mathematics beyond the classroom.

Credits 1

Prerequisite Courses

[MTH 310](#): Linear Algebra

[MTH 320](#): Multivariable Calculus

MTH 575: Honor Thesis

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.

Credits 1

-2

MTH 597: Special Problems

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

Credits 1

-3

Computer Science

A minor in computer science requires a minimum of 18 semester hours

Computer Science Course Descriptions

CMP 101: Introduction to Computer Science

A first course in the discipline of computer science with emphasis on expressing ideas in a formal language. Introduces basic programming techniques, data abstraction, and algorithms. Includes discussion of the nature of computation and connections to major areas of computing.

Credits 3

CMP 201: Data Structures

Introduction to linked lists, stacks, queues, maps, trees, binary search trees, graphs, and hashing. Emphasis is on writing readable, efficient, and maintainable code. Object-oriented programming techniques, dynamic memory management, exception handling, and abstract data types are studied.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Prerequisite Courses

[CMP 101: Introduction to Computer Science](#)

CMP 202: Logic and Computing Structures

The nature of the logical foundation of the discipline is emphasized with coverage including propositional and predicate calculus, formal systems and proof, and methods of informal proof. Writing proofs about sets, functions, grammars, trees, and graphs is emphasized with an eye both towards the study of the logic itself as well as a deepening understanding of the structures at hand.

Credits 3

Prerequisite Courses

[CMP 101: Introduction to Computer Science](#)

CMP 310: Algorithms

Introduction to the design and analysis of algorithms. Course coverage includes divide and conquer algorithms, dynamic programming, greedy algorithms, back-tracking, branch-and-bound, and classic searching and sorting. Complexity is studied as well and includes order of growth, tractability, P vs. NP, and how to design algorithms for NP-hard problems.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

Prerequisite Courses

[CMP 101: Introduction to Computer Science](#)

CMP 320: Models of Computation

Formal languages and automata theory, with an introduction to computability. Course coverage includes deterministic and nondeterministic automata, pushdown automata, regular and context-free languages and grammars, models of computation including the Turing machine, computability, decidability, and the Halting problem.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Prerequisite Courses

[CMP 101: Introduction to Computer Science](#)

CMP 330: Physical Computation

Introduction to the architecture and organization of physical computers. Machine language programming, the design of instruction sets, and software/hardware tradeoffs are emphasized. Digital design topics such as transistors, Boolean algebra, logic gates, functional units, timing, computer arithmetic, and overall system design are studied. Topics include data path and controller design, hazard detection and resolution, dynamic scheduling, the memory hierarchy, parallelization, and application-specific processors.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

Prerequisite Courses

[CMP 101: Introduction to Computer Science](#)

CMP 333: Imbedded Systems

Microcontroller-based embedded system design and programming. Topics include basic machine electronics, interface design, and C and assembly language programming for real-time embedded systems. Applications to robotics such as planning, vision, and cybernetics are covered.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

Prerequisite Courses

[CMP 101: Introduction to Computer Science](#)

CMP 340: The Craft of Coding

Introduction to applications-level software design principles with emphasis on writing efficient, maintainable, and reusable code. Topics include design patterns, debugging, testing, exception handling, recursion, memory management, classes, inheritance, and polymorphism. This is a programming intensive course giving the student experience in a modern object-oriented language.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

Prerequisite Courses

[CMP 201: Data Structures](#)

CMP 355: Cybersecurity

An introduction to the fundamental problems faced in cybersecurity. These include cryptography, hashing, challenges to both, and a few families of general exploits (e.g., stack smashing) used to compromise or gain unauthorized access to a network or computer system. Greater policy discussion as to the use of cyberweapons and the benefits of a third offset strategy vs. the detriment of the proliferation of cyberweapons and loss of privacy will accompany the study of the basic offensive and defensive techniques themselves.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

Prerequisite Courses

[CMP 101: Introduction to Computer Science](#)

CMP 375: Computational Biology

An introduction to classic problems encountered when studying biological data in the wake of the high-throughput data generation over the past 20 years. Examples include inference of phylogenetic trees, gene finding, thermodynamic RNA secondary structure prediction, and analysis of mass spectrometric peptide sequence, protein sequence, or glycoconjugate data.

Credits 3

Prerequisite Courses

[CMP 101: Introduction to Computer Science](#)

CMP 382: Philosophy of Artificial Intelligence

An investigation of the nature of AI as a technology and a study of what the language of AI can help us say about perennial human questions, such as the nature of mind and reality. The effects of current AI applications on individuals and society will be discussed. Philosophical writing from ancient, medieval, and modern thinkers will be engaged through the lens of the science, mathematics, and engineering of AI. The student's ability to reflect meaningfully upon and write well about all aspects of AI and computing technology will be developed.

Credits 3

CMP 393: Topics in Computer Science

An elective course on special topics in computer science that are not normally offered. Specific topics may vary. The course may be taken for credit more than once under different titles.

Credits 1

-3

CMP 470: Artificial Intelligence

Overview of basic ideas in artificial intelligence. Coverage includes knowledge representation, classic search techniques, probabilistic reasoning, and neural networks. Modern computer architectures supporting artificial intelligence algorithms are covered. Includes discussion of the nature of intelligence and whether machines can think. Prerequisite: CMP 101 and MTH 113/120

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

Required Prerequisites

[CMP 101](#)

[MTH 113](#) or [MTH 120](#).

CMP 473: Machine Learning

A course in modern machine learning via deep learning. Topics include statistical estimation, efficient gradient descent of nonlinear functions, convolutional models, attention-based models, and generative models. Emphasis is placed on maintaining a balance between theory and the ability to produce practically efficient implementation of these techniques leveraging GPU acceleration within a leading deep learning development framework. Practical implementation details also consider techniques for avoiding local optima and improving generalization.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Prerequisite Courses

CMP 101: Introduction to Computer Science

Required Prerequisites

Take [MTH 113](#) or [MTH 120](#).

CMP 477: Evolutionary Computation

Theory and application of stochastic, population-based, general-purpose problem solving algorithms inspired by natural evolution. Includes coverage of genetic algorithms, swarm intelligence, evolutionary algorithms, genetic programming, and multi-agent simulations. Applications to problems in science, engineering, mathematics, business, and the humanities are studied. Prerequisite: CMP 101 and MTH 113/120

Credits 3

Required Prerequisites

[CMP 101](#)

[MTH 113](#) or [MTH 120](#).

CMP 597: Special Problems

Credits 1

-3

Physics

Chairman and Associate Professor: PAUL HOSMER

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.

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 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.

RATIONALE FOR COURSE NUMBERING (FOR ADVISING PURPOSES):

The 100-level and 200-level courses in Physics are open to all students. Courses numbered between 110 and 140 are topical in nature and open to science and non-science majors alike. PHY 100 satisfies the core requirement, however it is geared for non-science majors.

PHY 101 and PHY 102 are algebra-based introductory physics courses geared for students not pursuing a physics major/minor or will not be taking calculus.

PHY 201 and 202 are calculus-based physics courses intended for students pursuing a physics major/minor or more advanced training in physics. Some science majors (e.g., Chemistry) may require these courses for professional accreditation or program honors. Typically taken by freshman.

The 300-level courses are intermediate-level courses designed for physics majors/minors and other students who have the suitable prerequisites. PHY 393 may be available to non-physics students depending on the topic and prerequisites. Typically taken by sophomores.

The 400-level and 500-level courses are advanced courses available only to physics majors or other students with the proper prerequisites. Typically taken by juniors and seniors.

Physics

Program Type

Major

Required Physics Courses

Course Code	Title	Hours
PHY 201	University Physics I	4
PHY 202	University Physics II	4
PHY 303	Theoretical Physics I	3
PHY 304	Theoretical Physics II	3
PHY 310	Experimental Physics I	1
PHY 311	Experimental Physics II	1
PHY 410	Electronics	3
PHY 421	Mechanics	3
PHY 451	Thermal Physics	3
PHY 460	Electricity and Magnetism	3
PHY 490	Quantum Mechanics I	3
PHY 575	Senior Thesis	1
	Sub-Total Credits	32

Choose one course from:

Course Code	Title	Hours
PHY 470	Advanced Experimental Physics: Mechanics and Light	1
PHY 471	Advanced Experimental Physics: X-Ray and Nuclear Physics	1
PHY 472	Advanced Experimental Physics: Electricity and Magnetism	1
PHY 480	Research in Magnetism	1
	Sub-Total Credits	1

Choose one course from:

Course Code	Title	Hours
PHY 507	Nuclear and Atomic Physics	3
PHY 509	Light	3
PHY 511	Quantum Mechanics II	3
PHY 520	Solid State Physics	3
	Sub-Total Credits	3

Other Required Courses

Course Code	Title	Hours
CHM 201	General Chemistry I	4
CHM 202	General Chemistry II	4
MTH 120	Calculus I	4
MTH 220	Calculus II	4
MTH 320	Multivariable Calculus	4
	Sub-Total Credits	20

Physics Majors take the ETS Physics Assessment Test on campus during their senior year. The Graduate Record Exam (GRE) comprehensive physics test is also required. An acceptable score on the GRE physics test must be received by April 15 of the 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 or minor(s). The Physics major includes PHY 201, CHM 201, and MTH 120, which also satisfy the core requirements (they are 4 Hr. instead of 3 Hr.) After the core, the Physics major requires 32 hours of physics plus 12 hours of cognate courses.

The senior thesis topic should be determined and submitted to the department for approval by the end of the junior year, preferably 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.

A senior year comprehensive examination is also required.

Total Credits

56

Physics

Program Type

Minor

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.

Required Courses

Course Code	Title	Hours
PHY 201	University Physics I	4
PHY 202	University Physics II	4
PHY 303	Theoretical Physics I	3
PHY 304	Theoretical Physics II	3
PHY 310	Experimental Physics I	1
PHY 311	Experimental Physics II	1
	Sub-Total Credits	16

Electives

Choose 5 hours from courses required for the physics major:

Course Code	Title	Hours
PHY 410	Electronics	3
PHY 421	Mechanics	3
PHY 451	Thermal Physics	3
PHY 460	Electricity and Magnetism	3
PHY 470	Advanced Experimental Physics: Mechanics and Light	1
PHY 471	Advanced Experimental Physics: X-Ray and Nuclear Physics	1
PHY 472	Advanced Experimental Physics: Electricity and Magnetism	1
PHY 480	Research in Magnetism	1
PHY 490	Quantum Mechanics I	3
PHY 507	Nuclear and Atomic Physics	3
PHY 509	Light	3
PHY 511	Quantum Mechanics II	3
PHY 520	Solid State Physics	3
	Sub-Total Credits	5

*PHY 101 may be taken instead of PHY 201 with department approval.

Total Credits	21
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Physics Course Descriptions

PHY 100: Great Principles of Physics

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Required Concurrent

Take PHY-100L(2383). (Required, Concurrent).

PHY 101: College Physics I

An introduction to mechanics and waves. 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. (Physics and Chemistry majors, see PHY 201-202.)

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

Required Prerequisites

[MTH 112](#) is a recommended but not required co-requisite.

PHY 102: College Physics II

An introduction to thermodynamics, electricity, magnetism, light, and optics. 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. Physics and Chemistry majors, see PHY 201-202.

Credits 4

Session Cycle

Spring Only

Yearly Cycle

Every Year

Required Prerequisites

Take [PHY 101](#). (Required, Previous or concurrent).

PHY 110: Meteorology

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.

Credits 3

PHY 120: Astronomy

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.

Credits 3

PHY 130: Physics of Sound and Music

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.

Credits 3

PHY 140: Cosmology

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.

Credits 3

PHY 201: University Physics I

An introduction to mechanics and waves. There are two hours of laboratory investigation, three hours of lecture, and one recitation per week. Recommended for science and mathematics majors. Required in the field of concentration.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

Required Prerequisites

High school physics or [PHY 101](#) and [PHY 102](#)

Required Concurrent

[MTH 113](#) or [MTH 120](#)

PHY 202: University Physics II

An introduction 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.

Credits 4

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[PHY 201: University Physics I](#)

Required Concurrent

[MTH 220](#)

PHY 303: Theoretical Physics I

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; Minkowsky diagrams; invariants and four vectors; relativistic momentum and energy; particle collisions; relativity and electromagnetisms. Required in the field of concentration.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[MTH 220: Calculus II](#)

[PHY 202: University Physics II](#)

Required Concurrent

[PHY 310](#) and [MTH 320](#)

PHY 304: Theoretical Physics II

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 as time allows.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[PHY 303: Theoretical Physics I](#)

[PHY 310: Experimental Physics I](#)

[MTH 320: Multivariable Calculus](#)

Required Concurrent

[PHY 311](#)

PHY 310: Experimental Physics I

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.

Credits 1

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

PHY 202: University Physics II

Required Concurrent

[PHY 303](#)

PHY 311: Experimental Physics II

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, quantum mechanical, atomic, and solid-state physics, e.g., oscillations, superconductivity, hydrogen atom wavefunctions, quantum control of proton resonance, energy band structure of solids, photoelectric effect, X-ray diffraction, and spectrometry. Required in the field of concentration.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

PHY 303: Theoretical Physics I

PHY 310: Experimental Physics I

Required Concurrent

[PHY 304](#)

PHY 350: Introduction to Computational Physics

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 integration techniques, Lissajous figures, Lagrange points, spacecraft trajectories, and N-body simulations. The Python skills acquired will be applicable to scientific computing in any natural science. Examples chosen will reflect the student's background and interests. Offered on demand.

Credits 2

Prerequisite Courses

MTH 220: Calculus II

PHY 393: Topics in Physics

An elective course on special topics in physics that are not normally offered. Specific topics may vary. The course may be taken for credit more than once under different titles.

Credits 1

PHY 410: Electronics

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. Required in the field of concentration.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

Prerequisite Courses

[PHY 202: University Physics II](#)

PHY 421: Mechanics

Three-hour course 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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

Recommended Prerequisites

[PHY 303](#)

Prerequisite Courses

[PHY 201: University Physics I](#)

PHY 422: Mechanics

Three-hour course 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. Offered on demand.

Credits 3

Prerequisite Courses

[PHY 421: Mechanics](#)

PHY 451: Thermal Physics

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.

Credits 3

Session Cycle

Spring

Yearly Cycle

Even Year

Recommended Prerequisites

[PHY 304](#) and [PHY 311](#)

Prerequisite Courses

PHY 202: University Physics II

PHY 459: Teaching of Secondary Physics

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 fulfils one of the elective requirements for the Classical Education minor. Offered on demand

Credits 1

PHY 460: Electricity and Magnetism

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 EMFs and Maxwell's equations conclude this basic course. Required in the field of concentration.

Credits 3

Session Cycle

Spring

Yearly Cycle

Odd Year

Recommended Prerequisites

[PHY 303](#)

Prerequisite Courses

PHY 202: University Physics II

PHY 470: Advanced Experimental Physics: Mechanics and Light

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.)

Credits 1

Session Cycle

Fall

Yearly Cycle

Odd Year

Prerequisite Courses

PHY 304: Theoretical Physics II

PHY 311: Experimental Physics II

PHY 471: Advanced Experimental Physics: X-Ray and Nuclear Physics

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.)

Credits 1

Session Cycle

Fall

Yearly Cycle

Even Year

Prerequisite Courses

PHY 304: Theoretical Physics II

PHY 311: Experimental Physics II

Required Concurrent

[PHY 507](#)

PHY 472: Advanced Experimental Physics: Electricity and Magnetism

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.) Offered on demand.

Credits 1

Prerequisite Courses

PHY 304: Theoretical Physics II

PHY 311: Experimental Physics II

PHY 480: Research in Magnetism

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 in the areas of magnetism, condensed matter physics, low-temperature physics, and vacuum science will be discussed and demonstrated. The class will then carry out an experimental procedure for one alloy. Research based on the theory and procedures learned in this class may be used for student research by taking PHY 481-3 below or with other arrangements. 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.)

Credits 1

Session Cycle

Spring

Yearly Cycle

Odd Year

Prerequisite Courses

PHY 304: Theoretical Physics II

PHY 481, 482, 483: Research in Magnetism

In PHY 481- 483, the student will begin a series of measurements to contribute to the ongoing faculty-student research project. Four semesters of this work are possible. In addition, the student's senior thesis may be based on the theory and procedures learned in PHY 480 and the student's further research in this area.

Offered on Demand.

Credits 1

Prerequisite Courses

PHY 304: Theoretical Physics II

PHY 490: Quantum Mechanics I

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 using mathematical operators. This course is essential for those planning graduate study in physics or related areas. Required in the field of concentration.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

PHY 304: Theoretical Physics II

PHY 311: Experimental Physics II

PHY 506: Electrodynamics

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. Offered on demand

Credits 3

Prerequisite Courses

PHY 460: Electricity and Magnetism

PHY 507: Nuclear and Atomic Physics

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: (One course chosen from PHY 507, 509, 511 or PHY 520 is required for the major.)

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

Prerequisite Courses

[PHY 304: Theoretical Physics II](#)

[PHY 490: Quantum Mechanics I](#)

PHY 509: Light

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.)

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

Recommended Prerequisites

[PHY 304](#) and [PHY 311](#)

Prerequisite Courses

[PHY 303: Theoretical Physics I](#)

[PHY 310: Experimental Physics I](#)

PHY 511: Quantum Mechanics II

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 nondegenerate 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.)

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Prerequisite Courses

[PHY 490: Quantum Mechanics I](#)

PHY 520: Solid State Physics

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 the groundwork in crystal structure, crystal binding energies, crystal diffraction, and the reciprocal lattice. We will then consider the 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 or engineering. (The physics major requires one course chosen from PHY 507, 509, 511, or PHY 520.)

Credits 3

Session Cycle

Spring

Yearly Cycle

Odd Year

Recommended Prerequisites

[PHY 421](#) and [PHY 451](#)

Prerequisite Courses

[PHY 304: Theoretical Physics II](#)

[PHY 490: Quantum Mechanics I](#)

PHY 575: Senior Thesis

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

Credits 1

PHY 597: Special Problems

An elective course involving individual research or work on a special topic under faculty supervision. The course may be taken for credit more than once. Requires permission of the instructor.

Credits 1

-3

PHY 599: Teaching Assistantship

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

Credits 2

Humanities

Dean: STEPHEN SMITH

Art

Chairman and Associate Professor: JULIO C. SUAREZ

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).

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.

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.

Art

Program Type

Major

Required Courses

Course Code	Title	Hours
ART 101	Drawing I	3
ART 104	Design I	3
ART 120	Sculpture I	3
ART 203	History of Art: Prehistoric to Medieval	3
ART 204	History of Art: Renaissance to Modern	3
ART 353	Graphic Design I	3
ART 500	Senior Exhibit and Portfolio	3
	Sub-Total Credits	21

Choose one course from:

Course Code	Title	Hours
ART 308	History of Renaissance Art	3
ART 309	History of Baroque Art	3
ART 310	Survey of Non-Western Art	3
ART 410	History of Graphic Design and Photography	3
ART 411	History of Modern Art	3
ART 412	History of American Art	3
	Sub-Total Credits	3

Electives

Choose 12 hours from:

Course Code	Title	Hours
ART 206	Oil Painting I	3
ART 207	Watercolor Painting I	3
ART 302	Drawing II	3
ART 308	History of Renaissance Art	3
ART 309	History of Baroque Art	3
ART 310	Survey of Non-Western Art	3
ART 311	Oil Painting II	3
ART 312	Watercolor II	3
ART 313	Oil Painting III	3
ART 321	Sculpture II	3
ART 313	Oil Painting III	3
ART 321	Sculpture II	3
ART 322	Sculpture III	3
ART 323	Artistic Anatomy	3
ART 333	Drawing III	3
ART 334	Drawing IV	3
ART 335	Drawing V	3
ART 350	Art Internship	3
ART 354	Introduction to Typography	3
ART 355	Color Theory and Design	3
ART 361	Digital Photography	3
ART 362	Intermediate Digital Photography	3
ART 410	History of Graphic Design and Photography	3
ART 411	History of Modern Art	3
ART 412	History of American Art	3
ART 413	Portraiture	3
ART 414	Oil Painting IV	3
ART 420	Sculpture IV	3
ART 421	Plaster Casting	1
ART 453	Graphic Design II	3
THE 336	Design for the Theatre II	3
	Sub-Total Credits	12

[THE 336](#) (Design for the Theatre) may be counted for credit toward the field of concentration in art.

Art majors must achieve a total of 18 hours in art courses numbering 300 and above.

Total Credits	36
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Art

Program Type

Minor

Required Courses

Course Code	Title	Hours
ART 101	Drawing I	3
ART 120	Sculpture I	3
	Sub-Total Credits	6

Choose two courses from:

Course Code	Title	Hours
ART 203	History of Art: Prehistoric to Medieval	3
ART 204	History of Art: Renaissance to Modern	3
ART 308	History of Renaissance Art	3
ART 309	History of Baroque Art	3
ART 310	Survey of Non-Western Art	3
ART 410	History of Graphic Design and Photography	3
ART 411	History of Modern Art	3
ART 412	History of American Art	3
	Sub-Total Credits	6

Electives

Choose 9 hours from:

Course Code	Title	Hours
ART 104	Design I	3
ART 203	History of Art: Prehistoric to Medieval	3
ART 204	History of Art: Renaissance to Modern	3
ART 206	Oil Painting I	3
ART 207	Watercolor Painting I	3
ART 302	Drawing II	3
ART 308	History of Renaissance Art	3
ART 309	History of Baroque Art	3
ART 310	Survey of Non-Western Art	3
ART 311	Oil Painting II	3
ART 312	Watercolor II	3
ART 313	Oil Painting III	3
ART 321	Sculpture II	3
ART 322	Sculpture III	3
ART 323	Artistic Anatomy	3
ART 333	Drawing III	3
ART 334	Drawing IV	3
ART 335	Drawing V	3
ART 350	Art Internship	3
ART 353	Graphic Design I	3
ART 354	Introduction to Typography	3
ART 355	Color Theory and Design	3
ART 361	Digital Photography	3
ART 362	Intermediate Digital Photography	3
ART 410	History of Graphic Design and Photography	3
ART 411	History of Modern Art	3
ART 412	History of American Art	3
ART 413	Portraiture	3
ART 414	Oil Painting IV	3
ART 420	Sculpture IV	3
ART 421	Plaster Casting	1
ART 453	Graphic Design II	3
	Sub-Total Credits	9
	Total Credits	21

Art History

Program Type

Minor

Required Courses

Course Code	Title	Hours
ART 101	Drawing I	3
	ART-120 or ART-206	3
	Sub-Total Credits	6

Choose five courses from:

Course Code	Title	Hours
ART 203	History of Art: Prehistoric to Medieval	3
ART 204	History of Art: Renaissance to Modern	3
ART 308	History of Renaissance Art	3
ART 309	History of Baroque Art	3
ART 310	Survey of Non-Western Art	3
ART 410	History of Graphic Design and Photography	3
ART 411	History of Modern Art	3
ART 412	History of American Art	3
	Sub-Total Credits	15
	Total Credits	21

Graphic Design

Program Type

Minor

Required Courses

Course Code	Title	Hours
ART 101	Drawing I	3
ART 104	Design I	3
ART 353	Graphic Design I	3
ART 354	Introduction to Typography	3
ART 355	Color Theory and Design	3
ART 361	Digital Photography	3
	Sub-Total Credits	18

Electives

Choose 3 hours from:

Course Code	Title	Hours
ART 120	Sculpture I	3
ART 203	History of Art: Prehistoric to Medieval	3
ART 204	History of Art: Renaissance to Modern	3
ART 206	Oil Painting I	3
ART 207	Watercolor Painting I	3
ART 302	Drawing II	3
ART 308	History of Renaissance Art	3
ART 309	History of Baroque Art	3
ART 310	Survey of Non-Western Art	3
ART 311	Oil Painting II	3
ART 312	Watercolor II	3
ART 313	Oil Painting III	3
ART 321	Sculpture II	3
ART 322	Sculpture III	3
ART 323	Artistic Anatomy	3
ART 333	Drawing III	3
ART 334	Drawing IV	3
ART 335	Drawing V	3
ART 362	Intermediate Digital Photography	3
ART 410	History of Graphic Design and Photography	3
ART 411	History of Modern Art	3
ART 412	History of American Art	3
ART 413	Portraiture	3
ART 414	Oil Painting IV	3
ART 420	Sculpture IV	3
ART 453	Graphic Design II	3
	Sub-Total Credits	3
Total Credits		21

Art Course Descriptions

ART 101: Drawing I

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

ART 104: Design I

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ART 120: Sculpture I

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ART 203: History of Art: Prehistoric to Medieval

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ART 204: History of Art: Renaissance to Modern

A follow-up to ART 203, this course surveys Renaissance, Baroque and the parade of changing styles of the 18th, 19th and 20th centuries.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ART 206: Oil Painting I

This course is designed to introduce students to the fundamentals of oil painting. Working from direct observation, students will learn to translate the three dimensional into two and acquire the tools necessary to decode the appearance of things. Emphasis will be placed on discovering how truly unexpected and different from preconceptions these appearances can be. Students will work on projects that will progressively develop their abilities to determine value and color relationships while at the same time improving their drawing and compositional skills. Prerequisite: ART 101 and 104 or permission of the instructor.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

ART 101: Drawing I

ART 104: Design I

ART 207: Watercolor Painting I

Introduction to various techniques in watercolor painting. Prerequisite: ART 101 and 104 or permission of the instructor. Spring, odd-numbered years.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

Prerequisite Courses

ART 101: Drawing I

ART 104: Design I

ART 302: Drawing II

Intermediate-level problems in objective drawing techniques with a focus on the human figure. Prerequisite: ART 101.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

ART 101: Drawing I

ART 308: History of Renaissance Art

A study of both sacred and secular art in Europe from about 1300 to 1580, the development of individualistic spirit, the beginnings of scientific naturalism and classical revival, and the impact of the Age of Discovery on artforms during an era that laid the foundation of modern Western civilization.

Credits 3

Session Cycle

Spring

Yearly Cycle

Even Year

ART 309: History of Baroque Art

An exploration of the profusion of the international Baroque style across Europe from about 1580 to 1750, focusing on Baroque art's central role in legitimizing the beliefs and values of the triumphalist Catholic Church and European monarchies, as well as capturing Protestant ideals and the everyday experiences of a more and more secular society.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

ART 310: Survey of Non-Western Art

This course studies art created outside of the Western tradition, including China, India, Japan, Africa, and across the Americas. Additionally, the course considers issues ranging from the cross-fertilization of Eastern and Western artforms to the anthropologic understanding of the importance of art-making.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

ART 311: Oil Painting II

The course will focus on further developing the perceptual painting techniques explored in Oil Painting I. Students will experiment with subject matter, technique, and scale.

Credits 3

Yearly Cycle

Every Year

Prerequisite Courses

[ART 206: Oil Painting I](#)

ART 312: Watercolor II

Intermediate-level approaches in watercolor painting. Studio problems will provide opportunities for more personal development.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

Prerequisite Courses

[ART 207: Watercolor Painting I](#)

ART 313: Oil Painting III

This course will focus on further developing the painting techniques explored in Oil Painting II. Students will work on developing a cohesive body of work that explores more self-directed goals and stylistic choices.

Credits 3

Prerequisite Courses

[ART 311: Oil Painting II](#)

ART 321: Sculpture II

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[ART 120: Sculpture I](#)

ART 322: Sculpture III

Exploring the subtractive method using various media and encouraging the student's individual expression.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[ART 321: Sculpture II](#)

ART 323: Artistic Anatomy

Exploration of human anatomy for the emerging artist. Skeletal and muscular structure will be studied in the clay medium.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[ART 120: Sculpture I](#)

ART 333: Drawing III

Additional experience in figure drawing with an emphasis on anatomy and development of graphic proficiency.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[ART 302: Drawing II](#)

ART 334: Drawing IV

Continued mastery of figure drawing.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[ART 333: Drawing III](#)

ART 335: Drawing V

Continued mastery of figure drawing.

Credits 3

Prerequisite Courses

[ART 334: Drawing IV](#)

ART 350: Art Internship

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.

Credits 3

ART 353: Graphic Design I

Introduction to visual design and conceptual thinking using Adobe Creative Suite and Apple hardware.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[ART 104: Design I](#)

ART 354: Introduction to Typography

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.

Credits 3

Session Cycle

Spring

Yearly Cycle

Every Year

Prerequisite Courses

[ART 353: Graphic Design I](#)

ART 355: Color Theory and Design

Explores principles, terminology and theories of color perception from Chevreul through Albers. Taught with computer applications.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Required Prerequisites

[ART 101](#) or [ART 104](#).

ART 361: Digital Photography

Introduction to the techniques and aesthetics of digital photography. Emphasis will be placed on understanding photographic principles and digital imagery workflow.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Required Prerequisites

[ART 101](#) or [ART 104](#).

Digital single lens reflex camera is also required

ART 362: Intermediate Digital Photography

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.

Credits 3

Prerequisite Courses

[ART 361: Digital Photography](#)

ART 410: History of Graphic Design and Photography

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.

Credits 3

Session Cycle

Spring,

Yearly Cycle

Even Year

ART 411: History of Modern Art

An examination of both revolutionary and traditional styles of art and architecture during the 19th and 20th centuries.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

ART 412: History of American Art

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

ART 413: Portraiture

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Prerequisite Courses

ART 101: Drawing I

ART 206: Oil Painting I

ART 414: Oil Painting IV

Emphasis on developing multi-figured composition.

Credits 3

Prerequisite Courses

ART 313: Oil Painting III

ART 420: Sculpture IV

Emphasis on developing multi-figured composition.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

ART 321: Sculpture II

ART 421: Plaster Casting

This course introduces the student to the ancient art of casting. Students will cast in plaster their clay portraits created in Sculpture I. They will develop an understanding of basic mold making techniques, the preparation of the sculpture for casting, mixing and applying plaster, de-molding and pouring the cast, patination and mounting. At the courses conclusion the student will have a solid understanding of the process and methods required to create a finished plaster cast using the waste mold technique.

Credits 1

ART 453: Graphic Design II

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

ART 353: Graphic Design I

ART 500: Senior Exhibit and Portfolio

Preparation and installation of an exhibit featuring one's best studio artwork from the undergraduate period. Preparation of a photographic portfolio featuring such artwork.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

ART 597: Special Problems

An independent work course with individual instruction for the advanced art major in selected problems. Prerequisite: Permission of the instructor. Offered on demand.

Credits 1

-3

ART 599: Assistantship Honors

Credits 2

Classics

Chairman and Professor: JOSEPH GARNJOBST

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 indepth 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.

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. Departmental honors will be awarded to graduating Greek, Latin, and Classics majors based on three joint criteria: a departmental GPA of at least 3.6, a high pass on comprehensive exams, and submission of an honors thesis. The thesis should be a significant research paper (3,000-6,000 words) on a classical topic or text. In addition to relevant primary sources, the paper should also demonstrate a command of the relevant secondary literature on the topic while developing an original argument. The paper may be developed and written during a student's senior year (under supervision of a Classics faculty member and with approval of a second reader within the department), or it may be revised from a previously submitted Classics

research paper or CSP thesis (in which case it must have approval from a second reader within the department other than the faculty member for whom it was originally written). The deadline to submit the thesis is March 1 for seniors graduating in the spring.

Classics

Program Type

Major

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.

Classical Civilization – 10 Hours

Group A: Required Courses

Course Code	Title	Hours
CLS 401	Greek Literature in Translation	2
CLS 402	Roman Literature in Translation	2
	Sub-Total Credits	4

Group B: One Elective Course from:

Course Code	Title	Hours
CLS 200	Greco-Roman Literature and Culture	3
CLS 301	Greek Civilization	3
CLS 302	Roman Civilization	3
	Sub-Total Credits	3

Group C: One Additional Course from:

Course Code	Title	Hours
CLS 200	Greco-Roman Literature and Culture	3
CLS 301	Greek Civilization	3
CLS 302	Roman Civilization	3
CLS 310	Greek Mythology	3
CLS 311	Rhetoric and Persuasion in the Ancient World	3
CLS 315	Law and Legal Thought in the Roman World	3
CLS 316	Pagans and Christians in the Greco-Roman World	3
CLS 380	The Antiquities of Rome	3
	Sub-Total Credits	3

[CLS 200](#), [CLS 301](#), [CLS 302](#): If not taken under Group B.

Classical Language

Choose 14 hours beyond CLS-201/202:

Course Code	Title	Hours
CLS 214	Readings in Koine Greek	1
CLS 314	Readings in Patristic Greek	1-2
CLS 320	Introduction to Latin Literature	3
CLS 321	Literature of the Roman Republic	3
CLS 322	Literature of the Roman Empire	3
CLS 350	Introduction to Greek Literature	3
CLS 351	Greek Literature of the Athenian Golden Age	3
CLS 352	Introduction to Homeric Greek	3
CLS 403	Topics in Advanced Latin Reading I	3
CLS 404	Topics in Advanced Latin Reading II	3
CLS 405	Roman Drama and Satire	3
CLS 406	The Latin Vulgate	3
CLS 407	Medieval Latin	1-2
CLS 411	Latin Prose Composition I	1-2
CLS 412	Latin Prose Composition II	1-2
CLS 423	Advanced Readings in Greek Literature I	3
CLS 424	Topics in Advanced Greek Reading II	3
CLS 425	Greek Epic and Lyric	3
CLS 493	Seminar in Latin Literature	3
CLS 494	Seminar in Greek Literature	3
	Sub-Total Credits	14

A senior year comprehensive examination is also required.

Total Credits	24
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Greek

Program Type

Major

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.”

Classical civilization – 8 hours

Group A: Required Courses

Course Code	Title	Hours
CLS 401	Greek Literature in Translation	2
	Sub-Total Credits	2

Group B: **One** Elective Course from

Course Code	Title	Hours
CLS 200	Greco-Roman Literature and Culture	3
CLS 301	Greek Civilization	3
	Sub-Total Credits	3

Group C: **One** Additional Course from:

Course Code	Title	Hours
CLS 200	Greco-Roman Literature and Culture	3
CLS 301	Greek Civilization	3
CLS 302	Roman Civilization	3
CLS 302	Roman Civilization	3
CLS 310	Greek Mythology	3
CLS 311	Rhetoric and Persuasion in the Ancient World	3
CLS 313	The Ancient Epic	3
CLS 315	Law and Legal Thought in the Roman World	3
CLS 316	Pagans and Christians in the Greco-Roman World	3
	Sub-Total Credits	3

Language

Choose 15 hours of Greek beyond [CLS 202](#):

Course Code	Title	Hours
CLS 214	Readings in Koine Greek	1
CLS 314	Readings in Patristic Greek	1-2
CLS 350	Introduction to Greek Literature	3
CLS 351	Greek Literature of the Athenian Golden Age	3
CLS 352	Introduction to Homeric Greek	3
CLS 423	Advanced Readings in Greek Literature I	3
CLS 424	Topics in Advanced Greek Reading II	3
CLS 425	Greek Epic and Lyric	3
CLS 494	Seminar in Greek Literature	3
	Sub-Total Credits	15

A senior year comprehensive examination is also required.

Total Credits	23
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Latin

Program Type

Major

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.”

Required Courses

Course Code	Title	Hours
CLS 402	Roman Literature in Translation	2
	Sub-Total Credits	2

Group B: One elective course from

Course Code	Title	Hours
CLS 200	Greco-Roman Literature and Culture	3
CLS 302	Roman Civilization	3
	Sub-Total Credits	3

Group C: One additional course from:

CLS 200 or CLS 302 can be taken if not taken in Group B.

Course Code	Title	Hours
CLS 200	Greco-Roman Literature and Culture	3
CLS 302	Roman Civilization	3
CLS 310	Greek Mythology	3
CLS 313	The Ancient Epic	3
CLS 315	Law and Legal Thought in the Roman World	3
CLS 316	Pagans and Christians in the Greco-Roman World	3
CLS 380	The Antiquities of Rome	3
	Sub-Total Credits	3

Electives

Choose 15 hours of Latin beyond [CLS 201](#) from:

Course Code	Title	Hours
CLS 320	Introduction to Latin Literature	3
CLS 321	Literature of the Roman Republic	3
CLS 322	Literature of the Roman Empire	3
CLS 403	Topics in Advanced Latin Reading I	3
CLS 404	Topics in Advanced Latin Reading II	3
CLS 405	Roman Drama and Satire	3
CLS 406	The Latin Vulgate	3
CLS 407	Medieval Latin	1-2
CLS 411	Latin Prose Composition I	1-2
CLS 412	Latin Prose Composition II	1-2
CLS 493	Seminar in Latin Literature	3
	Sub-Total Credits	15

A senior year comprehensive examination is also required.

	Total Credits	23
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Classics

Program Type

Minor

Required Courses

Group A: One Classical Civilization Course from:

Course Code	Title	Hours
CLS 200	Greco-Roman Literature and Culture	3
CLS 301	Greek Civilization	3
CLS 302	Roman Civilization	3
	Sub-Total Credits	3

Group B

Choose from 12 hours language courses:

Course Code	Title	Hours
CLS 101	Beginning Latin I	4
CLS 102	Beginning Latin II	4
CLS 103	Beginning Greek I	4
CLS 104	Beginning Greek II	4
CLS 201	Intermediate Latin	4
CLS 202	Intermediate Greek	4
CLS 214	Readings in Koine Greek	1
CLS 314	Readings in Patristic Greek	1-2
CLS 320	Introduction to Latin Literature	3
CLS 321	Literature of the Roman Republic	3
CLS 322	Literature of the Roman Empire	3
CLS 350	Introduction to Greek Literature	3
CLS 351	Greek Literature of the Athenian Golden Age	3
CLS 403	Topics in Advanced Latin Reading I	3
CLS 404	Topics in Advanced Latin Reading II	3
CLS 405	Roman Drama and Satire	3
CLS 406	The Latin Vulgate	3
CLS 407	Medieval Latin	1-2
CLS 411	Latin Prose Composition I	1-2
CLS 412	Latin Prose Composition II	1-2
CLS 423	Advanced Readings in Greek Literature I	3
CLS 424	Topics in Advanced Greek Reading II	3
CLS 425	Greek Epic and Lyric	3
CLS 493	Seminar in Latin Literature	3
CLS 494	Seminar in Greek Literature	3
CLS 352	Introduction to Homeric Greek	3
	Sub-Total Credits	12

Group C

Choose 6 hours language of literature courses:

Course Code	Title	Hours
CLS 101	Beginning Latin I	4
CLS 102	Beginning Latin II	4
CLS 103	Beginning Greek I	4
CLS 104	Beginning Greek II	4
CLS 201	Intermediate Latin	4
CLS 202	Intermediate Greek	4
CLS 214	Readings in Koine Greek	1
CLS 301	Greek Civilization	3
CLS 302	Roman Civilization	3
CLS 310	Greek Mythology	3
CLS 311	Rhetoric and Persuasion in the Ancient World	3
CLS 314	Readings in Patristic Greek	1-2
CLS 315	Law and Legal Thought in the Roman World	3
CLS 316	Pagans and Christians in the Greco-Roman World	3
CLS 320	Introduction to Latin Literature	3
CLS 321	Literature of the Roman Republic	3
CLS 322	Literature of the Roman Empire	3
CLS 350	Introduction to Greek Literature	3
CLS 351	Greek Literature of the Athenian Golden Age	3
CLS 380	The Antiquities of Rome	3
CLS 401	Greek Literature in Translation	2
CLS 402	Roman Literature in Translation	2
CLS 403	Topics in Advanced Latin Reading I	3
CLS 404	Topics in Advanced Latin Reading II	3
CLS 405	Roman Drama and Satire	3
CLS 406	The Latin Vulgate	3
CLS 407	Medieval Latin	1-2
CLS 411	Latin Prose Composition I	1-2
CLS 412	Latin Prose Composition II	1-2
CLS 423	Advanced Readings in Greek Literature I	3
CLS 424	Topics in Advanced Greek Reading II	3
CLS 425	Greek Epic and Lyric	3
CLS 493	Seminar in Latin Literature	3
CLS 494	Seminar in Greek Literature	3
	Sub-Total Credits	6

Note: Cannot count course taken to satisfy Group A requirement.

Total Credits	21
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Greek

Program Type

Minor

Required Courses

Choose one course from:

Course Code	Title	Hours
CLS 200	Greco-Roman Literature and Culture	3
CLS 301	Greek Civilization	3
	Sub-Total Credits	3

Electives

Choose 15 hours of Greek from:

Course Code	Title	Hours
CLS 103	Beginning Greek I	4
CLS 104	Beginning Greek II	4
CLS 202	Intermediate Greek	4
CLS 214	Readings in Koine Greek	1
CLS 314	Readings in Patristic Greek	1-2
CLS 350	Introduction to Greek Literature	3
CLS 351	Greek Literature of the Athenian Golden Age	3
CLS 352	Introduction to Homeric Greek	3
CLS 423	Advanced Readings in Greek Literature I	3
CLS 424	Topics in Advanced Greek Reading II	3
CLS 425	Greek Epic and Lyric	3
CLS 494	Seminar in Greek Literature	3
	Sub-Total Credits	15
	Total Credits	18

Latin

Program Type

Minor

Required Courses

Choose one course from:

Course Code	Title	Hours
CLS 200	Greco-Roman Literature and Culture	3
CLS 302	Roman Civilization	3
	Sub-Total Credits	3

Electives

Choose from 15 hours of Latin courses:

Course Code	Title	Hours
CLS 101	Beginning Latin I	4
CLS 102	Beginning Latin II	4
CLS 201	Intermediate Latin	4
CLS 320	Introduction to Latin Literature	3
CLS 321	Literature of the Roman Republic	3
CLS 322	Literature of the Roman Empire	3
CLS 403	Topics in Advanced Latin Reading I	3
CLS 404	Topics in Advanced Latin Reading II	3
CLS 405	Roman Drama and Satire	3
CLS 406	The Latin Vulgate	3
CLS 407	Medieval Latin	1-2
CLS 411	Latin Prose Composition I	1-2
CLS 412	Latin Prose Composition II	1-2
CLS 493	Seminar in Latin Literature	3
	Sub-Total Credits	15
	Total Credits	18

Classics Course Descriptions

CLS 101: Beginning Latin I

An introduction to the Latin language, concentrating on the fundamentals of Latin in preparation for reading classical and medieval authors in the original language at higher levels.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

CLS 102: Beginning Latin II

The continuation of CLS 101, with further study of the Latin language in preparation for reading classical and medieval Latin authors in the original language at higher levels.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

CLS 101: Beginning Latin I

CLS 103: Beginning Greek I

An introduction to ancient Greek, concentrating on the fundamentals of classical Greek in preparation for reading classical and New Testament Greek at higher levels.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

CLS 104: Beginning Greek II

The continuation of CLS 103, with further study of classical Greek in preparation for reading classical and New Testament Greek at higher levels.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[CLS 103: Beginning Greek I](#)

CLS 200: Greco-Roman Literature and Culture

This course strives to communicate something of the broad perspective on human culture characteristic of classics at its best: an intense interest in the interconnections between areas that too easily become siloed off in their own disciplines: literature, art, philosophy, history, politics, warfare, and so on. As its title suggests, the literature of the classical world is a special focus in this course, with readings in both Greek and Roman authors across a timespan that may range from Homer to the Christian authors from the end of the Roman Empire. But the course seeks to examine how developments in literature relate to developments in other areas of human life. This course often includes discussion of the legacy of classical Greek and Latin literature and thought in later periods from the Middle Ages to the present day. All readings are in English.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

CLS 201: Intermediate Latin

The conclusion to the sequence of introductory Latin classes, which completes students' learning of the fundamentals of the Latin language and equips them to begin reading classical and medieval authors in the original language.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[CLS 102: Beginning Latin II](#)

CLS 202: Intermediate Greek

The conclusion to the sequence of introductory Greek classes, which completes students' learning of the fundamentals of classical Greek and equips them to begin reading classical and New Testament Greek texts in the original language.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[CLS 104: Beginning Greek II](#)

CLS 214: Readings in Koine Greek

Koine Greek is a dialect of Greek spoken and written during the centuries following the conquests of Alexander, including during the Roman Empire. It is of particular importance as the original language of the New Testament. This course introduces students to *koine* Greek through readings from the New Testament and other later Greek works, such as the Septuagint. All readings are in the original Greek. This course may be repeated for credit if the readings are different.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

CLS 301: Greek Civilization

This course surveys Greek literature, history, art, thought, and culture from their beginnings, and the legacy of ancient Greek civilization in the West. All readings are in English.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

CLS 302: Roman Civilization

This course surveys the literature, history, art, thought, and culture of ancient Rome from their beginnings, and the legacy of Roman civilization in the West. All readings are in English.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

CLS 310: Greek Mythology

The mythology of ancient Greece makes up the most famous and influential body of myth and legend in world history. This course examines these stories about the Greek gods and heroes as they appear in Greek and Roman literature and art, and may include study of retellings of these stories in later periods from the Middle Ages to the present day. All readings are in English.

Credits 3

CLS 311: Rhetoric and Persuasion in the Ancient World

If brought to the present day, an educated Greek or Roman from much of the timespan of classical civilization would find the speech and self-presentation of a modern educated person shockingly amateurish. Rhetoric was the art of public speaking, and also much more than that. Its importance reflected the profound centrality of speech in public settings in the life and values of the ancient Greek and Roman city. This course examines ancient Greek and Roman speeches, but also ancient writing about the art of persuasion, both by rhetorical writers themselves, and by their critics such as Plato. All readings are in English.

Credits 3

CLS 313: The Ancient Epic

If ancient Greek and Roman poetry is the most influential poetry in Western literary history, no genre within it is more influential than epic — a kind of poetry most associated with Homer and Virgil, but extending into some remarkably strange places. This course examines the ancient epic tradition from Homer through Roman epics such as those of Virgil, Ovid, and Lucan. It may also look back as far as the precursors of Greek and Roman epic such as the *Epic of Gilgamesh*, and forward to successors such as *Paradise Lost*. All readings are in English.

Credits 3

CLS 314: Readings in Patristic Greek

Patristic Greek is the language of Christian Greek authors of the second through sixth centuries A.D., such as St. Athanasius, St. Basil of Caesarea, St. Gregory of Nazianzus, and St. John Chrysostom. This course introduces students to patristic Greek language and thought through readings in the original Greek. This course may be repeated for credit if the readings are different.

Credits 1

-2

Prerequisite Courses

CLS 214: Readings in Koine Greek

CLS 315: Law and Legal Thought in the Roman World

Roman law is perhaps the single most lasting and important legacy of the Roman Empire, representing as it does the basis of civil law systems throughout the modern world, not to mention constituting an important influence on other legal systems such as those of the United States. This course provides an introductory overview of Roman private and public law in its original historical context. All readings are in English.

Credits 3

CLS 316: Pagans and Christians in the Greco-Roman World

Few, if any, intellectual and cultural revolutions in world history can claim to be as consequential as the rise and eventual triumph of Christianity within the pagan Roman world. This course examines how the new Christian thought and literature relates to its non-Christian counterpart, through pagan authors such as Plutarch and Seneca and Christian authors such as Tertullian and Augustine. All readings are in English.

Credits 3

CLS 320: Introduction to Latin Literature

This course is designed to start students on their journey of reading classical and medieval authors in the original Latin. Readings may include authors such as Augustine, Caesar, and Virgil. The authors read are drawn from different periods of classical Latin, and may range beyond that, to include late Latin, medieval Latin, and neo-Latin (the Latin of the Renaissance through the eighteenth century). All readings are in the original Latin.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

CLS 321: Literature of the Roman Republic

This course introduces students to reading Roman literature from the Republic in the original Latin. Readings are drawn from authors such as Cicero, Catullus, Plautus, Terence, Lucretius, and Sallust.

CLS 321 is only offered in the fall, and may be taken after CLS 322, if the student has not already taken CLS 321.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

CLS 322: Literature of the Roman Empire

This course introduces students to reading Roman literature from the Empire in the original Latin. Readings are drawn from authors such as Virgil, Horace, Ovid, Livy, Seneca, Lucan, Statius, and Juvenal.

CLS 322 is only offered in the spring, and can be taken before CLS 321.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

CLS 350: Introduction to Greek Literature

This course is designed to start students on their journey of reading ancient Greek authors in the original language. The authors read are typically classical Greek prose authors such as Plato or Lysias, but may range beyond that.

Credits 3

CLS 351: Greek Literature of the Athenian Golden Age

This course offers more intensive reading than CLS 350 in Athenian literature of the fifth and fourth centuries B.C., and may include poetry such as Greek tragedy or comedy, as well as prose authors such as Xenophon and Aristotle. Readings may also include non-Attic authors of the classical period such as Herodotus. All readings are in the original Greek.

CLS 351 is only offered in the fall, and may be taken after CLS 352, if the student has not already taken CLS 351.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

CLS 352: Introduction to Homeric Greek

This course introduces the student to reading Homer's epics in the original Greek. It includes not only attention to the linguistic peculiarities of Homeric Greek and the meter of Homeric poetry, but also critical approaches to the poems. Reading normally consists of selections from either the *Iliad* or the *Odyssey*, but may include selections from both.

Credits 3

CLS 380: The Antiquities of Rome

A study-abroad course that investigates the antiquities of Rome in Italy.

Credits 3

CLS 393: Topics in Classical Studies

Credits 1

-3

CLS 400: Spoken Latin

This immersive course provides students an opportunity to activate their passive knowledge of the Latin language. Students will practice comprehending Latin as they hear it and will learn to engage each other in conversation by taking part in exercises and games, as well as by discussing Latin texts and imitating Latin authors. No prior experience in speaking Latin is required, although a good grasp of Latin grammar is assumed. Those who have passed CLS 201 or higher are encouraged to enroll. Students currently taking 201 may enroll with the permission of the instructor.

Credits 1

-2

CLS 401: Greek Literature in Translation

This course surveys the important authors and genres of Greek literature. It is required for classics majors and Greek majors, and complements the more focused reading of authors in the original Greek in other classes with a broad perspective by reading a wide range of different texts in English translation.

Credits 2

Session Cycle

Fall Only

Yearly Cycle

Every Year

CLS 402: Roman Literature in Translation

This course surveys the important authors and genres of Roman literature. It is required for classics majors and Latin majors, and complements the more focused reading of authors in the original Latin in other classes with a broad perspective by reading a wide range of different texts in English translation.

Credits 2

Session Cycle

Spring Only

Yearly Cycle

Every Year

CLS 403: Topics in Advanced Latin Reading I

This course offers readings in Latin authors of different periods at an advanced level, with more attention paid to discussion of literary, historical, philosophical and other intellectual aspects of the text than at lower levels. The course often focuses on a single author. All reading of primary sources is in the original Latin.

CLS 403 is only offered in the fall, and may be taken after CLS 404 if the student has not already taken CLS 403.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

CLS 404: Topics in Advanced Latin Reading II

The companion course to CLS 403, CLS 404 offers readings in Latin authors of different periods at an advanced level, with more attention paid to discussion of literary, historical, philosophical and other intellectual aspects of the text than at lower levels. The course often focuses on a single author. All reading of primary sources is in the original Latin.

CLS 404 is only offered in the spring, and may be taken before CLS 403.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

CLS 405: Roman Drama and Satire

Readings from authors such as Plautus, Terence, Seneca, Horace, and Juvenal.

Credits 3

CLS 406: The Latin Vulgate

This course offers readings at an advanced level from the Vulgate Bible and patristic Latin authors such as St. Augustine and St. Jerome, along with discussion of literary, theological and other intellectual aspects of the texts. All readings are in the original Latin. This course may be repeated for credit if the readings are different.

Credits 3

CLS 407: Medieval Latin

This course introduces students to the reading of medieval Latin, with particular attention to appreciating the ways in which the medieval Latin language can be very different from classical Latin. This course may be repeated for credit if the readings are different.

Credits 1

-2

CLS 411: Latin Prose Composition I

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, as well as *ex tempore*, oral composition in class. Permission of instructor is required for enrollment.

Credits 1

-2

CLS 412: Latin Prose Composition II

The continuation of CLS 411. Like CLS 411, the course devotes special attention to Latin syntax and prose style. It may also treat of Latin verse composition, as well as *ex tempore*, oral composition in class. Permission of the instructor is required for enrollment.

Credits 1

-2

Session Cycle

Spring Only

Yearly Cycle

Every Year

CLS 423: Advanced Readings in Greek Literature I

This course offers readings in ancient Greek authors of different periods at an advanced level, with more attention paid to discussion of literary, historical, philosophical and other intellectual aspects of the text than at lower levels. The course often focuses on a single author. All reading of primary sources is in the original Greek.

CLS 423 is only offered in the fall, and may be taken after CLS 424 if the student has not already taken CLS 423.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

CLS 424: Topics in Advanced Greek Reading II

Selections from Attic tragedy and comedy

Credits 3

CLS 425: Greek Epic and Lyric

Readings from authors such as Homer, Archaic Lyric, Pindar.

Credits 3

CLS 450: Latin Teacher Program

This course provides hands-on experience in the classroom for students interested in improving their pedagogical skills and/or considering a career as a Latin teacher. There are two possible tracks for this program: (A) teaching 3rd-8th grade 2 hours/week at Hillsdale Preparatory School, or (B) observing and student-teaching 3rd-12th grade 2 hours/week at Hillsdale Academy. Students are expected to communicate with their classroom lead teacher, create and submit lesson plans (when applicable), and attend teacher development seminars. Any interested students may register for this course, but they must complete an application and interview process to remain enrolled. Students may repeat CLS 450 for up to 6 credit hours; such hours count towards the overall maximum allowable internship and practicum credit (6).

Beginning Spring 2025: CLS 400 or permission of the instructor will be required for enrollment.

Credits 1

-2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

CLS 493: Seminar in Latin Literature

A seminar dealing in depth with some aspect of Latin literature, typically a single author or a particular genre or period. Seminars deal extensively with literary, historical, philosophical, and other aspects of the topic. This course may be repeated for credit if the topic is different.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

CLS 494: Seminar in Greek Literature

A seminar dealing in depth with some aspect of ancient Greek literature, typically a single author or a particular genre or period. Seminars deal extensively with literary, historical, philosophical, and other aspects of the topic. This course may be repeated for credit if the topic is different.

Credits 3

CLS 597: Special Problems

Credits 1

-3

English

Chairman and Professor: JUSTIN A. JACKSON

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, and the British and American traditions serve as the basis for instruction in close reading, thinking, and writing. 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. English majors are strongly recommended to take ENG 201 to round out a full and robust Great Books experience in the major.

Departmental Honors

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 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 1. 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 20-25 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 no less than 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.

English

Program Type

Major

Required Courses

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

Course Code	Title	Hours
ENG 310	Old and Middle English Literature: 600-1500	3
ENG 320	Renaissance British Literature: 1500 to 1660	3
ENG 330	Restoration and Romantic British Literature: 1660-1830	3
ENG 340	Victorian and Modern British Literature: 1830 to Present	3
	Sub-Total Credits	12

Likewise, majors must take the two American Literature period courses:

Course Code	Title	Hours
ENG 360	American Literature: Colonial Era to the Civil War	3
ENG 370	American Literature: Civil War to the Present	3
	Sub-Total Credits	6

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 18 hours of 300-level period courses, students must also take at least 9 hours (three courses) at the 400 level. Students must take at least one course from each category below.

Course Code	Title	Hours
ENG 401	Special Studies in British Literature	3
ENG 402	Special Studies in American Literature	3
ENG 403	Special Studies in Literature	3
	Sub-Total Credits	9

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.

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.

Total Credits	27
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English

Program Type

Minor

Required Courses

A minor in English consists of 18 hours of credit in English (beyond 104-105). Of the 18 hours required for a minor, the following courses are mandatory:

One English period course:

Course Code	Title	Hours
ENG 310	Old and Middle English Literature: 600-1500	3
ENG 320	Renaissance British Literature: 1500 to 1660	3
ENG 330	Restoration and Romantic British Literature: 1660-1830	3
ENG 340	Victorian and Modern British Literature: 1830 to Present	3
	Sub-Total Credits	3

One American period course:

Course Code	Title	Hours
ENG 360	American Literature: Colonial Era to the Civil War	3
ENG 370	American Literature: Civil War to the Present	3
	Sub-Total Credits	3

Course Code	Title	Hours
	Two advanced literature courses (400-level)	6
	Sub-Total Credits	6

The remaining required hours may be satisfied by taking other courses taught within the department. Credit toward the major or minor in English is not granted for hours earned by Advanced Placement (AP) work.

	Total Credits	18
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English Course Descriptions

ENG 104: Great Books in the Western Tradition

This course will introduce the student to representative Great Books of the Western World from Antiquity to the Middle Ages and will teach the principles of close reading and literary analysis. 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 rhetorical and research skills.

Required course for all students in the College, and except in extraordinary circumstances, must be taken in the spring semester of the freshman year.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

ENG 105: Great Books in the British and American Traditions

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, and Yeats; 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 rhetorical and research skills.

Required course for all students in the College, and except in extraordinary circumstances, must be taken in the fall semester of the sophomore year.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

ENG 201: Great Books in Continental Literature

This course will introduce the student to Great Books of European literature from the Renaissance to modern times. Some emphasis will be placed on this 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, Racine, Goethe, Schiller, Rousseau, Flaubert, Tolstoy, Dostoevsky, Aleichem, Kafka, Camus, Bernanos, Sartre, Undset, and Solzhenitsyn. The writing requirement for the class will be at least one 5-page paper.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

ENG 104: Great Books in the Western Tradition

ENG 310: Old and Middle English Literature: 600-1500

A literary survey of Old and Middle English literature in the context of its age. Readings may include authors such as Augustine, Boethius, Caedmon, Bede, Alfred the Great, the anonymous poets of *Beowulf* and *Sir Gawain and the Green Knight*, Marie de France, the medieval dramatists and mystics, Chaucer, Langland, Malory, and selections from the 15th century.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ENG 320: Renaissance British Literature: 1500 to 1660

A literary survey of English Renaissance literature in the context of its age. Readings may include authors such as More, Wyatt, Sidney, Spenser, Marlowe, Shakespeare, Donne, Herbert, Marvell, and Milton.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ENG 330: Restoration and Romantic British Literature: 1660-1830

A literary survey of Restoration and Romantic literature in the context of its age. Readings may include authors such as Dryden, Pope, Swift, Johnson, Blake, Wordsworth, Coleridge, Shelley, Keats, and Austen.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ENG 340: Victorian and Modern British Literature: 1830 to Present

A literary survey of Victorian and Modern literature in the context of its age. Readings may include authors such as [Brontë](#), Dickens, Tennyson, Browning, Newman, Eliot, Yeats, Woolf, Joyce, and Auden.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ENG 360: American Literature: Colonial Era to the Civil War

A survey of American literature from the Colonial period through 1865. Readings may include authors such as Bradford, Bradstreet, Franklin, Crèvecoeur, Emerson, Poe, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ENG 370: American Literature: Civil War to the Present

A survey of American literature from 1865 to today. Readings may include authors such as Twain, James, Wharton, Eliot, Frost, Stevens, Hemingway, Fitzgerald, Faulkner, O'Connor, Ellison, and McCarthy.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ENG 393: Topics in English

Credits 1

-3

ENG 401: Special Studies in British Literature

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 Old English language and 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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ENG 402: Special Studies in American Literature

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ENG 403: Special Studies in Literature

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, Scandinavian, Yiddish, and Russian traditions); one or more of the traditional genres (epic, romance, lyric, tragedy, comedy, essay, novel, short story); literary criticism and theory; history of the English language; or advanced writing (creative, research, expository). Please consult the Departmental Bulletin for details.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ENG 453: Teaching of English

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.

Credits 3

ENG 575: Senior Thesis

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.

Credits 3

ENG 597: Special Problems

An independent study course designed for work on a topic not covered in other courses in the Department.

Credits 1

-3

French

Chairwoman and Associate Professor: SHERRI ROSE

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.

French

Program Type

Major

Required Courses

For a field of concentration in French, the student must complete 26 hours of French beyond the 201 level, including:

Course Code	Title	Hours
FRN 300	Introduction to Literary Texts	3
	FRN 301 or FRN 302	3
FRN 410	Speaking and Writing French	3
	FRN 411 or FRN 412	3
	Sub-Total Credits	12

Choose four courses from:

Course Code	Title	Hours
FRN 421	Survey of French Literature Middle Ages to 18th Century	3
FRN 422	The Modern Novel	3
FRN 423	Classical French Literature	3
FRN 424	The Age of Enlightenment	3
FRN 425	19th Century French Literature	3
FRN 426	Contemporary Drama	3
	Sub-Total Credits	12

Electives

Choose 2 hours from 400-level French courses, not [FRN 465](#).

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.

A senior year comprehensive examination is also required.

Total Credits	26
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French

Program Type

Minor

Required Courses

A minor in French shall consist of 20 semester hours of coursework, beyond the beginning (101) level and must include:

Course Code	Title	Hours
FRN 300	Introduction to Literary Texts	3
	FRN 301 or FRN 302	3
FRN 410	Speaking and Writing French	3
	FRN 411 or FRN 412	3
	Sub-Total Credits	12

Electives

Choose 1 literature course from:

Course Code	Title	Hours
FRN 422	The Modern Novel	3
FRN 423	Classical French Literature	3
FRN 424	The Age of Enlightenment	3
FRN 425	19th Century French Literature	3
FRN 426	Contemporary Drama	3
FRN 493	Seminar in French Literature	3
	Sub-Total Credits	3

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.

Total Credits	20
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French Course Descriptions

FRN 101: Beginning French I

First of two four-hour elementary courses stressing conversation as well as pronunciation, reading and grammar.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

FRN 102: Beginning French II

Second of two four-hour elementary courses stressing conversation as well as pronunciation, reading and grammar.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

FRN 201: Intermediate French

A review of grammar, idioms and vocabulary; practice in speaking and writing French; reading of modern French prose.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

FRN 300: Introduction to Literary Texts

Reading and discussion of representative works of French literature, with special attention to compositional skills.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Required Prerequisites

A minimum grade of "B-" in [FRN 201](#) or permission of the instructor.

FRN 301: French Civilization and Culture I

A study of French life and culture from the Middle Ages to the Revolution of 1789. Conducted in French.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Required Prerequisites

A minimum grade of "B-" in [FRN 201](#) or permission of the instructor.

FRN 302: French Civilization and Culture II

A study of French life and culture from the Revolution of 1789 to the 20th century. Conducted in French.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Required Prerequisites

A minimum grade of "B-" in [FRN 201](#) or permission of the instructor.

FRN 350: French Travel Study

Faculty-led travel during summer, spring break, or January interterm in a French-speaking country. Organized, supervised, and evaluated by a member of the Hillsdale College French faculty.

Credits 1

-3

FRN 393: Topics in French

Credits 1

-3

FRN 410: Speaking and Writing French

A course designed to increase the student's range of self-expression in the speaking and writing of French. Grammar study is included.

Credits 3

Session Cycle

Every third semester

Required Prerequisites

[FRN 301](#) or [FRN 302](#)

FRN 411: Conversation and Composition

Practice in oral and written expression, with study of grammar to develop an acceptable prose style. Prerequisite: FRN 301 or 302 or permission of the instructor. Offered every third semester.

Credits 3

Session Cycle

Every third semester

Required Prerequisites

[FRN 301](#) or [FRN 302](#)

FRN 412: French for International Business

French using international business usage and terminology as points of departure. Prerequisite: FRN 301 or 302 or permission of the instructor. Conducted in French. Offered every third semester.

Credits 3

Session Cycle

Every third semester

Required Prerequisites

[FRN 301](#) or [FRN 302](#).

FRN 414: French Discussion I

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.

Credits 1

FRN 415: French Discussion II

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.

Credits 1

FRN 416: French Discussion III

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.

Credits 1

FRN 417: French Discussion IV

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.

Credits 1

FRN 418: Phonetics I

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.

Credits 1

FRN 419: Phonetics II

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.

Credits 1

FRN 421: Survey of French Literature Middle Ages to 18th Century

The major themes and movements of each period are examined through representative works from the chanson de geste to the conte philosophique of Voltaire.

Credits 3

FRN 422: The Modern Novel

A study of novels representing the literary currents of Realism, Naturalism and Existentialism in the 19th and 20th centuries.

Credits 3

FRN 423: Classical French Literature

A close reading of major works of the 17th-century Golden Age. Special attention is given to the plays of Corneille, Racine and Moliere.

Credits 3

FRN 424: The Age of Enlightenment

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.

Credits 3

Session Cycle

Spring Only

FRN 425: 19th Century French Literature

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.

Credits 3

Session Cycle

Fall Only

FRN 426: Contemporary Drama

A study of representative plays from the French theatre of the 20th and 21st centuries.

Credits 3

FRN 452: French Masterworks in English Translation

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.

Credits 1

-3

FRN 460: Foreign Internship

Work in a foreign country outside the borders of the United States.

Credits 3

FRN 465: Teaching of Modern Languages

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.

Credits 1

FRN 493: Seminar in French Literature

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 every spring.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

FRN 597: Special Problems

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.

Credits 1

-3

German

Chairman and Associate Professor: FRED R. YANIGA

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.

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 literary competence in their native tongue.

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.

German

Program Type

Major

Required Courses

For a major in German, students may pursue a Literature (A) or a Language (B) track:

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:

Course Code	Title	Hours
GRM 202	Intensive Intermediate German	3
	Sub-Total Credits	3

Choose nine hours from:

Course Code	Title	Hours
GRM 303	German Composition, Conversation and Grammar I	2-3
GRM 304	German Composition, Conversation and Grammar II	2-3
GRM 350	Study in a German Speaking Country	2-6
GRM 399	Advanced Written & Spoken German I	2-3
GRM 400	Advanced Written & Spoken German II	2-3
	Sub-Total Credits	9

Choose four courses from:

Course Code	Title	Hours
GRM 412	Classical German Literature (The Age of Goethe)	3
GRM 413	Nineteenth Century German Literature	3
GRM 414	Twentieth Century German Literature	3
GRM 420	German Literature and Culture from the Middle Ages to the 18th Century	3
GRM 493	Seminar in German	3
	Sub-Total Credits	12

Track B: Language Track

A major degree in German (Language Track) requires a minimum of 24 credit hours beyond the 201 level and shall comprise:

Course Code	Title	Hours
GRM 202	Intensive Intermediate German	3
	Sub-Total Credits	3

Choose nine hours from:

Course Code	Title	Hours
GRM 412	Classical German Literature (The Age of Goethe)	3
GRM 413	Nineteenth Century German Literature	3
GRM 414	Twentieth Century German Literature	3
GRM 420	German Literature and Culture from the Middle Ages to the 18th Century	3
GRM 493	Seminar in German	3
	Sub-Total Credits	9

Choose four courses from:

Course Code	Title	Hours
GRM 303	German Composition, Conversation and Grammar I	2-3
GRM 304	German Composition, Conversation and Grammar II	2-3
GRM 350	Study in a German Speaking Country	2-6
GRM 399	Advanced Written & Spoken German I	2-3
GRM 400	Advanced Written & Spoken German II	2-3
	Sub-Total Credits	12

A senior year comprehensive examination is also required.

Total Credits	24
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German

Program Type

Minor

Required Courses

A minor in German shall consist of a minimum of nine credit hours beyond the 201 B.A. requirement level and must include:

If the German placement test permits the student to begin study beyond GRM 202, this course must be replaced with a higher-level, 3 credit GRM course.

Course Code	Title	Hours
GRM 202	Intensive Intermediate German	3
Sub-Total Credits		3

Choose one course from:

Course Code	Title	Hours
GRM 303	German Composition, Conversation and Grammar I	2-3
GRM 304	German Composition, Conversation and Grammar II	2-3
GRM 350	Study in a German Speaking Country	2-6
GRM 399	Advanced Written & Spoken German I	2-3
GRM 400	Advanced Written & Spoken German II	2-3
Sub-Total Credits		3

Electives

Choose 1 literature course from:

Course Code	Title	Hours
GRM 412	Classical German Literature (The Age of Goethe)	3
GRM 413	Nineteenth Century German Literature	3
GRM 414	Twentieth Century German Literature	3
GRM 420	German Literature and Culture from the Middle Ages to the 18th Century	3
GRM 452	German Literature in English Translation	1-3
GRM 493	Seminar in German	3
Sub-Total Credits		3
Total Credits		9

German Course Descriptions

GRM 101: Beginning German I

Introductory language course, emphasizing conversation, grammar, reading and pronunciation.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

GRM 102: Beginning German II

Introductory language course, emphasizing conversation, grammar, reading and pronunciation.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

GRM 201: Intermediate German

A review of grammar, expansion of vocabulary, practice of spoken and written German, and the study of a novel or other prose texts.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

GRM 202: Intensive Intermediate German

An intensive language course whose reading segments place emphasis on themes in German culture and civilization.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Required Prerequisites

A minimum grade of "B-" in [GRM 201](#) or permission of the instructor.

GRM 303: German Composition, Conversation and Grammar I

An intermediate intensive language course seeking to further the student's writing skills, oral competence and knowledge of grammar.

Credits 2

-3

GRM 304: German Composition, Conversation and Grammar II

A continuation of German 303.

Credits 2

-3

GRM 350: Study in a German Speaking Country

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 Wurzburg, Germany.)

Credits 2

-6

Yearly Cycle

Every Year

GRM 393: Topics in German

Topical courses for advanced students.

Credits 1

-3

GRM 399: Advanced Written & Spoken German I

A study and practice of idiomatic language through presentations, debate, essay writing, reading and grammar.

Credits 2

-3

GRM 400: Advanced Written & Spoken German II

A continuation of German 399.

Credits 2

-3

GRM 401: Business German

An applied study of communication skills, terminology, rhetorical devices and the culture of German business. Offered on demand.

Credits 2

Session Cycle

Spring Only

GRM 402: Contemporary Topics

A conversation course focusing on media, film, trans-Atlantic relations, etc. Offered on demand.

Credits 1

GRM 412: Classical German Literature (The Age of Goethe)

A survey of Classical German literature through the study of major works by Lessing, Goethe, and Schiller.

Credits 3

Yearly Cycle

Even Year

GRM 413: Nineteenth Century German Literature

A study of representative works of German Romanticism, Biedermeier, Realism and Naturalism.

Credits 3

GRM 414: Twentieth Century German Literature

A study of representative literary works of the 20th century, including the modern classical authors Franz Kafka, Thomas Mann, Robert Musil and Stefan Zweig.

Credits 3

Yearly Cycle

Odd Year

GRM 420: German Literature and Culture from the Middle Ages to the 18th Century

German culture and civilization reflected in great literary, philosophical and religious writings.

Credits 3

GRM 452: German Literature in English Translation

This course is open to all students and does not satisfy the German major or minor requirements.

Credits 1

-3

GRM 460: Foreign Internship

Departmentally approved foreign internship.

Credits 3

GRM 465: The Teaching of Modern Languages

A methods and materials course for the teaching of French, German and Spanish at the elementary and secondary levels. Taught in English.

Credits 1

Session Cycle

Spring Only

GRM 493: Seminar in German

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.

Credits 3

GRM 597: Special Problems

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.

Credits 1

-3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Music

The John E.N. and Dede Howard Department of Music

Chairman and Associate Professor: MELISSA KNECHT

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 180; 190; 196; 199; music ensembles and music lessons are exempt from tuition overload charges.

Music

Program Type

Major

The concentration in music requires a minimum of 40 credit hours, which includes the fine arts core requirement.

Required Courses

Course Code	Title	Hours
MUS 206	Advanced Understanding Music	3
MUS 201	Music Theory I	3
MUS 201L	Musicianship Lab I	1
MUS 221	Music Theory II	3
MUS 221L	Musicianship Lab II	1
MUS 321	Music Theory III	3
MUS 321L	Musicianship Lab III	1
	Sub-Total Credits	15

Choose six credits from:

Course Code	Title	Hours
MUS 322	History and Literature of Music I	3
MUS 323	History and Literature of Music II	3
MUS 325	History and Literature of Music III	3
	Sub-Total Credits	6

Choose 3 credits from:

Course Code	Title	Hours
MUS 408	Advanced Topics in Music History	3
MUS 409	Advanced Topics in Music Theory	3
	Sub-Total Credits	3

Choose 12 hours of Applied Music (four hours of a primary ensemble, four hours of 300-level lessons and four hours of 400-level lessons);

Course Code	Title	Hours
	Applied Music	12
	Sub-Total Credits	12

Electives

Choose 4 hours from:

Course Code	Title	Hours
MUS 320	The Craft of Musical Composition	2
MUS 322	History and Literature of Music I	3
MUS 323	History and Literature of Music II	3
MUS 324	Beginning Conducting	2
MUS 325	History and Literature of Music III	3
MUS 408	Advanced Topics in Music History	3
MUS 409	Advanced Topics in Music Theory	3
MUS 424	Advanced Conducting	1
MUS 310	Music Pedagogy	1-2
MUS 313	Woodwind Methods	1
MUS 314	Brass Methods	1
MUS 315	Percussion Methods	1
MUS 316	String Methods	1
MUS 417	The Teaching of Music in the Classroom	3
MUS 319	Voice Diction	2
MUS 326	The History of Jazz	2
Sub-Total Credits		4

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 an appropriate ensemble and enroll in private study on their primary instrument/voice.

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.

Total Credits

40

Music (Education Emphasis)

Program Type

Major

The concentration in music with an emphasis in education requires a minimum of 47 credit hours, which includes the fine arts core requirement.

Required Courses

Course Code	Title	Hours
MUS 206	Advanced Understanding Music	3
MUS 201	Music Theory I	3
MUS 201L	Musicianship Lab I	1
MUS 221	Music Theory II	3
MUS 221L	Musicianship Lab II	1
MUS 321	Music Theory III	3
MUS 321L	Musicianship Lab III	1
	Sub-Total Credits	15

Choose six credits from:

Course Code	Title	Hours
MUS 322	History and Literature of Music I	3
MUS 323	History and Literature of Music II	3
MUS 325	History and Literature of Music III	3
	Sub-Total Credits	6

Choose three credits selected from any 400-level music history or theory course:

Course Code	Title	Hours
MUS 408	Advanced Topics in Music History	3
MUS 409	Advanced Topics in Music Theory	3
	Sub-Total Credits	3

Choose 12 hours of Applied Music (four hours of a primary ensemble, four hours of 300-level lessons and four hours of 400-level lessons);

Course Code	Title	Hours
	Applied Music	12
	Sub-Total Credits	12

Other Requirements

Primary ensemble (orchestra, choir, or band) for one semester on a secondary instrument/voice, and:

Course Code	Title	Hours
MUS 324	Beginning Conducting	2
MUS 417	The Teaching of Music in the Classroom	3
	Sub-Total Credits	5

Education Requirements

Course Code	Title	Hours
EDU 360	Philosophy of Education	3
EDU 401	Liberal Arts Teaching Apprenticeship	1-6
	Sub-Total Credits	4

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.

Course Code	Title	Hours
	Senior Recital/Project	
	Total Credits	45

Music

Program Type

Minor

The minor in music requires a minimum of 21 credit hours.

Required Courses

Course Code	Title	Hours
MUS 206	Advanced Understanding Music	3
MUS 201	Music Theory I	3
MUS 201L	Musicianship Lab I	1
	Sub-Total Credits	7

Music History

Choose one course from:

Course Code	Title	Hours
MUS 322	History and Literature of Music I	3
MUS 323	History and Literature of Music II	3
MUS 325	History and Literature of Music III	3
	Sub-Total Credits	3

Electives

Choose one additional advanced music history or theory elective:

Course Code	Title	Hours
MUS 221	Music Theory II	3
MUS 322	History and Literature of Music I	3
MUS 323	History and Literature of Music II	3
MUS 325	History and Literature of Music III	3
MUS 408	Advanced Topics in Music History	3
MUS 409	Advanced Topics in Music Theory	3
	Sub-Total Credits	3

Applied Music Requirement

Take four semesters of lessons on an instrument or voice and four semesters of participation in a primary ensemble.

Course Code	Title	Hours
	Four semesters of lessons on an instrument or voice	4
	Four semesters of participation in a primary ensemble	4
	Sub-Total Credits	8
	Total Credits	21

Music (Education Emphasis)

Program Type

Minor

The minor in music with an emphasis in education requires a minimum of 26 credit hours.

Required Courses

Course Code	Title	Hours
MUS 206	Advanced Understanding Music	3
MUS 201	Music Theory I	3
MUS 201L	Musicianship Lab I	1
MUS 417	The Teaching of Music in the Classroom	3
	MUS 310 or 324	3
	Sub-Total Credits	13

Course Code	Title	Hours
	Four semesters of lessons on an instrument or voice	4
	Four semesters of participation in a primary ensemble	4
	One semester in a primary ensemble on a secondary instrument	
	Sub-Total Credits	9

Education Courses

Course Code	Title	Hours
EDU 360	Philosophy of Education	3
EDU 401	Liberal Arts Teaching Apprenticeship	1-6
	Sub-Total Credits	4-9

Students must also pass a keyboard proficiency exam, which includes sight-reading, harmonization, basic improvisation, and performance.

Total Credits	26
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Music Course Descriptions

MUS 030: Composition

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

MUS 320: The Craft of Musical Composition

MUS 033: Private Conducting

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

MUS 324: Beginning Conducting

MUS 424: Advanced Conducting

MUS 040: Composition

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

MUS 320: The Craft of Musical Composition

MUS 043: Private Conducting

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.

Credits 1

Prerequisite Courses

MUS 324: Beginning Conducting

MUS 424: Advanced Conducting

MUS 120: Guitar Class

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.

Credits 1

MUS 130: Beginning Voice Class

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 130J: Jazz Voice Class

Credits 1

MUS 131: Voice Lessons

Credits 1

MUS 131J: Jazz Voice Lessons

Credits 1

MUS 132: Voice Lessons

Credits 2

MUS 132J: Jazz Voice Lessons

Credits 2

MUS 135: Class Instrument Instruction

Group instruction in an applied instrument, especially suitable for students who have not studied the instrument before.

Credits 1

MUS 135J: Jazz Piano Harmony Class

Credits 1

MUS 135O: Oboe Class

Credits 1

MUS 135P: Percussion Class

Credits 1

MUS 135V: Violin Class

Credits 1

MUS 141: Piano Lessons

Credits 1

MUS 141J: Jazz Piano Lessons

Credits 1

MUS 142: Private Piano Lessons

Credits 2

MUS 142J: Jazz Piano Lessons

Credits 2

MUS 151: Woodwinds

Credits 1

MUS 151B: Bassoon Lessons

Credits 1

MUS 151C: Clarinet Lessons

Credits 1

MUS 151F: Flute Lessons

Credits 1

MUS 151O: Oboe Lessons

Credits 1

MUS 151S: Saxophone Lessons

Credits 1

MUS 152: Woodwind Lessons

Credits 2

MUS 152B: Bassoon Lessons

Credits 2

MUS 152C: Clarinet Lessons

Credits 2

MUS 152F: Flute Lessons

Credits 2

MUS 152O: Oboe Lessons

Credits 2

MUS 152S: Saxophone Lessons

Credits 2

MUS 160: Band

Credits 1

MUS 161: String Instrument Lessons

Credits 1

MUS 161A: Viola Lessons

Credits 1

MUS 161B: Bass Lessons

Credits 1

MUS 161C: Cello Lessons

Credits 1

MUS 161G: Guitar Lessons

Credits 1

MUS 161H: Harp Lessons

Credits 1

MUS 161V: Violin Lessons

Credits 1

MUS 162: String Instrument Lessons

Credits 2

MUS 162A: Viola Lessons

Credits 2

MUS 162B: Bass Lessons

Credits 2

MUS 162C: Cello Lessons

Credits 2

MUS 162G: Guitar Lessons

Credits 2

MUS 162H: Harp Lessons

Credits 2

MUS 162V: Violin Lessons

Credits 2

MUS 170: Chamber Ensemble

Credits 1

MUS 170A: Saxophone Ensemble

Credits 1

MUS 170B: Brass Ensemble

Credits 1

MUS 170C: Clarinet Ensemble

Credits 1

MUS 170F: Flute Ensemble

Credits 1

MUS 170G: Guitar Ensemble

Credits 1

MUS 170H: Horn Ensemble

Credits 1

MUS 170J: Jazz Ensemble

Credits 1

MUS 170K: Keyboard Ensemble

Credits 1

MUS 170P: Percussion Ensemble

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 170Q: Woodwind Ensemble

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 170S: Strings Ensemble

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 170T: Trumpet Ensemble

Credits 1

MUS 170Z: Opera Workshop

Credits 1

Yearly Cycle

Every Year

MUS 171: Brass Instrument Lessons

Credits 1

MUS 171H: French Horn Lessons

Credits 1

MUS 171R: Trombone Lessons

Credits 1

MUS 171T: Trumpet Lessons

Credits 1

MUS 171U: Tuba Lessons

Credits 1

MUS 172: Brass Instrument Lessons

Credits 2

MUS 172H: French Horn Lessons

Credits 2

MUS 172R: Trombone Lessons

Credits 2

MUS 172T: Trumpet Lessons

Credits 2

MUS 172U: Tuba Lessons

Credits 2

MUS 180: Orchestra

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.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 181: Organ Lessons

Credits 1

MUS 182: Organ Lessons

Credits 2

MUS 190: Choir

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.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 191: Percussion Lessons

Credits 1

MUS 192: Percussion Lessons

Credits 2

MUS 196: Chapel Choir

Exempt from tuition overload charges.

Credits 1

MUS 199: Chamber Choir

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.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 201: Music Theory I

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

MUS 206: Advanced Understanding Music

Required Concurrent

Take [MUS 201L](#).

MUS 201L: Musicianship Lab I

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.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

Required Concurrent

Take [MUS 201](#).

MUS 204: The Understanding of Music

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 206: Advanced Understanding Music

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Required Prerequisites

Music Reading Skills

MUS 221: Music Theory II

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

MUS 201: Music Theory I

Required Concurrent

Take [MUS 221L](#).

MUS 221L: Musicianship Lab II

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.

Credits 1

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

MUS 201: Music Theory I

Required Concurrent

Take [MUS 221](#).

MUS 230: Beginning Voice Class

Credits 1

MUS 231: Voice Lessons

Credits 1

MUS 231J: Jazz Voice Lessons

Credits 1

MUS 232: Voice Lessons

Credits 2

MUS 232J: Jazz Voice Lessons

Credits 2

MUS 241: Piano Lessons

Credits 1

MUS 241H: Harpsichord Lessons

Credits 1

MUS 241J: Jazz Piano Lessons

Credits 1

MUS 242: Piano Lessons

Credits 2

MUS 242H: Harpsichord Lessons

Credits 2

MUS 242J: Jazz Piano Lessons

Credits 2

MUS 251: Woodwind Lessons

Credits 1

MUS 251B: Bassoon Lessons

Credits 1

MUS 251C: Clarinet Lessons

Credits 1

MUS 251F: Flute Lessons

Credits 1

MUS 251O: Oboe Lessons

Credits 1

MUS 251S: Saxophone Lessons

Credits 1

MUS 252B: Bassoon Lessons

Credits 2

MUS 252C: Clarinet Lessons

Credits 2

MUS 252F: Flute Lessons

Credits 2

MUS 252O: Oboe Lessons

Credits 2

MUS 252S: Saxophone Lessons

Credits 2

MUS 261: String Instrument Lessons

Credits 1

MUS 261A: Viola Lessons

Credits 1

MUS 261B: Bass Lessons

Credits 1

MUS 261C: Cello Lessons

Credits 1

MUS 261G: Guitar Lessons

Credits 1

MUS 261H: Harp Lessons

Credits 1

MUS 261V: Violin Lessons

Credits 1

MUS 262A: Viola Lessons

Credits 2

MUS 262B: Bass Lessons

Credits 2

MUS 262C: Cello Lessons

Credits 2

MUS 262G: Guitar Lessons

Credits 2

MUS 262H: Harp Lessons

Credits 2

MUS 262V: Violin Lessons

Credits 2

MUS 270: Advanced Chamber Music

An analysis and performance of the standard chamber music repertoire selected from string quartets and piano quintets of Haydn, Mozart, Beethoven, Dvorak, Faure, Grieg and other romantic and twentieth century repertoire at the discretion of the instructor. May be repeated for credit.

Credits 2

MUS 270S: Advanced Chamber Music Strings

Credits 2

MUS 271H: French Horn Lessons

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 271R: Trombone Lessons

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 271T: Trumpet Lessons

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 271U: Tuba Lessons

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 272H: French Horn Lessons

Credits 2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 272R: Trombone Lessons

Credits 2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 272T: Trumpet Lessons

Credits 2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 272U: Tuba Lessons

Credits 2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

MUS 281: Organ Lessons

Credits 1

MUS 282: Organ Lessons

Credits 2

MUS 291: Percussion Lessons

Credits 1

MUS 292: Percussion Lessons

Credits 2

MUS 310: Music Pedagogy

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.

Credits 1

-2

MUS 313: Woodwind Methods

Credits 1

MUS 314: Brass Methods

Credits 1

MUS 315: Percussion Methods

Credits 1

MUS 316: String Methods

Credits 1

MUS 319: Voice Diction

Credits 2

MUS 320: The Craft of Musical Composition

An elective course dedicated to studies in the art and technique 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 prepare readings and performances of their compositions.

Credits 2

Prerequisite Courses

MUS 221: Music Theory II

MUS 321: Music Theory III

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

MUS 221: Music Theory II

Required Concurrent

Take [MUS 321L](#).

MUS 321L: Musicianship Lab III

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.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

MUS 221L: Musicianship Lab II

Required Concurrent

Take [MUS 321](#).

MUS 322: History and Literature of Music I

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

MUS 201: Music Theory I

MUS 206: Advanced Understanding Music

MUS 323: History and Literature of Music II

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

MUS 201: Music Theory I

MUS 206: Advanced Understanding Music

MUS 324: Beginning Conducting

The history of conducting, and the basics of baton and rehearsal technique. A workshop course in the fundamental theory and practice of conducting for students with little or no experience.

Credits 2

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

MUS 201: Music Theory I

MUS 325: History and Literature of Music III

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.

Credits 3

Prerequisite Courses

MUS 206: Advanced Understanding Music

MUS 201: Music Theory I

MUS 326: The History of Jazz

Overview of the emergence, development, and relevance of one of America's most genuine musical art forms. Students will study the basic elements of jazz; develop an ability to listen to jazz analytically as well as critically; discover how the historical development of jazz relates to cultural development; and form a basic knowledge of the relationship between composer, artist, and audience in a jazz-oriented setting.

Credits 2

MUS 332: Voice Lessons

Credits 2

MUS 332J: Jazz Voice Lessons

Credits 2

MUS 341: Piano Lessons

Credits 1

MUS 342: Piano Lessons

Credits 2

MUS 352: Woodwind Lessons

Credits 2

MUS 352B: Bassoon Lessons

Credits 2

MUS 352C: Clarinet Lessons

Credits 2

MUS 352F: Flute Lessons

Credits 2

MUS 352O: Oboe Lessons

Credits 2

MUS 352S: Saxophone Lessons

Credits 2

MUS 361: String Instrument Lessons

Credits 1

MUS 362: String Instrument Lessons

Credits 2

MUS 362C: Cello Lessons

Credits 2

MUS 362G: Guitar Lessons

Credits 2

MUS 362H: Harp Lessons

Credits 2

MUS 362V: Violin Lessons

Credits 2

MUS 372: Brass Instrument Lessons

Credits 2

MUS 372H: French Horn Lessons

Credits 2

MUS 372R: Trombone Lessons

Credits 2

MUS 372T: Trumpet Lessons

Credits 2

MUS 372U: Tuba Lessons

Credits 2

MUS 382: Organ Lessons

Credits 2

MUS 392: Percussion Lessons

Credits 2

MUS 393: Topics in Music

Credits 1

-3

MUS 408: Advanced Topics in Music History

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.

Credits 3

Required Prerequisites

[MUS 322](#) or [MUS 323](#) or [MUS 325](#).

MUS 409: Advanced Topics in Music Theory

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.

Credits 3

Prerequisite Courses

[MUS 321: Music Theory III](#)

[MUS 321L: Musicianship Lab III](#)

MUS 417: The Teaching of Music in the Classroom

This course is intended to develop a detailed understanding of music teaching, organization, and administration procedures at the combined elementary and secondary school levels.

Credits 3

MUS 424: Advanced Conducting

A detailed course in baton technique, score reading, rehearsal technique, and conducting larger ensembles.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

MUS 324: [Beginning Conducting](#)

MUS 432: Voice Lessons

Credits 2

MUS 432J: Jazz Voice Lessons

Credits 2

MUS 442: Piano Lessons

Credits 2

MUS 452: Woodwind Instrument Lessons

Credits 2

MUS 452C: Clarinet Lessons

Credits 2

MUS 452F: Flute Lessons

Credits 2

MUS 452O: Oboe Lessons

Credits 2

MUS 452S: Saxophone Lessons

Credits 2

MUS 462: String Instrument Lessons

Credits 2

MUS 462C: Cello Lessons

Credits 2

MUS 462G: Guitar Lessons

Credits 2

MUS 462H: Harp Lessons

Credits 2

MUS 462V: Violin Lessons

Credits 2

MUS 472H: French Horn Lessons

Credits 2

MUS 472R: Trombone Lessons

Credits 2

MUS 472T: Trumpet Lessons

Credits 2

MUS 472U: Tuba Lessons

Credits 2

MUS 482: Organ Lessons

Credits 2

MUS 491: Percussion Lessons

Credits 1

MUS 492: Percussion Lessons

Credits 2

MUS 597: Special Problems

Credits 1

-3

MUS 599: Assistantship Honors

Credits 1

MUS 2510: Oboe Lessons

Credits 1

Philosophy and Theology

Chairman and Associate Professor: LEE COLE

The courses in philosophy are designed to present students with historical and contemporary attempts to think critically and reflectively about fundamental questions concerning being, knowledge, and value. The study of such philosophical problems in a spirit of free inquiry encourages students to examine and develop their own views about our place in the world.

The courses in theology are designed to assist students in thinking about the nature of God by grounding them in the history, philosophy, theology, and ethics of the Judeo-Christian tradition and by exposing them to other relevant religious views. Thus, courses aim to impart the habits necessary to interpret and evaluate religious beliefs and then integrate these reflections in an intellectual and personal manner.

The major in philosophy and theology secures foundational knowledge in the respective movements, arguments, theories, and figures of these disciplines while equipping students to think synthetically within and between them.

Philosophy

Program Type

Major

Requirements for a major in philosophy: a minimum of 27 semester hours (not including Philosophy 105)

Required Courses

Course Code	Title	Hours
PHL 211	Ancient Philosophy	3
PHL 213	Early Modern Philosophy	3
	PHL 212 or 214	3
	PHL 207 or MTH 303	3
	PHL 312 or 313	3
	Sub-Total Credits	15

Electives

Choose 2 courses from:

Course Code	Title	Hours
PHL 342	Epistemology	3
PHL 343	Metaphysics	3
PHL 405	Philosophy of Language	3
PHL 410	Philosophy of Mind	3
PHL 420	Philosophy of Religion	3
PHL 451	Philosophy of Science	3
	Sub-Total Credits	6

Choose 6 hours from: All PHL courses except PHL ELE.

Sub-Total Credits	6
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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.

A senior year comprehensive examination is also required.

Total Credits	27
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Philosophy and Theology

Program Type

Major

Required Courses

Requirements for a major in philosophy and theology: 36 semester hours (not including Philosophy 105 or Theology 105), including:

(1) Philosophy

Course Code	Title	Hours
PHL 211	Ancient Philosophy	3
PHL 212	Medieval Philosophy	3
	PHL 213 or 214	3
PHL 420	Philosophy of Religion	3
	Sub-Total Credits	12

Electives

Choose 6 hours from: All PHL courses except PHL ELE.

Sub-Total Credits	6
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(2) Theology

Course Code	Title	Hours
THL 212	New Testament History and Literature	3
THL 213	Historical Theology I: Apostolic to High Scholastic	3
THL 214	Historical Theology II: Late Medieval to Present-Day	3
	Sub-Total Credits	9

Electives

Choose 9 hours from: All THL courses except THL ELE.

Sub-Total Credits	9
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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 [THL 575](#) for 1–3 credits. Students may apply these credits to fulfill elective requirements in either philosophy (if enrolled in [PHL 575](#)) or theology (if enrolled in [THL 575](#)). Students who take Philosophy or Theology 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 senior year comprehensive examination is also required.

Total Credits	36
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Theology

Program Type

Major

Required Courses

Course Code	Title	Hours
THL 211	Old Testament History and Literature	3
THL 212	New Testament History and Literature	3
THL 213	Historical Theology I: Apostolic to High Scholastic	3
THL 214	Historical Theology II: Late Medieval to Present-Day	3
	Sub-Total Credits	12

Historical Theology

Take three credits from the following

Course Code	Title	Hours
THL 302	Patristic Theology	3
THL 309	Medieval Theology	3
THL 316	Sixteenth-Century Theology	3
THL 318	Eighteenth-Century Theology	3
THL 321	Contemporary Theology	3
THL 329	Special Topics in Historical Theology	3
	Sub-Total Credits	3

Christian Doctrine

Take three credits from the following:

Course Code	Title	Hours
THL 331	Christology	3
THL 332	Pneumatology: Theology of the Holy Spirit	3
THL 333	Theology of the Trinity	3
THL 334	Soteriology: Theology of Salvation	3
THL 335	Ecclesiology: Theology of the Church	3
THL 336	Theological Anthropology	3
THL 338	Roman Catholic Theology	3
THL 339	Special Topics in Christian Doctrine	3
	Sub-Total Credits	3

Scripture

Take three credits from the following:

Course Code	Title	Hours
THL 340	Studies in Biblical Interpretation	3
THL 341	Studies in Biblical Theology	3
THL 349	Special Topics in Scripture	3
	Sub-Total Credits	3

Non-Christian Religious Thought

Take three credits from the following:

Course Code	Title	Hours
THL 354	Judaism	3
THL 355	Islam	3
THL 356	Eastern Religion	3
THL 359	Special Topics in Non-Christian Religions	3
	Sub-Total Credits	3

Additional Electives

Take three additional credits either from an additional course in the sections above or from the following courses:

Course Code	Title	Hours
THL 373	Religion, Society and Culture	3
THL 374	American Religious Landscape	3
THL 390	Introduction to Biblical Hebrew I	3
THL 391	Introduction to Biblical Hebrew II	3
THL 393	Readings in the Septuagint	3
THL 394	Readings in New Testament Greek	3
THL 493	Seminar in Theology	3
THL 575	Senior Thesis	1-3
THL 597	Special Problems	1-3
	Sub-Total Credits	3

Students who take Theology 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 Theology. Students planning to attend graduate school are urged to try for honors.

A senior year comprehensive examination is also required.

Total Credits	27
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Philosophy

Program Type

Minor

Required Courses

A minor in philosophy requires 18 semester hours (not including Philosophy 105), including:

Course Code	Title	Hours
PHL 211	Ancient Philosophy	3
PHL 213	Early Modern Philosophy	3
	PHL 207 or MTH 303	3
	PHL 312 or 313	3
	Sub-Total Credits	12

Electives

Choose 1 course from:

Course Code	Title	Hours
PHL 342	Epistemology	3
PHL 343	Metaphysics	3
PHL 405	Philosophy of Language	3
PHL 410	Philosophy of Mind	3
PHL 420	Philosophy of Religion	3
PHL 451	Philosophy of Science	3
	Sub-Total Credits	3

Choose 3 hours from: all PHL Courses except PHL ELE and [PHL 575](#).

Sub-Total Credits	3
Total Credits	18

Theology

Program Type

Minor

Required Courses

Please take 9 credits from the following:

Course Code	Title	Hours
THL 211	Old Testament History and Literature	3
THL 212	New Testament History and Literature	3
THL 213	Historical Theology I: Apostolic to High Scholastic	3
THL 214	Historical Theology II: Late Medieval to Present-Day	3
	Sub-Total Credits	9

Stipulated Electives

Please take 9 credits from the following:

You will need to choose from three of the four categories OR you can complete two of the four categories and take the fourth required course from above. Please reach out to the Registrar's Office with questions.

Course Code	Title	Hours
	Historical Theology	
	Christian Doctrine	
	Scripture	
	Religious Traditions	
	Sub-Total Credits	9
	Total Credits	18

Philosophy and Theology Course Descriptions

PHL 105: The Western Philosophical Tradition

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

PHL 207: Introduction to Logic

This course introduces students to a formal system of deductive logic with the aim of (1) developing better analytical skills and abilities and (2) helping students to see the logical structure of arguments and language. Additional topics include informal fallacies, inductive logic, probability, and more. Special attention will be given to propositional and predicate logic. Philosophy majors are strongly encouraged to take this course early on in their coursework. No prerequisites.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

PHL 211: Ancient Philosophy

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

PHL 212: Medieval Philosophy

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

PHL 213: Early Modern Philosophy

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

PHL 214: Late Modern Philosophy

A survey of major developments in philosophy between Kant and World War II. Emphasis will be on developments in Germany and France that also inspired both enthusiastic devotees and aggressive critics elsewhere. German Idealism (especially Hegel) will set the stage for later 19th-century reactions by such thinkers as Marx, Schopenhauer, Kierkegaard, and Nietzsche. In the early 20th century, we will look at early analytic philosophy as a clear reaction against 19th-century thought, and phenomenology (especially Heidegger) as an ambivalent continuation. Attention may also be given to other movements, such as pragmatism and existentialism.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

PHL 310: Classical Metaphysics

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).

Credits 3

PHL 312: Ethical Theory

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

PHL 313: Social and Political Philosophy

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

PHL 314: Aesthetic Theory

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.

Credits 3

PHL 320: American Pragmatism

An examination of the major early 20th-century figures associated with American pragmatist thought, with attention to their influences, their intellectual context, and their relationships to 19th and 20th-century philosophical developments. Central figures include C. S. Peirce, William James, John Dewey, and George Herbert Mead. Other possible figures for consideration might include Josiah Royce, George Santayana, Jane Addams, or W. E. B. DuBois, among others. Some attention may also be given to later figures associated with pragmatist thought, such as Sellars, Putnam, Rorty, or Brandom.

Credits 3

PHL 341: Twentieth-Century Analytic Philosophy

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

PHL 342: Epistemology

A survey of central debates in epistemology. Topics may include knowledge, rationality, skepticism, intellectual virtue, and related issues. The course will explore questions such as: What is knowledge and how can we attain it? Which beliefs are rational to hold and why? What are the intellectual virtues and how can we cultivate them?

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

PHL 343: Metaphysics

A survey of central debates in metaphysics. Topics may include free will and determinism; mind and personal identity; cause and effect; space and time; being and existence; possibility and necessity.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

PHL 345: Contemporary Continental Philosophy

This course will examine the major developments in 20th Century Continental philosophy since the 1940s. After some summary attention to earlier phenomenology and existentialism, and to the central role of Martin Heidegger, we will consider later developments in phenomenology (especially Emmanuel Levinas). Then the focus will be on structuralism and post-structuralism (Saussure, Lacan, Foucault, Derrida, Deleuze), and the critical theory of Habermas. Other trends might receive attention, such as French feminism, or recent Continental philosophy of religion. The course will underscore the continuing importance of Marx, Nietzsche, and Freud for Continental philosophy. PHL 214 is recommended background, but is not required.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

PHL 350: Philosophy of Law

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.

Credits 3

PHL 360: Philosophy of Education

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

PHL 105: The Western Philosophical Tradition

PHL 370: Philosophy of Love, Sex & Marriage

This course will explore the philosophical, theological, and ethical nature of human love, sex, and marriage through a careful study of texts in philosophy, theology, literature, and the social sciences.

Credits 3

PHL 393: Topics in Philosophy

Credits 1

-3

PHL 405: Philosophy of Language

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.

Credits 3

PHL 410: Philosophy of Mind

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.

Credits 3

PHL 420: Philosophy of Religion

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

PHL 451: Philosophy of Science

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.

Credits 3

PHL 493: Seminar in Philosophy

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.

Credits 3

PHL 575: Philosophy Senior Thesis

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.

Credits 1

-3

PHL 597: Special Problems

Investigation of special philosophical problems, under direction. Prerequisite: permission of the instructor.

Credits 1

-3

THL 105: The Western Theological Tradition

This course introduces students to Western reflections on God by attending to the nature of theology and to the origin, development, and enactment of both basic and contested theological claims. As such, it aims to develop a student's capacities for theological inquiry and judgment. Representative texts are drawn from across the various Jewish, Eastern Orthodox, Roman Catholic, and Protestant theological traditions of the last three millennia, with the claims of scripture playing a foundational role.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

THL 211: Old Testament History and Literature

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

THL 212: New Testament History and Literature

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

THL 213: Historical Theology I: Apostolic to High Scholastic

A study of Christian theology from the second through the thirteenth century. Special emphasis is placed on Jewish Hellenism in the Roman imperial context, the Trinitarian and Christological controversies, the contributions of Augustine, asceticism and the monastic theological tradition, and medieval scholasticism.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

THL 214: Historical Theology II: Late Medieval to Present-Day

A study of Christian theology from the fourteenth century to the present. Special emphasis is placed on late medieval theology, the Protestant and Catholic Reformations, Protestant scholasticism, the rise of biblical criticism, nineteenth-century Liberal theology, twentieth-century Neo-orthodoxy, the Vatican Councils, and current theological trends. While it is not a prerequisite, students are strongly encouraged to take THL 213 first.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

THL 302: Patristic Theology

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

THL 309: Medieval Theology

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

THL 316: Sixteenth-Century Theology

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.

Credits 3

THL 318: Eighteenth-Century Theology

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.

Credits 3

THL 321: Contemporary Theology

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.

Credits 3

THL 329: Special Topics in Historical Theology

This course provides an opportunity to address canonical theologians or important periods of theological development, beyond the topical specifications of THL 300–328. Examples include “Augustine,” “Martin Luther,” “Nineteenth-Century German Theology,” etc. May be repeated for credit.

Credits 3

THL 331: Christology

This course attends to the person and work of Jesus as the Messiah. Close readings of the Scriptures and historical and contemporary texts from across the Christian theological traditions will guide consideration of themes such as Jesus as the Word, the humanity of the Son of God, divine humility and self-emptying, and the Image of God.

Credits 3

THL 332: Pneumatology: Theology of the Holy Spirit

This course considers the identity and work of the Spirit of God. Close readings of the Scriptures and historical and contemporary texts from across the Christian theological traditions will guide consideration of themes such as holiness, inspiration, grace, the spiritual gifts, prophecy, life, reality, and actualization.

Credits 3

THL 333: Theology of the Trinity

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.

Credits 3

THL 334: Soteriology: Theology of Salvation

This course examines major models of salvation as present in the Scriptures and in classic and contemporary texts from across the Christian theological traditions.

Credits 3

THL 335: Ecclesiology: Theology of the Church

This course examines the doctrine of the church, tracing how Christians have understood themselves as the church from the New Testament to today, by attending to marks and attributes of the church, ministerial and institutional structures, and turning points in ecclesiological history.

Credits 3

THL 336: Theological Anthropology

This course addresses human being(s), or the doctrine of man, as a subject of theology. Themes such as the image of God, nature, embodiment, personhood, and purpose are explored at the nexus of creation, sin, Christ, and salvation.

Credits 3

THL 338: Roman Catholic Theology

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.

Credits 3

THL 339: Special Topics in Christian Doctrine

This course provides an opportunity to address subjects pertaining to Christian doctrine or systematic theology, beyond the topical specifications of THL 330–338. May be repeated for credit.

Credits 3

THL 340: Studies in Biblical Interpretation

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.

Credits 3

THL 341: Studies in Biblical Theology

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.

Credits 3

Session Cycle

Spring Only

THL 349: Special Topics in Scripture

This course provides an opportunity to address subjects pertaining to scriptural interpretation, beyond the topical specifications of THL 340–348. Examples include “Biblical Wisdom Literature,” “The Synoptic Gospels,” etc. May be repeated for credit.

Credits 3

THL 354: Judaism

This course introduces the general historical framework, beliefs, and practices that distinguish the Jewish people, from the biblical to the modern period. By engaging with Jewish texts, the course aims to address some of the following topics: the Bible in Judaism, rabbinic literature, theology, Jewish mysticism (Kabbalah) and philosophy, Jewish law, Jewish nationalism, anti-Semitism, messianism, Jewish culture and identity, the synagogue, ritual and worship, life cycle, festivals and calendar.

Credits 3

THL 355: Islam

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

THL 356: Eastern Religion

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.

Credits 3

THL 359: Special Topics in Non-Christian Religions

This course provides an opportunity to address subjects pertaining to non-Christian religious traditions or theologies, beyond the topical specifications of THL 350–358. May be repeated for credit.

Credits 3

THL 373: Religion, Society and Culture

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

THL 374: American Religious Landscape

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.

Credits 3

THL 390: Introduction to Biblical Hebrew I

A beginning course introducing the elementary grammar and vocabulary of the Hebrew Bible with a view toward reading and translation.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

THL 391: Introduction to Biblical Hebrew II

This course is the second part of a two-semester introduction to Biblical Hebrew. Both parts of this Biblical Hebrew language sequence are designed to provide a thorough introduction to Biblical Hebrew grammar, syntax, vocabulary, and prose/poetic style, with the ultimate goal of giving students the knowledge and tools they need to read the Hebrew scriptures independently. This course will move at a strident pace and the material is cumulative, so it is imperative that you keep up with class assignments and attendance. The second semester will cover the imperfect tense, imperative, and infinitive, several verbal conjugations and provide a measure of reading practice by reading the book of Jonah in full after we complete the textbook.

Credits 3

THL 392: Readings in Hebrew Literature

Develops student abilities in Hebrew through reading Biblical Hebrew texts. The course alternates between reading prose and poetic texts and may be repeated for credit if the reading is different.

Credits 3

THL 393: Readings in the Septuagint

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.

Credits 3

Prerequisite Courses

CLS 103: Beginning Greek I

CLS 104: Beginning Greek II

THL 394: Readings in New Testament Greek

An introduction to the grammar and vocabulary of Koine Greek with emphasis upon building proficiency in reading the Greek New Testament.

Credits 3

Prerequisite Courses

CLS 103: Beginning Greek I

CLS 104: Beginning Greek II

THL 493: Seminar in Theology

A seminar on special topics or problems in the study of theology, 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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

THL 575: Senior Thesis

Students wishing to graduate with honors in theology 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.

Credits 1

-3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

THL 597: Special Problems

Investigation of special problems, under direction. Prerequisite: permission of the instructor. Offered on demand.

Credits 1

-3

Rhetoric and Media

Chairman and Associate Professor: DR. ETHAN STONEMAN

The Rhetoric and Media Department offers a broad-based education in the history, theory, and criticism of rhetoric and media in the Western liberal arts tradition. It seeks to convey to students a broad range of critical, contemporary, and historical

perspectives necessary for understanding both the significance of the art of rhetoric in Western culture and the media environments which help give that culture its form. Students majoring in Rhetoric and Media learn about the ways and means through which human beings shape and are shaped by their symbolic and technological environments. They study how the connections between people and things—whether through speech, writing, images, digital code, or sound—affect the forms and patterns of human consciousness and co-existence. Students gain an appreciative, critical understanding of how rhetoric and media influence our social and political organizations, sense of identity and community, traditions and time-binding practices, our worldview and way of life, and almost every other aspect of lived reality.

Students who wish to seek Departmental Honors in Rhetoric and Media must meet the highest standards of excellence, in terms of both departmental GPA and the quality of the thesis. An excellent honors thesis situates one's own argument within a 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 must be an original work of research and writing, completed over the course of one's senior year. The student must have a departmental GPA of 3.6 or higher at the time of application. In the spring semester of the 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 Rhetoric and Media 575 in the fall semester of senior year. Only successful applicants will be admitted to RHM 575. The student must identify a second faculty member, beyond the thesis advisor, who agrees to be a reader of the thesis. Completed by the end of the fall semester, the successful thesis must be at least 25 pages long and demonstrate proficient understanding of the relevant scholarly work in the field. If the advisor and second reader determine that the essay earns an A- 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. Should the student retain a 3.6 departmental GPA until graduation, he or she will be awarded departmental honors in Rhetoric and Media.

Rhetoric & Media

Program Type

Major

Required Courses

Course Code	Title	Hours
RHM 201	Public Speaking	3
RHM 210	Media & Culture	3
RHM 290	Western Tradition of Rhetoric I	3
RHM 445	Media Theory and Criticism	3
RHM 463	Rhetorical Criticism	3
	Sub-Total Credits	15

Electives

Take four courses from the following:

Course Code	Title	Hours
RHM 240	History of U.S. Broadcasting	3
RHM 275	The Performing Voice	3
RHM 285	Interpersonal Communication	3
RHM 291	Western Tradition of Rhetoric II	3
RHM 301	Film History and Form	3
RHM 303	Business Communication	3
RHM 306	Documentary and Non-Fiction Film and Media	3
RHM 310	Argumentation: Theory and Practice	3
RHM 315	Television Criticism	3
RHM 319	Public Advocacy	3
RHM 320	Advanced Public Speaking	3
RHM 325	Speech Composition and Consultancy	3
RHM 330	Propaganda and Social Control	3
RHM 356	Organizational Communication	3
RHM 360	Media Ecology	3
RHM 365	History of Mass Communication Theory	3
RHM 370	Leadership in Group Dynamics	3
RHM 385	Rhetorical Archeology	3
RHM 393	Topics in Rhetoric and Media	1-3
RHM 401	Theories of Persuasion	3
RHM 410	Philosophy of Technology	3
RHM 415	Conservative Critics of Technology	3
RHM 450	Political Rhetoric and the Electronic Media	3
RHM 453	Theories of Rhetoric	3
RHM 455	History of American Public Address	3
CLS 311	Rhetoric and Persuasion in the Ancient World	3
IDS 318	Media Internship	1-3
IDS 320	Advertising Internship	1-3
IDS 322	Publishing Internship	1-3
IDS 324	Video Production Internship	1-3
IDS 326	Writing Research Internship	1-3
RHM 440	Internship in Broadcasting	1-3
	Sub-Total Credits	12

Note: Rhetoric and Media courses **not** counted toward the major or minor: RHM 241 (Mock Trial), RHM 251 (Debate), RHM 261 (Forensics).

With permission, one 3 credit internship may count towards the elective requirement for the major.

A senior year comprehensive examination is also required.

Total Credits	27
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Rhetoric & Media

Program Type

Minor

Required Courses

Course Code	Title	Hours
RHM 201	Public Speaking	3
RHM 210	Media & Culture	3
RHM 401	Theories of Persuasion	3
	Sub-Total Credits	9

Electives

Take three courses from the following:

Course Code	Title	Hours
RHM 240	History of U.S. Broadcasting	3
RHM 275	The Performing Voice	3
RHM 285	Interpersonal Communication	3
RHM 290	Western Tradition of Rhetoric I	3
RHM 291	Western Tradition of Rhetoric II	3
RHM 301	Film History and Form	3
RHM 303	Business Communication	3
RHM 306	Documentary and Non-Fiction Film and Media	3
RHM 310	Argumentation: Theory and Practice	3
RHM 315	Television Criticism	3
RHM 319	Public Advocacy	3
RHM 320	Advanced Public Speaking	3
RHM 325	Speech Composition and Consultancy	3
RHM 330	Propaganda and Social Control	3
RHM 356	Organizational Communication	3
RHM 360	Media Ecology	3
RHM 365	History of Mass Communication Theory	3
RHM 370	Leadership in Group Dynamics	3
RHM 385	Rhetorical Archeology	3
RHM 393	Topics in Rhetoric and Media	1-3
RHM 410	Philosophy of Technology	3
RHM 415	Conservative Critics of Technology	3
RHM 435	Seminar in Political Rhetoric	3
RHM 445	Media Theory and Criticism	3
RHM 450	Political Rhetoric and the Electronic Media	3
RHM 453	Theories of Rhetoric	3
RHM 455	History of American Public Address	3
RHM 463	Rhetorical Criticism	3
CLS 311	Rhetoric and Persuasion in the Ancient World	3
	Sub-Total Credits	9

Rhetoric and Media courses **not** counted toward the major or minor: RHM 241 (Mock Trial), RHM 251 (Debate), RHM 261 (Forensics).

Rhetoric and Media Course Descriptions

RHM 201: Public Speaking

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

RHM 210: Media & Culture

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.

Credits 3

RHM 240: History of U.S. Broadcasting

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.

Credits 3

RHM 241: Mock Trial

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.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

RHM 251: Debate

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.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

RHM 261: Forensics

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.

Exempt from tuition overload charges.

Credits 1

RHM 275: The Performing Voice

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.

Credits 3

RHM 285: Interpersonal Communication

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

RHM 290: Western Tradition of Rhetoric I

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

RHM 291: Western Tradition of Rhetoric II

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Required Prerequisites

[CLS 311](#) or [RHM 290](#).

RHM 301: Film History and Form

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

RHM 303: Business Communication

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.

Credits 3

RHM 306: Documentary and Non-Fiction Film and Media

This course is an introduction to documentary and non-fiction media as part of the larger fields of film, cultural, and broadcast studies. The course examines the history, form, and content of documentary and non-fiction film and video. Different critical methods will be used in interpreting and evaluating documentary and non-fiction film and video.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

RHM 310: Argumentation: Theory and Practice

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.

Credits 3

RHM 315: Television Criticism

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

RHM 319: Public Advocacy

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.

Credits 3

RHM 320: Advanced Public Speaking

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: RHM 201 or permission of the instructor.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Required Prerequisites

RHM 201.

RHM 325: Speech Composition and Consultancy

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: RHM 201 or permission of instructor. RHM 320 preferred.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Required Prerequisites

RPA 201.

RHM 330: Propaganda and Social Control

This course explores the various and often subtle ways that propaganda functions in our society today. Focusing on propaganda in the twentieth and twenty-first centuries, this course compares American propaganda with that carried out in more authoritarian societies. At the same time, it considers the historical development of principles and techniques of mass persuasion and their transformation, in the age of electronic globalization, into modern forms of propaganda.

Credits 3

RHM 356: Organizational Communication

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.

Credits 3

RHM 360: Media Ecology

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.

Credits 3

RHM 365: History of Mass Communication Theory

This course examines the intellectual contexts and consequences of the twentieth-century development of "mass communication" as a concept. Its main aim is to give students broad reading knowledge in social theories of mass communication from their prehistory in the nineteenth century to some of their varieties today.

Credits 3

RHM 370: Leadership in Group Dynamics

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.

Credits 3

RHM 385: Rhetorical Archeology

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.

Credits 3

RHM 393: Topics in Rhetoric and Media

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.

Credits 1

-3

RHM 401: Theories of Persuasion

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

RHM 410: Philosophy of Technology

Addressing the technological opportunities and challenges of the twenty-first century, this course offers an overview of philosophy of technology. It covers several of the classic theories and approaches, but also moves beyond them to explore a broader range of theories and a number of new dynamics in the field.

Credits 3

RHM 415: Conservative Critics of Technology

This course explores a range of humanistic critics of technology whose views could be broadly construed as conservative. Readings will encompass a broad spectrum of sociopolitical movements and academic disciplines, from Luddism, Romanticism, and vitalism to early twentieth-century sociology, agrarianism, philosophy, non-Marxist critical theory, right-wing avant-gardism, political economy, and revolutionary conservatism.

Credits 3

RHM 435: Seminar in Political Rhetoric

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.

Credits 3

RHM 440: Internship in Broadcasting

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.

Credits 1

-3

RHM 445: Media Theory and Criticism

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.

Credits 3

RHM 450: Political Rhetoric and the Electronic Media

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

RHM 453: Theories of Rhetoric

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: RHM 290 or permission of the instructor.

Credits 3

Required Prerequisites

RPA 290.

RHM 455: History of American Public Address

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

RHM 463: Rhetorical Criticism

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.

Credits 3

Prerequisite Courses

RHM 290: Western Tradition of Rhetoric I

RHM 575: Honors Thesis

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

RHM 597: Special Problems and Research

Individual work on a topic or problem selected and supervised by the Rhetoric and Media 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.

Credits 1

-3

RHM 599: Assistantship Honors

Credits 1

-2

Spanish

Chairman and Associate Professor: TODD K. MACK

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 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 literary competence in their native tongue.

Students entering with any experience in Spanish must take an entrance language placement examination. Those demonstrating sufficient command of the language to begin study at the 102 or 201 level need complete only the remaining one or two courses (through 201). In such cases, credit is given for the completion of the first semester of the introductory Spanish course (101), regardless of whether the second semester is completed.

Notes

If the Spanish placement test allows for a student to begin study beyond SPN 102, as many as eight hours may be assumed completed for the purpose of the minor requirement.

A 400-level literature course is not required for the minor, but it is strongly recommended.

Any student enrolled in SPN 201 must earn a minimum grade of B- in SPN 201 in order to take a higher-level Spanish class. If a student begins at Hillsdale in a class higher than SPN 201, they must earn at least a B- in their first Spanish class at Hillsdale if they wish to take further Spanish classes.

Students choosing a Spanish major or minor are advised, but not required, to elect a second language of at least 18 semester hours, including 101 and 102.

HST 321 (History of Colonial Latin America), HST 322 (History of Modern Latin America) and/or HST 412 (History of Spain) are suggested as worthwhile electives. These cognates will not, however, count toward the Spanish major or minor.

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 a cultural assessment (completed as part of the final exam for SPN 302 or SPN 303), a written assessment (the final paper from their last 400-level literature course), and an oral proficiency exam (taken during their senior year—preferably during their last semester of a Spanish class).

Study abroad is highly recommended for students choosing a major or minor in Spanish and for prospective Spanish teachers (See “Spanish Study Abroad”).

Students will not be allowed to advance through the 100 and 200 level courses if they do not pass the previous class.

All Spanish Department courses will be taught in Spanish.

Spanish

Program Type

Major

Required Courses

A major in Spanish shall consist of a minimum of 27 semester hours in Spanish, not including 101, 102, or 201. The student must also complete the following:

Course Code	Title	Hours
SPN 202	Intermediate Spanish II	3
SPN 304	Introduction to Iberian & Latin-American Literature	3
	Sub-Total Credits	6

Civilization & Culture

Choose one course:

Course Code	Title	Hours
SPN 302	Iberian Civilization & Culture	3
SPN 303	Latin-American Civilization & Culture	3
	Sub-Total Credits	3

Language Course

Choose three language courses. Spanish 393 may be repeated if the instructor and topic are different each time.

Course Code	Title	Hours
SPN 300	Advanced Spanish Grammar and Composition	3
SPN 301	Advanced Spanish Grammar & Oral Communication	3
SPN 350	Travel Study in Spanish Speaking Country	1-3
SPN 393	Topics in Spanish	1-3
	Sub-Total Credits	9

Literature Courses

Choose three courses:

Course Code	Title	Hours
SPN 400	Latin-American Literature: Pre-Columbian to 1910	3
SPN 401	Latin-American Literature: 1910 to Present	3
SPN 410	Iberian Literature: Medieval-1700	3
SPN 411	Iberian Literature: 1700 - Present	3
SPN 493	Literature Seminar	3
	Sub-Total Credits	9

Note: If the Spanish placement test permits the student to begin study beyond [SPN 202](#), this course must be replaced with a higher-level, 3 credit SPN course.

A senior year comprehensive examination is also required.

Total Credits	27
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Spanish

Program Type

Minor

Required Courses

A minor in Spanish shall consist of 20 semester hours of coursework beyond [SPN 101](#) and must include the following:

Course Code	Title	Hours
SPN 202	Intermediate Spanish II	3
SPN 304	Introduction to Iberian & Latin-American Literature	3
	SPN 300, 301, 350 or 393	3
	SPN 302 or 303	3
	Sub-Total Credits	12

Additional Credits

Course Code	Title	Hours
	8 credits beyond 101 and required courses	8
	Sub-Total Credits	8
	Total Credits	20

Spanish Course Descriptions

SPN 101: Beginning Spanish I

Elementary Spanish course with emphasis on narration and description in the present tense.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SPN 102: Beginning Spanish II

Elementary Spanish course with emphasis on narration and description in the past tenses and an introduction to the subjunctive mood.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SPN 201: Intermediate Spanish I

Intermediate Spanish course with specific focus on a more in-depth review of grammar as well as more intensive writing and reading. Part I.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SPN 202: Intermediate Spanish II

Intermediate Spanish course with specific focus on a more in-depth review of grammar as well as more intensive writing and reading. Part II.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[SPN 201: Intermediate Spanish I](#)

SPN 300: Advanced Spanish Grammar and Composition

A concentrated review of grammar with the aim of developing written proficiency in Spanish.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

SPN 301: Advanced Spanish Grammar & Oral Communication

A concentrated review of grammar with the aim of developing oral proficiency in Spanish.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

SPN 302: Iberian Civilization & Culture

Study of the history and culture of Iberia.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

SPN 303: Latin-American Civilization & Culture

Study of the history and culture of Latin America.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

SPN 304: Introduction to Iberian & Latin-American Literature

Introduction to the study of Iberian and Latin American Literature with focus on poetry, theater, essay, and narrative.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SPN 350: Travel Study in Spanish Speaking Country

Travel during summer, spring break or winter interterm in a Spanish-speaking country. Accompanied and evaluated by a member of the Hillsdale College Spanish faculty.

Credits 1

-3

Session Cycle

Summer Only

Yearly Cycle

Every Year

SPN 393: Topics in Spanish

Special topics course focusing on grammar, writing, or conversation

Credits 1

-3

Session Cycle

Spring Only

Yearly Cycle

Every Year

SPN 400: Latin-American Literature: Pre-Columbian to 1910

Reading and discussion of Latin American literature from Pre-Columbian times to 1910.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

Prerequisite Courses

SPN 304: Introduction to Iberian & Latin-American Literature

SPN 401: Latin-American Literature: 1910 to Present

Reading and discussion of Latin American literature from 1910 to the present.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

Prerequisite Courses

SPN 304: Introduction to Iberian & Latin-American Literature

SPN 410: Iberian Literature: Medieval-1700

Reading and discussion of Iberian literature from medieval times through the Early Modern period.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

Prerequisite Courses

SPN 304: Introduction to Iberian & Latin-American Literature

SPN 411: Iberian Literature: 1700 - Present

Reading and discussion of Iberian literature from the Enlightenment and Romanticism to the present.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Prerequisite Courses

SPN 304: Introduction to Iberian & Latin-American Literature

SPN 460: Foreign Internship

Work in a foreign country outside the borders of the United States

Credits 3

SPN 465: Teaching Modern Languages

A methods and materials course for the teaching of French, German and Spanish at the elementary and secondary levels. Taught in English.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Even Year

SPN 493: Literature Seminar

Special topics course focusing on Iberian and/or Latin American literature.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SPN 597: Independent Study

Supervised independent study.

Credits 1

-3

Theatre and Dance

Chairman and Associate Professor of Theatre: CHRISTOPHER 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.

Theatre

Program Type

Major

A major in Theatre consists of at least 31 hours of course credits chosen with respect to the following guidelines.

Required 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

Course Code	Title	Hours
THE 200	Understanding Theatre	3
THE 235	Acting I: Basic Performance Techniques	3
THE 225	Basic Theatre Technology	3
	Sub-Total Credits	9

Theatre Core: History

Course Code	Title	Hours
THE 210	The Theatre in History I: Dramatic Literature, History, Theory and Criticism of the Ancient World	3
THE 215	The Theatre in History II: Dramatic Literature, History, Theory and Criticism; Renaissance to Revolution (1500-1800)	3
THE 301	The Theatre in History III: Dramatic Literature, History, Theory and Criticism; Early Modern Drama (1800-1918)	3
THE 302	The Theatre in History IV: Dramatic Literature, History, Theory and Criticism; Contemporary Drama (1918-present)	3
	Sub-Total Credits	12

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

Select one course from:

Course Code	Title	Hours
DNC 215	History of Dance	3
RHM 301	Film History and Form	3
THE 404	Musical Theatre	3
THE 408	History of American Theatre	3
THE 493	Contemporary Theatre and Film	3
	Sub-Total Credits	3

Upper Division: The Developing Artist

This course will decide the direction of and serve as a prerequisite to the Senior Project.

Select one course from:

Course Code	Title	Hours
DNC 220	Choreography and Improvisation I	2
THE 236	Design for the Theatre I	3
THE 310	Playwriting: Sources and Methods	3
THE 335	Acting II: Characterization for the Stage	3
THE 340	Basic Directing for the Theatre	3
	Sub-Total Credits	3

*Dance 220 students must take an additional one-credit course in Dance Technique.

Upper Division: The Maturing Artist

This course will continue the direction of and serve as a prerequisite to the Senior Project.

Select one course from:

Course Code	Title	Hours
DNC 320	Choreography and Improvisation II	2
THE 312	Advanced Projects in Playwriting	3
THE 336	Design for the Theatre II	3
THE 339	Makeup Design	3
THE 410	Dramaturgy	3
THE 435	Acting III: Period Styles for the Stage	3
THE 440	Projects in Directing	3
	Sub-Total Credits	3

*Dance 320 students must take an additional one-credit course in Dance Technique.

Upper Division: Capstone (1 course, 1 hour)

Course Code	Title	Hours
THE 575	Senior Projects in Theatre	1
	Sub-Total Credits	1

Other Requirements

Each student majoring in theatre must work backstage in a significant capacity on at least two Department Productions.

Total Credits	31
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Dance

Program Type

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.

Required Courses

Ballet Courses (2 hours required)

Course Code	Title	Hours
DNC 160	Ballet I	1
DNC 260	Ballet II	1
DNC 360	Ballet III	1
	Sub-Total Credits	2

Modern Courses (2 hours required)

Course Code	Title	Hours
DNC 190	Modern Dance I	1
DNC 290	Modern Dance II	1
DNC 390	Modern Dance III	1
	Sub-Total Credits	2

Choreography (4 hours required)

Course Code	Title	Hours
DNC 220	Choreography and Improvisation I	2
DNC 320	Choreography and Improvisation II	2
	Sub-Total Credits	4

History of Dance (3 hours required)

Course Code	Title	Hours
DNC 215	History of Dance	3
	Sub-Total Credits	3

Dance Repertoire (2 hours required)

Course Code	Title	Hours
DNC 210	Dance Repertoire	1
	Sub-Total Credits	2

Pilates (1 hour required)

Course Code	Title	Hours
DNC 170	Pilates I	1
DNC 270	Pilates II	1
	Sub-Total Credits	1

**Theatre (3 hours required)*

Course Code	Title	Hours
DNC 492	Methods of Teaching Dance	3
	Sub-Total Credits	3

Electives

Choose 5 hours from:

Course Code	Title	Hours
DNC 160	Ballet I	1
DNC 190	Modern Dance I	1
DNC 250	Intermediate Social Dance	1
DNC 260	Ballet II	1
DNC 290	Modern Dance II	1
DNC 360	Ballet III	1
DNC 390	Modern Dance III	1
DNC 393	Topics in Dance	1-3
THE 225	Basic Theatre Technology	3
THE 235	Acting I: Basic Performance Techniques	3
THE 435	Acting III: Period Styles for the Stage	3
	Sub-Total Credits	5
	Total Credits	22

Theatre

Program Type

Minor

Required Courses

A student wishing to minor in theatre studies must complete all of the following courses:

Course Code	Title	Hours
THE 200	Understanding Theatre	3
THE 225	Basic Theatre Technology	3
THE 235	Acting I: Basic Performance Techniques	3
	Sub-Total Credits	9

Choose two courses from:

Course Code	Title	Hours
THE 210	The Theatre in History I: Dramatic Literature, History, Theory and Criticism of the Ancient World	3
THE 215	The Theatre in History II: Dramatic Literature, History, Theory and Criticism; Renaissance to Revolution (1500-1800)	3
THE 301	The Theatre in History III: Dramatic Literature, History, Theory and Criticism; Early Modern Drama (1800-1918)	3
THE 302	The Theatre in History IV: Dramatic Literature, History, Theory and Criticism; Contemporary Drama (1918-present)	3
	Sub-Total Credits	6

Electives

Choose 1 course from: All THE and DNC courses

Sub-Total Credits	3
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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).

Sub-Total Credits	3
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Total Credits	21
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Theatre and Dance Course Descriptions

DNC 150: Social Dance

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

DNC 160: Ballet I

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

DNC 170: Pilates I

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

DNC 180: Folk Dance

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

DNC 190: Modern Dance I

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

DNC 210: Dance Repertoire

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.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Required Prerequisites

Admission to the course is by audition and permission of the instructor only.

DNC 215: History of Dance

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

DNC 220: Choreography and Improvisation I

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.

Credits 2

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[DNC 190: Modern Dance I](#)

DNC 250: Intermediate Social Dance

Building on the basics learned in Social Dance, the student will learn new dances and combinations, building confidence, rhythm and musicality.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[DNC 150: Social Dance](#)

DNC 260: Ballet II

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[DNC 160: Ballet I](#)

DNC 270: Pilates II

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[DNC 170: Pilates I](#)

Required Prerequisites

Or instructor permission.

DNC 290: Modern Dance II

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[DNC 190: Modern Dance I](#)

DNC 320: Choreography and Improvisation II

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.

Credits 2

Prerequisite Courses

[DNC 220: Choreography and Improvisation I](#)

DNC 360: Ballet III

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[DNC 260: Ballet II](#)

DNC 370: Pilates III

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.

Credits 1

Prerequisite Courses

[DNC 270: Pilates II](#)

DNC 390: Modern Dance III

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.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[DNC 290: Modern Dance II](#)

DNC 393: Topics in Dance

Credits 1

-3

DNC 492: Methods of Teaching Dance

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.

Credits 3

DNC 597: Special Problems

Credits 1

-3

THE 200: Understanding Theatre

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

THE 205: Theatre Production

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.

Exempt from tuition overload charges.

Credits 1

THE 210: The Theatre in History I: Dramatic Literature, History, Theory and Criticism of the Ancient World

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 preliterate cultures, ancient Greece and Rome, medieval Europe and the traditional civilizations of the Orient.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

THE 215: The Theatre in History II: Dramatic Literature, History, Theory and Criticism; Renaissance to Revolution (1500-1800)

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Required Prerequisites

[ENG 104](#), [ENG 105](#), [HST 104](#), [HST 105](#), or [THE 200](#).

THE 225: Basic Theatre Technology

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.

Credits 3

THE 235: Acting I: Basic Performance Techniques

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.

Credits 3

THE 236: Design for the Theatre I

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.

Credits 3

THE 301: The Theatre in History III: Dramatic Literature, History, Theory and Criticism; Early Modern Drama (1800-1918)

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.

Credits 3

THE 302: The Theatre in History IV: Dramatic Literature, History, Theory and Criticism; Contemporary Drama (1918-present)

A study of contemporary drama and dramatic theory, and its development from early 20th century models, with particular emphasis on contemporary dramatic theory.

Credits 3

THE 310: Playwriting: Sources and Methods

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.

Credits 3

THE 312: Advanced Projects in Playwriting

Students who have completed 310 and wish to practice script-writing on larger projects or screenplays work together in a group setting.

Credits 3

THE 335: Acting II: Characterization for the Stage

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.

Credits 3

Prerequisite Courses

[THE 235: Acting I: Basic Performance Techniques](#)

THE 336: Design for the Theatre II

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.

Credits 3

Prerequisite Courses

[THE 236: Design for the Theatre I](#)

THE 339: Makeup Design

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.

Credits 3

Prerequisite Courses

[THE 225: Basic Theatre Technology](#)

THE 340: Basic Directing for the Theatre

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.

Credits 3

Prerequisite Courses

[THE 235: Acting I: Basic Performance Techniques](#)

THE 350: Voice for the Stage

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.

Credits 3

THE 355: Acting for the Camera

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.

Credits 3

THE 393: Topics in Theatre

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.

Credits 1

-3

THE 404: Musical Theatre

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.

Credits 3

THE 408: History of American Theatre

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.

Credits 3

THE 410: Dramaturgy

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.

Credits 3

Prerequisite Courses

THE 210: The Theatre in History I: Dramatic Literature, History, Theory and Criticism of the Ancient World

THE 215: The Theatre in History II: Dramatic Literature, History, Theory and Criticism; Renaissance to Revolution (1500-1800)

THE 435: Acting III: Period Styles for the Stage

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.

Credits 3

Prerequisite Courses

THE 335: Acting II: Characterization for the Stage

THE 436: Professional Preparation for Stage

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.

Credits 1

THE 440: Projects in Directing

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.

Credits 3

Required Prerequisites

[THE 340](#) and Instructor Permission

THE 493: Contemporary Theatre and Film

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.

Credits 3

THE 575: Senior Projects in Theatre

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."

Credits 1

THE 597: Special Problems

Credits 1

-3

Social Sciences

Dean: PAUL MORENO

Economics, Business, & Accounting

Chairman and Associate Professor: ROBERT ATRA

The Department of Economics, Business, and Accounting offers majors in accounting, economics, financial management, and marketing. 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 enterprise approach to economics and business distinguishes the Department's faculty, curriculum, and course content from typical college programs.

We emphasize creating well-rounded, literate entrepreneurs, business professionals, and economists. The study of business is strengthened with a broad-based, liberal arts education. Our approach integrates the functional areas of business and links them to the larger economic and social context of a free society. An entrepreneurial focus, emphasizing new ventures and family-owned businesses, permeates much of the required coursework. A moral philosophy of business and economics is regularly 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, financial management, and marketing prepare students to embark upon careers in today's dynamic and global business environment. The Department encourages its students to double major or minor in a foreign language, the sciences, or mathematics. The Department also offers two interdisciplinary majors, one in political economy and one in international business and language. The political economy major combines courses in economics, history, and politics, and is good preparation for law school and careers in public policy. The major in international business and language is offered in cooperation with the Departments of French, German and Spanish, and 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, 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, entrepreneurship, financial management, marketing, 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. The requirements for each major are found in the following pages. Students may also elect a major in political economy or international business and language.

Accounting

Program Type

Major

Students may elect a major in accounting, financial management, or marketing. 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 31 semester hours:

Sophomore Year

Business 201 should be taken in concurrence with Accounting 210 or Economics 202.

Course Code	Title	Hours
BUS 201	Enterprise in a Commercial Republic	2
ACC 209	Principles of Accounting I	3
ACC 210	Principles of Accounting II	3
ECO 202	Principles of Microeconomics	3
ECO 206	Business and Economic Statistics	3
	Sub-Total Credits	14

Junior Year

Course Code	Title	Hours
BUS 315	Principles of Marketing	3
BUS 320	Quantitative Analysis	3
BUS 326	Leading People and Teams	3
BUS 330	Financial Management	3
LAW 320	Business Law I	3
	Sub-Total Credits	15

Senior Year

Course Code	Title	Hours
BUS 499	Business Capstone: Strategic Decision-Making in a Dynamic Economy	2
	Sub-Total Credits	2

Accounting Required Courses

In addition to the 31 hours comprising the business core, students majoring in accounting must complete 21 hours in advanced accounting coursework for a total of 52 credit hours. The advanced required courses in accounting are:

Course Code	Title	Hours
ACC 311	Intermediate Accounting I	3
ACC 312	Intermediate Accounting II	3
ACC 316	Federal Income Tax I	3
ACC 401	Accounting Information Systems	3
ACC 405	Principles of Auditing	3
ACC 411	Advanced Accounting	3
ACC 431	Managerial and Cost Accounting	3
	Sub-Total Credits	21

(Intermediate Accounting I and II ([ACC 311](#) and [ACC 312](#)) are to be taken in the junior year.)

In addition to the above courses, students are required to demonstrate competency in calculus through completion of one of two cognate mathematics courses, MTH-112, Integral Calculus I-A, or MTH-120, Calculus I, or equivalent subject to the approval of the Mathematics Department.

Total Credits	52
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Economics

Program Type

Major

Required Courses

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 [MTH 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.

Sophomore Year

These five courses are required for a major in economics and must be successfully completed before taking upper-level economics courses.

Course Code	Title	Hours
ECO 202	Principles of Microeconomics	3
ECO 203	Principles of Macroeconomics	3
ECO 206	Business and Economic Statistics	3
	MTH 113 or 120	3
	Sub-Total Credits	9

Junior Year

These four courses are required for a major in economics.

Course Code	Title	Hours
ECO 303	Intermediate Microeconomics	3
ECO 304	Intermediate Macroeconomics	3
ECO 355	History of Economic Thought I	3
ECO 356	History of Economic Thought II	3
	Sub-Total Credits	12

Electives

Choose 6 courses from:

Course Code	Title	Hours
ECO 323	Industrial Organization	3
ECO 328	Labor Economics	3
ECO 330	U.S. Economic History	3
ECO 362	Econometrics	3
ECO 393	Topics in Economics	1-3
ECO 402	Public Finance and Taxation	3
ECO 404	Behavioral Economics	3
ECO 412	Austrian Economics I	3
ECO 413	Austrian Economics II	3
ECO 415	Public Choice	3
ECO 432	Environmental and Resource Economics	3
ECO 440	Money and Banking	3
ECO 441	Monetary Theory	3
ECO 460	Theory of International Trade	3
ECO 461	International Monetary Economics	3
ECO 464	Mathematical Economics	3
ECO 465	Comparative Economic Systems	3
ECO 470	Constitutional Political Economy	3
ECO 472	Law and Economics	3
	Sub-Total Credits	18
	Total Credits	39

Financial Management

Program Type

Major

Students may elect a major in accounting, financial management, or marketing. 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 31 semester hours:

Sophomore Year

Business 201 should be taken in concurrence with Accounting 210 or Economics 202.

Course Code	Title	Hours
BUS 201	Enterprise in a Commercial Republic	2
ACC 209	Principles of Accounting I	3
ACC 210	Principles of Accounting II	3
ECO 202	Principles of Microeconomics	3
ECO 206	Business and Economic Statistics	3
	Sub-Total Credits	14

Junior Year

Course Code	Title	Hours
BUS 315	Principles of Marketing	3
BUS 320	Quantitative Analysis	3
BUS 326	Leading People and Teams	3
BUS 330	Financial Management	3
LAW 320	Business Law I	3
	Sub-Total Credits	15

Senior Year

Course Code	Title	Hours
BUS 499	Business Capstone: Strategic Decision-Making in a Dynamic Economy	2
	Sub-Total Credits	2

Financial Management Required Courses

Financial Management majors complete all of the following:

Course Code	Title	Hours
BUS 401	Advanced Financial Management	3
BUS 410	Investments I	3
BUS 411	Futures and Options Markets	3
	Sub-Total Credits	9

Two credits of Business 493. May be repeated for credit.

Course Code	Title	Hours
BUS 493	Special Topics	1-3
	Sub-Total Credits	2

Financial Management Elective Courses

Two (2) of the following:

Course Code	Title	Hours
BUS 431	Case Studies in Finance	3
BUS 432	International Finance	3
BUS 433	Investments II	3
BUS 434	Risk Management	3
BUS 435	New Venture Finance	3
ECO 203	Principles of Macroeconomics	3
ECO 362	Econometrics	3
	Sub-Total Credits	6

In addition to the above courses, students are required to demonstrate competency in calculus through completion of one of two cognate mathematics courses, MTH-112, Integral Calculus I-A, or MTH-120, Calculus I, or equivalent subject to the approval of the Mathematics Department.

Total Credits	48
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Marketing

Program Type

Major

Students may elect a major in accounting, financial management, or marketing. 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 31 semester hours:

Sophomore Year

Business 201 should be taken in concurrence with Accounting 210 or Economics 202.

Course Code	Title	Hours
BUS 201	Enterprise in a Commercial Republic	2
ACC 209	Principles of Accounting I	3
ACC 210	Principles of Accounting II	3
ECO 202	Principles of Microeconomics	3
ECO 206	Business and Economic Statistics	3
	Sub-Total Credits	14

Junior Year

Course Code	Title	Hours
BUS 315	Principles of Marketing	3
BUS 320	Quantitative Analysis	3
BUS 326	Leading People and Teams	3
BUS 330	Financial Management	3
LAW 320	Business Law I	3
	Sub-Total Credits	15

Senior Year

Course Code	Title	Hours
BUS 499	Business Capstone: Strategic Decision-Making in a Dynamic Economy	2
	Sub-Total Credits	2

Marketing Required Courses

Marketing majors complete all of the following:

Course Code	Title	Hours
BUS 452	Marketing Management	3
BUS 516	Marketing Research	3
	Sub-Total Credits	6

Two credits of Business 493. May be repeated for credit.

Course Code	Title	Hours
BUS 493	Special Topics	1-3
	Sub-Total Credits	2

Marketing majors complete three (3) of the following:

Course Code	Title	Hours
BUS 304	Entrepreneurship	3
BUS 306	Small Business Management	3
BUS 345	Professional Selling	3
BUS 353	International Business	3
BUS 442	Project Management	3
BUS 457	Digital Marketing	3
BUS 459	Advertising	3
BUS 460	New Product Development	3
BUS 493	Special Topics	1-3
	Sub-Total Credits	9

In addition to the above courses, students are required to demonstrate competency in calculus through completion of one of two cognate mathematics courses, MTH-112, Integral Calculus I-A, or MTH-120, Calculus I, or equivalent subject to the approval of the Mathematics Department.

Total Credits	48
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Political Economy

Program Type

Major

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

Course Code	Title	Hours
ECO 105	Introduction to Political Economy	3
ECO 202	Principles of Microeconomics	3
ECO 203	Principles of Macroeconomics	3
ECO 355	History of Economic Thought I	3
ECO 356	History of Economic Thought II	3
ECO 575	Political Economy Senior Thesis	1
POL 101	U.S. Constitution	3
	Sub-Total Credits	19

Economics Electives

All three-hour upper-division economics courses count as electives toward the political economy major.

Course Code	Title	Hours
	Upper-Division Economics Elective (300 and above)	3
	Sub-Total Credits	3

Politics Electives: Three Courses Any Level

Students must choose three three-hour courses as electives. All three-hour politics courses count as electives toward the political economy major.

Course Code	Title	Hours
	Politics Electives	9
	Sub-Total Credits	9

History

One elective chosen from among:

Course Code	Title	Hours
HST 304	Gilded Age and Progressive Era America	3
HST 305	The U.S. from the Great War to the Cold War	3
HST 306	Cold War America	3
HST 307	The U.S. Since the Cold War	3
	Sub-Total Credits	3

Choose one course from:

Course Code	Title	Hours
HST 315	Nineteenth Century Europe	3
HST 316	Twentieth Century Europe	3
HST 442	Economic History of the United States	3
	Sub-Total Credits	3
	Total Credits	37

Accounting

Program Type

Minor

Required Courses

Course Code	Title	Hours
ACC 209	Principles of Accounting I	3
ACC 210	Principles of Accounting II	3
ACC 311	Intermediate Accounting I	3
ACC 312	Intermediate Accounting II	3
	Sub-Total Credits	12

Electives

Choose 2 courses from:

Course Code	Title	Hours
ACC 316	Federal Income Tax I	3
ACC 317	Federal Income Tax II	3
ACC 401	Accounting Information Systems	3
ACC 405	Principles of Auditing	3
ACC 411	Advanced Accounting	3
ACC 431	Managerial and Cost Accounting	3
	Sub-Total Credits	6
	Total Credits	18

Economics

Program Type

Minor

Required Courses

The minor in economics consists of:

Course Code	Title	Hours
ECO 202	Principles of Microeconomics	3
ECO 203	Principles of Macroeconomics	3
ECO 206	Business and Economic Statistics	3
ECO 303	Intermediate Microeconomics	3
ECO 304	Intermediate Macroeconomics	3
	Sub-Total Credits	15

One of the following

Course Code	Title	Hours
	MTH 120 or MTH 112/113	4-6
	Sub-Total Credits	4-6

In addition, six more credits must be taken in economics.

Sub-Total Credits	6
Total Credits	25-27

Entrepreneurship

Program Type

Minor

Required Courses

Course Code	Title	Hours
BUS 201	Enterprise in a Commercial Republic	2
BUS 315	Principles of Marketing	3
BUS 435	New Venture Finance	3
BUS 460	New Product Development	3
	ECO 105 or 202	3
	Sub-Total Credits	14

Choose 4 credits from:

Course Code	Title	Hours
BUS 304	Entrepreneurship	3
BUS 306	Small Business Management	3
BUS 493	Special Topics	1-3
BUS 597	How to Start and Manage a Business	3
	Sub-Total Credits	4
	Total Credits	18

Financial Management

Program Type

Minor

Required Courses

Course Code	Title	Hours
BUS 201	Enterprise in a Commercial Republic	2
BUS 330	Financial Management	3
BUS 493	Special Topics	1-3
	Sub-Total Credits	6

Choose four courses from:

Course Code	Title	Hours
ACC 209	Principles of Accounting I	3
BUS 401	Advanced Financial Management	3
BUS 410	Investments I	3
BUS 411	Futures and Options Markets	3
BUS 431	Case Studies in Finance	3
BUS 432	International Finance	3
BUS 433	Investments II	3
BUS 434	Risk Management	3
BUS 435	New Venture Finance	3
	ECO 105 or 202	3
	Sub-Total Credits	12
	Total Credits	18

General Business

Program Type

Minor

Required Courses

Course Code	Title	Hours
ACC 209	Principles of Accounting I	3
BUS 201	Enterprise in a Commercial Republic	2
BUS 315	Principles of Marketing	3
BUS 330	Financial Management	3
BUS 493	Special Topics	1-3
	ECO 105 or 202	3
	Sub-Total Credits	15

Electives

Choose a 3 credit course from:

Course Code	Title	Hours
BUS 302	Business Written Communication	3
BUS 304	Entrepreneurship	3
BUS 306	Small Business Management	3
BUS 325	Management Theory and Practice	3
BUS 326	Leading People and Teams	3
BUS 330	Financial Management	3
BUS 345	Professional Selling	3
BUS 353	International Business	3
BUS 393	Topics in Business	1-3
BUS 401	Advanced Financial Management	3
BUS 410	Investments I	3
BUS 411	Futures and Options Markets	3
BUS 418	Leadership, Power and Responsibility	3
BUS 419	Business Ethics	3
BUS 431	Case Studies in Finance	3
BUS 432	International Finance	3
BUS 433	Investments II	3
BUS 434	Risk Management	3
BUS 435	New Venture Finance	3
BUS 440	Operations Management	3
BUS 441	Strategic Management	3
BUS 442	Project Management	3
BUS 452	Marketing Management	3
BUS 457	Digital Marketing	3
BUS 459	Advertising	3
BUS 460	New Product Development	3
LAW 320	Business Law I	3
	Sub-Total Credits	3
	Total Credits	18

Marketing

Program Type

Minor

Required Courses

Course Code	Title	Hours
BUS 201	Enterprise in a Commercial Republic	2
BUS 315	Principles of Marketing	3
BUS 493	Special Topics	1-3
	ECO 105 or 202	3
	Sub-Total Credits	9

Choose three courses from:

Course Code	Title	Hours
BUS 306	Small Business Management	3
BUS 345	Professional Selling	3
BUS 442	Project Management	3
BUS 452	Marketing Management	3
BUS 457	Digital Marketing	3
BUS 459	Advertising	3
BUS 460	New Product Development	3
	Sub-Total Credits	9
	Total Credits	18

Economics, Business, & Accounting Course Descriptions

ACC 209: Principles of Accounting I

The basics of financial accounting and an appreciation of the content and usefulness of accounting measurements and financial reports.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Required Prerequisites

[BUS 201](#) (may be taken concurrently), sophomore standing, or instructor approval.

ACC 210: Principles of Accounting II

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[ACC 209: Principles of Accounting I](#)

ACC 311: Intermediate Accounting I

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[ACC 209: Principles of Accounting I](#)

[ACC 210: Principles of Accounting II](#)

ACC 312: Intermediate Accounting II

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[ACC 311: Intermediate Accounting I](#)

ACC 316: Federal Income Tax I

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[ACC 210: Principles of Accounting II](#)

ACC 317: Federal Income Tax II

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 proprietorships, and is a continuation of ACC 316.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[ACC 316: Federal Income Tax I](#)

ACC 393: Topics in Accounting

By arrangement with the instructor.

Credits 1

ACC 401: Accounting Information Systems

A comprehensive survey of information systems commonly used in modern business, emphasizing the role of computer hardware/software.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

ACC 209: Principles of Accounting I

ACC 210: Principles of Accounting II

BUS 315: Principles of Marketing

BUS 320: Quantitative Analysis

BUS 330: Financial Management

ECO 202: Principles of Microeconomics

ECO 203: Principles of Macroeconomics

ECO 206: Business and Economic Statistics

LAW 320: Business Law I

ACC 405: Principles of Auditing

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

ACC 311: Intermediate Accounting I

Required Prerequisites

Senior standing.

ACC 411: Advanced Accounting

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

ACC 312: Intermediate Accounting II

ACC 431: Managerial and Cost Accounting

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

ACC 210: Principles of Accounting II

ACC 493: Special Topics

By arrangement with the instructor.

Credits 1

-3

ACC 597: Special Problems

By arrangement with the instructor.

Credits 1

-3

BUS 201: Enterprise in a Commercial Republic

An introduction to business through an examination of the evolution and function of the modern corporation. Through case discussions and lectures, we seek to understand the ways in which the challenges faced by managers shaped, and continue to shape, the strategic behavior of businesses.

Credits 2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

BUS 215: Business Topics for the Non-Business Student

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).

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Recommended Prerequisites

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.

BUS 302: Business Written Communication

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

BUS 304: Entrepreneurship

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Required Prerequisites

Junior standing.

BUS 306: Small Business Management

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.

Credits 3

BUS 315: Principles of Marketing

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[ACC 209: Principles of Accounting I](#)

BUS 320: Quantitative Analysis

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[ECO 206: Business and Economic Statistics](#)

BUS 325: Management Theory and Practice

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

BUS 326: Leading People and Teams

Leading People and Teams, through the use of classical and contemporary readings and cases, will focus on the leadership role played by managers, managerial responsibilities in the development of human capital across the individual career, and the formation and leadership of teams.

Credits 3

BUS 330: Financial Management

An introduction to business finance, covering the topics of present value, stock and bond valuation, capital budgeting, financial forecasting and capital structure.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

BUS 345: Professional Selling

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.

Credits 3

BUS 353: International Business

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Required Prerequisites

Completion of junior-year business core courses.

BUS 393: Topics in Business

By arrangement with the instructor. By arrangement with the instructor.

Credits 1

BUS 401: Advanced Financial Management

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, capital budgeting, capital structure, dividend policy, long-term financing, mergers and corporate planning models.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[BUS 330: Financial Management](#)

BUS 410: Investments I

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[BUS 330: Financial Management](#)

BUS 411: Futures and Options Markets

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[BUS 330: Financial Management](#)

BUS 418: Leadership, Power and Responsibility

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

BUS 419: Business Ethics

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.

Credits 3

Required Prerequisites

Junior standing.

BUS 431: Case Studies in Finance

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[BUS 330: Financial Management](#)

BUS 432: International Finance

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, balance of payments statistics, spot and forward FX markets, FX futures and options contracts, interest rate parity, purchasing power parity, exchange rate theory, global mean-variance portfolio theory, FX hedging and emerging markets.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[BUS 330: Financial Management](#)

BUS 433: Investments II

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[BUS 410: Investments I](#)

BUS 434: Risk Management

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[BUS 330: Financial Management](#)

BUS 435: New Venture Finance

A survey of the theory and practice of meeting and managing the capital needs of emergent firms over the start-up lifecycle from angel investing through the initial public offering. Topics are covered from both the perspective of the investor and entrepreneurial leader.

Credits 3

BUS 440: Operations Management

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[BUS 325: Management Theory and Practice](#)

BUS 441: Strategic Management

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[BUS 325: Management Theory and Practice](#)

BUS 442: Project Management

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

BUS 325: Management Theory and Practice

BUS 452: Marketing Management

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

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

BUS 315: Principles of Marketing

BUS 457: Digital Marketing

Digital marketing directly applies marketing strategies and concepts to practical commerce-based Internet business. It prepares future business decision makers for the rapidly changing world of Web business practices. Prerequisite: BUS 315; computer and Web literacy.

Credits 3

Prerequisite Courses

BUS 315: Principles of Marketing

BUS 459: Advertising

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

BUS 315: Principles of Marketing

BUS 460: New Product Development

Covers the process of identifying new consumer needs and developing new products and services meeting those needs. Methods of planning, organizing, and managing the process of new product development are also addressed.

Credits 3

BUS 493: Special Topics

By arrangement with the instructor.

Credits 1

-3

BUS 499: Business Capstone: Strategic Decision-Making in a Dynamic Economy

Through lectures, case discussions, and projects, students will apply the frameworks and methods learned across Hillsdale's business curriculum to the strategic, integrated analysis of business opportunities and challenges.

Credits 2

BUS 516: Marketing Research

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

BUS 452: [Marketing Management](#)

BUS 597: Summer Intern Program

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.

Credits 1

-3

BUS 597: How to Start and Manage a Business

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.

Credits 3

BUS 597: Special Problems

Credits 1

-3

ECO 105: Introduction to Political Economy

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ECO 202: Principles of Microeconomics

An examination of markets, prices, profits, production, costs, competition, monopoly, wages, rent, and interest.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ECO 203: Principles of Macroeconomics

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ECO 206: Business and Economic Statistics

An introduction to the collection, presentation and analysis of quantitative economic data, analysis of central tendency, dispersion, statistical inference, index numbers, time series, correlation and regression. Course includes functions and graphing.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

MTH 105: Mathematics and Deductive Reasoning

ECO 303: Intermediate Microeconomics

An advanced analysis of exchange, production, productive resource use and price theory.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Required Prerequisites

[ECO 202](#), [ECO 203](#), and [MTH 113](#) or [MTH 120](#)

ECO 304: Intermediate Macroeconomics

A thorough exposure to classical, Keynesian and Monetarist macroeconomics. A critique of macro-analysis is provided.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Required Prerequisites

[ECO 202](#), [ECO 203](#), and [MTH 113](#) or [MTH 120](#)

ECO 323: Industrial Organization

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

ECO 328: Labor Economics

A survey of the labor movement, union structures and internal political forces. Union strategies, government labor arbitration and employment contracts and negotiations are also described.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

ECO 202: Principles of Microeconomics

ECO 203: Principles of Macroeconomics

ECO 330: U.S. Economic History

See course description for HST 442.

Credits 3

ECO 355: History of Economic Thought I

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

ECO 202: Principles of Microeconomics

ECO 203: Principles of Macroeconomics

ECO 356: History of Economic Thought II

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

ECO 202: Principles of Microeconomics

ECO 203: Principles of Macroeconomics

ECO 362: Econometrics

An introduction to, and foundations for, the use of techniques for estimating and testing relationships between variables. The course includes advanced topics in hypothesis testing, analysis of variance, multiple regression and correlation analysis, and experimental design.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[ECO 206: Business and Economic Statistics](#)

ECO 375: Game Theory

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Required Prerequisites

[MTH 310](#) or [MTH 320](#).

ECO 393: Topics in Economics

By arrangement with the instructor.

Credits 1

-3

ECO 402: Public Finance and Taxation

A study of the economics of government spending and taxation. Among the topics covered are budgeting and cost/benefit analysis, effects and incidence of major taxes imposed in the U.S., and issues in state and local government finance.

Credits 3

Recommended Prerequisites

[ECO 303](#) is recommended.

Prerequisite Courses

[ECO 202: Principles of Microeconomics](#)

[ECO 203: Principles of Macroeconomics](#)

ECO 404: Behavioral Economics

A study of the field of behavioral economics, which incorporates insights from psychology into economic theory and models. The course includes directed reading of seminal contributions, and analysis of the arguments and counterarguments for the behavioral approach. The class goal will be to better understand human behavior, the standard economic model, and the pros and cons of behavioral economics as a field.

Credits 3

Prerequisite Courses

[ECO 303: Intermediate Microeconomics](#)

ECO 412: Austrian Economics I

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[ECO 202: Principles of Microeconomics](#)

[ECO 203: Principles of Macroeconomics](#)

ECO 413: Austrian Economics II

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[ECO 202: Principles of Microeconomics](#)

[ECO 203: Principles of Macroeconomics](#)

ECO 415: Public Choice

Applications of economic theory in the analysis of collective decisions. Emphasis will be on explanation/ prediction of legislative, bureaucratic and judicial decisions. Prerequisites:

Credits 3

Prerequisite Courses

[ECO 202: Principles of Microeconomics](#)

[ECO 203: Principles of Macroeconomics](#)

ECO 432: Environmental and Resource Economics

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

Required Prerequisites

[ECO 202](#) AND [MTH 113](#) or [MTH 120](#).

ECO 440: Money and Banking

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.

Credits 3

Prerequisite Courses

ECO 202: Principles of Microeconomics

ECO 203: Principles of Macroeconomics

ECO 441: Monetary Theory

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.

Credits 3

Prerequisite Courses

ECO 303: Intermediate Microeconomics

ECO 304: Intermediate Macroeconomics

ECO 460: Theory of International Trade

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.

Credits 3

Prerequisite Courses

ECO 202: Principles of Microeconomics

ECO 203: Principles of Macroeconomics

ECO 461: International Monetary Economics

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.

Credits 3

Session Cycle

Spring Only

Prerequisite Courses

ECO 202: Principles of Microeconomics

ECO 203: Principles of Macroeconomics

ECO 464: Mathematical Economics

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

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

Required Prerequisites

[ECO 303](#)

[MTH 220](#) or [MTH 310](#).

ECO 465: Comparative Economic Systems

A study of the theoretical and practical differences between highly centralized "command" economies and comparatively decentralized "market" economies. Attention is given to the contrasting ideological and political aspects of these two systems as they relate to economic production and human freedom. Prerequisites: ECO 202 and 203.

Credits 3

Prerequisite Courses

ECO 202: Principles of Microeconomics

ECO 203: Principles of Macroeconomics

ECO 470: Constitutional Political Economy

Conventional microeconomics courses seek to understand individual decisions without regard for the institutional framework under which such decisions are made. In this course, students learn different institutional structures and how they influence incentives, and thus individual decision-making. Prerequisites: ECO 202 and 203.

Credits 3

Prerequisite Courses

ECO 202: Principles of Microeconomics

ECO 203: Principles of Macroeconomics

ECO 472: Law and Economics

This course uses rational choice theory to understand legal rule-making and institutions. Efficiency criteria act as a guide for decision-makers in formal legal institutions. This methodology is employed as it applies to torts, property, contract, criminal and antitrust law. Prerequisites: ECO 202 and 203.

Credits 3

Prerequisite Courses

ECO 202: Principles of Microeconomics

ECO 203: Principles of Macroeconomics

ECO 493: Seminar in Economics

By arrangement with the instructor

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

ECO 575: Political Economy Senior Thesis

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.

Credits 1

ECO 597: Special Problems

Credits 1

Law

Law Course Descriptions

LAW 320: Business Law I

An introduction to legal rights and processes as they affect business. Detailed discussion of torts, crimes, sales and contract law. Offered Fall semester only.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

LAW 321: Business Law II

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[LAW 320: Business Law I](#)

LAW 322: Labor and Employment Law

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.

Credits 3

Prerequisite Courses

[LAW 320: Business Law I](#)

LAW 393: Topics in Law

By arrangement with the instructor.

Credits 1

-3

LAW 400: Real Estate Law

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.

Credits 3

Prerequisite Courses

[LAW 320: Business Law I](#)

LAW 430: International Business Law

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

LAW 320: Business Law I

LAW 493: Special Topics

By arrangement with the instructor.

Credits 1

-3

LAW 597: Special Problems

Credits 1

-3

Education

Chairman and Associate Professor: BENJAMIN V. BEIER

The Education Department specializes in the preparation of teachers for classical private and charter schools. Students wishing to teach should complete a teacher apprenticeship.

Classical Education

Program Type

Minor

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. A student wishing to minor in Classical Education must complete 18 credit hours, as outlined below.

Required Courses

Course Code	Title	Hours
EDU 101	English Grammar	3
EDU 201	Classical Quadrivium	3
EDU 360	Philosophy of Education	3
COR 150	Classical Logic and Rhetoric	3
	Sub-Total Credits	12

Electives

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:

Course Code	Title	Hours
EDU 393	Topics in Education	1-3
EDU 401	Liberal Arts Teaching Apprenticeship	1-6
EDU 402	Master Teachers in the Western Tradition	3
EDU 403	Explicit Phonics Reading Instruction	3
EDU 404	Classic Children's Literature	3

Other Departments:

Course Code	Title	Hours
MTH 458	Teaching Elementary Mathematics	1
MTH 459	Teaching Secondary Mathematics	1
PHY 459	Teaching of Secondary Physics	1
CLS 450	Latin Teacher Program	1-2
	FRN/GRM/SPN 465	1
MUS 417	The Teaching of Music in the Classroom	3
SSD 320	Methods of Teaching Physical Education	3
BIO 459	The Teaching of Secondary Biology	2
Total Credits		18

Early Childhood Education

Program Type

Minor

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. A student wishing to minor in Early Childhood Education must complete 18 credit hours, as outlined below.

Required Courses

Course Code	Title	Hours
EDU 106	Introduction to Early Childhood Education	1
EDU 206	Child Development and Early Childhood Education	3
EDU 306	History and Philosophy of Early Childhood Education	3
EDU 406	Pedagogy, Curriculum, and Assessment in Early Childhood Education	3
EDU 416	Early Childhood Education Teacher Apprenticeship	2-6
	Sub-Total Credits	12-16

Electives

Any courses other than those listed below must be approved by the Chairman of the Education Department.

Education Department:

Course Code	Title	Hours
EDU 101	English Grammar	3
EDU 393	Topics in Education	1-3
EDU 402	Master Teachers in the Western Tradition	3
EDU 403	Explicit Phonics Reading Instruction	3
EDU 404	Classic Children's Literature	3
EDU 506	Early Childhood Directed Teaching	7

Other Departments:

Course Code	Title	Hours
MTH 458	Teaching Elementary Mathematics	1
CLS 393	Topics in Classical Studies	1-3
	FRN/GRM/SPN 465	1
MUS 417	The Teaching of Music in the Classroom	3
SSD 320	Methods of Teaching Physical Education	3
	Total Credits	18

Education Course Descriptions

EDU 101: English Grammar

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

EDU 106: Introduction to Early Childhood Education

An overview of the Mary Randall Preschool program and a survey of general considerations such as instructional strategies, cognitive development, classroom management, and discipline.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

EDU 201: Classical Quadrivium

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

EDU 206: Child Development and Early Childhood Education

An overview of the development of children in three developmental stages: infancy, toddlerhood, and preschool. Prerequisite: PSY 101.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

PSY 101: Psychology in the Modern Era

EDU 306: History and Philosophy of Early Childhood Education

Students will explore the historical roots, the philosophical, the psychological and the educational foundations of early childhood education, as well as current influences. Key figures and theories in the field will be identified, along with leading approaches and curriculum models explored. Views of both supporters and critics of various educational practices will be analyzed.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

EDU 333: Contemporary Issues in Education

Students will deepen their understanding of educational policy and institutional practices by engaging in a thorough and systematic examination of contemporary issues in education.

Credits 3

EDU 360: Philosophy of Education

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

PHL 105: The Western Philosophical Tradition

EDU 393: Topics in Education

Credits 1

-3

EDU 401: Liberal Arts Teaching Apprenticeship

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.

This course can be taken for 1, 2, 3, or 6 credits.

Credits 1

-6

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Requisites

Take EDU-360. (Required, Previous or concurrent).

EDU 402: Master Teachers in the Western Tradition

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.

Credits 3

EDU 403: Explicit Phonics Reading Instruction

The study of how children best learn to read and print alphabetic language, and practice in explicit phonics instruction.

Credits 3

EDU 404: Classic Children's Literature

A survey of classic children's literature from preschool through secondary grades, with occasional comparisons to modern children's literature.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

EDU 406: Pedagogy, Curriculum, and Assessment in Early Childhood Education

This course focuses on the methods and content of a quality early childhood classroom experience. Students in this class will examine what to teach and how to teach it effectively. It will also give students tools to assess preschool children in areas of growth and development. Professional ethics and legal restrictions related to early childhood education will also be covered.

Credits 3

EDU 416: Early Childhood Education Teacher Apprenticeship

Students complete an apprenticeship that includes a weekly seminar and observation of experienced teachers at the preschool. The seminar encourages students to reflect on various practical issues related to teaching, such as classroom management, lesson planning, and assessment, drawing on a historical and philosophical understanding of contemporary educational 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 416, students must complete EDU 106 prior to the apprenticeship semester. Instructor approval is required.

Credits 2

-6

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[EDU 106: Introduction to Early Childhood Education](#)

EDU 491: Teaching Methods in Elementary School

Study of the principles and methods involved in classroom instruction at the elementary level.

Credits 3

EDU 492: Teaching Methods in Secondary School

Study of the principles and methods involved in classroom instruction at the secondary level.

Credits 3

EDU 506: Early Childhood Directed Teaching

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 406.

Credits 7

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Required Prerequisites

[EDU 406](#)

EDU 597: Special Problems

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.

Credits 1

-3

EDU 599: Assistantship

Credits 1

-3

History

Chairman and Associate Professor: KOREY MAAS

Exceptionally competent students may seek to graduate with departmental honors in history by researching, writing, and defending a senior thesis. Those desiring to do so should, in the spring of the junior year or fall of senior year, enroll in a two-credit guided readings course (HST 597) with the faculty member who's agreed to supervise the project. Upon successful completion of HST 597 and with the permission of the department, a student will then enroll in HST 575 to complete the writing of the thesis. The two-credits earned for HST 575 may not be included in the 27 hours required for the field of concentration. All senior history majors must also complete a comprehensive history examination and achieve an acceptable score as determined by the history faculty.

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 or minors in history is not granted for hours earned by Advanced Placement (AP) work.

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.

History

Program Type

Major

Western Civilization - 9 hours with at least 1 course from both A & B

A. Ancient and Medieval History

Course Code	Title	Hours
HST 310	The Ancient Worlds	3
HST 311	Early Middle Ages	3
HST 312	High and Late Middle Ages	3
HST 313	Byzantium and the West	3
HST 400	Ancient Near East	3
HST 401	Mycenaean, Archaic and Classical Greece	3
HST 402	The Roman Republic	3
HST 403	The Roman Empire	3
HST 404	Alexander the Great and Hellenism	3
HST 405	The Later Roman Empire	3
	Sub-Total Credits	3

B. Early Modern and Modern Europe

Course Code	Title	Hours
HST 314	Europe, 1618-1798	3
HST 315	Nineteenth Century Europe	3
HST 316	Twentieth Century Europe	3
HST 407	The Renaissance	3
HST 416	History of England After 1485	3
HST 452	The Reformation	3
	Sub-Total Credits	3

[HST 206](#) may count as the third Western Civ. Course.

American History - 6 hours with at least 1 course from both A & B

A. Early American History

Course Code	Title	Hours
HST 300	Colonial America to 1763	3
HST 301	The Founding of the America Republic	3
HST 302	Jacksonian America	3
HST 303	Sectionalism and the American Civil War	3
HST 483	Constitutional History of the United States to 1877	3
	Sub-Total Credits	3

B. Modern American History

Course Code	Title	Hours
HST 304	Gilded Age and Progressive Era America	3
HST 305	The U.S. from the Great War to the Cold War	3
HST 306	Cold War America	3
HST 307	The U.S. Since the Cold War	3
HST 484	Constitutional History of the United States Since 1877	3
	Sub-Total Credits	3

Course Code	Title	Hours
	Twelve additional hours beyond the 104/105 level	12
	Sub-Total Credits	12

A grade of at least “C-” must be earned in [HST 104](#) and [HST 105](#).

A senior year comprehensive examination is also required.

	Total Credits	27
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History

Program Type

Minor

Required Courses

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.

Western Civilization

A. Ancient and Medieval History

Choose one course from:

Course Code	Title	Hours
HST 310	The Ancient Worlds	3
HST 311	Early Middle Ages	3
HST 312	High and Late Middle Ages	3
HST 313	Byzantium and the West	3
HST 400	Ancient Near East	3
HST 401	Mycenaean, Archaic and Classical Greece	3
HST 402	The Roman Republic	3
HST 403	The Roman Empire	3
HST 404	Alexander the Great and Hellenism	3
HST 405	The Later Roman Empire	3
	Sub-Total Credits	3

B. Early Modern and Modern Europe

Choose one course from:

Course Code	Title	Hours
HST 314	Europe, 1618-1798	3
HST 315	Nineteenth Century Europe	3
HST 316	Twentieth Century Europe	3
HST 407	The Renaissance	3
HST 416	History of England After 1485	3
HST 452	The Reformation	3
	Sub-Total Credits	3

American History

A. Early American History

Choose one course from:

Course Code	Title	Hours
HST 300	Colonial America to 1763	3
HST 301	The Founding of the America Republic	3
HST 302	Jacksonian America	3
HST 303	Sectionalism and the American Civil War	3
HST 483	Constitutional History of the United States to 1877	3
	Sub-Total Credits	3

B. Modern American History

Choose one course from:

Course Code	Title	Hours
HST 304	Gilded Age and Progressive Era America	3
HST 305	The U.S. from the Great War to the Cold War	3
HST 306	Cold War America	3
HST 307	The U.S. Since the Cold War	3
HST 484	Constitutional History of the United States Since 1877	3
	Sub-Total Credits	3

Electives

Course Code	Title	Hours
	6 elective credits	6
	Sub-Total Credits	6
	Total Credits	18

Military History and Strategy

Program Type

Minor

The History Department also offers a minor in Military History and Strategy. This minor prepares students for careers in the government, military, academia, think tanks, and policymaking as it provides understanding of war and its conduct from a global perspective. This minor is open to all students regardless of their major, and students may enroll in any course even if they do not decide to pursue the Military History minor.

Required Courses

The minor requires 18 credits including the following three core courses:

Course Code	Title	Hours
HST 370	Foundations of Military History and Strategy I	3
HST 371	Foundations of Military History and Strategy II	3
HST 479	American Grand Strategy	3
	Sub-Total Credits	9

The minor also requires completion of nine additional hours of military history and/or strategy courses from departmental offerings. Students may take the three core courses in any sequence—therefore, they do not have to take each course in chronological order. Students may not count any credits toward both the Military History minor and the history major or the history minor. The minor's three core requirements may not be fulfilled with transfer credit.

Electives

Choose 3 courses from:

Course Code	Title	Hours
HST 468	American Military History to 1914	3
HST 469	American Military History Since 1914	3
HST 470	American Wars	1-3
HST 471	The Two World Wars	3
HST 472	The Vietnam War	3
HST 473	Art of War in World History	3
HST 474	Just War Tradition in the West	3
HST 475	Case Studies in the Origins of War	3
HST 476	Nation Building and International Development	3
HST 477	Counter-Insurgency and Counter-Terrorism	3
HST 478	The American National Security State	3
	Sub-Total Credits	9
	Total Credits	18

History Course Descriptions

HST 104: The Western Heritage to 1600

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

HST 105: The American Heritage

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Requisites

Take HST-104. (Required, Previous or concurrent).

Prerequisite Courses

[HST 104: The Western Heritage to 1600](#)

HST 206: The Western Heritage Since 1600

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. May be taken as the third Western Civilization major requirement.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

[HST 104: The Western Heritage to 1600](#)

HST 300: Colonial America to 1763

British colonial America from the founding to the Treaty of Paris of 1763; emphasis on the religious, political and economic elements of colonial culture.

Credits 3

Prerequisite Courses

[HST 105: The American Heritage](#)

HST 301: The Founding of the America Republic

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.

Credits 3

Prerequisite Courses

[HST 105: The American Heritage](#)

HST 302: Jacksonian America

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[HST 105: The American Heritage](#)

HST 303: Sectionalism and the American Civil War

The rise of American sectionalism, the conflicting interpretations of the Constitution and state sovereignty, the approach of sectional division, Civil War and Reconstruction.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[HST 105: The American Heritage](#)

HST 304: Gilded Age and Progressive Era America

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.

Credits 3

Prerequisite Courses

[HST 105: The American Heritage](#)

HST 305: The U.S. from the Great War to the Cold War

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.

Credits 3

Prerequisite Courses

[HST 105: The American Heritage](#)

HST 306: Cold War America

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.

Credits 3

Prerequisite Courses

[HST 105: The American Heritage](#)

HST 307: The U.S. Since the Cold War

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.

Credits 3

Prerequisite Courses

HST 105: The American Heritage

HST 310: The Ancient Worlds

Survey of the ancient polities and cultures from Mesopotamia to the collapse of the Roman Empire in the West.

Credits 3

HST 311: Early Middle Ages

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.

Credits 3

Prerequisite Courses

HST 104: The Western Heritage to 1600

HST 312: High and Late Middle Ages

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.

Credits 3

HST 313: Byzantium and the West

A survey of the history of Byzantium from A.D. 700-1453, with special emphasis on the relations between the Empire and Latin Christendom and the evolving perception of Byzantium as "non-western." Key moments and documents will be examined in light of the historic frictions between the Byzantine Empire and the Latin West, observing both how medieval Latins contested Byzantine political, ethnic, and religious claims and how the Byzantines responded in turn to these challenges and so contributed to the emergence of a schism between East and West. The course will focus especially on the history of ideas, culture, religion, institutions, and politics.

Credits 3

Prerequisite Courses

HST 104: The Western Heritage to 1600

HST 314: Europe, 1618-1798

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

HST 315: Nineteenth Century Europe

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.

Credits 3

HST 316: Twentieth Century Europe

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.

Credits 3

Prerequisite Courses

HST 104: [The Western Heritage to 1600](#)

HST 321: History of Colonial Latin America

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.

Credits 3

HST 322: History of Modern Latin America

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.

Credits 3

HST 370: Foundations of Military History and Strategy I

This course examines the relationship between the three pillars of military activity—people and systems, institutions and processes, and religious and intellectual traditions—in western history, from classical antiquity through the early Middle Ages. The course examines the perennial causes of war, the relationship between political and military institutions, strategy, and the tendency of warfare to test and expose the first principles of a community. Throughout, students examine the idea of a specifically “western way of war.” As an introduction to military history, the course provides a foundational knowledge of military history in the pre-modern world, the role of military action in shaping western history, and those perennial themes that remain central to the study of war up to the present day. Required for the minor in Military History and Strategy.

Credits 3

Prerequisite Courses

HST 104: [The Western Heritage to 1600](#)

HST 371: Foundations of Military History and Strategy II

A continuation of *Foundations I*, this course addresses the same set of questions by examining relationships among the three central pillars of military activity—the people and systems employed in combat, the institutions and processes which direct their activities in peace and in war, and the religious and intellectual traditions which shape both men and institutions—from the High Middle Ages to the First World War. The course emphasizes major military and naval innovations, strategy and culture, and the military revolutions. Required for the minor in Military History and Strategy.

Credits 3

Prerequisite Courses

HST 104: [The Western Heritage to 1600](#)

HST 393: Topics in History

Credits 1

-3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

HST 104: [The Western Heritage to 1600](#)

HST 400: Ancient Near East

Specialized historical survey of the politics and culture of ancient Mesopotamia, Egypt, Persia and Israel.

Credits 3

HST 401: Mycenaean, Archaic and Classical Greece

Emphasis on politics and culture from the Mycenaean Age to Philip of Macedon's conquest of Greece.

Credits 3

HST 402: The Roman Republic

A survey of Roman history from 753 to 44 B.C. Students will explore the foundations of Rome in archaic Italy and its unlikely rise to become the dominant military power in the Mediterranean, then trace Rome's descent into civil war and autocracy under Pompey and Julius Caesar. Topics include archaic Italy, the Monarchy and Republic, the Struggle of the Orders, Roman law of the Twelve Tables, the Roman family, household and slavery, Rome's consolidation of Italy, the Punic Wars, Hellenism and intellectual developments in Rome, medicine, philosophy, and politics, Roman identity, the civil wars and the Fall of the Republic, and more.

Credits 3

HST 403: The Roman Empire

A survey of the military, political, and intellectual history of ancient Rome between Julius Caesar's assassination and the death of Constantine the Great. This course studies the foundations and transformation of the Roman principate and its impact on social, political, and religious change in the first four centuries. Topics include the First Triumvirate, the Julio-Claudian and Antonine dynasties, Augustan literature and culture, especially ancient historiography, the Roman army, the Severan Empire, philosophical schools in Alexandria, Roman law, religious conversion(s) among pagans, Christians, and Jews, the third century crisis, and the so-called "New Empire" of Diocletian and Constantine.

Credits 3

HST 404: Alexander the Great and Hellenism

Rise of Alexander, his Persian conquests, and Hellenistic culture from India in the east to Rome in the west.

Credits 3

Prerequisite Courses

HST 104: [The Western Heritage to 1600](#)

HST 405: The Later Roman Empire

A survey of the military, political, and intellectual history of ancient Rome from 337-641 A.D. This course examines the decline, fall, and transformation of the Roman Empire after Constantine's death to the establishment of the Gothic kingdoms in the West and rise of Islam in the East. This course emphasizes the role of the later Empire in creating those vehicles of ancient thought and culture that became the enduring legacy of the Western Heritage. Topics include the rise of conciliar Christianity and the creeds, the 'barbarian' invasions, military and economic change, the loss of security in the provinces, the rise of monasticism and the 'holy man', codices of Roman law, the emergence of Gothic kingdoms in the West, the distinction between ecclesial and temporal power, the Vandal invasions of Africa, St. Augustine's legacy in the Latin world, imperial 'restorations' in Ostrogothic Italy, Justinian's Reconquista, the Islamic conquests, and the end of antiquity.

Credits 3

HST 406: Medieval England

English history from the coming of the Romans through the early 16th century, with emphasis on Anglo-Saxon, Norman and Plantagenet England.

Credits 3

HST 407: The Renaissance

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.

Credits 3

HST 412: History of Spain

Spanish history and culture from the Islamic invasion of Iberia in 711 to the Civil War and the Franco dictatorship.

Credits 3

HST 414: The French Revolution and Napoleon

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.

Credits 3

Prerequisite Courses

HST 104: The Western Heritage to 1600

HST 416: History of England After 1485

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

HST 419: History of Russia to 1917

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.

Credits 3

HST 425: History of the Middle East

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

HST 430: History of the Far East

The ancient civilizations of China, Japan, Korea and Vietnam and their subsequent changes and relations with the West.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

HST 440: History of the American West

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.

Credits 3

Prerequisite Courses

[HST 105: The American Heritage](#)

HST 442: Economic History of the United States

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.

Credits 3

Prerequisite Courses

[HST 105: The American Heritage](#)

HST 450: Ancient Christianity

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.

Credits 3

Prerequisite Courses

[HST 104: The Western Heritage to 1600](#)

HST 451: Medieval Christianity

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.

Credits 3

HST 452: The Reformation

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

[HST 104: The Western Heritage to 1600](#)

HST 455: History of American Religion

Survey of the Judeo-Christian heritage of the United States, with special attention to church histories.

Credits 3

Prerequisite Courses

[HST 105: The American Heritage](#)

HST 465: Topical Studies in the History of Science

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.

Credits 3

Prerequisite Courses

[HST 104: The Western Heritage to 1600](#)

HST 468: American Military History to 1914

A broad introduction to the American military and naval experience from the colonial period to the eve of World War I. In addition to the major land campaigns of American history, we examine the role of foreign activities and naval warfare, considering the changing cultural, political, economic, and religious norms of the United States.

Credits 3

Session Cycle

Spring

Yearly Cycle

Odd Year

Prerequisite Courses

[HST 105: The American Heritage](#)

HST 469: American Military History Since 1914

Survey of US military history, broadly conceived, from World War I to the wars of the early twenty-first century. The course addresses military strategy, the interplay of force and diplomacy, technological innovation, civil-military relations, leadership, and the cultural and social underpinnings of military power.

Credits 3

Session Cycle

Fall

Yearly Cycle

Even Year

Prerequisite Courses

HST 105: The American Heritage

HST 470: American Wars

This course examines a single American war, which will vary each term. Usual subjects include the American Revolution, the War of 1812, the Mexican War, the American Civil War, the Spanish-American War, the Korean War, or the Gulf Wars. Students may repeat this course with different wars.

Credits 1

-3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

HST 104: The Western Heritage to 1600

HST 471: The Two World Wars

A survey of the major military campaigns of both wars, with emphasis upon strategies, operations, tactics, and generalship. Attention is also given to the ordinary soldier and civilian, as well as the home fronts.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

Prerequisite Courses

HST 104: The Western Heritage to 1600

HST 472: The Vietnam War

Covers the military, diplomatic, political, and cultural dynamics of the struggle for South Vietnam from 1954 to 1975. Students will evaluate competing interpretations of the war and their ongoing relevance to debates on US foreign policy and national identity.

Credits 3

Session Cycle

Fall

Yearly Cycle

Odd Year

Prerequisite Courses

HST 105: The American Heritage

HST 473: Art of War in World History

This course examines the static nature, yet changing character, of strategy in war. We scrutinize the strategists such as Sun Tzi and Carl von Clausewitz, as well as the strategies such as annihilation and attrition to counterinsurgency and nuclear deterrence. Global in scope, primary source readings cover all continents, strategists, and major empires, whilst reflecting on the sociocultural influences on war's conduct. From antiquity to the present, this course challenges students to craft their own definitions of strategy and examine how the art of war instructs the future of American foreign policy.

Credits 3

Session Cycle

Fall

Yearly Cycle

Odd Year

Prerequisite Courses

HST 104: The Western Heritage to 1600

HST 474: Just War Tradition in the West

Utilizing primary source readings, this course surveys the key minds who constructed, influenced, and shaped the ethical implications of warfare in the West. We begin in antiquity with ancient Greece and Rome and end in the present. Whilst examining case studies from major wars throughout history, we face the herculean task of confronting war through a theological and philosophical lens.

Credits 3

Session Cycle

Spring

Yearly Cycle

Even Year

Prerequisite Courses

HST 104: The Western Heritage to 1600

HST 475: Case Studies in the Origins of War

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.

Credits 3

Prerequisite Courses

HST 104: The Western Heritage to 1600

HST 476: Nation Building and International Development

Since the end of World War II, the United States has sought to strengthen allies and alleviate suffering through foreign assistance programs ranging from military support to humanitarian aid. This course examines the theories underlying these programs, the implementation of programs, civil-military cooperation, and aid effectiveness.

Credits 3

Session Cycle

Spring

Yearly Cycle

Odd Year

Prerequisite Courses

HST 104: The Western Heritage to 1600

HST 477: Counter-Insurgency and Counter-Terrorism

This course provides a history of governmental efforts to thwart insurgents and terrorists with all the instruments of national power. The course considers the causes of insurgency and terrorism as well as the strategies, tactics, leadership, and interagency collaboration employed against them.

Credits 3

Session Cycle

Fall

Yearly Cycle

Even Year

Prerequisite Courses

HST 104: [The Western Heritage to 1600](#)

HST 478: The American National Security State

This course traces the rise of the American national security state from its humble origins in the American Revolution to its massive growth in the twentieth century and its transformation in the twenty-first century. Students will explore the national debates over the need for national defense, the growth of defense spending and taxation, the rise of the defense industry, the inefficiencies and abuses of the national security bureaucracy, and the compromises to American liberty resulting from perceived national security threats.

Credits 3

Session Cycle

Fall

Yearly Cycle

Odd Year

Prerequisite Courses

HST 105: [The American Heritage](#)

HST 479: American Grand Strategy

This course examines the evolution of U.S. strategic thinking from the time of the country's founding to the present, in the context of the pillars introduced in the core *Foundations* courses. Through the analysis of primary and secondary sources, the course illuminates enduring themes and truths of international relations and statecraft. In tandem with the rise of the United States from a small nation to a global power, it explores the expansion of American interests and the evolution of military strategy into national security strategy. Required for the minor in Military History and Strategy.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Prerequisite Courses

HST 105: [The American Heritage](#)

HST 481: Modern European Intellectual History

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.

Credits 3

HST 482: Intellectual History of the United States

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

Prerequisite Courses

HST 105: The American Heritage

HST 483: Constitutional History of the United States to 1877

The American implementation of the Western heritage of constitutionalism in the colonial and founding eras, its development in the antebellum period, and its crisis in the Civil War and Reconstruction.

Credits 3

Prerequisite Courses

HST 105: The American Heritage

HST 484: Constitutional History of the United States Since 1877

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.

Credits 3

Prerequisite Courses

HST 105: The American Heritage

HST 485: The History of the United States Presidency

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.

Credits 3

Prerequisite Courses

HST 105: The American Heritage

HST 487: History of American Foreign Policy

United States foreign policy from the American Revolution through the Cold War.

Credits 3

Prerequisite Courses

HST 105: The American Heritage

HST 495: Christian Humanist Historiographical Vision

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.

Credits 3

HST 500: The History and Philosophy of History

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.

Credits 3

HST 518: History Travel Study Programs

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.

Credits 3

HST 575: Thesis for Departmental Honors

Credits 2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

HST 597: Special Research

Generally, this is a directed readings course designed to enable students to explore areas not covered in scheduled courses.

Credits 1

-2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Politics

Chairman and Associate Professor: JOHN GRANT

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.

Politics

Program Type

Major

Required Courses

A major in politics requires 33 hours of coursework. Specifically required courses are:

Course Code	Title	Hours
POL 101	U.S. Constitution	3
POL 202	American Political Thought	3
POL 211	Classical Political Philosophy	3
POL 220	Introduction to American Foreign Policy	3
	POL-212 or 214	3
	Sub-Total Credits	15

Electives

Choose 2 courses from 400 level politics courses.

Sub-Total Credits	6
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Choose at least 1 course from American Politics.

Sub-Total Credits	3
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Nine additional credits must be taken from the remaining Politics courses.

Sub-Total Credits	9
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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 [POL 575](#); the three credits earned in [POL 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.

A senior year comprehensive examination is also required.

Total Credits	33
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Politics

Program Type

Minor

Required Courses

A minor in politics consists of 21 hours, with POL-101 required as part of the total. POL-101 is a prerequisite for all other politics courses.

Course Code	Title	Hours
POL 101	U.S. Constitution	3
	Sub-Total Credits	3

Course Code	Title	Hours
	Other Political Courses	18
	Sub-Total Credits	18

Politics Course Descriptions

POL 101: U.S. Constitution

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."

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

POL 202: American Political Thought

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

POL 211: Classical Political Philosophy

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

POL 212: Modern Political Philosophy I: Social Contract Theory

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

POL 214: Modern Political Philosophy II: Idealism, Historicism, Nihilism

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

POL 220: Introduction to American Foreign Policy

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

POL 301: American Government

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.

Credits 3

POL 302: The American Congress

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

POL 303: The American Presidency

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.

Credits 3

POL 304: Constitutional Law

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, judicial review, federalism and the nature and scope of executive, legislative and judicial powers.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

POL 305: Civil Rights

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.

Credits 3

POL 306: Political Parties and Elections

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.

Credits 3

POL 307: Administrative Law

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.

Credits 3

POL 308: Public Policy

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.

Credits 3

POL 313: Christianity and Politics

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.

Credits 3

POL 319: World Politics: The Modern State

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.

Credits 3

POL 324: Comparative Politics: 20th Century Founders

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.

Credits 3

POL 393: Topics in Politics

Credits 1

-3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

POL 401: Statesmanship of Abraham Lincoln

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.

Credits 3

POL 403: American Progressivism and Liberalism

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.

Credits 3

POL 404: American Conservatism

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.

Credits 3

POL 405: Readings in American Politics

This course focuses in greater depth on some of the political themes and statesmen covered in other courses in American politics.

Credits 3

POL 406: The American Founding

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.

Credits 3

POL 407: The Federalist

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.

Credits 3

POL 412: Politics and Literature

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.

Credits 3

POL 414: Readings in Classical Political Philosophy

An intensive study of one or more authors or works in classical political philosophy. Specific content varies at the discretion of the faculty.

Credits 3

POL 415: Readings in Medieval Political Philosophy

An intensive study of one or more authors or works in medieval political philosophy. Specific content varies at the discretion of the faculty.

Credits 3

POL 416: Readings in Modern Political Philosophy

An intensive study of one or more authors or works in modern political philosophy. Specific content varies at the discretion of the faculty.

Credits 3

POL 421: International Politics: The 21st Century

"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.

Credits 3

POL 422: Statesmanship of Winston Churchill

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.

Credits 3

POL 431: Readings in World Politics

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.

Credits 3

POL 575: Senior Thesis

Credits 3

POL 597: Special Problems

Credits 1

-3

Psychology

Chairman and Associate Professor: COLLIN BARNES

The Department of Psychology instructs students in the experimental, quantitative, and applied methods of modern psychology as well as the descriptive and qualitative perspectives of psychoanalysis, phenomenology, and hermeneutics, paying special attention to the philosophical commitments underlying these varied approaches. It likewise fosters an appreciation of the discipline’s heritage by tracing psychological inquiries through the past and back to their origins in early theories of the human soul. Students wishing to major in psychology at Hillsdale College and who are interested in mental health professions are best prepared to study in graduate programs sympathetic to these interests. For those disinclined toward graduate work, the analytical, observational, writing, and speaking skills acquired in the program offer superb preparation for entry-level positions in various fields (e.g., business, education, non-profit organizations, and mental healthcare). 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.

Psychology

Program Type

Major

Required Courses

The requirements for a major are a minimum of 30 hours of psychology, including:

Course Code	Title	Hours
PSY 101	Psychology in the Modern Era	3
PSY 201	Psychology in the Western Tradition	3
PSY 209	Statistics for the Social Sciences	3
PSY 210	Research Methods and Methodology	3
Sub-Total Credits		12

Required Courses

Take 9 credits from the following subfield courses:

Course Code	Title	Hours
PSY 340	Lifespan Developmental Psychology	3
PSY 341	Social Psychology	3
PSY 342	Principles of Learning and Behavior	3
PSY 343	Psychopathology	3
PSY 344	Consciousness and the Brain	3
PSY 345	Cognitive Psychology	3
	Sub-Total Credits	9

Required Courses

Take 2 from the following electives:

Course Code	Title	Hours
PSY 361	Introduction to Clinical Psychology	3
PSY 365	Industrial/Organizational Psychology	3
PSY 371	The Writings of William James	3
PSY 372	Phenomenology of the Collective Unconscious	3
PSY 373	Psychology and Epistemology	3
PSY 393	Topics in Psychology	1-3
PSY 472	Tests & Measurement	3
	Sub-Total Credits	6

All majors are required to complete a comprehensive examination their senior year. Majors seeking departmental honors must pass this comprehensive exam with distinction, hold an overall GPA of at least 3.00, have a departmental GPA of 3.50 or higher, and complete one of the following 400-level courses with an A:

Course Code	Title	Hours
PSY 483	Psychology Practicum	4
PSY 484	Psychology Research Project	4
PSY 485	Psychology Thesis	3
	Sub-Total Credits	3

All other majors must complete one additional psychology course at the 300-level or higher (not PSY 483, 484, or 485).

Total Credits	30
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Psychology

Program Type

Minor

Required Courses

The requirements for the psychology minor are:

Course Code	Title	Hours
PSY 101	Psychology in the Modern Era	3
PSY 201	Psychology in the Western Tradition	3
	Sub-Total Credits	6

Choose two courses from:

Course Code	Title	Hours
PSY 340	Lifespan Developmental Psychology	3
PSY 341	Social Psychology	3
PSY 342	Principles of Learning and Behavior	3
PSY 343	Psychopathology	3
PSY 344	Consciousness and the Brain	3
PSY 345	Cognitive Psychology	3
	Sub-Total Credits	6

Choose two courses from:

Course Code	Title	Hours
PSY 361	Introduction to Clinical Psychology	3
PSY 365	Industrial/Organizational Psychology	3
PSY 371	The Writings of William James	3
PSY 372	Phenomenology of the Collective Unconscious	3
PSY 373	Psychology and Epistemology	3
PSY 393	Topics in Psychology	1-3
PSY 472	Tests & Measurement	3
	Sub-Total Credits	6
	Total Credits	18

Psychology Course Descriptions

PSY 101: Psychology in the Modern Era

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

PSY 201: Psychology in the Western Tradition

Devotes special attention to the study of psychology in antiquity and through the late 19th and early 20th century. Emphasizes the field's membership in a vast scholarly tradition concerned with true understandings of what has been variously called the human soul, mind, consciousness, etc., and considers the prospects and risks of limiting psychology to that which can be apprehended with the methods and thought forms of natural science.

Credits 3

PSY 209: Statistics for the Social Sciences

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 210: Research Methods and Methodology

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 209: Statistics for the Social Sciences

PSY 250: Psychology Internship

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.

Credits 1

-3

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 340: Lifespan Developmental Psychology

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.

Credits 3

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 341: Social Psychology

This course offers an introduction to the quantitative and experimental study of persons and society founded on the model of natural science and to critics of this approach who conceive the problem of social psychology as sharing more in common with the humanities than either physics or chemistry. Seminal figures representative of both perspectives are considered, as are the implications their theories have for our understanding of persons and society.

Credits 3

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 342: Principles of Learning and Behavior

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.

Credits 3

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 343: Psychopathology

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.

Credits 3

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 344: Consciousness and the Brain

Taking up the age-old question of the mind's relation to the body, this course engages thinkers (psychiatrists, neurosurgeons, philosophers) concerned with the embodied nature of human experience. It pays special attention to viewpoints that conceive of persons holistically and as reliant on but ultimately irreducible to the material operations of their nervous systems. Students who have met the prerequisites may complete BIO 470: Cognitive Neuroscience in lieu of this course.

Credits 3

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 345: Cognitive Psychology

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.

Credits 3

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 350: Child Psychology

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.

Credits 3

PSY 361: Introduction to Clinical Psychology

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.

Credits 3

Prerequisite Courses

PSY 343: Psychopathology

PSY 365: Industrial/Organizational Psychology

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.

Credits 3

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 371: The Writings of William James

Considers the life and writings of William James, philosophical pragmatist and founding figure of American psychology. Central texts include his Lowell Institute lectures on pragmatism, Hibbert Lectures on pluralism, Gifford Lectures on religious experience, and his book *Psychology: The Briefer Course*. Selections from his many essays and his investigations into parapsychological phenomena are also examined.

Credits 3

PSY 372: Phenomenology of the Collective Unconscious

Treats the major concepts and themes arising from Carl Jung's investigations of the psyche, including the collective (or objective) unconscious, archetypes, individuation, and the Self. This is done through careful study of key texts from Jung's corpus and, where appropriate, supplementary texts from his collaborators and students. The relationship between Jungian psychology and religion, metaphysics, science, and society are matters of special attention.

Credits 3

PSY 373: Psychology and Epistemology

Contrasts positivistic conceptions of knowledge in social science with alternatives arising from Gestalt and ecological psychology. Special attention is given to the ideas of world-class chemist and philosopher Michael Polanyi and those of his colleague, psychologist Sigmund Koch. Implications for psychological research and practice are explored.

Credits 3

PSY 393: Topics in Psychology

Topical courses for advanced students.

Credits 1

-3

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 410: Laboratory Assistantship

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.

Credits 1

-2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 472: Tests & Measurement

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.

Credits 3

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 209: Statistics for the Social Sciences

PSY 483: Psychology Practicum

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.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 484: Psychology Research Project

This course will culminate in the writing and presentation of a research project. Students will identify an area of interest, review the literature, devise a research question and identify methods appropriate to answering that question, develop the necessary materials, and gather and analyze data. This course should be taken in the junior or senior year. Prerequisite: PSY 210.

Credits 4

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

PSY 101: Psychology in the Modern Era

PSY 210: Research Methods and Methodology

PSY 485: Psychology Thesis

This course permits students interested in theoretical and philosophical problems in psychology to explore possible solutions in a scholarly paper (25-to-30 pages) and presentation (10-to-15 minutes). Instructor approval is required to enroll.

Credits 3

PSY 597: Special Topics in Psychology

Special study of topics in psychology. Supervised independent studies require permission of the department chairman.

Credits 1

-3

Sport Studies

Chairman and Assistant Professor: PHILIP DAVID WALBRIGHT

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.

Three majors are available in the Sport Studies Department: Physical Education, Exercise Science, and Sport Management. Additionally, a Physical Education minor is offered, and course requirements for this minor are listed below.

Exercise Science

Program Type

Major

Required Courses

Course Code	Title	Hours
SSD 180	Physical Wellness Dynamics	2
SSD 260	Athletic Training	2
SSD 300	Personal and Community Health	3
SSD 305	Nutrition	3
SSD 330	Motor Learning and Kinesiology	3
SSD 360	Advanced Athletic Training	3
SSD 490	Exercise Physiology	4
BIO 200	Cellular and Molecular Biology	4
BIO 308	Human Anatomy and Physiology I	4
BIO 340	Biostatistics	4
CHM 201	General Chemistry I	4
CHM 202	General Chemistry II	4
	Sub-Total Credits	40

Recommended Additional Courses

May be required for graduate programs in Physical Therapy, Occupational Therapy, Physician's Assistant, Chiropractic, and Athletic Training:

Course Code	Title	Hours
PHY 101	College Physics I	4
PHY 102	College Physics II	4
CHM 303	Organic Chemistry I	4
CHM 304	Organic Chemistry II	4
CHM 452	Biochemistry	3
BIO 408	Human Anatomy and Physiology II	4
PSY 340	Lifespan Developmental Psychology	3
SSD 405	Advanced Nutrition	3
SSD 430	Biomechanics and Advanced Kinesiology	3

Recommended Additional Courses

May be required for nursing schools:

Course Code	Title	Hours
SSD 362	Health Care Ethics	2
SSD 364	Medical Terminology	2
SSD 405	Advanced Nutrition	3
BIO 360	Microbiology	4
BIO 408	Human Anatomy and Physiology II	4

Recommended Additional Courses

May be required for graduate programs in Physiology of Exercise:

Course Code	Title	Hours
SSD 102	Beginning Weight Training	1
SSD 103	Advanced Weight Training	1
SSD 405	Advanced Nutrition	3
SSD 430	Biomechanics and Advanced Kinesiology	3

A senior year comprehensive examination is also required.

Total Credits	40
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Physical Education

Program Type

Major

The Physical Education major offers general study in the field and specific preparation for a career in teaching.

Required Courses

Course Code	Title	Hours
SSD 180	Physical Wellness Dynamics	2
SSD 190	Safety and First Aid	2
SSD 260	Athletic Training	2
SSD 292	Methods of Outdoor Recreation	2
SSD 300	Personal and Community Health	3
	1 Coaching Course	2
SSD 320	Methods of Teaching Physical Education	3
SSD 325	Teaching School Health	2
SSD 330	Motor Learning and Kinesiology	3
SSD 335	History and Philosophy of P.E. and Sport	3
SSD 340	Adapted Physical Education	2
SSD 350	Measurement in Physical Education	2
SSD 370	Sport Psychology	3
SSD 410	Organization & Administration	3
SSD 454	Sport Law and Ethics	3
BIO 308	Human Anatomy and Physiology I	4
	Sub-Total Credits	41

Recommended Additional Courses

Course Code	Title	Hours
SSD 200	Water Safety Instructor	2
SSD 305	Nutrition	3
SSD 430	Biomechanics and Advanced Kinesiology	3
SSD 470	Advanced Sport Psychology	3
SSD 490	Exercise Physiology	4
	Total Credits	41

Sport Management

Program Type

Major

Required Courses

Course Code	Title	Hours
ACC 209	Principles of Accounting I	3
BUS 302	Business Written Communication	3
BUS 304	Entrepreneurship	3
BUS 315	Principles of Marketing	3
BUS 325	Management Theory and Practice	3
BUS 330	Financial Management	3
BUS 418	Leadership, Power and Responsibility	3
ECO 202	Principles of Microeconomics	3
ECO 203	Principles of Macroeconomics	3
ECO 206	Business and Economic Statistics	3
SSD 180	Physical Wellness Dynamics	2
SSD 332	Sport Business and Finance	2
SSD 335	History and Philosophy of P.E. and Sport	3
SSD 374	Principles and Practice of Sport and Athletic Management	3
SSD 410	Organization & Administration	3
SSD 454	Sport Law and Ethics	3
	Sub-Total Credits	46

Recommended Additional Courses

For specific interests or graduate programs:

Course Code	Title	Hours
SSD 292	Methods of Outdoor Recreation	2
SSD 300	Personal and Community Health	3
	1 Coaching Course	2
SSD 330	Motor Learning and Kinesiology	3
SSD 494	Internship	3-6
BUS 434	Risk Management	3
BUS 440	Operations Management	3
BUS 459	Advertising	3

A senior year comprehensive examination is also required.

Total Credits	46
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Physical Education

Program Type

Minor

Required Courses

Course Code	Title	Hours
SSD 180	Physical Wellness Dynamics	2
SSD 260	Athletic Training	2
SSD 300	Personal and Community Health	3
SSD 335	History and Philosophy of P.E. and Sport	3
SSD 490	Exercise Physiology	4
BIO 308	Human Anatomy and Physiology I	4
Total Credits		18

Sport Studies Course Descriptions

SSD 101: Weight Training for Life

Credits 1

SSD 102: Beginning Weight Training

Credits 1

SSD 103: Advanced Weight Training

Credits 1

SSD 104: Indoor Cycling

Credits 1

SSD 105: Mat Science

Credits 1

SSD 106: Core Training

Credits 1

SSD 110: Yoga I

Credits 1

SSD 111: Yoga II

Credits 1

SSD 112: Bowling

Credits 1

SSD 113: Tennis

Credits 1

SSD 114: Aerobic Dance Exercise

Credits 1

SSD 115: Volleyball

Credits 1

SSD 116: Beach Volleyball

Credits 1

SSD 118: Golf

Credits 1

SSD 120: Basketball

Credits 1

SSD 121: Racquetball

Credits 1

SSD 124: Tae Kwon Do Beginning

Credits 1

SSD 125: Tae Kwon Do Advanced

Credits 1

Prerequisite Courses

[SSD 124: Tae Kwon Do Beginning](#)

SSD 127: Western Riding

Credits 1

SSD 128: English Riding

Credits 1

SSD 130: Personal Safety

Credits 1

SSD 131: Advanced Personal Safety

Credits 1

SSD 140: Introduction to Shooting Sports

This course is intended to provide students with an overview of firearm safety, competitive shooting sports, the history of firearm development, federal firearm laws, and wildlife conservation funding. This course consists of eight weeks of instruction during the academic semester.

This course provides a foundation within multiple disciplines in the shooting sports. While the course will not go into great depth on any subject or discipline, it is intended to provide a platform from which to expand into more specialized courses and the larger shooting sports community. It is designed for new shooters, but is meant to be fun and educational regardless of experience level.

Credits 1

SSD 141: Basic Shotgun

This eight-week course is intended to help students learn the basics of certain clay target shooting disciplines and develop their clay target shooting skills and firearm safety. Most of the class time will be spent shooting outdoors. While this course focuses on the basics, it is meant to be fun and educational regardless of experience level.

Students that earn a passing grade in this course will earn the benefits of Halter Center membership until they graduate from Hillsdale College, including discounts on target fees.

Credits 1

Prerequisite Courses

[SSD 140: Introduction to Shooting Sports](#)

SSD 142: Intermediate Shotgun

This eight-week course is intended to help students learn the basics of certain clay target shooting disciplines and develop their clay target shooting skills and firearm safety. Most of the class time will be spent shooting outdoors. While this course focuses on the basics, it is meant to be fun and educational regardless of experience level.

Students that earn a passing grade in this course will earn the benefits of Halter Center membership until they graduate from Hillsdale College, including discounts on target fees.

Credits 1

Prerequisite Courses

[SSD 140: Introduction to Shooting Sports](#)

[SSD 141: Basic Shotgun](#)

SSD 144: Basic Rifle and Pistol

This course is intended to help students develop their competition-style rifle and pistol abilities. It consists of eight weeks of instruction during the academic semester.

The course provides a platform for students who already have some familiarity with firearms to further develop their fundamental shooting skills and process. Subjects covered include indoor, Olympic-style air rifle and air pistol, outdoor small bore rifle and pistol, and larger caliber rifle and pistol. This course does *not* directly cover tactical-style competition or defensive shooting, though questions about these topics and discussion of how precision shooting relates to and complements these areas is welcomed and encouraged, provided it does not detract from the lesson. While this course focuses on the basics, it is meant to be fun and educational regardless of experience level.

Credits 1

Prerequisite Courses

[SSD 140: Introduction to Shooting Sports](#)

SSD 145: Indoor Rifle and Pistol

Credits 1

Prerequisite Courses

SSD 140: Introduction to Shooting Sports

SSD 148: Introduction to Archery

Credits 1

SSD 150: Scuba

Credits 1

SSD 151: Advanced Scuba

Credits 1

Prerequisite Courses

SSD 150: Scuba

SSD 153: Swim Fitness

Credits 1

SSD 154: Begining & Intermediate Swimming

Credits 1

SSD 155: Lifeguard Training

Credits 1

SSD 170: Wilderness Survival

Credits 2

SSD 171: Advanced Wilderness Survival

Credits 2

SSD 172: Search and Rescue

Credits 2

SSD 180: Physical Wellness Dynamics

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.

Credits 2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SSD 190: Safety and First Aid

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.

Credits 2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SSD 193: Activities in Sports Studies

Credits 1

-4

SSD 200: Water Safety Instructor

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.

Credits 2

Session Cycle

Spring Only

Yearly Cycle

Every Year

SSD 220: Officiating Sports

The techniques, methods, and science of officiating team sports. The student is required to officiate in organized athletic contests.

Credits 2

Session Cycle

Fall Only

Yearly Cycle

Every Year

SSD 260: Athletic Training

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.

Credits 2

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SSD 292: Methods of Outdoor Recreation

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.

Credits 2

Session Cycle

Spring Only

Yearly Cycle

Every Year

SSD 300: Personal and Community Health

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SSD 305: Nutrition

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SSD 310: Theory and Practice of Football

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.

Credits 2

Session Cycle

Spring Only

Yearly Cycle

Every Year

SSD 311: Theory and Practice of Baseball

This course discusses the philosophy and techniques in coaching individual skills, team play and strategy.

Credits 2

Session Cycle

Fall Only

Yearly Cycle

Every Year

SSD 312: Theory and Practice of Basketball

This course covers the philosophy and techniques in coaching individual skills, team play and strategy.

Credits 2

Session Cycle

Fall Only

Yearly Cycle

Every Year

SSD 313: Theory and Practice of Track and Field

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.

Credits 2

Session Cycle

Spring Only

Yearly Cycle

Every Year

SSD 314: Theory and Practice of Softball

This course covers the philosophy and techniques in coaching individual skills, team play, and strategy.

Credits 2

Session Cycle

Fall Only

Yearly Cycle

Every Year

SSD 315: Theory and Practice of Volleyball

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.

Credits 2

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[SSD 115: Volleyball](#)

SSD 318: Theory of Cycling

Classroom lecture and practical theory of personal and competitive cycling are covered.

Credits 2

SSD 320: Methods of Teaching Physical Education

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

SSD 325: Teaching School Health

The student will study the methods of teaching health education, new directions in the field, planning a curriculum, and organization of material.

Credits 2

Session Cycle

Fall Only

Yearly Cycle

Every Year

SSD 330: Motor Learning and Kinesiology

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

BIO 308: Human Anatomy and Physiology I

SSD 332: Sport Business and Finance

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

Credits 2

Session Cycle

Spring Only

Yearly Cycle

Every Year

SSD 335: History and Philosophy of P.E. and Sport

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SSD 340: Adapted Physical Education

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.

Credits 2

Session Cycle

Spring Only

Yearly Cycle

Every Year

SSD 350: Measurement in Physical Education

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.

Credits 2

Session Cycle

Spring Only

Yearly Cycle

Every Year

SSD 360: Advanced Athletic Training

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

SSD 260: Athletic Training

SSD 362: Health Care Ethics

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.

Credits 2

Session Cycle

Spring Only

Yearly Cycle

Every Year

SSD 364: Medical Terminology

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.

Credits 2

Session Cycle

Fall Only

Yearly Cycle

Every Year

SSD 370: Sport Psychology

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

SSD 374: Principles and Practice of Sport and Athletic Management

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, semiprofessional sport organizations, collegiate athletics, sport marketing agencies, sport broadcasting venues, and facility management in both community and commercial venues.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

SSD 392: Field Experience

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.

Credits 1

SSD 393: Topics in Sports Studies

Credits 1

-4

SSD 405: Advanced Nutrition

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

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[SSD 305: Nutrition](#)

SSD 410: Organization & Administration

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

SSD 430: Biomechanics and Advanced Kinesiology

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[SSD 330: Motor Learning and Kinesiology](#)

Required Prerequisites

[PHY 101](#) or [PHY 201](#).

SSD 454: Sport Law and Ethics

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

SSD 470: Advanced Sport Psychology

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

[SSD 370: Sport Psychology](#)

SSD 482: Therapeutic Modalities

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

SSD 490: Exercise Physiology

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.

Credits 4

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

Prerequisite Courses

BIO 308: Human Anatomy and Physiology I

SSD 492: Functional Anatomy

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

Prerequisite Courses

BIO 308: Human Anatomy and Physiology I

SSD 330: Motor Learning and Kinesiology

SSD 494: Internship

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.

Credits 3

-6

SSD 597: Special Studies

Credits 1

-3

Washington-Hillsdale Internship Program

Washington-Hillsdale Internship Program Course Descriptions

WHP 385: Washington-Hillsdale Internship Program

The Washington-Hillsdale Internship Program (WHIP) provides an opportunity for Hillsdale College undergraduates to participate in academically intensive, semester-long internships or teaching apprenticeships in Washington, DC, while continuing their Hillsdale education at Hillsdale's DC campus. Students earn six academic credits for their internship or apprenticeship through WHIP. During the semester, WHIP students will meet with the professor of record on five occasions and participate in several extra-curricular activities sponsored by Hillsdale in DC.

Credits 6

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

WHP 393: Seminar

Credits 3

Center for Constructive Alternatives

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.

Center for Constructive Alternatives Course Descriptions

CCA 101: CCA I: U.S Economic Policy: Great Society to the Present

This seminar will be held September 7 -10, 2025.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Fall Only

Yearly Cycle

Every Year

CCA 102: CCA II: U.S. Economic Policy: Great Society to the Present

This seminar will be held November 2-5, 2025.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Fall Only

Yearly Cycle

Every Year

CCA 103: CCA III: Journalism and American Democracy

This seminar will be held February 1–4, 2026.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

CCA 104: CCA IV: American Music

This seminar will be held March 1-5, 2026.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

Interdisciplinary Studies

American Studies

American Studies

Program Type

Major

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.

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.

Required Courses

Course Code	Title	Hours
IDS 300	We the People: An American Journey	3
IDS 575	Senior Thesis	3
	Sub-Total Credits	6

Electives

24 hours of American History, America Literature, and American Politics. Must complete 9 hours in two of the disciplines.

American History (6/9 Hours)

Course Code	Title	Hours
HST 300	Colonial America to 1763	3
HST 301	The Founding of the America Republic	3
HST 302	Jacksonian America	3
HST 303	Sectionalism and the American Civil War	3
HST 304	Gilded Age and Progressive Era America	3
HST 305	The U.S. from the Great War to the Cold War	3
HST 306	Cold War America	3
HST 307	The U.S. Since the Cold War	3
HST 440	History of the American West	3
HST 442	Economic History of the United States	3
HST 455	History of American Religion	3
HST 482	Intellectual History of the United States	3
HST 483	Constitutional History of the United States to 1877	3
HST 484	Constitutional History of the United States Since 1877	3
HST 485	The History of the United States Presidency	3
HST 487	History of American Foreign Policy	3
	Sub-Total Credits	6-9.00

American Literature (6/9 Hours)

Course Code	Title	Hours
ENG 360	American Literature: Colonial Era to the Civil War	3
ENG 370	American Literature: Civil War to the Present	3
ENG 402	Special Studies in American Literature	3
	Sub-Total Credits	6-9.00

American Politics (6/9 Hours)

Course Code	Title	Hours
POL 202	American Political Thought	3
POL 220	Introduction to American Foreign Policy	3
POL 301	American Government	3
POL 302	The American Congress	3
POL 303	The American Presidency	3
POL 304	Constitutional Law	3
POL 305	Civil Rights	3
POL 306	Political Parties and Elections	3
POL 307	Administrative Law	3
POL 308	Public Policy	3
POL 401	Statesmanship of Abraham Lincoln	3
POL 403	American Progressivism and Liberalism	3
POL 404	American Conservatism	3
POL 405	Readings in American Politics	3
POL 406	The American Founding	3
POL 407	The Federalist	3
	Sub-Total Credits	6-9.00

Electives

6 hours in American Art, Journalism, Philosophy, Religion, Rhetoric & Media, and Theatre

Approved Electives (6 Hours)

Course Code	Title	Hours
ART 412	History of American Art	3
ECO 330	U.S. Economic History	3
JRN 306	Major Figures in Journalism	3
JRN 310	The History of Journalism from Gutenberg to the Muckrakers	3
JRN 311	The History of Journalism in the 20th and 21st Centuries	3
THL 318	Eighteenth-Century Theology	3
THL 374	American Religious Landscape	3
THE 408	History of American Theatre	3
IDS 597	Special Problems	1-3
PHL 320	American Pragmatism	3
	Sub-Total Credits	6
	Total Credits	36

American Studies

Program Type

Minor

Required Courses

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.

Course Code	Title	Hours
IDS 300	We the People: An American Journey	3
Sub-Total Credits		3

Electives

Two, 3-credit courses in American Literature, American History, and American Politics.

American Literature (6 Hours)

Course Code	Title	Hours
ENG 360	American Literature: Colonial Era to the Civil War	3
ENG 370	American Literature: Civil War to the Present	3
ENG 402	Special Studies in American Literature	3
Sub-Total Credits		6

American History (6 Hours)

Course Code	Title	Hours
HST 300	Colonial America to 1763	3
HST 301	The Founding of the America Republic	3
HST 302	Jacksonian America	3
HST 303	Sectionalism and the American Civil War	3
HST 304	Gilded Age and Progressive Era America	3
HST 305	The U.S. from the Great War to the Cold War	3
HST 306	Cold War America	3
HST 307	The U.S. Since the Cold War	3
HST 440	History of the American West	3
HST 442	Economic History of the United States	3
HST 455	History of American Religion	3
HST 482	Intellectual History of the United States	3
HST 483	Constitutional History of the United States to 1877	3
HST 484	Constitutional History of the United States Since 1877	3
HST 485	The History of the United States Presidency	3
HST 487	History of American Foreign Policy	3
Sub-Total Credits		6

American Politics (6 Hours)

Course Code	Title	Hours
POL 202	American Political Thought	3
POL 220	Introduction to American Foreign Policy	3
POL 301	American Government	3
POL 302	The American Congress	3
POL 303	The American Presidency	3
POL 304	Constitutional Law	3
POL 305	Civil Rights	3
POL 306	Political Parties and Elections	3
POL 307	Administrative Law	3
POL 308	Public Policy	3
POL 401	Statesmanship of Abraham Lincoln	3
POL 403	American Progressivism and Liberalism	3
POL 404	American Conservatism	3
POL 405	Readings in American Politics	3
POL 406	The American Founding	3
POL 407	The Federalist	3
	Sub-Total Credits	6
Total Credits		21

International Studies

International Studies in Business and Foreign Language

Program Type

Major

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) 39 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 62 hours.

Business Required Courses

Course Code	Title	Hours
ACC 209	Principles of Accounting I	3
ACC 210	Principles of Accounting II	3
BUS 315	Principles of Marketing	3
BUS 325	Management Theory and Practice	3
BUS 330	Financial Management	3
BUS 353	International Business	3
ECO 202	Principles of Microeconomics	3
ECO 203	Principles of Macroeconomics	3
ECO 206	Business and Economic Statistics	3
LAW 320	Business Law I	3
LAW 430	International Business Law	3
MTH 112	Integrated Calculus IA	3
	ECO 460 or ECO 461	3
	Sub-Total Credits	39

Language & Culture Courses

Course Code	Title	Hours
	One literature course (taken on Hillsdale campus)	3
	One civilization & culture course	3
	Additional language/culture beyond 201 level	11
	Sub-Total Credits	17

One Approved Elective Course

This list is representative of pre-approved electives but is 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.

Course Code	Title	Hours
BUS 320	Quantitative Analysis	3
HST 322	History of Modern Latin America	3
HST 412	History of Spain	3
POL 421	International Politics: The 21st Century	3
SPN 302	Iberian Civilization & Culture	3
SPN 303	Latin-American Civilization & Culture	3
	Sub-Total Credits	3

Internship/Study-Abroad Experience

Note: Complete an internship abroad or participate in a foreign study program as outlined in the college catalog. Only 3 hours of the experience may count toward the major and such is above and beyond the 17 hour language requirement. For internships, use course number IDS-584.

Sub-Total Credits	3
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A senior year comprehensive examination is also required.

Total Credits	62
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Interdisciplinary

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.

Interdisciplinary Course Descriptions

IDS 184: Exploring Health Careers

This course covers a wide range of health professions, which helps students understand all their options for careers. This is done through a combination of lectures, readings, and outside speakers. Students are required to shadow three different health professions as part of the course. Aimed at freshmen and sophomores, but open to any student with an interest in the health professions.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

IDS 284: Professional Practices in Medicine

This course covers medical professionalism through readings, discussions, and assignments. It also covers the application process to professional school, writing personal statements, choosing programs, obtaining strong letters of evaluation, and interviewing. In addition, several professional schools visit each semester to discuss their programs, which helps students understand the admissions process and health professions education. Ideal for students to take the academic year prior to application to professional school.

Credits 1

Session Cycle

Spring Only

Yearly Cycle

Every Year

IDS 300: 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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

IDS 312: Public Relations Internship

Credits 1

-3

IDS 316: Foreign Travel Study

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.

Credits 3

IDS 318: Media Internship

Credits 1

-3

IDS 320: Advertising Internship

Credits 1

-3

IDS 322: Publishing Internship

Credits 1

-3

IDS 324: Video Production Internship

Credits 1

-3

IDS 326: Writing Research Internship

Credits 1

-3

IDS 391: Theory & Appl. Resp. & Leadership

Intended for Students & RA's. Offered Fall Interim.

Exempt from tuition overload charges.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

IDS 393: Topics in IDS

Credits 1

-3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

IDS 400: Artes Liberales

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.

Credits 3

IDS 452: French and German Masterworks in English Translation

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.

Credits 2

-3

IDS 575: Senior Thesis

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

IDS 584: Internship in International Business and Foreign Language

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.

Credits 3

-6

IDS 593: Humanities Seminar

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.

Credits 2

-3

IDS 597: Special Problems

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.

Credits 1

-3

Journalism

Herbert H. Dow II Program in American Journalism

Director: JOHN J. MILLER

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.”

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.

Journalism

Program Type

Minor

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 Courses

Course Code	Title	Hours
JRN 301	Introduction to Journalism I	3
JRN 302	Introduction to Journalism II	3
	Sub-Total Credits	6

Take six hours from:

Course Code	Title	Hours
JRN 380	The Collegian	1
JRN 381	WRFH Radio	1
	Sub-Total Credits	6

Electives

Choose 9 hours from:

Course Code	Title	Hours
JRN 306	Major Figures in Journalism	3
JRN 310	The History of Journalism from Gutenberg to the Muckrakers	3
JRN 311	The History of Journalism in the 20th and 21st Centuries	3
JRN 312	Editing	3
JRN 315	Political Journalism	3
JRN 317	Sportswriting	3
JRN 318	Issues and Themes in Journalism	3
JRN 320	Radio Programming and Production	3
JRN 321	Elements of a Talk Show	3
JRN 322	Radio News	3
JRN 323	Issues & Themes in Radio	3
JRN 340	Internship in Journalism	1-3
JRN 350	Documentary Filmmaking	3
JRN 393	Topics in Journalism	1-3
JRN 404	Advanced Writing	3
ART 353	Graphic Design I	3
	Sub-Total Credits	9
	Total Credits	21

Journalism

Program Type

Specialization

Required Courses

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:

Course Code	Title	Hours
JRN 301	Introduction to Journalism I	3
JRN 302	Introduction to Journalism II	3
	Sub-Total Credits	6

Take two semesters of either:

Course Code	Title	Hours
JRN 380	The Collegian	1
JRN 381	WRFH Radio	1
	Sub-Total Credits	2

Students must complete an internship.

	Total Credits	8
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Journalism Course Descriptions

JRN 180: Winona Yearbook

This course provides students with hands-on experience producing the Winona, the campus yearbook. Students assume roles on the yearbook staff and work with the publisher to produce the edition.

Exempt from tuition overload charges.

Credits 1

JRN 301: Introduction to Journalism I

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Every Year

JRN 302: Introduction to Journalism II

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Every Year

Prerequisite Courses

JRN 301: Introduction to Journalism I

JRN 306: Major Figures in Journalism

A close, critical study of major figures: their lives, their work, and their impact

Credits 3

JRN 310: The History of Journalism from Gutenberg to the Muckrakers

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

JRN 311: The History of Journalism in the 20th and 21st Centuries

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

JRN 312: Editing

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.

Credits 3

Prerequisite Courses

[JRN 301: Introduction to Journalism I](#)

[JRN 302: Introduction to Journalism II](#)

JRN 315: Political Journalism

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

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

JRN 317: Sportswriting

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

JRN 318: Issues and Themes in Journalism

A close examination of particular topics in journalism, such as investigative reporting, freedom of the press, and ethics.

Credits 3

JRN 320: Radio Programming and Production

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

JRN 321: Elements of a Talk Show

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

JRN 322: Radio News

This course is an intensive study of the writing, editing, and production of radio and audio news. Students learn to write news stories while integrating audio news elements and will examine the different approach needed for audio journalism when compared to print journalism. Includes an introduction to journalistic writing and reporting techniques for radio/podcast, including interviews, story selection, storytelling, and research. A secondary goal is an examination of new technologies and the evolving state of journalism.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Even Year

JRN 323: Issues & Themes in Radio

A close examination of a particular topic in radio, such as advanced production techniques, long-form storytelling and drama, or sports broadcasting.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Odd Year

JRN 340: Internship in Journalism

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.

Credits 1

-3

JRN 350: Documentary Filmmaking

Students will learn the art of documentary storytelling as a journalistic medium. Students will discover how to watch documentaries to evaluate not just what the story is, but how the story is told. Students will learn to identify and research compelling stories; shoot interviews and supporting footage; write scripts; and edit the final product. This will be a hands-on, practical course with students writing, editing and producing a variety of video documentary projects ranging in length from 3-30 minutes. All projects will be stories about Hillsdale College - its history, alumni, students, faculty, teams and programs. The majority of graded student coursework will be the videos that students produce.

Credits 3

JRN 380: The Collegian

This repeatable course provides students with hands-on journalism experience at The Collegian, the campus weekly newspaper and website.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

JRN 381: WRFH Radio

This repeatable course provides students with hands-on journalism experience at WRFH 101.7 FM, the College's radio station.

Exempt from tuition overload charges.

Credits 1

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

JRN 393: Topics in Journalism

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.

Pulliam Seminars are exempt from tuition overload charges.

Credits 1

-3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

JRN 404: Advanced Writing

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

JRN 597: Special Problems

Credits 1

-3

Military Leadership

Military Leadership

Program Type

Minor

Required Courses

Course Code	Title	Hours
LDR 301	Hillsdale Honor: Civil War Experience	3
LDR 401	Officership: American Military Tradition	3
LDR 402	Military Leadership	3
LDR 418	Sound Learning for Leadership	3
Sub-Total Credits		12

Electives

Choose six credits from:

Course Code	Title	Hours
LDR 302	Hillsdale College At Gettysburg	3
LDR 393	Topics in Leadership	1-3
LDR 403	Reading Once an Eagle	1
LDR 404	Warfighting: Nature & Conduct of War	3
LDR 420	Biblical Learning for Leadership	3
HST 370	Foundations of Military History and Strategy I	3
HST 371	Foundations of Military History and Strategy II	3
HST 479	American Grand Strategy	3
HST 468	American Military History to 1914	3
HST 469	American Military History Since 1914	3
HST 477	Counter-Insurgency and Counter-Terrorism	3
HST 476	Nation Building and International Development	3
HST 478	The American National Security State	3
HST 473	Art of War in World History	3
HST 474	Just War Tradition in the West	3
HST 472	The Vietnam War	3
HST 470	American Wars	1-3
HST 471	The Two World Wars	3
HST 475	Case Studies in the Origins of War	3
	Sub-Total Credits	6

Note: Courses may not be applied toward more than one program of study (major/minor).

Total Credits	18
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Military Leadership Course Descriptions

LDR 301: Hillsdale Honor: Civil War Experience

The Civil War was a defining moment in the life of our College; it tested and crystalized our founding commitments and has ever since defined who we are, what we stand for, and what we have since become. This one-semester three-credit course educates students about the Hillsdale College Civil War experience. Using primary sources-letters, essays, speeches, battle reports-it offers rich personal insights into the lives of the Civil War generation and the values, principles, and virtues they learned, lived, fought and died for. The class is required for the Military Leadership minor and is open to all students interested in learning about our College and the experience and legacy of the Civil War generation.

Credits 3

LDR 302: Hillsdale College At Gettysburg

Gettysburg is one of the great battles not only in American history but in world history: the importance of the issues at stake, the great number of soldiers on both sides, the dreadful sacrifice of life, and the display of courage and heroism that ranks among the highest ever made by men in war. Counted among those who fought are fifty-three Hillsdale College students, three of whom gave Lincoln's "last full measure" and one of whom is buried at the Gettysburg National Cemetery. This three-credit summer term course educates students about the battle of Gettysburg and the contribution made by Hillsdale College students. The course includes a week-long visit to Gettysburg and an extensive walking tour of the battlefield and the ground where Hillsdale College students fought and died. During the tour, we will discuss the many tactical situations and the decisions and actions of the leaders involved. The class is an elective for the Military Leadership minor and is open to all students with an interest in learning about the battle of Gettysburg and contribution made by Hillsdale College students.

Credits 3

LDR 393: Topics in Leadership

Credits 1

-3

LDR 401: Officership: American Military Tradition

American military officers share a common moral foundation and practice a common professional ethic that is rooted in the American military experience going back to George Washington and the "Minute Men" of the Revolution. This three-credit one-semester course introduces students to this distinctive American military tradition of officership-commissioned leadership. The course takes a historical approach focusing on a selection of generals and other officers who played significant roles in fighting our wars and shaping the beliefs, values, virtues, principles, and standards of excellence that constitute the moral foundation of American officership. The class is required for the Military Leadership minor but is open to all students with an interest in the military, military history, martial and civic virtue, professionalism, professional ethics and leadership.

Credits 3

LDR 402: Military Leadership

Leadership, especially in the extremis of combat, is a junior military officer's essential competence and foremost-indeed, sacred-responsibility. This three-credit one semester course educates students in the fundamentals of military leadership at the small unit level (squad, platoon, company). The course takes a historical approach focusing on a selection of exemplary junior officers and non-commissioned officers and examines the principles, traits and practices exhibited by them in fulfilling their responsibilities and overcoming challenges. The class is required for the Military Leadership minor but is open to all students with an interest in the military, military history, martial and civic virtue, teams and team leadership. Students pursuing a commission are encouraged to take LDR 401 before LDR 402.

Credits 3

LDR 403: Reading Once an Eagle

The ancient Greeks had The Iliad. The Romans had The Aeneid. We have Once an Eagle. Once an Eagle is our great American military epic. Indeed, it has been called America's War and Peace and a "battle hymn of our republic." Once an Eagle is a work of historical fiction that covers a defining period in American military history: the half century in which the modern professional American military came of age during in World War I, achieved greatness in World War II, and withered in Vietnam. Since its publication in 1968, it has been an "icon of military life" representing "the spirit, the heart, and the soul of the officer corps" and serving as a moral touchstone for American military professionals. In this 1-credit half-semester course, we will read Once an Eagle with our eyes focused on discerning the many lessons it offers about leadership and the essence of what an American military officer is and should be. This class is an elective for the Military Leadership minor and is open to all students interested in leadership, the military, military history and modern American literature.

Credits 1

LDR 404: Warfighting: Nature & Conduct of War

Ever since Cain killed Abel there has been strife between human beings. When strife occurs between our political associations, war is born. The nature of war is a “violent clash of interests between or among organized groups,” and just as our nature drives us to collaborate in peace, our fallen nature drives us to kill in war. Using the Marine Corps’ highly influential doctrinal text on war and warfighting (Marine Corps Doctrinal Publication 1: Warfighting) as a guiding text, this course will explore the nature and conduct of war in each of its levels: tactical, operational, and strategic. It seeks to understand war as a part of the human condition and the broad impact it has had throughout history including as recorded in the arts. It explores the evolution of maneuver warfare in the modern era, its chief architects, and examples of it in action. This course will expose participants in a small degree to some of the environmental and psychological aspects of warfighting through puzzles, physical scenarios, and tactical decision games. This course is an elective for the Military Leadership minor and is open to all students with an interest in the military, military history, leadership, and the nature and conduct of war.

Credits 3

LDR 418: Sound Learning for Leadership

Despite over a hundred years of scientific study, we still lack a good answer to the problem of how to teach and learn leadership. Peel away our modern penchant for scientific theory, practical skills, and psychological assessments, and we find that teaching and learning leadership is essentially a problem of human moral development-of becoming morally mature and possessing the virtues of character requisite to the responsibilities and challenges of leadership. This three-credit one-semester course takes an eclectic approach drawing on the experience and wisdom of the best classical and modern “thinkers and doers” of leadership. The emphasis is formative: to broaden and deepen students’ understanding of the practical and moral complexities of leadership and to help students begin to cultivate in a serious way the virtues of character and moral maturity that will make them worthy of leadership. The format is more like a developmental seminar than a traditional academic class: materials, class discussion, assignments and evaluation are all designed for students to make a close, critical, and personal study of leadership culminating in a personal leadership philosophy. The class is required for the Military Leadership minor but is open to all students with an interest in leadership, virtues, and character development. The class is also cross-listed with BUS 418: Readings in Leadership, Power, and Responsibility and may be counted toward the Military Leadership minor or as a Business elective.

Credits 3

LDR 420: Biblical Learning for Leadership

What makes biblical leadership “biblical”? What, if anything, makes leadership in the bible different from leadership in the “world”? Is there anything about biblical leaders-Abraham, Moses, David, Elijah, Jeremiah, Esther, Jesus, Peter, Paul-that sets them apart from worldly leaders? And, if we aspire to lead in a truly biblical way, what is required of us and how do we prepare ourselves for this “way”? These are the questions at the heart of this three-credit one-semester course. The purpose is to help students grasp essential truths about biblical leadership and prepare for the challenge and responsibility of being a true servant leader of God. This class is an elective for the Military Leadership minor and is open to all students interested in leadership, the Bible, and spiritual growth and maturity.

Credits 3

Sociology

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.

Sociology and Social Thought

Program Type

Major

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.

Required Courses

The major in sociology and social thought requires a minimum of 27 semester hours (not including SOC 101), including:

Course Code	Title	Hours
SOC 390	Research Methods	3
SOC 391	Emergence of Sociological Thought	3
	SOC 317 or PSY 341	3
	SOC 306 or 319	3
	Sub-Total Credits	12

Electives

Choose 15 hours from:

Course Code	Title	Hours
SOC 306	Cultural Anthropology	3
SOC 317	Interaction and Social Definition	3
SOC 319	Comparative Human Societies	3
SOC 327	Deviance and Social Control	3
SOC 329	Crime and Punishment	3
SOC 393	Topics in Sociology	1-3
SOC 597	Special Problems	1-3
PHL 320	American Pragmatism	3
PHL 350	Philosophy of Law	3
THL 373	Religion, Society and Culture	3
SOC 493	Seminar in Sociology and Social Thought	3
PSY 341	Social Psychology	3
THL 374	American Religious Landscape	3
	Sub-Total Credits	15

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.

Total Credits 27

Sociology

Program Type

Minor

Required Courses

The minor in sociology requires 18 semester hours (not including Sociology 101), including:

Course Code	Title	Hours
SOC 390	Research Methods	3
SOC 391	Emergence of Sociological Thought	3
	SOC 306 or 319	3
	Sub-Total Credits	9

Electives

Choose 9 hours from other Sociology courses or approved electives. SOC 101 is excluded.

Course Code	Title	Hours
THL 373	Religion, Society and Culture	3
THL 374	American Religious Landscape	3
PSY 341	Social Psychology	3
	Sub-Total Credits	9

(Students majoring in psychology may substitute another SOC course for SOC 390.) Counting other 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.

Total Credits 18

Sociology Course Descriptions

SOC 101: Understanding Society and Culture

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.

Credits 3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SOC 306: Cultural Anthropology

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.

Credits 3

SOC 317: Interaction and Social Definition

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.

Credits 3

Session Cycle

Spring Only

Yearly Cycle

Even Year

SOC 319: Comparative Human Societies

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.

Credits 3

Session Cycle

Fall Only

Yearly Cycle

Odd Year

SOC 327: Deviance and Social Control

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.

Credits 3

SOC 329: Crime and Punishment

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.

Credits 3

SOC 390: Research Methods

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.

Credits 3

SOC 391: Emergence of Sociological Thought

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.

Credits 3

SOC 393: Topics in Sociology

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.

Credits 1

-3

Session Cycle

Both Fall and Spring

Yearly Cycle

Every Year

SOC 493: Seminar in Sociology and Social Thought

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.

Credits 3

SOC 597: Special Problems

Independent work, under faculty supervision, in an area within sociology not covered by other courses. Prerequisite: consent of instructor and program director.

Credits 1

-3

Preprofessional Programs

Preprofessional Programs

Pre-Law Program

Program Type

Preprofessional Program

Hillsdale's pre-law program has four elements: 1) a pre-law advisor (Dr. Nathan Schlueter) who helps advise students on law school and the legal profession; 2) a one-hour course (Law and Society), taught every fall, which helps students discern whether to attend law school and prepares them for the application process; 3) a pre-law club, affiliated with The Federalist Society, which hosts regular events and guest lectures on law and the legal profession; and 4) academic courses on the law, including Constitutional Law, Constitutional History, and Business Law.

Hillsdale does not offer a preprofessional degree in law or a pre-law curriculum, nor do law schools look for such students. Rather, law schools are looking for students who are bright, curious, mature, independent, and ethical. They also want students who can read and interpret difficult texts with care, discover and apply principles, and write clearly and concisely. Hillsdale's liberal arts education, therefore, is an excellent preparation for law school.

Every year, Hillsdale students from a wide variety of majors (economics, physics, history, English, etc.) are admitted to top ten law schools. Students with questions about law school should contact the pre-law advisor, Dr. Nathan Schlueter.

Preprofessional Program in Allied Health Sciences

Program Type

Preprofessional Program

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 Program in Pharmacy

Program Type

Preprofessional Program

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 200, Cellular and Molecular Biology (4 hours), and BIO 201, Evolution and Biological Diversity (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

Program Type

Preprofessional Program

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 Programs in Engineering

Program Type

Preprofessional Program

Before scheduling classes, students interested in engineering careers should consult with the Pre-engineering advisor, Dr. Peters. 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 with an engineering program at any college or university. Some schools may require a few hours of additional courses in their first two years, such as computer drawing or programming languages, 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 that you can 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.

Staying at Hillsdale College for a third year allows the student to be much better prepared in the subjects that 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 studying mathematics, which is needed for all engineering areas. However, the

Three/Two Program offers a career advantage 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 any school's standard one-degree engineering program 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 as a 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 core 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 appropriate Hillsdale department and 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.

Specific Requirements for the Physics-Engineering Three/Two Program:

Combining physics studies at Hillsdale to advance an engineering career is possible because physics is the basis of most engineering disciplines.

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.

All of the junior-level courses required for physics majors that are offered during the junior year. Courses transferred from the engineering school to substitute for the physics required senior-level courses. Total physics courses: 26 hours

Mathematics: 120 (or 113), 220, 320, 340. Total mathematics courses: 15 hours (or 14 hours)

Chemistry: 201, 202. Total chemistry courses: 8 hours

Hillsdale electives: 12 hours

Total requirements at Hillsdale: 93 hours, Hillsdale plus transfer courses 124 hours.

The students in this program are expected to complete two years of physics-related studies at an accredited engineering school before receiving the Hillsdale degree. In most engineering disciplines, these two years at an engineering school will replace the senior-year physics courses required for a physics degree at Hillsdale. These courses and any remaining needed credits must be transferred to Hillsdale College by the student and are subject to the approval of the physics department and registrar. The student must also submit a formal request to the Hillsdale College registrar to be granted the physics degree with notification to the physics department chair.

FOUR-YEAR GRADUATE SCHOOL PROGRAM: After successfully completing 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 all of the undergraduate engineering coursework but mainly on the science and math knowledge taught at Hillsdale. 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. This is a popular option leading to careers in engineering.

Pre-Engineering Curriculum

FRESHMAN AND SOPHOMORE YEARS: University Physics (Physics 201 and 202), eight hours; Mathematics (120 or 113, 220, 320 and 340), 18 hours; Chemistry 201, 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. Still, it 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 202. Students wishing to receive a degree from Hillsdale under one of the programs described above should add the college core requirements.

Preprofessional Programs in Medicine

Program Type

Preprofessional Program

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 200, Cellular and Molecular Biology (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); 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.

College Faculty

Larry P. Arnn

Title President and Professor of History and Politics

Education

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

Year Appointed 2000

Type Faculty

Emeriti

George W. Angell

Title Professor Emeritus of Theatre

Education

B.A., Tufts University, 1973

M.F.A., University of Massachusetts, 1981

Year Appointed 1984

Year Retired 2018

Type Emeriti

Debra Belt

Title Professor Emerita of English

Education

B.A., Agnes Scott College, 1975

M.A., Vanderbilt University, 1980

M.A., The Johns Hopkins University, 1981

Ph.D., The Johns Hopkins University, 1988

Year Appointed 1987

Year Retired 2017

Type Emeriti

Robert W. Blackstock

Title Professor Emeritus of Law

Education

B.S., Lake Superior State College, 1974

J.D., Ohio Northern University, 1977

Year Appointed 1977

Year Retired 2019

Type Emeriti

Thomas P. Bundt

Title Professor Emeritus of Finance and Quantitative Analysis

Education

B.A., University of Michigan, 1980

Ph.D., Michigan State University, 1985

Year Appointed 2003

Year Retired 2017

Type Emeriti

Christopher S. Busch

Title Professor Emeritus of English

Education

B.A., University of San Diego, 1983

M.A., 1985

Ph.D., University of Notre Dame, 1993

Year Appointed 1991

Year Retired 2024

Type Emeriti

Barbara Bushey

Title Professor Emerita of Art

Education

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

Year Appointed 2001

Year Retired 2022

Type Emeriti

Thomas J. Carstens

Title Professor Emeritus of Business and Marketing

Education

B.S., College of the Holy Cross, 1955

J.D., University of Michigan, 1958

M.S., Massachusetts Institute of Technology, 1966

Year Appointed 1987

Year Retired 1997

Type Emeriti

Thomas H. Conner

Title Professor Emeritus of History

Education

B.A., Elizabethtown College, 1972

M.A., University of North Carolina, 1974

Ph.D., University of North Carolina, 1983

Year Appointed 1983

Year Retired 2020

Type Emeriti

Robert Eden

Title Professor Emeritus of Politics

Education

B.A., University of California, Berkeley, 1966
graduate study, University of Chicago, 1968
Ph.D., Harvard University, 1974

Year Appointed 1987

Year Retired 2016

Type Emeriti

Donald Ernst

Title Professor Emeritus of Psychology

Education

B.S., University of Missouri-Rolla, 1983
M.A., University of Pennsylvania, 1985
Ph.D., University of Pennsylvania, 1990

Year Appointed 1990

Year Retired 2008

Type Emeriti

Jon M. Fennell

Title Professor Emeritus of Education

Education

B.A., M.A., University of California, Davis
Ph.D., University of Illinois, Urbana

Year Appointed 2005

Year Retired 2016

Type Emeriti

Burton W. Folsom, Jr.

Title Professor Emeritus of History

Education

B.A., Indiana University, 1970
M.A., University of Nebraska, 1973
Ph.D., University of Pittsburgh, 1976

Year Appointed 2003

Year Retired 2017

Type Emeriti

Eberhard Geyer

Title Professor Emeritus of German

Education

B.A., State University of New York, Albany, 1977
M.A., State University of New York, Albany, 1979
Ph.D., State University of New York, Albany, 1985

Year Appointed 1985

Year Retired 2020

Type Emeriti

Kenneth G. Hayes

Title Professor Emeritus of Physics

Education

B.S., University of California, Davis, 1975
Ph.D., Stanford University, 1980

Year Appointed 1989

Year Retired 2022

Type Emeriti

Lorna Holmes

Title Professor Emerita of Classics

Education

B.A., University of Washington, 1977
M.A., University of California, Santa Barbara, 1981
Ph.D., Harvard University, 1990

Year Appointed 1988

Year Retired 2013

Type Emeriti

Bruce E. Ikawa

Title Professor Emeritus of Accounting

Education

Waseda University, Tokyo, Japan, 1972-73
B.A., Wabash College, 1974
M.M., Northwestern University, 1976
Ph.D., University of Michigan, 1989

Year Appointed 1999

Year Retired 2017

Type Emeriti

David A. Jones

Title Professor Emeritus of Classics

Education

B.A., Kent State University, 1973

M.A., University of California, Santa Barbara, 1989

Ph.D., University of California, Santa Barbara, 1994

Year Appointed 1994

Year Retired 2021

Type Emeriti

Michael M. Jordan

Title Professor Emeritus of English

Education

B.A., Bryan College, 1977

M.A., International College, 1982

Ph.D., University of Georgia, 1989

Year Appointed 1991

Year Retired 2021

Type Emeriti

James G. Juroe

Title Professor Emeritus of English

Education

A.B., Wayne State University, 1959

M.S., 1965

Ph.D., University of Nebraska, 1971

Year Appointed 1965

Year Retired 2001

Type Emeriti

Ellen R. Justice-Templeton

Title Professor Emerita of French

Education

A.B., Hillsdale College, 1971

M.A., University of Michigan, 1972

Ph.D., University of Michigan, 1980

Year Appointed 1972

Year Retired 2015

Type Emeriti

Samuel J. Knecht

Title Professor Emeritus of Art

Education

B.F.A., Michigan State University, 1971

M.F.A., University of Michigan, 1976

Year Appointed 1973

Year Retired 2017

Type Emeriti

Paul A. Lucas

Title Professor Emeritus of Physics

Education

B.A., Hope College, 1963

M.S., University of Illinois, 1965

Ph.D., Johns Hopkins University, 1976

Year Appointed 1977

Year Retired 2006

Type Emeriti

Robert R. Miller, Jr.

Title Professor Emeritus of Biology

Education

B.S., Elmhurst College, 1975

M.S., Illinois State University, 1977

Ph.D., University of Iowa, 1989

Year Appointed 1997

Year Retired 2018

Type Emeriti

Marie-Claire Morellec

Title Professor Emerita of French

Education

B.A., College of Saint Catherine, 1980

M.A.T., Portland State University, 1986

Ph.D., University of Oregon, 1994

Year Appointed 1995

Year Retired 2020

Type Emeriti

Will Morrissey

Title Professor Emeritus of Politics

Education

Kenyon College

Ph.D., New School University, 2002

Year Appointed 2000

Year Retired 2015

Type Emeriti

Lucy E. Moye

Title Professor Emerita of History

Education

B.A., College of William and Mary, 1975

M.A., University of Toronto, 1976

Ph.D., Duke University, 1985

Year Appointed 1988

Year Retired 2020

Type Emeriti

Mark A. Nussbaum

Title Joseph H Moss Chair in Chemistry in Honor of Margaret Thatcher and Emeritus Professor of Chemistry

Education

B.A., Taylor University, 1982

Ph.D., University of Illinois, 1987

Year Appointed 2001

Year Retired 2025

Type Emeriti

Sandra J. Puvogel

Title Professor Emerita of Spanish

Education

B.S., Central Michigan University, 1976

M.A., Michigan State University, 1978

Ph.D., Michigan State University, 1986

Year Appointed 1987

Year Retired 2021

Type Emeriti

Maria A. Rebbert

Title Professor Emerita of French

Education

B.A., Georgetown University, 1975

M.A., Catholic University, 1977

Ph.D., Catholic University, 1983

Year Appointed 1984

Year Retired 2016

Type Emeriti

Robert V. V. Rice, Jr.

Title Professor Emeritus of English

Education

A.B., University of Michigan, 1960

M.A., University of Michigan, 1961

Ph.D., University of Michigan, 1969

Year Appointed 1970

Year Retired 1994

Type Emeriti

John N. Somerville, Jr.

Title Professor Emeritus of English

Education

B.A., Covenant College, 1976

M.A., Appalachian State University, 1981

Ph.D., University of North Carolina, Chapel Hill, 1991

Year Appointed 1991

Year Retired 2021

Type Emeriti

Paul J. Spicuzza

Title Professor Emeritus of Music

Education

B.Mus., University of Michigan, 1964

M.Mus., 1966

D.A., Ball State University, 1980

Year Appointed 1977

Year Retired 2002

Type Emeriti

James Stephens

Title Professor Emeritus of Philosophy

Education

B.A., Yale University, 1971

Ph.D., Princeton University, 1978

instructor, Princeton University, 1973-75

Year Appointed 1984

Year Retired 2022

Type Emeriti

Daniel J. Sundahl

Title Professor Emeritus of English

Education

B.A., Gustavus Adolphus College and Northern Arizona University, 1973

M.A., University of Utah, 1977

Ph.D., University of Utah, 1982

Year Appointed 1983

Year Retired 2015

Type Emeriti

Michael P. Sweeney

Title Professor Emeritus of Accounting

Education

B.S., Aquinas College, 1974

M.B.A., University of Detroit, 1977

Ph.D., University of Kentucky, 1994

Year Appointed 1996

Year Retired 2022

Type Emeriti

Kevin E. Teegarden

Title Professor Emeritus of Spanish

Education

B.A., Indiana University-Purdue University, Fort Wayne, 1981

M.A., Indiana University, Bloomington, 1984

Ph.D., Indiana University, Bloomington, 1994

Year Appointed 1991

Year Retired 2021

Type Emeriti

Donald R. Toczek

Title Professor Emeritus of Biology

Education

B.S., Purdue University, 1961

M.S., North Dakota State University, 1963

Ph.D., North Dakota State University, 1967

Year Appointed 1967

Year Retired 2005

Type Emeriti

Mark J. Watson

Title Professor Emeritus of Mathematics

Education

B.S., Michigan State University, 1966

M.S., Michigan State University, 1967

Year Appointed 1967

Year Retired 2007

Type Emeriti

John Willson

Title Professor Emeritus of History

Education

B.A., Hobart College, 1962

M.A., University of Wyoming, 1964

Ph.D., Syracuse University, 1969

Year Appointed 1975

Year Retired 2005

Type Emeriti

Carmen Wyatt-Hayes

Title Professor Emerita of Spanish

Education

B.A., College of Notre Dame, 1973

M.A., Stanford University, 1981

Ph.D., Stanford University, 1983

Year Appointed 1989

Year Retired 2021

Type Emeriti

Daniel S. York

Title Professor Emeritus of Biology

Education

B.A., University of Tennessee, 1979

M.S., 1983

Ph.D., University of Michigan, 1995

Year Appointed 1997

Year Retired 2022

Type Emeriti

Reinhardt R. Zeller

Title Professor Emeritus of Computer Science

Education

B.A., Miami University, 1970

M.A., 1971

M.S., Oklahoma State University, 1978

Ph.D., Kent State University, 1994

Year Appointed 1992

Year Retired 2015

Type Emeriti

Professors

Lee Ann Fisher Baron

Title Vincent and Anneliese Savona Professor of Natural Sciences and Professor of Chemistry

Education

B.A., Wittenberg University, 1977
M.S., University of Michigan, 1979
Ph.D., University of Michigan, 1984

Year Appointed 1989

Type Professors

Patricia R. Bart

Title Professor of English

Education

B.A., University of Pittsburgh, 1986
M. A., University of Virginia, 1994
Ph.D., University of Virginia, 2007

Year Appointed 2008

Type Professors

Bradley J. Birzer

Title Russell Amos Kirk Chair in American Studies and Professor of History

Education

B.A., University of Notre Dame, 1990
M.A., Utah State University, 1992
Ph.D., Indiana University, 1998

Year Appointed 1999

Type Professors

Peter C. Blum

Title Director of Sociology and Social Thought, Professor of Philosophy and Culture

Education

B.A., Goshen College, 1984
M.A. in philosophy, University of Notre Dame, 1988
Ph.D. in sociology, University of Notre Dame, 1993

Year Appointed 1992

Type Professors

James M. Brandon

Title Professor and Director of Theatre

Education

B.A., Eureka College, 1994
M.A., Bowling Green State University, 1995
Ph.D., Bowling Green State University, 2000

Year Appointed 1998

Type Professors

Thomas J. Burke

Title William and Berniece Grewcock Chair in the Humanities and Professor of Philosophy and Religion

Education

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

Year Appointed 1979

Type Professors

Kenneth R. Calvert

Title Charles O. Lee, Jr. and Louise K. Lee Endowed Chair in History and Professor of History

Education

B.A., Wheaton College, 1984
M.Div., Gordon-Conwell Theological Seminary, 1988
Th.M., Harvard University, 1991
Ph.D., Miami University (Ohio), 2000

Year Appointed 1996

Type Professors

Daniel B. Coupland

Title Dean of Graduate School of Classical Education, Richard R. and Rhonda L. Soricelli Endowed Deanship, and Professor of Education

Education

B.A., Liberty University, 1994
M.A., Oakland University, 1999
Ph.D., Michigan State University, 2003

Year Appointed 2006

Type Professors

Mickey Craig

Title William and Berniece Grewcock Chair in Politics and Professor of Politics

Education

B.A., Arkansas State University, 1977

M.A., Claremont Graduate School, 1982

Ph.D., Claremont Graduate School, 1986

Year Appointed 1986

Type Professors

Richard M. Gamble

Title Anna Margaret Ross Alexander Chair in History and Political Science and Professor of History

Education

B.S., Bob Jones University, 1984

M.Ed., Bob Jones University, 1986

Ph.D., University of South Carolina, 1992

Year Appointed 2006

Type Professors

Joseph Garnjobst

Title Edward Reid Chair in Classics and Chairman and Professor of Classics

Education

B.A., Grinnell College, 1988

Ph.D., University of California, Santa Barbara, 2006

Year Appointed 1997

Type Professors

Christopher S. Hamilton

Title Professor of Chemistry and Preprofessional Advisor

Education

B.A., North Central College, 1999

Ph.D., University of Delaware, 2005

Year Appointed 2007

Type Professors

Victor Davis Hanson

Title Wayne and Marcia Buske Distinguished Fellow in History

Education

B.A., University of California at Santa Cruz, 1975

Ph.D., Stanford University, 1980

Year Appointed 2004

Type Professors

Darryl G. Hart

Title Professor of History

Education

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

Year Appointed 2010

Type Professors

James A. Holleman

Title Professor of Music, Choirs and Orchestra

Education

B.M., Michigan State University, 1986

M.Mus., Michigan State University, 1989

Year Appointed 1997

Type Professors

David C. Houghton

Title Chairman and Professor of Biology and Director, G.H. Gordon Biological Station

Education

B.S., University of Wisconsin—Stevens Point, 1994

M.S., University of North Texas, 1997

Ph.D., University of Minnesota, 2002

Year Appointed 2005

Type Professors

Ryan Hutchinson

Title Professor of Mathematics

Education

B.S., University of Michigan, 2000

M.S., University of Notre Dame, 2004

Ph.D., University of Notre Dame, 2006

Year Appointed 2008

Type Professors

Justin A. Jackson

Title Edrie Seward Kennedy Chair in English, Chairman and Professor of English

Education

B.A., California State University, Fresno, 1994

M.A., California State University, Fresno, 1997

Ph.D., Purdue University, 2004

Year Appointed 2004

Type Professors

Mark A. Kalthoff

Title Henry Salvatori Chair in History and Traditional Values and Professor of History

Education

B.S., Hillsdale College, 1984

M.A., Indiana University, 1987

Ph.D., Indiana University, 1998

Year Appointed 1989

Type Professors

Kirstin Kiledal

Title Professor of Rhetoric

Education

B.S., Hillsdale College, 1987

M.A., Ball State University, 1988

Ph.D., Pennsylvania State University, 1995

Year Appointed 2001

Type Professors

Susan J. King

Title Professor of Marketing

Education

B.S., Miami University, 1978

M.B.A., Miami University, 1980

Year Appointed 2005

Type Professors

Melissa Gerber Knecht

Title Chairman and Professor of Music

Education

B.M. with high distinction, University of Michigan, 1976

M.M., Indiana University, 1979

Ph.D., University of Michigan, 1992

Year Appointed 1997

Type Professors

Mickey L. Mattox

Title Flack Family Foundation Chair in Theology and Professor of Theology

Education

B.S., University of California, Davis, 1981

M.A., Simon Greenleaf School of Law, 1987

M.A., Trinity Evangelical Divinity School, 1994

Ph.D., Duke University, 1997

Year Appointed 2022

Type Professors

Wilfred McClay

Title Victor Davis Hanson Chair in Classical History and Western Civilization and Professor of History

Education

B.A., St. John's College, 1974

M.A., Johns Hopkins University, 1982

Ph.D., Johns Hopkins University, 1987

Year Appointed 2021

Type Professors

Paul Moreno

Title Dean of Social Sciences, William and Berniece Grewcock Chair in Constitutional History and Professor of History

Education

B.A., State University of New York, Albany, 1987

M. A., 1988

Ph.D., University of Maryland at College Park, 1994

Year Appointed 1999

Type Professors

David C. Murphy

Title Professor of Mathematics

Education

B.A., Western Michigan University, 1996

M.S., University of Illinois at Urbana-Champaign, 1998

Ph.D., University of Illinois at Urbana-Champaign, 2004

Year Appointed 2007

Type Professors

David Paas

Title Ralph and Winifred Rosecrance Chair in Business and Professor of Business Law

Education

B.A., University of Nebraska, 1971

M.A., University of Nebraska, 1974

J.D., University of Nebraska, 1977

Ph.D., University of Nebraska, 1982

Year Appointed 1993

Type Professors

Ronald J. Pestritto

Title Graduate Dean, Charles and Lucia Shipley Chair in the American Constitution and Professor of Politics

Education

B.A., Claremont McKenna College, 1990

M.A., Claremont Graduate University, 1992

Ph.D., Claremont Graduate University, 1996

Year Appointed 2006

Type Professors

James J. Peters

Title Professor of Physics

Education

B.S., Indiana Institute of Technology, 1963

M.S., University of Detroit, 1965

Ph.D., University of Illinois, 1971

Year Appointed 1971

Type Professors

Ivan Pongracic, Jr.

Title William E. Hibbs/Ludwig von Mises Chair of Economics and Professor of Economics

Education

B.S., Purdue University, 1992

M.A., George Mason University, 1996

Ph.D., George Mason University, 2004

Year Appointed 2000

Type Professors

Kevin Portteus

Title Lawrence Fertig Chair in Politics, Director of the Hillsdale College Program in American Studies, and Professor of Politics

Education

B.A., Ashland University, 2001

M.A., University of Dallas, 2003

Ph.D., University of Dallas, 2006

Year Appointed 2008

Type Professors

Paul A. Rahe

Title Charles O. Lee, Jr. and Louise K. Lee Chair in the Western Heritage and Professor of History

Education

B.A. Yale University, 1971

B.A. University of Oxford, 1974

Ph.D., Yale University, 1977

Year Appointed 2007

Type Professors

David A. Raney

Title John Anthony Halter Chair in American History, the Constitution, and the Second Amendment and Professor of History

Education

A.B., University of Chicago, 1991

A.M., University of Illinois at Urbana-Champaign, 1993

Ph.D., University of Illinois at Urbana-Champaign, 2001

Year Appointed 2005

Type Professors

David P. Rawson

Title Distinguished Visiting Professor of Politics

Education

B.A., Malone College, 1962

M.A., American University, 1964

Ph.D., American University, 1966

Year Appointed 1999

Type Professors

Nathan W. Schlueter

Title Professor of Philosophy

Education

B.A., Miami University, 1993

M.A., University of Dallas, 1995

Ph.D., University of Dallas, 1999

Year Appointed 2005

Type Professors

Stephen Smith

Title Dean of Humanities, Temple Family Chair in English Literature and Professor of English

Education

B.A., University of Notre Dame, 1994

M.A., University of Dallas, 1999

Ph.D., University of Dallas, 2001

Year Appointed 2001

Type Professors

Matthew Spalding

Title Dean of the Van Andel Graduate School of Government, Vice President of Washington Operations, Kirby Chair in Constitutional Government, and Professor of Politics

Education

B.A., Claremont McKenna College, 1986

M.A., Claremont Graduate School, 1993

Ph.D., Claremont Graduate School, 1995

Year Appointed 2013

Type Professors

Francis X. Steiner

Title William and Berniece Grewcock Chair in the Natural Sciences and Professor of Biology

Education

B.A., Walsh College, 1975

M.S., Ohio University, 1978

Ph.D., Ohio University, 1981

Year Appointed 1986

Type Professors

David Stewart

Title Professor of History

Education

B.A., B.S., Eastern Nazarene College, 1987

M.A., Ohio State University, 1989

Ph.D., Ohio State University, 1993

Year Appointed 1993

Type Professors

Anthony L. Swinehart

Title Professor of Biology and Curator, Daniel M. Fisk Museum of Natural History

Education

B.A., Goshen College, 1992

M.S., Central Michigan University, 1994

Ph.D., Purdue University, 1997

Year Appointed 1998

Type Professors

Thomas I. Treloar

Title Dean of Faculty, Charles O. Lee, Jr. and Louise K. Lee Endowed Chair in Mathematics, and Professor of Mathematics

Education

B.S., Buena Vista College, 1995

Ph.D., University of Maryland, 2001

Year Appointed 2004

Type Professors

Jeffrey L. Van Zant

Title Professor of Biology

Education

A.A., Gulf Coast Community College, 1994

B.S., University of Montana, 1996

Ph.D., Auburn University, 2006

Year Appointed 2008

Type Professors

Christopher A. VanOrman

Title Provost, William and Berniece Grewcock Chair in Chemistry and Professor of Chemistry

Education

B.A., Albion College, 1987

Ph.D., Case Western Reserve University, 1992

Year Appointed 1992

Type Professors

Gavin Weaire

Title Professor of Classics

Education

B.A., Trinity College, Dublin, 1993

M.A., University of Illinois at Urbana-Champaign, 1995

Ph.D., University of Illinois at Urbana-Champaign, 2000

Year Appointed 2003

Type Professors

Thomas G. West

Title Paul Ermine Potter and Dawn Tibbetts Potter Endowed
Professorship in Politics

Education

B.A., Cornell University, 1967

M.A., Claremont Graduate University, 1969

Ph.D., Claremont Graduate University, 1974

Year Appointed 2011

Type Professors

David M. Whalen

Title Charles O. Lee, Jr. and Louise K. Lee Endowed Chair in
English, Associate Vice President for Curriculum, and
Professor of English

Education

B.A., University of Kansas, 1982

M.A., University of Kansas, 1985

Ph.D., University of Kansas, 1992

Year Appointed 1994

Type Professors

Gary Wolfram

Title William E. Simon Professor in Economics and Public
Policy and Professor of Economics

Education

B.A., University of California, Santa Barbara, 1972

Ph.D., University of California, Berkeley, 1976

Year Appointed 1989

Type Professors

Matthew A. Young

Title Dean of Natural Sciences and Professor of Chemistry

Education

B.S., Seattle Pacific University, 2002

Ph.D., Northwestern University, 2007

Year Appointed 2007

Type Professors

Associate Professors

Robert J. Atra

Title Evert McCabe/UPS Memorial Endowed Chair of Economics, Business, and Accounting; Chairman and Associate Professor of Finance

Education

B.A., The College of the Ozarks, 1984
M.S., Northern Illinois University, 1986
Ph.D., University of Illinois at Chicago, 1997

Year Appointed 2018

Type Associate Professors

Collin D. Barnes

Title Chairman and Associate Professor of Psychology

Education

B.S., John Brown University, 2003
M.S., University of Oklahoma, 2006
Ph.D., University of Oklahoma, 2010

Year Appointed 2012

Type Associate Professors

G.F. David Basterfield

Title Charles O. Lee, Jr. and Louise K. Lee Endowed Chair in Financial Management and Associate Professor of Finance

Education

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

Year Appointed 2008

Type Associate Professors

Benjamin V. Beier

Title Chairman and Associate Professor of Education

Education

B.G.S., University of Kansas, 2004
M.A., University of Dallas, 2008
Ph.D., University of Wisconsin-Madison, 2013

Year Appointed 2016

Type Associate Professors

Mardi M. Billman

Title Associate Professor of Chemistry

Education

B.A., College of St. Benedict, 2011
Ph.D., Colorado State University, 2016

Year Appointed 2017

Type Associate Professors

Roger B. Butters

Title Walter Williams Chair in Free Market Economics and Associate Professor of Economics

Education

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

Year Appointed 2014

Type Associate Professors

Victor Carreno

Title Associate Professor of Spanish

Education

M.A., Columbia University, 1999
Ph.D., 2004

Year Appointed 2021

Type Associate Professors

Ian M. Church

Title Associate Professor of Philosophy

Education

B.A., Ball State University, 2005
M.Litt., St. Andrews-Stirling Joint Programme, 2008
Ph.D., St. Andrews-Stirling Joint Programme, 2012

Year Appointed 2016

Type Associate Professors

Michael J. Clark

Title Wallace and Marion Reemelin Chair in Free-Market Economics and Associate Professor of Economics

Education

B.A., Hillsdale College, 2004
M.A., George Mason University, 2006
Ph.D., George Mason University, 2011

Year Appointed 2012

Type Associate Professors

Brent Cline

Title Associate Professor of English

Education

B.A., Taylor University, 2000

M.A., Idaho State University, 2004

Ph.D., Western Michigan University, 2010

Year Appointed 2021

Type Associate Professors

Lee M. Cole

Title William and Berniece Grewcock Chair in the Humanities
and Chairman and Associate Professor of Philosophy

Education

B.S., Hillsdale College, 2004

M.A., Villanova University, 2007

Ph.D., Villanova University, 2014

Year Appointed 2011

Type Associate Professors

Timothy Dolch

Title Associate Professor of Physics

Education

B.A., California Institute of Technology, 2003

M.A., Johns Hopkins University, 2008

Ph.D., Johns Hopkins University, 2012

Year Appointed 2015

Type Associate Professors

Kelly Scott Franklin

Title Associate Professor of English

Education

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

Year Appointed 2014

Type Associate Professors

Elizabeth Fredericks

Title Associate Professor of English

Education

B.A., Hope College, 2005

MATS Studies, Regent College, 2009

M.A., Durham University, 2010

Ph.D., Baylor University, 2016

Year Appointed 2018

Type Associate Professors

Anthony Frudakis

Title Associate Professor of Art

Education

M.F.A., University of Pennsylvania, 1992

Duke University, 1973

Pennsylvania Academy of the Fine Arts, 1975

Year Appointed 1991

Type Associate Professors

David Gaebler

Title Chairman and Associate Professor of Mathematics

Education

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

Year Appointed 2013

Type Associate Professors

Matthew Gaetano

Title Allison and Dorothy Rouse Endowed Faculty Chair and
Associate Professor of History

Education

B.A., Hillsdale College, 2005

M. A., University of Pennsylvania, 2007

Ph.D., University of Pennsylvania, 2013

Year Appointed 2011

Type Associate Professors

Kevin Gary

Title Associate Professor of Education

Education

B.A., University of Notre Dame, 1992

M.A., University of Notre Dame, 1997

M.Ed., Loyola University Chicago, 2000

Ph.D., Loyola University Chicago, 2005

Year Appointed 2024

Type Associate Professors

Kevin Gerstle

Title Associate Professor of Mathematics

Education

B.A., Kenyon College, 2011

M.S., University of Iowa, 2013

Certificate in College Teaching, 2015

Ph.D., University of Iowa, 2016

Year Appointed 2018

Type Associate Professors

John W. Grant

Title Chairman and Associate Professor of Politics

Education

B.A., Eureka College, 1994

M.A., University of Dallas, 1997

Ph.D., University of Dallas, 2009

Year Appointed 2010

Type Associate Professors

Khalil Habib

Title Allison and Dorothy Rouse Endowed Faculty Chair and
Associate Professor of Politics

Education

B.A., University of Maine, 1996

M.A., University of Toronto, 1997

Ph.D., Boston University, 2006

Year Appointed 2018

Type Associate Professors

Christopher D. Heckel

Title Associate Professor of Biology

Education

B.S., Hillsdale College, 1999

M.S., Georgia Southern University, 2004

Ph.D., University of Pittsburgh, 2015

Year Appointed 2019

Type Associate Professors

Paul T. Hosmer

Title Chairman and Associate Professor of Physics

Education

B.A., Hillsdale College, 1999

M.S., Michigan State University, 2001

Ph.D., Michigan State University, 2005

Year Appointed 2012

Type Associate Professors

Eric J. Hutchinson

Title Director of Collegiate Scholars Program and Associate
Professor of Classics

Education

B.A., Hillsdale College, 2002

M.A., Bryn Mawr College, 2004

Ph.D., Bryn Mawr College, 2009

Year Appointed 2007

Type Associate Professors

Peter L. Jennings

Title Associate Professor of Management

Education

B.S., Miami University, 1989

M.B.A., Michigan State University, 1996

Ph.D., Arizona State University, 2013

Year Appointed 2016

Type Associate Professors

Douglas R. Johnson

Title Brouwer D. and Jane E. McIntyre Chair in Business Administration and Associate Professor of Management

Education

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

Year Appointed 2013

Type Associate Professors

Kelli Kazmier

Title Associate Professor of Chemistry

Education

B.S., Beloit College, 2007

Ph.D., Vanderbilt University, 2013

Year Appointed 2016

Type Associate Professors

Dutton Kearney

Title Associate Professor of English

Education

B.A., University of Texas at Austin, 1991

M.T.S., University of Dallas, 1999

M.A., University of Dallas, 2003

Ph.D., University of Dallas, 2005

Year Appointed 2011

Type Associate Professors

Mark Kremer

Title Associate Professor of Politics

Education

B.A., University of Toronto, 1985

M.A., University of Toronto, 1986

Ph.D., University of Chicago, 1995

Year Appointed 2023

Type Associate Professors

Jacob Laubacher

Title Associate Professor of Mathematics

Education

B.S., Ohio Dominican University, 2010

M.A., Kent State University, 2013

Ph.D., Bowling Green State University, 2017

Year Appointed 2025

Type Associate Professors

Dwight Lindley

Title Barbara Longway Briggs Chair in English Literature and Associate Professor of English

Education

B.A., Hillsdale College, 2004

M.A., University of Dallas, 2008

Ph.D., University of Dallas, 2011

Year Appointed 2011

Type Associate Professors

Korey D. Maas

Title Chairman and Associate Professor of History

Education

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

Year Appointed 2012

Type Associate Professors

Todd K. Mack

Title Chairman and Associate Professor of Spanish

Education

B.A., Brigham Young University, 2005

M.A., Brigham Young University, 2007

Ph.D., Stanford University, 2012

Year Appointed 2017

Type Associate Professors

Christopher Martin

Title George W. "Pete" Davidson III Chair in Economics and Associate Professor of Economics

Education

B.A., Yale University, 1999

M.Phil., Cambridge University, 2001

M.A., George Mason University, 2010

Ph.D., 2012

Year Appointed 2014

Type Associate Professors

Christopher Matsos

Title Chairman and Associate Professor of Theatre

Education

B.A., The College of Wooster, 2000

M.F.A., University of Florida, 2003

Ph.D., The Ohio State University, 2010

Year Appointed 2018

Type Associate Professors

Blake McAllister

Title Associate Professor of Philosophy

Education

B.A., Pepperdine University, 2007

M.A., Baylor University, 2013

Ph.D., Baylor University, 2016

Year Appointed 2016

Type Associate Professors

Timothy McDonnell

Title Director of Sacred Music

Education

A.B., Immaculata College, 1996

M.M., Yale University, 1999

D.M.A., University of South Carolina, 2002

Year Appointed 2021

Type Associate Professors

Courtney E. Meyet

Title Chairwoman and Associate Professor of Chemistry

Education

B.S., California State Polytechnic University, 1998

B.S., California State University, 2008

M.S., University of California-Riverside, 2010

Ph.D., University of California-Riverside, 2013

Year Appointed 2013

Type Associate Professors

Mark Moyar

Title William P. Harris Chair in Military History and Associate Professor of History

Education

B.A., Harvard University

Ph.D., Cambridge University

Year Appointed 2021

Type Associate Professors

Jonathan Mumme

Title Associate Professor of Theology

Education

B.A., Concordia University Chicago, 2000

M.Div., Concordia Seminary, 2006

Ph.D., Eberhard Karls Universitat, 2013

Year Appointed 2022

Type Associate Professors

Lorraine Murphy

Title Associate Professor of English

Education

B.A., Davidson College, 1998

M. A., Loyola University Chicago, 2004

Ph.D., Loyola University Chicago, 2008

Year Appointed 2011

Type Associate Professors

Sang Chul Nam

Title Associate Professor of Biology

Education

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

Year Appointed 2018

Type Associate Professors

Stephen P. Naumann

Title Associate Professor of German

Education

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

Year Appointed 2013

Type Associate Professors

Anna Navrotskaya

Title Associate Professor of French

Education

B.A. and B.S., Kent State University, 2001

M. Phil., University of Cambridge, 2003

Ph.D., The Pennsylvania State University, 2017

Year Appointed 2021

Type Associate Professors

Jason Peters

Title Associate Professor of English

Education

B.A., Calvin College, 1986

M.A., Michigan State University, 1989

Ph.D., Michigan State University, 1994

Year Appointed 2021

Type Associate Professors

Joseph Postell

Title Allison and Dorothy Rouse Endowed Faculty Chair and Associate Professor of Politics

Education

B.A., Ashland University, 2001

M.A., University of Dallas, 2005

Ph.D., University of Dallas, 2010

Year Appointed 2020

Type Associate Professors

Ronald Rivas

Title Associate Professor of Management and Marketing

Education

B.Sci., Universidad National de Ingenieria, 1984

Magister en Administration, ESAN University, 1988

Ph.D., University of California, Los Angeles, 1998

Year Appointed 2023

Type Associate Professors

Sherri Rose

Title Chairwoman and Associate Professor of French

Education

B.A., Centre College, 2004

M.A., University of Virginia, 2006

Ph.D., University of Virginia, 2013

Year Appointed 2015

Type Associate Professors

Andrew Russell

Title Associate Professor of Biology

Education

B.S., Hillsdale College, 2005

Ph.D., Indiana University Bloomington, 2014

Year Appointed 2022

Type Associate Professors

Paul Schmitt

Title Associate Professor of Chemistry

Education

B.A., Hillsdale College, 2012

Ph.D., Purdue University, 2016

Year Appointed 2024

Type Associate Professors

John T. Seiffertt

Title Associate Professor of Computer Science

Education

B.S., University of Missouri, 1998

M.S., M.A., University of Missouri, 1999, 2003

Ph.D., Missouri University of Science and Technology, 2009

Year Appointed 2021

Type Associate Professors

Katia Sherman

Title Associate Professor of Spanish

Education

B.M., Oberlin College Conservatory of Music, 1992

M.M., Oberlin College Conservatory of Music, 1994

M.A., University of Virginia, 2010

Ph.D., University of Virginia, 2014

Year Appointed 2017

Type Associate Professors

Kevin Slack

Title Associate Professor of Politics

Education

B.A., Indiana University, 1999

M. A., University of California-Davis, 2003

M.A., University of Dallas, 2006

Ph.D., University of Dallas, 2009

Year Appointed 2013

Type Associate Professors

Jan Starczewski

Title Associate Professor of French

Education

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., University of Wisconsin, 2018

Year Appointed 2020

Type Associate Professors

Derek L. Stauff

Title Associate Professor of Music

Education

B.M., Grove City College, 2003

M.M., organ performance, Indiana University, 2006

M.A., musicology, Indiana University, 2006

Ph.D., Indiana University, 2014

Year Appointed 2015

Type Associate Professors

Charles N. Steele

Title Herman A. and Suzanne S. Dettwiler Chair in Economics and Associate Professor of Economics

Education

B.A., Montana State University, 1978

M.S., Montana State University, 1990

Ph.D., New York University, 1997

Year Appointed 2006

Type Associate Professors

Ethan William Stoneman

Title Chairman and Associate Professor of Rhetoric and Media

Education

B.A., University of Pittsburgh, 2006

M.A., University of Colorado Boulder, 2009

Ph.D., University of Pittsburgh, 2014

Year Appointed 2017

Type Associate Professors

James Strasburg

Title Charles F. Kline Chair in History and Management and Associate Professor of History

Education

B.A., Valparaiso University, 2010

Fulbright Research Scholar, 2011

M.T.S., Duke University, 2013

M.A., University of Notre Dame, 2015

Ph.D., University of Notre Dame, 2018

Year Appointed 2018

Type Associate Professors

Cody Strecker

Title Associate Professor of Theology

Education

B.A., Hillsdale College, 2009

M.T.S., Duke University, 2014

Ph.D., Baylor University, 2019

Year Appointed 2019

Type Associate Professors

Julio Suarez

Title Chairman and Associate Professor of Art

Education

B.F.A., School of Visual Arts, 2013

M.F.A., Indiana University Bloomington, 2017

Year Appointed 2017

Type Associate Professors

Daniel Tacke

Title Associate Professor of Music

Education

B.Mus., Oberlin Conservatory of Music, 2006

M.A., University of California at San Diego, 2008

Ph.D., University of California at San Diego, 2012

Year Appointed 2016

Type Associate Professors

Jordan Joseph Wales

Title John and Helen Kuczmariski Chair in Theology and
Associate Professor of Theology

Education

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., University of Notre Dame, 2015

Year Appointed 2014

Type Associate Professors

James Webb

Title Associate Professor of Accounting

Education

B.B.A. and M.A. in professional accounting, University of Texas

M.Div., Asbury Theological Seminary

M.A. and Ph.D. in higher education administration, University
of Michigan

Year Appointed 2021

Type Associate Professors

Samuel G. Webster

Title Associate Professor of Mathematics

Education

B.S., Villanova University, 1998

M.S., University of Maryland, Baltimore County, 2001

Ph.D., University of Maryland, Baltimore County, 2004

Year Appointed 2004

Type Associate Professors

Benedict Whalen

Title Associate Professor of English

Education

B.A., University of Dallas, 2008

M.A. and Ph.D., University of Nevada, Las Vegas, 2010, 2013

Year Appointed 2014

Type Associate Professors

Jared White

Title Associate Professor of Spanish

Education

Double B.A., Brigham Young University, 2006

M.A., Brigham Young University, 2008

Ph.D., University of California, Irvine, 2015

Year Appointed 2021

Type Associate Professors

Abel Winn

Title Associate Professor of Economics

Education

B.A., Hillsdale College, 2001

M. A., George Mason University, 2004

Ph.D., George Mason University, 2005

Year Appointed 2023

Type Associate Professors

Fred Yaniga

Title Chairman and Associate Professor of German

Education

B.A., Ohio University, 1991

M.A., Washington University in St. Louis, 1993

Ph.D., Washington University in St. Louis, 2007

Year Appointed 2010

Type Associate Professors

Qianying (Jennie) Zhang

Title Associate Professor of Finance and Economics

Education

B.S., East China Normal University, 2009

M.S., University of Illinois-Urbana-Champaign, 2010

Ph.D., Florida International University, 2017

Year Appointed 2018

Type Associate Professors

Assistant Professors

Patricia Aeschliman

Title Assistant Professor of Classics

Education

B.A., University of Dallas, Irving, 2012

M.A., Catholic University of America, 2016

Ph.D., Catholic University of America, 2022

Year Appointed 2023

Type Assistant Professors

Kiralyn Brakel

Title Assistant Professor of Biology

Education

B.S., Hillsdale College, 2015

Ph.D., Texas A&M University, 2020

Year Appointed 2024

Type Assistant Professors

Christina Chakalova

Title Assistant Professor of Art

Education

B.A., Lafayette College, 2005

B.A./M.A., Universitat Wien, 2009, 2012

Ph.D., Rutgers University, 2021

Year Appointed 2022

Type Assistant Professors

David Diener

Title Assistant Professor of Education

Education

B.A., Wheaton College, 2001

M.A. and M.S., Indiana University, 2008

Ph.D., Indiana University, 2010

Year Appointed 2018

Type Assistant Professors

Jason M. Gehrke

Title Assistant Professor of History

Education

B.A., Hillsdale College, 2007

M.A., Concordia Theological Seminary, 2010

Ph.D., Marquette University, 2018

Year Appointed 2021

Type Assistant Professors

Edward Goldsmith

Title Assistant Professor of Mathematics

Education

Ms.C., University of Bristol, 2017

Ph.D., University College London, 2022

Year Appointed 2025

Type Assistant Professors

Jonathan Gregg

Title Assistant Professor of Education

Education

B.A., Hillsdale College, 2011

M.A., University of Chicago, 2015

Year Appointed 2015

Type Assistant Professors

Nathan Herring

Title Assistant Professor of Physics

Education

B.A., Central College, 2013

Ph.D., University of Pittsburgh, 2020

Year Appointed 2022

Type Assistant Professors

Jeffrey A. Hertel

Title Assistant Professor of German

Education

B.A., Indiana University Bloomington, 2012

M.A., Indiana University Bloomington, 2014

Ph.D., Duke University, 2020

Year Appointed 2020

Type Assistant Professors

Holly J. Hobbs

Title Assistant Professor of Dance

Education

B.A., Western Michigan University, 1997

M.F.A., University of Michigan, 1999

Year Appointed 2007

Type Assistant Professors

Kurt E. Kirner

Title Head Swimming and Diving Coach and Assistant Professor of Sport Studies

Education

B.S., University of Wisconsin-Milwaukee, 1983

M. S., New Mexico State University, 1987

Ph.D. candidate, University of Minnesota-Twin Cities, 1989-92

Year Appointed 2007

Type Assistant Professors

Catherine Sims Kuiper

Title Assistant Professor of Education

Education

B.A., Hillsdale College, 2012

M.A., University of Notre Dame, 2014

Ph.D., University of Notre Dame, 2018

Year Appointed 2019

Type Assistant Professors

Christina J. Lambert

Title Assistant Professor of English

Education

B.A., Hillsdale College, 2016

M.A., Baylor University, 2019

Ph.D., Baylor University, 2023

Year Appointed 2023

Type Assistant Professors

Stephanie Lauback

Title Assistant Professor of Physics

Education

B.S., Ohio Northern University, 2012

M.S., The Ohio State University, 2015

Ph.D., The Ohio State University, 2017

Year Appointed 2020

Type Assistant Professors

Mark F. McClay

Title Assistant Professor of Classics

Education

B.A., St. John's College, 2009

Post-Baccalaureate, University of California, 2010

M.A., Ph.D., University of California, Berkeley, 2013, 2018

Year Appointed 2021

Type Assistant Professors

J. Cameron Moore

Title Assistant Professor of English

Education

B.A., Spring Arbor University, 2007

Ph.D., in English, Baylor University 2014

Year Appointed 2023

Type Assistant Professors

Keith E. Otterbein

Title Head Football Coach and Assistant Professor of Sport Studies

Education

B.A., Hillsdale College, 1979

M.A., Central Michigan University, 1983

Year Appointed 2002

Type Assistant Professors

Daniel O'Toole

Title Assistant Professor of Politics

Education

B.A., Claremont McKenna College, 2009

A.B.D., University of Texas at Austin

Year Appointed 2023

Type Assistant Professors

Jared C. Parker

Title Assistant Professor of Psychology

Education

B.S., Brigham Young University, 2013

University of Dallas, 2018

Ph.D. candidate, Brigham Young University

Year Appointed 2022

Type Assistant Professors

Joshua Patch

Title Assistant Professor of Education

Education

B.A., Biola University, 2014

Ph.D., University of Dallas, 2023

Year Appointed 2024

Type Assistant Professors

John Petrakis

Title Assistant Professor of Politics

Education

B.A., McGill University, 2010

J.D. and BCI, McGill University, 2014

M.A., McGill University, 2019

Ph.D., University of Notre Dame, 2024

Year Appointed 2025

Type Assistant Professors

Allison Postell

Title Assistant Professor of Philosophy

Education

B.A., St. Norbert College, 2005

M.A., University of Dallas, 2007

Ph.D., University of Dallas, 2013

Year Appointed 2024

Type Assistant Professors

Christopher Robertson

Title Visiting Assistant Professor of Sociology

Education

B.A., University of Texas at Austin, 2013

M.A., Northwestern University, 2016

Ph.D., Northwestern University, 2021

Year Appointed 2023

Type Assistant Professors

Oliver Serang

Title Assistant Professor of Computer Science

Education

B.S., North Carolina State University, 2006

Ph.D., University of Washington, 2011

Year Appointed 2024

Type Assistant Professors

Miles Smith

Title Assistant Professor of History

Education

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

Year Appointed 2020

Type Assistant Professors

Joshua Streeter

Title Assistant Professor of Theatre

Education

B.A., Adams State University, 2010

M.A., The Ohio State University, 2019

Ph.D., The Ohio State University, 2024

Year Appointed 2025

Type Assistant Professors

Leta Sundet

Title Assistant Professor of English

Education

B.A., New Saint Andrews College, 2012

M.A. (Theology and Letters), New Saint Andrews College, 2013

M.A. (English Literature), University of Dallas, 2015

Ph.D., University of Dallas, 2022

Year Appointed 2025

Type Assistant Professors

Patrick Timmis

Title Visiting Assistant Professor of English

Education

B.A., Hillsdale College, 2013

M.A., University of Virginia, 2014

Ph.D., Duke University, 2021

Year Appointed 2021

Type Assistant Professors

Michael Tripepi

Title Assistant Professor of Physics

Education

B.S., Hillsdale College, 2017

M.S., The Ohio State University, 2020

Ph.D., The Ohio State University, 2022

Year Appointed 2022

Type Assistant Professors

Anna Vincenzi

Title Assistant Professor of History

Education

B.A., Università Cattolica de Sacro Cuore, 2011

M.A., University of Notre Dame, 2016

Ph.D., University of Notre Dame, 2020

Year Appointed 2020

Type Assistant Professors

Ian M. Walsh

Title Assistant Professor of Chemistry

Education

B.S., University of Washington, 2013

Ph.D., University of Notre Dame, 2019

Year Appointed 2019

Type Assistant Professors

Donald J. Westblade

Title Assistant Professor of Religion

Education

B.A., Williams College, 1974

M.Div., Fuller Theological Seminary, 1978

M.A., Yale University, 1983

M.Phil., Yale University, 1987

Year Appointed 1988

Type Assistant Professors

Charles C. Yost

Title Assistant Professor of History

Education

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., University of Notre Dame, 2019

Year Appointed 2020

Type Assistant Professors

Instructors

Darcy Affholter

Title Head Teacher, Mary Proctor Randall Preschool

Education

B.A., Hillsdale College, 1997

Year Appointed 2021

Type Instructors

Brad W. Blackham

Title Artist/Teacher of Music (Piano)

Education

B.M., Kent State University, 1993

M.M., The Cleveland Institute of Music, 1997

D.M.A. candidate, The Ohio State University, 2005

Year Appointed 2005

Type Instructors

Michelle Carpenter

Title Assistant Teacher, Mary Proctor Randall Preschool

Education

B.A., Hillsdale College, 2004

professional development classes, Marygrove College

Year Appointed 2023

Type Instructors

Jonathan Church

Title Instructor in Rhetoric and Public Address

Education

B.A., Hillsdale College, 2017

M.A., Gonzaga University, 2019

Year Appointed 2019

Type Instructors

Stacey Jones-Garrison

Title Artist/Teacher of Music (Percussion)

Education

B.M., Michigan State University, 1999

Michigan State University Catherine Herrick Cobb Graduate Fellow, 2000-02

Year Appointed 2013

Type Instructors

Daniel Kuehler

Title Artist/Teacher of Piano

Education

B.M., University of Missouri-St. Louis, 2014

M.M., Catholic University of America, 2017

D.M.A., Eastman School of Music, 2020

Year Appointed 2021

Type Instructors

Deanna Mackie

Title Instructor in Accounting

Education

B.S., M.P. Acy., University of Nebraska-Lincoln

Year Appointed 2017

Type Instructors

Christopher C. McCourry

Title Artist/Teacher of Music (Trumpet) and Director of Jazz Ensembles

Education

B.M., Ohio State University, 1987

M.Mus., University of North Texas, 1990

Specialist in Music Performance (trumpet), University of Michigan, 1992

Year Appointed 1997

Type Instructors

Susan Putnam

Title Head Teacher, Mary Proctor Randall Preschool

Education

B.A., Saginaw Valley State University, 1992

Year Appointed 2005

Type Instructors

Angelica J. Pytel

Title Visiting Lecturer of Biology

Education

B.S., Ohio Northern University, 1998

A.B.D., Bowling Green State University

Year Appointed 2003

Type Instructors

Brian Shaw

Title Artist/Teacher of Art

Education

B.A., Spring Arbor College, 1990

M.F.A., Goddard College, 2005

Year Appointed 2021

Type Instructors

Amanda M. Stechschulte

Title Instructor in Spanish

Education

B.A., Saint Mary's College

M.A., University of Texas, Austin

Ph.D. candidate, University of Michigan

Year Appointed 1996

Type Instructors

Neil Watson

Title Instructor in Marketing

Education

B.S., John Paul the Great Catholic University

M.S., Busch School of Business, Catholic University of America

Year Appointed 2025

Type Instructors

Part-Time Faculty

Brian Anderson

Title Lecturer in Sport Studies

Education

B.A., Hillsdale College, 1979

Year Appointed 1977

Type Part-Time Faculty

Joseph A. Banach

Title Lecturer in Business

Education

B.S., Loyola University of Los Angeles, 1970

M.B.A., University of Southern California, 1974

Year Appointed 2014

Type Part-Time Faculty

Scot Bertram

Title General Manager—WRFH Radio and Lecturer in Journalism

Education

B.A., North Central College, 2002

Year Appointed 2016

Type Part-Time Faculty

Timothy W. Caspar

Title Lecturer in Politics

Education

B.A., Hillsdale College, 1994

Ph.D., Claremont Graduate University, 2006

Year Appointed 2005

Type Part-Time Faculty

Jonathan Church

Title Lecturer in Rhetoric and Director of Mock Trial

Education

B.A., Hillsdale College, 2017

Year Appointed 2019

Type Part-Time Faculty

Ellen M. Condict

Title Lecturer in English and Collegiate Scholars Program

Education

B.A., Belhaven College, 1998

Ph.D., Baylor University, 2010

Year Appointed 2014

Type Part-Time Faculty

Kathleen A. Connor

Title Lecturer in Sport Studies

Education

B.L.S., Hillsdale College, 1979

M.A., Eastern Michigan University, 1992

Year Appointed 1988

Type Part-Time Faculty

Douglas Dobrozsi

Title Director of Science Laboratories

Education

B.S., The Ohio State University

Ph.D., University of Cincinnati College of Pharmacy

Year Appointed 2020

Type Part-Time Faculty

Christopher D. Gravel

Title Head Volleyball Coach and Lecturer in Sport Studies

Education

B.S. Grand Valley State University, 1994

Year Appointed 1996

Type Part-Time Faculty

Rita A. Jenkins

Title Lecturer in Sport Studies

Education

B.S., Asbury College, 1992

M.S., Eastern Kentucky University, 1995

Year Appointed 1998

Type Part-Time Faculty

Corinne Langford

Title Lecturer in Theatre

Education

B.S., University of Michigan, Flint, 2013

M.F.A., University of Michigan, Flint, 2016

Year Appointed 2019

Type Part-Time Faculty

Christina Maier

Title Lecturer in Business and English

Education

B.A., Hillsdale College, 1998

M.A., University of Michigan, 2000

Year Appointed 2005

Type Part-Time Faculty

Mark Maier

Title Lecturer in English and Associate Provost

Education

B.A., Hillsdale College, 1998

M.L.I.S., University of South Carolina, 2003

Year Appointed 2008

Type Part-Time Faculty

John J. Miller

Title Director of the Herbert H. Dow II Program in American Journalism and Lecturer in Journalism

Education

B.A., University of Michigan, 1992

Year Appointed 2011

Type Part-Time Faculty

Sam Negus

Title Director of Program Review and Accreditation and Lecturer

Education

B.A., University of Bristol, 2003

M.A., Georgia State University, 2005

Ph.D., Texas Christian University, 2013

Year Appointed 2022

Type Part-Time Faculty

Lynne Neukom

Title Athletic Training Program Director

Education

B.A., Hillsdale College, 1991

M.S., Western Michigan University, 1993

Year Appointed 2008

Type Part-Time Faculty

Stephanie Oldre

Title Lecturer in Dance

Education

Associate Degree in General Studies, Washtenaw Community College

Certified Group Exercise Instructor, Certified Personal Trainer (National Exercise Trainers Association)

MOVE Wellness – Nationally Certified Pilates

Teacher, WATERART – Certified Aqua Instruction

Year Appointed 2022

Type Part-Time Faculty

Adam Rick

Title College Chaplain

Education

B.A., Spring Arbor University, 2005

Double M.A., Gordon-Conwell Theological Seminary, 2009

Th.M., Boston College, 2012

Year Appointed 2016

Type Part-Time Faculty

Michael K. Roberts

Title Lecturer in Sport Studies and Headmaster at Hillsdale Academy

Education

B.A., Hillsdale College, 1998

M.A., University of Colorado, 2002

Year Appointed 2007

Type Part-Time Faculty

Maria Servold

Title Assistant Director of the Herbert H. Dow II Program in American Journalism and Lecturer in Journalism

Education

B.A., Hillsdale College, 2010

Year Appointed 2011

Type Part-Time Faculty

Carter Snider

Title Lecturer in Business

Education

B.A., West Virginia University, 1976

M.A., West Virginia University, 1977

Year Appointed 2013

Type Part-Time Faculty

Douglas R. Spangler

Title Lecturer in Dance

Education

B.A., Hillsdale College, 1994

M.A. (piano performance), Michigan State University, 1997

M.A. (music theory), Michigan State University, 1999

Year Appointed 2007

Type Part-Time Faculty

Brita Stoneman

Title Lecturer in Rhetoric

Education

B.A., University of Minnesota, 2007

M.A., University of Pittsburgh, 2009

Ph.D., University of Pittsburgh, 2015

Year Appointed 2018

Type Part-Time Faculty

John Tharp

Title Athletic Director and Lecturer in Sport Studies

Education

B.A., Beloit College, 1991

M.A., Beloit College, 1993

Year Appointed 2007

Type Part-Time Faculty

Librarians

George Allen

Title Public Services Librarian

Education

B.A., Hillsdale College, 2009

M.L.I.S., Wayne State University

Year Appointed 2019

Type Librarians

Lori N. Curtis

Title Archivist and Special Collections Librarian

Education

B.S., Pacific Union College, 1980

M.A., University of California, Riverside, 1983

M.L.S., University of California, Los Angeles, 1987

Year Appointed 2019

Type Librarians

Brandon Hugo

Title Technical Services Librarian

Education

B.A., Hillsdale College, 2010

M.L.I.S., University of Pittsburgh, 2014

Year Appointed 2023

Type Librarians

Aaron Kilgore

Title Technical Services Librarian

Education

B.A., Hillsdale College, 2012

M.L.I.S., University of Michigan School of Information, 2017

Year Appointed 2019

Type Librarians

Maurine W. McCourry

Title Library Director

Education

B.A., University of the South, 1988

M.I.L.S., University of Michigan, 1994

Ph.D., Dominican University, 2014

Year Appointed 2000

Type Librarians

Brenna M. Wade

Title Public Services Librarian

Education

B.A., Hillsdale College, 2008

M.L.S., Indiana University, 2011

Year Appointed 2011

Type Librarians